ilm Level 3 Award
Leadership & Management

ilm

A City & Guilds Group Business

Understanding Leadership Workbook

This workbook is used in face to face workshops and includes tasks, activities and exercise to enable candidates to engage and share their experiences.

The workbook is also used as an electronic resource for distance learning. In these circumstances, not all activities will be possible depending on whether individual self-teach or group/teamwork is being used.

Contents

Learning Outcomes

Unit: Understanding Leadership

By participating in this workshop, you will be able to:

1. Describe the factors that influence your choice of leadership styles or behaviours in workplace situations.
2. Explain why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour.
3. Using feedback from others and your own self-assessment, assess own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture.
4. Describe appropriate actions to enhance leadership behaviour in the context of the particular leadership model.

Great Leaders Of Our Time

TASK

In your teams, identify a public figure that you perceive to be a 'Great Leader'. Discuss what makes them a leader.
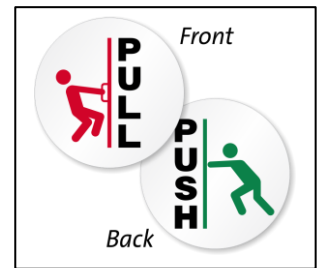
You can use the space below to make notes as you decide who will be your chosen subject, and to capture all the things that you believe makes them a 'great leader'.

Leader Or Manager – What's The Difference?

TASK

As a group, you have been provided with a number of cards on which are written typical activities performed by managers, supervisors (check resources).

Consider the activity on each card and decide to what extent it is a 'management' activity or a 'leadership' activity, or a combination of both. Then stick the card above the large arrow in an appropriate position on the management/leadership continuum.

You can use the space below to make a personal record of the groups decisions, and the positions of the cards.

Management
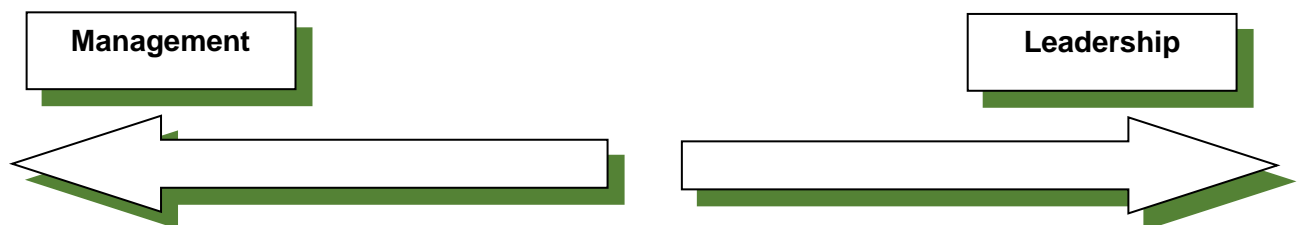
Leadership

Once the group has agreed on the position of the cards, work together to debate the following questions – you must come up with conclusions to the questions.

1. Why doesn't leadership come naturally to the vast majority of people?
2. What role models do we see around us at work – managers or leaders? What distinguishes the two? Who achieves better performance from their staff?
3. Why is the word 'Vision' so readily associated with leaders?

Management and Leadership - two processes

	Management	Leadership
What are we setting out to do?	Planning and Budgeting – establishing detailed steps and timetables for achieving needed results, and then allocating the resources necessary to make that happen.	Establishing direction – developing a vision of the future, often the distant future, and strategies for producing the changes to achieve that vision.
How do we encourage our people to deliver the required results?	Organising and staffing – establishing some structure for accomplishing plan requirements, staffing that with individuals, delegating responsibility and authority for carrying out the plan, providing the policies and procedures to help guide people or systems to monitor implementation.	Aligning people – communicating the direction by words and deeds to all those whose co-operation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies and accept their validity.
Making it happen	Controlling and problem-solving – monitoring results against plan in some detail, identifying deviations and then planning and organising to solve these problems.	Motivating and inspiring – energising people to overcome major political, bureaucratic and resource barriers to change by satisfying very basic, but fulfilled human needs.
Outcomes	Produces a degree of predictability and order, and has the potential of consistently producing key results expected by stakeholders (e.g. being on budget, etc).	Produces change, often to a dramatic degree, and has the potential of producing extremely useful change (e.g. new products that customers want, new approaches to staff relations that help the organisation to develop.

Leadership

The incentive for encouraging and developing good leadership within organisations is evident. Organisations that excel at developing leaders tend to achieve higher long-term profitability. A well-led organisation is more productive and is able to remain streamlined and competitive by facing change as a unified whole, rather than as a collection of individuals. Employees have a greater idea of where they are heading and why, and they are more engaged and motivated.

What do we mean by leadership?

Leadership is an influence relationship among leaders and followers who intend real changes that reflect their shared purpose. In its simplest form, a leader is someone who has followers. Therefore, anyone who can persuade people to follow them, in any way, has leadership qualities.

Leaders, of course, appear at all levels within organisations and society. It is a mistake to think of leaders as just those in identified 'leadership positions'. Indeed, some organisations, such as Southwest Airlines, assert that it is the leaders in supervisory positions that can have the biggest influence: "*The most influential leaders in our company – aside from Herb [Kelleher, previous CEO] – are the frontline supervisors.*" After all, supervisors are closest to the work of their team members and have more frequent and intensive interaction with them.

How does leadership differ from management?

The terms leadership and management are often used interchangeably. However, they are two distinctive, yet complementary, processes. Management has been described as the:

'Attainment of organisational goals in an effective and efficient manner through planning, organising, staffing, directing and controlling organisational resource.'

Experience suggests that individuals in management positions are required to use classic management techniques, while at the same time, exercise what might be more usually termed leadership traits:

- creating a compelling vision;
- inspiring and motivating;
- behaving strategically;
- leading change and transformation.

So, leadership and management are not mutually exclusive activities, but are much more likely to be exercised situationally, depending on what circumstances dictate.

Classic leadership theory

Traditional theories focus very much on how a leader's personality, and the context in which they find themselves, influence their particular style of leadership. Trait theories are among the earliest attempts to explain why leaders are successful.

Significantly, trait theories generally focus on the importance of selecting the right leaders rather than developing them. Other traditional theories include situational and contingency theories, which are both reliant on the particular context in which leaders find themselves.

Some recent trends

Contemporary theorists are inclined to move the focus away from the type of leader and how they should act in a particular context. Instead the emphasis tends to be more on how leaders can get the best from themselves and from their followers.

According to Capowski, '*Leaders are not born. Leaders are made, and they are made by effort and hard work*.' In other words, everyone has the basic seeds of leadership within them and how these are cultivated will determine whether or not leadership qualities develop in an individual.

Organisations worldwide are beginning to shake off the outdated models of the post-war generation and embrace a more progressive, responsive and people-centred leadership style. The command and control leadership methods of the last century are less appropriate in the world of fast changing technology of today where organisational structures are flatter and employees are empowered.

Knowledge sharing, creativity, and taking the initiative to anticipate and resolve stakeholders' needs, are all highly prized competencies in contemporary organisations.

Leadership is, therefore, no longer about issuing orders and expecting them to be followed. This style of leadership still exists, and in certain contexts, such as in times of crisis, it is still effective. But, for the majority of organisations, the best leadership, whether in the corporate or public sector, demands a multitude of skill sets and a willingness to work in the best interests of staff, customers and other stakeholders alike.

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Trait Leadership

Trait Leadership is based on the following assumptions:

- People are born with inherited traits
- Some traits are particularly suited to leadership
- People who make good leaders have the right (or sufficient) combination of traits

A trait is defined as …

1. A distinguishing feature, as of a person's character.
2. A genetically determined characteristic or condition.

Ralph Stogdill "Handbook of leadership"

The originator of trait theory, Ralph Stogdill states that leaders have certain innate traits that enable them to lead, such traits as **assertiveness, dependability, persistence and adaptability**. The key elements that he lists as factors in determining great leaders are:

- Adaptable to situations
- Alert to social environment
- Ambitious and achievement-orientated
- Assertive
- Co-operative
- Decisive

- Dependable
- Dominant (desire to influence others)
- Energetic (high activity level)
- Persistent
- Self-confident
- Tolerant of stress
- Willing to assume responsibility

Transactional Leadership

Transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments.

- Seen as 'ordinary' leaders
- Exchange tangible rewards for work and loyalty of staff
- Create clear processes where it is clear what is required of staff
- Often work on a "management by exception" basis
- Very much at the "manager" end of a leadership / manager spectrum

Transformational leadership

Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a sense of identity and role modelling.

- Seen as 'extraordinary' leaders
- Engage with staff
- Focus on higher needs
- Brings out higher levels of personal commitment from people
- At the "leader" end of a leadership / manager spectrum

Admirable Characteristics

James Kouzes and Barry Posner (2002) developed a survey (The Leadership Practices Inventory) that asked people which, from a list of common characteristics of leaders, were, in their experiences of being led by others, the seven top things they look for, admire and would *willingly* follow. And over twenty years, they managed to ask this of seventy five thousand people.

The results of the study showed that people preferred the following characteristics, in order:

1. Honest	11. Cooperative
2. Forward-looking	12. Determined
3. Competent	13. Imaginative
4. Inspiring	14. Ambitious
5. Intelligent	15. Courageous
6. Fair-minded	16. Caring
7. Broad-minded	17. Mature
8. Supportive	18. Loyal
9. Straightforward	19. Self-controlled
10. Dependable	20. Independent

From their research, Kouzes and Posner identify five behaviours as being key for successful leadership:

Model the way - Modelling means going first, living the behaviours you want others to adopt. This is leading from the front. People will believe not what they hear leaders say but what they see leaders consistently do.

Inspire a shared vision - People are motivated most not by fear or reward, but by ideas that capture their imagination.
Note that this is not so much about having a vision, but communicating it so effectively that others take it as their own – they buy-into it!

Challenge the process – Strong leaders thrive on and learn from adversity and difficult situations. Where appropriate, they are early adopters of innovation.

Enable others to act - Encouragement and exhortation is not enough. People must feel able to act and then must have the ability to put their ideas into action.
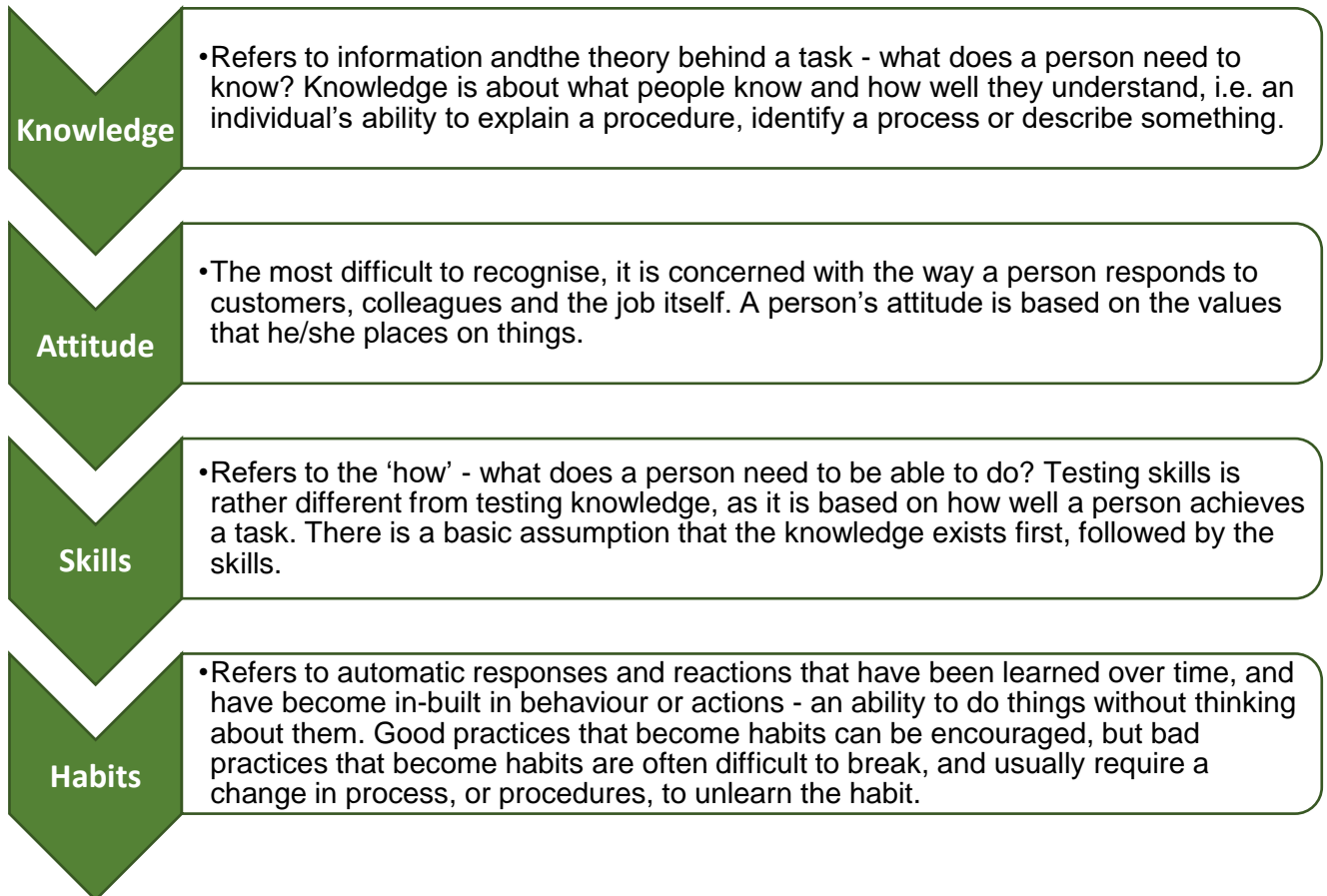*Encourage the heart* - People act best of all when they are passionate about what they are doing. Effective leaders unleash the enthusiasm of their followers this with stories and passions of their own.

First Line Manager/Team Leader – Doing the Job Well

To do job as a FLM, you will need a good balance of knowledge and skills.

K.A.S.H. Model

Competency in any job contains 4 key elements. You can review your own effectiveness as a leader, and any team member by focusing on the job they do.

Knowledge
- Refers to information andthe theory behind a task - what does a person need to know? Knowledge is about what people know and how well they understand, i.e. an individual's ability to explain a procedure, identify a process or describe something.

Attitude
- The most difficult to recognise, it is concerned with the way a person responds to customers, colleagues and the job itself. A person's attitude is based on the values that he/she places on things.

Skills
- Refers to the 'how' - what does a person need to be able to do? Testing skills is rather different from testing knowledge, as it is based on how well a person achieves a task. There is a basic assumption that the knowledge exists first, followed by the skills.

Habits
- Refers to automatic responses and reactions that have been learned over time, and have become in-built in behaviour or actions - an ability to do things without thinking about them. Good practices that become habits can be encouraged, but bad practices that become habits are often difficult to break, and usually require a change in process, or procedures, to unlearn the habit.

Competence Model

Training and coaching helps develop K.A.S.H. - people go through a loop of competence, known as the conscious competence model. Part of your job as a leader/manager is to continually improve the individual's performance until they become unconsciously competent, and achieve consistent, acceptable standards of performance.

Unconscious Incompetence → **Conscious Incompetence** → **Conscious Competence** → **Unconscious Competence**
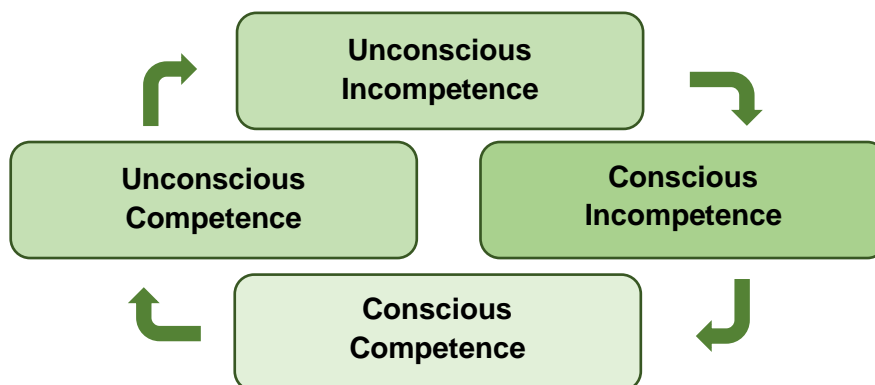
Some Thoughts About Leadership

Always, when leaders say that the people are not following, it's the leaders who are lost, not the people. Leaders get lost because of isolation, delusion, arrogance, plain stupidity, etc., but above all because they become obsessed with imposing their authority, instead of truly leading.

Leading is helping people achieve a shared vision, not telling people what to do.
It is not possible for a leader to understand and lead people when the leader's head is high in the clouds or stuck firmly up his backside.

That is to say - loyalty to leadership relies on the leader having a connection with and understanding of people's needs and wishes and possibilities. Solutions to leadership challenges do not lie in the leader's needs and wishes. Leadership solutions lie in the needs and wishes of the followers.

The suggestion that loyalty and a following can be built by simply asking or forcing people to be loyal is not any basis for effective leadership.

Prior to expecting anyone to follow, a leader first needs to demonstrate a vision and values worthy of a following.

A given type of leadership inevitably attracts the same type of followers. Put another way, a leadership cannot behave in any way that it asks its people not to. In other words, for people to embrace and follow modern and fair principles, they must see these qualities demonstrated by their leadership.

- People are a lot cleverer than most leaders think.
- People have a much keener sense of truth than most leaders think.
- People generally have the answers which elude the leaders - they just have better things to do than help the leader to lead - like getting on with their own lives.

A leadership which screws up in a big way should come clean and admit their errors. People will generally forgive mistakes but they do not tolerate being treated like idiots by leaders.
And on the question of mistakes, a mistake is an opportunity to be better, and to show remorse and a lesson learned. This is how civilisation progresses.

A leader should be brave enough to talk when lesser people want to fight. Anyone can resort to threats and aggression. Being aggressive is not leading. It might have been a couple of thousand years ago, but it's not now. The nature of humankind and civilisation is to become more civilised. Leaders should enable not obstruct this process.

Followership - The Leader-Follower Loop!

Leaders who want to create true followers need to be strong role models and keen observers. Standing in front of a group of people and yelling 'charge' and then running forward would result in very few people following; and yet many would-be leaders do just this. They think they can be leaders just by telling people to follow them. And then they are surprised when people do not or blind obedience leads to very limited performance.

People in organisations are seldom blind. They pay attention to what their leaders say and do and then they respond with at least some degree of intelligence.

Gossip

If the leader does something that concerns them, such as not communicating sufficiently about what is going on, then they will talk to one another long before letting the leader know. The first sign for the leader that all is not well in the team is sometimes the sound of the tom-tom drums as followers signal their anxieties to one another.

Pack response

There may well be some level of pack response from followers. That is, there may not seem to be any particular leader, but they all seem to move at around the same time. If the leader does not hear the gossip, then they should most definitely notice changes in behaviour.

Leaders need to listen and adjust

If leaders don't do anything about the situation, then followers, who are 'volunteers' will abandon in droves. Motivation for the tasks and engagement drops as energy is channelled into dealing with concerns. Just as they will follow as a pack, people will also leave in the same concerted manner. Response to a situation is usually a three step process:

Noticing - At some point the leader notices that followers are not as inclined to follow as they once were. They hear the gossip drums and the creaking of the overactive grapevine. They spot subtle (or not so subtle) changes in behaviour.

Diagnosing - When the shift in follower behaviour is noticed, the next step is to figure out why. In particular the leader needs to find out what communications or action he has contributed and what external events have influenced individual or group behaviour.

Adjusting - When the leader understands what is happening and why, he can do something about it. So leaders adjust what they are saying and doing to hopefully bring the situation back under control so everyone is focused on achieving individual and team objectives.

Be proactive!

It is a closed system, with followers responding to leaders, who themselves adjust in response to this. Leadership and followership is thus a dynamic interplay in which each closely monitors the other and responds accordingly.

This suggests that effective leaders are proactive leaders, constantly monitoring what is going on in the team and how individuals are performing. Communication need to be open and honest with the right amount of interaction so leader and followers truly understand, respect and trust each other.

Theories of Leadership

# 1) Task-v-People Managerial Grid (Blake & Mouton)

The Blake Mouton Managerial Grid is a practical and useful framework that helps you think about your leadership style. By plotting 'concern for task or production' against 'concern for people', the grid highlights how placing too much emphasis in one area at the expense of the other leads to low overall productivity.

The model proposes that when both people and task concerns are high, employee engagement and productivity increases accordingly. This is often true, and it follows the ideas of other participative management theories.

While the grid does not entirely address the complexity of "Which leadership style is best?", however, it certainly provides an excellent starting place to critically analyse your own performance and improve your general leadership skills.

Mouton defined the following five leadership styles:

Figure 1: The Blake Mouton Grid
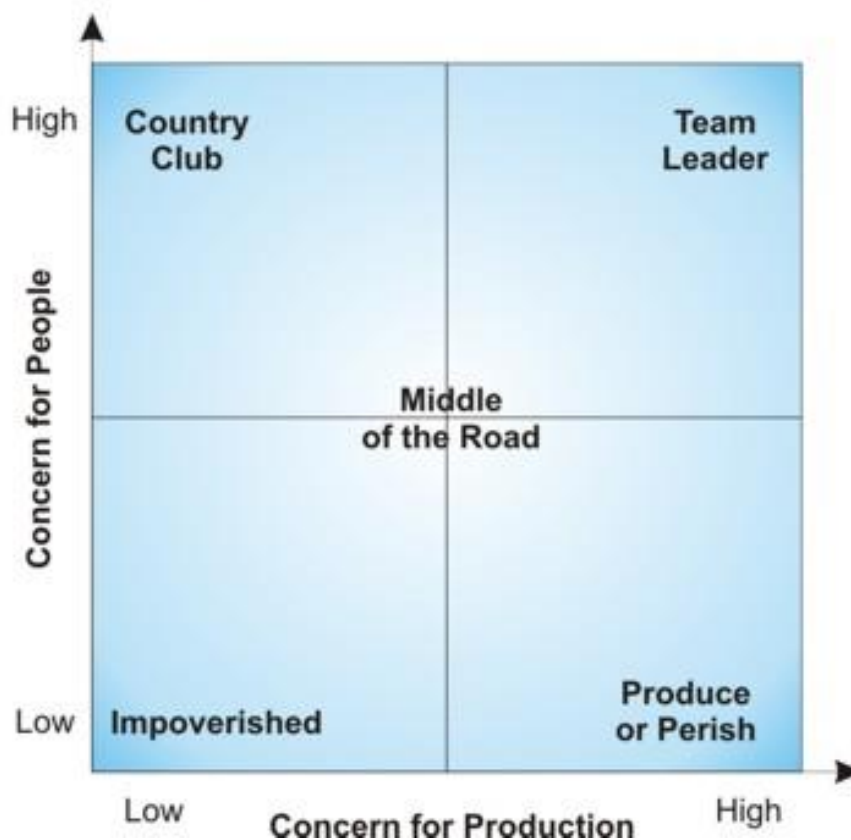
Country Club Leadership – High People/Low Production

This style of leader is most concerned about the needs and feelings of members of his/her team. These people operate under the assumption that as long as team members are happy and secure then they will work hard. What tends to result is a work environment that is very relaxed and fun but where production suffers due to lack of direction and control.

Produce or Perish Leadership – High Production/Low People

Also known as Authoritarian or Compliance Leaders, people in this category believe that employees are simply a means to an end. Employee needs are always secondary to the need for efficient and productive workplaces. This type of leader is very autocratic, has strict work rules, policies, and procedures, encourages compliance and views 'punishment' as the most effective means to motivate employees.

Impoverished Leadership – Low Production/Low People

This leader is mostly ineffective. He/she has neither a high regard for creating systems for getting the job done, nor for creating a work environment that is satisfying and motivating. The result is a place of disorganisation, dissatisfaction and disharmony.

Middle-of-the-Road Leadership – Medium Production/Medium People

This style seems to be a balance of the two competing concerns. It may at first appear to be an ideal compromise. Therein lies the problem, though: When you compromise, you necessarily give away a bit of each concern so that neither production nor people needs are fully met. Leaders who use this style settle for average performance and often believe that this is the most anyone can expect.

Team Leadership – High Production/High People

According to the Blake Mouton model, this is the pinnacle of managerial style. These leaders stress production needs and the needs of the people equally highly. The premise here is that employees are involved in understanding organisational purpose and determining production needs. When employees are committed to, and have a stake in the organisation's success, their needs and production needs coincide. This creates a team environment based on trust and respect, which leads to high satisfaction and motivation and, as a result, high production.

Individual Exercise - Managerial Grid

This exercise, based on Blake and Mouton's theory, is to help you analyse your own style of leadership – based on their model. Try to answer as honestly as possible.

Circle the letter in the right-hand column which reflects how often you respond in the given manner:

A   for ALWAYS
F   for FREQUENTLY
O   for OCCASIONALLY
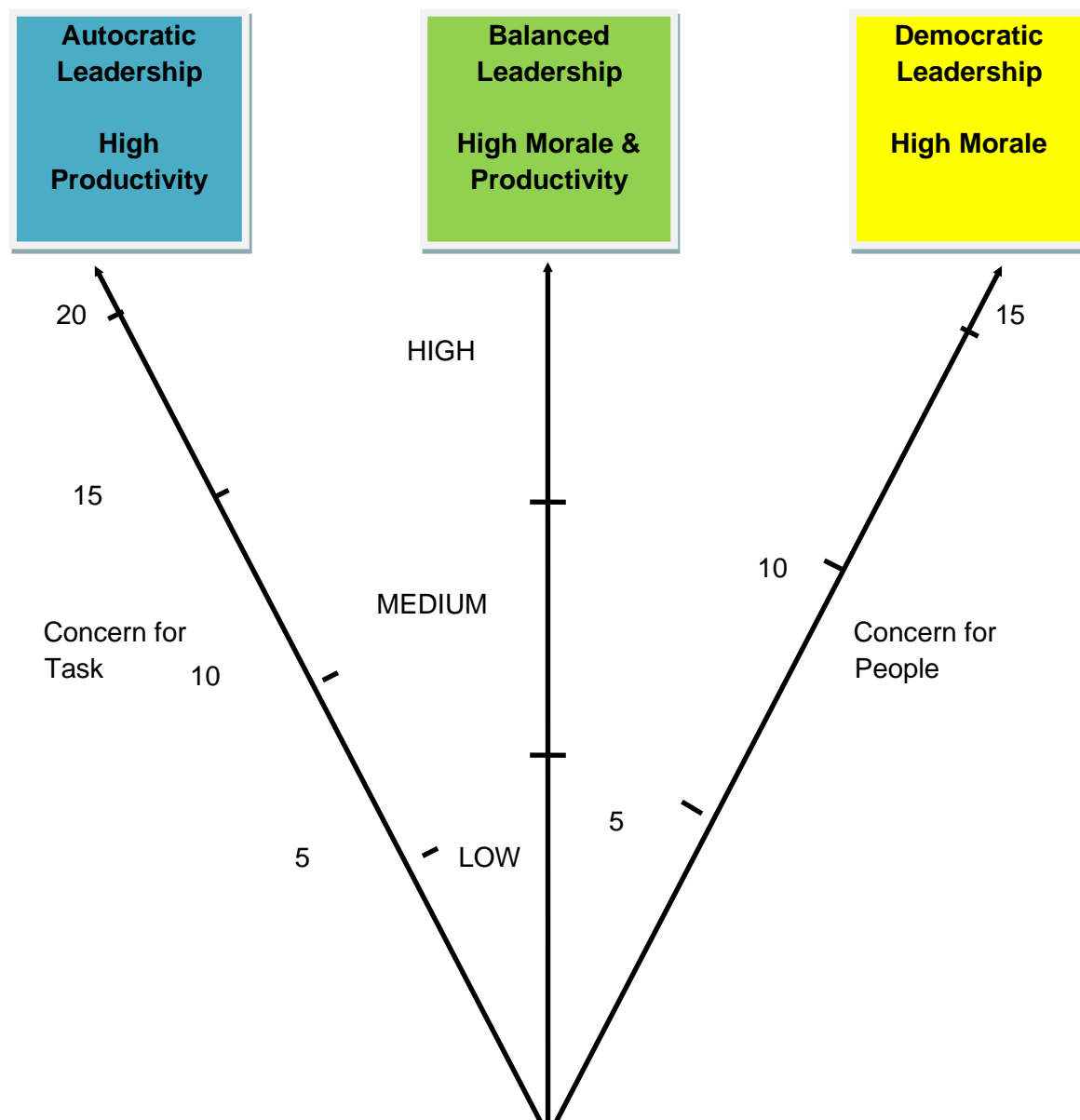**S**   for SELDOM
N   for NEVER

Scoring

When you have answered the 35 questions on the following page:

1. Write the number '1' in front of any question with an asterisk (*) by it, if your answer was 'S' or 'N'.

2. Write the number '1' in front of any question **without** an asterisk (*) by it if your answer was 'A' or 'F'.

3. Put a circle around any number '1' which you may have written in front of questions 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, 35.

4. Count up the circled 1's. This is your **Concern for People**.

5. Count up the remaining 1's not circled. This is your **Concern for Task**.

6. Find your score for Concern for Tasks on the relevant axis.

7. Find your score for Concern for People on the relevant axis.

8. Draw a diagonal line between the two points.

9. The point at which the line crosses the middle arrow indicates your current ability to bring about high morale and high productivity. The further up it crosses the better you meet the needs of both the team and the task.

Individual Exercise Continued

1	I would most likely act as spokesperson for the group	A F O S N
2	I would encourage overtime work	A F O S N
3	I would allow team members complete freedom in their work	A F O S N
4	I would encourage the use of uniform procedures	A F O S N
5	I would permit members to use their own judgement in solving problems	A F O S N
6	I would stress the importance of being ahead of competing teams	A F O S N
7	I would speak as representative of the team	A F O S N
8*	I would urge team members to put in greater effort	A F O S N
9	I would try out my ideas with the team	A F O S N
10	I would let team members do their work in the way they think best	A F O S N
11	I would be working hard for a promotion	A F O S N
12*	I would tolerate postponement and uncertainty	A F O S N
13	I would speak for the team in front of visitors	A F O S N
14	I would keep the work moving at a rapid pace	A F O S N
15	I would turn members loose on a job and let them get on with it	A F O S N
16	I would settle conflict in the team when it occurs	A F O S N
17*	I would tend to get swamped by details	A F O S N
18*	I would represent the team outside meetings	A F O S N
19*	I would not allow team members any freedom of action	A F O S N
20	I would decide what and how things should be done	A F O S N
21	I would push for increased productivity	A F O S N
22	I would let some members have authority which otherwise I could keep	A F O S N
23	Things usually turn out as I predicted	A F O S N
24	I would allow a high degree of initiative	A F O S N
25	I would assign team members to particular tasks	A F O S N
26	I would be willing to make changes	A F O S N
27	I would ask the team members to work harder	A F O S N
28	I would trust team members to exercise good judgement	A F O S N
29	I would schedule the work to be done	A F O S N
30*	I would refuse to explain my actions if I felt it unnecessary	A F O S N
31	I would persuade others to accept my ideas	A F O S N
32	I would permit the team to set its own pace	A F O S N
33	I would urge the team to beat its previous record	A F O S N
34*	I would act without consulting the team	A F O S N
35*	I would ask members to follow standard rules and regulations	A F O S N

Individual Exercise Continued

Autocratic Leadership	Balanced Leadership	Democratic Leadership
High Productivity	**High Morale & Productivity**	**High Morale**

20

15

HIGH

15

Concern for Task   10

MEDIUM

10

5

Concern for People

5

LOW   5

Balanced leadership results from balancing concern for task and concern for people.

Theories of Leadership Cont

2)   Action-Centred Leadership (John Adair)

This is a concept developed by the management and leadership expert, Professor John Adair. He maintains that the secret of effective leadership lies in what the leader does to meet the needs of the:

- Task
- Team
- Individuals

And all within the given situation
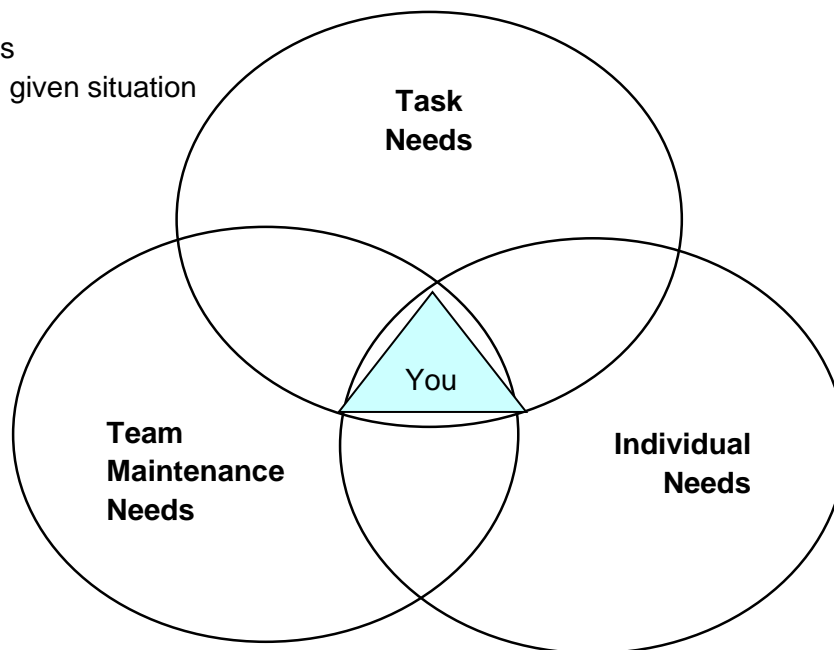
This can be represented as three overlapping and interacting circles of needs that have to be focused on at all times. As a manager it requires flexibility, but it also allows the flexibility to be task, group or individual oriented depending on the circumstances.

Your life would probably be reasonably easy if you only ever had to focus on one of these areas. No other distractions, nothing or no-one else craving your time or attention; no customers shouting for their orders. However, as you can see, you, the Leader, are in the middle of the three areas and ALL THREE need your constant attention.

Adair maintains an effective manager should:
- **Achieve the Task:** Important for its own sake, but also vital for the morale of the team and the shared sense of achievement.
- **Build and Maintain the Team:** If a team has a high team spirit it produces synergy, is supportive of its members and has real community of purpose.
- **Develop the Individual:** Each person in the team has a need to develop (if only to satisfy a range of motivational needs). These include the need to achieve and grow as well as the social sense of "belonging".

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The leader must recognise all three needs and continuously function to meet them and take account of them in order to be effective. It is when one circle becomes dominant that work and relationships begin to suffer.

A classic example is of the Manager who is 'task focused' and that is all they care about. This gives rise to statements such as "I don't care what you think, just get that out of the door!"

These types of statements give no value to the employee who's motivation and productivity are likely to dip, essentially making the Manager's job harder. The Manager has effectively made their own working life harder through not thinking, valuing or caring about the individual or the team.

Meeting Individual Needs

If the needs of the people are to be satisfied at work each individual:
- Should feel a sense of personal achievement in their job; that they are making a worthwhile contribution to the objectives of the group or section.
- Should feel that the job itself is challenging; is demanding the best of the person and is given the responsibility to match capability.
- Should achieve adequate recognition for achievements.
- Should have control over those aspects of the job which have been delegated.
- Should feel that development and advancement in experience and ability is happening.

Meeting Team Needs

The key functions of the leader in meeting group needs are:
- To set and maintain team objectives and standards.
- To involve the team as a whole in the achievement of objectives.
- To maintain the unity of the team and to see that dissident activity is minimised.

Task Completion

The leader's main contribution to achieving the required results lies in:
- Being quite clear what the task is.
- Understanding how it fits into the overall short and long term objectives of the organisation.
- Planning how it will be accomplished.
- Defining and providing the resources needed, including the time and the authority required.
- Doing everything possible to ensure that the organisational structure allows the task to be done effectively.
- Controlling progress towards the goal.
- Evaluating results and comparing them with the goals and the plans.

Action Centred Leadership Self-Assessment

For each of the 21 statements listed below, use the following key to indicate how frequently you demonstrate the described behaviour.

Always:	5	Very Often:	4	Fairly Often:	3
Sometimes:	2	Seldom:	1	Never:	0

1. Encourage and develop employees to participate in decision making	
2. Make political alliances with employees or superiors to protect your departmental interests.	
3. Introduce tight control systems to increase the effectiveness of your employees.	
4. Try to smooth feelings and re-direct discussion away from conflict areas when conflict arises.	
5. Delay the release of information until it can best further your group's advantage.	
6. Set personal objectives and work priorities for your employees in the belief that you are better able to do this because of your position and experience.	
7. Show reluctance to criticise or discipline your employees.	
8. Outwardly compromise but actually delay or divert plans so that your departmental plans are pursued.	
9. Act on the basis that people are paid to give a fair day's work and that it is your job to see that they do.	
10. Use humour to reduce tension and to maintain friendly relationships with employees.	
11. Enter into bargaining arrangements with other departments to ensure their support.	
12. Maintain a social distance by not involving yourself in the emotional problems of employees.	
13. Establish in advance mutually acceptable objectives with your employees, even though this takes time.	
14. Cut corners and bend the rules to achieve the objectives of your department.	
15. Use your authority to introduce unpalatable decisions without any compromise.	
16. Spend time enquiring about the health and well-being of your employees and their families.	
17. Try to get to know your manager's outside interests in order to get his or her attention and help	
18. Try to solve problems arising from certain work your department undertakes without consulting your employees.	
19. Make a daily effort to talk to each member of staff.	
20. Support other people's objectives in order to get their support for your departmental objectives.	
21. Give each person detailed instructions on what they have to do during that particular working day.	

How to Analyse Your Score

Add your scores up for each of the elements listed below.

Total for question numbers 1, 4, 7, 10, 13, 16, 19   =   _____   **Individual Orientation**

Total for question numbers 2, 5, 8, 11, 14, 17, 20   =   _____   **Team Orientation**

Total for question numbers 3, 6, 9, 12, 15, 18, 21   =   _____   **Task Orientation**

Then plot your scores on the charts below

Individual Orientation:

0	5	10	15	20	25	30	35

Team Orientation:

0	5	10	15	20	25	30	35

Task Orientation:

0	5	10	15	20	25	30	35

This will give you an indication of your current orientation; i.e. whether you are individual, team or task orientated. If there is significant variation between the three elements, consider what you could do to even up your focus and ensure you take into account the needs of all three.
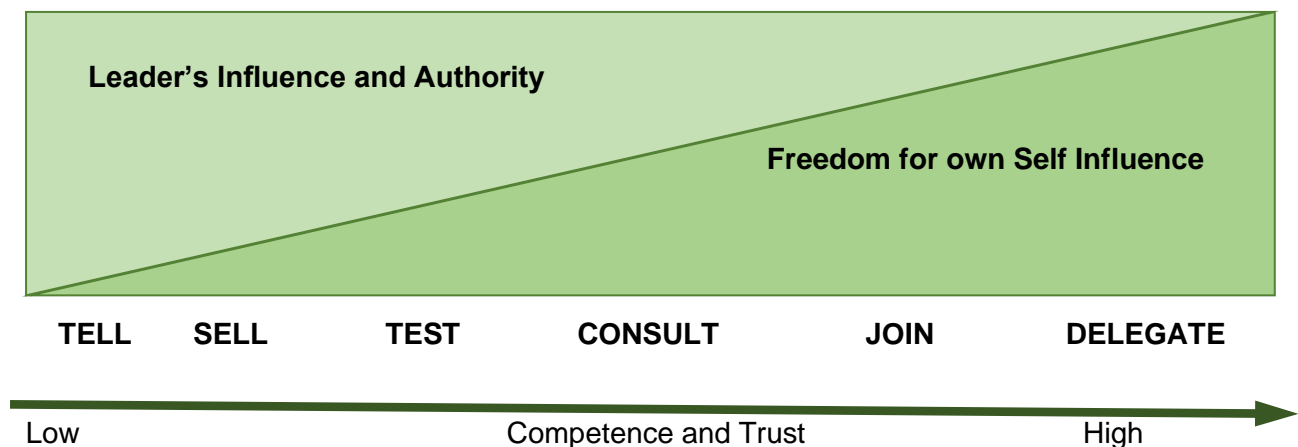
3) Situational Leadership I & II

Leadership Continuum

Robert Tannenbaum and Warren Schmidt came up with a structured model that attempted to classify the different style of leadership. The individual is influenced externally, by either the leader or the team member (and other team members, when acting as a group). Internal influence is linked with the individual's own motivational style.

They came up with six different styles of leadership, dependent upon the leader/self-influence – see below – paving the way later for the Hersey & Blanchard Model.

The Original Six Leadership Styles

Leader's Influence and Authority

Freedom for own Self Influence

| TELL | SELL | TEST | CONSULT | JOIN | DELEGATE |

Low   Competence and Trust   High

Where there is little self-influence (low knowledge, attitude, skills or habits) the leader needs to adopt a more directional and tell approach. Where there is more *ability* and *motivation* on behalf of the team member, then the leader can begin to move from directional and tell style, to one of consultation and delegation. See below for brief descriptions of the different styles.

Tell	The leader simply tells the team members what to do and the recipients have little to no say in the matter.
Sell	Similar to Tell, but this time the leader gives reasons or benefits for the action to be taken, i.e. he/she sells the idea, in attempt to enable the recipients to see the benefits of action. At this point this isn't yet about gaining the recipients agreement.
Test	In this case the leader puts forward his/her solution, or decision and asks for the team member's agreement. Some element of selling is likely to be involved.
Consult	The leader explains the situation to the team members, suggests a solution and asks the team members for their solutions and alternatives.
Join	As with Consult, the leader explains the situation, but then joins the team to explore and discuss possible alternatives and solutions.
Delegate	Once again the leader explains the situation and asks the team members to come up with some solutions, but this time the leader takes little or no part in the discussion and agrees to accept the team members' conclusions.

Hersey & Blanchard's "Situational Leadership II"

The Tannenbaum and Schmidt model was expanded by Ken Blanchard to enable effective managers to adopt appropriate leadership styles to reflect the *situation* facing them and the maturity/readiness of the staff member. Some managers successfully use behaviour which focuses on achieving *tasks* while others build *relationships*. Many are successful in using high levels of both to achieve effective results. They change their own behaviour pattern to effectively deal with the situation through 4 distinct leadership styles.

The Four Leadership Styles

(High)

Supportive Behaviour

High Supportive & Low Directive Behaviour

S3

High Directive & High Supportive Behaviour

S2

S4

S1

Low Supportive & Low Directive Behaviour

High Directive & Low Supportive Behaviour

(Low) **DIRECTIVE BEHAVIOUR** (High)

High   Moderate   Low

High Competence	Moderate to High Competence	Low to Some Competence	Low Competence
High Commitment	Variable Commitment	Low Commitment	High Commitment
D4	**D3**	**D2**	**D1**

Developed ← **Developing**

Situational Leadership 2

Leadership style is the pattern of behaviours people use to influence others, as perceived by those being influenced – they fall into 2 basic categories, and combinations.

> **Directive Behaviour** concentrates on *how* to do the task. It involves telling and showing people what to do and when to do it. It helps to develop *competence* in others.

> **Supportive Behaviour** focuses on developing people's *initiative*, and on their attitudes and feelings toward the task. It helps build *commitment* in others.

Style 1 Directing/Telling: This consists of high Directive Behaviour and low Supportive Behaviour. In the Directing style the leader provides specific instructions about roles and goals, and closely supervises performance. Most decisions are made by the leader.

Style 2 Coaching/Selling: This is characterised by high Directive Behaviour and high Supportive Behaviour. The leader explains decisions, solicits suggestions from the individual, praises behaviours that are approximately right and continues to direct tasks achievement. Input from the individual is considered, although final decisions are made by the leader.

Style 3 Supporting/Participating This consists of high Supportive Behaviour and low Directive Behaviour. A leader using this style facilitates, listens, elicits ideas, encourages and supports self-reliant decision making and problem solving.

Style 4 Delegating This style is about low Supportive Behaviour and low Directive Behaviour. The leader empowers the employee to act independently and provides the appropriate resources to get the job done. Most decisions are made by the individual.

Matching Style to Development Level

To determine the appropriate level of leadership and influencing, a vertical line is drawn from a diagnosed development level to the leadership style curve running through the four quadrant model. The point where the lines intersect, gives the appropriate quadrant style.

For example, where a staff member is deemed to be at development level 1 (D1), they should receive a Directing (S1) leadership style.

➢ Directing is for low development level
➢ Coaching is for low to moderate development level
➢ Supporting is for moderate to high development level
➢ Delegating is for high development level

SCORING GRID - STYLE FLEXIBILITY

Using the separate Situational Leadership 2 Questionnaire, read the situations and select what you believe to be the most appropriate action – 1 only, either A, or B, or C, D.
Once completed,copy your A, B, C, D answers to the grid below – ensure they are in the correct columns.

The column headings under Style Flexibility correspond to the four leadership styles:

STYLE FLEXIBILITY			
S1	**S2**	**S3**	**S4**
1	A	C	D	B
2	A	C	B	D
3	A	B	C	D
4	C	B	D	A
5	D	A	C	B
6	A	C	D	B
7	B	D	A	C
8	C	B	A	D
9	D	B	A	C
10	B	C	D	A
11	B	C	D	A
12	A	C	B	D
13	B	C	D	A
14	D	B	A	C
15	A	C	B	D
16	B	D	C	A
17	B	D	A	C
18	B	A	C	D
19	D	B	A	C
20	D	A	C	B

DIFFERENCE BETWEEN

5   5   5   5

☐ + ☐ + ☐ + ☐ = ☐ Sub Total

S1 – High Directive, Low Supportive Behaviour
S2 – High Directive, High Supportive Behaviour
S3 – High Supportive, Low Directive Behaviour
S4 – Low Supportive, Low Directive Behaviour

The column (S1, S2, S3 & S4) with the largest number of circled letters is your primary leadership style. Enter this number in the circle in the appropriate quadrant on the Primary Style Matrix.

For example, assume that the column with the largest number of circled items is S3. If eight items have been circled, you would enter the number 8 in the S3 circle on the Primary Style Matrix. If you have a tie for your primary style (two or more columns with the same number of items circled), enter the numbers from each of these styles in the appropriate quadrants.

Primary Style Matrix
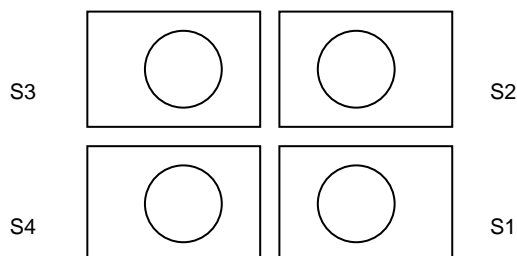
1. To obtain your Style Flexibility Score, calculate the difference between 5 and each total. Subtract in either direction. Disregard the plus or minus sign. Enter these numbers in the shaded boxes at the bottom of the Style Flexibility columns.
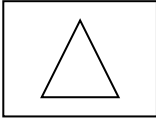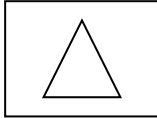
2. Add all four numbers in the shaded boxes and enter this sum in the Sub Total box. Subtract the sub total from 30 and enter this number in the Style Flexibility Score box.
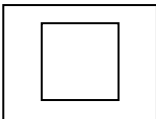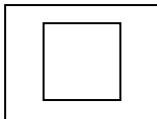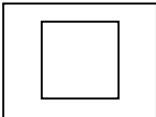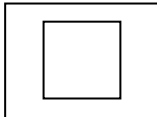
Style Flexibility Score   ☐

STYLE FLEXIBILITY

Any column with *four or more* circled letters, other than your primary style(s), indicates a secondary leadership style. Enter this number(s) in the appropriate triangle(s) on the Secondary Style matrix.

Secondary Style Matrix

Any column with less than four circled letters should be considered a style you may want to develop. Enter this number(s) in the appropriate box(es) on the Developing Style matrix

Developing Style Matrix

Style Flexibility Graph

The Style Flexibility Score in the box on the previous page should now be reflected on the graph opposite by drawing a line at the point corresponding to your score. A lower score indicates low style flexibility, which means that you select the same one or two styles for every situation. A higher score indicates high style flexibility, which means that you use all of the four styles more or less equally.
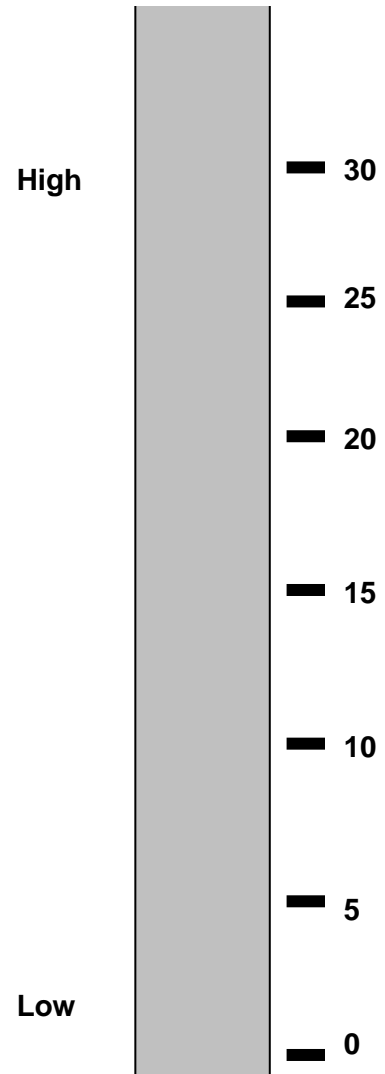
STYLE EFFECTIVENESS

Copy your A, B, C, D answers **again** to the grid below – ensure they are in the correct columns.

	STYLE EFFECTIVENESS			
	P	F	G	E
1	B 4	D 3	A	C
2	D 4	B 3	C	A
3	D 4	C 3	A	B
4	A 4	D 3	B	C
5	D 1	B 4	A	C
6	A 1	C 2	B	D
7	C 4	A 3	D	B
8	C 1	B 2	D	A
9	D 1	B 2	A	C
10	A 4	B 1	D	C
11	B 1	C 2	D	A
12	A 1	C 2	D	B
13	A 4	D 3	C	B
14	D 1	B 2	C	A
15	A 1	C 2	B	D
16	B 1	D 2	C	A
17	B 1	D 2	A	C
18	D 4	C 3	A	B
19	C 4	A 3	D	B
20	B 4	C 3	D	A

MULTIPLY BY

1   1   3   4

☐ + ☐ + ☐ + ☐ = ☐

Style
Effectiveness
Score

To score high on style effectiveness, you must not only show a high level of flexibility in style selection, but you must also choose the leadership style that is most appropriate for each situation.

The Style Effectiveness columns are headed by poor (P), fair (F), good (G), or excellent (E) ratings. The totals at the bottom of these columns indicate how often you choose a poor, fair, good or excellent answer.

STYLE EFFECTIVENESS SCORE

To obtain your Style Effectiveness Score, multiply each total entered in the P, F, G and E columns by the number below each total. Enter the products in the shaded boxes at the bottom of the Style Effectiveness columns.

Add all four numbers and enter the sum in the Style Effectiveness Score box. Scores range from 20 – 80.

A low score indicates low style effectiveness, which means that you chose a greater number of fair or poor leader style choices for the 20 situations.

A higher score suggests high effectiveness, which means that you chose a greater number of good and excellent leader style choices.

STYLE EFFECTIVENESS SCORE

Draw an arrow at the corresponding number to your Style Effectiveness Score along the Style Effectiveness Graph.

Style Effectiveness Graph

High

80

70

60

50

40

30

Low

20
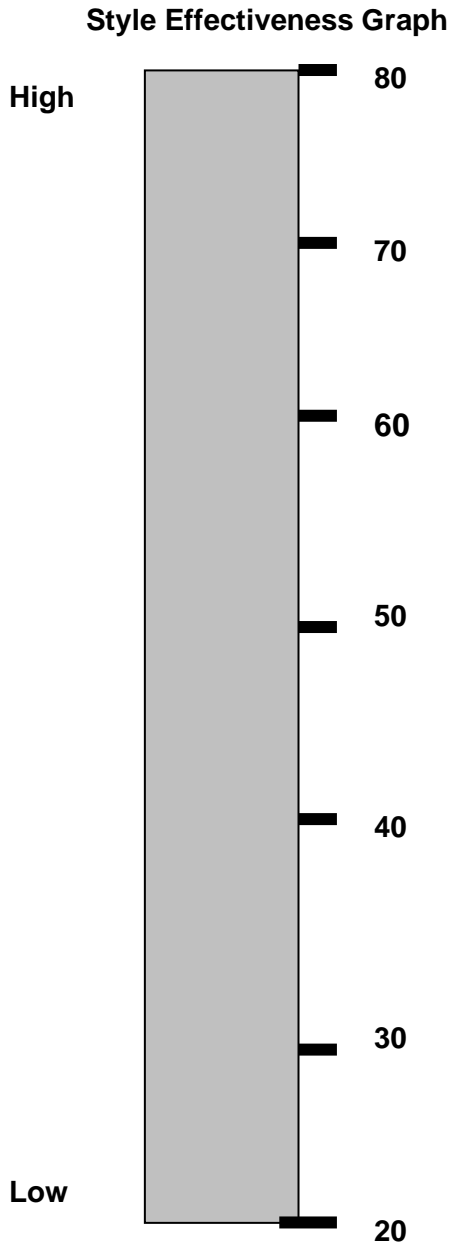
STYLE DIAGNOSIS

To better understand how you might improve your effectiveness score, it is helpful to examine the appropriateness of your style selections. The numbers in the subscript in the poor and fair Style Effectiveness columns are the leadership styles you chose when you circled responses, A, B, C or D.

Record the number of Style 1 choices you made in the poor and fair columns and place that number in the oval in the S1 quadrant on the Style Diagnosis Matrix.

Repeat this procedure for Style 2, Style 3 and Style 4 choices within the poor and fair columns. A pattern of four or more answers in the fair and poor categories in one leadership style means that you may not be taking the development level of the person or group with whom you are working into consideration when choosing a leadership style.

Go back to your Self Analysis form, and reanalyse the situations to see if you can better understand why you may be using those styles inappropriately.

Style Diagnosis Matrix

S3

S2

S4

S1

The Skill/Will Matrix

The skill/will matrix was introduced by Max Landsberg in his book, *The Tao of Coaching.* Since then it has been widely adopted and is a useful method of ensuring that a coach's style of interaction is matched to a staff member's readiness for a particular task. Whilst more appropriate for managers, when used to understand a staff member's 'state' it can also be used by both internal and external coaches with no line management responsibility for the staff member.

Coaching is simply another methodology used to influence the behaviour and actions of staff – both coaching and influencing are key tools for a leader/manager. The skill/will matrix requires the manager/coach to assess the staff member's level of skill for dealing with that situation, issue or task and also their level of will.

• Skill depends on experience, training and understanding.
• Will depends on desire to achieve, incentives, security and confidence.

The matrix works by plotting the level of the staff member's skill against their will, either high or low, in order to determine the appropriate style of interaction for the manger/coach to adopt:

	Low Skill	High Skill
High Will	Guide	Delegate
Low Will	Direct	Excite
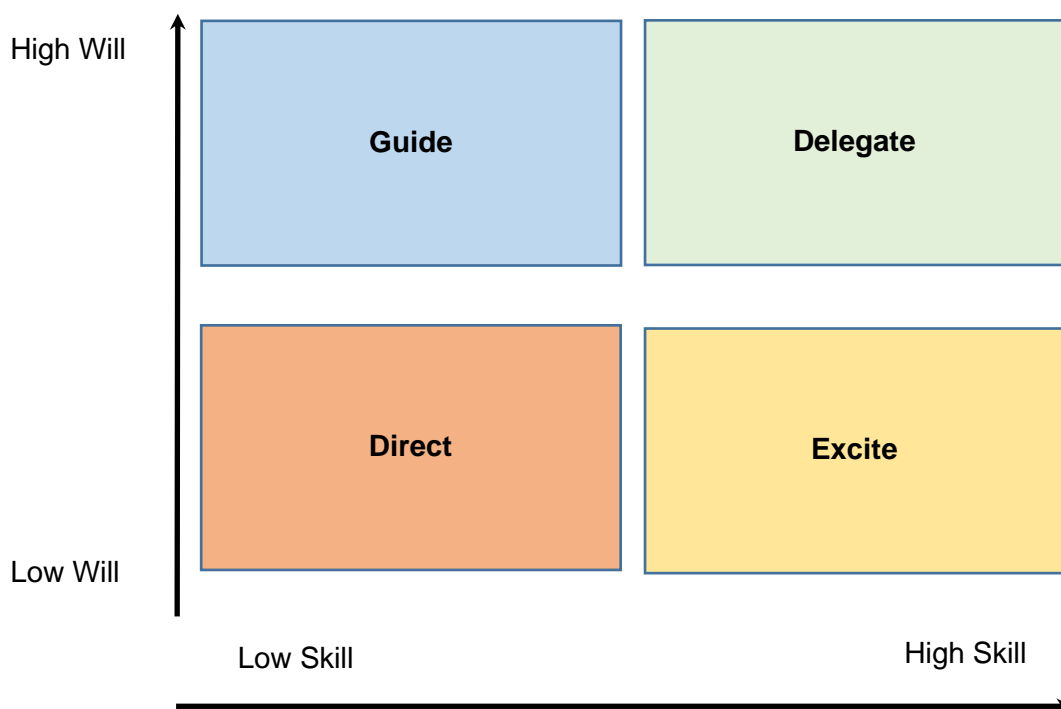
Source: Max Landsberg, The Tao of Coaching 2nd edition (Profile Business, 2003)

Direct (when both skill and will are low)

When the staff member has low will and low skill, there is a need to develop both, and to closely supervise the staff member. To achieve this, Landsberg recommends taking the following three actions in order:

1. first, build the will
2. then develop the skill
3. then sustain the will

To build the will, the coach should provide the staff member with a clear briefing. The staff member should know exactly what is required of them for the particular situation or task. It is important to identify the staff member's motivations so that the team leader/manager can tap into these. For example, if the staff member is excited about opportunities to develop their influence within their department, then the team leader/manager might highlight how success in the situation or task being coached will help them to achieve this.

Developing a vision of future performance with the staff member can often help the team leader/manager to build the will. A staff member who has a clear picture of how their future performance can be improved will be more likely to apply themselves to the situation at hand.

Once the staff member's will has been developed, the team leader/manager then needs to build their skill levels. To do this they can structure tasks for the staff member to help them to achieve quick wins, helping to develop confidence as well as skill. The main method of skill development is through training and the team leader/manager should help the staff member identify where and when they can get the appropriate training.

Once the will has been built and the skills have been developed sufficiently, the team leader/manager needs to ensure that the staff member's will is sustained. This can be achieved through the provision of timely feedback and, where appropriate, praise.

Throughout the three steps, the team leader/manager should supervise the actions of the staff member closely, providing them with clear rules and deadlines. Without this supervision and clarity there is the danger that the staff member makes errors that aren't found until it is too late.

Guide (when there is high will but low skill)

When guidance is required, the staff member already has the motivation to deal with the challenge they are faced with. The main objective for the team leader/manager is, therefore, to help the staff member develop the necessary skills that the staff member requires. Once again, the key to skills development is often training and the role of the team leader/manager is to help the staff member access the training they require.

However, training does not necessarily involve the staff member going on a traditional course. Other options could include the staff member observing someone with the appropriate skills and experience, or setting the staff member a series of smaller tasks to build up their skills gradually.

When guidance is required, it is especially important that the team leader/manager ensures that the staff member has a very clear conception of what they are going to achieve, and how they are going to achieve it, early in the coaching process. This enables the team leader/manager to gradually relax control and allow the staff member to operate under lower levels of supervision as they progress.

Excite (when there is high skill but low will)

This situation is an exercise in motivation. The team leader/manager has to first identify the reason for the low will. For example, the staff member may be put off by the task and require help in seeing the personal benefit in carrying it out. Alternatively, there may be some de-motivation due to the management style being adopted.

Whatever the reason behind the lack of will, the role of the team leader/manager is to help the staff member to identify action(s) they can take to improve the situation for themselves.

Delegate (when both skill and will are high)

The role of a team leader/manager for someone whose skill and will are both high is to provide them with a sounding board and to develop their confidence to deal with the situation they are facing. The team leader/manager can help the staff member set objectives but help with the method for achieving those objectives if often not required.

The challenge for the team leader/manager in this situation is to work with the staff member to set more challenging goals and to step back and let them get on with it. Although the staff member is equipped with the necessary skills and motivation to be successful when dealing with a situation or task, the team leader/manager should still provide them with the appropriate feedback and praise.

Conclusion

By using the skill/will matrix, team leader/manager can effectively prepare for a successful relationship. The aim over a period of time is to increase both the staff member's skill and their will. If this is done effectively, it allows the team leader/manager to adopt progressively different styles of interaction as the staff member develops.

Personal Action Plan

Goal(s)	
Milestones	
Action(s) required	
Constraints	
Who / what can help me	
Target date for completion	
Success will look like?	
Done ✓	