The Supervisor as Leader

WASHINGTON STATE UNIVERSITY

World Class. Face to Face.

Objectives

At the conclusion of this module, participants will be able to:

1.   Define leadership.

2.   Explain what is meant by dynamic and effective   leadership.

3.   Identify and describe a minimum of four leadership styles.

4.   Discuss the scope of leadership theories.

5.   Explain Blanchard's model of situational leadership, commenting on the two leader behaviors, the four leadership styles, and the four developmental levels of followers.

6.   Tell how to determine the most appropriate leadership style, using Blanchard's Situational Leadership model.

I. INTRODUCTION

A. The importance of leadership.

    1. Leadership is the process of influencing others toward the achievement of organizational goals.

    2. Successful organizations have a dynamic and effective leadership.

        a. **Dynamic** -- Responsive to the changing needs of their followers.

        b. **Effective** -- accomplishing organizational goals through competent and committed followers.

B. Leadership style (the way you supervise).

    1. Types of leadership styles with which you are familiar:

_____

_____

_____

_____

_____

_____

_____

_____

    2. Most leadership styles you know represent an either/or approach.

        a.   Either the task is most important;

        b.   Or the people are most important.

    3.   Either/Or approaches don't work.

    4.   Dynamic and effective leaders vary their leadership style according to the situation and the needs of the follower *in the specific situation!*

II.   *Overview of Leadership Theories*

    A.   There are many theories and models of leadership.

    B.   Doing leadership: While fundamental theories of leadership are relatively easy to understand the actual practice of leadership can be "mindboogglingly complex and difficult."

    C.   Summary of Leadership Theories

Summary of Leadership Theories

TRAIT THEORIES:Specific Personal Characteristics	POWER AND INFLUENCE THEORIES: Social Power
• Physical: Gender, height, age, energy level • Personality: Self esteem, self confidence, initiative, dominance • Social Background: Education, socio-economic background • Ability: Intelligence, verbal fluency, originality, social insight	Social Power flows from leader down using some form of power, authority, or influence. • Legitimate: Using social or legal systems. • Rewards: Providing rewards. • Coercive: Threatened punishment. • Expert: Using expertise. • Referent: Followers identify with and like the leader.
POWER AND INFLUENCE THEORIES: Social Exchange	**BEHAVIORAL THEORIES: What Leaders Do**
Social Exchange: The transformational leader fulfills or changes expectations, engaging followers to new levels of motivation through: • Vision • Communication • Gaining trust • Gaining respect and recognition	• Task Orientation: Direct, coordinate, plan, problem-solve OR • Relationship Orientation: Consultative, considerate, supportive, open and friendly OR • Finding the right combination of the two
CONTINGENCY THEORIES	**BLANCHARD'S SITUATIIONAL LEADERSHIP THEORY**
Leaders are constrained by situational factors and unfolding events. They adopt different patterns of traits to meet those different situations. Factors include among others: • Nature of the external environment • Presence/absence of a crisis • Type of task • Availability of reward systems • Personal qualities of the leader • Leader's level in the hierarchy • Maturity of followers • Followers expectations • And a host of others	Situational Leadership Theory (Hersey and Blanchard) suggests that appropriate leadership behaviors are in response to the maturity of followers – as indicated by their levels of competence and commitment.
CULTURAL AND SYMBOLIC THEORIES: The Making of Meaning	
Leaders operate within complex social systems in which followers attempt to find common understandings called "culture." Culture is the social glue that holds the organization together. The leader attempts to manage culture by creating new symbols, articulating and reinventing images, reinforcing selected values and norms. Leadership is the management of meaning.	

III.   Applying the Situational Leadership Model

    A.   Why focus *u*pon this model?

        3.   It is dynamic.

        4.   It is effective.

        5.   It focuses upon the individual and results.

    B.   **Situational leadership skills.**

        1.   **Flexibility:**   the ability to change your leadership style to meet the needs of the follower *in the specific situation.*

        2.   **Diagnosis:**   the ability to accurately assess the needs of the follower *in the specific situation.*

        3.   **Communication:**   the ability to reach a mutual understanding with each follower regarding the leadership style which most effectively meets his/her present needs *in the specific situation.*

    C.   **Flexibility**

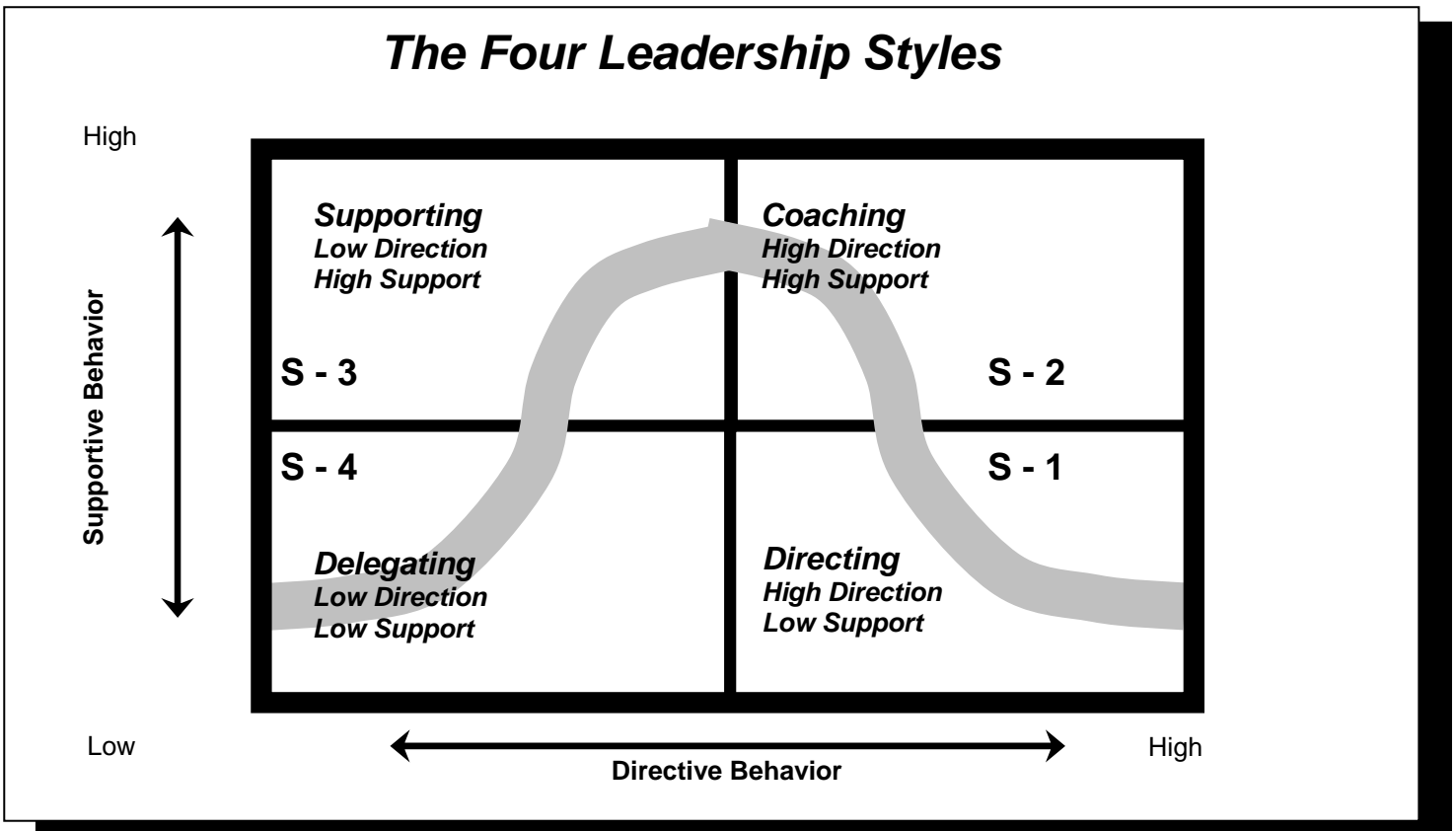   1.   Two types of leader behavior.

            a. **Directive behavior.**

                _____
                _____
                _____
                _____

            b. **Supportive behavior.**

                _____
                _____
                _____
                _____

2.   Four basic styles:

    a.   **Directing**   (S-1)

    b.   **Coaching**   (S-2)

    c.   **Supporting**   (S-3)

    d.   **Delegating**   (S-4)

3.   The four leadership styles combine directive and supportive behaviors in varying degrees to appropriately address the follower *in the specific situation*!

The Four Leadership Styles

High

Supportive Behavior

Supporting
Low Direction
High Support

S - 3

Coaching
High Direction
High Support

S - 2

S - 4

S - 1

Delegating
Low Direction
Low Support

Directing
High Direction
Low Support

Low

High

Directive Behavior

D.   Diagnosis

    1.   When assigning any task the leader must attempt to predict the follower's performance *in the specific situation.*

    2.   The leader must diagnose the development level of the follower *in the specific situation.*

    3.   Development level is defined as a measure of an individual's degree of competence and level of commitment to complete a specific task.

        a.   **Competence is a function of an individual's knowledge and skills**
(How proficient is the individual at doing the assigned task?)

        b.   **Commitment is a function of an individual's confidence and motivation.**

            1)   Confidence is self-assurance -- a feeling of being able to do the job well without close supervision.

            2)   Motivation is interest and enthusiasm for doing the job well.

    4.   **Four Development Levels**

        a.   **D-1 -- the enthusiastic beginner.**

            1)   Low competence.

            2)   High commitment.

        b.   **D-2 -- the disillusioned learner.**

            1)   Some competence.

            2)   Low commitment.

      c.   **D-3 -- the reluctant contributor.**

              1)   High competence.

              2) Variable commitment.

      d.   **D-4 -- the peak performer.**

              1)   High competence.

              2)   High commitment.

5. The follower's development level determines the appropriate leadership style.

E.   Matching Your Leadership Style to the Follower's Development Level

      1.   **Directing** (Style 1) -- For individuals who:

          a.   Lack competence.

          b.   Need direction and/or supervision to get started and/or stay on track.

      2.   **Coaching** (Style 2) -- For individuals who:

          a.   Have some competence.

          b.   Still need some direction.

          c.   Need positive reinforcement to build confidence.

          d.   Need some involvement in decision-making.

      3.   **Supporting** (Style 3) -- For individuals who:

          a.   Have mastered the task.

          b.   Lack self-confidence (usually situational) or motivation.

4.   **Delegating** (Style 4) -- For individuals who:

  a.   Perform well without supervision.

  b.   Are self-confident.

  c.   Are highly motivated.

5.   **Style numbers should match the development level of the follower** *in the specific situation.*

F.   COMMUNICATION

1.   "Situational leadership is not something you do to people, it's something you do with people.

2.   Share your knowledge of situational leadership with each follower.

3.   For each task assigned, reach agreement with follower on his/ her development level in regard to this task and what is the most appropriate leadership style.

4.   Always Make SMART task assignments:

  Specific -- Measurable -- Attainable -- Relevant -- Trackable

5.   If difficulties arise, identify the problem area(s) and provide appropriate response.

  a.   For competence problems, provide:

    1)   Training.

    2)   Orientation.

    3)   Observation.

    4)   Feedback.

  b.   For motivation problems, provide:

    1)   Positive reinforcement.

    2)   Supportive listening.

3)　　　Different rewards.

4)　　　Different punishments.

     c.　　　For confidence problems, provide:

1)　　　Reassurance.

2)　　　Encouragement.

3)　Positive feedback.

V.　　Summary:　Applying Situational Leadership

     A.　　Define the task.

     B.　　Determine the follower's development level in relation to that task.

     C.　　Match the development level with the appropriate leadership style.

     D.　　Deliver.

     E.　　Evaluate results.

"Everyone has peak performance potential. You just need to know where they're coming from and meet them there."

-　**Kenneth Blanchard**

Situation One

Your work unit just received a new piece of equipment. Eager Beaver has asked if he can practice with the new machine so he can learn how to use it.

Development level: _____

Key indicators: _____

Leadership style needed: _____

Situation Two

Worker Leona Lincoln has been the acting supervisor in your work unit for three months when you have been out of town or otherwise unavailable. Her skills are adequate, but could be better. She is very unsure of her abilities and is very nervous and uncomfortable when called on to act in this capacity.

Development level: _____

Key indicators: _____

Leadership style needed: _____

Situation Three

Workers in your unit/department have the latitude to choose whatever type of physical fitness activities they feel are suitable for maintaining fitness levels appropriate to the job requirements. Lately, your group seems to be bored with playing volleyball, and interest in fitness seems to be declining. One member of your group, Gomez, is an avid runner and weightlifter. Gomez assists at a local health club as a personal trainer and is always pushing other members of your group to become more active. You would like Gomez to develop a program that would increase the fitness levels of the group.

Development level: _____

Keyindicators: _____

Leadership style needed: _____

Five Minute Follow up

1. Define leadership.

   _____

2. Briefly describe the following styles of leadership:

   a. Autocratic: _____

   b. Participatory: _____

   c. Delegating: _____

   d. Laissez faire: _____

   e. Country Club: _____

3. In regard to the Situational Leadership model, identify and briefly comment on the following:

   a. The three skills: _____

                            _____

                            _____

   b. The two behaviors: _____

                            _____

   c. The four development levels of followers:

      D-1:   _____

      D-2:   _____

      D-3:   _____

      D-4:   _____

4. Tell which of the four styles should be used with each of the above followers and what degree of directive and supportive behavior is associated with each.

D-1: _____

D-2: _____

D-3: _____

D-4: _____