SMU PGPD · FULL-DAY WORKSHOP

MASTERING LEADERSHIP STYLES



A practical approach to effective leadership

with Maik Frank Schroeer, IntelliCoach

LEADERSHIP

LEADERSHIP IS ACTION, NOT POSITION.

Donald H. McGannon

TODAY

LEADERSHIP

Part 1

- Our Admired Leaders
- Leadership Ideas
- Leadership Style Models

STYLES

Part 2

- Situational Styles
- Experiencing Styles
- Application Examples

POWER TOOLS

Part 3

- Coaching vs Advising
- Be a Standout Listener!

With short breaks and a lunch break between the parts

AT THE END OF THE WORKSHOP

1. Broad view of Leadership
   Understanding of Leadership Styles

2. Knowing your preferred Style
   Applying and Playing with Styles

3. Learn Power Coaching Tools

WHAT WE CANNOT DO IN 8 HOURS

1	2	3	4	5	6	7	**8**	9	10

All there is to know: dozens of theories, years of practice.

= Theory basics + self-discovery

= Application examples

= Selected skills deep dive

WHY IT MATTERS

FIVE REASONS TO LEARN LEADERSHIP

1. Work and beyond
2. Lead better and be led better
3. Humans and AI
4. You never know when you will need it
5. Leadership is its own skill

TODAY · FROM BROAD TO SPECIFIC

THE FUNNEL OF THE DAY

LEADERSHIP

The broad view: what leadership is, why it matters and the leaders we admire.

LEADERSHIP STYLE MODELS

Models that describe styles: Skill/Will, Goleman and, in depth, Situational Styles.

COACHING THROUGH QUESTIONS

One power tool: leading through questions instead of advice.

Coaching is one style among four, not always the best one.

RED THREAD · ETHICS AND RESILIENCE

OUR LENS FOR THE DAY

The Four V's of Ethical Leadership and the SMU Resilience Framework. Watch for them all day: they come back at key moments.



VALUES

Leading in line with your core principles and integrity.

VISION

Shaping a clear, compelling and ethically grounded direction.

VOICE

Communicating the vision and your convictions with transparency and respect.

VIRTUE

Committing to the greater good and serving others.

SMU RESILIENCE FRAMEWORK

EMOTIONAL

Adapt flexibly, manage feelings and stress, respond constructively to change.

SOCIAL

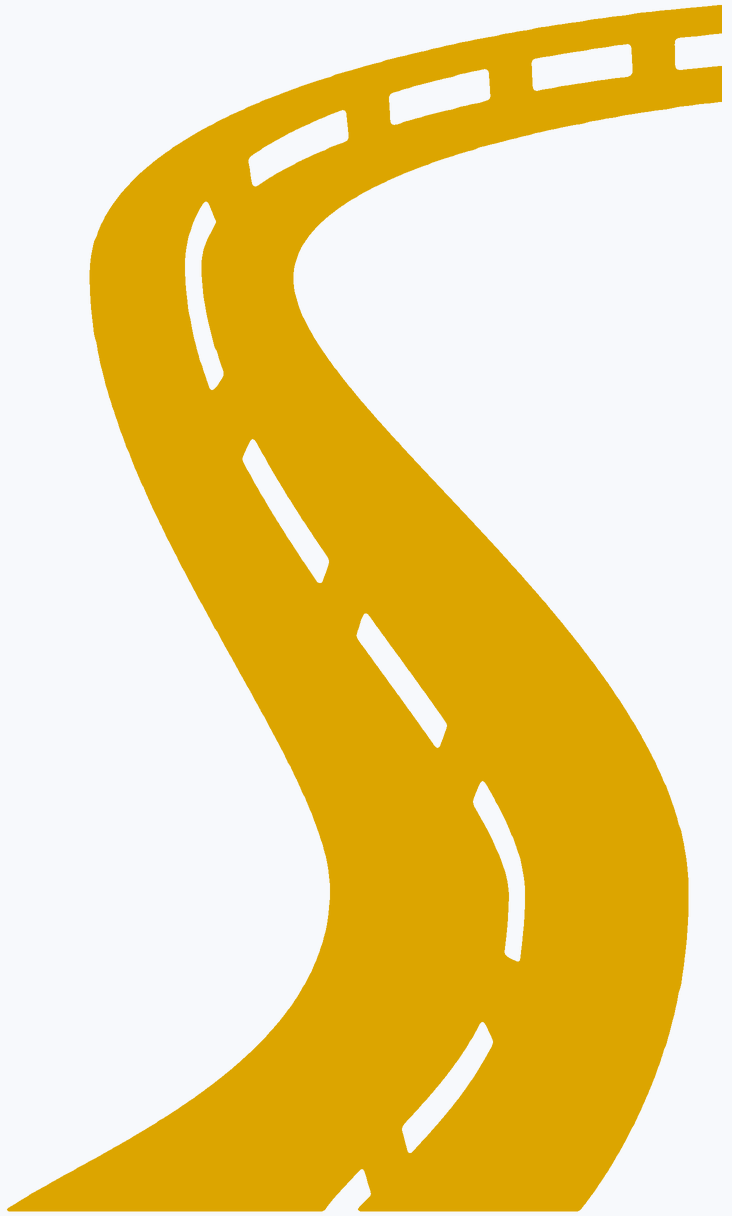
Build positive relationships through effective, respectful communication.

INTELLECTUAL

Honest self-assessment and critical thinking; revise your assumptions.

PART 1 · LEADERSHIP

OUR ADMIRED LEADERS



LIVE · RANKING

Interactive in the workshop: you rank live

Look at our board. Which of the Four V's did these leaders show most? Rank them.

- [ ] Values
- [ ] Vision
- [ ] Voice
- [ ] Virtue

WHAT MAKES LEADERSHIP WORK?

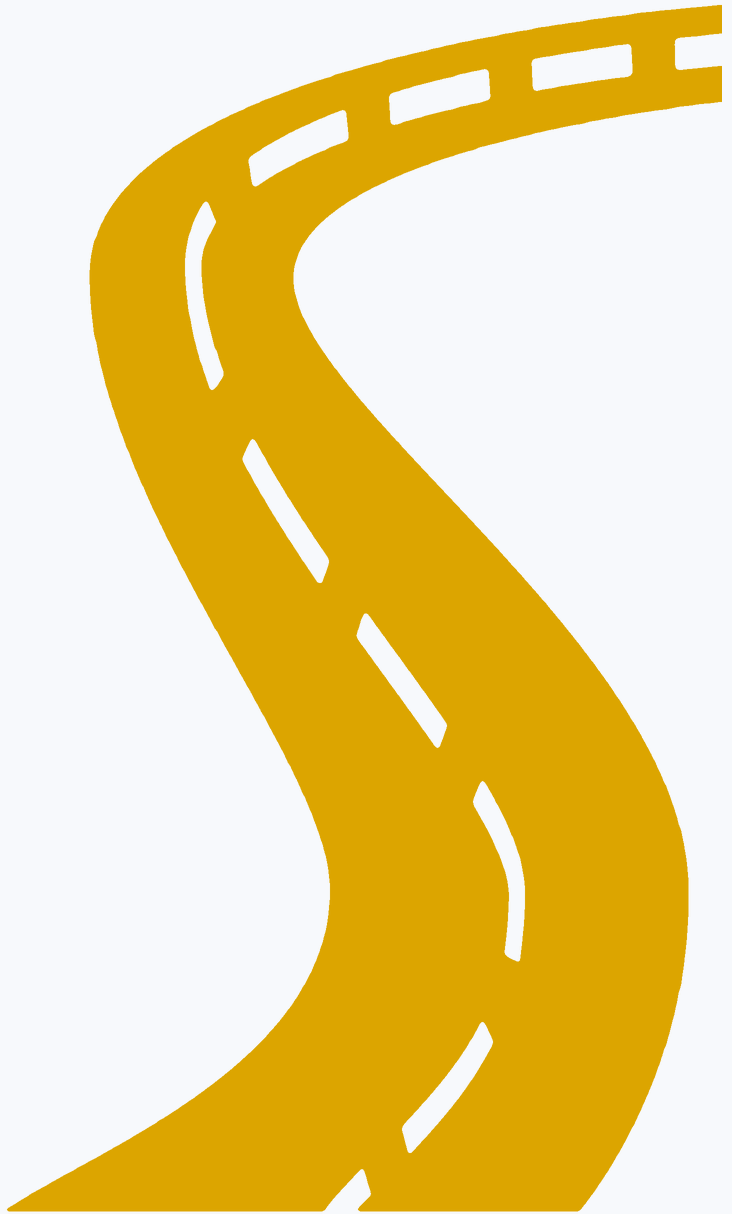


SITUATIONAL STYLES

Acquiring the flexibility to adjust to situation and follower development level. From here on we set leader attributes aside: whole workshops exist on them.

PART 1 · LEADERSHIP

WHAT IS LEADERSHIP?



TOPIC 1 · DEBRIEF

LEADERSHIP AND MANAGEMENT

Same thing, two different things, or does the difference not matter?

Topic 1 groups first: your verdict in 2 minutes. Then everyone: where do you agree, where not?

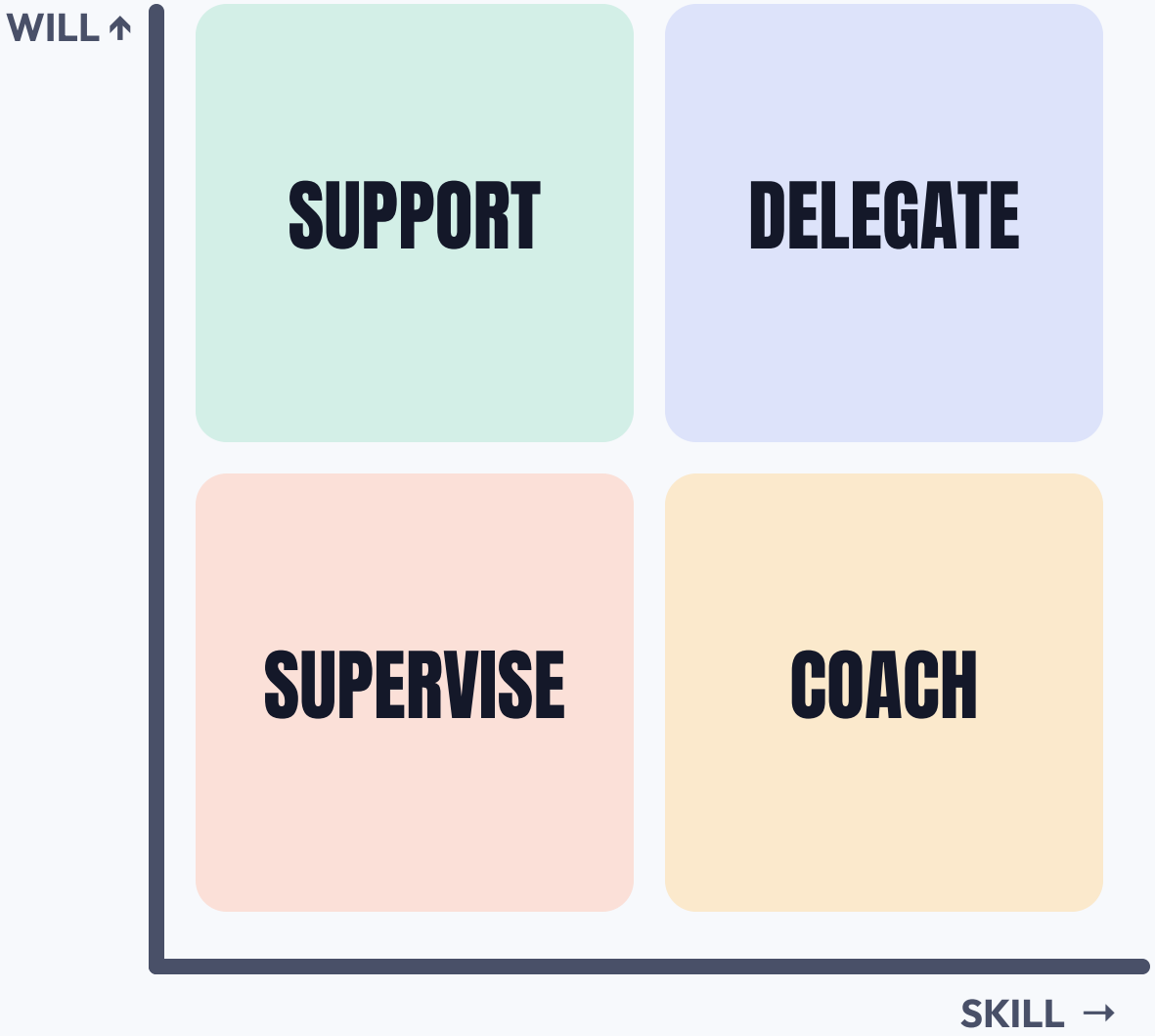
TOPIC 2 · DEBRIEF

THE SKILL/WILL MATRIX

The skill-will balance of a person is **not fixed**; it evolves as time goes by.

Nevertheless, it is a good guideline for how a coach spends their time, especially when coaching an entire team.

Your source may say Direct, Guide, Excite, Delegate. Where it says Excite, write Coach.



From Max Landsberg: The Tao of Coaching

TOPIC 3 · DEBRIEF

GOLEMAN'S SIX EMOTIONAL LEADERSHIP STYLES

VISIONARY	**"Come with me"**	Organisation requires vision, a dramatic new direction
COACHING	**"How would you do it?"**	Need to build long-term skills, rapport and trust
AFFILIATIVE	**"People come first"**	Team tension and conflict; trust is broken
DEMOCRATIC	**"What do you think?"**	Need input from the team; build consensus and buy-in
PACESETTING	**"Do as I do, now!"**	Need high-quality results from a motivated team, quickly
COMMANDING	**"Do what I tell you"**	Crisis, jump-starting fast change, problem employees

Learn to read situations right: the situation can limit your choices before development level does.

Based on Primal Leadership by Daniel Goleman, Richard Boyatzis and Annie McKee

LEADERSHIP THEORIES · TOGETHER

THE BEST LEADERSHIP THEORY OUT THERE?

TRAIT
THEORY

Are you a born leader?

SKILLS
THEORY

Everyone can learn it.

SITUATIONAL
THEORY

I lead based on situation and development level.

CONTINGENCY
THEORY

Situation and development level AND the person's traits.

PATH-GOAL
THEORY

I tell you where to go and clear the path for you.

TRANSACTIONAL
THEORY

I set the rules and systems for you to work well.

TRANSFORMATIONAL
THEORY

I build intrinsic motivation and ownership.

SERVANT
THEORY

I lead to serve and serve to lead.

Our focus: the situational and contingency family

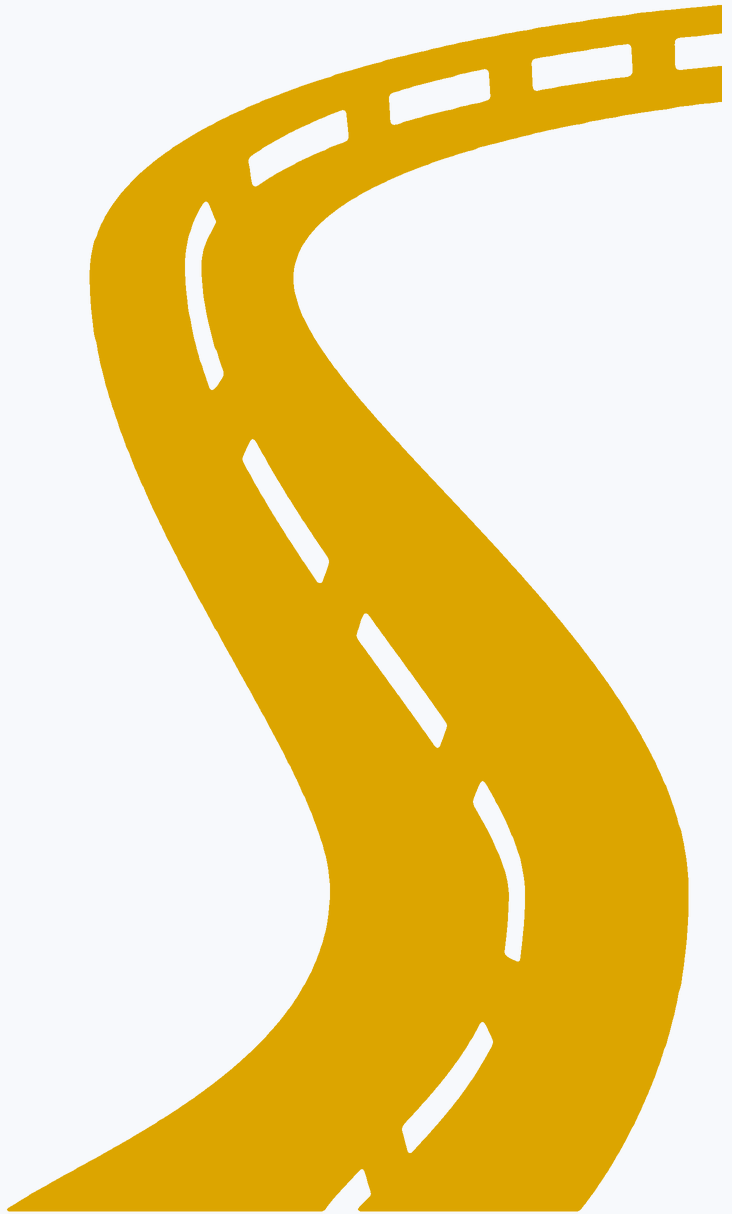
LEADERSHIP

“A LEADER IS BEST WHEN PEOPLE BARELY KNOW THE LEADER EXISTS, WHEN THEIR WORK IS DONE, THEIR AIM FULFILLED, THE PEOPLE WILL SAY: WE DID IT OURSELVES.”

PART 2 · STYLES

SITUATIONAL STYLES

Acquiring the flexibility to adjust to situation and follower development level



SITUATIONAL THEORY · PREMISE

AS A LEADER YOU ARE MOST EFFECTIVE ONCE YOU ARE ABLE TO FLEXIBLY ADJUST YOUR STYLE TO THE SITUATION AND TO THE DEVELOPMENT LEVEL OF THOSE YOU LEAD!

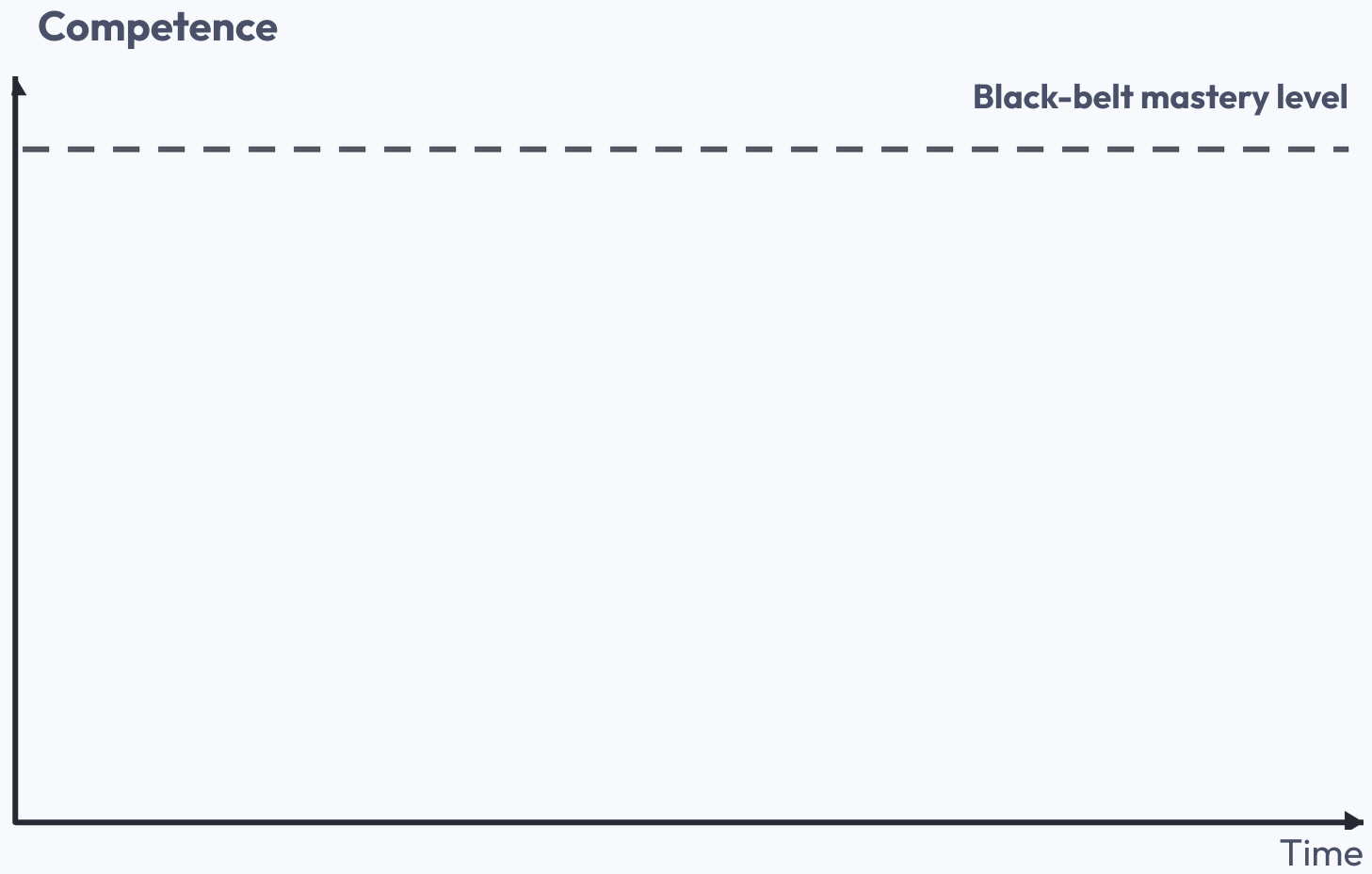
DEVELOPMENT LEVEL

=

COMMITMENT + **COMPETENCE**

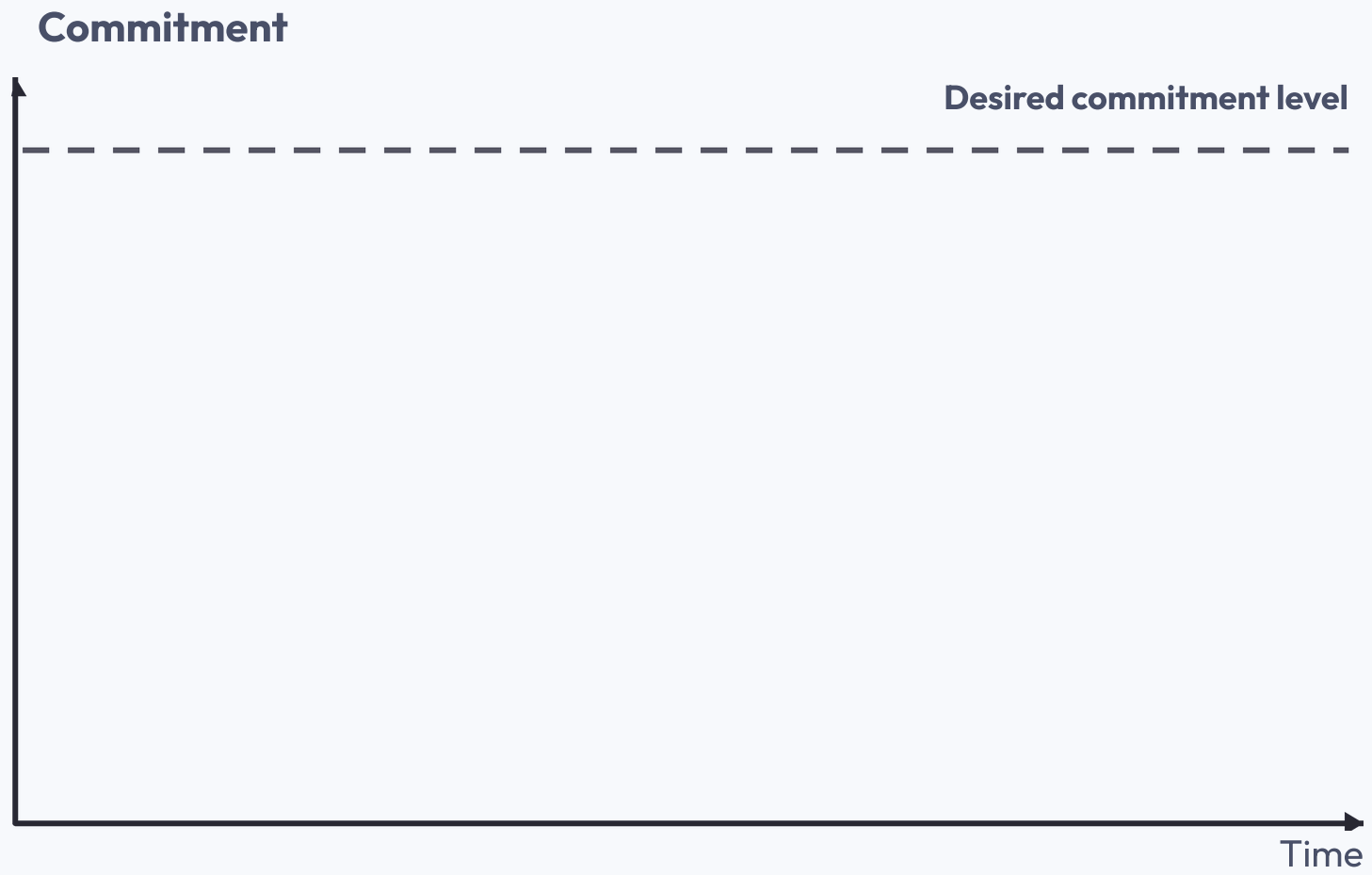
COMPETENCE

COMPETENCE =
KNOWLEDGE
SKILLS
ABILITIES



COMMITMENT

COMMITMENT = CONFIDENCE + MOTIVATION



SUMMARY

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- 4 development levels are matched by 4 leadership styles.

- **Using different styles with different people in the same team without explanation will end in failure. Share your style choice.**

- Is leadership more complex than that? Absolutely. Leadership styles capture only a certain degree of variance in leadership effectiveness.

- Followers typically have multiple development levels at the same time.

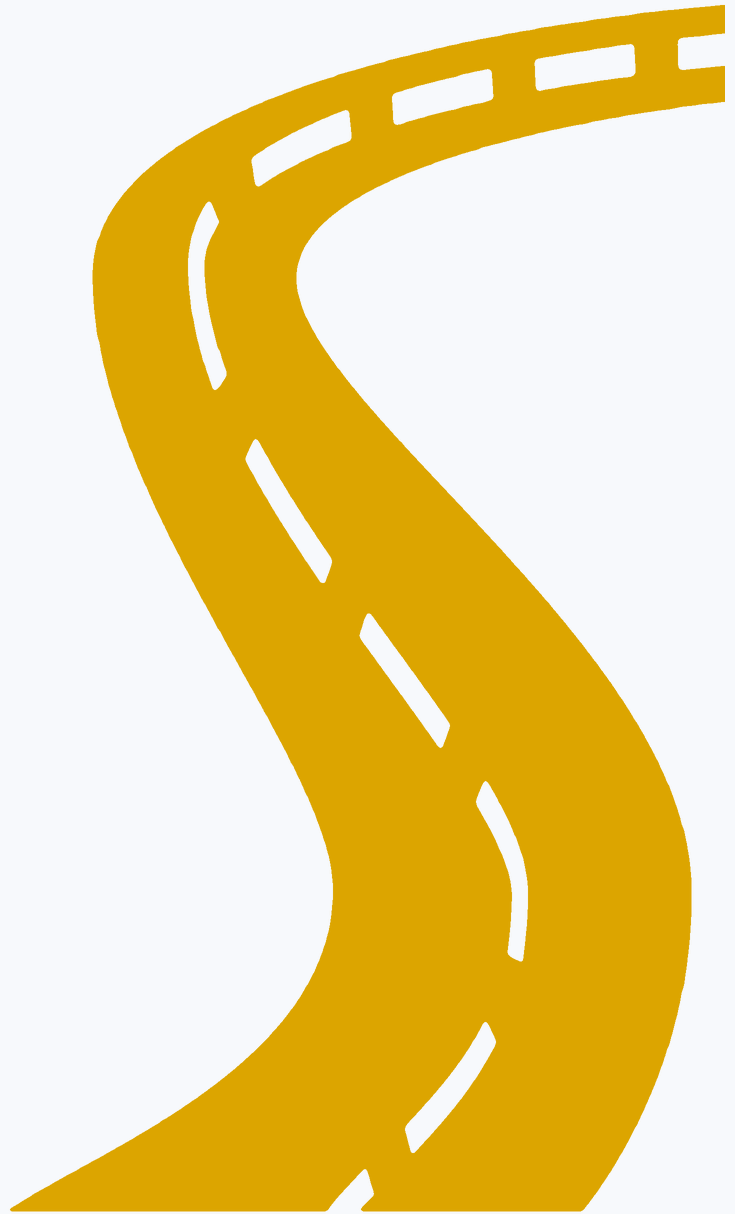
LENS · VOICE · VIRTUE

Being transparent about why people get different amounts of your time is ethical voice.

PART 2 · STYLES

STYLES IN PRACTICE

Behaviour clues, a case and a role play



CASE STUDY 1

You serve as the Project Director in your department and have been assigned responsibility to design and implement a new initiative. You have hired a Project Team that is eager to begin working with you on it. You have scheduled a series of planning meetings. **At these first meetings of the team, you would...**

A Make sure that you define the responsibilities of the team, present an overview of the design process you are going to use, direct the work of the team in developing the new project, and closely monitor progress.

B Direct the work of the team in designing and implementing the new project and encourage team members to work together by recommending ideas, making decisions on the final design, and implementing the project.

C Facilitate the work of the team by encouraging cooperation and involvement of all team members as they design and implement the new project.

D Allow the team to design and implement the project on their own with your support and with the resources that you have given them.

SCENE 1 · DIRECTING · DEBRIEF

WHAT WORKED IN DIRECTING?

'Walk the stairs' together. Talk for two minutes, then stop and let him catch up: 'What's your thinking right now?'

Check for understanding with an open question. 'Are we good?' only gets a yes, even from someone who is totally confused.

Keep your language sharp. No could, should, maybe, normally: every soft word gives him a way to wiggle.

What else could we do?

SCENE 2 · COACHING · DEBRIEF

WHAT WORKED IN COACHING?

Gather what he knows first. It gives him a small moment to shine, and you learn where he stands.

Make a mini agreement on how to use the time. 'Here is what we need to cover. Where do you want to start?'

Don't accept a one-word answer. Make it easy and safe to talk: 'What are one or two things we should clarify?'

What else could we do?

SCENE 3 · SUPPORTING · DEBRIEF

WHAT WORKED IN SUPPORTING?

Connect first. Listen before you solve; he decides how, you clear the way.

Ask for his recommendation before you give yours. Once you name your idea, his ideas circle around it like planets around the sun.

Ask what they have already tried. 'What have you already tried?' Then build on it: 'What did you learn from that?'

What else could we do?

SCENE 4 · DELEGATING · DEBRIEF

WHAT WORKED IN DELEGATING?

Hand it over with a mini agreement. Agree how and when he keeps you informed, then stay out of the how.

Let him co-design. Nothing has to change in the plan; the fact that he shaped it creates the ownership.

Follow up on learning, not on the steps. 'What's the implication of that for you?'

What else could we do?

CLOSING THOUGHTS ON SITUATIONAL STYLES

THE GOOD AND THE BAD

THE GOOD

- The simplicity of the model makes it easy to apply.
- Simple scales give a 'thumb in the wind' assessment of which style to use.
- Maturity and competence of the group are often overlooked factors in good leadership; it helps to focus on these.

THE BAD

- It may not fit managers with limited power, or time pressure and task complexity.
- It does not consider cultural differences in leadership. It also ignores gender entirely.
- Applied inconsistently, it can confuse people: they do not know what to expect, which breeds fear and insecurity.

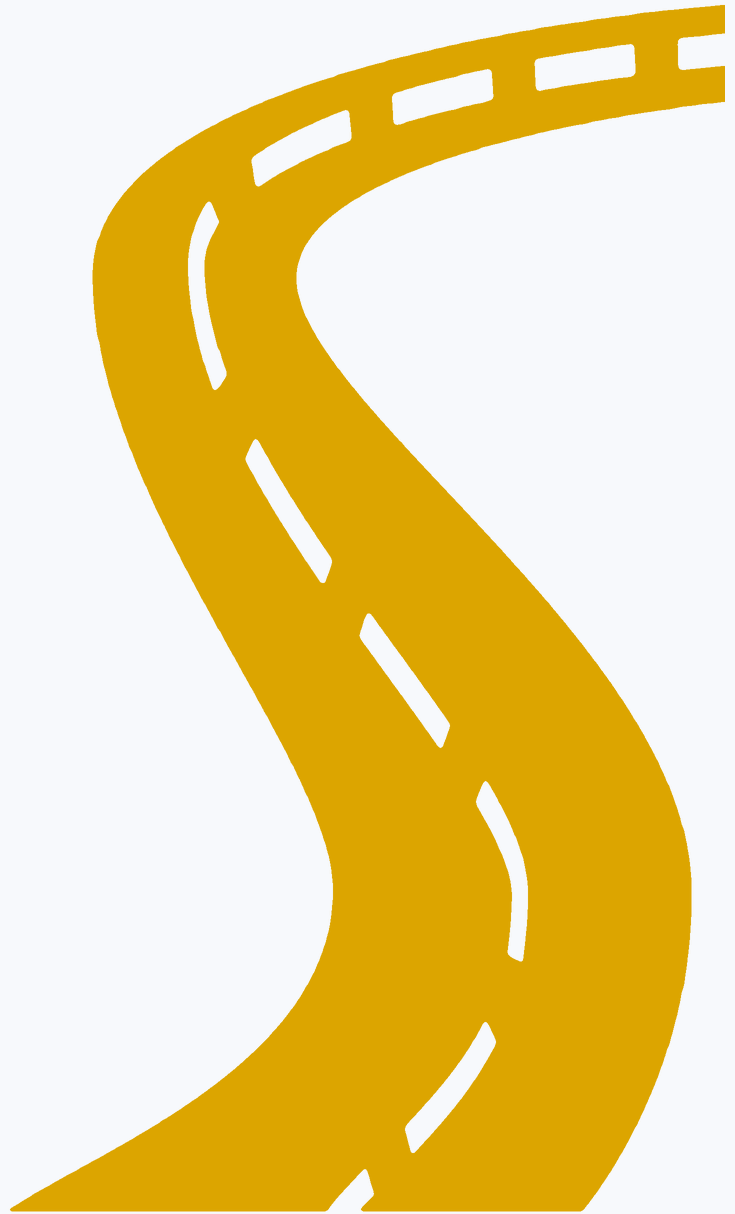
LENS · VALUES · INTELLECTUAL RESILIENCE

Question the model: whose culture and whose norms does it assume?

PART 3 · POWER TOOLS

LET'S COACH!

Coaching vs advising · Be a standout listener



ROUND 1 · ADVICE

GIVE YOUR BEST ADVICE

A volunteer brings a real challenge they face right now. Everyone else helps.

No volunteer? Then I bring mine: managing time and priorities.

YOU:

Give your best advice and solutions. Type them on the next slide.

ROUND 2 · QUESTIONS ONLY

NOW ONLY ASK QUESTIONS

Same volunteer, same challenge. Ask only open-ended questions that invite them to explore and find their own solutions.

FOR EXAMPLE

What does 'great' look like?

What strategies could you borrow from others?

Which of your strengths might you use here?

QUESTIONS THAT WORK

1. What's your goal?
2. What's the ideal outcome?
3. What's the real challenge in that for you?
4. What is in your control here? What can you influence?
5. What do you want to experiment with to make it happen?
6. What should be your very next step?
7. How will you recognise that you are making progress?
8. What obstacle might get in the way?
9. How would you deal with it?
10. What did you take away from this conversation?

Make it commit; send it through.

TWO HANDLES FOR ANY CONVERSATION

↓↑ TELL ME MORE ABOUT...

⇆ AND WHAT ELSE...?

Go deeper (vertical) or wider (horizontal). Share advice only after exploring the exact challenge.

AT THE END OF THE WORKSHOP

1. Broad view of Leadership
   Understanding of Leadership Styles

2. Knowing your preferred Style
   Applying and Playing with Styles

3. Learn Power Coaching Tools

LEADERSHIP

LEADERSHIP IS ACTION, NOT POSITION.

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THANK YOU!



Let's connect

https://maik.intellicoach.com

Case Study 1

You serve as the Project Director in your department and have been assigned responsibility to design and implement a new initiative. You have hired/recruited a Project Team that is eager to begin working with you in developing and implementing the new initiative. You have scheduled a series of planning meetings with your Team. At these first meetings of the Team, YOU WOULD. . .

A)	Make sure that you define the responsibilities of the team, present an overview of the design process you are going to use, direct the work of the team in developing the new project, and closely monitor progress in implementing the project.
B)	Direct the work of the team in designing and implementing the new project and encourage team members to work together by recommending ideas, making decisions on the final design, and implementing the project.
C)	Facilitate the work of the team by encouraging cooperation and involvement of all team members as they design and implement the new project.
D)	Allow the team to design and implement the project on their own with your support and with the resources that you have given them.

Case Study 2

The Team that you coordinate as Project Director has been working reasonably well together over the past year to design and implement the organization's plans and projects with your input and facilitation. As the new year begins, a number of new projects are being introduced and several new members are being added to the team who do not have previous experience with your projects. YOU WOULD. . .

A)	Use several Team meetings to direct the work of the team in creating the new programs, while teaching the new members about the organization's work and their new role. Then work to closely monitor the performance of the entire team as they introduce the new projects.
B)	Guide the entire team in creating the new projects, incorporate the ideas and suggestions of all team members, encourage effective teamwork, and take time to introduce the new team members.
C)	Welcome the new members to the team, put them with other members of the team who can help them learn how to design and implement the organization's projects, while you facilitate team development and teamwork.
D)	Ask if there is anything you can do to help the new members and support their excitement about being new team members.

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Case Study 3

As Project Director you have worked closely with one of your teams for several years. Their work is excellent and the team gets along well together. Recognizing their abilities, you feel they can now work more on their own. You have begun this year to redirect your energies to other projects and teams, and they have continued to work effectively. You must now ask them to accept additional tasks and responsibilities. YOU WOULD. . .

A)	Assign them the new responsibility, make sure they know what to do, and supervise them closely.
B)	Give them the new responsibility. Tell them that you are pleased with their past performance and that you are sure they will do well with this new responsibility. Facilitate the team's meetings.
C)	Make sure they know what you want them to do, but incorporate any helpful suggestions they have.
D)	Let them determine how to complete the new responsibility and be available to support them and provide the information and resources that will be needed.

Case Study 4

You have just been appointed Project Director. One of the teams that you are about to lead has worked together for several months. You have found that the team is beginning to perform effectively on the tasks assigned to them, but is somewhat overwhelmed by the project and the demands of working together as a team. You are unsure about how you fit into the group and what your role should be. YOU WOULD. . .

A)	Assume the leadership of the team, direct the design and implementation of its projects and tasks, and closely monitor their performance.
B)	Facilitate the planning and implementation of the team's work and develop the ability of team members to work together.
C)	Do what you can to make the team feel important and involved, and support their continued work.
D)	Attend the team meetings, but let the team continue to work as it has in the past year.

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