Company Background

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

- **Educational Webinars**
  - Earn ~20 PDU’s per year
  - [http://www.pmcentersusa.com](http://www.pmcentersusa.com)
Effective Leadership for Projects

Seminar Purpose and Objectives

1. Explore the elements of effective leadership and how it relates to interpersonal skills and management
2. Discuss the sources of power available to Project Managers that can help them become more effective leaders
3. Explain how Emotional Intelligence is an essential ingredient for effective leadership
4. How to use Situational Leadership
5. Review the key elements for effective communications

Seminar Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:05</td>
<td>What is Leadership?</td>
</tr>
<tr>
<td>2</td>
<td>8:30</td>
<td>Mini-Reviews Leadership Books</td>
</tr>
<tr>
<td>3</td>
<td>9:15</td>
<td>Leadership vs. Management</td>
</tr>
<tr>
<td>4</td>
<td>9:30</td>
<td>Project Manager’s Authority and Power</td>
</tr>
<tr>
<td>-</td>
<td>10:00</td>
<td>Break</td>
</tr>
<tr>
<td>5</td>
<td>10:20</td>
<td>Emotional Intelligence (Personality Styles)</td>
</tr>
<tr>
<td>6</td>
<td>10:40</td>
<td>Situational Leadership</td>
</tr>
<tr>
<td>7</td>
<td>11:00</td>
<td>Importance of Communications</td>
</tr>
<tr>
<td>-</td>
<td>11:20</td>
<td>Seminar Summary</td>
</tr>
</tbody>
</table>

**11:30 Head Down for Lunch!**
Topic 1: What is Leadership?

How do you define leadership?

Take 3 minutes and write down your definition for leadership

One Simple Definition

Leadership

• A person who guides or directs a group
• Synonyms:
  ▪ Administrator
  ▪ Manager
  ▪ Director
  ▪ Steward
Another Question…

How do you define Interpersonal Skills?

Take 3 minutes and write down your definition for interpersonal skills

Simple Definition

Interpersonal Skills
The life skills we use every day to interact with other people, individually and in groups

Listed in the PMBOK Guide 5th Edition

- Leadership
- Team Building
- Motivation
- Communication
- Influencing
- Decision Making
- Political and Cultural Awareness
- Negotiation
- Trust Building
- Conflict Management
- Coaching
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Another Question…

Is Leadership an Interpersonal Skills?

Study by PMI

The three areas identified by companies as most important for projects

- Technical Project Management
- Leadership
- Strategic & Business Management
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Study by PMI

- 90% of organizations say technical skills are the hardest to find, but the easiest to teach
- 66% of organizations believe that leadership skills are not as teachable but are most important for success in project management

Topic 2: Mini-Reviews Leadership Books

JAMES SCOULLER

The Three Levels of Leadership
How to Develop Your Leadership Presence, Knowhow and Skill

“A masterpiece.”
John Waer
“The definitive book on leadership.”
Craig Swan

©Joe Lukas - May 20-21, 2013 - Professional Development Conference
What is Leadership

Leadership is a process that involves

- Setting a purpose and direction which inspires people to combine and work towards willingly
- Paying attention to the means, pace and quality of progress towards the aim
- Building and upholding group unity
- Sustaining individual effectiveness

The Three Levels of Leadership, James Scouller, page 24

Leadership’s Four Dimensions

Scouller believes leadership and management are not separate
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Three Levels of Leadership

- **Public Leadership** – the actions leaders take in a group setting
- **Private Leadership** – individual handling of group members
- **Personal Leadership** – the leader’s self awareness, your progress towards self-mastery and technical competence, and your sense of connection with those around you

Public & Private Leadership

- **Motivating Purpose**
- **Upholding Group Unity**
- **Task Progress & Results**
- **Attention to Individuals**

Private Leadership
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Class Discussion

What behaviors & skills are needed for Public and Private Leadership?

3 Elements of Personal Leadership

- **Technical** – knowing your technical weaknesses and updating your knowledge and skills
- **Attitude toward others** – believing other people are important as you – or learning to believe it
- **Self-mastery** – committing to self-awareness, self integration, growth and flexible command of your psyche*

*Emotional Intelligence helps with self-mastery, but this topic goes into the model of the psyche – way beyond the scope of our discussion today
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Technical Skills

- **Domain Specific Knowledge** – for Project Managers this is the *PMBOK® Guide*

  *Three other areas Scouller believes leaders should study…*

- **Individual psychology & motivation**

- **Group psychology** (recommended book is *Working More Creatively with Groups* by Jarlath Benson)

- **Time Management**

Four Key Skills Sets

**Supporting Public Leadership**

- Problem solving & planning skills*

- Decision-making skills*

- **Interpersonal skills** *

- Group process skills (how a group is working – building and upholding the team togetherness)

*also applies to private leadership
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Attitude Towards Others

• Why important?
  ▪ It will decide whether people accept you as their leader

• Why leader’s career can derail?
  ▪ #1 reason - insensitivity to others
  ▪ Other key reasons – betrayal of trust and over-ambitious

Conditions Governing Trust

• Competence: people must believe you know what to do and how to do it – that you will make things happen

• Direction: must feel the group has a clear purpose and direction that matters

• Genuineness: People must believe
  ▪ You are serving the collective purpose
  ▪ You are telling the truth
  ▪ You practice what your preach (setting an example)
  ▪ You do what you said you would do
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Scouller Book Summary

• Highly recommended book to read if you are looking to become a better leader

• Book contains considerable information on the model of the psyche and how to achieve self-mastery (chapters 8 & 9)

Mini-Review Leadership Book #2

• Looks at leadership as a competency (combination of knowledge, skills and behavior used to improve performance)

• Provides information from a PMI survey in 2011
  - >700 Project Managers
  - 66 countries
Top 5 Leadership Behaviors

**Behavior**: a manner of conducting oneself; a response to an action, environment, person or stimulus

1. Collaboration: working together
2. Openness: transparency and making relevant information available
3. Reliability: keeping your word and taking actions consistent to what you say
4. Decisiveness: willingness to make decisions
5. Ethics: concepts of right and wrong behavior

Top 5 Leadership Skills

**Skill**: an ability acquired through deliberate effort, to carry out complex activities or job functions

1. Problem Solving
2. Communicating a Vision
3. Team Building
4. Decision Making
5. Coordinating and Balancing Conflicting Stakeholder Interests
Effective Leader Characteristics

- Accountable
- Adaptable/Flexible
- Authentic
- Enthusiastic
- High Expectations
- High Emotional Intelligence
- Honest
- Clear Vision
- Clear Communication
- Good Decision Maker
- Cares about people
- Calm (with adversity)
- Self-Confident
- Able to Bring out Best in Others
- Positive Outlook
- Good Problem Solver

Importance of Self Awareness

- Advisory Council to the Stanford Graduate School of Business asked: what’s the most important capability for a leader to develop
  - Nearly unanimous answer: self-awareness
- Elements of self-awareness
  - Personal Values
  - Knowing What Motivates You
  - Strengths and Weaknesses
  - Self Reflection
  - Being Authentic
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Personal Values Assessment

- Help society
- Help others
- Public contact
- Work with others
- Work alone
- Competition
- Make decisions
- Work under pressure
- Influence people
- Knowledge
- Financial Gain
- Independence

- Work mastery
- Artistic / general creativity
- Supervision
- Change and variety
- Precision work
- Stability
- Security
- Recognition
- Fast pace
- Adventure
- Physical challenge
- Time freedom

WHAT ARE YOUR TOP 5?

What Motivates You?

- What situations cause you to go above and beyond in your performance?
- In which situations would you do things on a volunteer basis because you believe in the cause?
- What do you like to do when not working?
- How would you rank the following ‘rewards’ in relative importance (6=highest, 1=lowest)
  - Achievement
  - Money
  - Recognition
  - Security
  - Independence
  - Reputation
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Emotional Intelligence

- Emotional Intelligence is a defining factor in the difference between a leader by position and a great leader
- Self-awareness is the first component of EI
- The ability to manage your emotions and behaviors is part of self-management (*remember self-mastery from Scouller’s book*)
- Social skills are what emotionally intelligent leaders use to lead groups of people effectively

Snyder Book Summary

- Quick book to read to get ideas on how to flex your leadership style
- Not a great book for explaining emotional intelligence or personality styles
- Lots of good ideas for team building, motivating team members, managing a team, working with virtual teams and managing conflict
Back to My Question…

Is Leadership an Interpersonal Skills?

• My belief: Leadership is NOT an interpersonal skill, but…

• To be an effective leader you MUST have excellent interpersonal skills

• Stating that leadership skills are ‘not teachable’ is wrong because interpersonal skills can be learned!

Improving Your Leadership Skills

• To improve your leadership skills, one major item is to improve your interpersonal skills:
  - Emotional Intelligence
  - Team Building
  - Motivation
  - Communication
  - Influencing
  - Decision Making
  - Political and Cultural Awareness
  - Negotiation
  - Trust Building
  - Conflict Management
  - Coaching
  - Problem Solving

• Not the only thing needed – you also need to work on Personal Leadership (self-mastery)
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Topic 3:
Leadership vs. Management

<table>
<thead>
<tr>
<th>Vision (Leadership)</th>
<th>Dreamer</th>
<th>Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader–Mgr.</td>
<td></td>
<td>Doer</td>
</tr>
<tr>
<td>Implementation (Management)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project Management:
The Ideal vs. The Reality

**IDEAL:** Project Manager is an effective leader

**REALITY:** Managerial skill is just as critical as leadership in successfully implementing a project!
Leadership

Leaders develop and champion new ideas
• Influence and inspire people
• Motivate
• Bring out the best in others
• Get people to work together to achieve common goal

Management

Managers implement new ideas
• Direct, coordinate, and control the work of others
• Organize and balance priorities
• Resolve issues and conflicts
• Communicate
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Leader vs. Manager

Leaders do the **right things**
Managers do **things right**

Most of what Project Managers do is simply **not leadership** –

It’s **MANAGEMENT**

---

Topic 4

Project Manager’s Authority and Power

Common PM Complaint:

I need more **authority** to do my job!
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Project Manager’s Dilemma

The Expectation

• Elicit top performance from everyone on the project team

The Reality

• An environment of high responsibility and low formal authority
• Using borrowed resources in a matrix organization

The PM’s Lament, Continued…

I don’t have the authority to do my job!

So how can I provide Effective Project Leadership?
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What IS Authority/Power?

**Authority / Power**

- The capacity to **DO** something:
  - **Control** other people
  - **Influence** the actions of others

---

Myth of Positional Authority

Positional Authority refers to specific powers based on an individual’s position in an organization

- **Myth:** Having ‘authority’ over project resources (people) would solve the problem
- You could **MAKE** people do their jobs!
Myth of Positional Authority

Reality:

- Project Manager may or may not be given specific positional authority
- Having authority does not necessarily result in the will, desire, or fortitude to use it!

Myth of Positional Authority

- In the past, corporations used to focus on positional power and authority
- Today, a formal title does not always equal an accompanying amount of significant power
- Having positional authority alone does not make a person either a good leader or manager
Myth of Positional Authority

A Frequent Complaint: Project Managers don’t control project resources; Resource Managers do!

Resource Managers  Project Managers

Survey Results: Project Managers felt the Resource Managers had more power; however, the Resource Managers felt just the opposite!

What’s the REAL problem?

• Project Managers need SUPPORT from their own management
• Project Managers too often assume that lack of support = lack of authority!

Assume: Ass + u + me!
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Sources of Power

Traditional: Power = Authority, bestowed on a position

Revised: Power developed by the individual

Power Sources

Traditional
- Coercive
- Legitimate
- Reward
- Expert
- Referent

Today’s Reality
- Positional
- Knowledge
- Skill
- Obligation
- Trust
- Self-Determination
- Emotional Intelligence
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Knowledge

- **Technical**: expertise, software skills, etc.
- **Social**: social media skills, team building, communication, etc.

Skill

- Closely related to knowledge
- Ability to *do* something rather than just know it

*管理*
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Obligation

- Feeling created in others by actions you have performed
  - You help someone and that person feels a duty to help you in return

- Sense of commitment
  - Duty to follow established rules/roles
  - Responsibility to meet a commitment

Trust

- 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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Self-Determination

• Taking ownership & responsibility
• Not passing the buck
• Being answerable
• Empowerment

A CULTURE OF ACCOUNTABILITY!

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)
• This topic will be covered in more detail after the break
Summary on Sources of Power

- Leadership skills are great, but Project Managers first need to be able to **MANAGE**
- “Position” is **NOT** the only source of authority
- The new sources of power include
  - Knowledge
  - Skill
  - Obligation
  - Trust
  - Self-Determination
  - Emotional Intelligence

Topic 5: Emotional Intelligence (EI)

- Daniel Goleman – bestselling author of *Emotional Intelligence: Why It Can Matter More Than IQ*
- Direct link between a company’s success and the EI of its leaders
- EI is twice as important as technical skill and IQ for job success
- EI can be learned!
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Five Components of EI

- **Self-Awareness**: ability to recognize and understand your moods, emotions, and drives and their effects on others
- **Self-Regulation**: ability to control disruptive impulses and moods
- **Motivation**: ability to impel action
- **Empathy**: ability to understand the emotional make-up of other people
- **Social Skill**: ability to manage relationships

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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Basic 4-Quadrant Model

<table>
<thead>
<tr>
<th>PMUSA Names</th>
<th>DiSC®</th>
<th>Insights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driver</td>
<td>D = Dominance</td>
<td>Red</td>
</tr>
<tr>
<td>Expressive</td>
<td>i = Influence</td>
<td>Yellow</td>
</tr>
<tr>
<td>Amiable</td>
<td>S = Steadiness</td>
<td>Green</td>
</tr>
<tr>
<td>Analytical</td>
<td>C = Cautiousness/Compliance</td>
<td>Blue</td>
</tr>
</tbody>
</table>

Introvert vs. Extrovert

**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
Thinker vs. Feeler

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

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

DiSC® Personality Style Traits

- **D** (Dominance)
  - Direct
  - Results-oriented
  - Firm
  - Strong-willed
  - Forceful

- **I** (Influence)
  - Outgoing
  - Enthusiastic
  - Optimistic
  - High-spirited
  - Lively

- **C** (Conscientiousness)
  - Analytical
  - Reserved
  - Precise
  - Private
  - Systematic

- **S** (Steadiness)
  - Even-tempered
  - Accommodating
  - Patient
  - Humble
  - Tactful
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Workplace Profile Sample

DiSC® Workplace Map: sample shown is for Joe and his style is
- Primary = D
- Secondary = I

• You may not have a secondary style!

Shading illustrates how inclined you are to use each style – the more the style region is shaded, the more likely you may show characteristics of that style.

Secondary Styles

• The closer your style is to the solid line dividing the style, the more likely you will have characteristics of the secondary style.
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Center or Edge – What it Means

- The closer your style is to the outer edge, the more inclined you are to use that style
- The closer your style is to the middle, the easier it is to flex your style

Four Personality Styles

- Extroverts: Dominance (Driver) and Influence (Expressive)
- Thinkers: Conscientiousness (Analytical)
- Feelers: Steadiness (Amiable)
- Introverts
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D: General Descriptors

- Dominant, independent, candid, decisive, pragmatic, and efficient
- Emphasize overcoming opposition to accomplish results
- Tend to focus on tasks, seek power and control, and need challenges

Examples:
- Henry Ford I
- Charles Lindbergh
- Others?

i: General Descriptors

- Charming, outgoing, enthusiastic, persuasive, fun-loving, and spontaneous
- Emphasize influencing or persuading others
- Tend to focus on people, seek popularity and recognition, and need the spotlight

Examples:
- Bill Clinton
- Winston Churchill
- Franklin Roosevelt
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S: General Descriptors

- Steadfast, cooperative, supportive, diplomatic, patient, and loyal
- Emphasize cooperating with others to carry out a task
- Tend to focus on people, seek sincere appreciation, and need time

Examples:
- Robert E. Lee
- Dwight Eisenhower
- Others?

C: General Descriptors

- Logical, thorough, serious, systematic, prudent, cautious, and compliant
- Emphasize working conscientiously to ensure quality and accuracy
- Tend to focus on tasks, seek details and facts, and need structure

Examples:
- Jimmy Carter
- Thomas Jefferson
- Albert Einstein
- Others?
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

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
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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

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
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Flexing Based on Styles

<table>
<thead>
<tr>
<th>C, Cautious</th>
<th>D, Dominance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be prepared and thorough</td>
<td>• Be brief and direct</td>
</tr>
<tr>
<td>• Don’t be flippant on issues</td>
<td>• Focus on objectives and results</td>
</tr>
<tr>
<td>• Allow time to discuss details</td>
<td>• Avoid unnecessary details</td>
</tr>
<tr>
<td>• Don’t ask for a quick decision</td>
<td>• Be assertive and confident</td>
</tr>
<tr>
<td>• Don’t say it can’t be done</td>
<td>• Don’t say it can’t be done</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S, Steadiness</th>
<th>i, Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be patient and supportive</td>
<td>• Engage in ‘small’ talk</td>
</tr>
<tr>
<td>• Ask their opinion</td>
<td>• Be friendly, open, and flexible</td>
</tr>
<tr>
<td>• Don’t “spring surprises” on them</td>
<td>• Don’t bore them with details</td>
</tr>
<tr>
<td></td>
<td>• Don’t be pessimistic</td>
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Responses to Stress

<table>
<thead>
<tr>
<th>DEMAND</th>
<th>EXPRESS</th>
<th>WITHDRAW</th>
<th>COMPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: Victory</td>
<td>Goal: Acknowledgement</td>
<td>Goal: Justice</td>
<td>Goal: Harmony</td>
</tr>
<tr>
<td>Tends to: ASSERT</td>
<td>Tends to: SUPPRESS</td>
<td>Focuses on: LOGIC</td>
<td>Focuses on: FEELINGS</td>
</tr>
</tbody>
</table>
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

The Path to Higher EI…

• DO IT!
  • Learn how to flex your style
  • Learn to recognize the personality styles of others
  • Be aware of your own style:
    ▪ Strengths
    ▪ Weaknesses
    ▪ Dealing with stress
  • Recognize that people have different styles
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**Topic 6**

**Impact of Personality Style on Situational Leadership®**

- Process for developing people by providing effective leadership over time, so that they can reach their highest level of performance
- Needs to consider the personality style of both the leader and team members

### Situational Leadership Styles

<table>
<thead>
<tr>
<th>Directive Behavior</th>
<th>Supportive Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1 Directing</strong></td>
<td>Low</td>
</tr>
<tr>
<td><strong>S2 Coaching</strong></td>
<td>High</td>
</tr>
<tr>
<td><strong>S3 Supporting</strong></td>
<td>High</td>
</tr>
<tr>
<td><strong>S4 Delegating</strong></td>
<td>Low</td>
</tr>
</tbody>
</table>

Blanchard, 1985
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Directive Behavior

The extent to which the leader—

- Structure
  - Engages in one-way communication
  - Defines roles, tasks, and processes
  - Closely supervises work activities
  - Tells others what to do, how to do it, and when to do it
  - Makes decisions for others

- Monitor

- Control

Supportive Behavior

The extent to which the leader—

- Praise
  - Is friendly and approachable
  - Engages in two-way communication
  - Listens to feedback and provides support and encouragement
  - Facilitates interaction
  - Relegates and/or involves others in decision making and problem solving

- Engage

- Facilitate

- Listen
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Tuckman Stages of Team Development

Stage 1: **Forming** (Orientation)

Stage 2: **Storming** (Dissatisfaction)

Stage 3: **Norming** (Resolution)

Stage 4: **Performing** (Production)

Stage 5: **Adjourning** (Termination)

---

**Stage 1 - Forming/Orientation**

**Team Members:** Eager with high expectations; dependent on authority to provide direction

**Primary Issues:** Inclusion and trust

**Task Accomplishment:** Low to moderate - focusing on defining goals, tasks, and strategies

**Morale:** High
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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

Team Leader Action Strategies

**During Forming (Orientation): S1**

- Establish realistic and achievable goals
- Set standards and norms
- Clarify tasks, roles, and responsibilities
- Make decisions and provide direction
- Monitor team performance and give feedback
- Demonstrate and teach skills
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Stage 2 - Storming/Dissatisfaction

**Team Members:** Discrepancy between initial hopes and present reality; dissatisfied with dependence on authority; frustration about goals and tasks; confusion

**Primary Issues:** Power, control, and influence

**Task Accomplishment:** Slowly increasing as conflicts resolve

**Morale:** decreasing

Adapted from Blanchard, Kormanski, et al.

Situational Leadership Styles

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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Team Leader Action Strategies

**During Storming (Dissatisfaction): S2**

- Reaffirm vision, goals, expectations, and roles
- Encourage and support interdependence
- Practice active listening
- Provide skill development and decision-making
- Recognize and accept differing opinions
- Acknowledge and confront difficulties
- Praise constructive behavior

---

**Stage 3 - Norming/Resolution**

**Team Members:** Dissatisfaction declining; acceptance of goals, tasks, responsibilities, and each other increasing; increased self-esteem and confidence

**Primary Issues:** Affection and intimacy

**Task Accomplishment:** Increasing as understanding increases

**Morale:** Increasing

---

Adapted from Blanchard, Kornandi, et al.
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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

Team Leader Action Strategies

During Norming (Resolution): S3

Practice active listening
Involve team in decision-making and problem solving
Support team in setting goals and standards
Encourage and acknowledge team progress
**Stage 4 - Performing/Production**

**Team Members:** Autonomous, excited, and eager about team activities; collaborative and interdependent work; highly confident about self and team

**Primary Issues:** No major issues

**Task Accomplishment:** Optimal

**Morale:** High

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**Situational Leadership Styles**

<table>
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<tr>
<th>S1</th>
<th>S2</th>
<th>S3</th>
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<td>S4—Delegating</td>
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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

Blanchard, 1985
Team Leader Action Strategies

**During Performing (Production): S4**

Serve as a resource for the team

Monitor goals and performance in terms of the review process

Interface between the team and the larger organization

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**Stage 5 - Adjourning/Termination**

**Team Members:** Concerned about team dissolution and personal future; feel loss or sadness about ending project and separation from team

**Primary Issues:** Loss and separation

**Task Accomplishment:** Generally decreasing

**Morale:** Stable or decreasing

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Adapted from Blanchard, Kormanski, et al.
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Team Leader Action Strategies

**During Adjourning (Termination)**

Accept own feelings of loss

Acknowledge the feelings of other

Increase directive and supportive behavior as appropriate

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Situational Leadership in Teams

Leadership Styles

- S3 Supporting
- S2 Coaching
- S4 Delegating
- S1 Directing

Team Stage

- Performing
- Norming
- Storming
- Adjourning

Carew, et al, 1990
Effective Leadership for Projects

Situational Leadership® Styles

‘Easiest’ for which DiSC Style?

The Four Leadership Styles

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
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<tr>
<td>S3 Supporting (Participating)</td>
<td>S2 Coaching (Selling)</td>
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<td>S4 Delegating</td>
<td>S1 Directing (Telling)</td>
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Situational Leadership Key Principles

There is no “best” leadership style

The role of the leader is to provide to others what they cannot provide for themselves

Adapt leadership style to match the stage of development

Change leadership style as the team progresses through the stages
Topic 7

Importance of Communications

Effective Leaders excel at communications – the exchange of information using a system of symbols resulting in shared meaning between the sender and the receiver.

Communications Importance

Most important Project Management Skills:

- Communications Skills (84%)
- Organizational Skills (75%)
- Team Building Skills (72%)
- Technology Skills (46%)

- Posner, 1987
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Verbal Communications

Importance of Three Key Elements

Paralinguals - 38%
- Inflection (tone of voice)
- Emphasis on certain words

Symbols - 7%
- Actual words used

Nonverbals - 55%
- Gestures
- Body language

Communication Elements

Sender - transforms ideas into words
(responsible for making the information clear, unambiguous, and complete)

Message - content, context, and medium used to convey information

Receiver - restructures ideas from words (responsible for making sure that the information has been received in its entirety and understood correctly)
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Problems for the Sender

- Assumptions on audience knowledge
- Right amount & type of information
- Lack of time to send complete message
- Language skills

Problems with the Message

- Problems with the medium
- Different meanings of words
- Making statements based on false assumptions
- Delivery (lost mail, firewalls)
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Problems for the Receiver

- Physical problems
- Inattention
- Misinterpretation

Steps for Effective Communication

- Allow sufficient time to prepare your message
- Encode in terms the receiver can translate easily
- Be consistent in use of verbal, non-verbal, and paralingual components
- Time your message carefully (when sent)
- Consider the receivers feelings and values
- Choose an appropriate mode of transmission
- Listen carefully for feedback
- Test to make sure that message is understood, accepted, and being acted upon
Communications Exercise

Insert the required punctuation in the memo

Dear John,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. John, you have ruined me for other men. I yearn for you. I have no feelings whatsoever when we’re apart. I can be forever happy. Will you let me be yours?

Gloria

Common Solution

Dear John,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. John, you have ruined me for other men. I yearn for you. I have no feelings whatsoever when we’re apart. I can be forever happy. Will you let me be yours?

Gloria
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The ‘Real Solution’

Dear John,

I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior, John. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we’re apart, I can be forever happy. Will you let me be?

Yours, Gloria

Conclusion

• Effective Project Leaders can be developed via training in interpersonal skills and self mastery; leadership skills are teachable!

• Emotional Intelligence (a key for self awareness) and knowing personality styles is vital for Effective Project Leadership

• Leadership is situational – effective leaders flex their leadership style based on team development
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Any Questions???