

Putting Leadership Models to Work

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Scope

Leadership Theories

Leadership Models

- Functional Leadership Model
- Situational Leadership Model
- Leader Member Exchange

Putting Leadership Models to Work

Leadership Theories

Leadership Theories

Development

- Great Man Theory
- Trait Theory
- Contingency Theory (Situational)
- Style and Behaviour Theory
- Process Leadership Theory
- Transactional Theory
- Transformational Theory

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Considerations

- Leadership vs Management
- Military vs Civilian leadership
- What's the best style
- Theory vs Practice
- Leadership training as a business
- Leader vs Leadership team
- Leading people vs Leading organisations
- Interesting vs Useful

Leadership Theories

Learn a new language of leadership

Establish a common understanding and vocabulary

Have a range of tools that you can use

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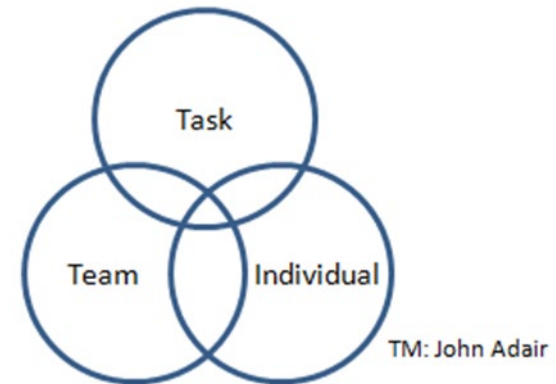
Common Themes

- Diagnosis
- Understand the task
- Understanding Self
- Understanding Others

Functional Leadership Model

John Adair

Developed in the late 1960's whilst Adair was an instructor at the Royal Military Academy Sandhurst

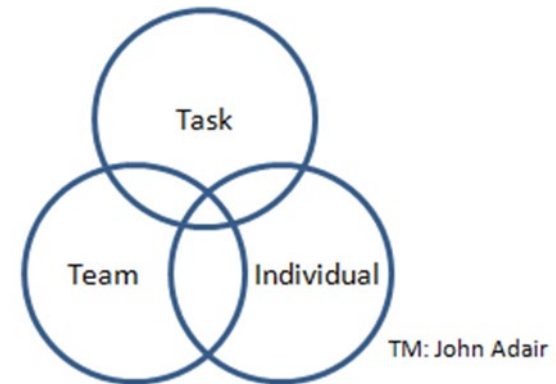


Functional Leadership Model

Achieving the task

Managing the team or group

Managing individuals



Functional Leadership Model

Defining the task: Individuals and teams need to have the task distilled into a clear objective that is SMART (Specific, Measurable, Achievable, Realistic and Time Constrained).

Planning: Planning requires a search for alternatives and this is best done with others in an open-minded, positive and creative way. Contingencies should be planned for and plans should be tested.

Briefing: Team briefing is viewed as a basic leadership function that is essential in order to create the right atmosphere, promote teamwork, and motivate each individual.

Controlling: Adair wrote in *The Skills of Leadership* that excellent leaders get maximum results with the minimum of resources. To achieve this leaders need self-control, good control systems in place and effective delegation and monitoring skills.

Evaluating: Leaders need to be good at assessing consequences, evaluating team performance, appraising and training individuals, and judging people.

Motivating: Adair distinguishes six principles for motivating others in his book *Effective motivation*: be motivated yourself; select people who are highly motivated; set realistic and challenging targets; remember that progress motivates; provide fair rewards; and give recognition.

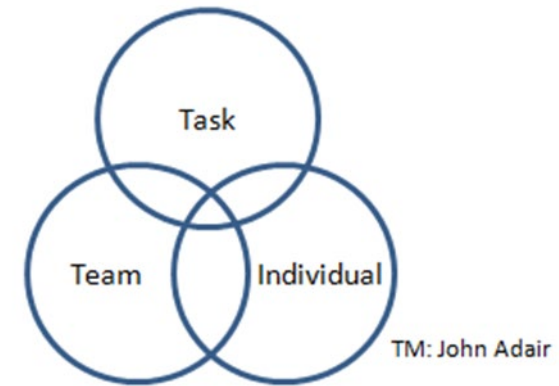
Organising: Good leaders must be able to organise themselves, their team and the organisation (including structures and processes). Leading change requires a clear purpose and effective organisation to achieve results.

Setting an example: Leaders need to set an example both to individuals and to the team as a whole. Since a bad example is noticed more than a good one, setting a good example is something that must be worked at constantly.

Functional Leadership Model

Understanding the interplay between the different circles

What are the long-term consequences of not managing all three circles



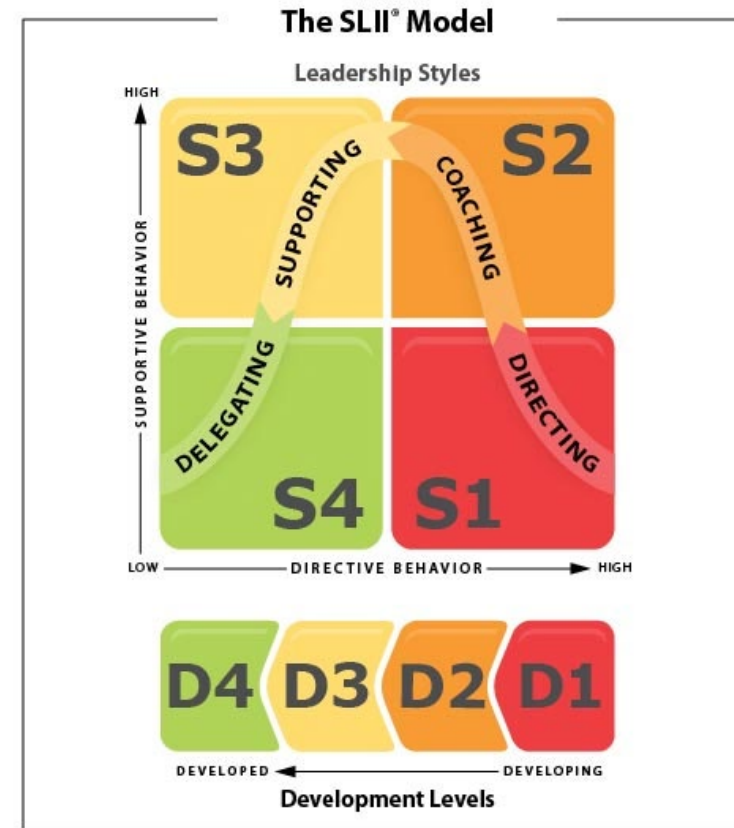
Situational Leadership Model

Developed by Paul Hersey and Ken Blanchard in 1969.

Key elements

- There is no single best style of leadership
- Leadership is task relevant
- Adapt style to needs of subordinate
- Varies based on individuals and task
- Matches supportive and directive leadership behaviours to competence and commitment

Variations and development



Situational Leadership Model

Development Levels

D1 Enthusiastic Beginner

- Low competence and high commitment

D2 Disillusioned Learner

- Low to some competence and low commitment

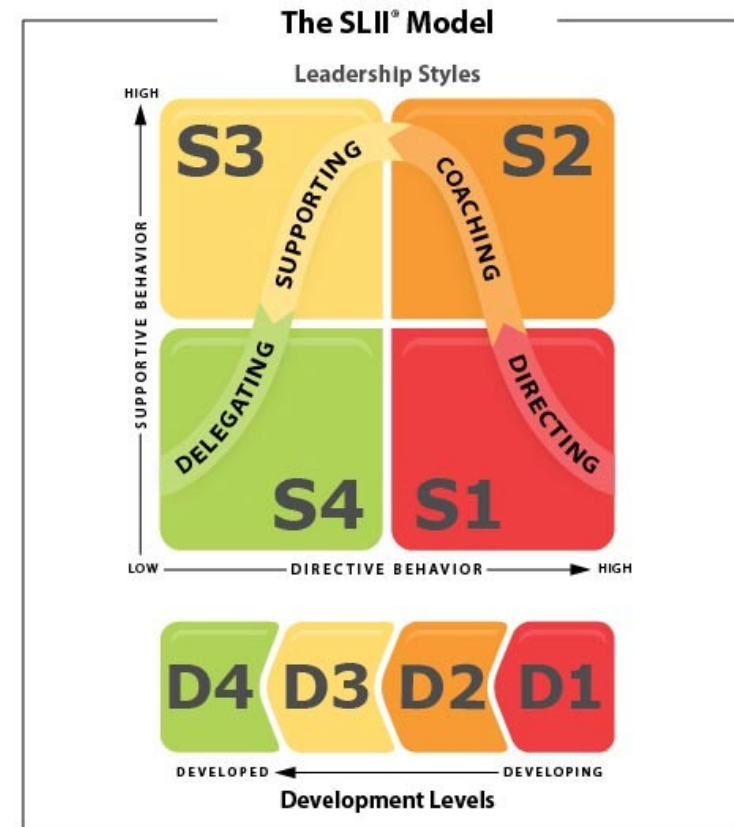
D3 Capable but Cautious Contributor

- Moderate to high competence and variable commitment

D4 Self Reliant Achiever

- High competence and high commitment

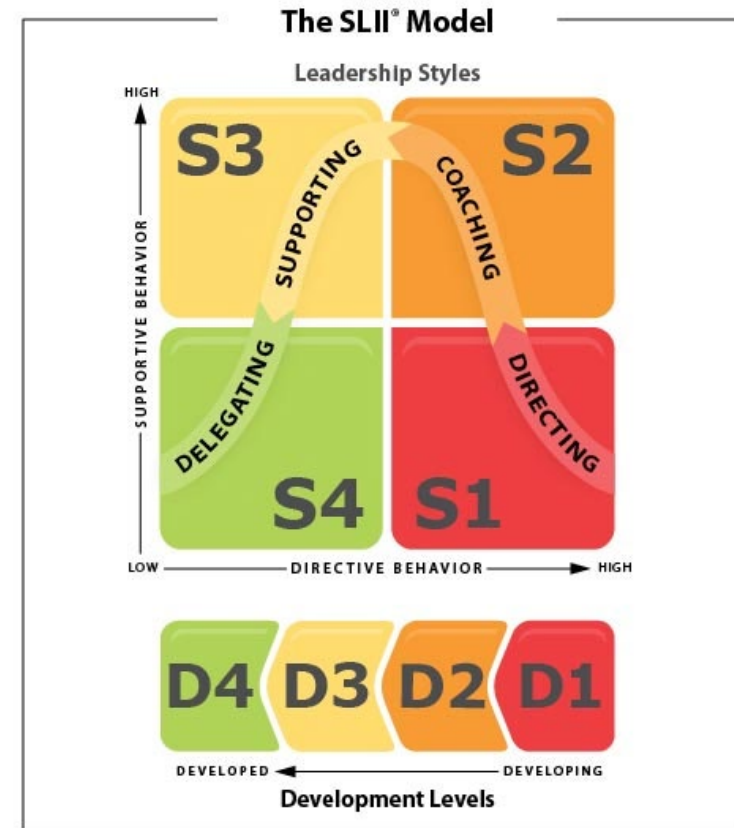
People will progress through the development levels at different rates



Situational Leadership Model

The Five Key Diagnosis Questions

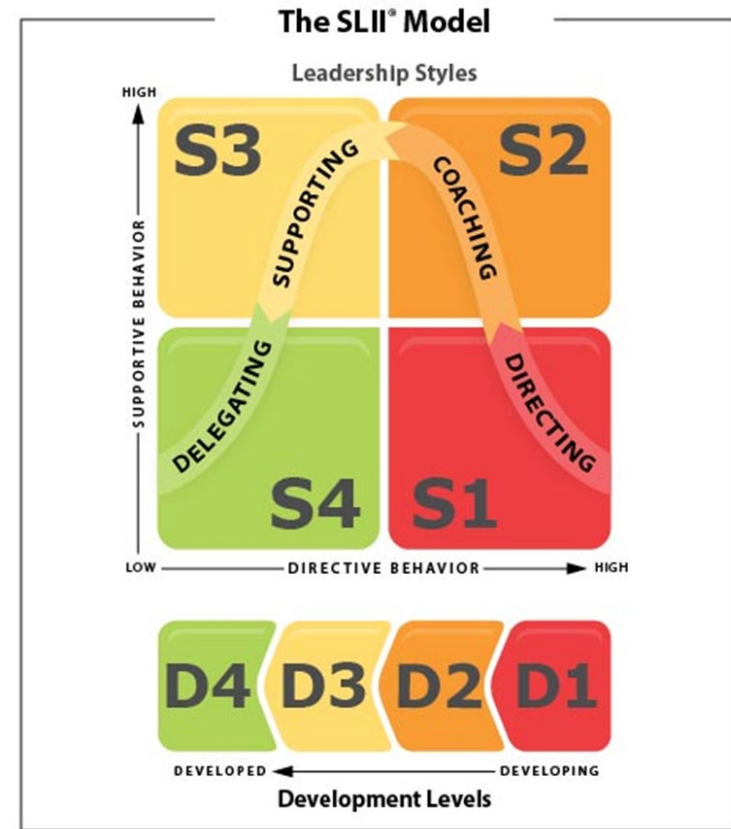
- What is the specific task?
- How strong are the individuals demonstrated task knowledge and skills? (competence)
- How strong are the individuals transferable skills? (competence)
- How motivated, interested, or enthusiastic is the individual for the task? (commitment)
- How confident or self-assured is the individual ? (commitment)



Situational Leadership Model

Intent of Leadership Styles

- S1 – build competence
- S2 - re-energise and reteach
- S3 - build confidence in competence
- S4 – value contribution



Situational Leadership Model

The key skill in implementing the model is to align the appropriate leadership style with the development level.

Requires good knowledge of subordinate's competence and commitment

Much easier when you can have an open conversation about it

The model normalises that not everyone is high commitment and high competence all the time

Danger of assumed competence



Leader Member Exchange

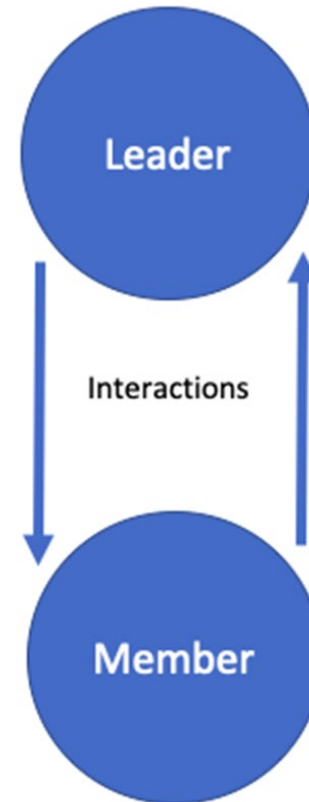
The Leader-Member Exchange Theory first emerged in the 1970s

Key Elements

Based on interactions Leaders will categorise members into an in-group or an out-group

In-group members get greater opportunities and responsibilities

Out-group members may not receive those opportunities and may be marginalised.

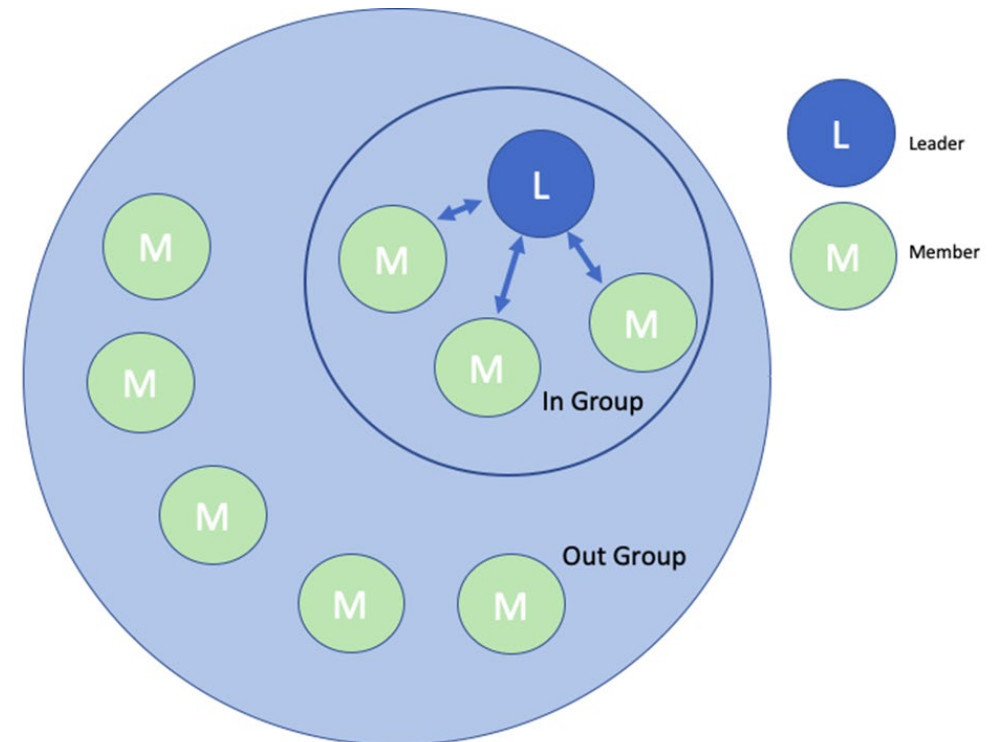


Leader Member Exchange

The theory states that all relationships between managers and subordinates go through three stages.

These are:

- Role-Taking
- Role-Making
- Routinisation



Leader Member Exchange

Role-Taking. On joining a team, the subordinate's talents are assessed by the leader in line with expectations around performance, work ethic, loyalty and demonstrated values.

Role-Making. As the time in the role increases, leaders will build relationships with the individuals culminating in the team member being categorised within either the In-group or the Out-group. Classification into these groups is not explicit and is often done subconsciously

Routinisation. Over time, interactions between subordinates and leaders become reinforced and fit into regular patterns.

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In-Group team members continue to develop trust with their leader through attributes like their work ethic, reliability, and respect. Tasks are delegated out, prioritising the in-group with more complex and rewarding activities.

Out-Group team members are given tasks that are restricted and unchallenging. They tend to have less access to the leader, and often don't receive opportunities for growth or advancement.

Once a presence in a particular group has been established, it can become extremely challenging to change.

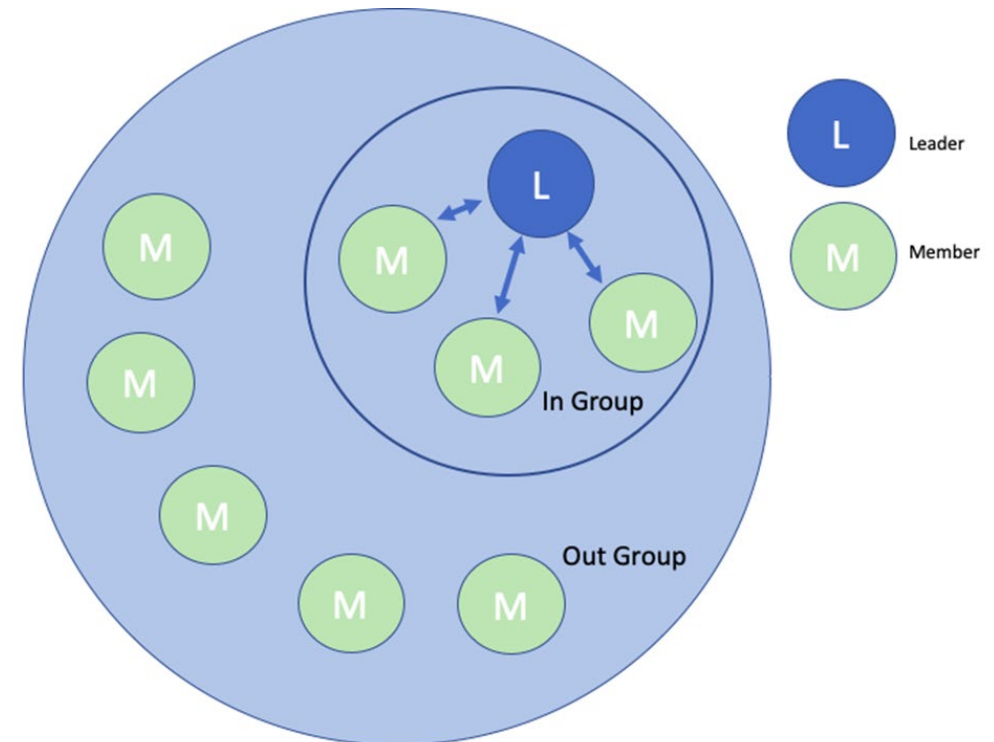
Leader Member Exchange

Considerations for the Member

- Understand the dynamic and where you fit and why.

Consideration for the Leader

- Cross cultural implications of the model.
- Challenge your in group. Can you make it larger?
- What can you do to transition people from your out group to your in group?



Putting Leadership Models to Work

There are 100s of them

None of them are right

Some of them are useful

Models are a filter to help view the world

Sharing a model can help develop a shared understanding and more effective communication

Understanding them is useful to subordinates as well as to leaders

Different models will be more useful in different situations

Putting Leadership Models to Work

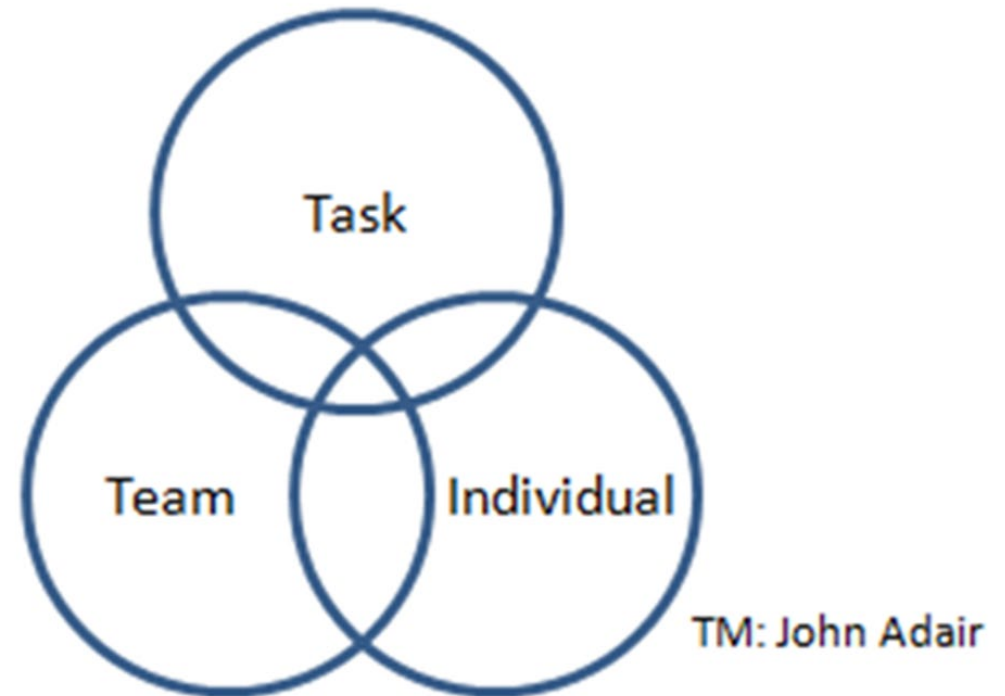
Functional Leadership Model

Generally need to be task focussed

How do you manage the other two circles over the long term

How can you use the language of the model to influence superiors

How do you support subordinates in managing the circles



Putting Leadership Models to Work

Situational Leadership Model

You as a subordinate

- Develop your understanding of your task specific competence
- Understand the journey to D4
- Self-awareness and a willingness to acknowledge competence gaps

You as a leader

- Normalise conversations around competence and development levels
- Build an environment where it is ok for subordinates to ask for more direction
- Look for ways to progress subordinates through the development levels



Putting Leadership Models to Work

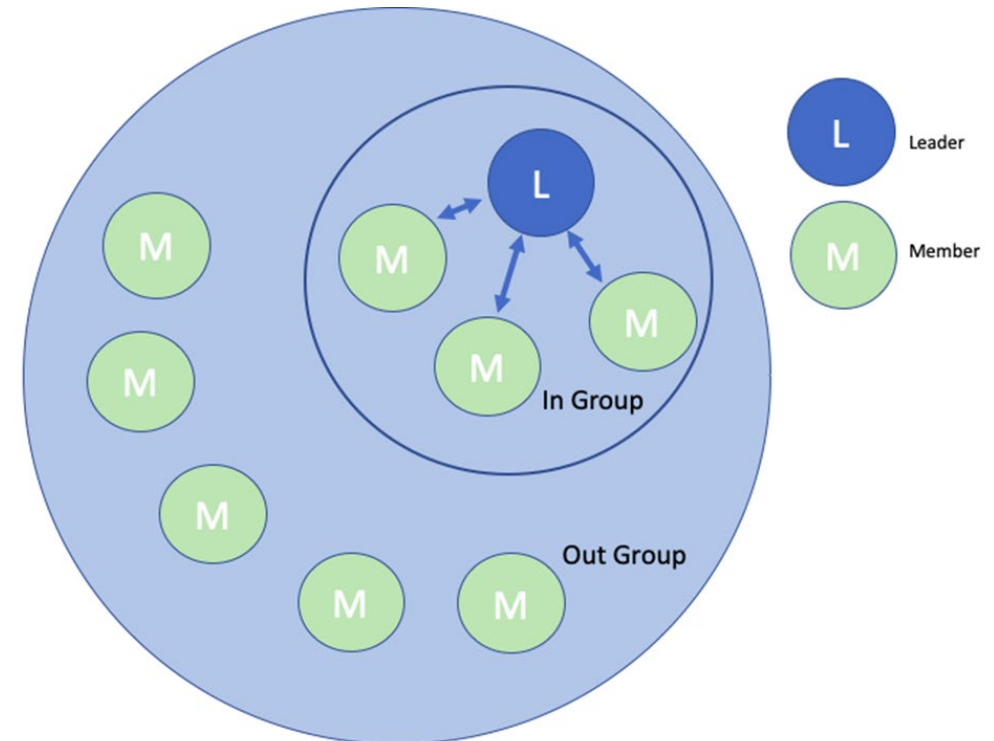
Leader Member Exchange

You as a subordinate

- What group are you in?
- Why?
- How do you manage initial interactions with a leader?

You as a leader

- What are the factors that would put someone into your out group?
- Are those factors reasonable and organisationally aligned?
- How can you move people from your out group to your in group?



Links

The Center for Leadership Studies, founded by Dr. Paul Hersey <https://situational.com/about-us/>

The Ken Blanchard Companies
<https://www.kenblanchard.com/About-Us>

<http://www.johnadair.co.uk/>

https://www.researchgate.net/publication/304188804_Leader-Member_Exchange_Theory

https://www.google.com.au/books/edition/The_Oxford_Handbook_of_Leader_Member_Exchange/n8M9CgAAQBAJ?hl=en&gbpv=1&dq=leader%20member%20exchange&pg=PA7&printsec=frontcover&bsq=leader%20member%20exchange

Questions

Officers	Industrious	Lazy
Clever	Appoint to the General Staff	Appoint to Highest Leadership Posts
Stupid	Dangerous	Use Under Certain Circumstances

