



WASHINGTON STATE UNIVERSITY

Supervisor as Leader

Presented by:
Brian Shuffield

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Session Objectives

1. Define leadership.
2. Explain what is meant by dynamic and effective leadership.
3. Identify and describe a set of four leadership styles.

4. Articulate Blanchard's model of situational leadership commenting on:
 - the three situational leadership skills,
 - the two leader behaviors,
 - the four leadership styles, and
 - the four development levels of followers.
- 5) Identify how to determine the most appropriate leadership style, using Blanchard's model.

What is leadership?

Leadership is an influence relationship among leaders and collaborators who intend real changes that reflect their mutual purposes.

Dynamic . . .
Effective . . .

- Your supervisory style IS a leadership style:

- Types of leadership styles?

Characteristics of leadership?

Understanding Leadership

The term “leader” appears in text as early as the 1300s.

The term “leadership” first appears in the 1800s.

There are currently several hundred theories defining leadership.

Overview of Leadership Theories

- Great Man Theories (1880s-1920s)
- Trait Theories (1900 - 1940)
- Behavioral Theories (1940 - 1980)
- Contingency Theories (1960-)
- Power and Influence Theories (1970s-)
- Cultural & Symbolic Theories (1980s-)

Dynamic . . .

Effective . . .

Most leadership, and specifically supervisory styles, focus on either the task or people.

This either/or style, however, rarely works with all individuals in all situations.

**Applying Blanchard's
Situational Leadership Model**

Why this model?

Three Critical Skills:

Flexibility

Diagnosis

Communication

Flexibility:

**The ability to change your
leadership style to fit the needs of
... *the specific situation!***

Diagnosis:

The ability to accurately assess the needs of
... the specific situation!

Communication:

The ability to reach a mutual understanding with each individual regarding the leadership style which most effectively meets the needs
... of the specific situation!

Two Behaviors

Directive
Supportive

Directive Behavior:

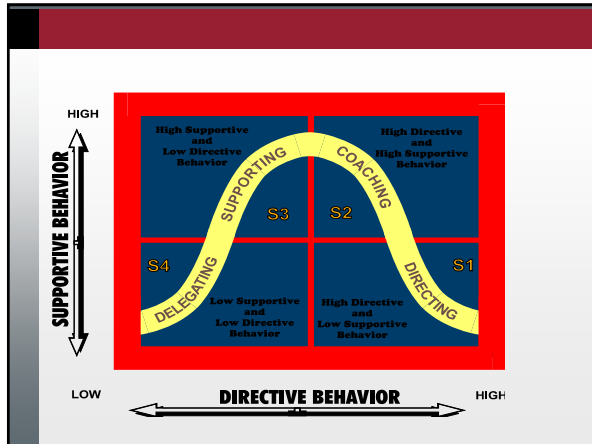
- One-Way communication
- Close supervision
- Feedback
- Structure
- Control
- "Supervision"

Supportive Behavior:

- Two-Way communication
- Listening
- Explaining decisions
- Facilitating involvement in decision making
- Support
- Encouragement, praise

Leadership Styles:

- Directing -- (S - 1)
- Coaching -- (S - 2)
- Supporting -- (S - 3)
- Delegating -- (S - 4)



Diagnosis:

The ability to accurately assess the needs of
...the specific situation

Development Level:

A measure of an individual's degree of COMPETENCE and the level of COMMITMENT to complete a specific task.

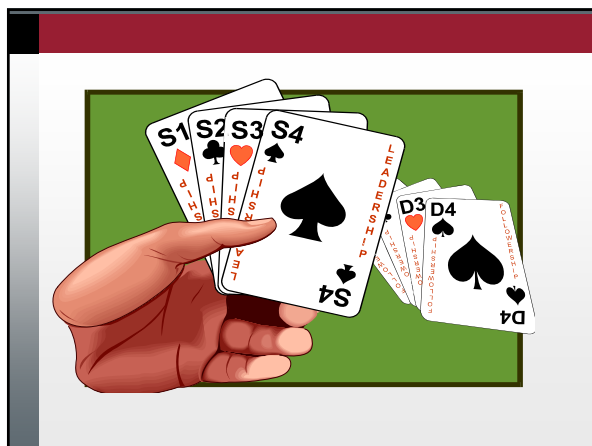
COMPETENCE:
Knowledge and Skill

COMMITMENT:
Confidence and Motivation

CONFIDENCE:
A person's self assurance

MOTIVATION:
A person's interest in and enthusiasm for doing a task well done.

PEAK PERFORMER	RELUCTANT CONTRIBUTOR	DISILLUSIONED LEARNER	ENTHUSIASTIC BEGINNER
HIGH COMPETENCE	HIGH COMPETENCE	SOME COMPETENCE	LOW COMPETENCE
HIGH COMMITMENT	VARIABLE COMMITMENT	LOW COMMITMENT	HIGH COMMITMENT
D-4	D-3	D-2	D-1



Directing (S-1)

For individuals who:

- ❖ Lack competence
- ❖ Need direction and supervision to get started and stay on track.

Coaching (S-2)

For individuals who:

- ❖ Have some competence
- ❖ Still need direction
- ❖ Need positive reinforcement
- ❖ Need some involvement in decision making

Supporting (S-3)

For individuals who:

- ❖ Have mastered the task
- ❖ Lack self-confidence or motivation

Delegating (S-4)


For individuals who:

- ❖ Perform well without supervision
- ❖ Are self-confident
- ❖ Are highly motivated

Situational leadership is not something you do to people...

It's something you do with people.

- Ken Blanchard



Communication:

The ability to reach a mutual understanding with each individual regarding the leadership style which most effectively meets the needs

... of the specific situation!

Reach Agreement On:

The individual's development level.
The appropriate leadership style.

“SMART” Tasks:

S = Specific
M = Measurable
A = Attainable
R = Relevant
T = Time-specific

Identify Problem Areas

COMPETENCE PROBLEM?

- *Training, Re-Orientation, Observation, Feedback*

MOTIVATION PROBLEMS?

- *Positive Reinforcement, Supportive Listening, Better Rewards, More Serious Consequences*

CONFIDENCE PROBLEMS?

- *Reassurance and Support, Encouragement, Positive Feedback*

Using Situational Leadership

- ✓ Define the task
- ✓ Diagnose the development level
- ✓ Match level with leadership style
- ✓ Deliver selected style
- ✓ Evaluate effectiveness

Summary

- Leadership: an influence relationship
- Successful organizations have dynamic and effective leaders who respond to the needs of ... *the specific situation.*

Remember:

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



Kenneth Blanchard

FIVE MINUTE FOLLOW UP

WASHINGTON STATE UNIVERSITY



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