Supervisor as Leader
Presented by:
Brian Shuffield
April 2021

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.

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.

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!

Scenarios

Scenario 1
You have been transferred to a new group. The performance of members in the last three months has been declining. They may not have all the skills necessary to perform well, but their motivation and enthusiasm remains high. You would...
A. Make sure the group knows about their past performance, but let group members take the lead in identifying and solving their performance problems.
B. Redefine the performance goals of the work group, and direct and closely supervise the performance of group members.
C. Participate with and support the efforts of the group to identify and solve its performance problems.
D. Redefine the performance goals and work plans of the group, but incorporate their suggestions and ideas.

Scenario 2
A highly competent and energetic woman on your staff has asked for your help. In the past you have delegated tasks to her and let her determine what needs to be done. Because of the nature of this particular task, she seems reluctant to start the task and insecure in her ability to accomplish it. You would...
A. Specify what she is to do, but solicit any ideas she may have to accomplish the task.
B. Give her more time to work the problems out by herself.
C. Listen to her doubts, but reaffirm her ability to do the job.
D. Define the activities necessary to successfully complete the job, and supervise her work closely.
Scenarios

Scenario 1

Your staff is competent and usually able to work well on their own with encouragement and support from you. Generally, you participate with them in problem-solving efforts. Lately, they have been falling behind in accomplishing tasks and meeting deadlines. You would...

A. Continue to support and encourage the group to meet task deadlines.
B. Direct and closely supervise the group to meet task deadlines.
C. Let the group work out the problems to meet task deadlines.
D. Direct their efforts to meet task deadlines, but be sure to incorporate their suggestions.

Scenario 2

You have been made a department manager of the regional office. In getting to know your staff you found one employee who is particularly skillful and resourceful. He also has shown willingness to make the extra effort when the job requires. At first you gave him a great deal of encouragement and support for his work, but little direction. You would...

A. Begin to specify more clearly what you want him to do, but make sure you consider any ideas he may have.
B. Continue to provide him with encouragement and support.
C. Begin to delegate more tasks to him, and allow him to function more on his own.
D. Begin to define his work responsibilities, and supervise his activities.

Scenario 3

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
HIGH COMPETENCE
HIGH COMMITMENT
D-4

RELUCTANT CONTRIBUTOR
HIGH COMPETENCE
VARIABLE COMMITMENT
D-3

DISILLUSIONED LEARNER
SOME COMPETENCE
LOW COMMITMENT
D-2

ENTHUSIASTIC BEGINNER
LOW COMPETENCE
HIGH COMMITMENT
D-1

Two Behaviors

Directive
Supportive
### Directive Behavior:
- One-Way communication
- Close supervision
- Feedback
- Structure
- Control

### Supportive Behavior:
- Two-Way communication
- Listening
- Explaining decisions
- Facilitating involvement in decision making
- Mutual Problem-solving
- Support
- Encouragement, praise

### Leadership Styles:
- **Directing** - referred to as Style 1 (S – 1)
- **Coaching** - referred to as Style 2 (S – 2)
- **Supporting** - referred to as Style 3 (S – 3)
- **Delegating** - referred to as Style 4 (S – 4)
Directing (S-1)

For individuals who:

- Lack competence on the specific task
- 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.

Identify Problem Areas

COMPETENCE PROBLEM?
• Training, Re-Orientation, Observation, Feedback

COMMITMENT 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.

Ken Blanchard