

LAING O'ROURKE

SUPERVISOR DEVELOPMENT PROGRAMME MODULE 1



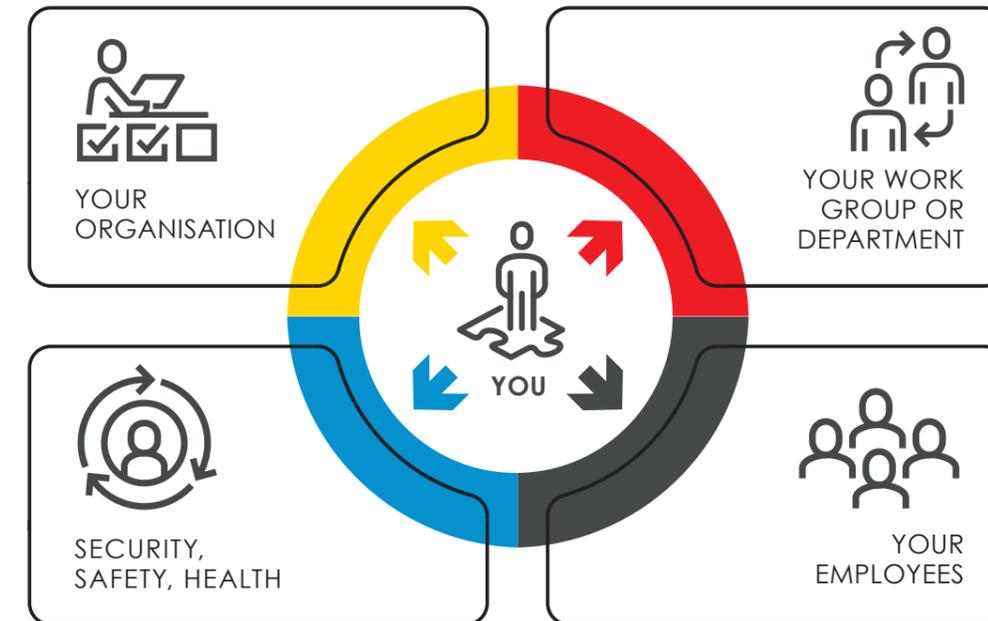
MANAGING YOUR PERSONAL DEVELOPMENT

LEARNING LOG

KEY LEARNING POINTS	ACTION POINTS	DEADLINE

AN INTRODUCTION TO THE SUPERVISOR'S ROLE AND RESPONSIBILITIES

The role of the supervisor is traditionally a difficult one. You must fulfil various responsibilities to your employees, work group and organisation. You also are responsible for ensuring the work is carried out in such a way that no one's security, safety or health is jeopardised.



As a supervisor, you have the day-to-day responsibility for what goes on in the workplace. Therefore, you play a critical role in supporting the drug-free workplace program and enforcing the policy. However, you are not expected to perform the role of police officer or counsellor. Your primary role is as an observer. You watch the employees' job performance to ensure that all necessary tasks are completed in accordance with specifications and deadlines.

In your supervisory capacity you are responsible for seeing that the work of your staff meets established performance standards. Your supervisory role is clear. When an employee begins to show a consistent pattern of problem behaviour, you must take action. Focusing

on job performance, even when you think the problem may be caused by substance abuse, allows you to balance:

- The rights of the individual employee to privacy and fair treatment; and
- The rights of the work group to a safe, secure and productive environment.

It is important to be consistent with all employees. Don't play favourites and do be fair when evaluating situations and employees. As a supervisor, you should establish levels of performance expected from all employees. What is acceptable? What is not? You should make clear to employees exactly what is expected of them.

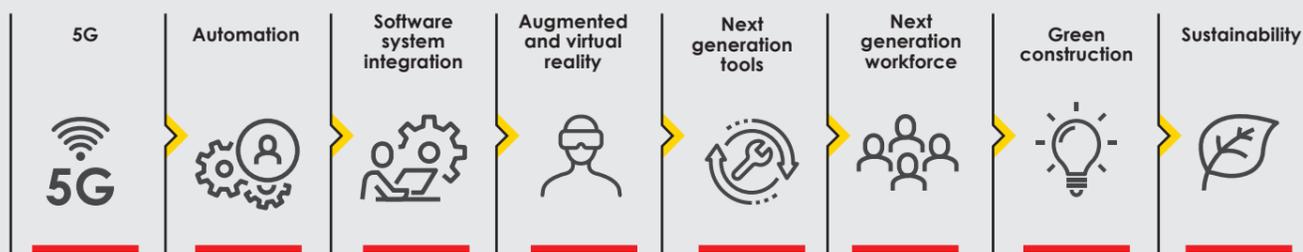
THE CHANGING NATURE OF OUR INDUSTRY



KEY CHANGES TO THE INDUSTRY IN RECENT YEARS:

- ✓ The impact of technology on planning and recording.
- ✓ The impact of digital communication.
- ✓ The impact of social distancing and COVID 19.
- ✓ Offsite manufacturing.
- ✓ Construction management software – dashboards.
- ✓ H&S standards.
- ✓ Focus on environmental sustainability.
- ✓ Reducing lead times.
- ✓ Change in skills requirement from craft skills to installation and technology skills.
- ✓ Qualifications and certification.
- ✓ Drive for net zero.
- ✓ Greater exposure to external clients – Select – customer facing.

▶ LIKELY CHANGES OVER THE NEXT FEW YEARS



LAING O'ROUKE LAUNCHES GLOBAL SUSTAINABILITY TARGETS:



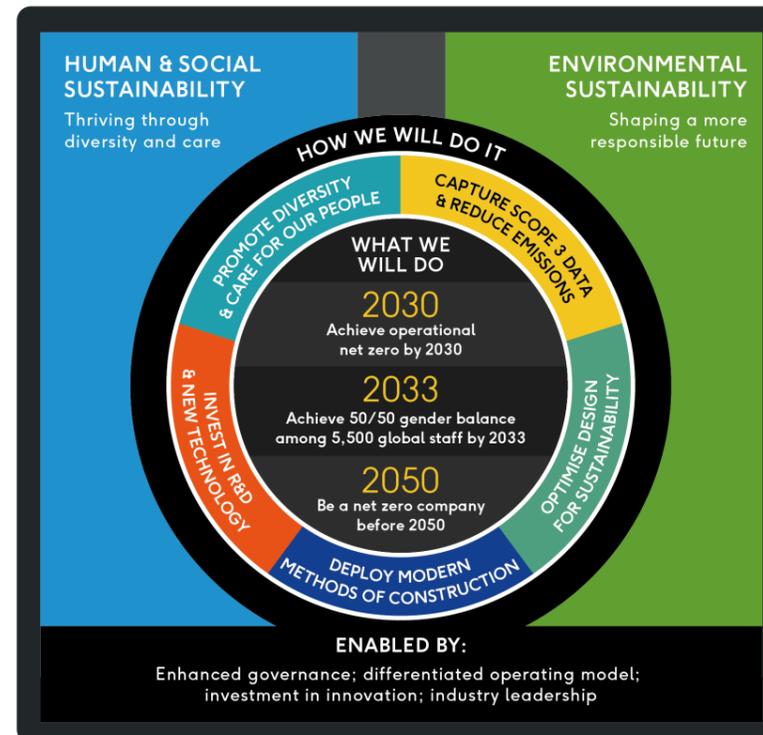
Laing O'Rourke today announced far-reaching new global sustainability targets, including a commitment to decarbonise its own operations by 2030 and achieve equal numbers of men and women among its 5,500 global staff.

The decarbonisation target, which will also see the company develop a plan to tackle Scope 3 emissions before 2050, is aligned with the latest climate science and the most aspirational goal of The Paris Agreement – to limit global warming to 1.5 degrees Celsius.

The new goals are critical to the company's mission to be the recognised leader for innovation and excellence.

I know our people have the passion to make a real difference and the experience to work with others, including our clients and partners, to deliver the progress required.

RAY O'ROUKE GROUP CEO



TO FIND OUT MORE, VISIT:

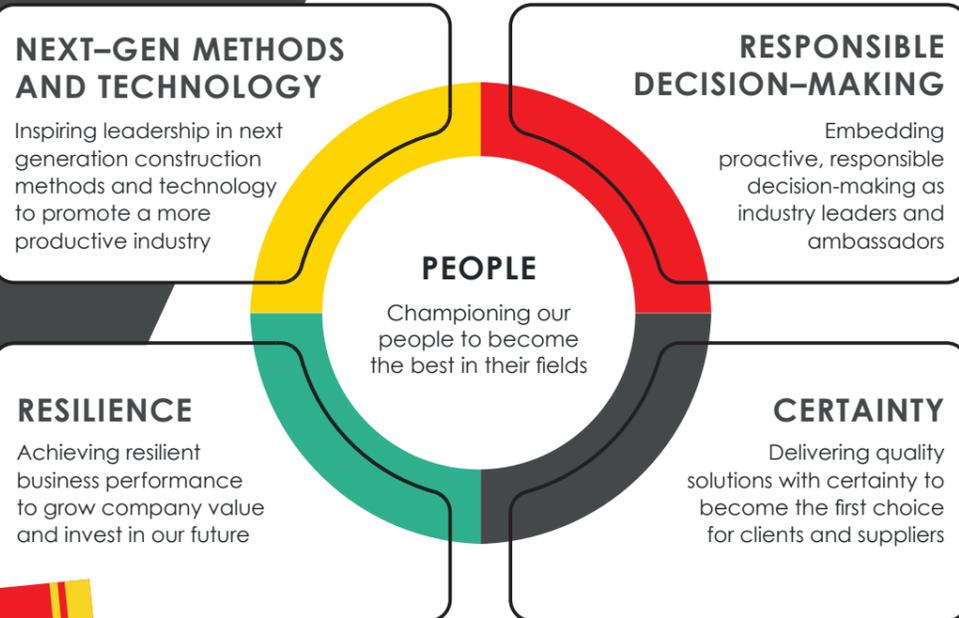
<https://www.laingorourke.com>

TO TRANSFORM OUR INDUSTRY, WE MUST FIRST TRANSFORM OURSELVES

A RELENTLESS FOCUS ON FIVE ENDURING CONDITIONS THAT WILL TAKE US TO OUR GOAL

Successful transformation demands the right conditions:

These are the five conditions that must exist if we are going to transform our business.

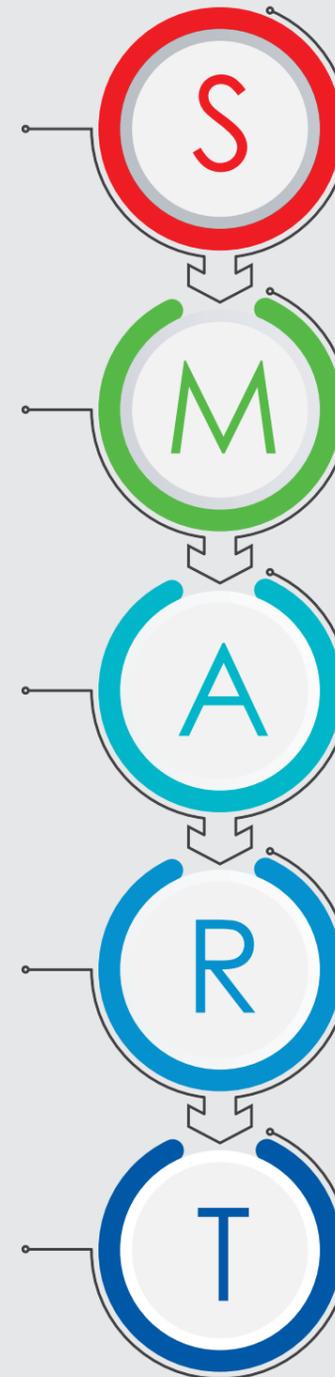


TRANSFORMATION INITIATIVES

RESILIENCE	→	<ul style="list-style-type: none"> • Revenue growth • Margin growth • Overhead reduction
CERTAINTY	→	<ul style="list-style-type: none"> • Better data • Better design
NEXT-GEN METHODS AND TECHNOLOGY	→	<ul style="list-style-type: none"> • Digital roadmap • Manufacturing roadmap • R&D/Technologies roadmap • Advisory services roadmap
PEOPLE	→	<ul style="list-style-type: none"> • Strengthen capability and capacity
RESPONSIBLE DECISIONS	→	<ul style="list-style-type: none"> • Differentiate vs competitors

Here are the initiatives that we are putting in place to support the transformation.

SMART TARGETS



SPECIFIC:

State exactly what you want to accomplish (Who, What, Where, Why).

MEASURABLE:

How will you demonstrate and evaluate the extent to which the goal has been met?

ACHIEVABLE:

Stretch and challenging goals within ability to achieve outcome. What is the action-orientate verb?

RELEVANT:

How does the goal tie into your key responsibilities? How is it aligned to objectives?

TIME-BOUND:

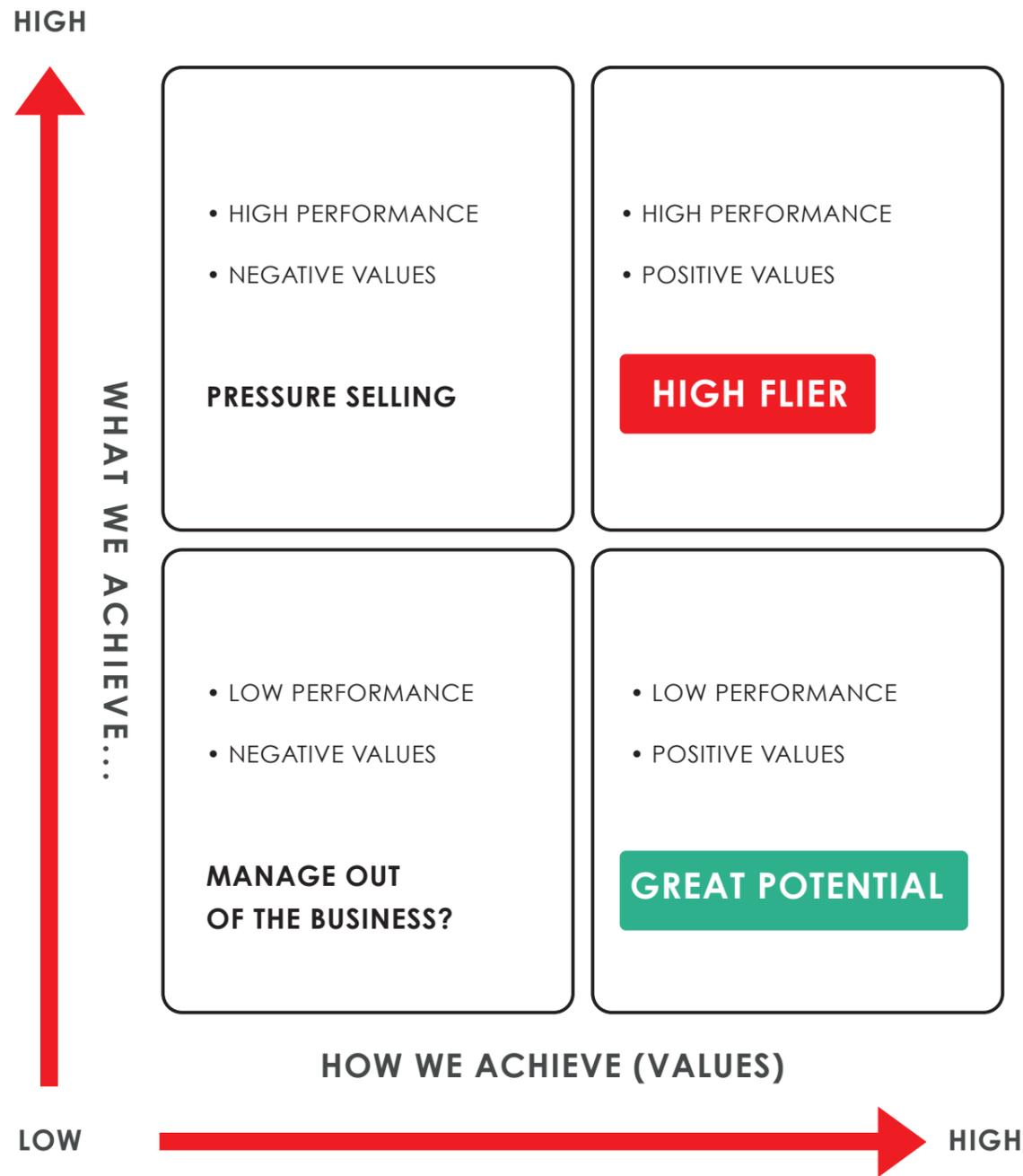
Set 1 or more target dates, the "by when" to guide your goal to successful and timely completion (include deadlines, dates and frequency).

TELL ME MORE

TO FIND OUT MORE, VISIT:

<https://www.laingorourke.com>

THE VALUES MATRIX



EVERYTHING DISC WORKPLACE AND LEADERSHIP



It is important to remember the Cornerstone Principles of DiSC and that all priorities and styles are equally valuable. We are all a blend of all four styles so leaders will come from any style and exhibit their own unique style of leadership. As such, leaders can move into another style to suit the environment or people they find themselves in and with.

> STEADINESS

Leaders with the Steadiness style value cooperation and more friendly interactions, they exercise a supportive style of leadership. They prefer to maintain a stable environment and enjoy collaboration and being part of the team. They care for the people they lead and will exercise patience, be calm in their approach and want to maintain a feeling of stability.

> INFLUENCE

Leaders with the Influence style value enthusiasm and encourage collaboration and will tend to maintain an upbeat attitude. They prioritise action but will seek to be sociable and look to create group harmony. They may be full of energy, spontaneous, creative, optimistic and very expressive when communicating their ideas. To maintain their interest, they may actively seek out unique assignments and leadership positions.

> DOMINANCE

Leaders with the Dominance style are strong-willed and prioritise getting immediate results. They like to take action and challenge themselves and others. Power, authority, competition, winning and success motivate them and will shape their approach to people and tasks. They may come across as self-confident, direct, forceful and a risk-taker.

> CONSCIENTIOUSNESS

Leaders with the Conscientious style are motivated by opportunities to use their expertise and will seek accuracy in all that they do. In making decisions they will take time to analyse options, look for precision, be slightly sceptical and not look to make a fuss. Challenging assumptions comes naturally but they will look to maintain stability whilst ensuring accuracy. They will strive to separate emotions from facts but may openly question ideas and point out flaws.



THE DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT

Leadership and management are two notions that are often used interchangeably. However, these words actually describe two different concepts. In this section, we shall discuss these differences and explain why both terms are thought to be similar.

LEADERSHIP IS A FACET OF MANAGEMENT

Leadership is just one of the many assets a successful manager must possess. Care must be taken in distinguishing between the two concepts. The main aim of a manager is to maximise the output of the organisation through administrative implementation. To achieve this, managers must undertake the following functions:

- Organisation
- Planning
- Leading
- Directing
- Controlling

Leadership is just one important component of the directing function. A manager cannot just be a leader; he also needs formal authority to be effective. *"For any quality initiative to take hold, senior management must be involved and act as a role model. This involvement cannot be delegated."*

In some circumstances, leadership is not required. For example, self-motivated groups may not require a single leader and may find leaders dominating. The fact that a leader is not always required proves that leadership is just an asset and is not essential.

DIFFERENCES IN PERSPECTIVES

Managers think incrementally, whilst leaders think radically. "Managers do things right, while leaders do the right thing." This means that managers do things by the book and follow company policy, while leaders follow their own intuition, which may in turn be of more benefit to the company. A leader is more emotional than a manager. "Men are governed by their emotions rather than their intelligence". This quotation illustrates why teams choose to follow leaders.

"Leaders stand out by being different. They question assumption and are suspicious of tradition. They seek out the truth and make decisions based on fact, not prejudice. They have a preference for innovation."

SUBORDINATE AS A LEADER

Often with small groups, it is not the manager who emerges as the leader. In many cases it is a subordinate member with specific talents who leads the group in a certain direction. "Leaders must let vision, strategies, goals, and values be the guide-post for action and behaviour rather than attempting to control others."

When a natural leader emerges in a group containing a manager, conflict may arise if they have different views. When a manager sees the group looking towards someone else for leadership he may feel his authority is being questioned.

LOYALTY

Groups are often more loyal to a leader than a manager. This loyalty is created by the leader taking responsibility in areas such as:

- Taking the blame when things go wrong.
- Celebrating group achievements, even minor ones.
- Giving credit where it is due.

The leader must make a point of highlighting the successes within a team, using charts or graphs, with little presentations and fun ideas

THE LEADER IS FOLLOWED. THE MANAGER RULES

A leader is someone who people naturally follow through their own choice, whereas a manager must be obeyed. A manager may only have obtained his position of authority through time and loyalty given to the company, not as a result of his leadership qualities. A leader may have no organisational skills, but his vision unites people behind him.

MANAGEMENT KNOWS HOW IT WORKS

Management usually consists of people who are experienced in their field, and who have worked their way up the company. A manager knows how each layer of the system works and may also possess a good technical knowledge. A leader can be a new arrival to a company who has bold, fresh, new ideas but might not have experience or wisdom.

CONCLUSION

Managing and leading are two different ways of organising people. The manager uses a formal, rational method whilst the leader uses passion and stirs emotions. William Wallace is one excellent example of a brilliant leader but could never be thought of as the manager of the Scots! What we must encourage are people to develop all round skills bringing together the key elements of both Management and Leadership to suit the people and situations they are going to be involved with.



Managers do things right... leaders do the right thing"

PETER DRUCKER



WHAT ARE LEADERSHIP ROLES & FUNCTIONS?

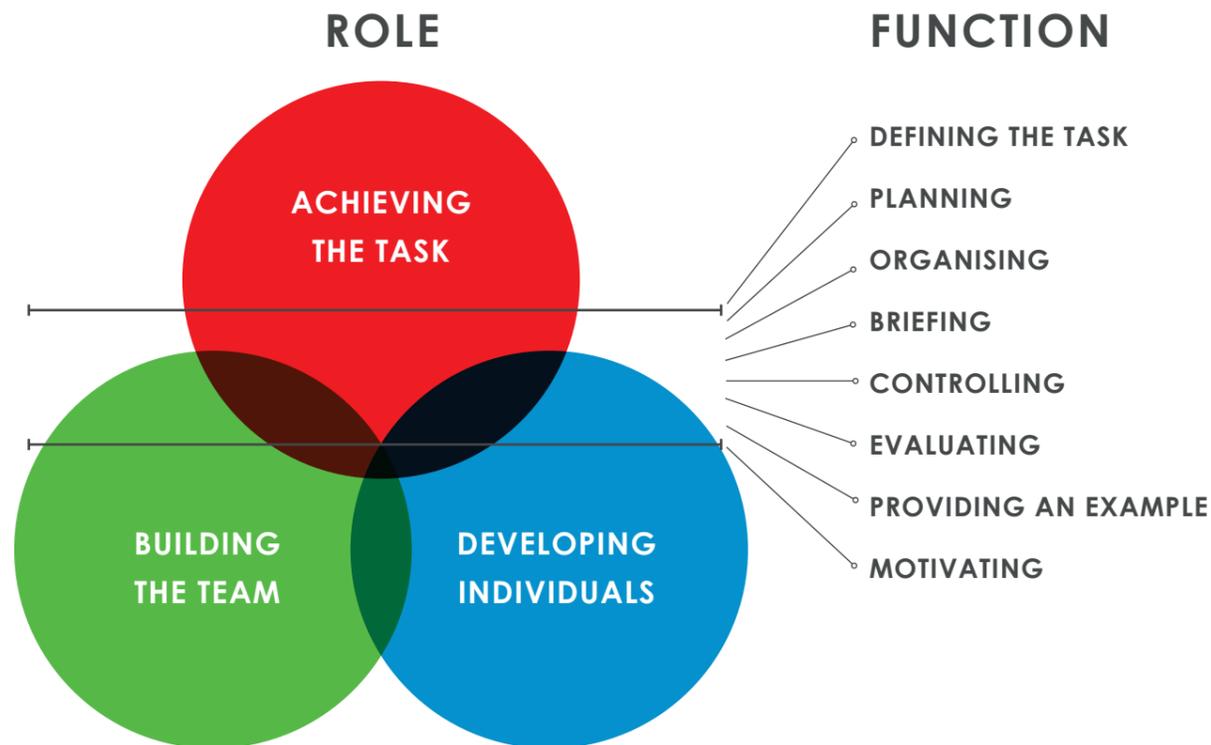
There is an eternal search; it seems, to tie down a practical approach to leadership that can be applied to personal development. Perhaps one of the better-known leadership models is John Adair's, "Action Centred Leadership". His search focused on small teams initially but has been developed to apply to quite complex scenarios. Notwithstanding that, its' concept remains simplistic, being straightforward to understand and having universal application.

Action Centred Leadership (ACL) identifies that any group of people with a mutual figurehead has three things in common.

- They will have a shared task
- They will work as a team
- The team will be made up of individuals

Over simplistic perhaps, however, this allowed the role and functions of the appointed leader to be clearly defined. These are identified in the model

below, and their relationship is quite evident. In order to satisfy the leadership roles, there are defined functions the team leader has to carry out. In doing this, the leader will be able to maintain an operational balance between the demands of all three roles, and subsequently bring efficiency and effectiveness to the teams performance. (This model does not take into account any specialist skills associated with the industry or organisation. It accepts these as competent)



Draw a diagram that represents the priorities you recognise your organisation has between the Task, Team and Individual. Do the same for how you see yourself prioritising your leadership focus.

<p>ORGANISATION</p>	<p>IS THIS APPROPRIATE? Comment on what this diagram represents</p>
<p>SELF</p>	<p>Comment on how effective you feel this is and any areas for development.</p>

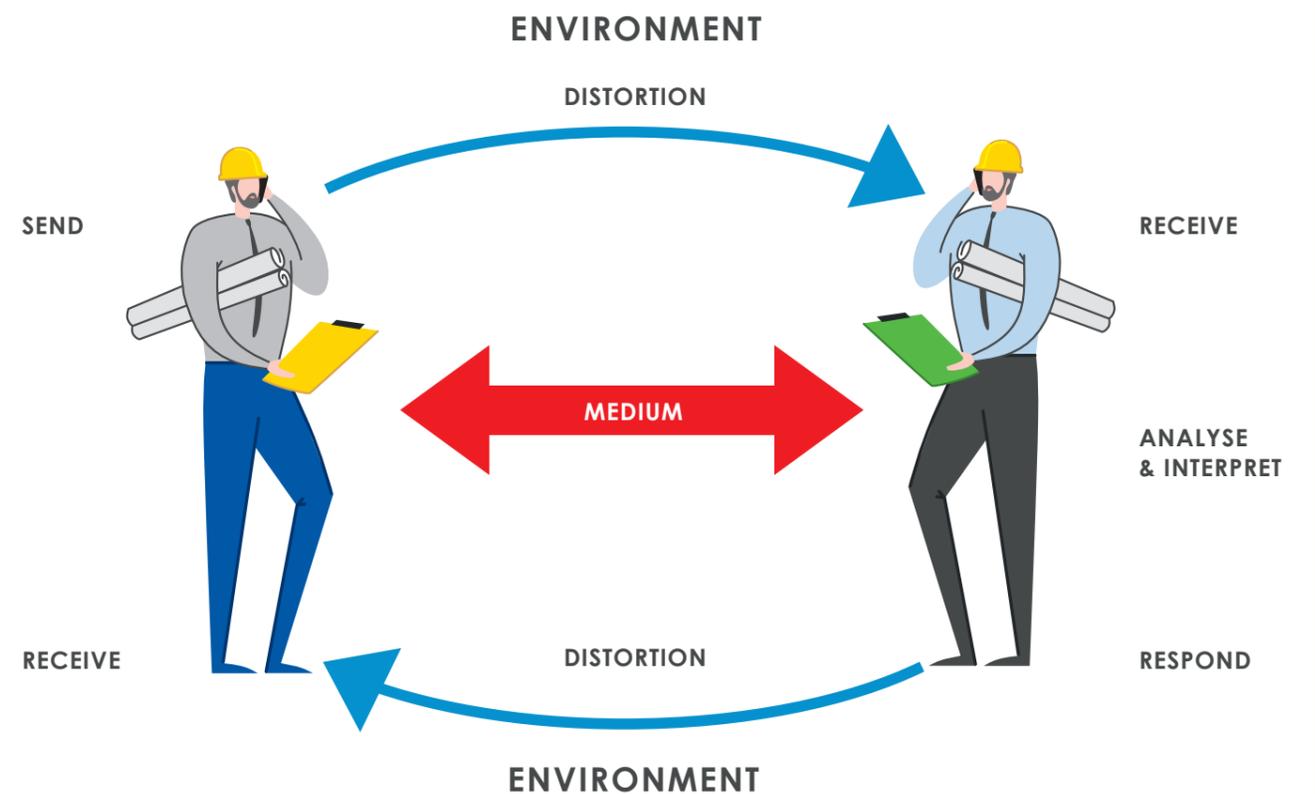
LEADERSHIP FUNCTIONS?

DEFINING THE TASK	A task is something that needs to be done. In defining the task, it needs to be broken down into objectives which relate to explicit aims and which all have a specific purpose. This will allow the task to be communicated with clarity. The end of the task should also be defined, this identifies success criteria and allows a sense of achievement to be realised.
PLANNING	Planning requires that the what, why, when, how, where and who questions are answered. This functions looks at procedures that will achieve the task but also includes the search for alternatives. Foreseeable contingencies should also be planned for. This is your road map to achieving the task.
ORGANISING	This function allocates resources to the aims and objectives in such a manner that deadlines and objectives are met in a safe and economical way. It should consider timings, availability of resources and any sequential requirements for success.
BRIEFING	The ability to communicate effectively is an important skill but also essential for productive team performance. This function informs the team what they are about, what confronts them, how they will proceed and how they are progressing. It also creates an opportunity for the team and individuals to pass information back to the leader about themselves and the task and contribute to problem solving.
CONTROLLING	Control needs to be exercised over a team and the individuals that make it up for safety, economic and social reasons. However, control should be exercised appropriate to the maturity of the team, their skills and experience levels and the complexity of what they are undertaking.
EVALUATING	Evaluation requires the monitoring of all three roles from three different perspectives: a) Is the plan being implemented well and is it on course? b) How are the team performing and what do they need to keep them on track? c) Are the individuals coping and contributing to the best of their ability, what do they need so they can contribute effectively to the team performance?
PROVIDING AN EXAMPLE	In providing an example it is essential that it is the correct one. We must ensure we reward what we promote, so it is difficult to reprimand someone who is late if we ourselves are late. The human is a mimic at heart and will emulate what we see to be good or acceptable. It is useful to set standards but it is important that these be maintained consistently.
MOTIVATING	Motivating the team and individuals is a key function that allows momentum to be maintained, not just the task, but also individual and team growth. Giving reason and purpose is a starting point, involvement takes it a stage further, reward and recognition consolidate it. Underpinning this is sincerity, someone who tries to kid people and motivate them will lose, be honest, realistic and decisive.

UNDERSTAND THE IMPORTANCE OF COMMUNICATION TO TEAM AND SITE PERFORMANCE

How we communicate has a direct effect on how things get done, it also has a bearing on how interpersonal relationships are formed and developed. In our role as leader-managers there is a requirement to communicate as the focal point of a group and also from the perspective of a team member. Outlined here are some fundamental principles we can apply in order to enhance our communication technique. Note the word technique ... communication takes practice, with a concerted effort we can develop these techniques into a very potent and effective skill.

THE BASIC COMMUNICATION CYCLE



GIVING A LITTLE MORE DETAIL OF EACH STAGE:

01 DEVELOPING IDEA BY THE SENDER:

In the first step, the communicator develops or conceptualizes an idea to be sent. It is also known as the planning stage since in this stage the communicator plans the subject matter of communication.

02 ENCODING:

Encoding means converting or translation the idea into a perceivable form that can be communicated to others.

03 DEVELOPING THE MESSAGE:

After encoding the sender gets a message that can be transmitted to the receiver. The message can be oral, written, symbolic or nonverbal. For example, when people talk, speech is the message; when people write a letter, the words and sentences are the message; when people cry, the crying is the message.

04 SELECTING THE MEDIUM:

Medium is the channel or means of transmitting the message to the receiver. Once the sender has encoded his into a message, the next step is to select a suitable medium for transmitting it to the receiver. The medium of communication can be speaking, writing, signalling, gesturing etc.

05 TRANSMISSION OF MESSAGE:

In this step, the sender actually transmits the message through chosen medium. In the communication cycle, the tasks of the sender end with the transmission of the message.

06 RECEIVING THE MESSAGE BY RECEIVER:

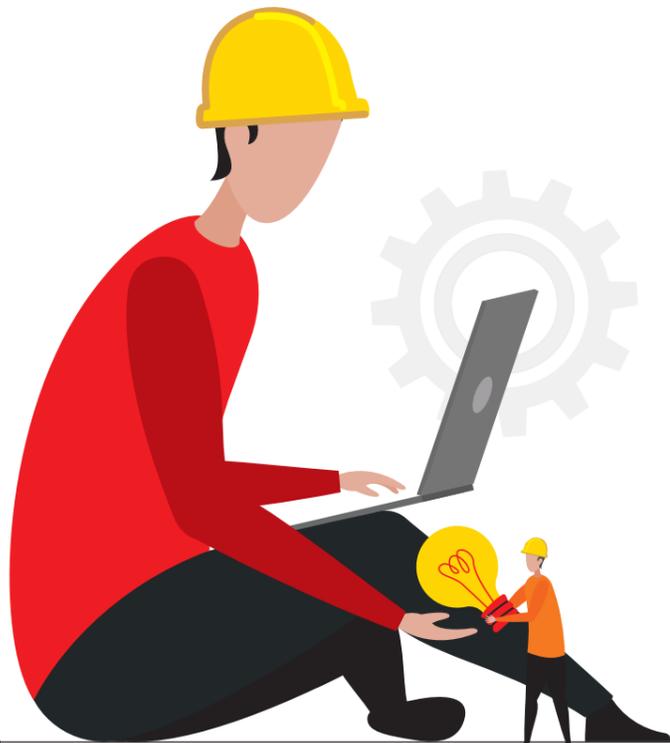
This stage simply involves the reception of sender's message by the receiver. The message can be received in the form of hearing, seeing, feeling and so on.

07 DECODING:

Decoding is the receiver's interpretation of the sender's message. Here the receiver converts the message into thoughts and tries to analyse and understand it. Effective communication can occur only when both the sender and the receiver assign the same or similar meanings to the message.

08 FEEDBACK:

The final step of communication process is feedback. Feedback means receiver's response to sender's message. It increases the effectiveness of communication. It ensures that the receiver has correctly understood the message. Feedback is the essence of two-way communication.



HOW CAN I MAKE MYSELF UNDERSTOOD?

CONSIDER:

- Language/Terminology
- Clarity
- Simplicity
- Relevance
- Timing

AM I HEARING OR LISTENING?

Listening is significantly different to hearing, and an extremely important component of the communication process. The difference is a confirmed understanding of what is being said.

WHAT ARE THE BARRIERS TO COMMUNICATING EFFECTIVELY ON SITE?

You can probably identify some or all of the following:

- Physical
- Distractions
- Noise
- Access
- Language
- Organisational position
- Lack of respect
- Pressure of work
- Shift changeover
- Confusions
- Lack of interest
- Tone of voice
- Lack of respect
- Irrelevance
- Too busy

The challenge is to overcome these barriers or at least minimise their impact and create an environment where people can and want to listen to what is being said. The organisation will benefit through;

- Sustained clarity of purpose amongst a complex team
- An environment of openness and trust which allows relationships to be built and maintained
- Multi-faceted project teams
- Joined up working between individuals and teams
- Reduced risk of conflict
- Less out of sequence/ incorrect work
- Better use of resources

ACTIVE LISTENING

'Listening isn't waiting to speak'.

Listening is often confused with the act of hearing something. Listening is a skill and involves the conscious effort to understand and bring some practical reasoning to what is being heard.

There are numerous reasons why people will hear but not listen:

- Too tired
- Not engaged
- Distractions
- Uninspiring delivery
- Irrelevance
- Confusion
- Lack of credibility
- Too busy
- Information overload
- Jargon
- Personality clash

This is not an exhaustive list and when communicating every effort must be made to ensure we create an environment that promotes active listening.

METHODS OF INDICATING THAT WE ARE LISTENING

During any communication transaction we can indicate we are listening in many ways, some verbal and some non-verbal:

VERBAL

- Para-phrasing
- Asking clarifying questions

NON VERBAL

- Open eye contact
- Nodding of the head
- Leaning forward
- Mirroring
- Open posture
- Hand gestures
- Facial gestures

Your actions will reflect issues that you have identified on your own site, however these may include some or all of the following:

- Remove or minimise the barriers to effective communication
- Consider if you could improve how / what / when you communicate to the team
 - Do you communicate too much/ too little?
 - When is the best time to communicate – when team are least busy/ distracted?
 - What is the best way to communicate – DABS/ TBT/ RAMS/ 1:1?
- Improve how I check everyone has understood
- Plan in time to allow for the team members to contribute and ask questions
- Spend more time planning what needs to be communicated
- Avoid use of slang/ jargon

HOW OTHERS PERCEIVE US:



UNDERSTAND HOW TO PERSUADE AND INFLUENCE OTHERS TO ACHIEVE RESULTS

When we talk about influence and persuasion, we often talk about marketing and sales. However, we influence in many ways and with great frequency. If you want a raise, sometimes you need to persuade your boss. If you want to convince your team to adopt a change, help your staff make choices, or choose the best place for lunch, there is often influencing taking place. This content will help participants learn how to influence and persuade in a variety of areas.

You may find it difficult to differentiate between these two terms.

Persuasion is the process of guiding people toward the adoption of an idea, attitude, or action through active, conscious and direct forms of guidance.

The following actions are important when trying to persuade others

01 GAIN THEIR TRUST

People will automatically be wary of anyone who's trying to change their minds. This is why it's paramount to gain their trust by convincing them that you are sincere and know what you're talking about. Show them why you should be heard. You must know what you're talking about, and prove that there is good reason why you think the way you do.

02 2. FIND COMMON GROUND

Many people share similar ideas about what's fair and desirable. Show your audience that your values and ideas mesh with their own. Again, you need to put yourself in their shoes, understand their concerns, and be sympathetic to their feelings.

03 3. SHOW BOTH SIDES (WIN-WIN)

Weigh the pros and cons of your ideas, as doing so will make you seem fair and reasonable to others. The trick here is to emphasise the pros and underplay the cons.

Explain why the cons aren't so bad, or how the benefits outweigh the drawbacks. Never lie about the cons because if and when people find out about your deception, they'll resent you. And they will never trust you again.

04 APPEAL TO SELF-INTEREST

You are more likely to convince someone of an idea, if you show them what they stand to gain from it, as this is a question that will always be at the back of their minds. For this to work, you'll need to know what your audience's needs are. Grab their attention by telling them you know what they want, then tell them how your idea will satisfy that.

05 APPEAL TO THE AUTHORITY

Everyone loves experts. Everyone listens to experts. If an expert says something, it must be true. So, use them in your talk. Find out how your idea, or elements of it, have been approved or endorsed by specialists in this area.

06 TIME YOUR REQUEST WELL

You need to develop a sixth sense for good timing. Avoid approaching people with requests during times of great stress, anxiety or grief. Learn to gauge the general mood and how receptive people will be to you. Look for periods of general confidence and high morale. Make others feel safe and self-assured if necessary.

07 BE CONFIDENT

If this is a phrase you find yourself reading far too often, there's a good reason for it. It can't be stressed enough, especially in business. You have to believe in your ideas before you can convince others of it. If you have any nagging doubts, it will show. You are your own best advocate, so you better have faith in your cause.

08 BE DIPLOMATIC

You must treat your audience as you would like to be treated. Speak in a proper tone; don't yell or talk down to them. More importantly, don't make them feel foolish for thinking differently from you. You want to reason with people, not argue with them. You'll gain their respect if you keep it respectful.

09 BE MODEST

No one likes a holier-than-thou egomaniac. Although you believe your idea is better, if you give off a sense of arrogance, people will stop listening. Also, you shouldn't assume you will convince them right away. Be realistic and accept that you may be turned down.

Influence is having a vision of the optimum outcome for a situation or organisation and then, without using force or coercion, motivating people to work together toward making the vision a reality. Influence is a passive and non-directing behaviour.

The fable of the sun and the wind is a good example:

The wind and the sun decided to have a competition to decide once and for all who was stronger. They agreed that the winner would be the one who could persuade a man to take off his coat. The wind blew and blew, but the man only held on more tightly to his coat. Then the sun shone gently down, and within minutes, the man took off his coat.

Every time we try to affect how other people think, behave, or decide, we are trying to influence them. A smile and a handshake are attempts to socialise (see below), to form a connection and break down barriers. As people get to know us and like us, they are more likely to say yes to our requests.



RATIONAL APPROACHES TO INFLUENCING

LOGICAL INFLUENCE

Using logic to explain what you believe - the most frequently used and effective influence technique in nearly every culture, but it does not work with everyone and in some circumstances will not work at all.

LEGITIMISING

Appealing to authority, though probably the least-effective influence technique, works with some people most of the time and most people some of the time and can result in quick compliance.

EXCHANGING

Negotiating or trading for cooperation is most effective when it is implicitly and sometimes the only way to gain agreement or cooperation.

STATING

Asserting what you believe or want is most effective when you are self-confident and state ideas with a compelling tone of voice. Can cause resistance, however, if overused or used heavy-handedly.

SOCIAL APPROACHES TO INFLUENCING

SOCIALISING

Trying to get to know the other person by being open and friendly and finding common ground. This may include complimenting people and making them feel good about themselves - can be a critical technique in many cultures and situations.

APPEALING TO RELATIONSHIP

Gaining agreement or cooperation with people you already know well - success will be based on the length and strength of your existing relationships.

CONSULTING

Engaging or stimulating people by asking questions and involving them in the problem or solution.

ALLIANCE BUILDING

Finding supporters or building alliances to help influence someone else; for example by using peer or group pressure to gain cooperation or agreement.

EMOTIONAL APPROACHES TO INFLUENCING

APPEALING TO VALUES

Making an emotional appeal or an appeal to the heart is an effective way to influence many people at once.

MODELLING

Behaving in ways that you want others to adopt by being a role model or teaching, coaching, counselling, and mentoring.

THE DARK SIDE INFLUENCE TACTICS

THERE ARE ALSO FOUR NEGATIVE INFLUENCE TECHNIQUES:

- Avoiding • Manipulating • Intimidating • Threatening.

These are negative because they take away the other person's legitimate right to say no. They force them to comply with something contrary to their wishes or best interests, they mislead them, or they force them to act when they would otherwise choose not to.

01 AVOIDING

By forcing others to act, sometimes against their best interests, by avoiding responsibility or conflict and/or behaving passive-aggressively.

02 MANIPULATING

Influencing through lies, deceit, hoaxes, swindles, and cons. Disguising one's real intentions or intentionally withholding information others need to make the right decision.

03 INTIMIDATING

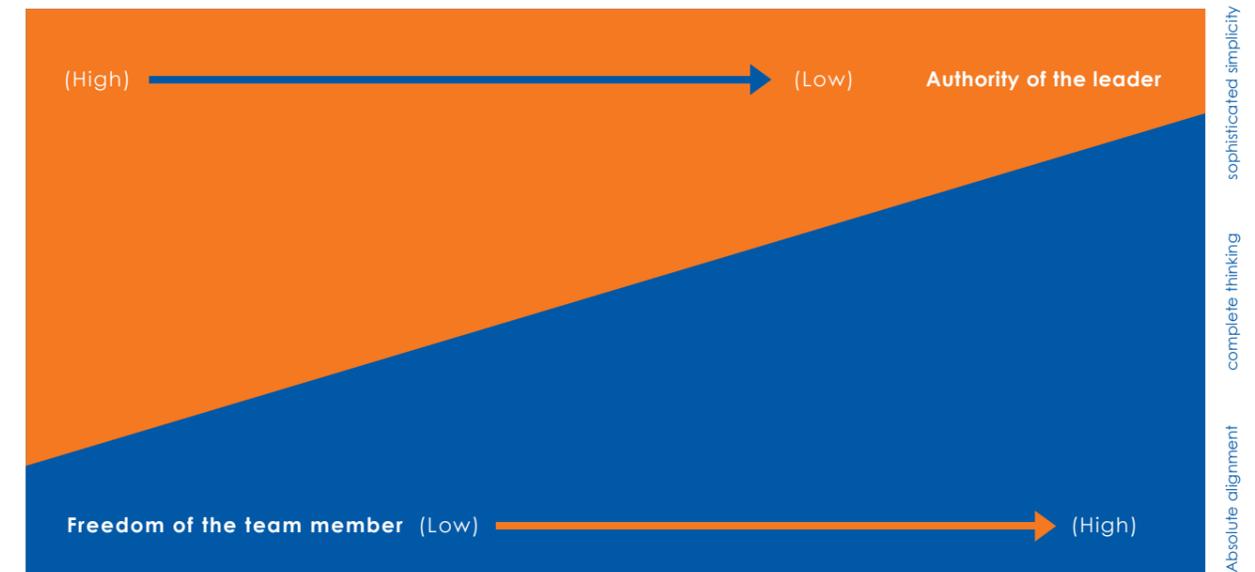
Imposing oneself on others; by forcing people to comply by being loud, overbearing, abrasive, arrogant, aloof, or insensitive.

04 THREATENING

Harming others or threatening to harm them if they do not comply; making examples of some people so others know that the threats are real.

To influence someone effectively, you must use the **right influence technique for that person at that time**, you must have sufficient sources of power (for the influence technique you are using), and you must be sufficiently skilled at using the technique to make it work well.

TANNENBAUM & SCHMIDT



TELLS

Makes decisions, announces

SELLS

Makes decisions, explains

CONSULTS

Gets and offers suggestions, then decides

SHARES

Defines limits, group decides

DELEGATES

Defines limits, group decides

The Tannenbaum and Schmidt Leadership Continuum (Mullins – Management & Organisational behaviour 5th Edition 1999) is a simple model which shows the relationship between the level of freedom that a manager chooses to give to a team, and the level of authority used by the manager. As the team's freedom is increased, so the manager's authority decreases. This also links with "How Teams Develop" - to some extent the four different styles relate to different stages in a team's development (Tuckman's Theory).

Tannenbaum and Schmidt recognised that in an interaction between a leader and his or her team there is a trade-off between the control exercised by the leader and the control exercised by the team.

No one ever has 100 per cent control, because even if a leader gives a direct order, the team members retain control for example, over how enthusiastically they obey the order. They highlight four distinct leadership styles, labelled telling, selling, consulting and participation.

CHOOSING YOUR STYLE

TELL

- Manager makes decision and announces it

An autocratic style in which the leader gives specific instructions and monitors staff closely is most useful when the team cannot tackle the task unaided, are unwilling, new or worked under a previous leader who allowed standards to deteriorate. It is the style most people accept in a crisis.

For this style to work well you need to:

- Be clear and precise about standards, performance targets and expectations;
- Give detailed instructions;
- Monitor key performance indicators closely;
- Use frequent feedback to modify behaviour;
- Help people over learning problems while being firm about standards.

SELL

- Manager makes the decision and then "sells" the decision

A persuasive style, in which the leader gives clear direction and supervises closely but also explains decisions, encourages suggestions and supports progress. It is most useful when motivation is lacking. It is also the best style where a task is non-negotiable but where the team's motivation is vital to achieve the results required.

For this style to work you need to:

- Develop team skills, monitoring how those skills are implemented;
- Spend time with each individual addressing standards, skills and motivation;
- Monitor closely and be directive to keep performance to agreed standards;
- Listen to the team's feelings but stand your ground in relation to the goal;
- Reward positive behaviour.

CONSULT

- Manager presents ideas and invites questions
- Manager presents tentative decision subject to change
- Manager presents problem, get suggestions, makes decision

This is a collaborative style in which the leader discusses the task and listens to the team's ideas, taking them into account as he or she makes the key decisions. It is most useful when the team has sufficient skills and competence to make a contribution but where the leader feels a need to retain control. That need can result from an imbalance between the team's competence and the risk involved in the task.

For this style to work you need to:

- Focus on morale and team spirit;
- Encourage participation, straight comment and feedback.
- Specify objectives but let the team discuss how to achieve them;
- Explain fully, and encourage 'buy-in' to major decisions while minimising directives and suggestions from yourself, except in exceptional circumstances.

> CONTINUED

SHARES / DELEGATES

- Manager defines limits; asks group to make decision
- Manager permits team members to function within limits defined by superior

A facilitating style in which the leader allows the team maximum responsibility, this is most useful when the team is competent and has a positive attitude towards the task. You can let them get on with it and use this style as an important part of their development.

For this style to work you need to:

- Act as a resource that the team can call on when needed.
- Delegate increased responsibilities.
- Allow team members to manage themselves once you have agreed clear objectives - allow them to administer day-to-day monitoring and control.
- Represent the team to others, when necessary, tackling anything that interferes with their performance.

Whichever model you use to identify leadership styles or behaviours the key to being a successful leader is to be aware of your preferred or most used leadership style when working on site with your team. Leaders have a preferred style of leadership and it can be a challenge to adopt another style with which we are not necessarily comfortable.



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LEADERSHIP EFFECTIVENESS & ADAPTABILITY DESCRIPTION

PAUL HERSEY & KENNETH BLANCHARD

Assume you are involved in each of the following twelve situations. Read each item carefully and think about what you would do in each circumstance. Then circle the letter of the alternative that you think would most closely describe your behaviour in the situation presented. **CIRCLE ONLY ONE CHOICE.**

For each situation, interpret key concepts in terms of the environment or situation in which you most often think of yourself as assuming a leadership role. For example, suppose an item mentions team members: if you think that you engage in leadership behaviour most often as a manager, then think about your staff as team members

DO NOT CHANGE your situational frame of reference from one item to another. You can complete the questionnaire several times, if you wish to examine your leadership behaviour in as many different settings as you think helpful.



- 01** Your team members have not been responding to your friendly conversation and obvious concern for their welfare. Their performance is in sharp decline.
- A. Emphasise the use of uniform procedures and the necessity for task accomplishment.
 - B. Make yourself available for discussion but do not push.
 - C. Talk with team members and then set goals.
 - D. Be careful not to intervene.
- 02** The observable performance of your group is increasing. You have been making sure that all members are aware of their roles and required standards.
- A. Engage in friendly interaction but continue to make sure that all members are aware of their roles and standards.
 - B. Take no definite action.
 - C. Do what you can to make the group feel important and involved.
 - D. Emphasise the importance of deadlines and tasks.
- 03** Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and inter-personal relations have been good.
- A. Involve the group and together engage in problem solving.
 - B. Let the group work it out.
 - C. Act quickly and firmly to correct and re-direct.
 - D. Encourage the group to work on the problem and be available for discussion.
- 04** You are considering a major change. Your team members have a fine record of accomplishment. They respect the need for change.
- A. Allow groups involvement in developing the change, but do not push.
 - B. Announce the changes, and then implement with close supervision.
 - C. Allow the group to formulate its own direction.
 - D. Incorporate groups recommendations, but direct the change.
- 05** The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. They have continually needed reminding to do their tasks on time. Redefining roles has helped in the past.
- A. Allow the group to formulate its own direction.
 - B. Incorporate groups recommendations, but see that objectives are met.
 - C. Re-define roles and supervise carefully.
 - D. Allow groups involvement in setting goals, but do not push.
- 06** You stepped into an efficiently run situation. The previous supervisor ran a tight ship. You want a productive situation but would like to begin humanising the environment.
- A. Do what you can to make the group feel important and involved.
 - B. Emphasise the importance of deadlines and tasks.
 - C. Be careful not to intervene.
 - D. Get the group involved in decision-making, but see that objectives are met.
- 07** You are considering major changes in your organisational structure. Members of the group have made suggestions about needed change. The group has demonstrated flexibility in its day-to-day operations.
- A. Define the change and supervise carefully.
 - B. Acquire the group's approval on the change and allow members to organise the implementation.
 - C. Be willing to make changes as recommended, but maintain control of implementation.
 - D. Avoid confrontation, leave things alone.

LEADERSHIP EFFECTIVENESS & ADAPTABILITY DESCRIPTION

08 Group performance and inter-personal relations are good. You feel somewhat unsure about your lack of direction of the group.

- A. Leave the group alone.
- B. Discuss the situation with the group and then initiate the necessary changes.
- C. Take steps to direct your team members towards working in a well-defined manner.
- D. Be careful of hurting boss-team member relations by being too directive.

09 Your boss has appointed you to head 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. The meetings have turned into social gatherings. Potentially, the group has the talent necessary to help.

- A. Let the group work it out.
- B. Incorporate groups recommendations, but see that objectives are met.
- C. Re-define goals and supervise carefully.
- D. Allow groups involvement in setting goals, but do not push.

10 Your team members, usually able to take responsibility, are not responding to your recent redefining of standards.

- A. Allow groups involvement in redefining standards, but do not push.
- B. Re-define standards and supervise carefully.
- C. Avoid confrontation by not applying pressure.
- D. Incorporate groups ideas, but see that the new standards are met.

11 You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group inter-relations are good.

- A. Take steps to direct team members towards working in a well-defined manner.
- B. Involve team members in decision-making and reinforce good contributions.
- C. Discuss past performance with the group and then examine the need for new practices.
- D. Continue to leave the group alone.

12 Recent information indicates some internal differences among team members. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals and have worked in harmony for the past year. All are well qualified for the task.

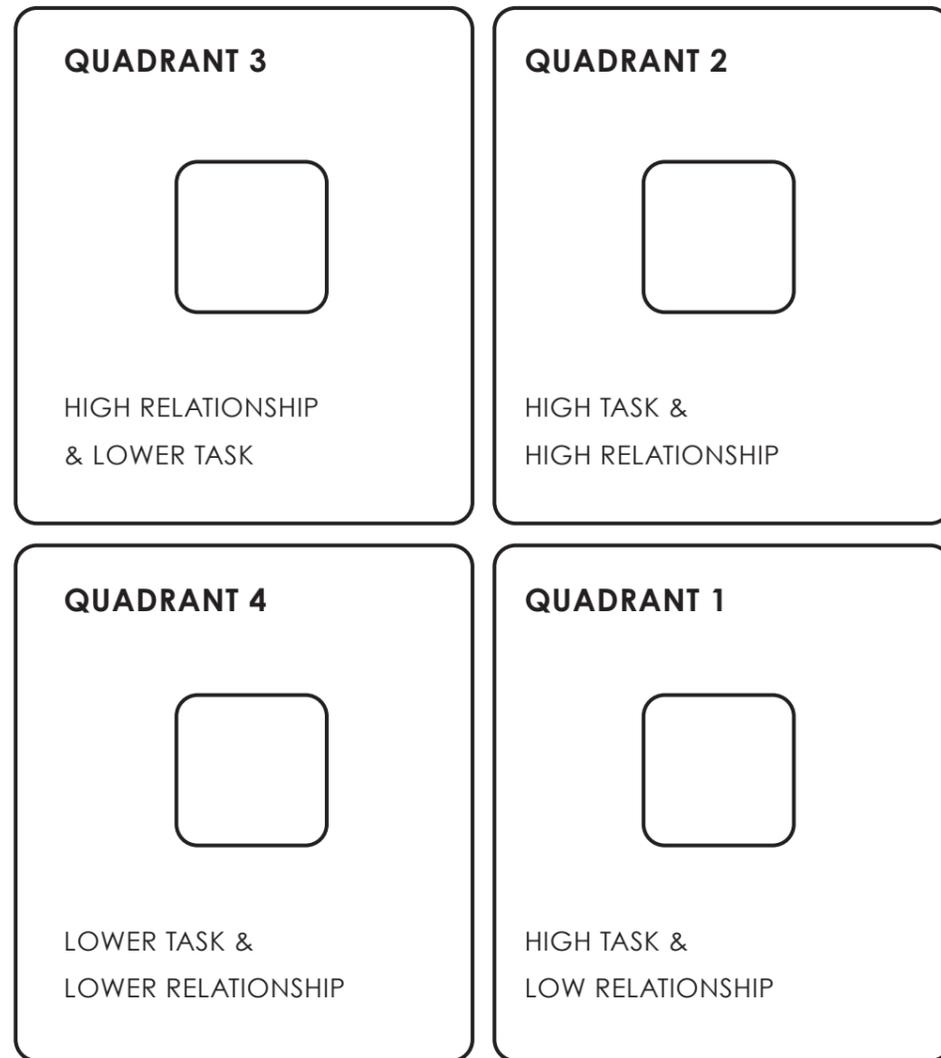
- A. Try out your solution with team members and examine the need for new practices.
- B. Allow group members to work it out by themselves.
- C. Act quickly and firmly to correct and re-direct.
- D. Make yourself available for discussion, but be careful of hurting manager-team member relations.

SITUATION	ALTERNATIVE ACTION			
	A	B	C	D
1	A	B	C	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
QUADRANT SCORE				
QUADRANT NUMBER	1	2	3	4

INTERPRETATION

The quadrant scores can be transferred to the basic behaviour styles on the chart below:

(LOW) RELATIONSHIP ORIENTATED BEHAVIOUR (HIGH)



(LOW) TASK ORIENTATED BEHAVIOUR = (HIGH)

Your dominant leadership style is defined as the quadrant in which your responses fall. Your supporting style (or styles) is the style that you tend to use on some occasions only. The frequency of responses in Quadrants other than that of your dominant style suggest the number and degree of your supporting styles, as you perceive them. Two responses in a quadrant are necessary for that style to be considered supporting style.

Your dominant style plus your supporting styles determine your style. In essence, this is the extent to which you perceive your ability to use your leadership style.

Your style range can be analysed by examining the quadrants in which responses fall, and by the frequency in each quadrant. If responses fall in only one quadrant, then you perceive yourself as having a limited range of leadership behaviour; if your responses are distributed fairly evenly, you perceive yourself as having a wide range of leadership behaviour.

Research indicates that skilful leaders are perceived by their team members to have a wide range of leadership behaviour, and sensitivity in the range of which behaviour to use in any given situation.

