



Section 2 *Continued*

Part 2

Leading Others

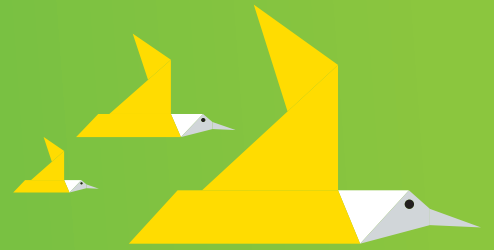
Part 2: Leading Others

	Mystery Feedback	65
	Guidelines for Participation	69
	Part 1: Checking In	73
	Part 2: Leading Others	79
2a	Getting to know my Team	85
2b	Leadership Styles	99
2c	Safety Leadership	111
2d	Giving Feedback	115
2e	Boral Leadership Scenarios	125
	Next Steps	135



Mystery Feedback





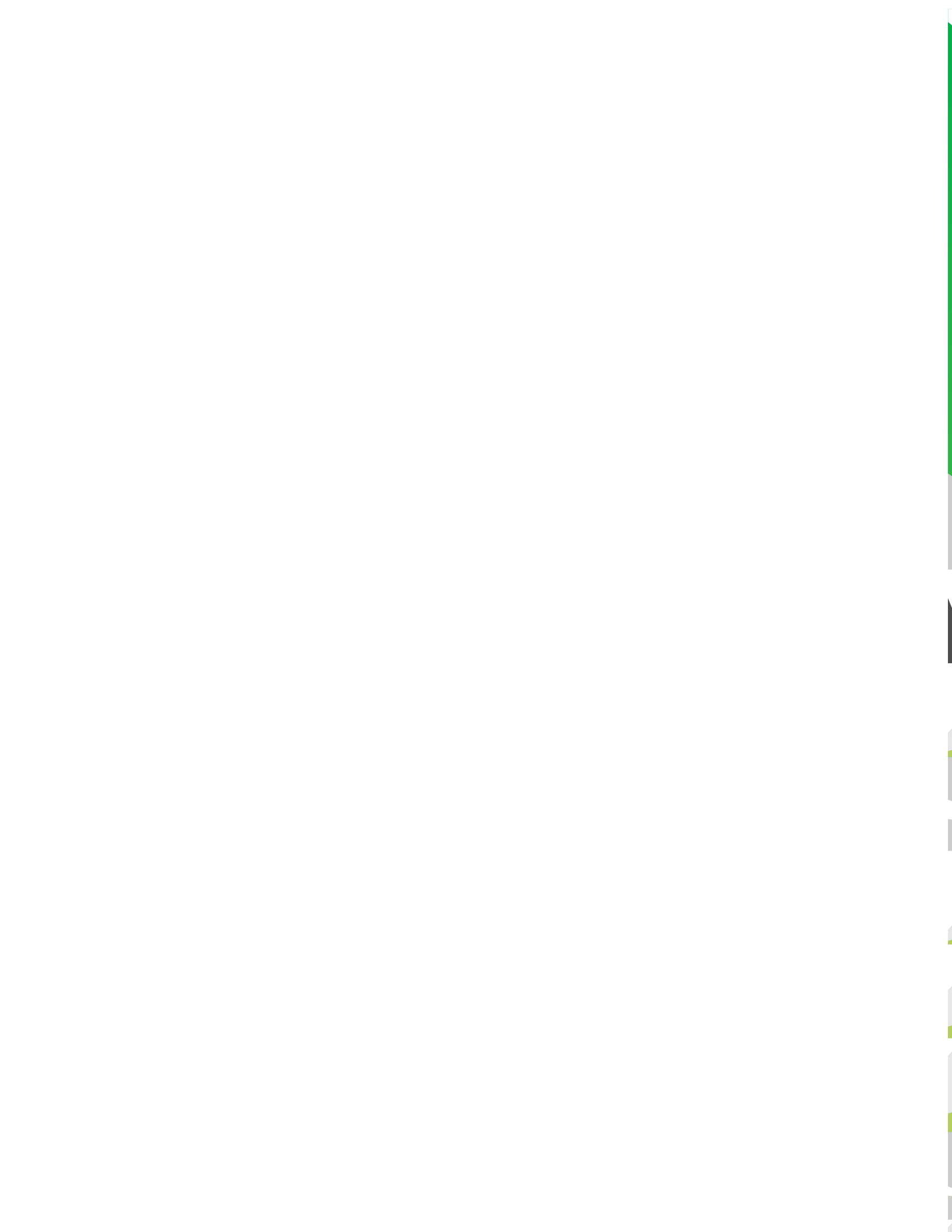
Mystery Feedback

Mystery Feedback

- What strengths, talents and skills did you observe during the workshop today?

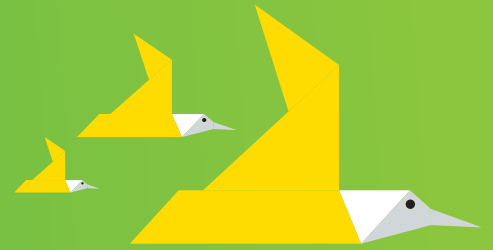
- What perspectives and experiences did they share that were of value to you and the group?

- What could this person do to enhance their leadership impact?



Guidelines for Participation





Guidelines for Participation

Levels of Listening

Level 1

Cosmetic Listening

- Might look like I'm listening but I'm not.
- Distracted – mind is often somewhere else.
- Superficial understanding.

Level 2

Conversational
Listening

- Engaged in conversation.
- Listening to speak rather than listening to understand “listening to reload”.
- Applying own filters of opinions, attitude and judgements.

Level 3

Active Listening

- Attentive and focused on the speaker.
- Listening to understand and with an open mind.
- Suspending own judgements and filters.
- Clarifying, paraphrasing and reflecting back to check for meaning.

Level 4

Deep or Empathic
Listening

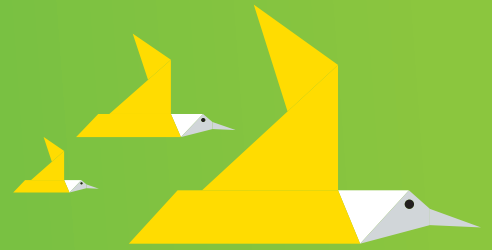
- More focused on speaker than self – seeing through the other persons eyes, through their paradigm, not your own.
- The mind of the listener is quiet and calm.
- Listening to understand – open mind and open heart.
- Clarifying, paraphrasing and reflecting back to generate a bigger, new meaning. It's generative.



Part 1

Checking In





Part 1 Checking In

Leading Self - Reflection Exercise

- Since we were last together for zero|one|ten **leader** day 1, what challenges have you faced as a leader?

- What feedback have you received about yourself as a leader from your team and your Coach?

- How did your team respond to the positive feedback prompt?



Part 1 Checking In

Leading Self, Reflection Exercise

- Thinking about the goals you set yourself during Part 1, Leading Self; how did you go?

- What have you done differently as a leader? What was the impact (on your team and the business)?





Part 2

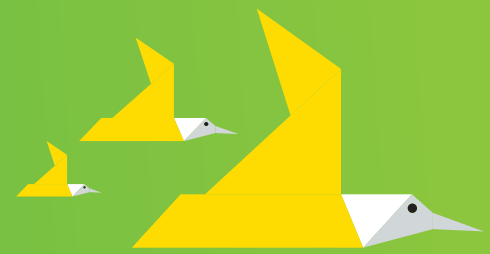
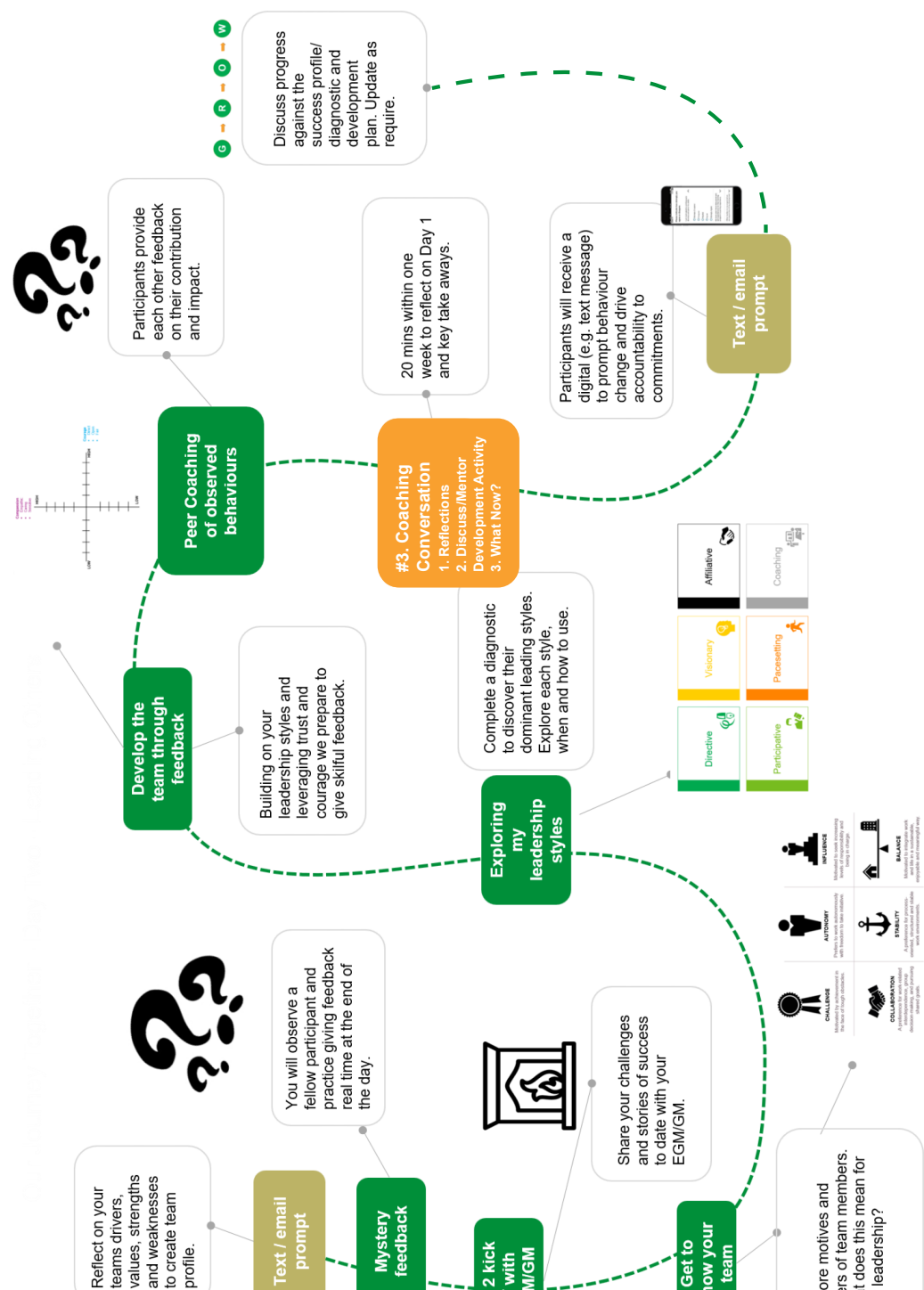
Leading Others



Part Two - Leading Others

Our Journey Together

Part 2 Leading Others





Part 2 Leading Others

Leading Others

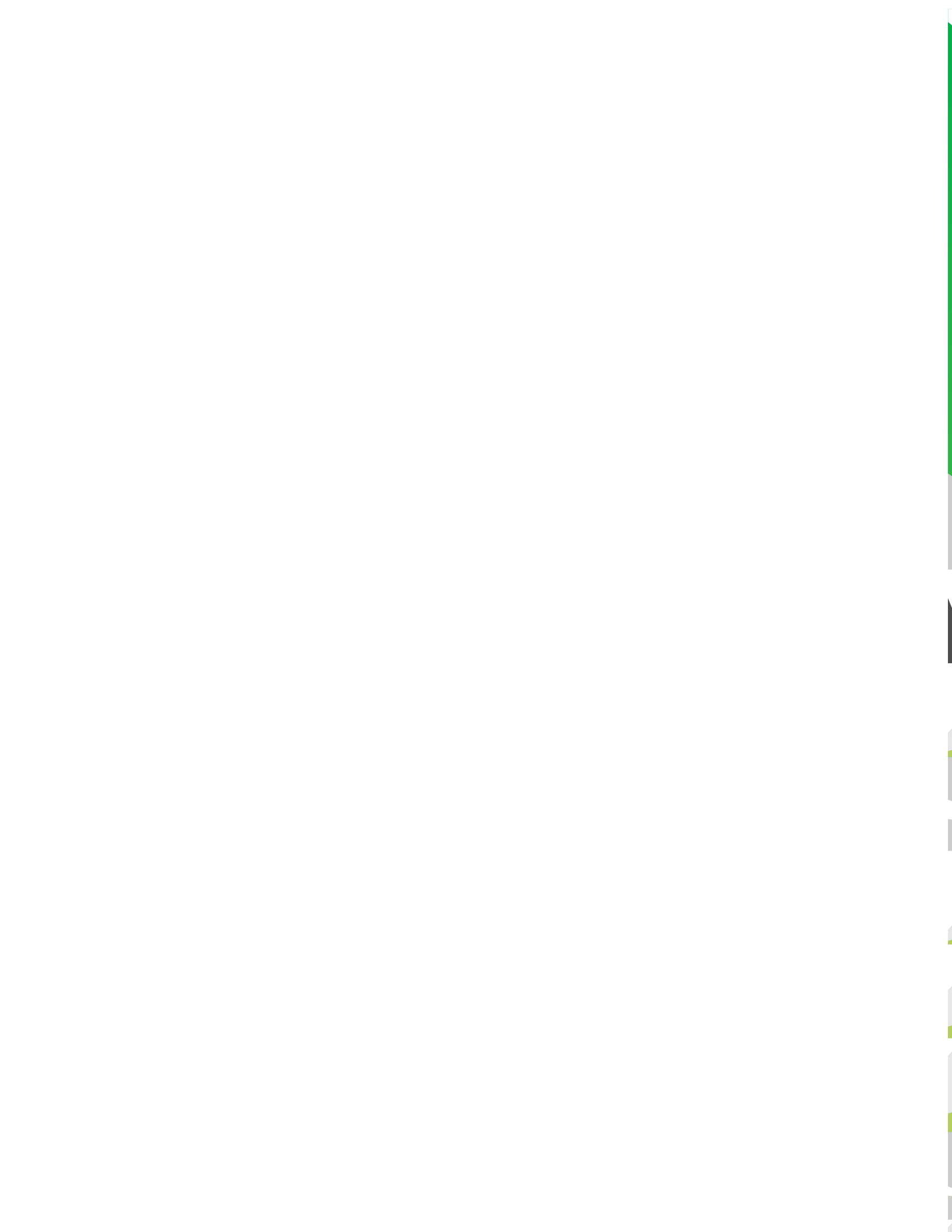
Learning Outcomes

1. I take the time to get to know my team, what is important to them, what their strengths and weaknesses are, and I am inclusive of their differences.
2. I am comfortable using a range of leadership styles to suit the needs of my team and the situation.
3. I am skilled at giving feedback that supports the development of my team.

(1 = not comfortable; 10 = very comfortable)



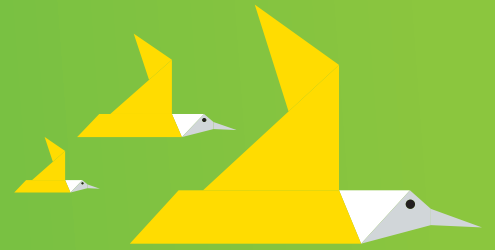




2a

Getting to know
my team





2a Getting to know my team

My Team - Drivers and Motives

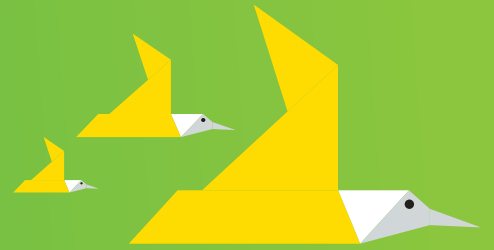
Getting to know my team - My perceptions

Team Member	Motives	Actions	Leadership Styles: Actions	Strengths	Development Area	Action

2a Getting to know my team

My Team - Drivers and Motives

Team Member	Motives	Actions	Leadership Styles: Actions



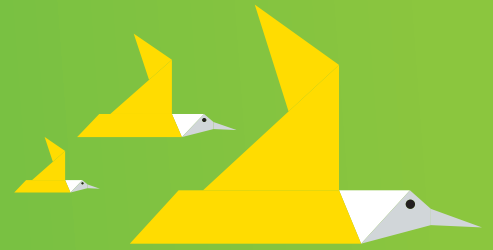
Strengths	Development Areas	Action

2a Getting to know my team

Self-Awareness: Motives, Values and Drivers

What to look for

Challenge Motives	Autonomy Motives	Power/Influence Motives
<p>Achievement/Challenge motivated individuals drive to personally accomplish significant outcomes.</p> <ul style="list-style-type: none"> • Want to be the best at something; • Don't give up – even when it may be a good idea to do so • Take risks; • Push themselves; • Achieve challenging goals; • Can subject others to stress; seek visible results. 	<p>Individuals motivated by autonomy drive to act independently.</p> <ul style="list-style-type: none"> • Someone driven by autonomy; • Prefers to do his/her own thing; • Can feel limited by organisational processes; • Enjoys the freedom to make independent decisions; • Takes initiative; and • Develops new ideas, material and methods. 	<p>Someone driven by power or influence drives to have impact through influencing and instructing others. They often seek opportunities for recognition, authority and/or control.</p> <ul style="list-style-type: none"> • Thrives in highly visible roles; • Leverages position to influence direction and decisions; • Likes visible signs of recognition; • Seeks to lead and set direction for others; • Readily takes on additional responsibilities; • Likes getting things done through others.
Collaboration Motives	Stability Motives	Balance Motives
<p>Someone who values relationships drives to seek out opportunities to build strong relationships and/or be of service to others.</p> <ul style="list-style-type: none"> • Seeks to relate to and help others; • Shares responsibility; • Gives credit to others; • Fosters harmony; • Provides service to others; • Emphasizes giving to others; • Works with and lives by strong values. 	<p>Someone motivated by stability drives to seek environments that provide safety and security and avoid risk.</p> <ul style="list-style-type: none"> • Prefers stability; • Prefers job security; • Prefers predictability; and • Prefers a regular income. • Tends to rely on established best practice; • Will seek a career where they can employ their specialised skills . 	<p>Someone motivated by balance drives to seek environments that are comfortable and have variety.</p> <ul style="list-style-type: none"> • Keeps things in perspective; • Enjoys the good things in life; • Avoids stress; • Has a wide variety of interests inside and outside of work; • Seeks changes, differences, and variety in what he/she does.



2a Getting to know my team

Leading Others - Drivers and Motives

In Pairs

- Which team members have similar drivers to you?

- What actions can you take to motivate these team members given you have similar drivers?

- Which team members have drivers that are most different from yours?

- What actions can you take to motivate these team members given your difference?

Direct report's primary motive: CHALLENGE	Ways to motivate challenge types if your driver is:
<p>Characteristics</p> <ul style="list-style-type: none"> • Exhibit a strong desire to excel. • Take initiative/responsibility; are self starters. • Like a sense of challenge and accomplishment. • Set goals and then go after them; push themselves. • Would rather do things themselves than delegate. • Are competitive and like to be the best; pursue excellence and personal improvement; often exceed expectations. • Are hardworking and go the extra mile; have a high level of work commitment; will do whatever it takes to complete an assignment. • Like to work smart by getting the same result in less time or with less effort. • Have high expectations; tend to be critical and unforgiving of their mistakes. • Are results and goal-oriented; seek tangible, visible outcomes. • Enjoy personal achievement more than team achievement. 	<p>Challenge</p> <p>Given you have the same motive style, and you are both race horses, so to speak, make sure you place an appropriate emphasis on the process aspects of your relationship. It would be easy to bulldoze ahead, accomplish, and achieve.</p>
<p>“Watch outs”</p> <ul style="list-style-type: none"> • Want to do it all; may take on too much work and get overloaded or burn out. • Feel they can do things better and faster themselves; have trouble delegating. • Can allow focus on task and results to get in the way of sensitivity toward people. • Can be impatient. • Get frustrated by time wasters and administrative inefficiencies. • Dislike being micromanaged. • Have a low tolerance for boredom and routine. • Can be overly harsh on themselves when they fail to meet their own high standards. 	<p>Autonomy</p> <p>Realise that the challenge-oriented person's high level of urgency, desire to accomplish, and tendency to charge ahead could conflict with the independence person's need for creative and “outside-the-box” thinking.</p>
<p>Strategies for managing challenge-motivated individuals</p> <ul style="list-style-type: none"> • Ensure they feel their development efforts are challenging enough while making sure they do not overdo it. • Realise that these people like to experiment with new and different ways of doing things. • Take time to establish how you will measure their progress, especially since “softer” skills may be more ambiguous to measure. • Provide enough rope so they feel empowered. Do not micromanage their development planning efforts. • Involve them and give them decision-making power throughout the process. • Realise that they have a sense of urgency about them. • Tie praise, recognition, and positive feedback to results, concrete outcomes, and their other achievements. Keep in mind that these people probably consider disingenuous praise worse than no praise at all. • Keep in mind the high, sometimes perfectionist, standards these people have for themselves when sharing constructive information. Help them to use the information as a learning tool rather than as a reason to beat themselves up. • Energise them by reminding them how they can leverage their strengths and broaden their capabilities. • Let them know that you are on their side in helping them to be their best. 	<p>Influence</p> <p>Realise that you are both motivated by results but for different reasons. The challenge-oriented person likes the feeling of intrinsic, personal accomplishment. The power-motivated individual likes visibility, public recognition, and other more outward validations of success.</p>
	<p>Collaboration</p> <p>Do not assume that these individuals have the same need for relationships that you do. Realise that they are likely to achieve results in a much different fashion than what you would choose. Their focus is directed toward the work setting; your focus is on the interactions with others.</p>
	<p>Stability</p> <p>The greatest disconnect between the person's desire to tackle challenges and take risks is likely to be your desire for stability and predictability.</p> <p>Balance</p> <p>Motive style least like you. Be careful not to label the person as a narrow-minded workaholic!</p>



Direct report's primary motive:

AUTONOMY

Characteristics

- Prefer to work independently and/or on their own.
- Prefer fewer restrictions; are not afraid to bend or break the rules.
- Prefer to make own decisions rather than use a consensus approach.
- Have an individualistic approach that often leads to new ways of thinking and doing things; are independent, creative thinkers.
- Prefer to manage projects rather than people; dislike shared activities.
- Avoid volunteering for team or group projects; dislike meetings.
- Like being self-sufficient.
- Dislike interference and being told what to do.

“Watch outs”

- May appear to others as antisocial or uncooperative.
- Get frustrated by the dynamics of a team environment.
- May need to be prodded to participate in group events and share ideas.
- Tend to be less communicative.
- Like to do things their way; may use an “it’s my way or the highway” approach and thus have difficulty attaining buy-in for decisions.
- May rock the boat and break the rules to an inappropriate degree.
- Can be impractical at times; radical ideas and approaches may earn them the reputation of renegades.

Strategies for managing challenge-motivated individuals

- Ensure that you allow these people to set their own goals and path for reaching these goals, as they like to be in command of their own work.
- Take advantage of their creative minds when generating ideas for their development; engage them in brainstorming sessions.
- Since these people tend to like to work alone, point out situations where working with and through others will accelerate their learning process.
- Realise that you may need to encourage regular communications with them; develop comfort with e-mail and other non-face-to-face forms of communication if they so desire.
- Realise that you may have to draw ideas out of them.

Ways to motivate challenge types if your driver is:

Challenge

Realise that you both have drivers that are focused on individual accomplishments and expression. At the same time, ensure proper emphasis on relationships with others.

Autonomy

Since you both have a desire for autonomy and independence, ensure you place enough emphasis on communication to make the relationship a success. Given it is likely that you are both creative and comfortable with risk taking and bending the rules, make sure you do not “rock the boat” to the point that “it tips over”.

Influence

Your area of least similarity is likely to fall in the independence-oriented person’s desire for independence and freedom with the power/ influence-motivated person’s desire for visibility and outward impact.

Collaboration

Realise this person’s desire for independence and propensity toward self-sufficiency is the polar opposite of your desire to work with and through others.

Stability

Driver style least like you. This person is likely to have creative ideas for his/her development.

Balance

Note that you are a person with drivers focused on a comfortable, low-stress work setting. On the other hand, the person you are managing has motives directed at original expression, even at the expense of adding stress in his/her environment.

Direct report's primary motive:

INFLUENCE

Characteristics

- Like to lead and guide the actions of others; prefer leadership roles.
- Like to influence decisions and take charge; look for opportunities to exercise authority and control.
- Enjoy spending time with higher-level managers and leaders.
- Are interested in advancement and moving up.
- Find public recognition and admiration of skills energising.
- Enjoy high-profile projects that provide visibility.
- Often emerge as the informal leader on teams and projects; like to rally the troops.
- Like to feel that their work has impact.

“Watch outs”

- May appear to others as being political and manipulating.
- Can be self-promoting and known for “tooting their own horn.”
- May manage upwards at the expense of peer and reporting relationships.
- May take credit for team accomplishments and deflect negative feedback.
- May flaunt outward symbols of status, such as titles or material items that hold prestige.
- May be overly concerned with what other people think.
- Can be domineering.
- May be impatient with those things that are not perceived as helping them to get ahead.
- May have difficulty working in a team environment where they are a team member or follower rather than the leader.

Strategies for managing challenge-motivated individuals

- Include discussions of how development relates to their career progression and ability to do high-level work; if appropriate, use their ability to think strategically to plot out their career path.
- Realise that these people like the recognition of being viewed as successful; adapt your messages accordingly, such as acknowledging their responsibilities that involve authority.
- Link corrective feedback to how it will help them be successful and advance their career.
- Provide helpful feedback when their desire to lead is getting in the way of being an effective team player and listener; emphasise the need for a proper self/other balance.
- Make it a point to regularly touch base on how they can get ahead and/or make a difference in the organisation.
- Give them credit and make things seem like their idea whenever possible.
- Let them know (and follow through with action) that you are interested in helping them move up and get ahead.

Ways to motivate challenge types if your driver is:

Challenge

Realise that you are both motivated by results but for different reasons. Power-oriented people like the visibility, public recognition, and other outward validations of success. Challenge motive individuals like the feeling of intrinsic, personal accomplishment.

Autonomy

Realise that your propensity to work alone will differ from the person's preference for public exposure and recognition. The power-oriented person may prefer public praise over private recognition.

Influence

Since you have the same motive style, try to use this to your advantage by connecting with the individual regarding what you both view as important. Be careful, though, to avoid assuming that the individual has the exact same leadership and influence desires as you.

Collaboration

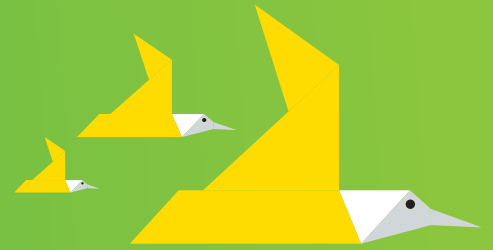
Both of you have drivers that are focused on interactions with others. Note, though, that the intent behind his/her actions is likely to be aimed at making an impact and personally getting ahead while the collaboration-motivated person's intent is directed at helping and being of service to others.

Stability

Your biggest disconnect in working with the individual with power motives lies in the person's tendency to embrace risks and reject security and stability in order to advance.

Balance

This person is probably willing to take on extra work and doing whatever it takes to advance and get ahead. This person's seriousness around wanting to make an impact and be successful will likely differ from your more relaxed and laid-back style.



Direct report's primary motive:

COLLABORATION

Ways to motivate challenge types if your driver is:

Characteristics

- Are most happy when working with others.
- Are friendly and extroverted; a people person.
- Build rapport easily; are approachable.
- Like to participate in and be a part of a team; have a need to belong.
- Like to organise social activities such as happy hours, birthdays, etc.
- Are collaborative and prefer group consensus; like harmony and comfortable relationships.
- Open up about themselves; are self-disclosing.
- Like to help and be of service to other people.
- Like to develop personal friendships with people at work.

“Watch outs”

- May focus on relationships at the expense of getting their work done.
- Others may see these people as lacking a proper focus on getting results.
- May have difficulty making independent decisions; may overuse the consensus approach (they like to be liked).
- May unnecessarily seek peer approval on tasks.
- Extroverted, talkative nature may feel like an interruption to others, especially those that are more introverted.
- May avoid conflict and have a tough time giving constructive feedback.
- May be overly dependent on personal relationships to get work done.
- May put an inappropriate emphasis on how others perceive them and being liked.

Strategies for managing challenge-motivated individuals

- Realise that taking the time to build rapport in the early stages of relationships with these people is likely to pay dividends later on.
- Make your one-on-one sessions conversational rather than strictly business like.
- Find ways for these people to learn and develop new skills by interacting with others.
- Help these people to identify (and modify their behaviour accordingly) those situations where independent action, rather than a collaborative approach, is most appropriate.
- To solidify learning and application, have these people teach what they have learned to others.

Challenge

Challenge-oriented leaders sometimes perceive well-intentioned emphasis on relationships and harmony as lacking urgency and task mindedness.

Autonomy

Realise this person's desire to work with and through others is the polar opposite of your desire for independence and propensity toward self-sufficiency.

Influence

Both of you have drivers that are focused on interactions with others. Note, though, that the intent behind the collaboration-oriented person's interactions are likely to be directed at helping and being of service to theirs while the drive behind the power-oriented person is likely to be centred on making an impact and personally getting ahead.

Collaboration

Both of you may have the tendency to focus on relationships at the expense of getting work done. Hence, make sure you keep a proper focus on the task and results aspect of your interactions. You may so much enjoy getting to know one another and talking about how you plan to work together that you fail to make progress. You may both be so interested in harmony that you have difficulty being direct with one another when you need to be.

Stability

Realise that this person is more focused on relationships and interactions with others while you are mostly focused on those aspects of the work setting/environment that provide security and stability.

Balance

You have preference for a comfortable, low-stress environment while the person you are managing is most focused on helping and being of service to others. Since this person may tend to put others' needs before his/her own, assist him/her by helping him/her to balance

Direct report's primary motive:

STABILITY

Characteristics

- Like predictability in their work environment.
- Avoid volunteering for assignments that are undefined and ambiguous.
- Desire plenty of information and a no-surprises approach.
- Are dependable and reliable.
- Are typically loyal employees.
- Like structure and consistency; enjoy long, steady tasks.
- Like processes and procedures.
- Like job security and steady employment; prefer a predictable, regular and secure income.
- Prefer predictability; dislike change.
- Tend to avoid risks.

“Watch outs”

- May have difficulty with the pace of change within and outside of the organisation.
- May do things because ‘that’s the way they have always been done’ rather than finding new and better processes.
- May be more focused on the here and now, rather than preparing for the future.
- May be stuck in their comfort zone.

Strategies for managing challenge-motivated individuals

- Create concrete goals and structured action steps that these people will be able to follow; minimise ambiguity and perceived risk.
- Use a slow, steady approach; provide a graduated, step-by-step approach to change.
- Focus on the up-front, proactive communication with a no-surprise approach.
- Realise that these people will have a tough time proceeding with their development if they feel stretched too far out of their comfort zone or lack important information.
- Frequently discuss information relevant to their development, including progress toward goals. Use and follow the prepared development plan.
- Realise that these individuals will carefully calculate risks they are willing to take, especially if they perceive that such risks could affect the stability of their income or employment. Help them to understand the benefits that development will bring.
- Encourage flexibility and an open mind. Help them understand the risk and consequences of not taking risks.
- Provide frequent feedback and encouragement.
- Since the security motive is one that is very much subject to life stage and experiences, realise that people’s family circumstances may have warranted a shift from another motive category into this one. Help them work through this transition by asking questions, listening intently, being a sounding board and providing insight into their situation.

Ways to motivate challenge types if your driver is:

Challenge

The greatest disconnect between a person’s desire for stability and predictability is likely to be in the leader’s challenge-driven desire to tackle challenges and take risks in the process of doing so.

Autonomy

Driver style least like you. Realise that this person’s desire for stability and predictability in his/her environment probably differs from that of the autonomous person’s desire for independence and creative expression.

Influence

Your biggest disconnect in working with the individual with structure drivers may be his/her tendency to avoid risks and seek security and stability over advancement and getting ahead.

Collaboration

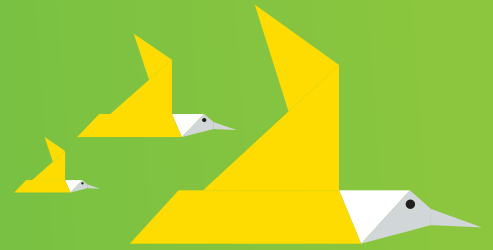
Realise that this person is more focused on aspects of the work setting/ environment that provide security and stability while you are more focused on relationships and interactions with others.

Stability

Since both of you like stability and predictability, ensure that your similar desires do not get in the way of you both pushing your own and each other’s comfort zone. Realise that your similar desires for structure and consistency come at the expense of creative and breakthrough ways of approaching the relationship and the person’s development.

Balance

Both of you have primary drivers that are focused on your environment and the work setting. Make a point to ensure that you are both stretching yourselves out of your comfort zone by taking appropriate risks. Realise that the person you are managing may prefer consistency and routine while you have



Direct report's primary motive:

BALANCE

Ways to motivate challenge types if your driver is:

Characteristics

- Enjoy having each day be different from the day before.
- Like to balance all areas of life, not just work.
- Are more productive in the absence of stress.
- Are reluctant to take on extra work if it will get in the way of their personal life.
- Strive for a comfortable, well-balanced work and home environment.
- Like to talk about their lives outside of work.
- Leave work on time, prefer not to work overtime or weekends.
- Have a wide variety of interests outside of work.
- Are more focused on being satisfied at work than achieving and attaining status.
- Are relaxed, laid-back, easy-going, opposite of a Type A personality.
- May appear to others as uncommitted.

“Watch outs”

- May come across as lacking dedication, commitment or initiative.
- May allow outside interests to get in the way of performing job duties.
- May have a reputation of being a clock-watcher.
- May be less productive than others on the team.

Strategies for managing challenge-motivated individuals

- Acknowledge their interests outside of work and tie their development efforts.
- Because these people have balance in their lives, they can often lend greater objectivity to issues and problems. Help them leverage this.
- Take into account that several short term activities will most likely work better than long, drawn-out assignments.
- Determine and follow up on interim milestones and deadlines to ensure that they are making progress.
- Help them find ways to achieve balance between work and their personal life (e.g. working smarter not harder, assisting in the line of sight between their development efforts and increased efficiency on the job etc.)
- Pass along information about how their balance motive may be limiting their opportunities and/or affecting people's perceptions of their commitment to the job.
- Leverage their secondary motive style.

Challenge

This is the driver style least like you. Realise that the laid-back style of balance-orientated people may lead you to question the commitment and credibility of the person, perhaps without cause.

Autonomy

Realise that you both have drivers that are focused on individual expression. You are willing to take risks and ensure some stress if it will lead to original and creative results. On the other hand, the person with balance motive probably works best in an environment with less structure and risk. This person's drivers are focused on original expression.

Influence

The balance-orientated person's more laid-back, relaxed style is likely to differ from a power motivated person's status-orientated seriousness around wanting to make an impact and be successful. The balance person is probably less willing to take on extra work, sacrifice personal time and do whatever it takes to advance and get ahead.

Collaboration

This person's focus is directed toward the work setting; your focus is on interactions with others, specifically helping and being of service to others.

Stability

Both of you have primary drivers that are focused on your environment and work setting. You seek stability and a secure environment; the person you are managing may desire a comfortable and non-stressful environment. While you are apt to easily connect with the person, ensure that you both stretching yourselves out of your comfort zone by taking appropriate risks and realising that some stress is often part of the development process. Realise that the person you are managing may prefer variety, while you may have a preference for consistency and routine.

Balance

You both seek a comfortable, balanced low-stress environment. Since the learning process does involve a certain amount of risk and stretch, your biggest roadblock may be pushing your relationship and the development



2b

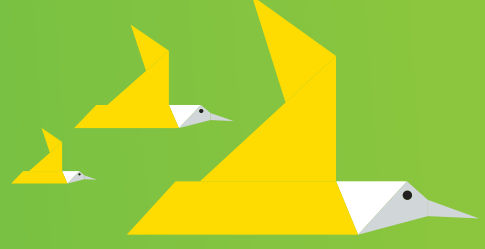
Leadership Styles



What is my leadership style?

Mark at the statements below. Think about how closely each statement describes you and your approach. Using a scale of 1-6, from definitely disagree to definitely agree write the number that best represents where you fall within that range in the highlighted box to the right of each statement. Then add the scores in each column to get the total score for each managerial style. Plot the total score for each style on the chart.

	Definitely disagree 1 2 3 4 5 6 Definitely Agree						A	B	C	D	E	F
I feel that close supervision is not necessary in a situation where team members have participated in toolbox meetings.												
I believe team members' rights and feelings are more important than the immediate job at hand.												
I am concerned with high standards of performance and encourage team members to reach these standards.												
I often give orders in the form of a suggestion, but make it clear what I want.												
In the long run, I will fire or transfer a person I consider to be unmanageable.												
I expect my team members to carry out plans exactly as I have prepared them.												
I tend to rely on group consensus rather than direct supervision or control.												
I believe that developing close personal relationships with team members is the mark of a good manager.												
I focus on getting team members to follow my example rather than establishing close personal relationships with them.												
When team members fail to perform, I calmly but firmly let them know why they have failed.												
I give members of my team responsibility, but take it back if performance is not forthcoming.												
I try to reduce resistance to my decisions by indicating what team members have to gain.												
I believe it's a manager's job to motivate team members by providing performance feedback.												
I create work plans that represent the ideas of my team members.												
I believe a popular leader is better than an unpopular one.												
I believe that firm discipline is important to get the job done.												
I have high standards of performance and little sympathy for those whose performance falls short.												
When team member's work plan is inappropriate, I suggest re-thinking the matter and coming up with another.												
Total Scores												
	A	B	C	D	E	F						



What does my situation require of me?

Rank at the statements below. Think about how closely each statement describes you and your approach. Using a scale of 1-6, from definitely disagree to definitely agree write the number that best represents where you fall within that range in the highlighted box to the right of each statement. Then add the scores in each column to get the total score for each managerial style. Plot the total score for each style on the chart.

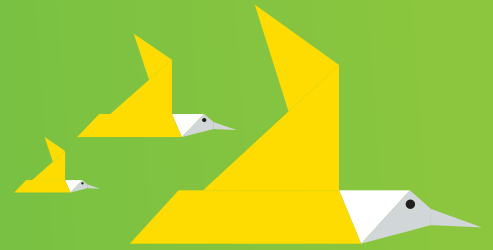
	Definitely disagree	1	2	3	4	5	6	Definitely Agree	A	B	C	D	E	F
The work setting allows for team members to experiment, learn from mistakes and develop.														
Tasks in my work area require clear, specific and frequent direction about performance standards, expectations and responsibilities.														
Work steps and procedures need to be followed exactly in my area.														
Work completion relies more on mutual respect and loyalty than on specific standards and goals.														
Specifying and demonstrating high performance standards is a key way to shaping team members' behaviour.														
I must establish trust with – and delegate tasks to – team members who have much more expertise than I do.														
The mistake can have serious consequences for the work group.														
My expertise is frequently required to complete processes or products.														
Team members only require intermittent, informal personal feedback.														
One of my primary roles with team members is to help them develop and change.														
My experience and authority is significantly greater than that of my team members.														
Work procedures in my setting require the integration of individuals with diverse personal characteristics.														
My work area has crisis situations that require immediate attention.														
Interpersonal and/or group conflicts occur frequently in my work setting.														
Tasks and goals are decided through group discussion and consensus.														
The work setting requires that I frequently take charge or perform tasks to solve problems.														
Team members need explicit performance standards, but only general direction and support to complete tasks and goals.														
I use influencing techniques, such as sharing the rationale behind decisions to get buy-in from team members.														
Total Scores														
	A	B	C	D	E	F								

2b Leadership Styles

Leadership Styles

What to look for

DIRECTIVE	VISIONARY	AFFILIATIVE
<ul style="list-style-type: none"> • Provides clear direction by telling team members what to do, without listening to or permitting much team input • Gives lots of directives • Expects immediate employee compliance • Controls tightly, often requiring many detailed reports • Relies on negative, corrective 'personalised' feedback • Motivates by stating the negative consequences of non-compliance 	<ul style="list-style-type: none"> • Develops and articulates a clear vision • Provides clear direction – tactfully, but without doubt as to what is expected and who makes the final decision • Solicits some team member input • Sees influence as a key part of the leader's job • Persuades team members by explaining the 'whys' behind directions or decisions, in terms of the team members' or organisations best interests • Uses a balance of positive and negative feedback to motivate 	<ul style="list-style-type: none"> • Is most concerned with promoting friendly interactions • Places more emphasis on addressing employee's personal needs than on goals and standards • Pays attention to and cares for 'the whole person'; stresses things that keep people happy • Avoids performance related confrontations or conflicts that may cause hard feelings
PARTICIPATIVE	PACESETTING	COACHING
<ul style="list-style-type: none"> • Considers specific direction and close supervision unnecessary when trust has been established • Trusts that employees can develop in the appropriate direction for themselves and the organisation • Invites employees to participate in the development of decisions; prefers to make decisions by consensus • Holds many meetings and listens to team members • Rewards adequate performance and rarely punishes or gives negative feedback 	<ul style="list-style-type: none"> • Has high standards, expects self-direction of themselves or others, and leads by example or modelling • Is apprehensive about delegating because he or she believes he or she can do most jobs better than their team members, takes responsibility away from team members and does the task themselves • Has little sympathy for poor performance, hence does not develop team members • Rescues the situation when employees experience difficulties 	<ul style="list-style-type: none"> • Sees a leader's job as helping or showing employees how to improve their performance, and also encouraging their professional development • Encourages employees to set their own goals, development plans, and identify solutions to problems, rather than by setting specific goals for performance criteria or by telling employees what to do • Helps employees identify their unique strengths and weaknesses • Reaches agreement with employees on the leaders and employee roles in the development process



2b Leadership Styles

Leadership Styles

What to look for

DIRECTIVE	VISIONARY	AFFILIATIVE
PARTICIPATIVE	PACESETTING	COACHING



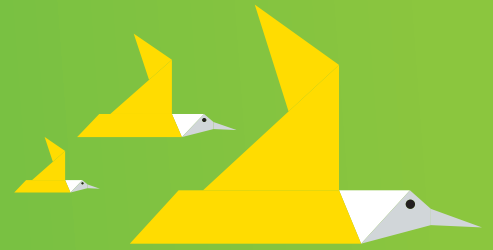
2b Leadership Styles

My Team - Leadership Styles

- In your groups, share difficult or challenging leadership situations.

- Pick one challenging leadership situation to share back with the group.

- What leadership styles are best in this challenging situation and why?



2b Leadership Styles

My Team - Leadership Styles

Getting to know my team - My perceptions

Team Member	Motives	Actions	Leadership Styles: Actions	Strengths	Development Area	Action



2b Leadership Styles

Leadership Styles

- What is your dominant style and how does it help you to deliver zero|one|ten?

- Which leadership styles do you need to develop?

- How might you go about developing one or more of these styles?





2c

Safety Leadership

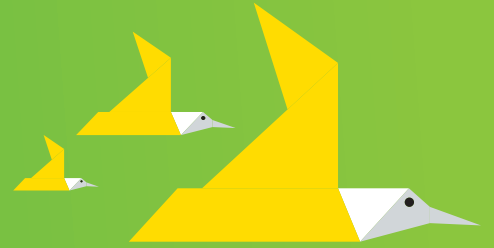




2d

Giving Feedback





2d Giving Feedback

Giving and Receiving Feedback

- Why can giving feedback be difficult (for both giver and receiver)?

- How did it feel to get feedback from your team?

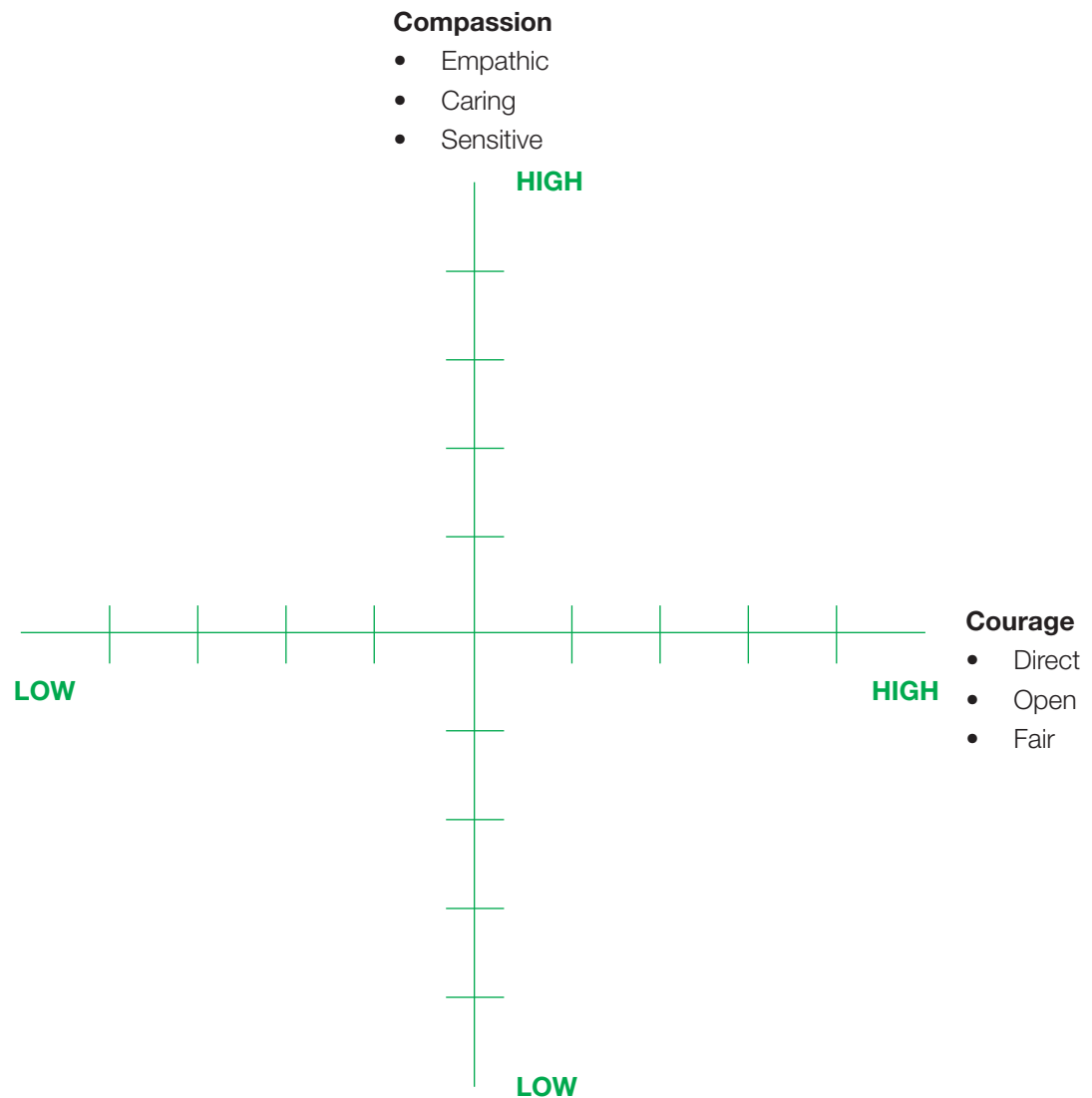
- How did it feel to get feedback from your manager?

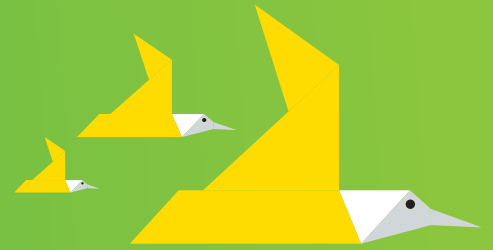
- How does it feel to give tough feedback?

2d Giving Feedback

Skillful Feedback

Exercise: In small groups, take turns to share a story of the last time you had to give difficult feedback. While the story is being shared, listen for compassion and courage and then discuss as a group.





2d Giving Feedback

My Team - Strengths and Development

Getting to know my team - My perceptions

Team Member	Motives	Actions	Leadership Styles: Actions	Strengths	Development Area	Action



2d Giving Feedback

Consider the ‘what’s...

What

What have you learnt about yourself as a result of this process?

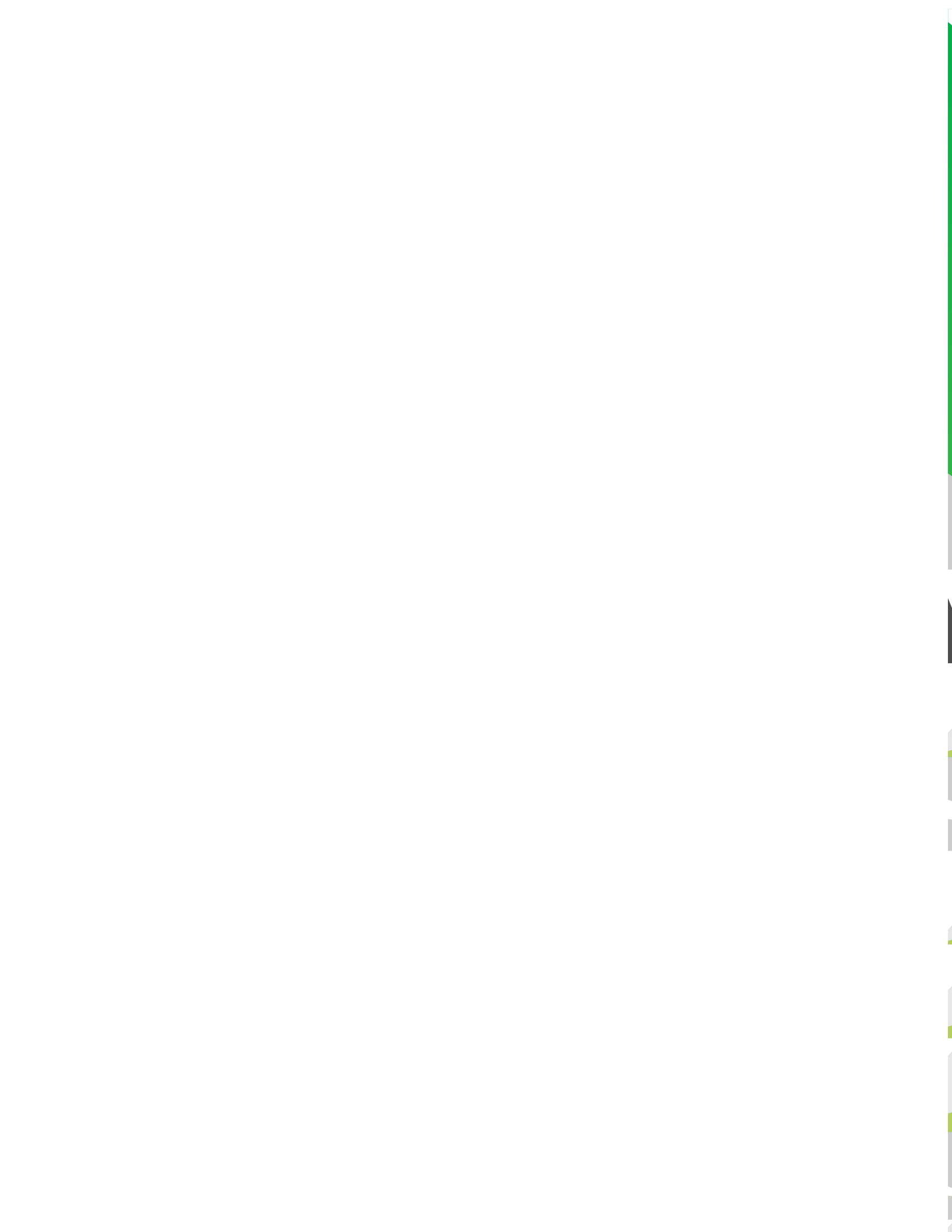
So What

What implications does this have for your leadership?

Now What

What are you going to do about it?

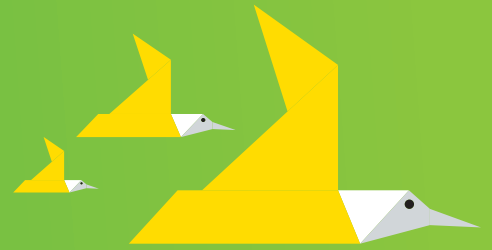




2e

Boral Leadership Scenarios

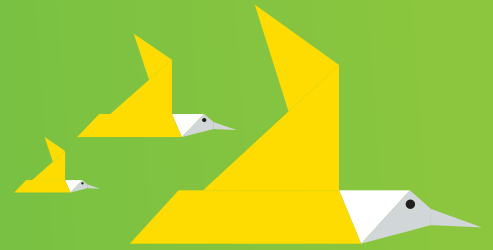




Business	Scenario	Consider
<p>Concrete Plant</p>	<p>Heavy period of rain at the site during a period of high customer demand. Storm water not flowing to low point in site sufficiently to prevent minor 'flooding' in load out area. Water is ankle deep.</p> <p><i>What do you do?</i></p>	<p>Safe production. Can't see potential trip hazards, wet boots > slip/trip on ground or into trench Customer demand, personal role modelling & prioritisation – message communicated to all drivers.</p>
<p>Asphalt</p>	<p>Asphalt spray crew living away for weeks at a time to deliver on council contract. Small town with limited accommodation options. Some of the crew have tendency to drink, be rowdy/obnoxious at night (in 'their' own time).</p> <p><i>What do you do?</i></p>	<p>Impact on other guests, Motel Owners' willingness to have the crew back, obviously BORAL in causing ruckus, potentially not measuring 0.0 BAC (zero blood alcohol content) next morning, company reputation?</p>
<p>Any</p>	<p>One or two older workers have a chip on their shoulder over historical issues regarding their treatment over the years. For one employee in particular, whilst his skills and outputs are good, he has a poor attitude and is not engaged in toolboxes. In busy period production demand increases. This employee refuses to work beyond ordinary hours.</p> <p><i>What do you do?</i></p>	<p>Poor attitude becomes infectious, respect of supervisor from others in crew to fail to deal with the issue, one short puts extra strain on team potentially leading to SafeStart triggers?</p>



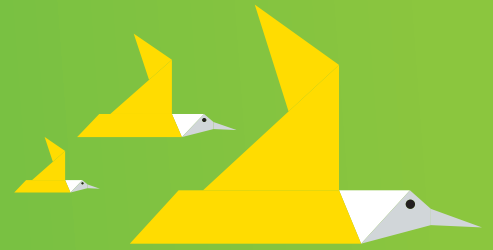
Business	Scenario	Consider
<p>Any</p>	<p>You are manning up a crew for weekend work. You have workers who are always willing & want extra hours, others who don't seek extra hours and some with poor attitudes who supervisors would rather not have at all – but who need the work. How will you man overtime shifts? <i>What do you do?</i></p>	<p>Favouritism by supervisor to man up with the willing and good attitude, conflict about those not getting shifts, potentially leading to not skilling up for training either. Keen workers can become exposed to bullying behaviour by consistently treating employees less favourably.</p>
<p>Any</p>	<p>You have an employee on day shift, that in the last six months has had a number of days off work (9 in total); the employee complies with the required notification process and always provides evidence (medical certificates, stat decks etc.) to substantiate the reason for their leave. The employee has provided reasons such as they didn't sleep well the night before, child care arrangements fell through, car issues as to why they weren't able to attend work, you are concerned that the employee is not taking appropriate and reasonable measures to ensure that they are fit, willing and able for work and this is impacting on the operational needs of the business. <i>What do you do?</i></p>	



Business	Scenario	Consider
Any	<p>You have an employee that started four weeks ago. While their workplace performance (ability to carrying out their role) is very good, they have challenged and questioned work directions given by Supervisors and been disruptive during toolbox talks. You think they may be trying to assert themselves as a new team member and fit in with the rest of the crew. How do you approach the situation?</p> <p><i>What do you do?</i></p>	<p>They are still in their probation period.</p> <p>If you do not address it now the behaviour may continue to trend in a negative direction.</p>
Any	<p>You have two employees in the maintenance team, one is a highly trained and experienced fitter whilst the other is a 2nd year apprentice. The experienced fitter has approached you regarding concerns that operational employees are seeking assistance from the adult Apprentice. He raises concerns that the Apprentice is not qualified and should not be assisting operational employees without his knowledge. When you investigate, the operational employees tell you they approach the Apprentice because they find him more approachable and willing to assist. They tend to find the experienced fitter to be inflexible, makes thing overly complicated and talks down to them. The Apprentice says he tries to fix problems as they arise, but has felt that this has caused tension between him and the experienced fitter.</p> <p><i>What do you do?</i></p>	



Business	Scenario
<p>Quarry</p>	<p>A supervisor assigns work to the boilermaker on maintenance day to change out V-belts. The boilermaker goes to gather tools and start the job however gets asked to help another fitter who was struggling with a job. The boilermaker decides to get two other people to go and do the job he was supposed to do without telling the supervisor. The job does not then go to plan and puts other work out that does not get finished that day. (Takes longer than needed and they did not get their jobs done) What discussion should the supervisor have with the boilermaker and the other two employees that went to do the job? <i>What do you do?</i></p>
<p>Quarry</p>	<p>An employee comes to the supervisor in the morning and asks if he could finish early that day, the supervisor tells him to speak with the other supervisor to make sure it is ok. The employee does not speak with the other supervisor and organises one of the operators who is helping in the workshop to go on his machine so he can leave early. The operator in the workshop is busy helping prepare for maintenance day. The employee who wanted to leave early then stops at the office to say he is leaving. That is when the supervisors find out he has organised an operator to take over for him so he can go. This was not organised with the supervisors and put extra pressure on the workshop crew to get ready for maintenance day. What should the conversation with the employee be? <i>What do you do?</i></p>
<p>Quarry</p>	<p>The plant controller has been told in the past that he needs to keep the secondary part of the plant running at full speed. This helps to identify where problems are with the plant or with load and haul, the secondary issue is slowing it down can also create problems with quality as it will affect the grading. However when the supervisor is away the plant controller slows down the secondary so he does not run the surge pile out. The next day it is found that the efficiency of the plant is down and the aggregates have failed their testing because the material is course. <i>What do you do?</i></p>



Business	Scenario
Asphalt	<p>On a difficult job the PM and Supervisor and several crew members discussed an issue about paving with the client and designer.... After some discussion a plan of attack was agreed to and work commenced. After a couple of hours the PM came back to site and realised that the paving had been done the original way and that it had not occurred as agreed between parties (probably harder to do the other way) team members and team leader responsible as supervisor had started them off and had gone to inspect other works.</p> <p><i>What do you do?</i></p>
Asphalt	<p>An employee was spoken to about excessive overtime. The next shift he appeared ready to finish work on time and was seen by his team leader cleaning up. 2 hours later it was noticed he had not locked up. After following up he had possibly 'invented' a breakdown so he could stay back for overtime.</p> <p><i>What do you do?</i></p>
Asphalt	<p>An employee was asked to be more punctual and wear correct PPE. This was monitored for the next week, however when the employee's supervisor was away on other work, it was noticed that the employee left site several times and was also not wearing correct PPE over a couple of days; but when supervisor returned was again doing the right thing.</p> <p><i>What do you do?</i></p>



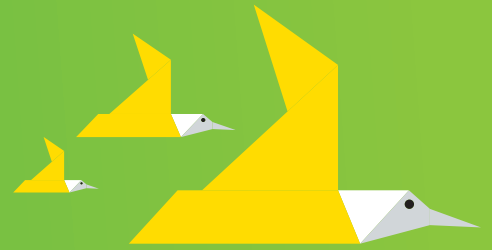
Business	Scenario	Consider
<p>Logistics</p>	<p>A driver failed to report a fatigue breach on Monday of last week, of which his telematics device advised him he was having a breach. He continued to drive for the day without reporting it. On the second day, he had the same breach and continued to drive until his supervisor who was on leave the day prior saw the fatigue breach via email and contacted him immediately. Driver not only admitted that he saw he had the telematics fatigue breach, he advised that he thought it was a malfunction with the equipment. When questioned about if he reported the telematics breach or questioned the malfunction of his equipment to anyone, he advised that he did not.</p> <p><i>What do you do?</i></p>	
<p>Logistics</p>	<p>Allocations have contacted you (the supervisor) to let you know that one of your owner drivers is refusing to accept the allocated load (he has already unloaded his first round delivery). He was complaining on the phone, and the allocator sends through the telephone recordings of the conversation.</p> <p>After listening to the recording, which is in line with the allocator's information, you call the owner driver to get his side of the story. Driver advised that he was not paid for a similar load a few years ago and was not going to do it again.</p> <p><i>What do you do?</i></p>	<p>Owner drivers sometimes hold onto a problem that happened years ago.</p> <p>Stress the importance of customer service (is hard as the owner drivers' motivation is primarily financial)</p> <p>Owner drivers need to be aware if they refuse a load they could be liable to be parked up for the remainder of the day.</p> <p>Note: this would also need to include their driver delegate body to be informed and organising a sit down with the driver to further discuss the issues and frustrations, rather than conveying this frustration to the allocation team whose primary job is to look after the customer based on timed deliveries and not listen to the gripes a driver has, hence why a field supervisor is key.</p>





Next Steps





Next Steps

Reflections and Key Learnings

- Reflecting on the workshop, which of the key learning models are you already doing well?

- Prepare to share a story of where you have been successful with one of these key learning models.

- What are your peers doing really well with? What did you learn from their successes?

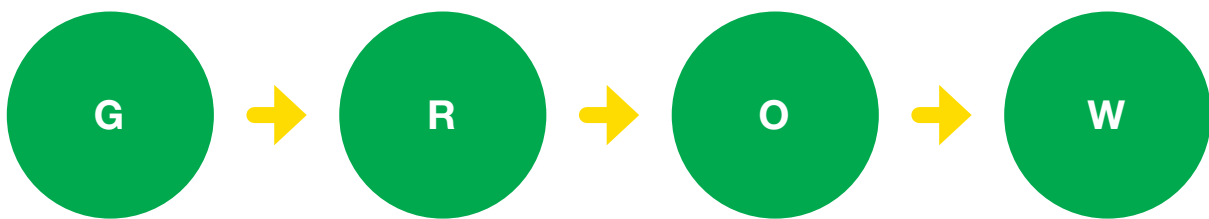
- If you role model the key behaviours from this workshop, what might the future look like for you and your team?

- If all of the zero|one|ten Leaders are role modelling this style of leadership, what might the impact be?

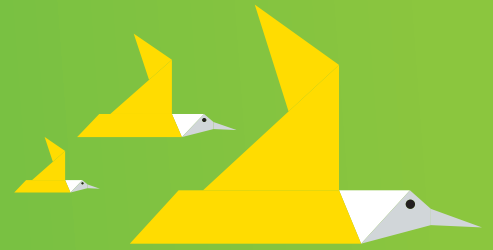


Next Steps

Part 2: Leading Others Development Conversation



Foundation			
Goals	Reality	Options/ Obstacles	Way Forward/ Will
<ul style="list-style-type: none">What is your goal in this area?	<ul style="list-style-type: none">Why did you pick this goal?	<ul style="list-style-type: none">What will get in the way of you achieving this goal?	<ul style="list-style-type: none">What actions will you take to reach this goal?



Next Steps

Preparing for your development conversation

Action reminders:

Prepare for your session by thinking about the coaching model below. Your senior leader will ask you about your goals, what you want to achieve and how you will get there.

You might like to review your diagnostic again. What has changed since the last time you reviewed it?

Stretch

Goals	Reality	Options/ Obstacles	Way Forward/ Will
<ul style="list-style-type: none">• What do you want to achieve?• What is your goal in this area?• Why is it important for you to improve?• How will this improve your leadership?	<ul style="list-style-type: none">• What, Where, Who, When, How?• Why did you rate yourself this way?• Tell me about a situation where you have done this well?• How do others see you? What feedback have you received on this specific skill?• Are there any discrepancies?	<ul style="list-style-type: none">• What could you do/ What could stop you?• What skills, abilities, experiences are required to help you be successful in this area?	<ul style="list-style-type: none">• What is the plan/ When will you start?• What can you do next week?• Do you need anyone to support you?• What change will you expect to see?

