



# Fundamentals of Management



**Hensel Phelps Leadership Development Initiative**

**Phase 1: Session 3**



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## **Summary**

Action Planning



# Introduction

## Course Objectives

By participating in today's session, you will:

- ☐ Identify what is unique about managing people at Hensel Phelps
- ☐ Understand the role of emotional intelligence in our interactions with others
- ☐ Recognize and learn to adapt your working style
- ☐ Become familiar with and apply the principles of the Situational Leadership model



# Module 1

## Being a Manager

### Being a People Manager in Any Organization Means:



### The Manager's Impact

- According to external exit interviews, one of the *top reasons why employees leave is dissatisfaction with their immediate manager.*
- Research from Towers Watson, conducted for O.C. Tanner in 2008, shows that employee recognition by supervisors and managers can 'turbocharge' engagement, and in some cases increase it up to 50 percent.
- In the 2009 "Coaching Conundrum" Analysis by BlessingWhite, it was found that managers who coach regularly note tangible benefits (i.e. increased team productivity) and two thirds of employees who receive coaching state that it improved their satisfaction and performance
- In interviews with 2 million employees at 700 companies, a Gallup Poll found that how long employees stay at companies and how productive they are is determined by their relationships with their immediate manager.

***A team's engagement is the single greatest indicator of its potential success or failure. From making money to winning wars, the most engaged teams prosper. The strongest influence on an individual's engagement is his or her direct boss. As a leader, you influence your employees' performance and your team's success.***

*-Mercer-Sirota 2019*



## Becoming an Effective Manager

### Tips for Assessing Your Progress as a Manager<sup>1</sup>



From *Managing Your Career*, Harvard Manage Mentor Plus E-Learning Series



# Module 2

## Adapting Styles

Emotional Intelligence: “The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions.

*-Mayer and Salovey*

- Single biggest predictor of performance at work: 58%
- Strongest driver of leadership and personal excellence
- 83% of high performers are high in self awareness
- Fundamental emotional competency: awareness of how our emotions affect out actions



## Emotional Intelligence Model<sup>2</sup>

	Awareness	Action
Ourselves	Self-Awareness	Self-Management
Others	Social Awareness	Relationship Management

### Self-Awareness

- ☐ The ability to accurately recognize and understand your own preferences, moods, emotions, and drives – and how they affect others.
- ☐ Can I accurately identify my own emotions and working style?

### Self-Management

- ☐ Using your own awareness to choose what you say and do to positively direct your behavior.
- ☐ Can I manage my emotions and behavior to a positive outcome?

### Social Awareness

- ☐ The ability to understand the emotional makeup of other people – their preferences, moods, emotions, and drives.
- ☐ Can I accurately identify the emotions and working style as I interact with individuals or groups? Can I effectively treat people according to their emotional reactions?

### Relationship Management

- ☐ Using self-awareness, self-management, and social awareness as you relate to other people for specific purposes over time.
- ☐ Can I manage the interactions I have with others constructively and to a positive outcome?

<sup>2</sup>From *Primal Leadership* by Daniel Goleman, Richard Boyatzis and Annie McKee



## Understanding Working Styles

### Analytical Style

- Focus more on facts than feelings
- Gather lots of data when making decisions
- Make decisions cautiously
- Evaluate situations objectively
- Ask a lot of questions to obtain specific details
- Prefer an organized and task-oriented work environment and like to know what exactly is expected of them

### Adjectives that describe an Analytical Working Style



### Notes





## Understanding Working Styles

### Amiable Style

- Are responsive and friendly
- Tend to not be forceful or direct
- Thrive in a team environment
- Excel in gaining the support of others
- Tend to dislike conflict
- Are sensitive to the feelings of others
- Value personal connections and relationships

### Adjectives that describe an Amiable Working Style

Cooperative

Friendly

Supportive

Patient

Relaxed

### Notes

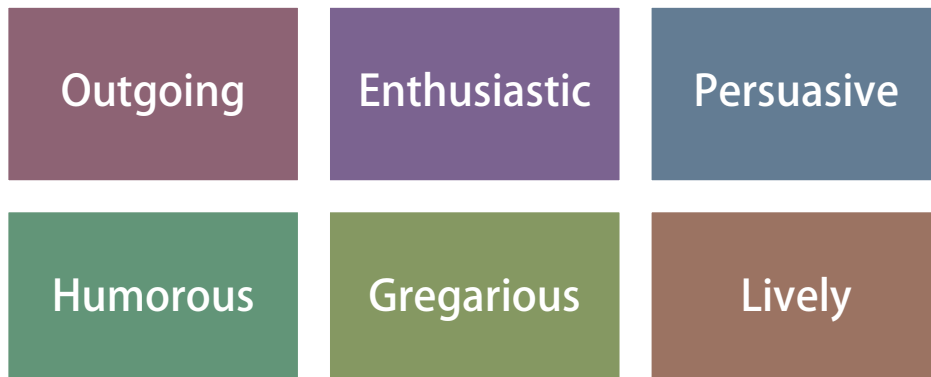


## Understanding Working Styles

### Expressive Style

- Spontaneous and willing to take risks
- Are outgoing and persuasive
- Are enthusiastic and friendly
- Innovative
- Prefer to work with other people
- Work at a fast pace, moving quickly in words and actions
- Thrive in the spotlight

### Adjectives that describe an Expressive Working Style



### Notes

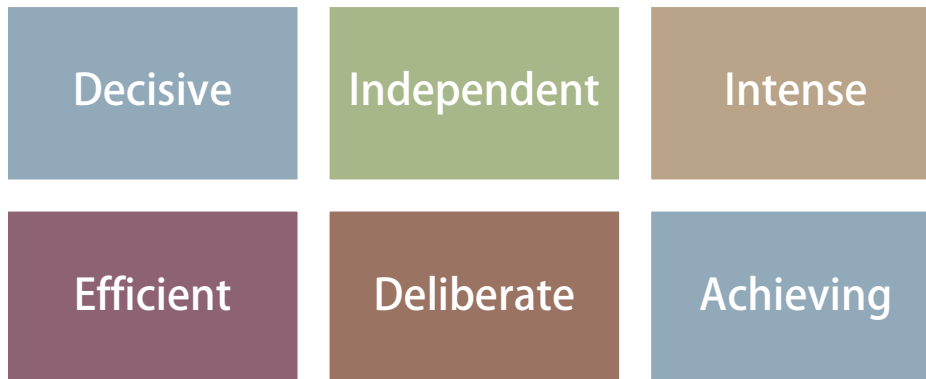


## Understanding Working Styles

### Driver Style

- Decisive
- Value autonomy
- Know where they want to go and how they are going to get there
- Are good at managing tasks
- Are results-oriented
- Tend to like competition
- Prefer to work quickly, efficiently, and independently

### Adjectives that describe a Driver Working Style



### Notes



# Module 3

## Situational Leadership

- ☐ Team Member Readiness Level
- ☐ Leadership Styles
- ☐ Matching Leadership Style to Readiness Level
- ☐ Adapting Your Style





## Team Member Readiness

Team Member Readiness involves:

Ability	Willingness
Knowledge/understanding, experience, and <b>DEMONSTRATED SKILL</b>	Confidence or commitment to perform a task

### Unable

- Not demonstrating the skills needed to perform the task

### Unwilling

- Lacking the commitment needed to perform the task

### Insecure

- Lacking the confidence needed to perform the task; unsure

R4	R3	R2	R1
Able and Confident and/or Willing	Able but Insecure and/or Unwilling	Unable but Confident and/or Willing	Unable and Insecure and/or Unwilling



## Readiness Level 1

R4	R3	R2	R1
Able and Confident And/or Willing	Able but Insecure and/or Unwilling	Unable but Confident and/or Willing	Unable and Insecure and/or Unwilling



**Nickname:** The Disillusioned  
Learner or The Passive Resister

### The Needs of an R1

- ☐ Clear goals and priorities
- ☐ Standards for what a good job looks like
- ☐ Hands-on training
- ☐ Incremental, digestible amounts of information
- ☐ Expectations for next development level
- ☐ Immediate feedback on results
- ☐ Information on how data about performance will be collected/shared
- ☐ Action plans — direction about how, when, and with whom
- ☐ Timelines
- ☐ Positive reinforcement of improvements



## Readiness Level 2

R4	R3	R2	R1
Able and Confident And/or Willing	Able but Insecure and/or Unwilling	Unable but Confident and/or Willing	Unable and Insecure and/or Unwilling



**Nickname:** The Enthusiastic Beginner

### The Needs of an R2

- ☐ Clear goals
- ☐ Explanations of why
- ☐ Opportunities to discuss concerns
- ☐ Encouragement
- ☐ Perspective
- ☐ Frequent feedback on results
- ☐ Praise for making progress
- ☐ Assurance that it is okay to make mistakes
- ☐ Involvement in decision-making and problem solving



## Readiness Level 3

R4	R3	R2	R1
Able and Confident And/or Willing	<b>Able but Insecure and/or Unwilling</b>	Unable but Confident and/or Willing	Unable and Insecure and/or Unwilling



**Nickname:** The Hesitant Contributor

### The Needs of an R3

- ☐ An approachable mentor or coach
- ☐ Opportunities to express concerns
- ☐ Praise and recognition for high levels of competence and performance
- ☐ Obstacles to goal accomplishment removed
- ☐ Support and encouragement to develop problem solving skills
- ☐ Help in looking at skills objectively so confidence is built
- ☐ Assurance that it is okay to make mistakes
- ☐ Involvement in decision-making and problem solving





## Readiness Level 4

R4	R3	R2	R1
<b>Able and Confident And/or Willing</b>	Able but Insecure and/or Unwilling	Unable but Confident and/or Willing	Unable and Insecure and/or Unwilling



**Nickname:** The Solid Performer

### The Needs of an R4

- ☐ Autonomy and authority
- ☐ Variety and challenge
- ☐ A leader who is more of a mentor and colleague than a boss
- ☐ Acknowledgment of contributions
- ☐ Trust



## Leadership Behaviors

### Task Behavior

Giving guidance on the direction about how to perform the task; providing structure – who, what, when, where, how.

#### Task Behavior includes:

- Telling the Team Member what to do, when to do it, and how to do it
- Spelling out the Leader and Team Member roles
- Closely supervising performance

**Providing the  
What and How  
are the two most important  
Task Behaviors.**

#### Your Personal Example:



## Leadership Behaviors

### Relationship Behavior

Soliciting input, listening, clarifying, supporting and encouraging, sharing ideas, and problem solving.

#### Relationship Behavior includes:

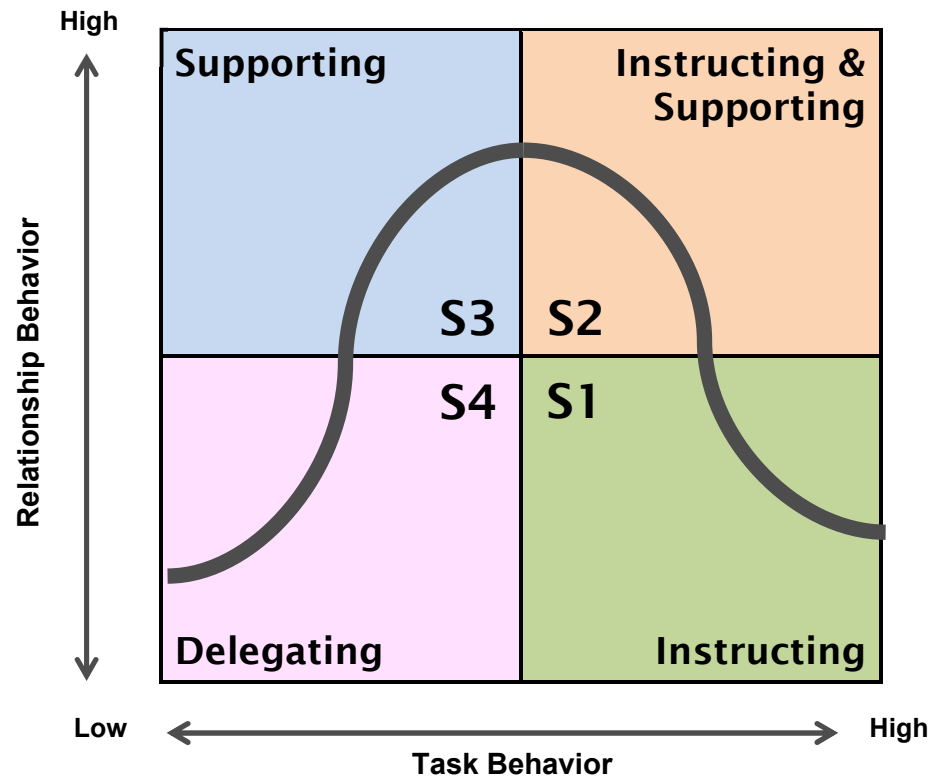
- Engaging in two-way communication
- Listening and providing support and encouragement
- Involving the Team Member in decision making
- Encouraging and facilitating self-reliant problem solving

**Listening and encouraging  
self-reliant problem solving  
are the two most important  
Relationship Behaviors.**

### Your Personal Example



## The Situational Leadership Model





## **S1 Leadership Style – Instructing**

A manager using the **S1** Leadership Style:

- Identifies desired outcomes, goals, and timelines.
- Defines what a good job looks like and how performance will be tracked and monitored.
- Develops a plan for the Team Member to learn new skills.
- Takes the lead in action planning.
- Makes most of the decisions about what, when, and with whom.
- Provides specific direction and instruction.
- Takes the lead in problem solving.
- Provides perspective about how long things should take and feedback about whether development and performance are on track.
- Provides frequent follow-up and feedback.





## **S2 Leadership Style – Instructing and Supporting**

A manager using the **S2** Leadership Style:

- Acknowledges the Team Member's enthusiasm.
- Acknowledges the Team Member's transferable skills and progress to-date.
- Involves the Team Member in identifying problems and in setting goals.
- Provides support, reassurance, and praise.
- Listens – offers the Team Member an opportunity to discuss concerns and share ideas.
- Involves the Team Member in problem solving and decision-making.
- Makes final decisions about action plans after listening to the Team Member's ideas and feeling.
- Provides direction and coaching to continue building and refining skills.
- Explains why a particular approach is being taken.
- Provides perspective about how long things should take and feedback about whether development and performance are on track.
- Continues to provide frequent follow-up and feedback.





## **S3 Leadership Style – Supporting**

A manager using the **S3** Leadership Style:

- Shares responsibility for problem identification and goal setting with the Team Member.
- Asks the Team Member to take the lead in action planning and problem solving.
- Serves as a sounding board, encourages the Team Member to discuss concerns and ideas.
- Listens and encourages self-reliant problem solving and decision making.
- Provides reassurance, support, encouragement, and praise.
- Explains ways to make the goal or task more interesting and challenging if motivation is low.
- Provides help in problem solving by sharing ideas, if asked.
- Works with the Team Member to evaluate his or her work.





## **S4 Leadership Style – Delegating**

A manager using the **S4** leadership style:

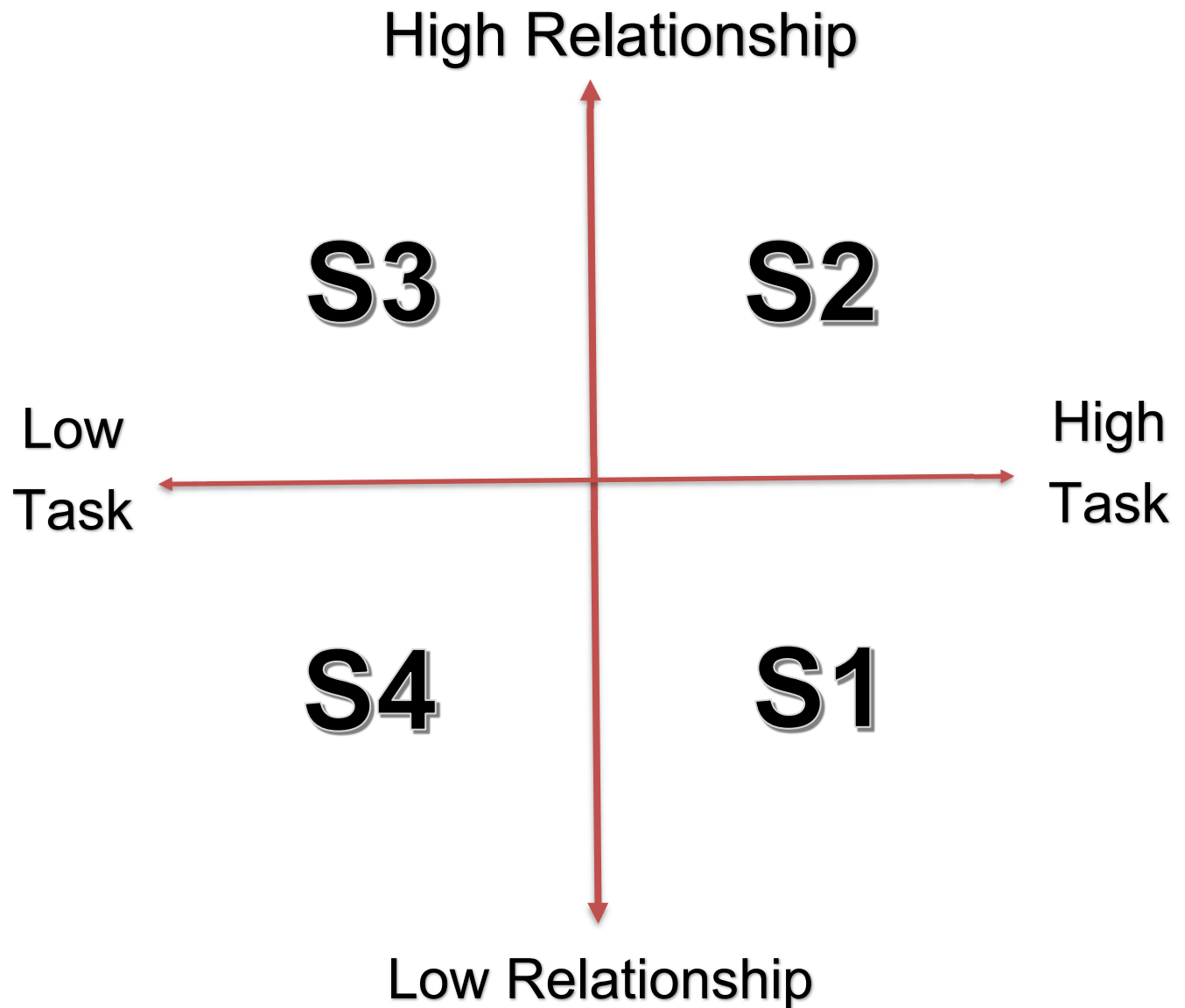
- Enables the Team Member to take charge.
- Defines problems and desired outcomes with the Team Member.
- Expects the Team Member to take the lead in goal setting, action planning, and decision-making.
- Encourages the Team Member to evaluate his or her own work.
- Provides opportunities for the Team Member to share in and celebrate successes and mentor others.
- Recognizes, values, and rewards the Team Member's contributions to the organization.
- Challenges the Team Member to even higher levels of performance.







## What is your Preferred Leadership Style?





## Leadership Styles

All four styles are the same in:

Identify goals  
and outcomes

Observe and  
monitor  
performance

Give feedback

The styles vary in:

Amount of  
direction  
provided

Amount of  
support  
provided

Team  
member  
decision-  
making



**What is your preferred leadership style?**

\_\_\_\_\_



## Matching Leadership Style to Readiness

There is no correct way to lead all the time.  
Each situation lends itself to a different  
style of leadership.

Employee Readiness Level	Most Effective Leadership Style	
R1		 <i>Leader</i> Directed
R2		
R3		 <i>Follower</i> Directed
R4		



## Style Adaptability

### Style Adaptability:

**The willingness and ability to use a variety of leadership styles comfortably and to draw on others to complement your leadership style.**

### Why adapt your style?

Research shows that if managers are Situational Leaders, their employees:

- ✓ Feel less tension in the organization.
- ✓ See their manager as oriented to change and receptive to new ideas and innovation.
- ✓ Perceive that their managers are interested in their growth and development.
- ✓ Perceive that their managers are skillful.
- ✓ Have higher morale.
- ✓ Feel more empowered.





## Tips for Adapting Your Style

### Effective and Ineffective Behaviors

	Effective Behaviors	Ineffective Behaviors
S1	Instructing Structuring Guiding	Demanding Demeaning Dominating
S2	Selling/Persuading Counseling/Coaching Clarifying	Manipulating Preaching Defending
S3	Supporting Motivating Empowering	Patronizing Placating Pacifying
S4	Delegating Tracking Observing	Dumping Relinquishing Abandoning



## Resources and References

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