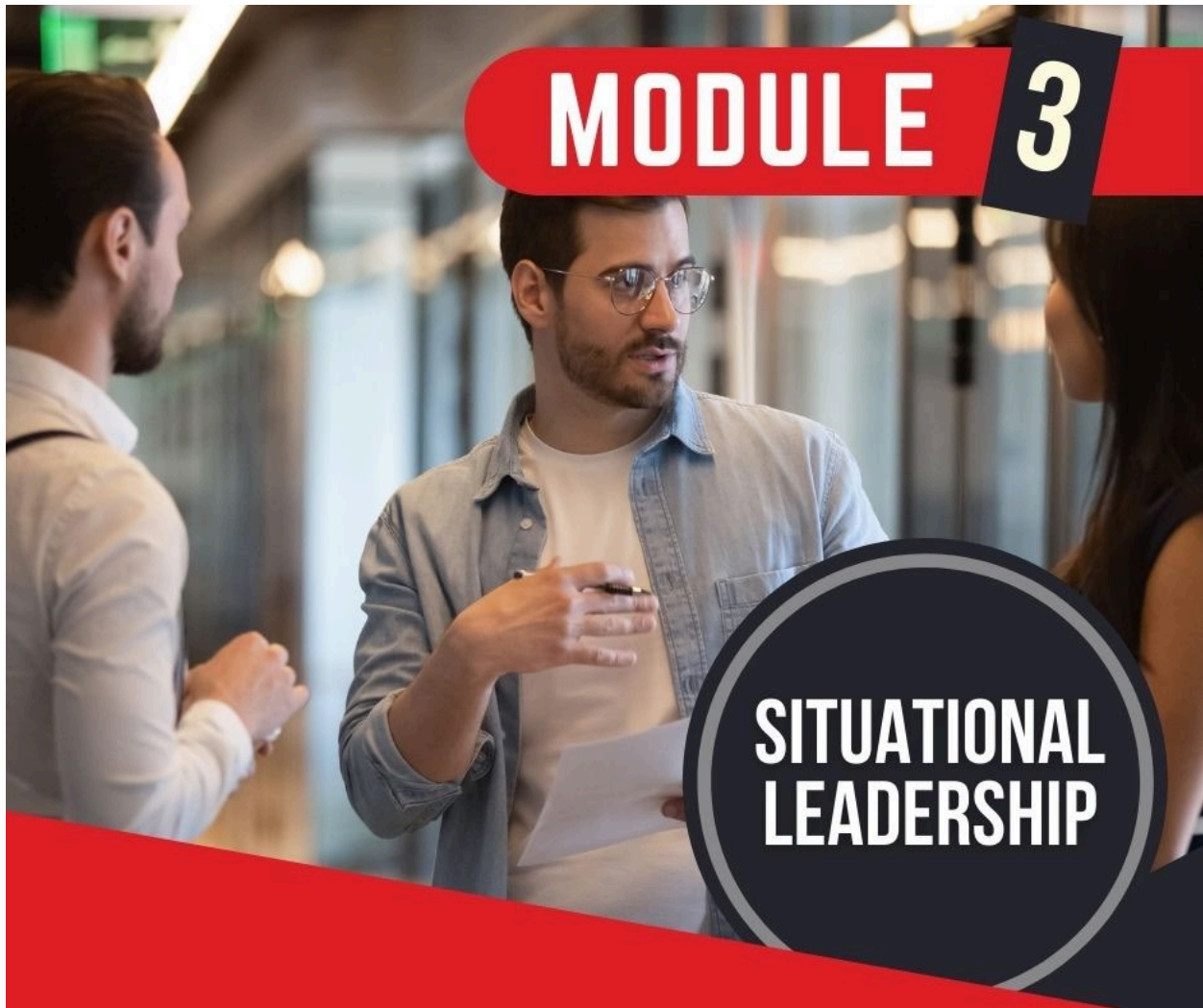




Our Conviction & Commitment

You will clarify your purpose and build confidence, competency, and character to have greater influence and impact. You will gain a greater understanding of leadership, fundamental leadership capability, and the foundational leadership attitude and skills needed to "BEcome" a strong effective leader that empowers others.






Objectives:

- Understand the method of choosing the leadership style that best fits the situation.



LESSON 1



SITUATIONAL LEADERSHIP MODEL (SLM)

By the end of this lesson, you will:

- Have a better understanding of the Situational Leadership Model.
- Understand the role of the follower and the leader in the model.
- Have a foundation for further study of the various leadership styles defined in the model.



LESSON 2



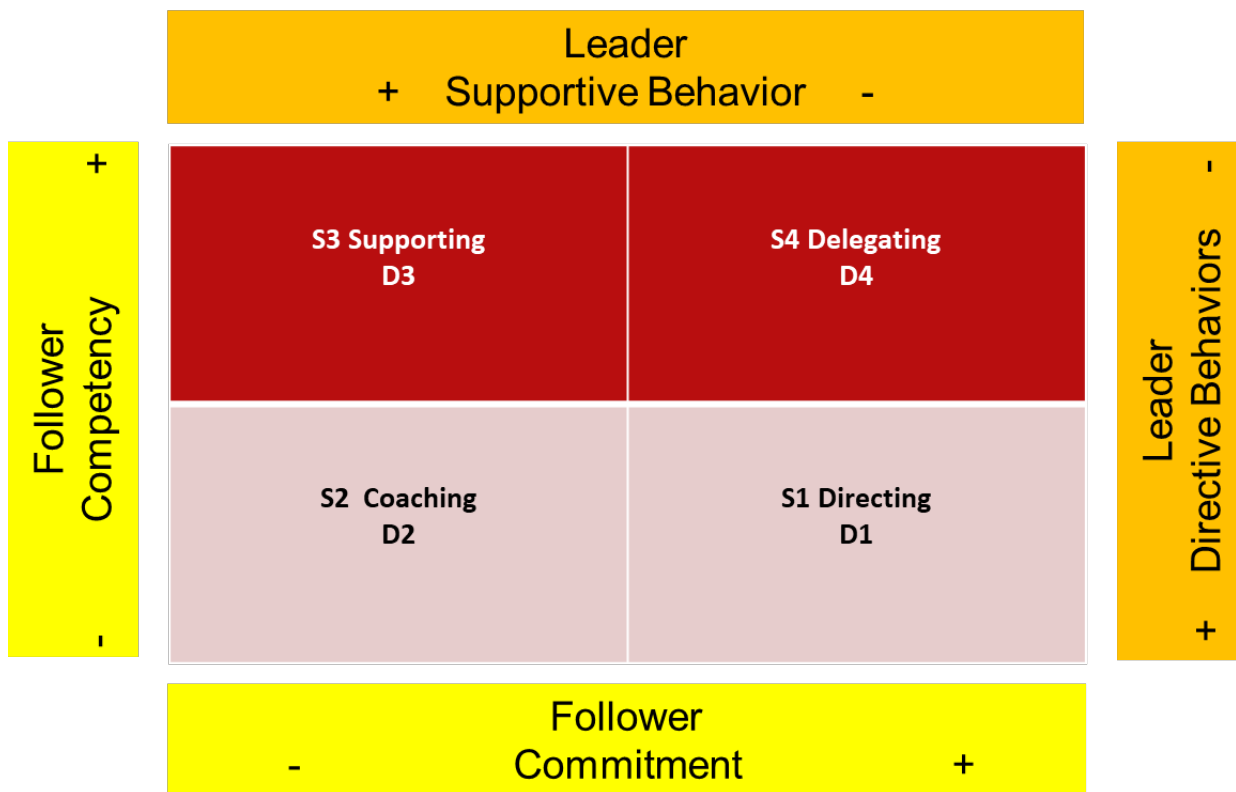
DIRECTING STYLE

By the end of this lesson, you will:

- Understand the Directing style.
- Understand when Directing is effective.
- Know the Directing style behaviors.



Directing Style



Directing:

- Most controlling style.
- Appropriate when a follower has low competence, low commitment, or both.
- Involves one-way communication.
- Manager explains, follower does.
- Leader provides frequent and regular monitoring with prompt reinforcement or acceptable behavior.



Directing is effective when:

- An employee is new or just beginning to learn a new skill.
- You have a problem with an employee who is not committed to doing a good job and you need to take charge of the situation.
- Time is limited.
- An employee is insecure and lacks confidence.
- No alternatives are possible (as when a new policy or procedure is handed down from above).

Directing leadership behaviors:

- When the follower cannot do the job but is willing to try:
 - 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.
- Considerations in directing:
 - If the leader is 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.



LESSON 3



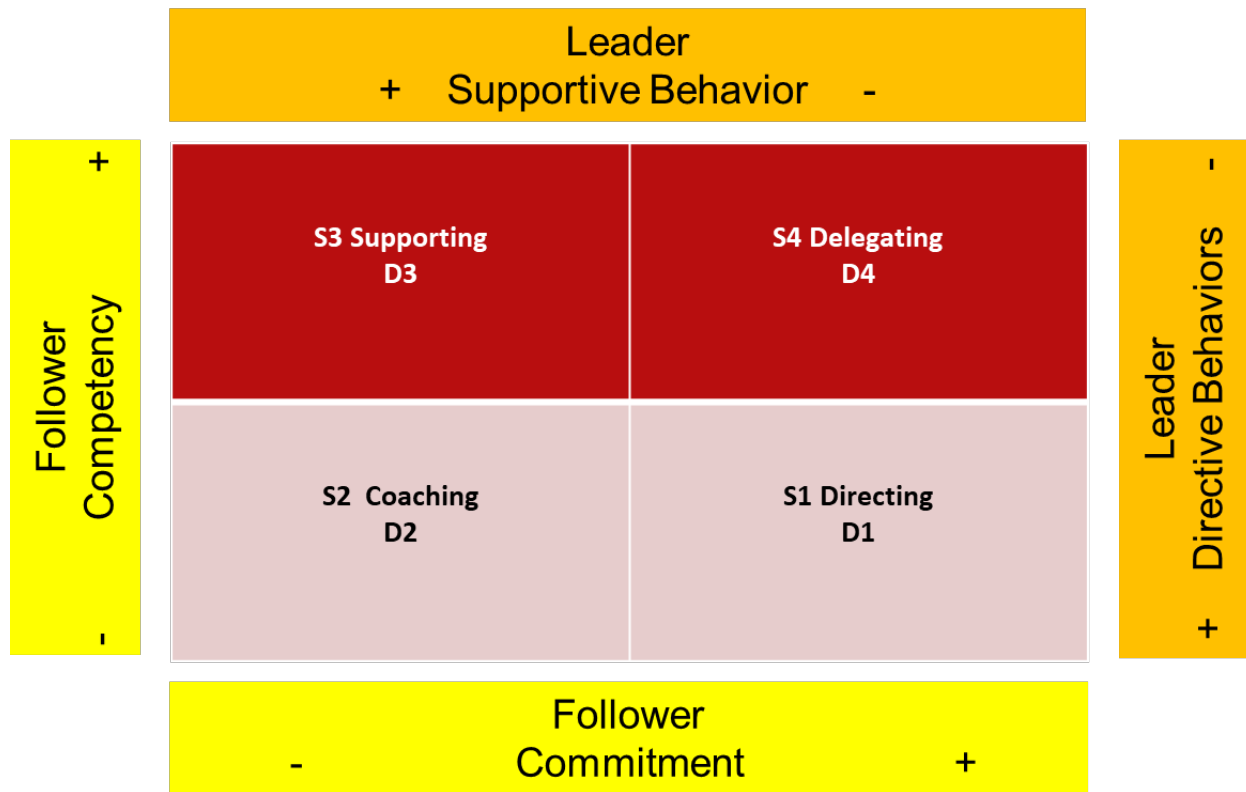
COACHING STYLE

By the end of this lesson, you will:

- Understand the Coaching style.
- Understand when Coaching is effective.
- Know the Coaching style behaviors.



Coaching Style



Coaching:

- Manager is somewhat directive.
- Employee is still learning.
- Two-way communication is encouraged.
- Manager solicits the employee's ideas and opinions in problem solving.
- Manager retains control over the ultimate decision making.
- The leader-subordinate's goals are to accomplish the task and develop task-relevant ability & commitment.



Coaching is effective when:

- An employee is still learning but is progressing in their mastery.
- When the follower can do the job, at least to some extent, but is not motivated to do it.
- When some skills & experiences are present, but performance is below standard.
- The employee respects the manager and their knowledge and position.
- There is shared responsibility & work with manager, in an independent way.
- Dedicated time is reserved to coaching sessions.

Coaching Behaviors:

- The leader first finds out why the person is not motivated and if there are any limitations in ability.
- These two factors may be linked, for example when a person believes they are less capable than they should be, they may be in some form of denial or demonstrate other coping behaviors.
- The follower may also lack self-confidence as a result.
- The leader thus spends time listening and advising and, where appropriate, helping the follower gain necessary skills and confidence through coaching methods.



LESSON 4



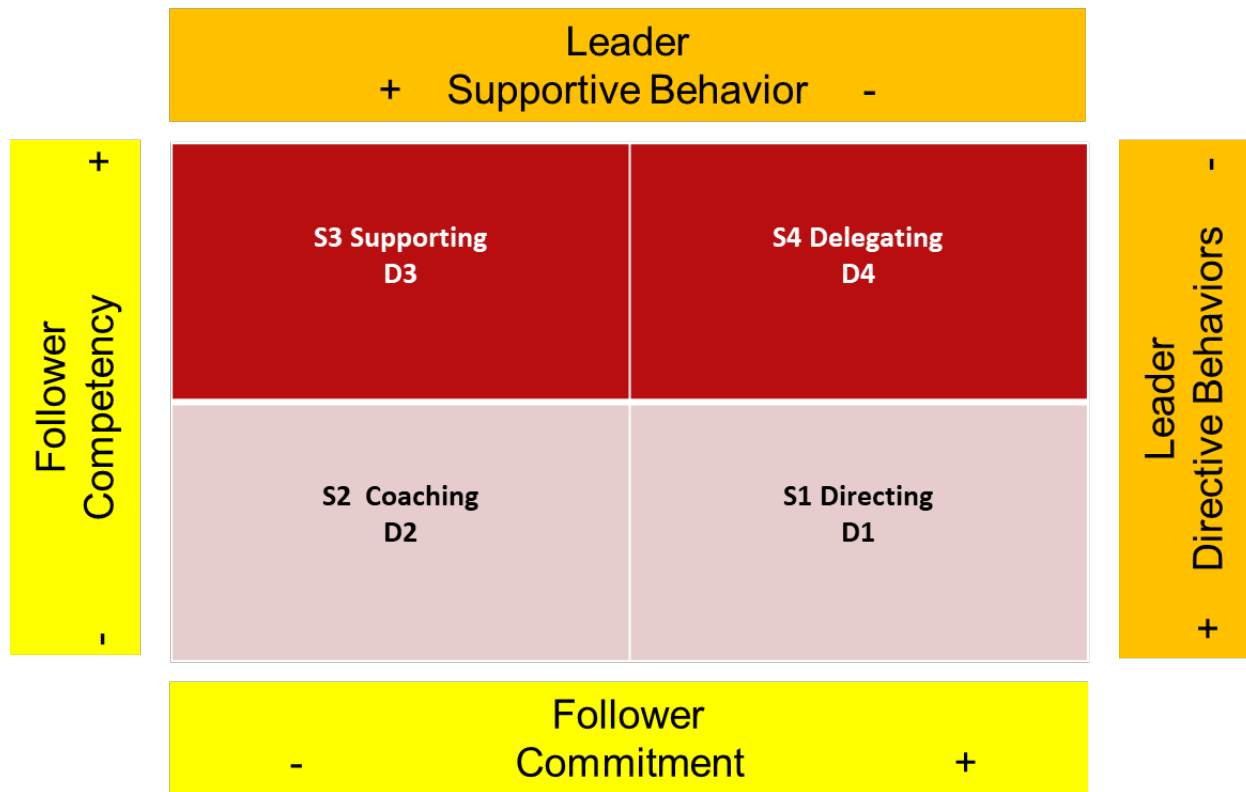
SUPPORTING STYLE

By the end of this lesson, you will:

- Understand the Supportive style.
- Understand when Supporting is effective.
- Know the Supportive style behaviors.



Supportive Style



Supportive:

- The leader acts as a colleague, an equal with follower, and attempts to instill confidence in the follower.
- Follower is very involved in decision-making and determining outcomes.
- The leader allows the follower to drive the process responding with behaviors that are appropriate to support the follower.
- Discussions are not focused on the work, instead discussions help the follower identify their performance challenge and find a solution.



- Leader does not direct the work but checks in to ensure progress is being made.

Supporting is effective when:

- Employee has gained greater competence and commitment to a task.
- Employee demonstrates she knows how to do the task.
- Manager allows employee to begin to take the lead in determining actions or in solving problems.
- Can be particularly valuable among women.
- Allows for give-and-take in working relationships.

Supportive leadership behaviors:

- The need not to worry about showing the follower what to do.
- Leader's goal is to find out what is reducing the follower's motivation by asking open ended questions.
- The leader spends time listening, praising, and making the follower feel good when they show the necessary commitment.
- The leader should see opportunity to dialogue with the follower by making themselves available when the follower initiates.



- If the causes are found, then the leader should provide resources and other support to help the follower resolve the cause.
- Checking in with the follower about work progress is another supportive action the leader should take.



LESSON 5



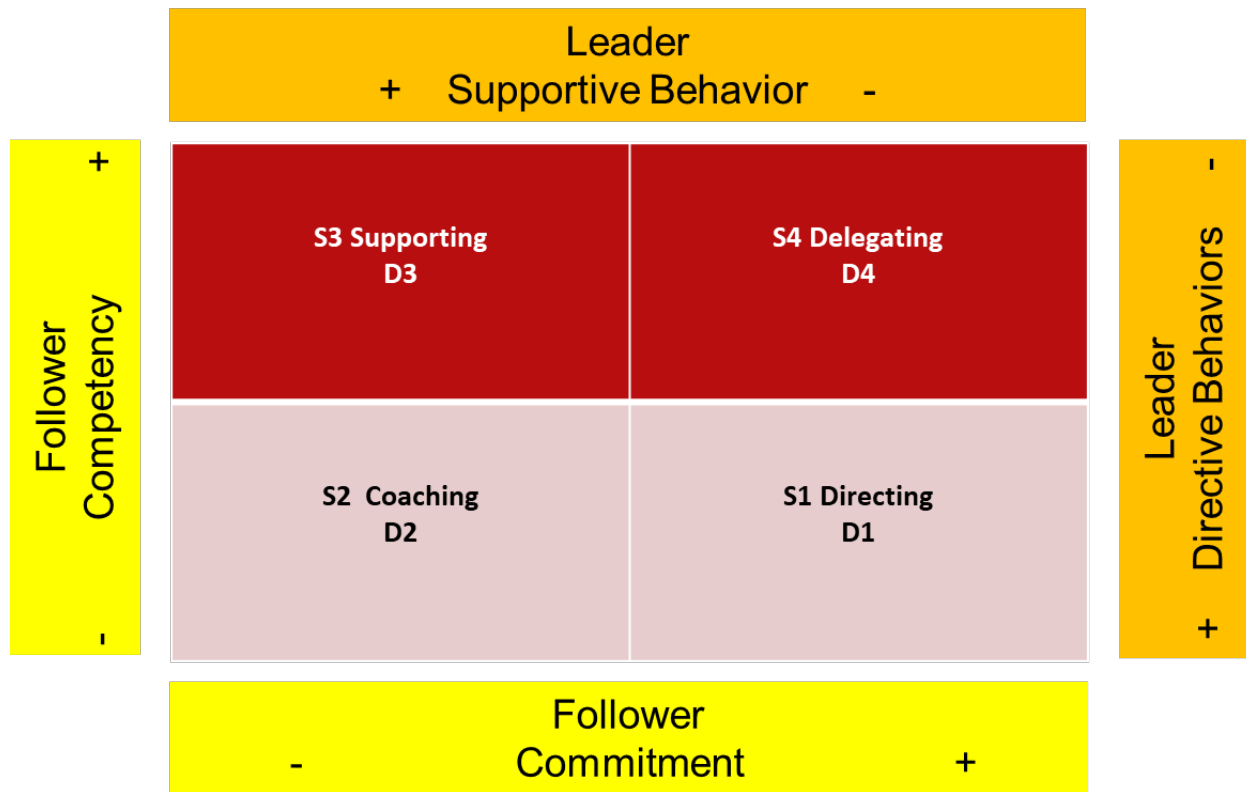
DELEGATING STYLE

By the end of this lesson, you will:

- Understand the Delegating style.
- Understand when Delegating is effective.
- Know the Delegating style behaviors.



Delegating Style



Delegating:

- Follower is fully competent and committed.
- Manager gives follower responsibility without input or direct supervision.
- Involves more one-way communication.
- Follower reports back to the manager.

Delegating is effective when:

- When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, trusting them to get on with the job.



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

Delegating leadership behaviors:

- Leaders ensure followers understand the needed outcomes for the job and timing.
- Leaders allow the follower to make request for resources; follower needs the leader to provide or give access to complete the job.
- Leader and follower align on communication and reporting expectations and unique situations where the follower should involve the leader in the task.



LESSON 6



By the end of this lesson, you will:

- Have a better understanding of how to apply the Situational Leadership Model (SLM).
- Have experience practicing the model on real situations.



Practice

Scenario 1

You've hired a new employee who is anxious to excel, but she hasn't done this kind of work before. Do you:

- A. Give her an assignment and check in a week later to see if she has done it?
- B. Ask her about her ideas and then let her run with the ball?
- C. Tell her exactly what you expect, then monitor her to see if she's performing?
- D. Discuss different ways to approach the work and then suggest to her what would be best?

Select your answer and describe why:



Scenario 2

Your employee has been on the job and knows how to do her work quite well.

Today she comes to you with a problem that you know she can solve on her own.

Do you:

- A. Tell her to figure it out herself?
- B. Discuss options with her but tell her which option to take?
- C. Tell her what to do and monitor her closely?
- D. Ask her what she would do?

Select your answer and describe why:



Scenario 3

You've been away from work for the past ten days with a sick family member. A significant assignment came up, and one of your employees started working on it without you. Although you have never assigned her this kind of work before, she is making great progress. Do you:

- A. Discuss her approach and give her ideas about how to proceed?
- B. Leave her alone and check in with her periodically?
- C. Take the assignment back and do it yourself?
- D. Talk it over with her but tell her how you'd like it done?

Select your answer and describe why:



Scenario 4

Your employee can do her work but often needs guidance from you. Lately her assignments have been coming in with mistakes. Do you:

- A. Ask her how she plans to resolve the problem?
- B. Review with her what the problems are and write a plan of action, then meet the following week to discuss it?
- C. Sit down and clearly explain what you want and when you want it?
- D. Leave her alone because she has been dependable and will probably get better with time?

Select your answer and describe why:



Self-Reflection

1. Did you agree with the recommended style? Why or why not?
2. How easy was it for you to determine which style to use?



Module 3 Personal Thought Summary

1. Do I practice situational leadership?
2. Why is situational leadership important?
3. What could I change about my style be more effective?



Weekly Debrief Questions or Comments

1.

2.

3.

4.

