

Formula 4 Leadership

Training Materials

Welcome

Thank you for purchasing the **Formula 4 Leadership Training Materials**.

They represent a unique set of exercises for developing leadership capability.

This booklet contains full instructions for its use.

Overview

The training materials in this Manual go directly to the heart of one of the biggest challenges in leadership development. The majority of leadership theory adopts in some form or another a contingent approach – recognising that the more effective leaders adapt their style to the circumstances and the people concerned. The challenge for the individual who accepts this point then becomes: “I recognise that there is a range of styles that I need to use but HOW do I decide which of these range of styles I should use in the situation I am now facing?”

Formula 4 Leadership provides a proven, principle-driven approach for resolving this question.

The Formula 4 Leadership model also underpins the *Leadership Judgement Indicator*, published by Hogrefe, and the unique Coach on the Desktop. Both of these were written by Michael Lock and Bob Wheeler the founders of Formula 4 Leadership Ltd.

The Conceptual Framework for *Formula 4 Leadership*

This section defines Leadership and provides background to the model, including the critical concept of the effective leader/follower relationship, which underpins successful leadership performance and hence the training activities.

Formula 4 Leadership

This section provides a thorough explanation of the *Formula 4 Leadership* model, its underlying Tenets and Principles. It also relates the model to practical behaviour.

The Training Activities are in four sections:

Recognition of Styles – Video-based Activities

Small Group Training Activities

Introduction to Personal Styles

Discussion Activities

Leadership Judgement

Traditionally, many tests and questionnaires have focused upon people's preference for using particular styles, or upon personality traits which make certain types of behaviour more or less likely. The notion of leadership judgement relates not to people's preference for working in certain ways, but to their ability to select appropriate circumstances for using particular styles.

Everybody accepts this difference instinctively. To use an extreme example, consider how you would react if you found yourself in the following situation:

You find yourself in a building that you have never been in before. Your host has worked there for many years and knows the building well. He or she is a responsible person who you can trust. The fire alarm sounds. Your host says "It is very important that we choose the right way to leave the building quickly – so let's sit down and discuss it!"

No matter how keen you are for involvement, no matter how much your host's preference is for working in a consensual way, no matter how skilled he or she is at such a facilitative approach – I imagine you are at this point crying out for clear direction. The nature of the situation demands a quick, task-oriented, directive approach from the most knowledgeable individual. In other words the host should say something like "Go that way" or "Follow me".

This situation seems obvious and analysis of leadership style in this context may seem trivial. However, people in positions of leadership face choices all the time about how best to engage with colleagues in much more complex situations, where it is critical to select the most appropriate style both for the task and the skills of the people concerned. The approach taken will have a key role in the development of the relationship between the leader and the follower and will have a huge impact on the perceptions of the effectiveness of the leader.

It is the skill to decide how to approach decisions (leadership judgement) that differentiates between more and less effective leaders.

The Leadership Model

The Formula 4 Leadership Model has been developed from leadership theory, drawing particularly on the work of Vroom and Yetton (1973). This is an integrated model that places the relationship between the leader and the follower at the core of success. It is explained in more detail on page 8 but is summarised in the figure that is found on page 6.

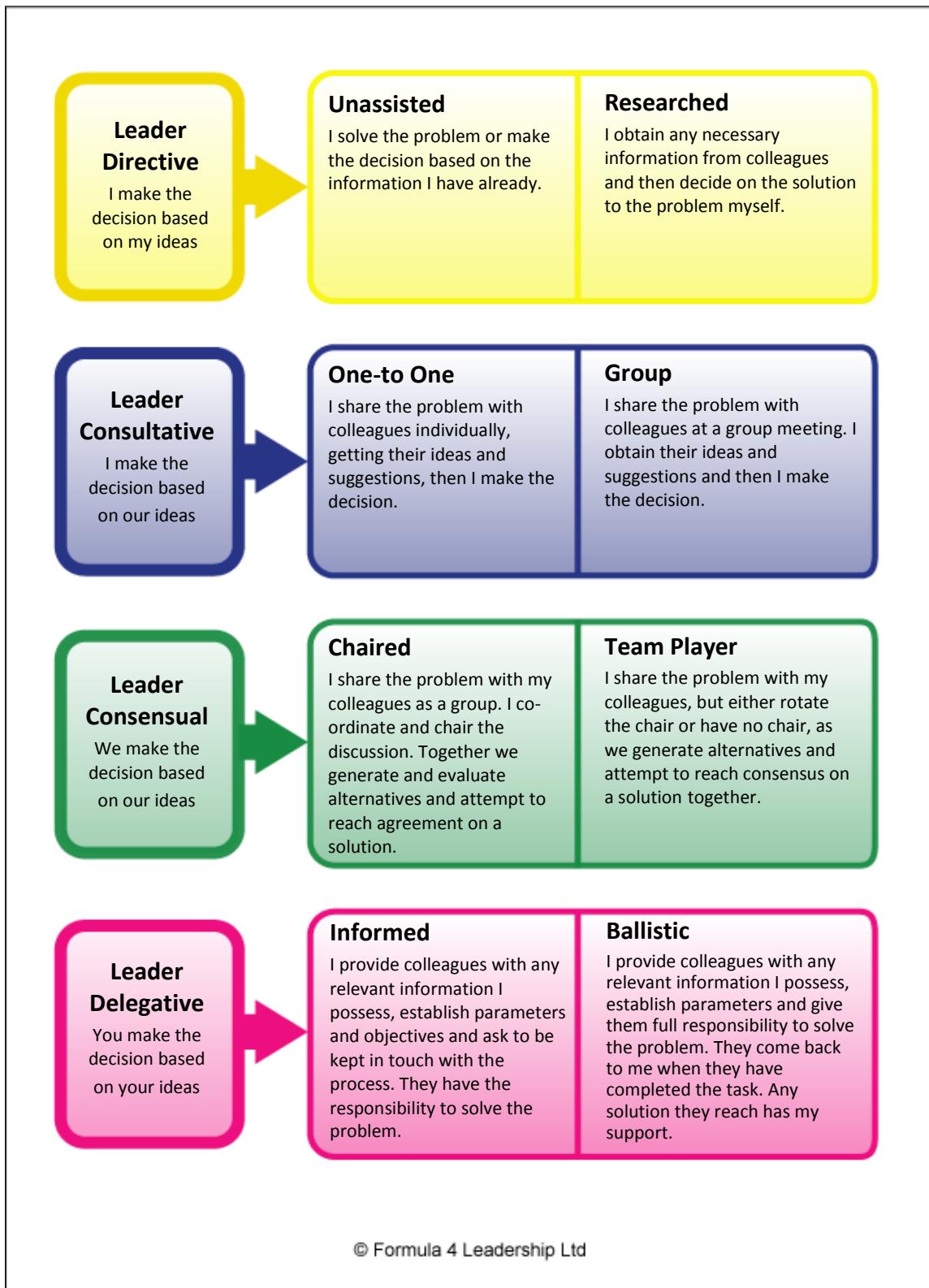
Each of the **styles of leadership** described in the model has its strengths and weaknesses; none is universally applicable. The **principles of leadership** give a predictive guide for selection of the appropriate style for any particular situation, so that optimum results will be achieved. Effective relationships between the leader and the follower(s) are built upon the behaviour of the leader, specifically the choices he or she makes in the way in which decisions are made. The principles, therefore, act as a guide for focusing a leader's time and energy.

An individual's ability to apply these principles mark out his or her success as a leader, as they take into account both the nature of the task and the abilities and motivations of the people concerned.

In the course of undertaking their role, leaders are continually confronted by opportunities to engage with their team on matters that are, to varying degrees, relevant to their team colleagues. In order to determine how to engage with their colleagues, leaders will draw upon their own personal schemata about what leading others entails. Thus, some will tend towards a favoured style that will be employed time after time, while others may be more flexible when confronted with differing tasks and combinations of colleagues.

In the face of these different leadership decision-making contexts it is possible to bring some order into the analysis of each situation. The approach taken in the Formula 4 Leadership model is systematically to analyse each decision-making opportunity, applying the Principles that underpin the model.

DECISION MAKING METHODS FOR LEADERSHIP



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The Conceptual Framework of Formula 4 Leadership

Background to the Model

The leadership model was developed at Formula 4 Leadership Ltd from a review and extension of existing theory. The major theoretical approaches to leadership can be seen to fall into four broad categories:

- trait approaches of leadership that focus on the personality characteristics of the leader (for example, confidence, persuasiveness, extraversion and need for achievement, etc.);
- behavioural approaches that emphasise what leaders actually do (for example, planning, co-ordinating, negotiating, etc.) and the style they adopt (for example, selling, telling, participating, delegating, etc.);
- situational approaches that focus on the characteristics of the organisational context, as well as those of the task and the people involved;
- interactional or contingency theories that examine the interplay between traits, behaviour and situation.

It is into this last category that the highly influential Vroom and Yetton model of leadership (1973) and Hersey and Blanchard's situational leadership model (2000) fall. These two models have principally influenced the development of the Formula 4 Leadership approach, although Vroom's work is the more dominant of the two. There are, however, differences between Vroom's model and the model adopted here.

- Vroom's approach to situational analysis can come over to the user as a rather academic and complex process; the *Formula 4 Leadership* model tends to be perceived as a more pragmatic and accessible methodology, written with the busy manager in mind.
- The *Formula 4 Leadership* model is decision focused while Vroom's is problem focused. Thus, under the situational analysis adopted here, any leadership decision is open to analysis and validation.
- The *Formula 4 Leadership* model is principle-driven while Vroom's method is rule-driven. Vroom's rules bind people via a set of negative statements. The *Formula 4 Leadership* model offers a set of positive guidelines for effective leadership, that is: 'Follow these and the quality of your leadership should improve'.
- The *Formula 4 Leadership* eight-fold model is all-encompassing in a way that Vroom's five-fold model is not. For example, the *Formula 4 Leadership* model emphasises the idea of consensus decision-making, which Vroom's does not really get as close to with its "facilitative" style.
- Vroom's output from his decision-tree approach to situational analysis comprises ambiguous options while the *Leadership Judgement Navigator, Formula 4 Leadership's analysis tool*, offers a 'best bet' solution. Thus, the *Formula 4 Leadership* model methodology is geared towards being a working framework that can be used 'in the moment' in a dynamic way.

The *Formula 4 Leadership* model is a coherent and comprehensive frame of reference for assessment, development and research into leadership. It focuses upon the leader's behaviour, specifically upon the ways in which he or she approaches decision-making situations with regard to the team that they are seeking to lead or influence.

It provides a principle-driven approach that predicts which leadership style is most likely to be effective in any specific set of circumstances, bearing in mind the nature of the task and the abilities and motivations of the people concerned.

What does 'Leadership' mean?

Leadership has become a particularly 'hot' topic over recent years. One of the major challenges when working in this area is that it rapidly becomes clear that the word 'leadership' means quite different things to different people.

Dictionary definitions of leadership indicate that the word has at least two distinct strands of meaning. The first is about the office, position or function of a leader. The second is about the ability, quality or capacity to lead. This second meaning is perhaps best summed up by H.S. Gilbertson: '*Leadership is that ingredient of personality that causes men to follow*'.

Meanings of the word 'leader' are quite diverse. Many are purely functional such as '*a person who leads*', while some are more aspirational such as '*a person who by force of example, talents or qualities of leadership plays a directing role, wields influence or has a following in any sphere of activity or thought*'.

What also becomes clear is that some less attractive traits can be implied by the word leader: '*The principal member of the party elite in a totalitarian system [such as fascism] endowed by official ideology with heroic or mystical character, exercising state power with a minimum of formal constitutional restraints*'.

Moving on to definitions of the word 'lead', meanings become even more diverse. In some there is a clear indication of precedence where the implication is always that the leader 'goes ahead' and/or is in charge or command, such as '*the first man on a climbing rope*'.

Many of the definitions, however, have themes that are more about being a guide, nicely summed up as follows: '*Show someone the way to a destination by preceding them or accompanying them*'. There are, not surprisingly, several militaristic meanings, as in '*a person who directs and usually accompanies an armed force*'. There is also a strong separate theme about influencing people, often by strength of character, charisma or example as in the following two definitions: '*to cause to act, feel, think or behave in a certain way*' and '*to bring by reasoning, cogency or other influence to some conclusion or condition*'.

As the concept of team-working has become increasingly important in organisational life, another theme of leadership has become particularly relevant. Sometimes referred to as 'facilitative leadership', the concept of empowering others to succeed has become a particularly critical requirement. From the authors' perspective it is clear that the leadership role includes, as a large element, creating an environment where individuals and teams have the capacity and opportunity to succeed.

So there are a wide range of positive definitions and images, without even starting to explore negative ideas like '*leading people astray*' or '*being led up the garden path*'.

This variety of definitions reflects the fact that, when people talk about leadership, they often have quite different mental images of what is apparently a single concept. This is easily demonstrated in a workshop where people are asked to identify effective leaders. The list can be quickly generated and invariably encompasses people with quite distinct motivations, personality traits and patterns of behaviour. The authors' experience of doing this with groups from a wide range of nationalities has shown the following to be names that almost invariably appear and which, of themselves, demonstrate the point:

- Hitler
- Mahatma Ghandi
- Bill Gates
- Jesus Christ

In the context of this wide-ranging but essential concept, the *Formula 4 Leadership* model is absolutely embedded as one of the contingent theories about leadership – that which works in one environment is likely to be unsuccessful, or worse damaging, in another. Sometimes it is appropriate for the leader to lead from the front, sometimes by example, sometimes by influence and sometimes simply by getting out of the way so that others can succeed. These training materials offer a principle-driven model to help leaders predict which style is most likely to be appropriate in any given set of circumstances, particularly bearing in mind aspects of the nature of the task and of the people concerned. To capture this in a short sentence has been a challenge but the authors' definition is now clear:

'Leadership is getting the right things done with and through other people.'

The variety of different approaches to leadership is explored in more detail on page 11.

Leadership and Power

The term 'leader' should not be limited to those in a formal position of leadership. The *Formula 4 Leadership* model starts from the premise that 'leaders' are people in organisations who exert interpersonal influence (see Table below). Here 'bases of power' describes the nature of the influence the person wields, and the 'source of power' refers to whether the power derives formally from the organisation or whether the power resides in the people themselves.

Table 1 - Bases of power in leadership

	Bases of power	Source of power	Description
1	Reward power	Leader's position in organisation	The ability to control the administration of incentives
2	Coercive power	Leader's position in organisation	The ability to control the administration of punishment
3	Legitimate power	Leader's position in organisation	The authority vested in a position by organisational policy or social agreement
4	Referent power	Leader's personal resources	The extent to which colleagues wish to identify with the leader
5	Expert power	Leader's personal resources	The extent to which the leader is perceived by colleagues to be knowledgeable

Supervisors and managers are often depicted as leaders. However, these are formal positions of organisational power and may not be the people who exert greatest influence. While the approach used in these training materials can help such people develop their ability to become more successful leaders, its aim is to aid any person in a formal or informal position of influence to become more effective, and so successful, in their leadership decision-making.

Effective leader/follower relationship

Leadership is a particularly key requirement in the challenges being faced by leaders at the beginning of the 21st century. The era of flatter or networked structures has emphasised the needs for each leader to be a 'player manager' (Augar and Palmer, 2002) rather than an administrator whose management skills are divorced from the challenges at hand. The lower overheads being carried by every organisation mean that the personal, cost, pace and performance demands being placed on individuals and teams are constantly increasing.

An interesting view on the implications of these challenges can be found in Buckingham and Coffman's book *First, Break All the Rules: What the World's Greatest Managers Do Differently* (1999), which clearly demonstrates the link between great managers and enhanced shareholder value. Most significantly it emphasises that the relationship with the immediate manager will determine how long an employee stays with an organisation and how productive they are during that time. They sum this up beautifully with the phrase 'good people leave people not organisations'.

This re-emphasises the significance of the relationship between the individual and their immediate boss. Perversely, this significance is becoming greater rather than less as organisations change shape away from traditional hierarchies. Increasingly, that relationship is becoming the fundamental building block for future organisations. Project teams often consist of people who have worked together successfully in the past. Similarly, consider the number of occasions, both in commerce and in the world of professional sport, where the manager moves and his or her closest colleagues soon follow.

Increasingly often individuals have to operate with more than one boss. This can arise either in matrix structures or in situations where a person has both a 'line manager' and a separate 'functional boss'. In these situations it is even more important that a common leadership model is understood, so that optimum solutions are found when the inevitable conflicts about priorities arise.

Another weakness in many of the current management models is that they do not fit with real world experience. For many people, when considering work satisfaction, the greatest correlation arises between levels of satisfaction and the relationship with their immediate manager. It is a common experience that some people would try to run through a brick wall for some managers. Some other bosses find it hard work to motivate people to walk across the room! What is obvious in personal experience, but is not apparent in many leadership models, is that different individuals react quite differently to different managers.

Discussions with large numbers of people (both in one-to-one and group situations) suggest that the periods in their careers when they felt most satisfied, and also most effective, relate to times when their personal development and their contribution to the organisation were in harmony. Generally speaking, people report that the most satisfying periods in their careers have occurred when the relationship with their immediate manager is effective. This is when the manager achieves a dynamic equilibrium between the task and the self-development dimensions.

When these two dimensions of task achievement and self-development are out of kilter, the stress shows in the relationship with the boss. Although potential points of conflict will still arise where the relationship with the boss is an effective one, they can be resolved in a more fruitful manner. This emphasises that the most effective performance arises when there is:

- an appropriate interaction between the performance management demands of the organisation and the self-development needs of the individual;
- a successful interaction in the relationship between the leader and follower;
- an appropriate interaction between task and people considerations when making any decision.

This is not to say that ‘just being nice to each other for a change’ is enough. An effective working relationship is not just about people getting along socially or sociably. It is about a unified management model and a shared view between the individual and their leader about certain things, including the following:

- clarity about who has responsibility for any activity – both for performance and development;
- a problem-centred process for the resolution of issues between leader and follower;
- genuine seeking for win-win outcomes;
- a belief that people at all levels have value and the ability to develop;
- an understanding of ‘the way we do things around here’ – this often gets the name of ‘culture’ and, in practice, it seems to be a clear language for the discussion of personal and organisational needs;
- clear targets and measures of performance;
- clear identification of training needs, both in order to do the current job better and also in order to prepare for foreseeable changes;
- encouragement to take appropriate risks in order to improve;
- clear feedback both up and down;
- recognition of success.

The Formula 4 Leadership Model

The *Formula 4 Leadership* approach to leadership, principally explores whether the leader can balance personal style preferences with the specific people and task requirements of a variety of decision-making contexts, and then come to an effective decision.

This approach is based on the premise that any person who is cast in a leadership position (whether as a result of their own proactivity or by the action of others) can become more effective. While there are certainly some personality dimensions that can influence a person's effectiveness, it is possible for a leader to gear his or her style to the nature of the task and the characteristics of the people involved, and so improve performance.

Tenets of *Formula 4 Leadership*

The model holds the following tenets to be true:

- No one leadership style is universally applicable to all decision-making situations.
- No one leadership style is inherently better than any other.
- Effective leaders gear their style to the nature of the task and the characteristics of the people involved.
- Each decision-making situation can be methodically assessed to determine the most appropriate leadership style.
- Effective leadership involves the preparedness to adopt different styles of decision-making.

Further, the approach posits that the effectiveness of a leader can be developed. Thus, if people in leadership roles engage in appropriate analysis of the context in which they are engaging with their colleagues, any person can learn how to become more effective.

In essence, therefore, the model holds that behavioural change in a leader can improve effectiveness. Moreover, it offers a mechanism to allow the individual to learn the set of principles enabling them to gear their behaviour to the needs of the situation.

Principles of the *Formula 4 Leadership*

While there is no doubt that certain personality traits can help or hinder a person's effectiveness as a leader, and that behavioural adaptability is a vital ingredient in success, the *Formula 4 Leadership* model is essentially principle-driven. The principles are a guide to effective leadership behaviour. It is through the leader's adherence to these principles that successful leadership strategies for decision-making situations are predicted.

By following the principles, the leader will increase the likelihood of his or her success. They help, therefore, to focus a leader's time and energy. The principles emphasise that effective leaders will:

- always consider how important the decision is;
- see if the decision offers a development opportunity for the team;
- ensure that important decisions are worked on by the best qualified people;
- stay personally close to important decisions which are unfamiliar in nature;
- seek to establish mutual interest so that subordinate colleagues share the same goals as those of the organisation;
- involve subordinate colleagues in decision-making whenever their commitment is uncertain yet required;
- involve teams to improve the technical quality of decisions when breadth of information and multiple perspectives are called for;
- use appropriate individuals to improve the technical quality of decisions when intricate, sequential reasoning is required;

The training materials focus on how the person applies these principles. In practical situations when a decision needs to be made it assists the leader to determine the best way of engaging with the people involved in a way that would be likely to be successful.

The four main styles and their sub-styles

Analysis in the training materials is based upon the principles of leadership given in the previous section. Judgement is a critical factor for successful leaders. Since no one of these styles is any more universally applicable than any other, successful leaders are those who build effective relationships while getting a job done. They do this by using their judgement effectively in selecting a style that is appropriate for any particular set of circumstances.

As can be seen from the previous section on principles above, the key requirement in making those choices is to address both the task at hand and considerations about the people involved in selecting which style to use, and hence what behaviours to demonstrate. It is critical that both these aspects are considered in order to optimise performance and maintain motivation of the followers.

The leadership model contained in the figure on page 6 presents the Directive and Delegative styles as being at different ends of a spectrum. It is also valuable, however, to consider the model from the perspective of the leader's behaviour. This is best represented in the following diagramme.

Decision-making styles underlying *Formula 4 Leadership*



It is clear that there are behavioural similarities between the directive and delegative styles, just as there are between the directive and consultative styles. One could imagine the following types of words being used by the leader:

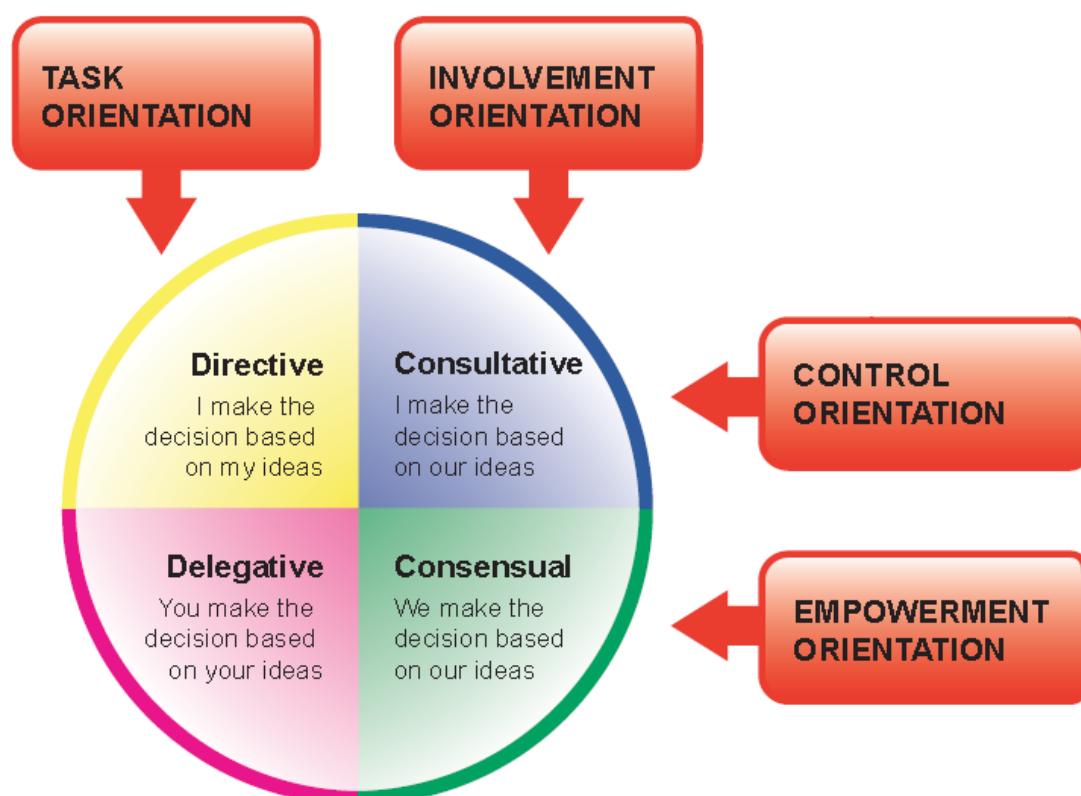
- Directive: 'Go and tell the Purchasing Department to buy 43 Type A pieces and ...'
- Delegative: 'Make sure we have enough materials for this week's production.'

While the implications about control and personal discretion are great, the nature of the interaction is similar, just as are the implications for the leader's time.

The greatest differences in behavioural terms lie between the styles that are diagonally opposed in this representation, that is between Directive and Consensual, and between Consultative and Delegative.

It is useful in this context to consider the degree to which the leader's personal orientation may be towards the task or towards involvement with colleagues. Similarly, the degree to which the leader keeps personal control of the task, or his or her readiness to release control of this particular task, will have implications for the leadership style that he or she adopts. This can be represented as follows.

Decision-making style as a function of orientation towards task and others



Recognition of Styles

– Video-based Activities

Leadership Judgement – the Recognition of Styles

PURPOSE

- To provide leaders with the opportunity of a 'real life' example of leadership judgement in action.
- To gain a measure of consistency between leaders in their understanding of the four styles.
- To establish some consistency between leaders in their evaluation of the four styles.

THE SCENARIO

The four videos depict four versions of an overdue meeting between a new Sales Manager, in post for four months, and his Senior Account Manager, Mr Peter Boehme. The Sales Manager is conscious that Boehme's motivation, a quality for which he was once renowned, is apparently on the wane. The Manager has been prompted to call the meeting because an important price harmonisation project has landed on his desk. He now wants to enlist Boehme's active support, not least because of his long experience and knowledge of the industry. The issue is, how should he engage with Peter Boehme?

THE FOUR 'EPISODES'

The video episodes demonstrate four very distinct styles of engagement between the Sales Manager and Mr Boehme: Directive, Consultative, Consensual and Delegative.

The four videos illustrate how the wrong approach, whilst entirely appropriate in other situations, can lead to very poor outcomes. However, the 'right' approach, if employed with wise judgement, can produce a result that is good for the Sales Manager, the Senior Account Manager, the Business and the rest of the sales team.

Videos one and four present the Sales Manager taking a 'task' orientated approach in attempting to remotivate Peter Boehme. Here, the Sales Manager wants little personal engagement with Boehme, really only desiring to get the price harmonisation project quickly underway, having little interest in the team dynamics side of things.

The first of the videos sees the Sales Manager taking a very Directive approach. In fact, as the meeting continues, the Sales Manager becomes more and more domineering and autocratic. A lack of tolerance emerges and it becomes acutely obvious that he only sees the situation from his point of view. The outcome is perhaps inevitable, unless Boehme had been a very submissive sort of subordinate, which he is clearly not.

In the fourth episode, which depicts a more Delegative style, the Sales Manager is seen attempting to get Boehme centrally involved in the project, whilst retaining much of the glory for himself. Thus, he is disinterested in Boehme as a person, in his troubles and problems within the team, and really only interested in his own agenda.

Both of the task orientated styles, therefore, fail in their attempt to enlist Boehme's support in a full and co-operative way.

In the third video we see the Sales Manager operating from almost the other end of the participative continuum, displaying a highly Consensual approach, and so much so that power is given away almost entirely. Then, by becoming too accommodating, the Sales Manager essentially gives in to all of Boehme's requests, and is open to all types of manipulation.

The third video is also 'people' orientated, being Consultative in nature. This is considered to be the 'best bet' approach to this particular situation for here we see the Manager retaining control in this important piece of dialogue, yet displaying constructive engagement with Boehme and remotivating him for the project.

Use of the resources for Training

The resources are very flexible and can be adapted for a number of uses and timescales. However, experience shows that the following principles should be followed.

The participants will require access to the Line Manager Brief (Page 22-23) and Mr Peter Boehme's Brief (Page 24) and the Formula 4 Leadership Model.

Bearing in mind the briefs and the leadership decision making model, the participants should indicate what they believe to be the 'best bet' approach to adopt with Mr Boehme. This should occur before any of the four 'episodes' are viewed.

The number of videos which are shown and whether to show the whole video for a particular style will depend on the learning objectives and the time available.

In many circumstances it is appropriate to view the second episode, the Consultative style, as some part of the process. There are benefits in establishing an example of better practice. This gives a clear benchmark against which to view other approaches and consider the downside of selecting a less appropriate leadership style by failing to take the nature of the task and the skills, experience and motivations of the people into due account.

When viewing the video(s), participants often find it helpful to be provided with an observation sheet like the following one, in order to capture their reactions to the behaviour of the two people in the video and their assessment of the strengths and weaknesses of the style which is being demonstrated.

PERFORMANCE DISCUSSION Observation Sheet

Leadership Style adopted

	Strengths	Weaknesses
IMPLEMENTATION (RESULTS) Establishes clear priorities and objectives Clarifies action steps for achieving objectives Organises time efficiently – keeps track Meets key objectives for the meeting Management control and objective setting are key qualities		
PEOPLE DEVELOPMENT Motivates colleague to reach team goals Gives balanced, helpful and constructive feedback Creates learning opportunities Invests colleagues with power to accomplish tasks Motivating the colleague and empowering them to succeed are key qualities.		
PERSONAL LEADERSHIP CHARACTERISTICS Seeks first to understand before judging Leads the discussion, using power appropriately Flexible in the face of changing facts Strengthens relationship with colleague Strengthening the relationship and organising the information gathering effectively are key qualities		
STRIKING FEATURES		

THE SCENARIO

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BACKGROUND FROM LINE MANAGER'S VIEWPOINT

You joined the Company four months ago and have taken on management of the Sales Department of a division. Previously you managed Sales and Customer Servicing for small and medium-sized customers at the firm of Chemocomp.

Your current sales department is sub-divided into three units:

- **Key Account Management I** (major customers in the plastics-processing industry)
- **Key Account Management II** (major customers in the photographic industry and lubricant industry)
- **Account Management III** (minor customers in the plastics, photographic and lubricants industries)

Three employees are directly subordinate to you and report to you:

Mrs Grabert who manages the unit *Account Management III*. She joined the firm one year ago, after completing her business management course at the Mannheim vocational training college. She was appointed and trained by your predecessor, who has now retired. Mrs Grabert's training essentially consisted of sitting in for 3-month spells in all units, in a similar manner to a trainee, without assuming major responsibility. For 3 months she has now managed the unit *Account Management III* on her own. Since she lacks management experience and also still possesses little experience in the sales sector, you have undertaken to "coach" her and provide her with the necessary skills. In difficult negotiations in particular, in which the supply prices too are a crucial factor, you consider it essential to accompany and assist her. In spite of her lack of experience, she does not lack self-confidence and occasionally also tends to brashness.

Mrs Fehr who is the department secretary. She processes all your correspondence and types the contracts for all units. Furthermore, she organises dates, meetings and business trips for all Sales staff. In addition, she also undertakes the duties of a clerk, such as processing purchase orders, checking payments received and looking after the files. Mrs Fehr has been with the firm for 12 years and has been in Sales for 8 years. She works very much on her own initiative and conscientiously. She has helped you quite often in the past by virtue of her good overall view and many years' knowledge of all matters, even fairly old ones. She has become the "turntable" of the department, not only by virtue of her function but also because of her friendly and helpful manner.

Mr Peter Böhme who is responsible for the unit *Key Accounts I*. He has been with the company for over 10 years and has learnt his sphere of activity starting at the bottom. Along with his main duties, Mr Böhme also represents the company or the Sales Department in various associations, bodies and study groups. In the *German Sales and Marketing Association* he is the deputy chairman, which on the one hand is useful, but on the other restricts his availability at the workplace. He also represents the division within the Association of Plastic Manufacturers in Europe (APME). He is an excellent specialist in his field, who is also said to display excellent team spirit. In general, Mr Böhme is a calm and level-headed employee whom nothing upsets very readily. In his performance assessments,

which your predecessor has passed on to you, emphasis has always been placed on Mr Böhme's great commitment and his readiness to assist.

You manage the *Sales Department* and look after the unit *Key Account II* on a joint-control basis, a field with which you are already familiar from *Chemocomp*. What is new for you in your current position is the task of leadership, since you have not previously held any management function.

Last week, in addition to your main duties, you were assigned by company management the task of cooperating in the new Group-wide project "**OSS**" and ensuring its implementation within SC Central Europe. **OSS** stands for **Optimal Selling Strategy**. The aim in the project is to ensure that sales prices to major customers are standardised worldwide. This is hoped to produce major savings potentials and higher sales volumes as a result of a selling strategy more effectively focussed on the customer. It will also thereby be possible to overcome the annoyance of many customers concerning differing prices within Europe and the risk of re-imports. The project is to be implemented at SC in Europe within 6 months and later worldwide.

In order to achieve this high target, it is absolutely essential that you have the assistance of your staff, particularly that of Mr Böhme, since price harmonisation is the most important aspect in his case. In addition it is imperative that Mr Böhme brings his expert knowledge to bear in this project. This project provides you with a welcome opportunity to hold a first detailed employee discussion with Mr Böhme after four months.

You assess Mr Böhme's as an excellent expert in the sales field, particularly major customer management (Key Accounts). Mr Böhme does however, in your opinion, spend too much time on association activity, i.e. continuing absences and markedly increased expense account levels by comparison with the previous year. You cannot at present discern the readiness for action and the high level of commitment for which he was famed in the past. He conveys to you a somewhat unenthusiastic impression and appears to be happy when he can go home at 17.00 hours. Customer servicing too scarcely ever takes place in the evenings or at the weekend. Within the group of colleagues he appears to get on well with Mrs Fehr, but ignores Mrs Grabert. It is important to you to have a good departmental climate where everyone is compatible and helps one another. As project officer responsible, he implemented faultlessly and on time the changeover to the new DP system, which controls all sales activities "online".

In this meeting it is a matter of how well you pay attention to Peter Boehme and can motivate him for new duties. It is important that your management behaviour supports the whole team and makes it powerful.

BACKGROUND FROM PETER BOEHME'S VIEWPOINT

For four months now, you have had a new superior who has taken over the Sales Department. He has come from the firm of Chemocomp, where he was in charge of *Sales and Customer Servicing* for small and medium-sized companies. You have been at the firm for 10 years and would yourself have gladly taken up his new position. Since you did not complete a study course, but learnt the profession according to your commercial teaching "from the bottom", you have had few opportunities in an environment which is very receptive to academics, such as the chemical industry. Thanks to your sense of realism and your pragmatic disposition, you had already expected the position to be occupied from outside and were not too greatly frustrated.

Your new superior does however have a management style with which you have certain problems. He almost completely avoids interfering in your job, which has its advantages and can be interpreted as "empowerment". On the other hand, he has little time for you when you go to him with problems. You have the feeling that it is a nuisance to him to be struggling with the concerns of the unit *Key Account I*. Occasionally, however, you do require advice or a decision from him.

He is also sparing with acknowledgement. He scarcely took any notice of the DP project you executed faultlessly and on schedule, which now makes available all sales data "online". For Mrs Grabert, who is admittedly a bit of a loudmouth but on the other hand is still something of a greenhorn, he always has time. She is always sitting in his office, or he in hers, while the two have their heads together. You have at any rate noticed that you are unable to impress him, let alone win any acknowledgement or praise.

Things appear quite different within the *Sales and Marketing Association* where you are the deputy chairman. There you are respected and your opinion as an expert is sought after. A similar situation exists with the APME (Association of Plastic Manufacturers of Europe). Recently, therefore, you have committed considerably more time to associations and other bodies, since you do not feel yourself to be sufficiently stretched or supported in your main activity. In these meetings and conferences you also meet interesting colleagues and a little idle chat among experts is of course also important and - last but not least - also benefits the firm. In addition it is no bad thing to also be away from home. Since your divorce 6 months ago, you occasionally feel hemmed in.

Within the department, too, work has not been much fun recently. Mrs Grabert, your colleague from *Accounts III unit* doubtless believes she can get away with anything and is becoming ever more arrogant and impudent. At least Mrs Fehr, the departmental secretary, still remains friendly and sociable, otherwise it would be difficult to last out.

Last month you received two telephone calls from personnel consultants (head-hunters) who were each looking for a sales manager, although in the eastern part of Germany where you would not necessarily like to live. However, if the right offer did not come in, you would give it serious consideration as things stand at present. Your new superior has not yet offered you the position as his deputy, in spite of your seniority and your technical knowledge, but is leaving this matter open.

He told you a week ago that he intends to hold an employee discussion with you. You have prepared yourself thoroughly for this. The discussion is to start in a few minutes' time.

Introduction to Personal Styles

ASSESSING AND DEVELOPING LEADERSHIP WISDOM

The purpose of this exercise is for you to explore the Decision Making model which underpins Formula 4 Leadership and acts as an introduction to your own personal leadership style.

1. Please take a sandwich bag.
2. Consider the Decision Making Model.
3. Take sixteen M&M's from the bowl in proportions that represent your opinion of your comfort and expertise in using those styles in your own work.

For example:

- If you consider that you invariably use a Consultative style, choose sixteen blue M&M's
- If you consider that you adapt your approach with equal facility across all four styles, select four M&M's of each colour – red, green, blue and yellow.

4. Place the selected M&M's in your personal sandwich bag.
5. Consider the implications of what this says about your leadership style – both for you and your colleagues.
6. Discuss this with the people around you. If you all work together, discuss whether other people's perceptions match your own.
7. If you all work for the same organisation, discuss whether there are similarities or differences and consider what this says about the culture.

Please feel free to help yourself to as many M&M's as you would like but note that they may contain nuts.

Small Group Training Activities

Each of the following exercises works in the same way.

Their purpose is to experience the different demands of leading small groups in handling different situations.

In each case, the process is to work with a group of three people. The personalised briefs are given to each of the participants. Each person reads their own brief only.

The running of the exercise is the responsibility of the Leader. He or she initiates the discussion, then attempts to lead his or her two colleagues to complete the exercise. These discussions work best with no specified time limit, but will generally be completed in between ten to twenty minutes each.

The participants should then complete the relevant review sheet individually, then discuss to ensure learning points both about leading and being led.

This is an experiential exercise, so the learning will depend upon the particular circumstances, but generally speaking the exercises are good for exploring the following styles:

• Car Parking	Consultative
• Joe Doodlebug	Consensual
• Tundra Survival	Directive
• Decorating	Delegative

You may find it useful to note that the following are the “correct” answers to each activity:

Car Parking:

Any decision to assign the two spaces which maintains a good working relationship.

Joe Doodlebug:

At the moment Joe's master placed the food down Joe had already jumped once to the east. He therefore has to jump sideways three times more to the east, and once sideways back to the west, landing on top of the food.

Tundra Survival:

The correct order is that given in the leader's brief. Any change from this is sub-optimal.

Decorating:

A high quality solution is one where the personal assistant is committed to the choice of colour and the decorator has a decision in time to complete the work. Other decisions are low quality.

CAR PARKING

Leader Brief

The small firm for which you work has just paved the parking area next to the office building. There are several reserved parking spots near the building entrance and a number of other spots further away in the general parking area. You have been assigned two of these reserved parking spots for your department. The problem is how to immediately allocate these spaces among yourself and your two supervisors. You all drive cars and would all like a reserved space. You are working towards a situation where there are no status differences between you and your two supervisors. You have been working together very well as a team and you do not want to do anything that might jeopardise this.

CAR PARKING

Subordinate 1 Brief

The small firm for which you work has just paved the parking area next to the office building. There are several reserved parking spots near the building entrance and a number of other spots further away in the general parking area. The general manager of your department for whom you and another supervisor work has been assigned two of these reserved spaces for the department. You drive a car and would like a reserved space.

CAR PARKING

Subordinate 2 Brief

The small firm for which you work has just paved the parking area next to the office building. There are several reserved parking spots near the building entrance and a number of other spots further away in the general parking area. The general manager of your department for whom you and another supervisor work has been assigned two of these reserved spaces for the department. You drive a car and would like a reserved space.

JOE DOODLEBUG

Leader Brief

You and two colleagues have been given a problem to solve as part of a development programme. No one person has enough information to solve the problem alone, but you all wish to do well since future promotions and rises may be partly determined by your performance. Since it is a team assignment, and only one answer can be given by your group, it is important that you all agree on an answer. Your colleagues are participating in a similar but different performance evaluation and salary review programme than your own.

THE SITUATION

Joe Doodlebug is a strange sort of imaginary bug that can and cannot do certain things. He has been jumping all over the place getting some exercise when his master places a pile of food three feet directly west of him. As soon as he sees all this food, he stops in his tracks, facing north. He notes that the pile of food is a little larger than him.

After all this exercise Joe is very hungry and wants to get the food as quickly as he can. He examines the situations and then says, "Darn it, I'll have to jump four times to get the food".

Problem

Joe is a smart bug, and he is dead right in his conclusion. Why do you suppose Joe Doodlebug has to take four jumps, no more and no less, to reach the food?

L 1 *Joe can jump in only four different directions: north, south, east and west. He cannot jump diagonally (northeast, northwest, southeast, southwest).*

L 2 *Joe cannot turn around.*

L 3 *Joe can only jump. He cannot crawl, fly or walk.*

JOE DOODLEBUG

Subordinate 1 Brief

Your superior, yourself, and a co-worker have been given a problem to solve as part of a performance evaluation and salary review programme. No one person has enough information to solve the problem alone, but you all wish to do well since future promotions and rises will be partly determined by your performance. Since it is a team assignment and only one answer can be given by your group, it is important that you all agree on an answer. You and your co-worker are participating in a similar but different performance evaluation and salary review programme than your superior's. Since doing well means so much to you, you feel you have to participate fully and make sure that the group's solution is correct.

THE SITUATION

Joe Doodlebug is a strange sort of imaginary bug that can and cannot do certain things. He has been jumping all over the place getting some exercise when his master places a pile of food three feet directly west of him. As soon as he sees all this food, he stops in his tracks, facing north. He notes that the pile of food is a little larger than him.

After all this exercise Joe is very hungry and wants to get the food as quickly as he can. He examines the situations and then says, "Darn it, I'll have to jump four times to get the food".

Problem

Joe is a smart bug, and he is dead right in his conclusion. Why do you suppose Joe Doodlebug had to take four jumps, no more and no less, to reach his food?

S 1 *Joe can jump very large distances or very small distances, but not less than one inch per jump.*

S 4 *Once food has been placed, Joe will jump directly to the food if possible.*

JOE DOODLEBUG

Subordinate 2 Brief

Your superior, yourself, and a co-worker have been given a problem to solve as part of a performance evaluation and salary review programme. No one person has enough information to solve the problem alone, but you all wish to do well since future promotions and rises will be partly determined by your performance. Since it is a team assignment and only one answer can be given by your group, it is important that you all agree on an answer. You and your co-worker are participating in a similar but different performance evaluation and salary review programme than your superior's. Since doing well means so much to you, you feel you have to participate fully and make sure that the group's solution is correct.

THE SITUATION

Joe Doodlebug is a strange sort of imaginary bug that can and cannot do certain things. He has been jumping all over the place getting some exercise when his master places a pile of food three feet directly west of him. As soon as he sees all this food, he stops in his tracks, facing north. He notes that the pile of food is a little larger than him.

After all this exercise Joe is very hungry and wants to get the food as quickly as he can. He examines the situations and then says, "Darn it, I'll have to jump four times to get the food".

Problem

Joe is a smart bug, and he is dead right in his conclusion. Why do you suppose Joe Doodlebug had to take four jumps, no more and no less, to reach his food?

S 2 *Joe can jump sideways and backwards as well as forwards.*

S 3 *Once Joe starts in any direction, he must jump four times in that same direction before he can change his direction.*

TUNDRA SURVIVAL

Leader Brief – Page 1 of 2

You are the experienced pilot of a hydroplane which has just crash-landed on the eastern shore of the large inland lake, Lokan Tekojarvi. Your position is approximately 68^0 North, so above the Arctic Circle in Lapland, the tundra region of northern Finland. It is approximately 3.00pm on 13th October. The 'plane has drifted into deeper water and the fuselage is submerged.

You and your two tourist passengers managed to clamber ashore and are uninjured. You were unable to contact anyone before the crash. However, you estimate that you are ten air miles from your intended north-westerly destination of Vuotso, the nearest town, and the same distance, were you to travel due east, from the Sattanen-Vuotso highway.

The immediate area comprises of undulating fells and plains covered in pine, spruce and birch trees. The subsoil is permanently frozen and there are a myriad of pools, small lakes and swampy peat bogs covering the surface from the summer thaw. Between the lakes are innumerable rivers and streams interconnecting them.

Temperatures during October vary between -16^0C and 5^0C , although it will occasionally go as high as 12^0C and as low as -30^0C . Heavy clouds cover the sky three-quarters of the time, with only one day in ten being fairly clear. Five to ten inches of snow are on the ground; however, the actual depth varies enormously because the wind sweeps exposed areas clear and builds drifts three to five feet deep in some places.

You are all dressed in insulated underwear, socks, heavy wool shirts, trousers, knitted gloves, sheepskin jackets, knitted wool caps and heavy leather hunting boots. Collectively, your personal possessions include the money you each possess, one pocket knife (two blades), an ice pick, a lead pencil and an air map.

The map is soggy and difficult to read, but you have been able to determine that:

- the walking the distance to Vuotso would be more than 20 miles;

- you would have several water crossings to make;
- a hill, a mile north-east of you, is within line of sight of Vuotso.

Everyone is desperate to survive, and you have all agreed to stay together. You are responsible for the passengers, neither of whom know anything about cold weather survival. The following items were salvaged from the plane and you are quite clear that the following ranking is correct (**for the purposes of this exercise you may not show the other participants this briefing sheet**). Your plan is to prepare a rough shelter here and, as soon as possible tomorrow, make for the hill from which you will make a smokey fire which will alert Vuotso of your presence. Your task is to convince the others of the sense of this plan and that the following rank order is, therefore, the most sensible.

The Items

1. A hand axe
2. A 7 x 7 metre piece of heavy-duty canvass
3. A bottle of water purification tablets
4. A book entitled, *Northern Star Navigation*
5. A sleeping bag per person (arctic type)
6. A magnetic compass
7. A pack of matches in a waterproof container
8. One litre of 151⁰ Bacardi rum
9. One punctured aircraft tyre inner tube
10. 80 metres of strong braided nylon rope
11. Safety razor shaving kit with mirror
12. One pair of snow shoes
13. A wind-up alarm clock
14. A litre can of golden syrup
15. An operating 4-battery flashlight

TUNDRA SURVIVAL

Subordinate 1 Brief - Page 1 of 2

You are one of the two tourist passengers of a hydroplane (ie 'float plane') which has just crash-landed on the eastern shore of the large inland lake, Lokan Tekojarvi, in Lapland. It is approximately 3.00pm on 13th October. The 'plane has drifted into deeper water and the fuselage has now submerged.

The pilot helped you both clamber ashore safely and none of you are injured, although both of you are quite shaken up. It appears that the pilot was unable to contact anyone before you crashed. The pilot has told you that you are ten air miles from your intended north-westerly destination of Vuotso, the nearest town, and the same distance, were you to travel due east, from the Sattanen-Vuotso highway.

You had seen from the air that the immediate area is undulating fells and plains covered in pine, spruce and birch trees. The area is a myriad of pools, small lakes and swampy peat bogs. Between the lakes are innumerable rivers and streams.

You are all dressed in insulated underwear, socks, heavy wool shirts, trousers, knitted gloves, sheepskin jackets, knitted wool caps and heavy leather hunting boots. Collectively, your personal possessions include the money you each possess, one pocket knife (two blades), an ice pick, a lead pencil and an air map.

The map is soggy and difficult to read, but the pilot has been able to determine that:

- the walking the distance to Vuotso would be more than 20 miles;
- you would have several water crossings to make;
- a hill, a mile north-east of you, is within line of sight of Vuotso.

TUNDRA SURVIVAL

Subordinate 1 Brief - Page 2 of 2

Of course, you are desperate to survive, and want to stay together. You know very little about cold weather survival. The following items were salvaged from the plane and it is vital that you all agree on their relative importance (**for the purposes of this exercise you may not show the other participants this briefing sheet, nor must you seek to view theirs**). You are keen to agree a plan as quickly as possible which involves sorting these items into their most sensible order of importance so as to maximise your chances of survival.

The Items

- A magnetic compass
- A can of golden syrup
- Three sleeping bags
- Some water purification tablets
- A large piece of heavy-duty canvass
- A pack of matches in a waterproof container
- A long length of nylon rope
- A flashlight that works
- A pair of snowshoes
- A bottle of strong spirits
- A safety razor shaving kit with mirror
- A wind-up alarm clock
- A hand axe
- An inner tube
- A book entitled, *Northern Star Navigation*.

TUNDRA SURVIVAL

Subordinate 2 Brief - Page 1 of 2

You are a very senior manager of a multi-national company. You enjoy travelling and are on holiday, on your own, in Finland. You now find yourself as one of two passengers on a hydroplane (ie 'float plane') which has just crash-landed on the eastern shore of the large inland lake, Lokan Tekojarvi, in Lapland.

It is approximately 3.00pm on 13th October. The 'plane has drifted into deeper water and the fuselage has now submerged. You managed to clamber ashore safely and none of you are injured, although the other two look quite shaken up. It appears that the pilot was unable to contact anyone before you crashed. The pilot has told you that you are ten air miles from your intended north-westerly destination of Vuotso, the nearest town, and the same distance, were you to travel due east, from the Sattanen-Vuotso highway.

You are quite observant, and had seen from the air that the immediate landscape comprises of undulating fells and plains covered in pine, spruce and birch trees. The area is covered with a myriad of pools, small lakes and swampy peat bogs, apparently from the summer thaw. Between the lakes are innumerable rivers and streams.

You are all dressed in insulated underwear, socks, heavy wool shirts, trousers, knitted gloves, sheepskin jackets, knitted wool caps and heavy leather hunting boots. Collectively, your personal possessions include the money you each possess, one pocket knife (two blades), an ice pick, a lead pencil and an air map.

The map is soggy and difficult to read, but the pilot has been able to determine that:

- the walking the distance to Vuotso would be more than 20 miles;
- you would have several water crossings to make;
- a hill, a mile north-east of you, is within line of sight of Vuotso.

TUNDRA SURVIVAL

Subordinate 2 Brief - Page 2 of 2

You are determined to survive, and agree that it is best that you all stay together. You know very little about cold weather survival.

The following items were salvaged from the plane and it is vital that you all agree on their relative importance (**for the purposes of this exercise you may not show the other participants this briefing sheet, nor must you seek to view theirs**). You feel it best to agree a plan as quickly as possible, which will involve sorting the following items into their most sensible order of importance to maximise your chances of survival.

The Items

- A magnetic compass
- A litre can of golden syrup
- Three sleeping bags (arctic type)
- Some water purification tablets
- A large piece of heavy-duty canvass
- A pack of matches in a waterproof container
- A long length of nylon rope
- A flashlight that works
- A pair of snowshoes
- A bottle of very strong Bacardi
- A safety razor shaving kit with mirror
- A wind-up alarm clock
- A hand axe
- An aircraft inner tube
- A book entitled, *Northern Star Navigation*.

DECORATING

Leader Brief

Your trusted personal assistant has mentioned that his room needs decorating. He is attentive about his working environment, but is at home on leave at present and will be returning at the end of the week. You have discovered that decorators will be on-site at the beginning of next week and there is an opportunity to choose the colours this week so that it can be decorated then. It may be some time before another opportunity for decorating the room arises. You are extremely busy and cannot afford to devote much time to this. What action will you take with the decorator?

You cannot get them together to discuss this. You can only deal with this by telephone. **For the training purposes, therefore, only two people from the group of three may be in the room and in discussion at any one time.**

DECORATING

Personal Assistant Brief

You are at home on leave at the moment and will be returning to work on Friday. You are very attentive about your working environment and a few days ago you mentioned to your boss that your room is in great need of decorating. It looks shabby and dirty, and does not convey the right message to people who pass through into your boss's office. You do not mind organising the decoration process, for you would prefer to choose the colours so that they are co-ordinated with carpet and furnishings.

You cannot get them together to discuss this. You can only deal with this by telephone. **For the training purposes, therefore, only two people from the group of three may be in the room and in discussion at any one time.**

DECORATING

Decorator Brief

You are a self-employed decorator who has been booked to undertake decoration work at a local firm next week. The wallpapers and colour schemes have been selected and materials purchased. Your schedule is pretty tight, and you have assigned the whole of next week for you and your assistant to do the work.

You cannot get them together to discuss this. You can only deal with this by telephone. **For the training purposes, therefore, only two people from the group of three may be in the room and in discussion at any one time.**

Discussion Scenarios

Each of the following exercises allows for discussion either in small groups or large ones.

The four activities Holiday Cover, Revenue Growth, Office Furniture and On Line Advertising work in the same way. Give copies of the brief to the participants, allowing them to consider their preferred approach. The facilitator then leads a discussion on the leadership style that is most likely to be successful. Tutor Guidance is given about each case.

Learning From My Experience is a different exercise. It works best in pairs, where one person asks the questions on the sheet and taking notes. This should be done in a non-directive way. Questions and summarising should be used to ensure understanding. The task is for the individual who is telling the story to learn from his or her experience, not listen to the coach's!

Once completed, the two should swap roles. Each person should retain the notes made by their colleague – i.e. the summary of their own thoughts, not the notes they made about the other person.

This exercise usually takes about twenty minutes per person.

Holiday Cover

You manage a small business in which you have three employees. The Office needs covering over the forthcoming school holidays and last year there were problems. All three seemed only interested in their own self-interest and their choice of leave time created considerable disagreement. You anticipate similar difficulties this year which could place you under pressure.

How would you approach this?

Holiday Cover – Tutor Summary

Descriptions of the style options might be as follows:

- a) **Directive:** *Not risk debate this year, but tell them when they can have leave.*
- b) **Delegative:** *Tell them the Office should always be covered and get them to come up with a holiday schedule.*
- c) **Consensual:** *Call a meeting with all present and come to an arrangement acceptable to everyone.*
- d) **Consultative:** *Find out each person's preferred holiday time and then you decide on the holiday times.*

In this example,

Consultative would be the best bet;

Delegative would be “good enough – it might just create the same problem as last year but is worth another attempt;

Consensual would be inappropriate - you believe the arguments will continue;

Directive would be highly inappropriate – you believe it will produce a solution that nobody is happy with.

Revenue Growth

This is a very new hospitality company which transforms hotel space into office and meeting accommodation. Thus, they rent offices to companies on a per hour/per week and longer term basis with full hospitality functionality including a restaurant, meeting rooms and overnight accommodation.

They have three locations in the UK and currently have no turnover or profit figures available as they have not yet filed their first years' accounts.

The managing director of their newest office building knows they need to get known in the local area, so they can drive brand awareness and revenue into the business. He has a team of seven new department managers (e.g. Reception, Office Accommodation, Hospitality, Business Services, etc.) who he has appointed on aptitude and calibre to achieve. He thinks it can become a high performing team.

He now wants to hold a series of meetings with them where they will generate revenue producing ideas. They will then be charged with researching them in more detail and presenting them back to the board before implementation. How should he engage with them in those meetings?

Revenue Growth – Tutor Summary

In this example,

Consensual would be the best bet;

Consultative would be “good enough” – it would allow involvement, but is less likely to develop the level of ownership required;

Directive would be inappropriate – it shows direction but could lead to the team believing that the MD only wants “yes men” in the organisation;

Delegative would be highly inappropriate – this is an untested team and could get a key business decision wrong;

Office Furniture

Office furniture manufacturing company based in Wales, trading for 83 years, with European export facilities, via country distributors. There has been an erosion of profits due to a manufacturing move to the Far East.

The commercial director needs to complete a cost saving exercise. His team of twenty two have all worked at the company for a minimum of nine years and a maximum of twenty seven. They are committed and as keen as him to see the Company survive. He now needs to have a meeting with them about how they can jointly achieve operating cost expenditure by at least 20% in the next six months.

They have no choice about this target, only about how they are to orchestrate their efforts over the next six months to achieve it. What sort of a leadership stance should he adopt with them over this period?

Office Furniture – Tutor Summary

In this example,

Delegative would be the best bet;

Consensual would be “good enough” – it would use the skills and involvement of the team, but it may become unduly time consuming in an urgent situation;

Consultative would be inappropriate – it has the risks of long discussions, but without developing the level of ownership that will be required by the team in order to achieve the necessary cost-savings;

Directive would be highly inappropriate – it could miss the ideas required from the team if the savings are to be achieved.

ON LINE ADVERTISING

The very experienced MD of an on-line advertising company who specialise in banner adverts for websites needs to get the sales team to generate more sales. They sell to advertising companies and web developers who are responsible for content management. He now needs the team to implement a standard and more consistent approach to these presentations, which they will use with all clients, prospective and otherwise. Some of the team are a little reluctant, although all respect his knowledge and skill in this area, which is somewhat out of their comfort zone. He has his own ideas about the structure and the standard needed for the presentations and now needs to train them. Should this be done during the forthcoming training day already in their diaries?

Online Advertising – Tutor Summary

Descriptions of the style options might be as follows:

- e) **Directive:** Place this on the Agenda for the forthcoming training day without discussion.
- f) **Delegative:** Let the team decide about whether this would fit into the training day.
- g) **Consensual:** Call a meeting and come to a collective decision about this.
- h) **Consultative:** Ask the team about their preferences for the training day before deciding himself.

In this example,

Directive would be the best bet;

Consultative would be “good enough” – as long as the discussions were kept to minimum time;

Delegative would be inappropriate – the team may not give sufficient priority to the topic in the training day;

Consensual would be highly inappropriate – the team do not really know enough about what is needed, so the session could almost replicate the ultimate training.

Learning from my experience

- 1. What is your definition of a great leader?**
- 2. Who were the people who have personally inspired you? These may be great teachers, leaders, managers or coaches in your life? (Just describe e.g. 4th Year Teacher, piano instructor, mother, grandfather ...)**
- 3. What was it that made each one of them a good leader or coach?**
- 4. In what ways did they inspire, encourage, or challenge you?**
- 5. Outline briefly those of your responsibilities at work, or situations in your private life, where others might look to you for leadership and where your ability to influence others plays a key role in determining success?**

Review Sheets

Name: _____

Date: _____

Assessing and Developing Leadership Wisdom

Review of Perceived Leadership Style Preferences

STRONG POINTS

[The findings I like and value taken from the exercise and the discussions]

NEGATIVE POINTS

[Any identified weaknesses, difficulties or areas of concern drawn from the exercise and the discussions]

INTERESTING POINTS

[Any other issues or points raised that are worth noting]

Small Group Leadership Activity

Facts

What were the main things that happened during the exercise? What issues do you identify?

Feelings

How did you feel as the exercise progressed? What issues engaged your emotions and why?

Significance

What did you learn? What thoughts have you had about the issues? What is the message for you?

Next Steps

Who else should be made aware of these issues? What would you like to spend more time on? What if anything will you change?

Leadership Discussion Activities

Personal Learning Review

My key learning points from leadership discussion exercise are:

The types of situation in which I think I lead well are:

The types of situation in which I find it a challenge to lead are:

Personal notes