Using Situational Leadership to Create High Performing Teams

Joseph A. Lukas
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Company Background

- **Consulting and Training** (online, public and private)
  - Project Management
  - Program and Portfolio Management
  - Business Analysis
  - Interpersonal Skills
  - Agile Projects

- **Educational Webinars**
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Using Situational Leadership to Create High Performing Teams

Presentation Topics

1. High Performance Team (HPT): Definition and Characteristics
2. Five Key Elements Needed for High Performance Teams
3. Ten Key Rules for Developing High Performance Teams
4. Role of the Project Manager
5. Using Situational Leadership

1. HPT Definition

High Performance Team (HPT): a group of people with specific roles and complementary talents and skills, committed to a common purpose, who consistently show high levels of collaboration and innovation, and produce superior results
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High Performance Teams

- Most people don’t recognize or acknowledge the fundamental differences between the operation of existing teams and the desired operating style of a high performance team, although people nod knowingly if the topic was raised
- High Performance Teams don’t just magically emerge out of existing teams because someone said it was a good idea

HPT Characteristics

- Clear Purpose/Goal
- Individual Commitment
- Shared Leadership
- Diverse Backgrounds & Appropriate Members
- High Team Spirit & Morale
- Open Communication
- Constructive Feedback
- Productive & Creative

- Loyalty/Respect
- Accountable
- Trust (mutual)

Note: It is the job of the Project Manager to create the team climate!
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2. Five Key elements Needed for HPT’s

A High Performance Team won’t likely exist unless the following five elements are present:

1. Team Charter
2. Understanding of roles (and responsibilities)
3. Trust among team members
4. Good open communications
5. Emotional Intelligence (understanding personality styles)

2.1 Team Charter

What it is...

• Upfront agreement among team members that defines operating guidelines for the team
• Includes:
  ▪ Team Name
  ▪ Team performance measures
  ▪ Expectations of team members
  ▪ Rules of engagement
  ▪ Administrative procedures
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Why Use a Team Charter?

- Sets team performance objectives
- Sets expectations for success
- Sets guidelines for being a team member
- Sets the roles and responsibilities for the team members
- Sets the ground rules for team operation

Sample Team Ground Rules

- Stay on track
- No long winded speeches
- Keep the overall goal in mind at all times
- Each of us is 100% responsible
- Listen-Listen-Listen
- Decision-making
- Don’t duck issues/conflict
- Don’t be ‘polite’ to the extreme
- Help to list action items
- Give everyone a chance to participate
- Be open and honest
- Be sensitive to others’ needs
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2.2 Understanding of Roles

• Most organizations have this covered – with job descriptions for each project team member
• Best Practice is to review the roles and responsibilities when each new project team to ensure agreement and commitment
• My experience – at times a project team will notice some items that should be changed

2.3 Trust Among Team Members

• Confidence in and reliance on a person’s good qualities, especially fairness, truth, honor, or ability
• Earned by actions over time
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2.4 Good Open Communications

- Sharing of information among team members
- Raising issues
- Polite disagreement among team members
- Concise communications (emails, text, phone) - and promptly answered
- HPT’s are cognizant of:
  - Non-verbal (gestures and body language)
  - Paralingual (tone of voice, emphasis on certain words)

2.5 Emotional Intelligence (EI)

Ability to...

- recognize and manage your own emotions
- effectively deal with the emotions of other people (i.e., dealing with different personalities)

You can’t have a High Performance Team if team members have low EI
EI and Personality Styles

All five components of EI require a good knowledge of personality styles.

Understanding Personality Styles

- **Personality** = collection of emotional and behavioral traits that characterize a person
- Nature vs. Nurture?
- Everybody has a preferred personality (behavioral) style
- **William Marston** wrote *Emotions of Normal People* in 1928 which introduced the **four quadrant behavior model** (extrovert-introvert, thinker-feeler)
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4-Quadrant Model Explained

- **Introvert**
  - Less assertive
  - Quieter
  - Reflective
  - Speak softly/slowly
  - Thoughtful
  - Decides slower
  - No rush on decisions

- **Extrovert**
  - More assertive
  - Talkative
  - Move more rapidly
  - Speak louder
  - Emphatic
  - Decides quicker
  - Push for decisions
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4-Quadrant Model Explained

- More responsive
- “Playful”
- More facial expressions
- Expresses feelings
- Focus on feelings

Feeler

4-Quadrant Model Explained

- Less responsive
- Serious/reserved
- Fewer facial expressions
- Control feelings
- Focus on facts

Thinker
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Four Basic Personality Styles

- Thinker
- Driver
- Amiable
- Expressive

C: Style Clues

- Interactions may be difficult
- Tends to be very formal
- Minimal facial expression
- Minimal eye contact or gestures
- Long pauses in conversation
- May not consider the feelings of others
- Tends to focus on minor details
- Questions may seem critical and insensitive to others
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S: Style Clues

- Relaxed posture
- Calm and quiet tone
- Makes eye contact
- Listens before responding
- May be slow to adapt – likes a routine
- Avoids rejection
- Takes difficulties personally
- May become stubborn if pushed to make a decision

D: Style Clues

- Direct
- Uses emphatic language
- Leans forward, makes eye contact
- Quick to show impatience
- Can appear arrogant
- Tends to push too hard
- Tends to be a poor listener who doesn’t absorb feedback
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**i: Style Clues**

- Relaxed posture
- Fills silences
- May lack focus
- Loses interest easily
- Too casual at times
- Tends to be poor at planning and follow-up
- Uses lots of gestures and eye contact

**Flexing Based on Styles**

<table>
<thead>
<tr>
<th>Analytical</th>
<th>Driver</th>
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<tbody>
<tr>
<td>- Be prepared and thorough</td>
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<tr>
<td>- Don’t be flippant on issues</td>
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<td>- Allow time to discuss details</td>
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<tr>
<td>- Don’t ask for a quick decision</td>
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<tr>
<td>- Be patient and supportive</td>
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<td>- Ask their opinion</td>
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<td>- Don’t “spring surprises” on them</td>
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<tr>
<td>- Be brief and direct</td>
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<tr>
<td>- Focus on objectives and results</td>
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<tr>
<td>- Avoid unnecessary details</td>
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<tr>
<td>- Be assertive and confident</td>
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<tr>
<td>- Don’t say it can’t be done</td>
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<tr>
<td>- Engage in ‘small’ talk</td>
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<tr>
<td>- Be friendly, open, and flexible</td>
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<tr>
<td>- Don’t bore them with details</td>
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<tr>
<td>- Don’t be pessimistic</td>
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</table>
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Personalities Under Stress

Under stress, people move away from their dominant (natural) style and into their “back-up” style.

- **Avoid / withdraw** ("run and hide")
- **Analytical**
- **Driver**
- **Autocratic / bossy** ("my way")

- **Acquiesce / give in** ("whatever")
- **Amiable**
- **Expressive**
- **Attack / yell** ("pitch a fit")

Final Comments on Personality

- Most people are not exclusively one type/temperament
- No style is “best”
- Training on personality styles teaches you (and your team) how to recognize and work with people’s style
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3. Ten Rules for Developing HPT’s

1. Create interdependencies among team members
   - Avoid having team members work in silos
   - Promote cooperation and working together

2. Establish goals
   - Understand the project objective, then establish goals for the project team

3. Determine how team will make decisions
   - Should be part of the Team Charter – which shouldn’t change much from project to project, but review with each new project team

4. Provide clear and constant feedback – team member should be able to provide feedback without offending other team members
   - Key element of good open communications

5. Keep Team Membership Stable
   - Tough if long project, but multiple changes can make it hard to maintain a HPT

6. Allow Team Members to Challenge the Status Quo
   - Can result in new and creative ideas
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10 Rules for Developing HPT’s

7. Learn How to Identify and Attract Talent
   ▪ Succession planning – if/when you lose team members – know who you want as replacements

8. Take Personality Styles Evaluation
   ▪ DiSC is ~$10 per hard copy, on-line version is more expensive (~$50) but more comprehensive

9. Create a Learning Environment
   ▪ Your role as Project Manager means you should be helping team members develop new skills

10. Focus on the Project Purpose
    ▪ Ensure team understands value of project to the organization and protect the business case

4. Role of the Project Manager

   • Teams that 'click' always have a leader who creates the environment and establishes the operating principles and values that are conducive to high performance

     Study done by Europe-based Centre for Organizational Research

   • Project Manager is that leader – and has a key role and responsibility in developing a High Performance Team
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Leadership Techniques for HPT’s

1. Be genuine
2. Ask good questions
3. Talk about things – even hard things
4. Follow through on commitments
5. Let others speak first
6. Listen
7. Face up to non-performing team members
8. Have fun, but never at others’ expense
9. Be confident and dependable

Topic 2

Situational Leadership® II

• Process for developing people by providing effective leadership over time, so that they can reach their highest level of performance
• Purpose: open up communication and to increase the quality and frequency of conversations about performance and development
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Situational Leadership® II Theory

• No single ‘best’ style of leadership
• Effective leadership is task-relevant
• Successful leaders adapt their leadership style to the maturity of the individual or group they are attempting to lead
  ▪ Capacity to set high but attainable goals
  ▪ Willingness and ability to take responsibility for the task
  ▪ Relevant education and/or experience of the individual or group for the task

Situational Leadership® Styles

The Four Leadership Styles

- S3 Supporting (Participating)
- S2 Coaching (Selling)
- S4 Delegating
- S1 Directing (Telling)

Blanchard, 1985
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Directive Behavior

The extent to which the leader—

<table>
<thead>
<tr>
<th>Structure</th>
<th>Monitor</th>
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<tbody>
<tr>
<td>Engages in one-way communication</td>
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</tr>
<tr>
<td>Defines roles, tasks, and processes</td>
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<tr>
<td>Closely supervises work activities</td>
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<tr>
<td>Tells others what to do, how to do it, and when to do it</td>
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</tr>
<tr>
<td>Makes decisions for others</td>
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Supportive Behavior

The extent to which the leader—

<table>
<thead>
<tr>
<th>Praise</th>
<th>Listen</th>
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</thead>
<tbody>
<tr>
<td>Is friendly and approachable</td>
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<tr>
<td>Engages in two-way communication</td>
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<tr>
<td>Listens to feedback and provides support and encouragement</td>
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<tr>
<td>Facilitates interaction</td>
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<tr>
<td>Relegates and/or involves others in decision making and problem solving</td>
<td></td>
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<tr>
<td>Facilitate</td>
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**Situational Leadership® Styles**

S1—Directing
- High directive/low supportive
- Leader initiates problem solving and decision making and communicates decisions and solutions to others
- Leader closely supervises implementation

S2—Coaching
- High directive/high supportive
- Leader provides guidance and direction but also solicits and listens to feedback and suggestions from others
- Leader continues to make most decisions
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Situational Leadership® Styles

S3—Supporting
Low directive/high supportive
Responsibility for day-to-day decision making and problem solving shifts from the leader to others
Leader provides recognition and support

S2

S4
S1

Situational Leadership® Styles

S4—Delegating
Low directive/low supportive
Leader discusses problems with others until agreement is reached about the problem definition
Decision making and strategy development then become the responsibility of the others
Leader serves as a resource who is available but not directly involved on a daily basis

S3
S2
S1

Blanchard, 1985

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Situational Leadership®

Key Principles

• People have a primary situational leadership style (and secondary leadership style)
• There is no “best” leadership style
• The role of the leader is to provide to others what they cannot provide for themselves
• Successful leaders are able to adapt their leadership style to fit the requirements of the situation

Situational Leadership® Styles

‘Easiest’ for which DiSC Style?

The Four Leadership Styles

<table>
<thead>
<tr>
<th>Directive Behavior</th>
<th>Supportive Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>S3 Supporting (Participating)</td>
<td>S2 Coaching (Selling)</td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>S4 Delegating</td>
<td>S1 Directing (Telling)</td>
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Adapted from Blanchard, 1985

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Situational Leadership®

Developmental Levels

<table>
<thead>
<tr>
<th>Competence</th>
<th>Commitment</th>
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<tbody>
<tr>
<td>Low</td>
<td>D3 Reluctant Contributor</td>
</tr>
<tr>
<td>Low</td>
<td>D4 Peak Performer</td>
</tr>
<tr>
<td>High</td>
<td>D1 Enthusiastic Beginner</td>
</tr>
<tr>
<td>High</td>
<td>D2 Disillusioned Learner</td>
</tr>
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</table>

Dimensions of Follower Development

**Competence**
- Skills, knowledge, and expertise that enable one to perform a repertoire of tasks and activities without supervision
- Defined in relation to a specific task or activity, not in terms of natural talents or abilities
- Can be developed through education, training, and experience

**Commitment**
- Confidence in one’s ability to perform a task or activity well without supervision
- Motivation, interest, enthusiasm for performing the task or activity
- Willingness to invest one’s energy in the task
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Developmental Levels of Followers

D1—Enthusiastic Beginner (Apprentice)

Low competence/high commitment
Has little previous knowledge or experience but is ready and eager to learn

D2—Disillusioned Learner (Journeyman)

Some competence/low commitment
Has discovered that the task is more difficult or less interesting than anticipated
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Developmental Levels of Followers

D3—Reluctant Contributor (Veteran)
- High competence/variable commitment
- Knows how to do the task but questions own ability to perform the task without supervision
- Vacillates between enthusiasm and self-doubt

D2

D4

D1

Developmental Levels of Followers

D4—Peak Performer (All Star)
- High competence/high commitment
- Knows what needs to be done and is enthusiastic and eager to take control

D3

D2

D1
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Situational Leadership® II Model

Leadership Styles

High Performance Team

Followers Development

Supportive Behavior

Directive Behavior

S1 Directing

S2 Coaching

S3 Supporting

S4 Delegating

Blanchard, 1985

Leader’s Developmental Challenge

• Treat each person differently
• Adapt leadership style to match the situation
• Change way of interacting with people as they grow in competence and commitment for specific tasks
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Conclusion

• High Performance Teams just don’t happen – it takes work and effort by the team members!
• Five Key elements needed
  ▪ Team Charter
  ▪ Understanding of roles
  ▪ Trust among team members
  ▪ Good open communications
  ▪ Emotional Intelligence
• Practice the ten rules for developing HPT’s, and the leadership techniques for HPT’s
• Use Situational Leadership

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Any Questions???