Leadership in the Workplace
Some Applications for National Statistical Offices

Roseau, Dominica
Our Mission

develop a sustainable statistical infrastructure within the CARICOM Secretariat providing accurate, timely and reliable statistical information of a high quality and broad scope, facilitating analysis and dissemination of these data, promoting their use in effective and efficient decision making and simultaneously, fostering a similar enabling environment for statistical development among Member States of the Caribbean Community.
Organizational Structure

- Technical Skills
- Human Skills
- Conceptual Skills

- Executive
- Mid-Management
- Supervisory
- Non-Supervisory
Success verses Effectiveness

Success
- Behavioral
  - High
  - Low

Effectiveness
- Attitudinal
  - High

Success
- Behavior
- Results
- Accomplishments
- Patterns

Effectiveness
- Attitudes
- Recognition
- Needs
- Willingness
There are three steps in using the Situational Leadership ® Model.

**Step 1**  Identify the specific job, task, or activity

**Step 2**  Assess current performance readiness

**Step 3**  Match leader response
"I will pay more for the ability to deal with people as a result of my new ability to deal more easily."
Definitions — Key Content

Leadership is...

An attempt to influence
Effective Leadership is...

Adapting your influence behavior to the performance needs of the individual or group.
Being a Leader is defined more by one’s contribution, or helping others to contribute, than by their position in the organization.
Leadership is defined as an attempt to influence the behavior of another person or group – up, down or sideways.
Leadership Style is defined as the patterns of behavior (words and actions) of the leader as perceived by others.
**The Process of Influence**

**Personal Power** – is the extent to which a leader gains the confidence and respect of others – the ability to generate influence.

**Positional Power** – is the extent to which a leader has rewards, a recognized formal role and if needed, sanctions to bring to bear.

Autocratic to Democratic
There is, I think, nothing in the world more futile than the attempt to find out how a task should be done.
Using Situational Leadership

**Step 1** Identify the specific job, task, or activity

Overall job, role or function

Major tasks, goals or objectives

Detailed Activities, actions or performance areas
Using Situational Leadership

Step 1 Identify the specific job, task, or activity

- Disaggregation - to breakdown into component parts:
  - Overall job, role or function
  - Major tasks, goals or objectives
  - Detailed activities, actions or performance areas
Using Situational Leadership

Step 1 Identify the specific job, task, or activity

• The leader selects the communication level at which to enter the intervention based on the following:
  – Achieving **MINDSHARE**
  – Type of feedback being provided
  – Actions the person will be expected to take
  – Focus of attention
  – We Assume???
“three ingredients in a good work life...
Using Situational Leadership

**Step 1** Identify the specific job, task, or activity

**Step 2** Assess current performance readiness

The degree of *demonstrated* ability and willingness to accept, own and perform a specific task or activity at a sustained acceptable level.
Demonstrated Performance Readiness

Performance is:
Continuous, sustained high levels

Periodic or patterns of low levels

...and with how much leader involvement?

Low levels
High levels
Hand-off
Presently demonstrating...

“knowledge, experience, skill”
(know how) (has done) (is doing)

“confidence, commitment, motivation”
(can do) (will do) (wants to do)

Performance Readiness...

Ability

Willingness

• job
• function
• goal
• objective
• task

specific
Performance Readiness Hints

• Be “task specific”  
  (job, function, goal, objective, task, activity)

• **Focus on demonstrated skills**  
  (not “should be able to” or “used to”)

• The real question is “are they” not “can they”

• Respond to individual need verses want

• Don’t confuse enthusiasm for ability

• Void diagnosing insecurities s unmotivated

• Impacting knowledge doesn’t guarantee skill
“Everything is difficult to the unwilling.”

Performance Readiness® Levels

Registered TradeMark

Registered Trademark
## Determining Performance Readiness

**Step 1** Identify the specific job, task, or activity

**Step 2** Assess current performance readiness

Is the person currently performing at sustained acceptable levels?  
*(Complex or not sure? Break task into smaller activities)*

<table>
<thead>
<tr>
<th>Confident, committed and/or motivated?</th>
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<tbody>
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<td>Yes</td>
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<tr>
<th>HIGH</th>
<th>MODERATE</th>
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<tbody>
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<td>R4</td>
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**Confidence Levels:**
- **HIGH** (R4): Able and confident and willing
- **MEDIUM** (R3): Able and insecure or unwilling
- **LOW** (R2): Unable but confident or willing
- **LOW** (R1): Unable and insecure or unwilling

**Motivation Levels:**
- Confident, committed and/or motivated: Yes
- Not confident, committed and/or motivated: No
Performance Readiness R1

Unable and Insecure or Unwilling

Indicators:
- Not performing tasks to acceptable levels
- Intimidated by task
- Unclear about directions
- Procrastinating
- Unfinished tasks
- Questioning task
- Avoidance or “passing the buck”
- Defensiveness or discomfort
Performance Readiness R2

Unable but Confident or Willing

Indicators:
- Anxious or excited
- Interested and responsive
- Demonstrating moderate ability
- Receptive to input
- Attentive
- Enthusiastic
- Not to be concerned
Performance Readiness R3

Able but Insecure or Unwilling

Indicators:
- First time “solo” performance
- Lacks confidence
- Needs feedback and encouragement
- Previously demonstrated knowledge and skill
- Performance slipping – upset about things on or off the job
Performance Readiness R4

Able and Confident and Willing

Indicators:
- Consistently performs at high standards
- Can operate autonomously
- Committed to, and enjoys the tasks
- Keeps boss informed of tasks progress
- Shares both good and bad news
“We judge ourselves mostly by our intentions, whereas others evaluate us by our actions.”
Influence Behaviors

RELATIONSHIP BEHAVIOR
The extent to which a leader engages in bi-way (or multi-way) communication, listening, eliciting behaviors, and socioemotional support.

- Giving Support
- Communicating
- Facilitating Interactions
- Active Listening
- Providing Feedback

TASK BEHAVIOR
The extent to which a leader engages in defining roles, providing what, how, when, where, and if more than one person, who’s to do what.

- Goal Setting
- Organizing
- Establishing Timelines
- Directing
- Controlling
Influence Behaviors

Task Behavior
The extent to which a leader engages in defining roles, providing what, when, where, and if more than one person, who’s to do what.

- Goal Setting
- Organizing
- Establishing timetables
- Directing
- Controlling

Relationship Behavior
The extent to which a leader engages in two-way (or multi-way) communication, listening, facilitating behaviors, and emotional support.

- Giving support
- Communicating
- Facilitating Interactions
- Active listening
- Providing Feedback
Influence Behaviors

RELATIONSHIP BEHAVIOR
Tends to be driven by

Personal Power

TASK BEHAVIOR
Tends to be driven by

Position Power
Influence Behaviors

Relationship Behavior

Personal Power

Combination of Both

Blend

Task Behavior

Positional Power
Influence Behaviors

<table>
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S1 – Give specific instructions and closely supervise.

S2 – Explain your decision and provide clarification.

Share ideas to facilitate in decision making.

Turn over decision making to be implemented.
Leadership Styles

S1—TELLING: Give specific instructions and closely supervise.

S2—SELLING: Explain your decisions and provide clarification.

S3—PARTICIPATING: Share ideas and facilitate in decision making.

S4—DELEGATING: Turn over decision making and implementation.
“Leadership cannot just go along to get along -
we should be leading - not just managing.”
Using Situational Leadership ®

**Step 1** Identify the specific job, task, or activity

**Step 2** Assess current performance readiness

Is the person currently performing at sustained acceptable levels?
(Complex or not sure? Break task into smaller activities)

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**Step 3** Match leader Response

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<td>Selling</td>
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Situational Leadership®

Influence Behaviors

- High Relationship and Low Task
  - S3: Participating
  - S4: Delegating
  - S2: Selling
  - S1: Telling

Task Behavior
- Low Task
  - Directing
- High Task
  - Guiding

Performance Readiness®

- HIGH
- MODERATE
- LOW

R4
- Able and Confident

R3
- Able but Insecure

R2
- Unable but Confident

R1
- Unable and Insecure
“Small different applied to key areas of your life can make a huge difference in your life.”
Situational Leadership® is...

- time-tested and proven
- simple and easy to use
- about maximizing our influence
- a clear method to increase performance
- organized common sense!
Situational Leadership® is not...

- *flavor of the month training*
- *complicated theory*
- *warm and fuzzy*
Situational Leadership®

is about…

Motivation

Influence

Performance
Leadership = Influence

- Any attempt to influence; up, down, or sideways.
- Leadership is *the influence process* executives, managers, supervisors and individual contributors use to achieve business results – a.k.a. performance.
Good leaders have four objectives each time they attempt to influence others…

1. to be successful
2. to be effective
3. to be consistent
4. to be fair

… from the perception of those they influence
Situational Leadership® is a...

• proven method to help leaders meet the performance needs (not wants) of the people that we influence.

The true signs of leadership are seen in the followers!
Why a Method?

- Allows for discipline and rigor
- Allows for repetition, feedback, and growth
- Improves predictability of desired outcomes
- Creates a common language to discuss performance
Situational Leadership

Why a Common Language?

- Helps leaders paint a clear picture of what performance looks like
- Performance conversations focus on organizational goals, not personalities
- Increases frequency and quality of conversations about performance
What motivates people at work?

1. *Goal and role clarity*
2. *Dignified work environment*
3. *Training/resources to enable*
4. *Achievement & contribution*
Situational Leadership® ... 

is the common language leaders need to create an environment that motivates people to perform.
Situational Leadership

The Result:

- *Employee satisfaction*
- *Employee retention*
- *Employee performance*
Thank You
for your Participation
Yesterday's failures are today's seeds that must be diligently planted to be able to abundantly harvest Tomorrow's success.'

- PROVERB

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