Leadership and the One Minute Manager Updated Ed: Increasing Effectiveness Through Situational Leadership II

- *Don't work harder, work smarter.*
- Managers are thought to be "responsible" for planning, organizing, and evaluating everything that happens in the organization, while their people are supposed to be "responsive to the directives of management". However, if you're people are responsible and your job [as manager] is to be responsive to them, you really work hard to provide them with the resources they need to accomplish the goals you've agree to.
- *Different strokes for different folks.*
    - Treat people differently
- Your perception of how you lead is interesting, but it tells you only how you intend to act. Unless it matches the perceptions of others, it is not very helpful.
- Three parts to performance management:
    - Performance planning
        - Write clear goals (3-5)
        - **Alignment conversation -** Meet to agree on goals and performance standards for each goal. Figure out what the goal looks like when completed.
    - Day-to-Day coaching
        - Be responsive to the people you lead
    - Performance Evaluation
- Three skills for Situational Leadership:
    - Set clear goals
    - Diagnosis
    - Matching
- Setting clear goals - **SMART** goals answer these questions:
    - **Specific -** Goals should state exactly what the person is responsible for and when it needs to be done.
        - What exactly is the goal or task?
        - When does the goal or task need to be accomplished?
    - **Motivating -** Goals need to tap into what your team members enjoy doing.
        - Is the goal or task meaningful for the individual?
        - Will working on this goal build competence and commitment?
        - Will working on this goal add or drain energy?
    - **Attainable -** Goals must be reasonable based on what has happened in the past.
        - Is the goal realistic, reasonable, and achievable?
        - Is the goal within the individual's control?
    - **Relevant** - A goal is relevant if it addresses an activity that makes a difference for the organization and the individual.
        - Is the goal or task meaningful work for the organization?
        - Is the goal or task aligned with organization and work team goals?
        - Is the goal or task a high priority in relation to other goals?
    - **Trackable** - How you are going to track or measure progress towards goal accomplishment.

- What does a good job look like, at each level of development?
- How will progress and results be measured and tracked?
- <u>Diagnosing</u> - evaluating an individual's development level on a specific goal or task.
  - Competence - a function of demonstrated knowledge and skills (gained through learning and/or experience)
    - Learned
    - Can involve transferable skills like planning, problem solving and time management
  - Commitment - combination of confidence and motivation. Measure of a person's self-assuredness (feeling of being able to do a task well without much direction)
  - Levels
    - D1 - enthusiastic beginner
      - Low competence; high commitment
    - D2 - disillusioned learner
      - Low to some competence; low commitment
    - D3 - cautious performer
      - Moderate to high competence; variable commitment
    - D4 - self-reliant achiever
      - High competence; high commitment
  - ***Everyone has peak performance potential - You just need to know where they are coming from and meet them there.***
  - ***Different strokes for the same folks on different parts of their job.***
- <u>Matching</u> - using a variety of leadership styles comfortably to provide individuals with what they need, when they need it.
  - **Directive behavior** - decide, teach, observe, provide frequent feedback
  - **Supportive behavior** - listen, involve, facilitate, encourage
  - Four different leadership styles:
    - Directing - High directive behavior; low supportive behavior
      - Outline goal and criteria for a good job. Lay out step by step plan
      - Useful when:
        - Decisions need to be made quickly and the stakes are high
        - Working with inexperienced people who have potential to be self-directed
    - Coaching - High directive behavior; high supportive behavior
      - Ask for suggestions on solutions
      - Useful when:
        - Disillusionment sets in because people find the task harder than they thought it would be or progress is slow
    - Supporting - Low directive behavior; high supportive behavior
      - Ask open ended questions about solutions
      - Useful when:
        - Worker has lots of ideas, but wants to test them out on you first.
        - Worker can solve the problems themselves, but need support while doing it.
    - Delegating - Low directive behavior; low supportive behavior

- Turn over responsibility for day to day decision making and problem solving
- Useful when: Workers don't need much direction or support
  - *There is nothing so unequal as the equal treatment of unequals.*
  - *When I slow down, I go faster.*
    - Think before you act.
- Your goal as a manager should be to gradually increase the competence and confidence of your people so that you can begin to use less time-consuming styles and still get high quality results.
- Five steps to developing a person's competence and commitment
  1. Tell them what to do
  2. Show them what to do
  3. Let them try
  4. Observe performance
  5. Acknowledge their progress or redirect
     a. If no progress is being made, redirect their efforts back to goal setting then repeat steps 3-5
- *You can expect more if you inspect more.*
  - If you want to develop people, catch them doing things right, not wrong.
- *When the best leader's work is done, the people say 'We did it ourselves!'" - Lao-tzu*
- *Situational leadership is not something you do to people, it's something you do with people.*
  - Discuss with each person their level and which style you plan to use.
- Six types of conversations leaders have with their people:
  - **Alignment conversations** - get on the same page with the person's goals and development levels, as well as your leadership style on each goals.
    - Purpose:
      - Focus both the leader and the individual on what is most important (SMART goals)
      - Agree on areas of accountability and determine how they will be evaluated
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  - Four types of **style conversations** (S1-S4) - Follow through and provide the leadership style you agreed to.
    - Day to day coaching
    - Style determines the number, frequency, and kind of meetings you have with your people.
  - **One-on-one conversations -** scheduled conversations that help you and your team reconnect and allow them to bring up whatever is on their mind.
    - Leader schedules the meeting, follower sets the agenda
    - Working side by side.
- *Everyone is a potential high performance. Some people just need a little help along the way.*
- *To know and not to use is not yet to know. - Buddhist Saying*