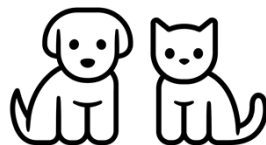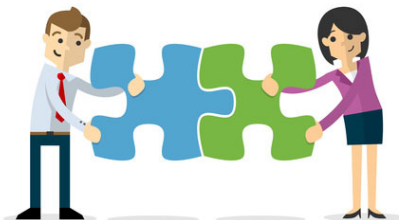# Leadership in the Workplace

Jean(ne) Boles

JBoles@JBcoco.com.au   www.JBcoco.com.au

+61(0)426 056 634

1

1

Housekeeping

2

2

Introductions!

- Your Name

- Where you are from, or which Uni you represent today

- Your subject of study, or department in which you work
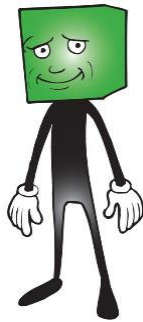
- Something that you do for fun!

3

3

Click!

Briefing

4

4

None of us has it all together, but together we have it all

5

Click! Reminders

Analysers

Analytical, logical and Problem Solving

- Practice being patient with people you think are "fluffy"
- Recognise that other personalities want and even need, team building type activities
- Be careful not to hurt others' feelings by being too blunt or dismissive

Safe keepers

Practical, Careful and Organised

- Recognise that not everyone has the same ordered mind as you
- Be willing to consider that change may actually be a good thing!
- Be prepared to recognise that a well prepared plan may be worth the risk

6

Click! Reminders

Players

Curious, Impulsive and Playful

- Listen more, and speak less
- Don't take on too many projects, finish the ones you have started
- Don't interrupt people and finish their sentences

Carers

Sensitive, Spiritual and Emotional

- Focus on making decisions based on fact rather than emotion
- Recognise that some 'bottom line' decisions have to be made
- Don't take it personally if someone disagrees with you or raised their voice

7

7

Click!

Debrief

8

8

Agenda

- Definition of the term Leadership

- Effective Leadership

- Situational Leadership

- Managing a Team, Workload and Resources

- Setting & Communicating Clear Expectations

- Your Induvial Leadership Style

9

9

Leadership

- The Dictionary defines Leadership as:

Leadership is the process (art) of influencing and directing people to achieving goals by providing:

- Guidance

- Direction

- Co-ordination and support.

- No matter your job role or position, you can be a leader!

Source: https://www.dictionary.com/browse/

10

10

Leadership in all Roles

Senior Managers
- Compliance with regulatory requirements; ISO 9001, 45001, etc.

Middle Managers
- Emphasise QHSE, productivity and relay corporate vision

- Supervisors
  - Monitor and reinforce safe behaviours & compliance with Procedures; Ensure safety and wellbeing of the team

- Non-Supervisors
  - Monitor and reinforce self and peers behaviour to ensure compliance with Procedures

  - Lead by Example!!

11

11

Effective Leadership Characteristics

- Leadership is an input factor of the team effectiveness model that influences processes
  - (e.g. co-ordination, knowledge sharing and strategies) and performance

- Effective teamwork requires active command and leadership by the leader and reciprocal support from all team members

- Teamwork enhances the team members' problem solving capability and in dealing with routine and non-routine situations

12

12

Team-ness!

• Leaders develop "Team-ness" by:

  - Identifying team members skills & contributions
  - Encouraging exchange of information and resources among team members
  - Monitoring the co-ordination of team efforts
  - Integrating team member efforts to achieve the team goals

13

13

Leadership Champions

- Consistently communicates
- Builds relationships and trust
- Sets and reinforces standards
- Visits/checks in with the team frequently
- Develops the team through continuous training and constructive feedback
- Involves team members in QHSE initiatives
- Monitors & reinforces their own and their team mates safe behaviours!
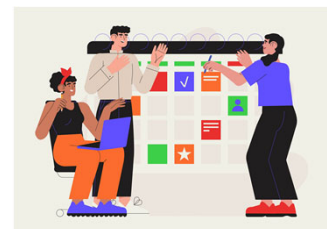
Leads by example!

14

14

Impact of Leadership Failures

- Inadequate Supervision

- Poorly defined Roles & Responsibilities

- Heavy/excessive workloads

- Inadequate resources and training

- Lack of Supervisory Roles

- Breakdown in Communications

- Conflict

15

15

Effective Leadership

Exercise E5a

https://forms.office.com/r/wAjPMh3Z4c

16

16

5 Minutes…

17

Effective Leadership

Exercise E5a Review

18

Situational Leadership

- Different leadership styles are employed depending on the situation, as defined by the team leader style (either task or relations focussed) and perceptions of employee maturity/experience and motivation
  - You can use it to   apply to your employee's exper

	Relationship	
	Low	High
Task (direction) — High	Tell	Sell
Task (direction) — Low	Delegate	Participate

Task Direction & Relationship style matrix

Source: Hersey-Blanchard situational model

19

19

Situational Leadership Theory (SLT)

Source: https://youtu.be/bAuwgjmF5xc - Dr Patricia Jenkinson - Hersey & Blanchard SLT

20

20

Situational Leadership Styles

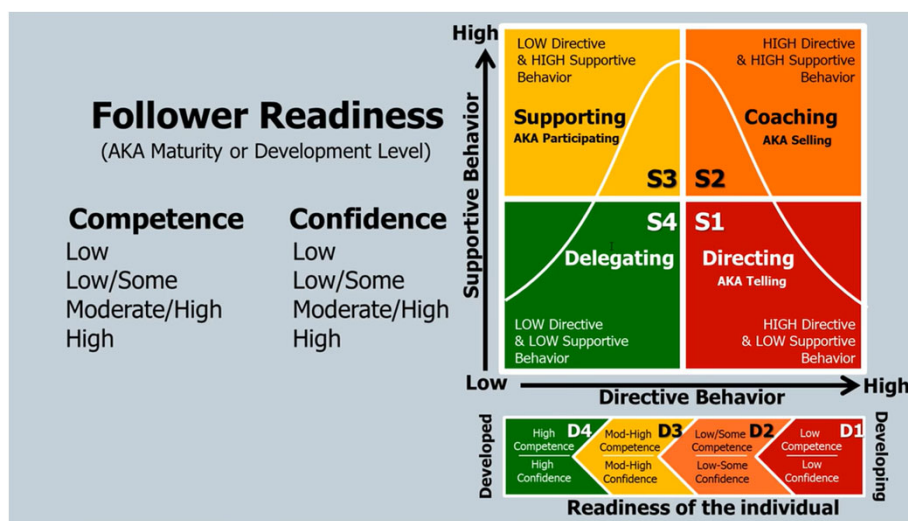| Quadrant	Leadership style	Leadership Behaviours
1	Directing	This style is directive because the leader produces a lot of input but a minimum amount of relationship behavior. The leader defines roles in an autocratic manner and tells people what, how, when, and where to do tasks.
2	Coaching	This style is also directive, but in a more persuasive, supportive, and guiding manner. The leader provides considerable input about task accomplishment but also emphasises human relations in a coaching style.
3	Supporting	In this style, less direction and more collaboration exist between leader and group members. This is a consultative or consensus type of leadership in which the leader concentrates on facilitating shared decision making.
4	Delegating	In this style, the leader delegates responsibility for a task to group members but is kept informed of progress

21

21

Individual Leadership Style

Exercise E5b

https://forms.office.com/r/5ZEWEU6ck5
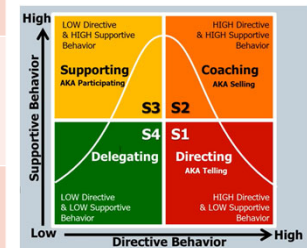
22

22

Scoring

Question	Directing	Coaching	Supporting	Delegating
6	A	C	B	D
7	D	A	C	B
8	C	A	B	D
9	B	D	A	C
10	C	B	D	A
11	B	D	A	C
12	A	C	B	D
13	C	B	D	A
14	C	B	D	A
15	B	D	A	C
16	A	C	B	D
17	C	A	D	B
Total				

23

23

Individual Leadership style

Exercise E5b Review

24

24

12

Managing a Team

- Maintain an open and positive working environment

- Encourage positive crew member relationships

- Invite full participation in meetings, activities and tasks

- Provide constructive and regular feedback

- Coach to improve interpersonal skills

- Encourage collaboration among team members

- Resolve/prevent dysfunctional conflict

- Satisfy the trust and support needs of team members

- Be fair and consistent in exercising principled behaviour

25

25

Planning and Co-ordination

- Set and maintain standards for individual and team

- Focus on appropriate goals

- Clarify team member roles; responsibility and accountability

- Facilitate team problem solving

- Synchronise and combine individuals' contributions

- Seek and evaluate feedback to determine how the team functions and how function can be improved

- Engage all required personnel in pre and post review sessions

26

26

POOR Planning and Co-ordination

- Planning for self, not for the benefit of the team

- Failure to state/confirm intentions clearly

- Changing plans without informing the team and expecting them to follow plans without explanation

- Not bringing the correct individuals together to make decisions, convey important information

- Lack of, inconsistent or biased feedback

- Not including team in critical decision making process, the outcome of which will affect the team

27

27

Managing Workload and Resources

Dimension	Problem-solving Behaviour
Information search and structuring	• Acquire accurate information • Organise and evaluate information • Consistent Feedback and Control
Information use in problem-solving	• Identify needs and requirements • Plan and co-ordinate • Communicate information clearly
Managing personnel	• Obtain and allocate personnel based on workload • Develop personnel • Motivate personnel • Monitor personnel
Managing material resources	• Obtain and allocate material resources • Maintain material resources • Monitor material resources

28

28

Setting & Communicating Expectations

- For people to perform well and continue to learn and grow, they need clarity on what is expected of them and regular feedback

- Communicating expectations allows the team to develop a task structure

- Communicating expectations of each team member role and responsibilities can be carried out during:
  - Formal written Job Description and Responsibilities that are discussed
  - Start up of a project, and regular review meetings
  - Pre- & post- briefings
  - Shift handovers
  - As something happens
    - Concerns should not be left to a quarterly or annual performance review

29

29

Authority and Assertiveness

- Poor practice
  - Withholding and limiting crew involvement
  - Being passive, does not show initiative for decisions, fail to state one's position
  - Failure to show appreciation for the crew, coaches very little or too much (micro-manages)

- Good practice
  - Advocating one's own position
  - Taking initiative to ensure involvement and task completion
  - Taking command, if required
  - Motivating crew by appreciation and coaching when necessary

30

30

Authority and Assertiveness

- The most effective method for advocating a position is through the use of the "Assertive Statement"
  - Get the individual's attention by using his/her NAME
  - State your concern as an owned emotion
    - ("I think we are heading for a problem . . .")
  - State the problem
    - ("It appears that …")
  - Offer a solution
    - ("I think we should ……")
  - Obtain agreement based on facts
    - ("Do you agree?")
  - Adopt leadership styles and practices suitable to the situation

31

31

Setting and Maintaining Standards

- Poor practice
  - Failure to comply with standards
  - Failure to monitor team for compliance
  - Failure to intervene in case of deviations
  - Applying non-standard procedures without announcement or consultation of team members
  - Failure to manage change

- Good practice
  - Ensuring compliance
  - Intervening when a deviation from a standard is observed
  - Ensuring consistent application of the Management of Change (MOC) process

32

32

Motivating a Team

- It is the responsibility of the team leader to build and enhance task confidence in their teams

- Team confidence and success are created over time from:
  - A history of successful performance
  - Observations of modelled behaviours that lead to successful performance
  - Leader behaviours directed at team working, information exchange, constructive criticism and mutual support

33

Liaising with other Teams

- Communicate the vision and strategic intent of the Team

- Provide them with information from resources outside of the team

- Manage the Deviation Decision Making Process

- Evaluate information from external resources, to identify needs

- Develop and communicate a plan of action to the team

- Feed the team the correct information to enhance goal clarity, team co-ordination and combat group decision-making biases

- Support the team to develop a shared mental model to improve team problem-solving

- Communicate solution plans to the team; to understand the actions required for solution implementation, how these actions need to be co-ordinated, and what constitutes task accomplishment

34

Supporting & Motivating Others

- Poor practice
  - Hesitating to help team members in demanding situations
  - Failure to offer assistance
  - Taking control and not allowing the individual to complete their task
- Good practice
  - Helping team members in demanding situations
  - Anticipating when colleagues will need resources or information
  - Offering assistance
  - Provide constructive feedback, motivate and support the individuals
  - Team professional development
  - Constantly cross-train and support each other so that the team can manage high workload situations

35

35

Motivating Others

Exercise E5c

https://forms.office.com/r/dnyphhdVYh

36

36

5 Minutes…

37

Motivating others

Exercise E5c

38

Activity
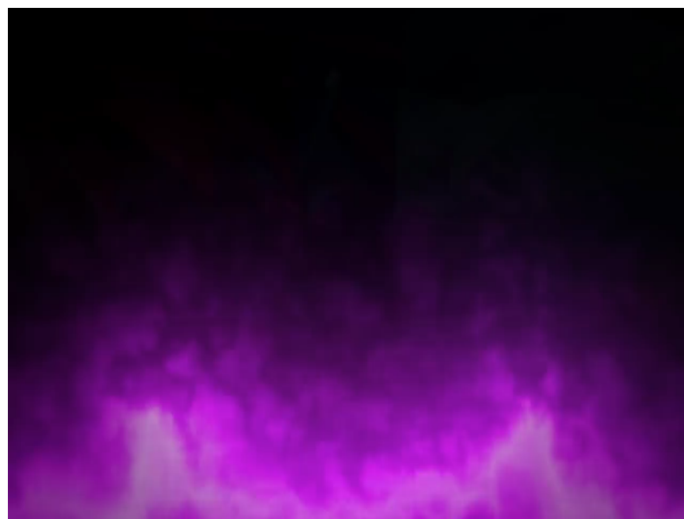
Briefing

39

39

5 Minutes…

40

40

Activity

Debrief

41

41

Summary

- An effective leader helps team members attain goals, increase productivity, and gain job satisfaction.

- Effective supervisors:
  - Communicate clearly
  - Build trust and care about their subordinates
  - Set and reinforce standards
  - Visit the worksite frequently, physically or virtually
  - Develop teamwork and training
  - Involve subordinates in initiatives
  - Monitor and reinforce their subordinates' behaviours

42

42

Summary

- Team leadership behaviours are either person-focused (i.e. developing team members) or task-focused (i.e. task completion).

    - Person-focused behaviours are required to improve team members' interpersonal skills and relationships within the team.

    - Task leadership actions are used to improve the team's ability to get the job done.

43

43

Q&A

Jean(ne) Boles

JBoles@JBcoco.com.au   www.JBcoco.com.au

+61(0)426 056 634

https://forms.office.com/r/erVc0xPuyA

44

44

Other Workshop Slides

45

45

Why Conflict occurs

• A disagreement at any level

  • Any of those situations when you are trying to win someone over to your idea

  • Most of us are uncomfortable with conflict, and so we don't handle it well, we either ignore it, give in, or become competitive, and if left unaddressed… grumbling, back stabbing and tension result that can lead to much larger problems

  • Learning how to recognise and resolve conflict is a skill every person needs to learn and practice to become more comfortable in having them

46

46

Try, Trust & Tell Courage

- Bill Treasure – Book - Courage goes to work: How to build Backbones, Boost Performance, and Get Results!

    - Try – Be willing to do something different to break a pattern and find new way of working

    - Trust your team, which requires you to put yourself at risk, which will make you feel vulnerable

    - Tell – This requires respect, and for you to bold enough to address issues. Realising when something needs to be said, and being able to use the right style of communication, is Conflict Management

47

47

Try, Trust & Tell Courage

Source: YouTube: https://www.youtube.com/watch?v=vM062FY3vLw

48

48
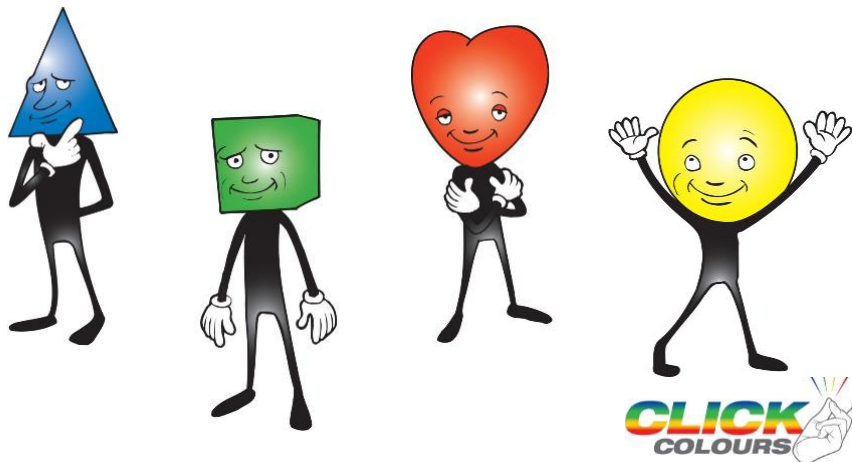
Click!

Briefing

49

49

None of us has it all together,
but together we have it all
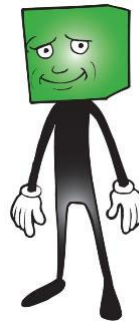
Click! Reminders

Analysers

Analytical, logical and Problem Solving

- Practice being patient with people you think are "fluffy"
- Recognise that other personalities want and even need, team building type activities
- Be careful not to hurt others' feelings by being too blunt or dismissive

Safe keepers

Practical, Careful and Organised

- Recognise that not everyone has the same ordered mind as you
- Be willing to consider that change may actually be a good thing!
- Be prepared to recognise that a well prepared plan may be worth the risk

51

51

Click! Reminders

Players

Curious, Impulsive and Playful

- Listen more, and speak less
- Don't take on too many projects, finish the ones you have started
- Don't interrupt people and finish their sentences
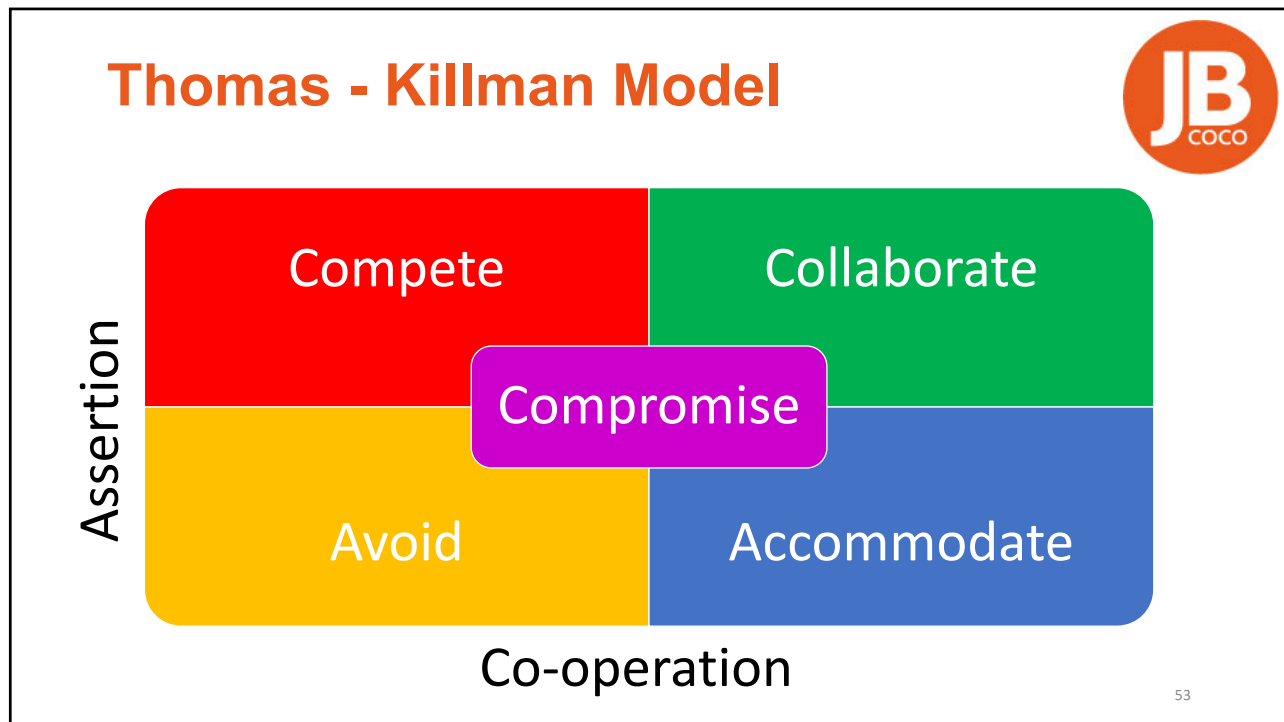
Carers

Sensitive, Spiritual and Emotional

- Focus on making decisions based on fact rather than emotion
- Recognise that some 'bottom line' decisions have to be made
- Don't take it personally if someone disagrees with you or raised their voice

52

52

Thomas - Killman Model

	Compete	Collaborate
Assertion		

Compromise

Avoid | Accommodate

Co-operation

53

53

Enquiry Skills – Active Listening

1. Be attentive.

2. Ask open-ended questions.

7. Summarize.

7 KEY ACTIVE LISTENING SKILLS

3. Ask probing questions.

6. Be attuned to and reflect feelings.

5. Paraphrase.

4. Request clarification.

54

54

Your Continuous Personal Development Plan

55

What is Management?

- The process of dealing with or controlling **things** or

people

Source: en.oxforddictionaries.com/definition/process
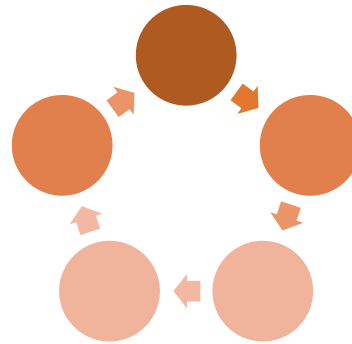
56

The Process of dealing with…

- What is a Process?
  - A series of actions or steps taken in order to achieve a particular end or
  - A natural series of changes

57

57

Create a Continuous PD Plan!

- Create your own Continuous Personal Development plan
- Actively develop one or two goals at a time
- Personal Development is a life long Marathon, not a sprint!

58

58

How to do it yourself?

- Sit down when you will have no distractions

- Take a few deep breaths and focus on the task at hand

  - Put on some music, if you like the company

59

59

How to manage in 6 steps

1. Write down a couple of ideas of what you would like to achieve

- Prioritise the list and pick one

Source: **Application of a Continuous Personal Development Methodology**, J. Boles, SPE Publication, Oct 2016   60

60

How to manage in 6 steps

3. Break this goal down into:

- Specific
- Measureable
- Achievable
- Realistic
- Time bound objectives that are:
  - Daily
  - Weekly
  - Monthly
  - Yearly

4. "Record" the action plan

- Excel Spreadsheet
- Journal
- Gantt Chart
- Mind Map
- Reminders on your phone

Source: **Application of a Continuous Personal Development Methodology**, J. Boles, SPE Publication, Oct 2016

61

61

How to manage in 6 Steps

6. REPEAT!

5. After Action Review (AAR)

- Daily
- Weekly
- Monthly
- Yearly
  - Celebrate Success & Modify the plan for those actions that are not yet met!

62

62

Conflict Resolution Techniques

- https://www.youtube.com/watch?v=NJH0XV9jGIE

- https://www.thegreatcoursesplus.com/the-art-of-conflict-management/why-conflict-management-matters

- Michael Dues – University of Arizona

- BOOK: The practice of organisational communication

63

63

Why Conflict Management Matters

- Professional, Personal and at home
- Scholars have studied Conflict since the Mid 20th century

- Outcomes
  - Understand what's going on in a conflict
  - The elements that are involved
  - Specific things to get better results

  - Managing Conflict is complex, but it is a skill that we can develop

  - Dramatisation to use as examples
    - Familiar scenes – To do and not to do and some tools in each instance

64

64

Negotiation

- The Dictionary defines Negotiate/ion as:

    - …to deal or bargain with another or others

    - …mutual discussion and arrangement of the terms of a transaction or agreement

65

65

Defensiveness

- One of the things you may have all agreed on, is that you become defensive.

- Let's talk about defensiveness, how to recognise it and overcome it!

66

66

Signs of Defensiveness

- Withdrawal into deadly silence

- A "poor me" attitude

- All or nothing thinking

- Wanting to be right

- Blaming or shaming others

- Pretending to find the other idea confusing

- High charge of energy

- "Catastrophising" everything

67

67

How can you be less Defensive?

- Acknowledge your defensive behaviour

- Slow Down, remove yourself from the situation, go for a walk and take a few deep breaths

- Pay attention to how you are speaking (is it positive or negative)

- Create an Action Plan to work on why you become defensive and how to recognise it & deal with it

- Apologise to your team and ask to start over

68

68