Lead to Inspire – Inspire to Perform

Welcome to 'Lead to Inspire: Inspire to Perform'! This course has been designed for use by staff new to a supervisory or team leader role and is intended to help participants identify what constitutes effective leadership and understand the impact effective leadership can have in the workplace.

Learning Objectives

After completing this course, you will be able to:

- Describe what leadership and management mean
- Understand effective leadership styles
- Describe the skills and attributes of a good leader
- Understand the impact the leader can have on motivation and therefore performance
- Reflect on their own role as leaders and areas of development within it

Foundations & Attributions:

The course material for 'Lead to Inspire – Inspire to Perform' draws from the following leadership approaches and models:

- In-house research conducted at PAC-GEM International staff in 11 countries over the past decade
- Research studies conducted by the Gallup Organization (First Break All the Rules)
- Level 5 Leadership, by Jim Collins (Good to Great)
- Leadership- Care & Growth, by Etsko Schuitema (Leadership)
- Situational Leadership –Zigarmi, Zigarmi & Blanchard (Leadership and the One Minute Manager)

Technical vs Emotional Competence

While it is critical for a leader to be technically competent at his work, the modern work environment necessitates working with or through others. Most people we work with are concerned about how they are talked to and dealt with. If we fall below their expectations, their relationship with us is affected, making it either awkward to work with them or impossible to get them to do something for us. However, if we match or exceed their expectations, it provides us with the power… the ability to *Get Results From Others*.

Technical competence allows you to get to the starting line in terms of dealing with your colleagues and peers.

Technical competence is an 'expected', not usually an optional attribute for a leader who has to complete a task or perform a role within the organization.

Emotional competence -the ability to read, understand and interact with people is what makes the difference in the long term. However, this emotional competence tends to be somewhat undervalued by many of today's professionals.

Technical Competence

- Functional Experience
- Skills necessary for functional job role
- College/University Education

Emotional Competence

- Listening skills
- Questioning skills
- Ability to give instruction
- Ability to give and receive feedback.
- Empathy
- Knowledge of self

The Leader is both technically and emotionally competent, knowing how to draw results from others.

My Reasons for Going to Work

Please take a moment and write down the reasons why you work. Assign a weight to each reason on a scale of 1 (least important) to 10 (most important).

My Reasons For Going To Work	Weight	Quadrant	Impl.	Score

The Person I would Work for Willingly

Think of someone you would want to work for. What would they be like?

Take a moment and write down the characteristics of this person.

| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Leadership Stages

Level 1: Emerging Leader

Specialized/individual contributor expected to move into formal leadership role; for example, entry-level professional program members

Level 2: New Leader

First leadership role, responsible for a team of direct reports

Level 3: Developing Leader

Leader with previous leadership experience facing new leadership challenges

Level 4: Advanced Leader

Could be responsible for P&L or specific function; managing others outside own specialty/geographic area; manages managers

Level 5: Executive Leader

Responsible for major P&L, cost center, or function

Understanding Leadership

What Does Leadership Mean?

RESULTS

   +

PEOPLE

Leadership encompasses several things: skills and behaviors, attitude, technical ability, and business knowledge. The qualities of leadership require expertise across all these areas. To be effective in a leadership role, you must be proficient in all of these areas. However, since you cannot do it all yourself, it boils down to your ability to achieves results through other people.

Successful leadership is the ability to achieve lofty objectives through the behavior of other people.

Identikit Statements

Discuss each of the following statements to determine whether it refers mainly to leadership, mainly to management or equally to both.

1. Inspires a shared vision
2. Enables others
3. Acts as a trail-blazer
4. Implements and maintains
5. Encourages both the head and the heart
6. Inspires trust
7. Focuses on systems and structure
8. Acts authentically: Is their own person and uses their own values
9. Controls
10. Imitates
11. Complies: Is a 'good soldier'
12. Asks 'how' and 'when'
13. Adopts a short-term view
14. Asks 'what' and 'why'
15. Has a long-range perspective
16. Acts as an innovator
17. Completes transactions
18. Challenges
19. Transforms
20. Focuses on people
21. Brings order and co-ordination
22. Focuses on doing things right
23. Focuses on performance
24. Focuses on doing the right thing
25. Is committed to the cause
26. Provides stability and supports the status quo
27. Gives purpose and meaning
28. Accomplishes tasks through others

Difference Between a Manager and a Leader

How would you differentiate a leader from a manager?

Leader	Manager	Both

The Leadership Identikit

Researched differences between leaders and managers

Author (s)	Leaders:	Managers:
Bennis & Nanus (1985)	• Do the right things. • See people as great assets. • Are committed. • re focused on outcomes. • Ask 'what' and 'why'. • Share information. • Network.	• Do things right. • See people as liabilities. • Control. • Apply and follow rules. • Ask how things should be done. • Comply. • Are secretive. • Support formal authority (hierarchy).
Czarniawska-Joerges & Wolff (1991)	• Provide a symbolic performance, expressing the hope of control over destiny.	• Introduce order by co-ordinating flows of things and people towards collective action.
Spreitzer & Quinn (1996)	• Transform.	• Transact.
Zaleznik (1977, 1992)	• Energize the system. • Often work in a chaotic environment.	• Ensure the stability of the system.
McConkey (1989)	• Provide proper conditions for people to manage themselves.	• Are concerned with controlling conditions and others.
Buhler (1995)	• Give people purpose. • Push the boundaries. • Have vision and an ability to articulate it.	• Accomplish work through others. • Follow the rules. • Rely on legitimate power.

McConnell (1994)	• Provide vision and inspire. • Are courageous. • Focus on human relationships. • Have profound knowledge.	• Allocate resources. • Design work methods. • Create procedures. • Set objectives. • Create priorities.
Sanborn (1996)	• Creates change and ensures that others embrace it. • Tend to take their followers from one place to another. (The word lead means to go from).	• Change when they have to. • Handle things. (The word manage means to handle).
Fagiano (1997)	• Help others do the things they know need to be done to achieve a common vision.	• Get things done through other people.
Sharma (1997)	• Innovate.	• Conform.
Maccoby (2000)	• Focus on relationships: selecting, motivating, coaching and building trust.	• Focus on function: Planning, budgeting, evaluating and facilitating.

Notes:

Leadership behaviors are divided up very neatly into the ability to understand others (their expectations) and responding in the most appropriate manner (based on the understanding developed). The leader is mindful of the behavioral expectations of others and responds accordingly.

Leadership is demonstrated through observing other's behaviors and responding with the right behaviors.

Motivators

A time in my working career when I have felt very motivated, *and why*:

A time in my working career when I have felt very de-motivated, *and why*:

What Motivates You?

Rank the following by allocating points to each element based on how important YOU think it is to you in terms of motivation. Allocate 10 points to the element you think is most important, 9 to the next most important, and so on, until you allocate just 1 point to the element you think is of least importance to YOU.

	Score	Element
A		A reasonable salary and good job security.
B		Not having to work too hard.
C		A lower basic salary, but the chance to earn significant bonuses.
D		Recognition for the work you do.
E		Getting along with colleagues.
F		Getting on with your boss.
G		Job satisfaction.
H		A chance to do something new and challenging.
I		A good chance of promotion.
J		Improved working conditions. For example, air conditioning, more space, comfortable chair, and quicker computer.

This survey is based on the findings of Frederick Hertzberg. Hertzberg found that, first and foremost, 'Hygiene Factors' need to be in place. Hygiene factors do not in themselves motivate, but if they are missing, they can act as de-motivators.

Hygiene Factors

- The organisation's policy and administration.

- The relationships we have with others at work.

- Salary.

- Job security.

- Working conditions.

- Status.

Motivation is based around the second set of factors, which are identified as Motivators.

Motivators

- A sense of achievement.

- Relationship with immediate boss.

- Gaining recognition for the things we've achieved.

- Opportunities for advancement.

- The nature of the work itself.

- Development opportunities.

- Responsibility.

Things I can do to improve the motivation of those who work with me:

Traits of an Effective Leader

How Would You Describe an Effective Leader? Write your response in the space below.

Power Strategies

Write a short description of how you use the following power strategies to achieve a result through people in your personal and professional life. If you don't use a particular power model, leave that cell blank.

POWER MODEL	HOW I USE IT IN MY PROFESSION-AL LIFE	HOW I USE IT IN MY PERSONAL LIFE
1. **Physical Force**: Body (i.e. pushing, restraining), Use of body (i.e. hyperventilating), Mechanical extension of body (i.e. paddle, stick, etc…)		
2. **Wealth**: Money and other assets Control of resources (i.e. budget officer), Contributions (i.e. largest contributor to an org.)		
3. **Rank**: Hierarchical status (i.e. President, Supervisor, General)		
4. **Title**: Earned or honorary title (i.e. Doctor, Reverend, Your Honor)		
5. **Position**: Temporary or permanent positions (i.e. Treasurer, secretary, committee chairperson)		
6. **Status**: Elite, Majority, Minority (e.g. turning to the only woman on a committee to get the "women's opinion")		
7. **Reputation**: Credibility (i.e. Respect without title), Visibility (i.e. using references to celebrities)		
8. **Gender**: Masculinity/Femininity (i.e. using your gender as power, e.g. a woman gets a management position under the banner of "Women's rights")		

9. **Seduction**: Words (i.e. flattering or guilt-inducing statements), Behavior (i.e. slap on the back, arm around the shoulder)		
10. **Physical Appearance**: Physical build/size (e.g. a tall man has power), Appearance / Attractiveness (e.g. a very attractive male, female has power)		
11. **Speaking Ability**: Voice loudness/softness, Voice quality / delivery, Mastery of vocabulary		
12. **Data**: Having exclusive possession of information, selective imparting of information		
13. **Age**: Older persons, Youth		
14. **Experience**: Length of time in a particular environment (i.e. "when have been around this place as long as I have, you will understand it") Experience in a unique environment		
15. **Withholding Response**: Verbally (i.e. silence), Affectedly / emotionally (i.e. "I don't care" or show no response) Activity (i.e. boycotting)		
16. **Doing something for another**: Calling on a past favor, Developing a feeling of obligation in another		
17. **Name Dropping**: Calling on the name of a supervisor or well-known person to support a position or get something done		
18. **Race**: Similar to status (i.e. majority / minority)		
19. **Skill-Performance**: Not sharing your skill or knowledge		
20. **Time**: Control of work or vacation schedules. Structuring meetings to have your items brought up right before the scheduled break		
21. **Disability**: Using a real or supposed disability to get		

other to do something for you (i.e. "weak heart", fragile female, "I've never been good at math")		
22. **Filibustering**: Loud and boisterous voice, Monopolizing conversation, Shouting		
23. **Humor**: Keeping people laughing while getting what you want accomplished		
24. **Mystery**: Being vague (i.e. there are several people around here who…"), Mystical		
25. **Eyes**: Steady contact or non-contact		
26. **Organization Culture**: Using ghost rules or norms of the organization to get something accomplished		
27. **Furniture/Space**: Structuring arrangement of space and furniture to influence how people relate to each other		

Your Preferred Power Models

From the list above, select the 3 power models you most frequently use and evaluate them according to the following scales. Use the "professional life" column for this exercise.

Power Model 1: _____

| I use this power model | **Min** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | **Max** |

When I use this power model, I see myself as being
Effective 1 2 3 4 5 6 7 8 9 10 **Ineffective**

When others see me using it, they see me as being
Effective 1 2 3 4 5 6 7 8 9 10 **Ineffective**

Power Model 2: _____

I use this power model
Min 1 2 3 4 5 6 7 8 9 10 **Max**

When I use this power model, I see myself as being
Effective 1 2 3 4 5 6 7 8 9 10 **Ineffective**

When others see me using it, they see me as being
Effective 1 2 3 4 5 6 7 8 9 10 **Ineffective**

Power Model 3: _____

I use this power model
Min 1 2 3 4 5 6 7 8 9 10 **Max**

When I use this power model, I see myself as being
Effective 1 2 3 4 5 6 7 8 9 10 **Ineffective**

When others see me using it, they see me as being
Effective 1 2 3 4 5 6 7 8 9 10 **Ineffective**

Reflection on Power Use

Think of the power models you use and think about how you would feel if others used them on you. Indicate your response in the appropriate space.

Power Model	Feelings if used on you
Model 1	
Model 2	
Model 3	

Difference Between Power and Control

Is Power really the ability to get things out of people?

No. Control is that ability. Power is the ability to command authentic loyalty and respect. The leader gains this power by being genuinely interested in the well-being, development and progress of the employees.

Leadership and power is not about what you can GET out of people, but rather what you GIVE to them.

Control gets you compliance. Power gets you commitment.

1. When control is applied the response of a subordinate is usually negative. The "do it" because they "have to".
2. This is because the Control is being used to try to GET something from you, either through compulsion or manipulation. This is what we have come to accept as Power.
3. Every time one imposes a control one shifts accountability from the person who is doing it to the person who is controlling it.
4. Control wastes value. There is no such thing as value-adding control.

Means	Ends	Implication

True Power

Power is the ability to command authentic loyalty and respect. A leader gains this power by being authentically interested in and concerned about his people. His subordinates' problems are his problems.

This is very important; because he GIVES of himself, his time and attention, the leader creates the conditions under which the subordinate will give to him.

And this cannot be manipulative because it has to be based on genuine concern. Caring for subordinates cannot be delegated to a third party such as HR.

Trust granted or withheld is related to power, and if the supervisor who exercises the power does not look after his people, they will not trust management.

Values

Leaders' behaviors are the outcome of their values. They understand what their values are and how they affect their behavior towards others.

Power is based on values. Consider this perspective of an employee towards his boss:
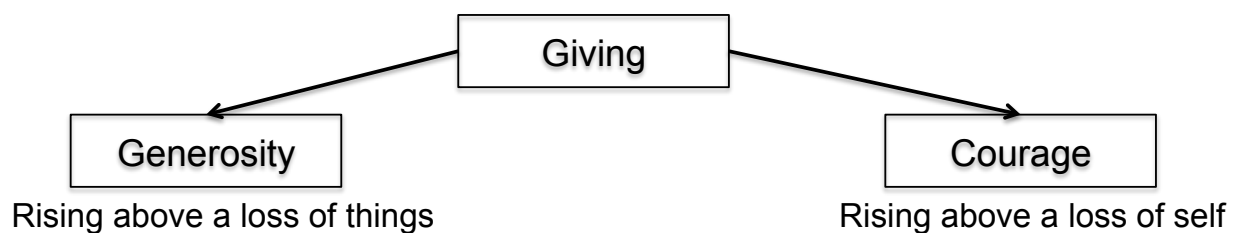
"The only real measure I have of the extent to which you are genuine with me is the extent to which you are ready to give up your interests for what is _____."

Leaders find strength in values. If you want something from someone, they are stronger than you because they can choose to not give you what you want.

You can become stronger, if you decide to give unconditionally (without expecting anything from them in return). The act of giving is based on your values and gives you strength.

Is giving about being nice?

Giving does not mean always being nice. It is about being appropriate to what the situation demands. Giving means doing things beyond your self-interest.

```
                    ┌──────────┐
                    │  Giving  │
                    └──────────┘
              ↙                      ↘
    ┌──────────────┐          ┌──────────────┐
    │  Generosity  │          │   Courage    │
    └──────────────┘          └──────────────┘
Rising above a loss of things    Rising above a loss of self
```

Work Values Exercise

	Taking	**Giving**
Significance (People)	Megalomaniac (-2) **A**	Leader (+2) **B**
Objects (Material)	Consumer (-1) **C**	Virtuoso (+1) **D**
	Needs-based Behavior (Control) Victim	Values-based Behavior (Power) Master

In which quadrant would you put the following needs/values?

| #	Value	Detail	Q
1	Helping Society	Doing something to improve the world I live in.	
2	Helping Others	Helping other people directly (individually or as part of a group)	
3	Public Contact	Have a lot of interaction with people on a daily basis	
4	Work with Others	Working with a team toward common goals	
5	Affiliation	Be known and recognized as a member of an organization	
6	Friendship	Develop close personal relationships with people	
7	Competition	Competing with others in win-lose situations	
8	Make Decisions	Have the power to determine a course of action or a policy	

9	Work Under Pressure	Work under short deadlines or very high quality standards (judged by supervisors or customers)	
10	Control & Authority	Control work activities or the careers of other people	
11	Influence People	Be in a position to change attitudes or opinions of other people	
12	Work Alone	Do projects by myself, with very limited contact with others	
13	Knowledge	Seek knowledge, the truth and understanding	
14	Intellectual	Be seen as intelligent or as an expert	
15	Cheer Leading	Be able to praise and reward people genuinely	
16	Creativity	Create new ideas, processes, procedures or anything else not following a previously existing format	
17	Aesthetics	Study and appreciate the beauty of of things, ideas, etc...	
18	Supervision	Being directly responsible for work done by others	
19	Job Satisfaction	Doing work which is enjoyable and rewarding	
20	Precision Work	Work in situations where there is very little tolerance for error	
21	Stability	Have a work routine and job duties that are not likely to change for a long period of time	
22	Security	Be assured of keeping my job and receiving a reasonable salary	
23	Fast Pace	Doing work that must be done at high speed	
24	Recognition	Be recognized for the quality of my work in a visible or public way	
25	Excitement	Experience a high degree or (or frequent) excitement as a part of my job	
26	Adventure	Doing work which involves frequent risk-taking	

27	Profit	Having opportunities to make lots of money in my job	
28	Independence	Being able to decide the direction of my work without a lot of direction from others (not always having to do what others tell me to do)	
29	Moral Fulfillment	Knowing that my work contributes to moral standards which I consider very important	
30	Location	Being able to live and work in an area which is conducive to my lifestyle and allows me to do things I enjoy most	
31	Community	Being able to participate in community affairs in the town or city where I live	
32	Physical Challenge	Doing physically demanding work which I find rewarding	
33	Time Freedom	Have a flexible work schedule without specific working hours	
34	Nurturing	Caring for the people who report to me	
35	Limelight	Be in a public position where I become the focus of attention for my people	
36	Being Straightforward	Being truthful, open and honest with my colleagues, irrespective of the consequences	
37	Reliability	Fulfilling my commitment to others	
38	Control	Ensuring that the job is done correctly and according to the standard operating procedure	
39	Empathy	Being aware of the needs and concerns of others	

Work Values

	Taking	**Giving**
Significance (People)	**A** 3, 5, 6, 7, 10, 1, 14, 18, 24, 35, 38	**B** 1, 2, 4, 8, 15, 29, 31, 36, 37, 39, 34
Objects (Material)	**C** 9, 12, 19, 21, 22, 25, 27, 30	**D** 13, 16, 17, 20, 23, 26, 28, 32, 33
	Needs-based Behavior (Control) Victim	Values-based Behavior (Power) Master

Plot Your Score:

Immature
Focused on Needs

- 10

0

+ 10

Mature
Focused on Values
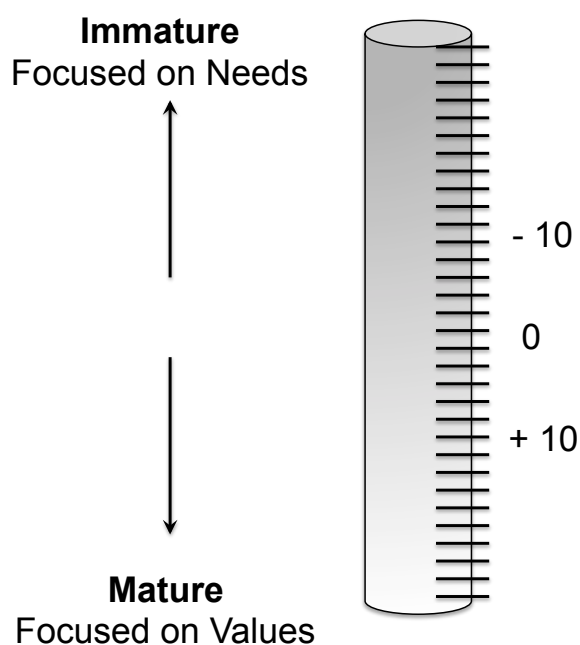
The Three Stages

First Attention
  I AM HERE TO GET

Second Attention
  I GIVE TO GET

Third Attention
  I AM HERE TO GIVE

Leadership Traits

In your work group, discuss and list the traits of an effective leader

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Notes:

My Leadership Quest

What is the key strengths you have as an emerging leader? Which challenge are you most concerned about in this regard? Why?

Strengths

Development Needs or Challenges

General Traps of Leadership

- Doing what you pay your staff to do
- Managing your staff's staff
- Being the weak link in the business chain
- Having to win
- Slagging off other teams/managers
- Sticking to your own (manager) kind
- Wanting to be liked
- Too much email

How leaders tend to divide their time:

Leading Team	Managing Your boss	Functional Work
80%	15%	5%

Common Myths of Leadership

- The perfect manager
- You can't ask for help
- You must have the solution
- Geek knowledge isn't power
- Budgets are hard and scary

The ABC of Leading People

""Everyone Is A Potential Winner,

 Some People are Disguised as Losers,

 Don't Let Their Appearances Fool You"

A - ACTIVATOR	B - BEHAVIOUR	C - CONSEQUENCE
Goal Setting:	Performance:	Feedback:
What a leader does before performance	What the employee says or does to achieve the goal	What a manager does after performance
1. Areas of accountability 2. Performance Standards 3. Instructions	• Sells a VAS product • Prepares budget • Trains staff • Procures equipment • Deals with advertising company	**Praise** - Immediate - Specific - Share feelings **Reprimand** - Immediate - Specific - Share feelings - Shake hands

The Leader is aware of how well the team members understand their goals and their roles in the team. The Leader also ensures that the team agrees on the processes for problem solving and decision-making. Finally, the Leader keeps his finger on the staff's performance and intervenes to praise or reprimand.

"As a leader, the most important thing is not what happens when you are there
But what happens when you are NOT there"

Goal Setting

As a leader, you have 3 options to choose from:

1. You can hire a winner-though they are hard to find and cost money
2. If you can't hire a winner, hire one who has the potential to become a winner and train them systematically to become a winner
3. Wait for failure

Before a leader can start expecting performance from staff, he/she needs to clarify their goals so that everyone knows what is expected from the beginning.

Where Do Goals Come From?

- If you are getting your goals from Customers, then your team goals are quality of the product or service your provide to your customers.
- If you are getting your goals from your senior management, then your goals are sub-goals of their goals.
- If your goals are defined by the ownership (shareholders), then these goals may be scorecard Measurements

Rules for Writing Goals for Staff:

1. Make their responsibilities clear to your staff
(No Surprises)

2. Agree on what they are being held accountable for
(No Overlaps)

3. Also write down the performance standards. Describe what success looks like.
(No invisibles)

4. Write goals in 250 words or less.

5. Goals ought to be SMART:

   S – Specific & Measureable
   M - Motivating
   A - Attainable
   R – Relevant*
   T – Trackable
 *Relevant means the 20% of the goals which will produce 80% of the performance.

6. Goals for one employee must fit one sheet of paper and should be readable in one minute.

Goal Setting Practice

1. Identify an employee who reports to you
2. Identify 3 to 5 key goals for this employee
3. Also include performance standards for each goal

Employee Name: _____

#	Goal	Performance Standard
1		
2		
3		
4		
5		

Consequence

Effective leaders track their people's performance and provide feedback. The feedback may be praise (if the employee is doing a good job) or a reprimand (if the employee is doing a poor job).

Quick Praise	Quick Reprimand
Praise the behavior	Reprimand the behavior
Do it immediately	Do it immediately
Be specific	Be specific
Tell them what they did right	Tell them what they did wrong
Mention how you feel	Mention how you feel
Shake hands	Shake hands
Set new goals (if necessary)	Clarify goals again

Why does the Quick Praise system work?

- It is "effective"
- Praising is done "every time" something right is done
- Always try to create a situation in which you can give a one minute praising
- Praising = less turnover

Why does the Quick Reprimand system work?

- Feedback on a reprimand is immediate-it helps enhance future behaviors
- The subordinate 'hears' the feedback-handling one behavior at a time seems more fair and clear to them
- The behavior is the only thing that is reprimanded-not the value of the person themselves

Receiving Feedback as the Leader

As a leader you may come across situations where others might give you feedback.
If you would like to learn and grow, feedback is critical.

- Avoid becoming defensive
    - Even if you decide not to act on the advice, listen anyway
- Listen to the whole message calmly
    - Don't Interrupt
- Avoid flippancy
    - Do not attempt to change the subject
- Acknowledge
    - Convey to the other person that you understand
- Accept praise graciously
    - Thank them

| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Delegation - Top Ten Tips

Here are our top ten tips for effective delegation:

i.   1.   Identify the task

i.   Decide what should be delegated – some tasks should not.

ii.   Decide whether to delegate all or part of it.

i.   2.   Identify the right person

i.   Ascertain someone with the appropriate experience level.

ii.   Vary who you delegate to (to avoid favouritism or overloading one person).

iii.   Think about the skill level of the person you are delegating to and what training they'll need.

iv.   Identify how much coaching will be required and how much time you have for this.

i.   3.   Explain why you are delegating it to them

i.   Sell it to them.

ii.   Explain the benefits it will bring.

iii.   Explain what they will be able to do as a result of it.

iv.   Tell them how appreciative you will be.

v.   Think about authority and responsibility.

i.   4.   Specify the expected outcomes

i.   Establish and specify what the completed task should look like.

i.   5.   Establish a target completion date

i.   Agree the target – ask them how long it will take.

i.   6.   Discuss how

i.   Ask them how they feel they can tackle it – this method gets more buy in than simply giving them a series of instructions.

ii.   Encourage them to talk you through ideas they have.

iii. Give them some latitude in how they choose to complete the task as long as the outcome is what you have specified.

i.   7.   Identify resources required

i.   Time - The delegation may mean that you need to re-allocate some of their workload to others.

ii.   Equipment – Check whether any specialised equipment is needed.

iii.   Money – Identify whether a budget is required, and how much.

iv.   People – Identify whether other help might be needed, and who is available that can help them complete the task.

i.   8.   Decide how and when you are going to monitor progress

i.   The level of monitoring will be dependent on the complexity of the task, their skills and experience, the risks of it going wrong and the possible consequences if things go wrong.

i.   You may need to highlight 'mile stones' for review.

i.   9.   Identify who else needs to be informed

i.   The Boss - Make sure they know what is going on.

ii.   The Team – Make sure the team know (to avoid gossip and assumptions).

iii.   Other Departments – 'Opens doors' for the person you've delegated to. For example: "Just to let you know, Sarah from my department is going to do the end of month report, so she'll be coming to see you to get the normal stats"

i.   10.   Acknowledge effort

•   Review achievement and celebrate success. Remember to say "Thank you!"

•   Remember to assign credit where it is due – if someone has completed a task for you, remember the success is theirs and so should be the praise and recognition!

To Delegate or Not?

There are some tasks that should never be delegated, however busy you are or however much you dislike that task! Work through the following list and agree which of the following is appropriate and why:

Must be delegated.

Should be delegated.

Could be delegated.

Can't be delegated.

Writing up minutes of team meetings.	
Attending a conference about new working practices.	
Updating a senior manager on progress of a special project.	
Inducting a new member of staff on health and safety procedures.	
Coaching one of your team.	
Producing monthly figures from management data.	
Authorizing payment of invoices.	
Conducting annual appraisals and one-to-one performance reviews.	
Investigating staff absence issues with the member of staff concerned.	
Allocating daily tasks.	
Planning department aims for the next six months.	

Shredding highly sensitive/confidential information.	
Checking all outgoing letters.	
Contacting suppliers about non-delivery of an order.	
Reading all incoming post.	
Learning about new legislation on race equality.	
Talking to staff member about their request for compassionate leave.	
Thanking staff for staying late in an emergency.	
Showing visitors round the premises.	

Notes:

Delegation

The meaning of delegation

Delegate:
Notes:

Delegation:
Notes:

Delegation checklist

- Is my motivation to delegate this project fair and worthy?

- Will it mean I can concentrate on higher level functions?

- Have I considered all suitable candidates?

- Does the individual selected have the capacity to do this well?

- Will the individual learn new skills?

- Have I made clear what is being delegated and set boundaries?

- Can I entrust the whole project - giving sense of ownership?

- Have I explained the context, relevance & importance of the task?

- Has the degree of authority over decision-making been discussed?

- Have I made it clear that I can be approached to sound out ideas etc.? (But that I'll be guiding rather than providing the solutions).

- Have necessary resources been made available?

- Have I told others that the person I'm delegating to is a key contact on the project?

- How often will we discuss progress?

- Is the agreed deadline reasonable?

- Have I said that I am confident they can do this well?

- Have I considered how I may praise and reward their effort?

> **"**The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint enough to keep from meddling with them while they do it." **Theodore Roosevelt** , **26th President of the United States**

Empowerment

Subordinates   **Subordinates**

Manager
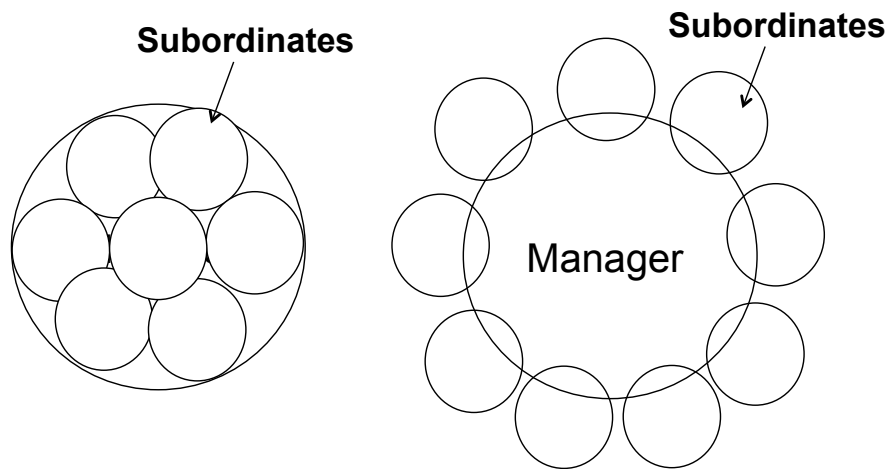
Which Leader has the larger Performance Footprint?

Empowerment is the process of incremental release of control

- Provide the Means
  - o (Give him: Resources, Tools, Standards, Authority, Time, Information)
- Develop the Ability
  - o (Tell him: Why and How of the task)
- Ensure Accountability
  - o (Feedback, Reward, Recognize, Censure, Punish)

Leadership Styles Questionnaire

The following statements will help you assess your leadership style tendency. As you read each statement, try to think of typical situations and how you usually react.

Please use the following marking scale:

1. to almost no extent
2. to a slight extent
3. to a moderate extent
4. to a great extent
5. to a very great extent

Try to answer the questions fairly quickly, without rushing your response.

Response Scale

		1	2	3	4	5
1	I check staff's work on a regular basis to assess their progress and learning.	1	2	3	4	5
2	I hold periodic meetings to show support for company policy and mission.	1	2	3	4	5
3	I appoint staff into task groups to action policies affecting them.	1	2	3	4	5
4	I provide staff with clear responsibilities and allow them to decide how to accomplish them.	1	2	3	4	5
5	I make sure staff are aware of and understand, all company policies and procedures.	1	2	3	4	5
6	I recognize staff's achievements with encouragement and support.	1	2	3	4	5
7	I discuss any organizational or policy changes with staff prior to taking action.	1	2	3	4	5
8	I discuss the organization's strategic mission with staff.	1	2	3	4	5
9	I demonstrate each task involved in doing the job.	1	2	3	4	5
10	I meet with staff regularly to discuss their needs.	1	2	3	4	5
11	I avoid making judgments or premature evaluation of ideas or suggestions.	1	2	3	4	5
12	I ask staff to think ahead and develop long-term plans for their areas.	1	2	3	4	5
13	I set down performance standards for each aspect of my staff's job.	1	2	3	4	5
14	I explain the benefits of achieving their work goals to staff.	1	2	3	4	5
15	I rotate the role of team briefer among the staff.	1	2	3	4	5

16 I emphasize the importance of quality but I allow my staff to establish the control standards.

1	2	3	4	5

17 I have staff report back to me after completing each step of their work.

1	2	3	4	5

18 I hold regular meetings to discuss work status.

1	2	3	4	5

19 I provide staff with the time and resources to pursue their own developmental objectives.

1	2	3	4	5

20 I expect staff to create their own goals and objectives and submit them to me in finished form.

1	2	3	4	5

21 I try to assign work in small, easily controlled units.

1	2	3	4	5

22 I focus on opportunities and not problems.

1	2	3	4	5

23 I avoid evaluating problems and concerns as they are discussed.

1	2	3	4	5

24 I ensure that information systems are timely and accurate and that information is fed directly to staff.

Leadership Styles Score Sheet

In order to score the questionnaire, you have to group your responses into four categories in the grid below.

Step One

Look at the grid below. It is divided into four sections. Each section lists the statement numbers from the questionnaire.

Step Two

For each statement number, transfer the number you circled into the box.

For example if you circled 4 for statement 11, you would put 4 in the top left-hand box (next statement number).

Step Three

To calculate the total score for each section, add all the individual statement scores for each section together.

Statement Number	Statement Number
3	2
7	6
11	10
15	14
19	18
23	22
Statement Number	**Statement Number**
4	1
8	5
12	9
16	13
20	17
24	21

Step Four

Take your total scores from each box from step three and transfer them into the corresponding boxes.

Facilitating	Coaching
Total=	Total=
Delegating	**Directing**
Total=	Total=

You may now find it useful to plot your scores on the following bar graph.

Score

30			
25			
20			
15			
10			
5			
0			
Directing	**Coaching**	**Facilitating**	**Delegating**
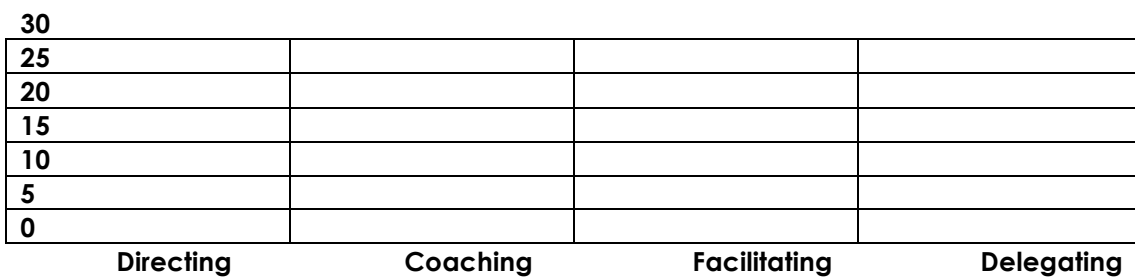
The 4 Leaderships Styles

When discussing leadership styles, managers assume either of 2 extremes:

Hands-on: The Micromanager (or Autocrat)
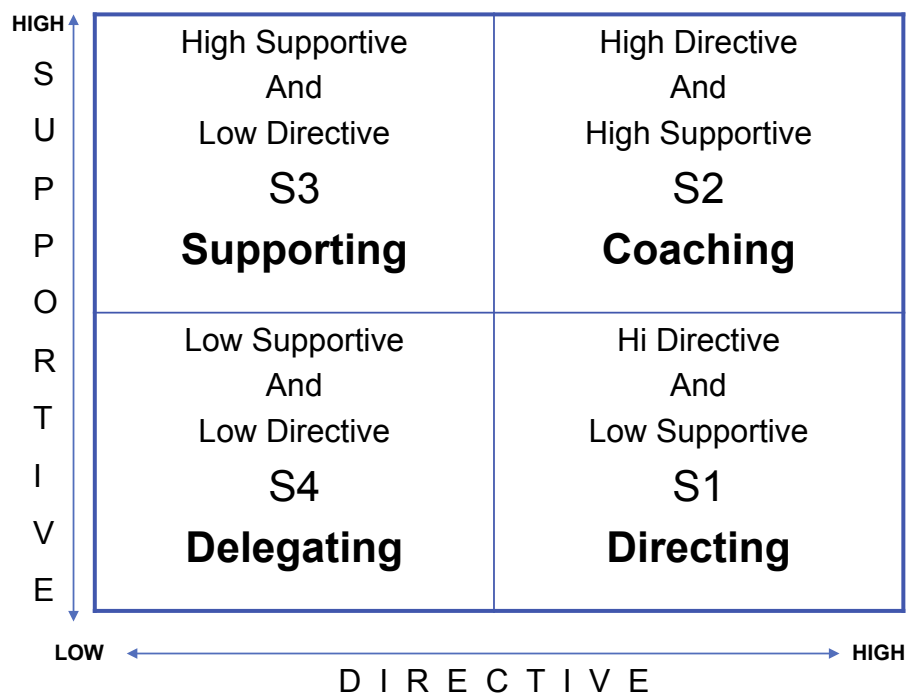
Hands-off: The Democrat

Effective leadership requires a combination of the 2. The style that the Leader adopts is highly dependent on

Task Behavior

> Leader sets direction, sets goals and defines roles for followers

Relationship Behavior

> Leader engages in two-way communication, listens and provides support to
>
> followers

HIGH ↑ S U P P O	High Supportive And Low Directive **S3** **Supporting**	High Directive And High Supportive **S2** **Coaching**
R T I V E ↓	Low Supportive And Low Directive **S4** **Delegating**	Hi Directive And Low Supportive **S1** **Directing**

LOW ←——————————→ **HIGH**

D I R E C T I V E

The 4 leadership styles are:

Directing

- Provide detailed instructions
- Give staff specific goals and objectives

- Check frequently with staff to keep them on track
- Demonstrate the steps involved in doing the job

Coaching

- Represents management's position in a convincing manner
- Try to motivate with monetary and non-monetary rewards
- Sell staff in their own ability to do the job
- Praise staff for their good work
- Provide staff with a lot of feedback on how they are doing

Facilitating

- Involve staff in making the decisions which will affect their work
- Make staff feel free to ask questions and discuss important concerns
- Hold frequent tam of staff meetings
- Help staff locate and support their own developmental activities
- Listens to staff problems and concerns without criticising or judging

Delegating

- Delegate broad responsibilities to staff and expect them to handle the details.
- Expect staff to find and correct their own errors

S1: Telling / Directing

Follower: R1: Low competence, low commitment / Unable and unwilling or insecure

Leader: High task focus, low relationship focus

When the follower cannot do the job and is unwilling or afraid to try, then the leader takes a highly directive role, telling them what to do but without a great deal of concern for the relationship. The leader may also provide a working structure, both for the job and in terms of how the person is controlled.

The leader may first find out why the person is not motivated and if there are any limitations in ability. These two factors may be linked, for example where a person believes they are less capable than they should be may be in some form of denial or other coping. They follower may also lack self-confidence as a result.

If the leader focused more on the relationship, the follower may become confused about what must be done and what is optional. The leader thus maintains a clear 'do this' position to ensure all required actions are clear.

S2: Selling / Coaching

Follower: R2: Some competence, variable commitment / Unable but willing or motivated

Leader: High task focus, high relationship focus

When the follower can do the job, at least to some extent, and perhaps is over-confident about their ability in this, then 'telling' them what to do may demotivate them or lead to resistance. The leader thus needs to 'sell' another way of working, explaining and clarifying decisions.

The leader thus spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods.

Note: S1 and S2 are leader-driven.

S3: Participating / Supporting

Follower: R3: High competence, variable commitment / Able but unwilling or insecure

Leader: Low task focus, high relationship focus

When the follower can do the job, but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate.

There is less excuse here for followers to be reticent about their ability, and the key is very much around motivation. If the causes are found then they can be addressed by the leader. The leader thus spends time listening, praising and otherwise making the follower feel good when they show the necessary commitment.

S4: Delegating / Observing

Follower: R4: High competence, high commitment / Able and willing or motivated

Leader: Low task focus, low relationship focus

When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, largely trusting them to get on with the job although they also may need to keep a relatively distant eye on things to ensure everything is going to plan.

Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always welcome.

Note: S3 and S4 are follower-led.

Diagnosis

The next step is for the leader to determine which style would be most appropriate for a situation. Leaders discover the employees' Competence and Commitment:

Competence to do the job
Does the follower know how to do the job?
> Provide the necessary education and training
Addressed by directive leadership behavior

Commitment to do the job
Does the follower think he can do the job?
> Provide encouragement and reassurance
Addressed by supportive leadership behavior

For each task, an employee may be at a different level of competence and commitment. These levels are summarized as D1, D2, D3 and D4 (below):

• High Competency • High Commitment	• High Competency • Variable • Commitment	• Some Competency • Low • Commitment	• Low Competency • High Commitment
D4	D3	D2	D1

Match

In developing the employee, the leader is doing for him what he cannot do for himself. The leader's role is to build the employee's Development Level so that:
1. They grow in their skills, abilities and confidence
2. The leader can Start Using Less Time-consuming Style (S3 and S4) and Still Get High Quality Results

DEVELOPMENT LEVEL	LEADERSHIP STYLE

D1 - Enthusiastic Beginner
 	
Wants to do the job
 Very Enthusiastic
 High Commitment
 	
Does not know how to do the job
 Little or no skills
 Low Competence
	S1 - Directive Leadership Style
	
	• Highly directive leadership behavior
	  o Teach him/her how to do the job.
	  o How, What, Where, When
	• Low supportive leadership behavior
	  o Will give a try, once you tell him/her what to do
	
	• Role of the Supervisor -
	  o Utilize demonstration, step-by-step hand outs, and guided practice

D2 – Disillusioned Learner
 	
Competence
 Fairly high in some areas
 Doesn't know all needed to succeed
 Has made mistakes
 Discouraged, disillusioned
 Lost enthusiasm, harder than expected
 	
Commitment
 Decreased due to loss of confidence
	S2 – Coaching Leadership Style
	
	• Highly directive leadership behavior
	  o Continue to tell how to do the job
	  o Highly supportive leadership behavior
	  o Encourage, praise
	  o Build up confidence, positive feedback
	
	• Role of Supervisor:
	  o Close supervision with assistance
	  o Explain decisions and solicit suggestions
	  o Moral support and encouragement

D3 – Reluctant Participant
 	
Good skills
 He knows what to do and how to do it
 	
No confidence
 Does not really know that he knows
 Is unsure of self
 Hesitant to do it on his own
 Fear of failure
	S3 – Supportive Leadership Style
	
	• Low directive leadership behavior
	  o Person knows what to do
	• High supportive behavior
	  o Let them tell you what they are going to go
	  o Give them permission to do it. Let them know you have confidence in their ability
	
	• Role of Supervisor:
	  o Reinforcement

	o Help only when requested o Provide moral support and encouragement

D4 – Confident Expert
 	
High competence level
 Knows the job
 Experienced
 	
High commitment level
 Confident in ability to do the job
 Motivates him or herself
 catch themselves doing things right
	S4 – Delegating Leadership Style
	
	• Low directive behavior
	    o The person knows what to do. You do
	        not need to tell him/her how to do the
	        job
	• Low supportive behavior
	    o The person wants to do the job. Let
	        him/her do it
	
	• Role of Supervisor:
	    o Turn over responsibility for day-to-day
	        decision making and practice
	    o Performance evaluation

Five Steps to Developing Winners
(The journey from D1 to D4)

1. Tell Them What You Want to Do
2. Show Them What You Want to Do
3. Let Them Try – There is Some Risk
4. Observe Performance – Focus on the Positive
5. Manage the Consequences

Leadership is not something you do "TO" people but something you do "WITH" people.

Deliver

Finally, the leader delivers the appropriate leadership style for the right development level. Here are a couple of rules of thumb to remember:

1. The development level is goal/task specific. The leader has to be flexible.
2. Competency and/or commitment in one area does not ensure equal competency or commitment in all areas
3. Achieving competency and/or commitment does not ensure maintaining competency or commitment

Flexibility

Leaders have to be flexible when applying styles. Studies show that
 54% of leaders use only one style
 35% use 2 styles
 10% use 3 styles
 1% use all 4 styles

Behaviors

Decisive	Optimistic	Patient	Orderly
Independent	Excitable	Accommodating	Cautious
Dominant	Talkative	Listens well	Perfectionist
Outspoken	Dramatic	Loyal	Rule bound
Competitive	Participative	Homely	Bureaucratic
Results oriented	Status oriented	Security oriented	Process oriented
Visionary	Enthusiastic	Neighbourly	Logical
Proactive	Persuasive	Altruistic	Persistent
Assertive	Spontaneous	Supportive	Accurate
Strong willed	Friendly	Hates conflicts	Respects authority

Notes

Re-scripting Feedback

Working with your team, look at the following statements and decide whether each is **constructive** and **helpful**, or **potentially destructive** and **unhelpful**.

If you feel a statement is unhelpful or destructive, suggest an alternative.

Original statement:	Suggested alternative (where necessary):
Thanks for that – it was great!	

Original statement:	Suggested alternative (where necessary):
That's not right. What is it about this task that confuses you?	

Original statement:	Suggested alternative (where necessary):
I think you did a good job there; the paperwork is all accurate and in the right order. That'll help us later when we have to do a file audit – thanks.	

Original statement:	Suggested alternative (where necessary):
Your performance at the moment is just not up to scratch.	

Original statement:	Suggested alternative (where necessary):
The report contained all the necessary information, with a clear executive summary and was well presented too – many thanks for your effort.	

Original statement:	Suggested alternative (where necessary):
I'm sorry, but your attitude sucks!	

Original statement:	Suggested alternative (where necessary):
You'll have to do it again; it's just not acceptable!	

Original statement:	Suggested alternative (where necessary):
Talk me through your ideas here. I'm not sure how this will take us to the outcome we are looking for. Perhaps we can walk through the process together?	

Action Plan

What do you intend to do differently?	By when?

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth; ...

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads converged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.

- Robert Frost