



Foundations of Effective Leadership

Keys to Leadership Success

Hire ❖ Develop ❖ Retain

Foundation for Effective Leadership

As a supervisor, manager, or leader within your organization, you have many important responsibilities. Instead of just focusing on your own work, you must now ensure that results are achieved through the work of others. In this program we will introduce you to the essential skills you need to be successful in your role.

The learning objectives for our first module are:

- Identifying the responsibilities and differences between supervisors, managers and leaders;
- Discussing and understanding the expectations others have of you as a supervisor;
- Identifying the challenges you face as a supervisor;
- Doing vs. Managing – using your time effectively;
- Identifying the skill sets you need to be successful in your role;
- Introducing the skills and techniques you can use to respond to the different contexts and types of employees you will manage



Supervising, Managing and Leading

Today's supervisors and managers are challenged by a number of converging issues. They can no longer thrive by simply making certain "the work gets done." Management's emphasis on quality and productivity, leaner staffing, and the increasing complexity of work coordination leave less slack for unnecessary or poorly handled obstacles. Sustaining results and retaining good workers requires a "bigger picture" perspective of the supervisor's organizational role.

We've also seen significant changes in the workforce. What workers want and expect from their jobs is as diverse as the workforce itself. These changes, along with the organizational issues mentioned in the previous paragraph have prompted a great deal of discussion about transitioning from "managers" to "leaders." Some people see supervising, managing and leading as three distinctly different things:

"Supervising" - *Monitoring and overseeing the work of others*

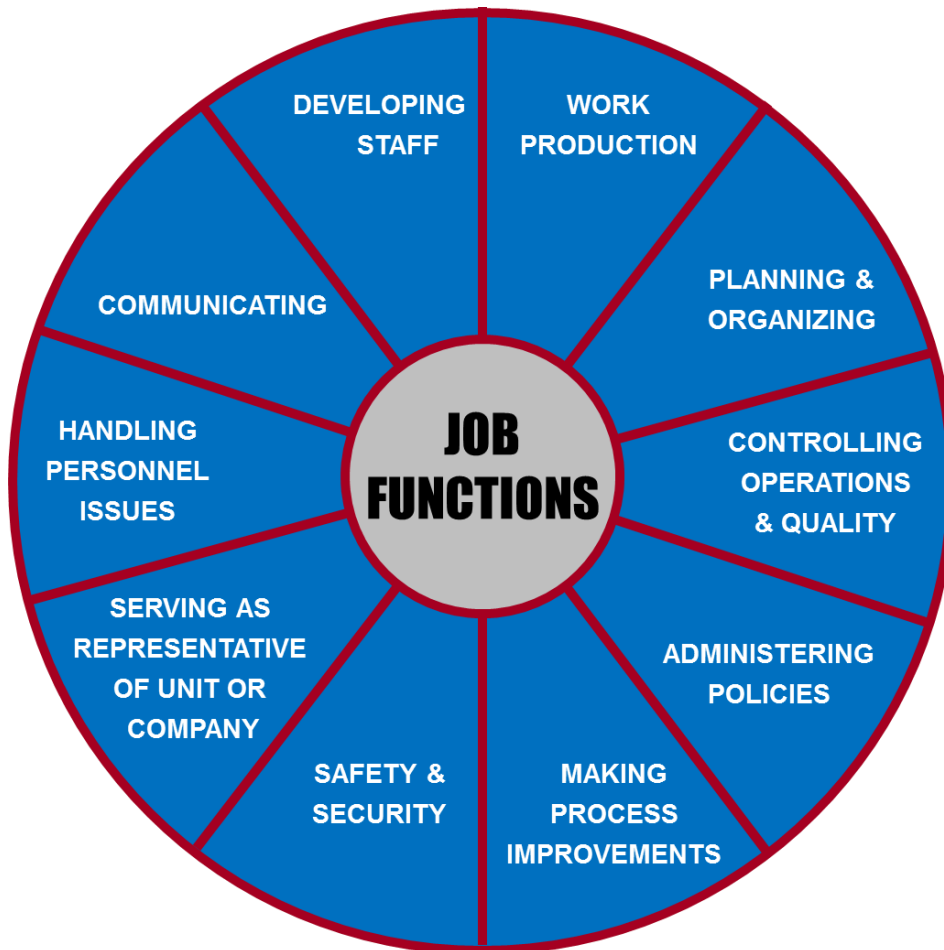
"Managing" - *Accomplishing objectives through others*

"Leading" - *Guiding and influencing the behavior of others*

The fact is that all three are critical for succeeding in any supervisory position. We'll use the terms interchangeably throughout the workshop sessions. What we call our day-to-day practices is not the issue. Instead, our objective is providing you practical ideas and tools for the developing the skills you need to produce positive, ongoing results.



Supervisory Job Functions



- Take a look at each job function above and apply a percentage to those functions where you spend time (monthly, quarterly, annually). The total should not exceed 100%
- What function is the most difficult for you?
- Are there other functions you perform that are not listed here?



What Does Your Management Expect?

What Do Your Direct Reports Expect?



Common Senior Leader Expectations

- Produce and/or improve ongoing operational results (meet goals and deadlines, maintain or improve efficiency, etc.)
- Keep us informed of the things we need/want to know
- Take the initiative and have the ability to handle decisions and problems, and make improvements at the lowest possible level
- Demonstrate leadership (staff direction, development, communication, etc.)



Common Employee Expectations

- Be fair, honest and consistent, and treat us with respect
- Be knowledgeable, supportive and help us get better at what we do
- Keep us informed of things that impact us, and let us know how we are doing
- Give us a voice/input on how we do what we do – we want to be heard
- Acknowledge our efforts, achievements and contributions



Good Behaviors (and the most effective ones...)

- Lead by example and share the spotlight
- Take ownership of the areas they lead
- Keep things organized and get results
- Willing and able to make decisions
- Provide direction and feedback
- Are consistent, fair and hold people accountable
- Create a sense of recognition and pride in their people
- Maintain open and active lines of communication
- Maintain productive relationships
- Utilize the input and involvement of their people
- Have high self-awareness and effective interpersonal skills
- Develop their people
- Provide resources and support
- Seek solutions to problems
- Take initiative to make things happen
- Create a positive environment

Bad Behaviors

- Not balancing the “work” with the “people”
- Displaying favoritism
- Demeaning, disrespectful treatment
- Not supporting the company or reinforcing policies
- Having unrealistic expectations of your people
- Never allowing or asking your people for input
- Being too much of a “buddy” and “one of the gang”
- Letting things go too long before addressing them
- Overreacting to unimportant things
- Always thinking your way is the best way
- Taking action without finding out both sides of the story
- Allowing emotions and personal feelings to negatively impact how you handle a situation
- Detaching and not interacting with employees
- Taking credit for the work and ideas of your people
- Not recognizing when to seek guidance or approval from your boss
- Keep information and problems from their boss



Leadership Styles Quiz

Directions

- Assume you are involved in each of the following twelve situations. Each situation has four alternative actions you could take
- Read each item carefully
- Think about what you would do in each circumstance
- Circle the letter of the alternative action choice you think most closely describes what behavior you would use in the situation presented
- Circle only **one** choice
- Circle a choice for **each** of the twelve situations. Don't skip any
- Move through the items quickly and stick with the first choice you make on each item. Your first choice tends to be the most accurate one

Remember: Circle what you think you **would** do, not what you think you **should** do. The goal is to evaluate what behaviors you **actually** use – there are no **right** answers. If there is no alternative action that describes what you do in the situation, circle the item that most **closely** resembles what you would do.

1. Your staff has not been responding to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly. You would:
 - a. Emphasize the use of the standard procedures and the necessity for task accomplishment
 - b. Make yourself available for discussion but do not push your involvement
 - c. Talk to them and then set goal objectives
 - d. Intentionally do not intervene
2. The observable performance of your team is increasing. You have been making sure that all members are aware of their responsibilities and the standards expected. You would:
 - a. Engage in friendly exchange but continue to make sure that all members are aware of their responsibilities and standards of performance
 - b. Take no definite action
 - c. Do what you can to make the team to feel important and involved
 - d. Emphasize the importance of deadlines and tasks



3. Members of your team are unable to solve a problem themselves. You have normally left them alone. Group performance and relationships have been good. You would:
 - a. Involve the team and together engage in problem solving
 - b. Let the team work it out
 - c. Act quickly and firmly to correct and redirect
 - d. Encourage the group to work on the problem and be supportive

4. You are considering a major change. Your staff has a fine record of accomplishment. They respect the need for change. You would:
 - a. Allow team involvement in developing the change but not be too directive
 - b. Announce changes and then implement them with close supervision
 - c. Allow the team to formulate its own direction
 - d. Incorporate team recommendations but direct the change yourself

5. The performance of your team has been dropping during the past few months. Staff have been unconcerned with meeting objectives. They have continually needed reminding to do their tasks on time. Redefining roles and responsibilities has helped in the past. You would:
 - a. Allow the team to formulate its own direction
 - b. Incorporate team recommendations but see that objectives are met
 - c. Redefine roles and responsibilities and communicate strongly to the team
 - d. Allow team involvement in determining roles and responsibilities but not be too directive

6. You have stepped into an efficiently run situation. The previous Supervisor ran a tight ship. You want to maintain a productive situation but would like to begin humanizing the environment. You would:
 - a. Do what you can to make the team feel important and involved
 - b. Emphasize the importance of deadlines and tasks
 - c. Intentionally not intervene
 - d. Get them involved in decision making but see that objectives are met

7. You are considering major changes in your organizational structure. Members of the team have made suggestions about needing change. The team has been productive and demonstrated flexibility in its day-to-day operations. You would:
 - a. Define the change and supervise carefully
 - b. Participate within the team in developing change but allow members to organize implementation
 - c. Be willing to make changes as recommended but maintain control of implementation
 - d. Avoid confrontation, leave things alone



8. Team performance and interpersonal relationships are good. You feel somewhat insecure about the lack of direction of the team. You would:
 - a. Leave the team alone
 - b. Discuss the situation with the team and then initiate necessary changes
 - c. Take steps to direct your staff towards working in a well-defined manner
 - d. Be supportive in discussing the situation with the team but not too directive

9. You have been appointed to head up a task force that is far overdue in making requested recommendations for change. The group is not clear about its goals. Attendance at sessions has been poor and the meetings have turned into social gatherings. Potentially the group has the talent necessary to help. You would:
 - a. Let the group work out its problems
 - b. Incorporate group recommendations but see the objectives are met
 - c. Redefine goals and supervise carefully
 - d. Allow group involvement in setting goals but not push your staff

10. Your staff, usually able to take responsibility, are not responding to your recent redefining of standards. You would:
 - a. Allow team involvement in redefining standards but not take control
 - b. Make sure they understand the standards and supervise implementation carefully
 - c. Avoid confrontation by not applying pressure, leave the situation alone
 - d. Incorporate team recommendations but see that new standards are met

11. You have been promoted to a new position. The previous Supervisor was uninvolved in the affairs of the team and the team has adequately handled its tasks and direction. Team inter-relationships are good. You would:
 - a. Take steps to direct staff towards working in a well-defined manner
 - b. Involve staff in decision making and reinforcing good contributions
 - c. Discuss past performance with the team and then examine the need for new practices
 - d. Continue to leave the team alone

12. Recent information indicates some internal difficulties among staff. The team has a remarkable record of accomplishment, members have effectively maintained long range goals and have worked in harmony for the past year. You would:
 - a. Try out your solution with them and examine the need for new practices
 - b. Allow team members to work it out themselves
 - c. Act quickly and firmly to correct and redirect
 - d. Participate in discussion of the problem whilst providing support for the team members



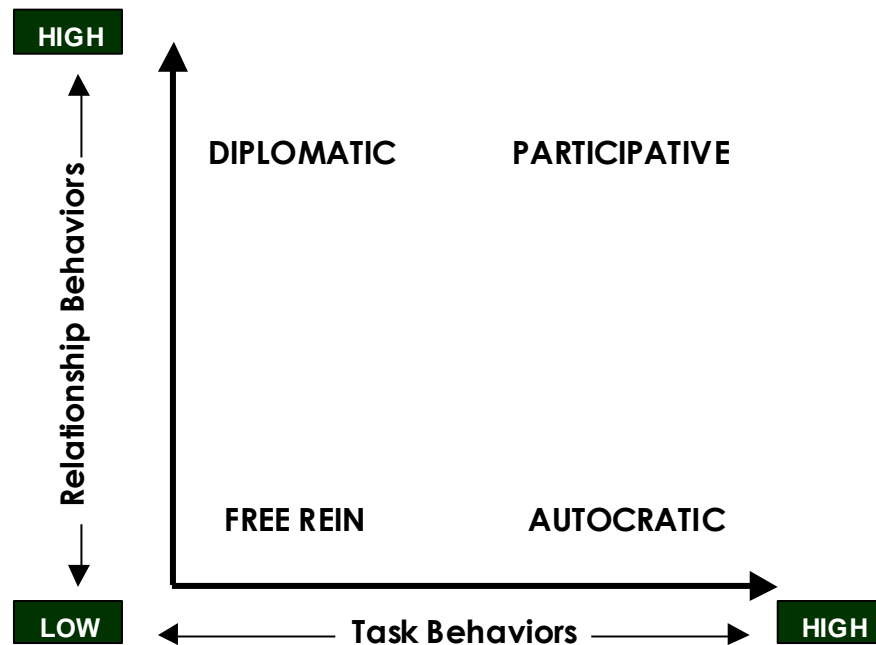
Directions for Scoring

Circle the letter that you have chosen for each situation on the same line to the right.
Enter your totals on the bottom line.

	ALTERNATIVE ACTIONS			
Situations	1	2	3	4
1	A	C	B	D
2	D	A	C	B
3	C	A	D	B
4	B	D	A	C
5	C	B	D	A
6	B	D	A	C
7	A	C	B	D
8	C	B	D	A
9	C	B	D	A
10	B	D	A	C
11	A	C	B	D
12	C	A	D	B
Total number of circles				



Understanding Leadership Styles



Task Behaviors: This is the emphasis or concern a supervisor has for the “work” side of his/her unit: production, structure, process, directing and control.

Relationship Behaviors: This is the emphasis or concern a leader has for the “people” side of his/her unit: communication, group involvement, morale, support, feedback, and facilitating group interaction.

DIPLOMATIC

- High relationship/low task
- Tends to focus on quality of work experience and morale
- Solves problems and supports
- Sometimes overly protective

PARTICIPATIVE

- High relationship/high task
- Tends to maintain high level of involvement with both factors
- Develops and facilitates
- Sometimes overly involved

FREE REIN

- Low relationship/low task
- Tends to step back and take a more “hands off” approach
- Delegates with maximum autonomy
- Sometimes not involved enough

AUTOCRATIC

- Low relationship/high task
- Tends to focus results and maintaining a “tight ship”
- Directs and controls
- Sometimes too rigid



AUTOCRATIC LEADERSHIP

Results and task quality are seen as the major indicators of success. Things that detract from task quality are resisted; group involvement can be a threat due to shared control; tries to insulate against external influence.

- Provides employees very clear expectations and specifically defined responsibilities
- Appropriate and productive in times of crisis
- Poor or limited development of employees' skills and talent
- Often seen as rigid and dominating; may get compliance, but not commitment
- Delegates in a very directive and controlling way
- Can work well when employees are insecure with even minor decisions, and thrive under clear, detailed direction
- Group communications tend to be work-related and one-way
- Can produce high productivity over limited periods of time
- Works well when employees have poor skills and motivation
- Personally decides how group problems and conflicts will be resolved
- Can create low morale and group resistance because employees are given little or no input
- To work well, a leader must be knowledgeable and skilled in all areas of employee work

FREE REIN LEADERSHIP

Direct involvement with group is minimized; can be due to other outside factors, group's ability to function on their own, or the leader's lack of interest or confidence in dealing with the group and their work.

- Works best when employees are well-skilled and self-motivated
- Often not aware of problems or conflicts until they escalate to negative levels
- Lots of surprises and high level of risk because little or no control is exercised
- Frees leader to work on important or preferred projects
- Delegates "the details" as well as the authority to get things done
- Employees can feel a sense of abandonment or lack of support
- Fosters entrepreneurial spirit and self-supportive employees
- An absence or lack of communication and feedback



- Employees work under very poor or unclear expectations and guidance
- Employees are given maximum autonomy and freedom
- Group is expected to resolve their own problems
- May misjudge employee abilities and invite failure by delegating projects and responsibilities beyond their capacity

**DIPLOMATIC
LEADERSHIP**

Behaviors reflect preoccupation with quality of interpersonal relationships, mutual support, acceptance, and avoidance of conflict. Task quality and results are recognized as criteria for success, but sometimes seen as a threat, and thus

de-emphasized.

- Builds strong, personal relationships with employees
- May be seen by some employees as weak and not assertive enough
- Seen as approachable, open to employee ideas, and concerned about employee feelings
- Group members feel respected and listened to; producing increased morale and enthusiasm
- Will avoid or sometimes wait too long to confront issues or address problems
- Enjoys coordinating "fun" group activities and functions
- Tends to resolve group conflicts through compromise and smoothing
- May sometimes be willing to accept less in order to keep people happy
- Can easily be over-burdened by taking ownership of employee problems
- Can be over accommodating to the point where employees take advantage of it
- Plenty of two-way communication that allows employees to express their feelings
- Can work well with highly structured work and skilled employees where morale is an issue



PARTICIPATIVE LEADERSHIP

Involvement via participation is recognized as the key to commitment. Feels increased involvement will produce more ideas, support, and quality. Behaviors reflect a concern with decision processes and a preference for collaboration in conflict situations.

- Uses employee input and involvement to maximize their commitment and ownership
- Sets high expectations and actively works with employees to meet or surpass them
- Challenges employees: encouraging and actively supporting them in solving their own problems
- Works best when making changes or managing work processes that require a high level of employee "buy-in"
- Can produce the best outcomes and solutions by utilizing employee experience and expertise
- Can spend too much time involving in work process, neglecting other work demands
- Can consume too much time if over-used; causing inefficiency or delay
- Inappropriate in situations that require quick decisions and clear accountability
- Tends to resolve problems/conflicts by facilitating group collaboration and consensus building
- Can be ineffective when employees are incapable or unwilling to be highly involved in work processes
- Works well with motivated employees whose skills or abilities are low
- Open, two-way group communication that focus on information and ideas



Personal Leadership Styles Questions – Breakout rooms

We've already agreed that the most effective leader is the one who can recognize when a particular leadership is needed and be able to move in that direction. Although most leaders are able to do this (some better than others), each of us tend to have a "natural" style, or use one style, or a combination of two styles more than the others.

Give a situation where you feel you appropriately used an autocratic leadership approach with your group.

Give a situation where you feel you appropriately used a free rein leadership approach with your group.

Give a situation where you feel you appropriately used a participative leadership approach with your group.

Give a situation where you used a free rein approach that didn't work well. Why didn't it work? In hindsight, what approach would have worked better?

Give a situation where you used an autocratic approach that didn't work well. Why didn't it work? In hindsight, what approach would have worked better?

Give a situation where you used a participative approach that didn't work well. Why didn't it work? In hindsight, what approach would have worked better?



Creating a Productive Work Environment

“The attitudes and achievements of a work group are the results of a positively structured environment.”



Work Environment Components

PERFORMANCE EXPECTATIONS, STANDARDS & GOALS: What is the quality of guidance and direction in your group? To what degree do employees have a clear understanding of their responsibilities, the criteria used to evaluate their performance, as well as the standards, expectations and/or goals (group or individual) associated with their work? How effectively do you utilize individual and group goals?

- *Setting and communicating individual/group expectations and goals*
 - *Defining acceptable and unacceptable work practices/behaviors*
 - *Reinforcing, supporting and communicating company goals and policies*
-

TRAINING & COACHING: What is the depth, consistency and quality of the training new employees receive? Do you have an effective process and resources in place for training new people? How well are existing people trained on changes or new processes? What amount, and how effective is the ongoing performance coaching (formal and informal) employees receive?

- *Developing systems for training new employees*
- *Identifying individual/group training/coaching needs*
- *Delegating work for the purpose of learning*
- *Providing useful formal/informal coaching*

MONITORING & MEASURING PERFORMANCE: How do you know what is getting done and how people are performing? To what degree are there systems in place that give you a way to objectively observe, monitor and/or accurately measure or assess individual or group performance?

- *Scheduling, managing and measuring individual and group work*
- *Monitoring individual and group results against goals and expectations*
- *Identifying opportunities for improvement*

OBJECTIVE, TIMELY & ACCURATE FEEDBACK: To what extent is information relative to individual and group performance/results communicated back to the people who perform the work? To what extent do employees know how they are doing on a day-to-day basis? How balanced, consistent, fair, objective and frequent is the feedback they receive?

- *Providing positive/negative "curbside" coaching feedback*
- *Sharing individual/group performance results*
- *Insuring each employee receives clear, consistent, objective feedback*



RECOGNITION, REWARD & ACCOUNTABILITY: To what extent do employees feel that people are acknowledged, recognized or rewarded for positive performance? Are incentives and material rewards effectively used? How creatively do you use non-material/non-monetary ways to recognize good performance? How consistently and to what degree are they held accountable for negative performance?

- *Utilizing a variety of ways to recognize and reward individual employees*
- *Taking appropriate actions to address group and individual performance issues*

EMPLOYEE INPUT & INVOLVEMENT: How much autonomy are workers given? To what extent are they allowed "a say", or given opportunity to help determine how the work in the unit is structured, problems are resolved, etc.? To what extent are they empowered and given some sense of ownership for their work?

- *Soliciting and using ideas and input from team members when appropriate*
- *Providing some degree of autonomy and empowerment to individual employees*
- *Involving employees in teamwork functions, changes and improvement efforts*

QUALITY OF WORK GROUP COMMUNICATION: How well are people kept aware of things that impact them and/or their work? How well does the group use the communication tools available to them (e-mail, Outlook, bulletin boards, cell phones, etc.)? How open and productive is the communication between work group members? How appropriately and effective are meetings and other systems of group communication utilized?

- *Keeping group aware of company/"big picture" info*
- *Facilitating discussions/meetings within the team*
- *Providing and soliciting information needed to make decisions*
- *Keeping management aware of progress and issues*

INTERPERSONAL SKILLS & STYLE OF LEADER/MANAGER: How comfortable, effective and supportive is the leader(s) in terms of leading, resolving conflicts, addressing issues or interacting with the various people in the work unit? What level of respect do employees have for the leader(s)?

- *Awareness of your leadership/interpersonal style*
- *Effectiveness of your personal communication skills*
- *Ability to effectively adjust and modify depending on the employee or situation*
- *Your personal level of enthusiasm, commitment and professionalism*



Corporate Membership

Compensation

Compliance

Background Screening

Recruiting & Talent Acquisition

HR Consulting

Training

Leadership Development



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