MikeClayton

Business Author and Speaker

Day-to-Day Leadership that Gets Results

How to Select and Apply the Right Leadership Style for Every Situation

Mike Clayton

Business Author, Speaker, Facilitator and Trusted Advisor

Contact: Mike Clayton
Mob: +44 7799 64 22 24
Email: mike@mikeclayton.co.uk

Exercise 1:
What concerns you most, about leading your people?

What are the challenges you face, day-to-day, in your leadership?

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The Three Types of Leadership Model

Traits Models

What is the sort of person you need to be… or become, to lead well? Traits people value in their leaders are things like

Determined	Honest	Inspiring
Self-controlled	Dependable	Broad-minded
Imaginative	Forward-looking	Competent
Intelligent	Cooperative	Mature
Supportive	Caring	Fair-minded
Loyal	Ambitious	Independent
Straightforward	Courageous	Knowledgeable

Roles Models

The things you have to do and pay attention to, like:
- Team-working
- Getting the tasks done
- Motivating your people

Styles Models

This is the focus of our program.

It talks about how you interact with the people you lead. And it therefore addresses the roles you need to perform, and how to become the leader you choose to be.

The Principle behind Situational Leadership

This type of approach to leadership was once known as a *'contingency model'*.

This is because how you lead someone is contingent upon the situation.

That's a mouthful, but what it means is simple the same person in a different situation may need you to lead them differently. And two people in the same situation may not have the same needs for leadership.

Exercise 2: Four People

Abdul: This is the second time in six weeks that Abdul has handed in his weekly progress report late and incomplete. For the last couple of years, his work has been excellent and always on time.
When you speak to him, would you …

a. Tell him his work needs to improve, check that he is clear what you want, and monitor his performance

b. Remind him of the need to submit complete reports on time, and monitor his performance

c. Discuss appropriate reporting standards with him, listen to his ideas on the report, and monitor his performance

d. Ask him why his performance has slipped, listen to his concerns, offer your support, and monitor his performance

Chen-chi: You have asked Chen-chi to carry out a highly sensitive internal project. She is very capable, is sensitive to how her colleagues feel, and has led important projects successfully in the past.
Would you …

a. Be clear how you want the project done and ask her to report at the end of each week

b. Discuss the project with her, help her to plan it out and provide regular support

c. Tell her your ideas, listen to her ideas and ask for regular updates

d. Tell her what the objectives of the project are and ask her to keep you informed of her progress

Barbara: Your team is working hard to complete an important report. Barbara has recently joined the team and must contribute a sales analysis next Friday. She is eager to learn, but has never done a sales analysis.
Would you …

a. Introduce her to the team, tell her the precise requirements and layout, and check on her progress frequently

b. Introduce her to the team, offer to help her, get her ideas for how to do the job, and check on her progress frequently

c. Introduce her to the team, explain exactly what you want and ask for her ideas too, and check on her progress and reassure her frequently

d. Introduce her to the team, tell her what's needed and offer to check back if she gets struck

David: After a departmental shuffle, David's performance has been declining. He clearly does not have the skills for his new job and has been upset by the change.
Would you …

a. Highlight his performance, ask him to make a plan to fix it, set a deadline and check his progress in a few weeks

b. Highlight his performance, specify what you want him to do, give him clear feedback and closely monitor his progress

c. Highlight his performance, say what you want, ask for his ideas as well and monitor his progress

d. Highlight his performance, ask him what the reason is, listen to his concerns, show him how to create a plan and periodically check on him

Four People

Abdul

Barbara

Chen-chi

David

Exercise 3: What are the characteristics of…

Your best ever bosses…	**Your worst ever bosses…**
◆	◆
◆	◆
◆	◆
◆	◆
◆	◆
◆	◆
◆	◆
◆	◆

What are the three biggest differences between what your best bosses did and what your worst bosses did?
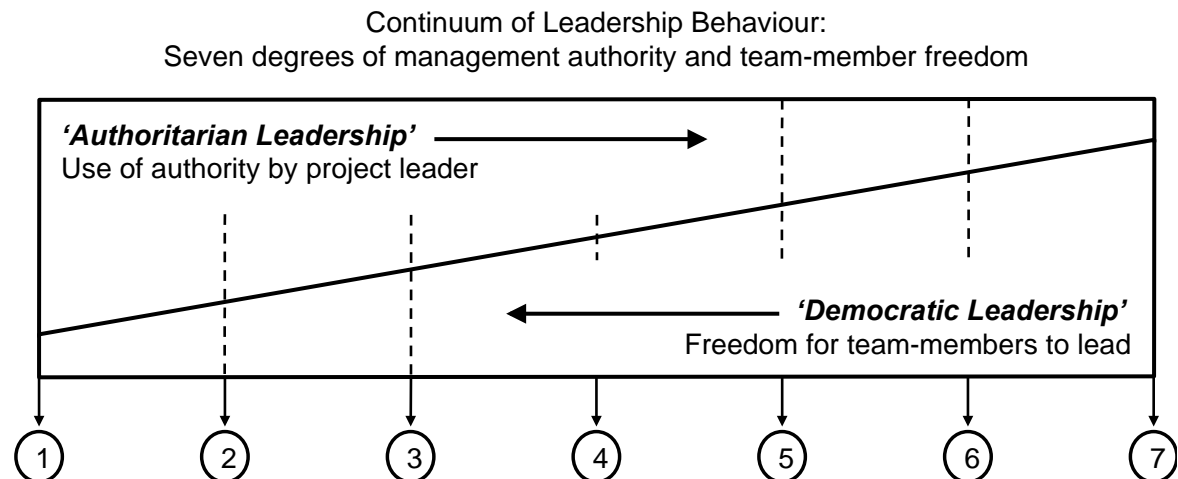
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The Leadership Continuum

In a 1958 Harvard Business Review article*, Robert Tannenbaum and Warren Schmidt set out seven leadership behaviours and three factors to consider in deciding which to apply.

Continuum of Leadership Behaviour:
Seven degrees of management authority and team-member freedom

'Authoritarian Leadership'
Use of authority by project leader

'Democratic Leadership'
Freedom for team-members to lead

① ② ③ ④ ⑤ ⑥ ⑦

Seven Example Behaviours

1. Manager makes a decision – then announces it

2. Manager 'sells' their decision

3. Manager presents their decision and invites questions

4. Manager presents a tentative decision, subject to change

5. Manager presents the problem, gets suggestions, and makes a decision

6. Manager defines limits within which the group can make the decision

7. Manager allows the group to make a decision – subject to constraints

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*   *'How to Choose a Leadership Pattern'*, Robert Tannenbaum & Warren H Schmidt,
    Harvard Business Review, May-June 1973

The Leadership Continuum

Three Criteria

Forces in the manager
Style, values, experience, assessment of the situation and the risk

Forces in the situation
Culture, time pressure, consequences, history

Forces in the team
Readiness, enthusiasm, capability, confidence, morale

Let's Simplify…

Forces in the team

Attitude
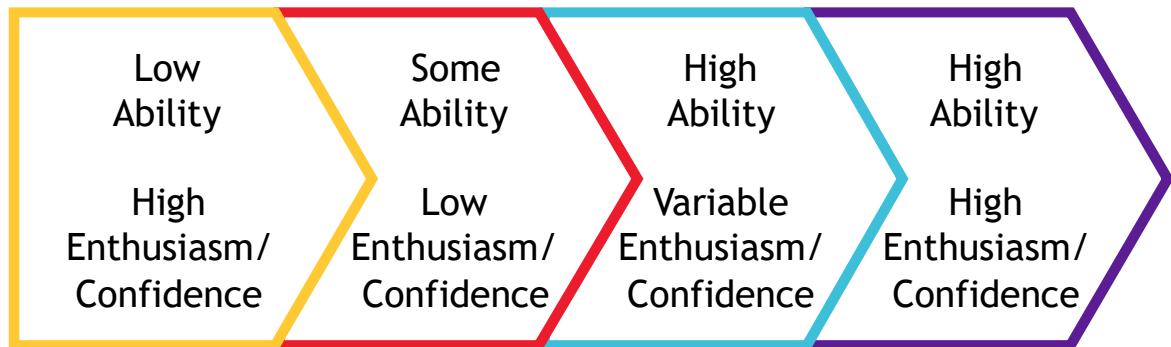
Ability

The Stages of Learning

Unconscious Incompetence

Conscious Incompetence

Conscious Competence

Unconscious Competence

Low Ability	Some Ability	High Ability	High Ability
High Enthusiasm/ Confidence	Low Enthusiasm/ Confidence	Variable Enthusiasm/ Confidence	High Enthusiasm/ Confidence

	Low Ability	High Ability
Confident Enthusiastic	1	4
Nervous Hesitant	2	3

Exercise 4: Four More People

Ellie: … is new and inexperienced, but she is also keen as mustard and brimming with confidence.
Would you …

a. Give her time to figure out her new job and how to do it, let her know she can call you for help and keep an eye on her performance

b. Specify what you want and when you want it, show her the steps in the process and monitor her closely

c. Discuss what you want and when you want it, show her the ropes and get her ideas too, and check on her frequently

d. Ask her for her plan, help her to figure the job out for herself and take time to be supportive

Goran: … is bored and thinks his job is pointless. He is inexperienced, does not understand his role or know properly what to do. Would you …

a. Highlight his performance, show how he can improve, encourage him and check on progress frequently

b. Highlight his performance, ask him to make a plan to improve and give him time before checking up

c. Highlight his performance, encourage him to develop his own plan to improve and check in with him periodically

d. Highlight his performance, tell him what he needs to do and check his work frequently

Frank: … wants to change his daily schedule to accommodate new head office requirements. He is able, motivated and his plan makes sense.
Would you …

a. Help him to plan his new schedule, be supportive and check on his performance periodically

b. Design a new schedule and explain it, build in Frank's ideas and check to see he is following the new plan

c. Let him create a new schedule and test it out, and follow up later to see how well it is working

d. Design a new schedule and explain it, answer any questions, and check to see he is following your scheme

Hetal: … has a great track record, but recently suffered some big setbacks due to reasons beyond her control. Now her morale is low and her performance has dropped right down. Would you …

a. Discuss the recent setbacks, tell her what she must do to get her performance back on track and monitor her performance closely

b. Discuss the recent setbacks, listen to how she feels about things, help her explore ways to get back on top, and monitor her periodically

c. Discuss the recent setbacks, show her how to get her performance back on track, encourage her to suggest ideas and monitor her performance frequently

d. Discuss the recent setbacks, make light of them, set a deadline to get back to normal and track her performance at the usual times

Four More People

Ellie

Frank

Goran

Hetal

Exercise 5: The First Four People

Please return to pages 5 and 6, and review your answers.

The Five Skills of a Situational Leader

Perception

Adaptability

Goal-setting

Partnering

Feedback

Goal Setting

C

D

E

Leadership is a Partnership

Perception of fairness is vital

Feedback

Give your feedback a BOOST:

B

O

O

S

T

★★★★★ Powerhouse Performance

Focus up on
the positive

Evaluation of excellence
Celebrating success
Constructive conduct

★ Standard Performance

Focus in on
the negative

Analysis of failures
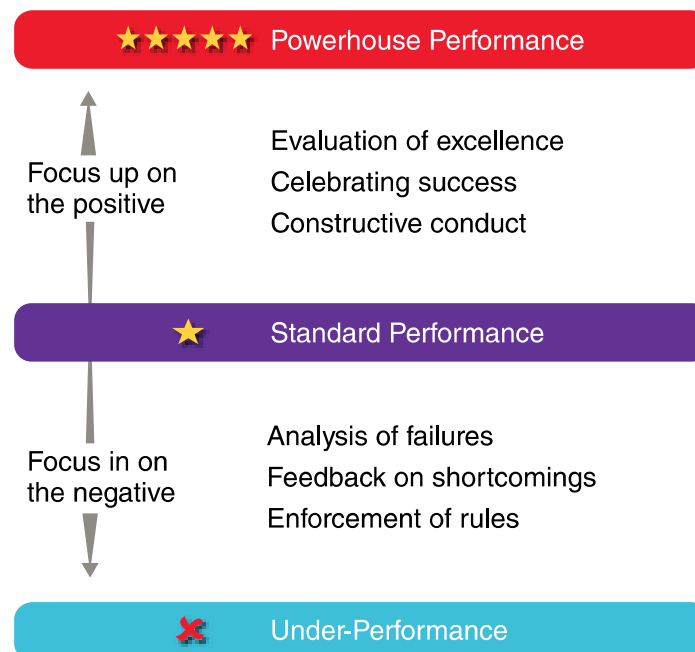Feedback on shortcomings
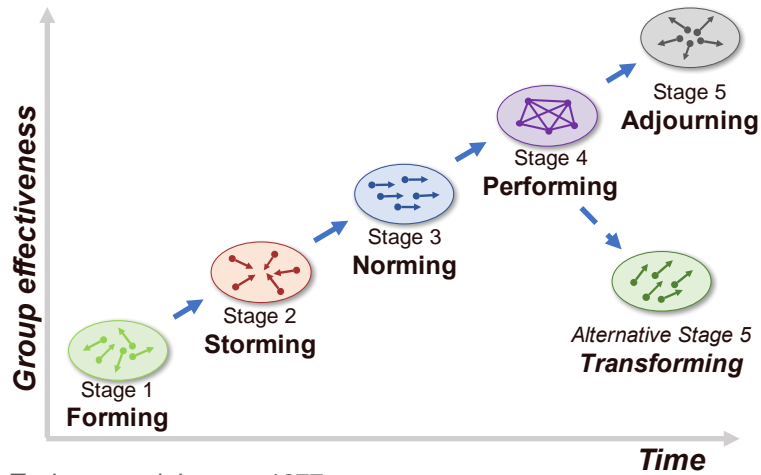Enforcement of rules

✖ Under-Performance

Exercise 6: Skills Audit

Assess your skill levels in the five skills of a situational Leader

	Level of Ability and Attitude (enthusiasm and confidence)? What are your experience levels? How do you feel about the skill?	Need for additional support, Guidance, and learning.
Perception		
Adaptability		
Goal-setting		
Partnering		
Feedback		

Leading a Team: The Tuckman Model

Tuckman and Jensen, 1977

Forming	
Storming	
Norming	
Performing	
Mourning / Adjourning	
Transforming	

Forming, Storming, Norming, Performing, Mourning and Transforming

The Tuckman model describes how a team goes through stages as it comes together, fights its way through personal conflicts, starts to function and then achieves its objectives. Teams will then disband, but in an active project environment, they may also reform around another project with new members or project leaders.

Understanding that these stages exist can help us to recognise team dynamics and help to move the team forward. It also lets us know that problems within teams can be a proper part of the process.

Forming

In the Forming stage, team members are introduced and cautiously explore the boundaries of acceptable group behaviour. We see a transition from individual to member status, and of testing the leader's guidance both formally and informally. Forming includes these feelings and behaviours:

- Excitement, anticipation, optimism and pride in being chosen for the project
- A tentative attachment to the team
- Suspicion and anxiety about the job
- Defining the tasks and how they will be accomplished
- Determining acceptable group behaviour
- Deciding what information needs to be gathered
- Abstract discussions of the concepts and issues, and for some members, impatience with these discussions

Because there is so much going on to distract members' attention in the beginning, the team accomplishes little, if anything, that concerns its project goals.

This is perfectly normal. As a leader, we need to offer a directive style, giving clear instructions to straightforward tasks.

Storming

All members have their own ideas as to how the process should look, and personal agendas are rampant. Storming is probably the most difficult stage for the team. They begin to realize the tasks that are ahead are different and more difficult than they imagined. Impatient about the lack of progress, members argue about what actions the team should take and what roles each should fulfil. They try to rely solely on their personal and professional experience, and resist collaborating with most of the other team members.

Storming includes these feelings and behaviours:

- Resisting the tasks and suggestions by other members
- Changes in attitude about the team and the project's chance of success
- Arguing among members even when they agree on the real issues
- Defensiveness, competition, and choosing sides
- Questioning the wisdom of those who selected this project and appointed the other members of the team
- Disunity, increased tension, competition and jealousy

The above pressures mean that team members have little energy to spend on progressing towards the team's goal. But this is a necessary phase that allows people to understand one another. As a leader, we need to maintain strong control, whilst coaching and supporting the team through its tough times.

Norming

Here, the team finds and wants to share a newly found focus. Enthusiasm is high, and the team is tempted to go beyond the original scope of the project. During this stage, members reconcile competing responsibilities and loyalties. They accept their role in the team, its ground rules, and the contribution of fellow members. Conflict reduces as previously competitive relationships become more co-operative. Norming includes these feelings and behaviours:

- Acceptance of membership in the team
- An ability to express criticism constructively
- An attempt to achieve harmony by avoiding conflict
- More friendliness, confiding in each other, and sharing of personal problems
- A sense of team cohesion, spirit, and goals
- Establishing and maintaining team ground rules and boundaries
- Focus on getting the task done

As team members begin to work out their differences, they now have more time and energy to spend on the project. They will continue to need our support as leader, but they are now increasingly capable of directing themselves.

Performing

The team has now settled its relationships and expectations. They can begin to diagnose and solving problems, and choose and implement changes together. Team members have discovered and accepted each other's strengths and weakness, and fixed their own roles.

Performing includes these feelings and behaviours:

- Members have insights into personal and group processes, and better understanding of each other's strengths and weakness
- Constructive self-evaluation and development
- Ability to prevent or work through group problems
- Close attachment to the team and a strong spirit of collaboration and support

The team is now an effective, cohesive unit. You can tell your team has reached this stage because you start getting a lot of work done. In this stage, your role as leader is to let the team get on with it, providing the lightest of touches to maintain the team infrastructure.

Mourning / Adjourning

When the team finally completes that last briefing, there is always a bittersweet sense of accomplishment coupled with the reluctance to say good-bye. Many relationships formed within these teams continue long after the team disbands. It is important to allow the team time to mourn and to celebrate what they have achieved together, if the individual team members are to successfully move on to their next role.

Transforming

The team may also reform around when there are new members, when old members leave, or the team acquires a new role. The new member will change the dynamic, almost certainly throwing the team backwards along the cycle. Even small objective changes can have a big impact on the team, so we need to allow time for the team to cycle back to the performing stage.

Another Leadership Styles Model

Six Leadership Styles from *The New Leaders*,
Dan Goleman, Richard Boyatzis, Annie McKee (2002)

Visionary

'Come with me.'

Moves people towards a vision. Empathic and charismatic leadership style. Valuable when a team needs a sense of direction and a purpose to motivate them.

Has a positive impact on people, and requires high levels of self-confidence and empathy to do it well.

Coaching

'Try this.'

Develops people skills and capabilities, and helps them understand how they can support the organization's goals.

Has a positive impact on people, and requires high levels of self-awareness and empathy to do it well.

Affiliative

'People come first'

Creates harmony and builds relationships and strong bonds among team members. It's valuable for building team spirit, and repairing stresses and strains in the team.

Has a positive impact on people, and requires empathy and excellent communication skills to do it well.

Democratic

'What do you think?'

Forges consensus by allowing everyone to participate in discussions, decisions, and problem solving. It's valuable when you want everyone to feel part of the process and share responsibility. It is also the route to harnessing the team's collective wisdom and creativity.

Has a positive impact on people, and requires excellent collaborative, consultative and communication skills to do it well.

Pace-Setting

'Do as I do, when I do it.'

Sets high standards for performance, that allow individuals and teams to meet demanding goals. Valuable when a highly motivated team needs to step up a gear for a short period.

Can have a negative impact on the team if maintained for too long, or if the push is too assertive for some members. To do it well, you'll need deep empathy to complement a drive to succeed.

Commanding

'Do what I tell you.'

Gives clear direction and expects compliance. Really only useful in emergency situations, where the leader knows what is needed, and needs rapid implementation.

Outside of the limited range of suitability, this style has a negative effect on the team. If you are going to do it well, you'll need a lot of self-control.

Exercise 7: What have You Learned?

What have you learned in this course that has been most interesting and insightful to you?

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◆

What are the most practical and useful tips and tools you have learned?

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What will you do differently now, as a result of having worked through this course?

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*I wish you even greater success with your
situational leadership*

Mike

Mike is author of thirteen print books, including
***Brilliant Project Leader**, **The Influence Agenda**,*
How to Speak so People Listen** and **Smart to Wise

And, most recently:

Powerhouse (n): *Somebody who is full of energy, highly effective, and therefore very productive.*

For free downloadable resources: **Mike**Clayton.co.uk

M!ke Clayton
Business Author and Speaker