

Leadership Institute: Principles for Overall Improvement

Presented on:
Thursday, May 1, 2014

Presented by:
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Overview

Leadership

Situational Leadership

Life Orientation (LIFO)



Levels of Leadership

Position (Rights) – People follow because they have to

Permission (Relationships) – People follow because they want to

Production (Results) – People follow because of what you have done for the organization

People Development (Reproduction) – People follow because of what you have done for them

Pinnacle (Respect) – People follow because of who you are and what you represent

John C. Maxwell, “The 5 Levels of Leadership”

Sources of Power

Personal

Expert (respect)

Info (possession)

Referent (personality)

Positional

Legitimate (position)

Reward (incentive)

Connection (legislative)

Coercive (negative
consequences)



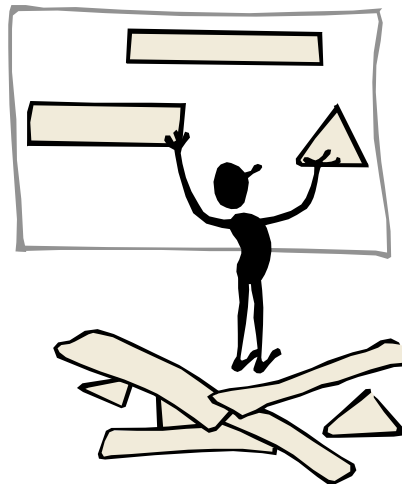
Situational Leadership

- Effective leadership is
 - **Task-relevant**, and the most successful leaders are those that **adapt their leadership style** to the maturity of the individual or group they are attempting to lead or influence.
 - **Varies**, not only with the **person** or **group** that is being influenced, but it also depends on the **task, job** or **function** that needs to be accomplished
- No single "best" style of leadership



Situational Leadership

- Match leadership to follow employee performance
- Assess employee readiness for performance change
- Identify work conditions impact on leadership ability



Lead/Influence

Task (Directive)

Tell & Show, When & How
Goals
Expectations
Supervise
Monitor
Evaluate

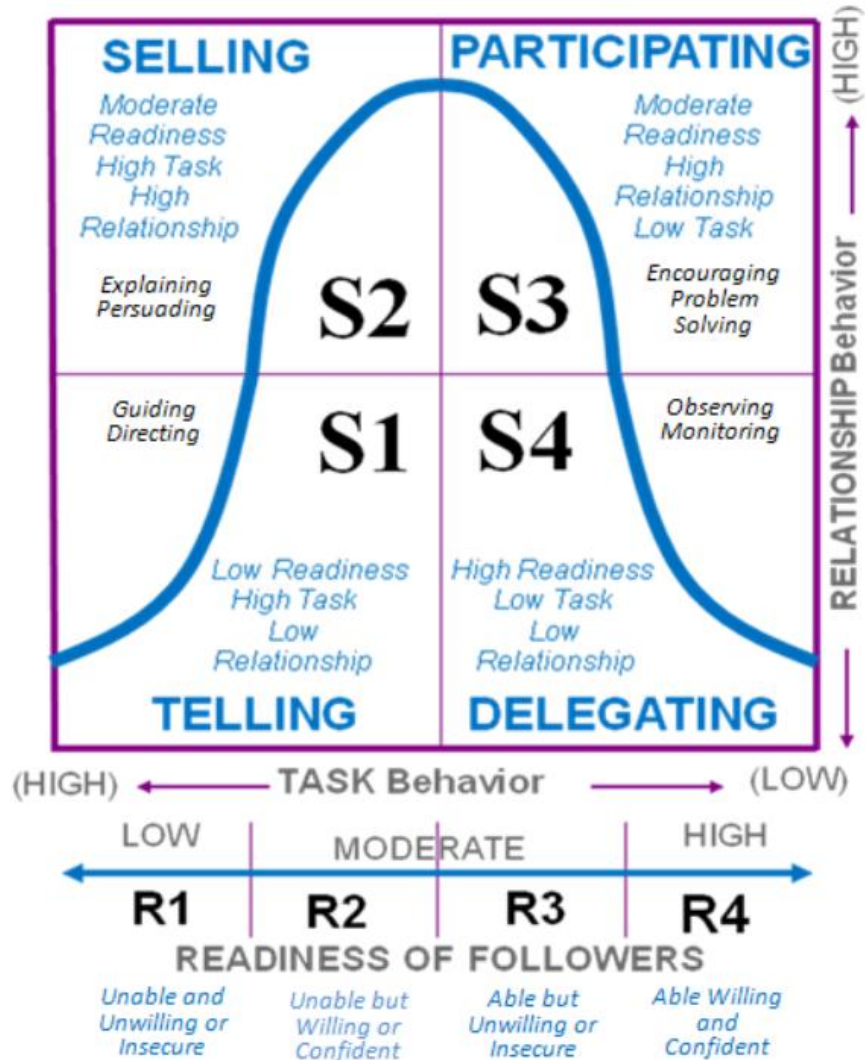


Relationship (Supporting)

Support & Encourage
Be Present
Celebrate
Shared Decisions
Delegate & Supervise



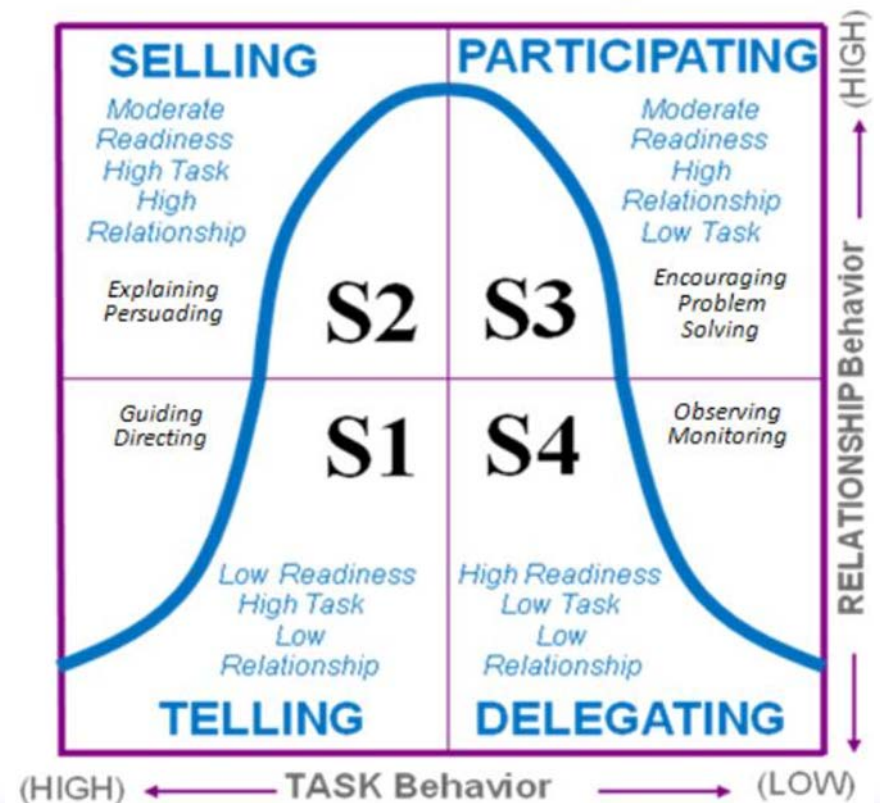
Situational Leadership Curve



What are your behaviors?

What are your typical/preferred relationship behaviors?

- High task/Low relationship
- High task/High relationship
- Low task/High relationship
- Low task/Low relationship



New Employees

What behaviors would you use with a new employee?



- Telling, guiding, directing, instructing



- Selling, persuading, explaining, clarifying



- Participating, encouraging, supporting



- Delegating, observing, monitoring

Difficult Employees

What behaviors would you use with a difficult employee?



- Telling, guiding, directing, instructing



- Selling, persuading, explaining, clarifying



- Participating, encouraging, supporting



- Delegating, observing, monitoring

Life Orientation (LIFO)

Defined

- Identify your basic orientation to life, personal style
- Offers strategies to enable groups to be more productive and influential



LIFO

“As an antidote to what is wrong with us — the negative approach to improvement — LIFO[®] Training focuses on strengths: what is *right* about us.”

—Dr. Stuart Atkins



Four Communication Channels



- Supporting/Giving - Excellence
- Controlling/Taking - Action
- Conserving/Holding - Reason
- Adaptive/Dealing - Harmony

~~“Do unto others as you would have done to you.”~~

“Do unto others as they want to be done unto.”

Four Behavioral Styles

Supporting/Giving

- Philosophy – If I prove my worth by working hard and pursuing excellence, the good things in life will come to me.
- Strengths – Principled, cooperative, dedicated, pursues excellence

Controlling/Taking

- Philosophy – If I can get results by being competent and seizing opportunity, the good things in life will be there for the taking.
- Strengths – Persistent, initiating, urgent, directing

Conserving/Holding

- Philosophy – If I think before I act and make the most of what I've got, I can build up my supply of the good things in life.
- Strengths – Systematic, analytical, maintaining, tenacious

Adaptive/Dealing

- Philosophy – If I please other people and fill their needs first, then I can get the good things in life that I've wanted all along.
- Strengths – Empathetic, tactful, flexible, enthusiastic

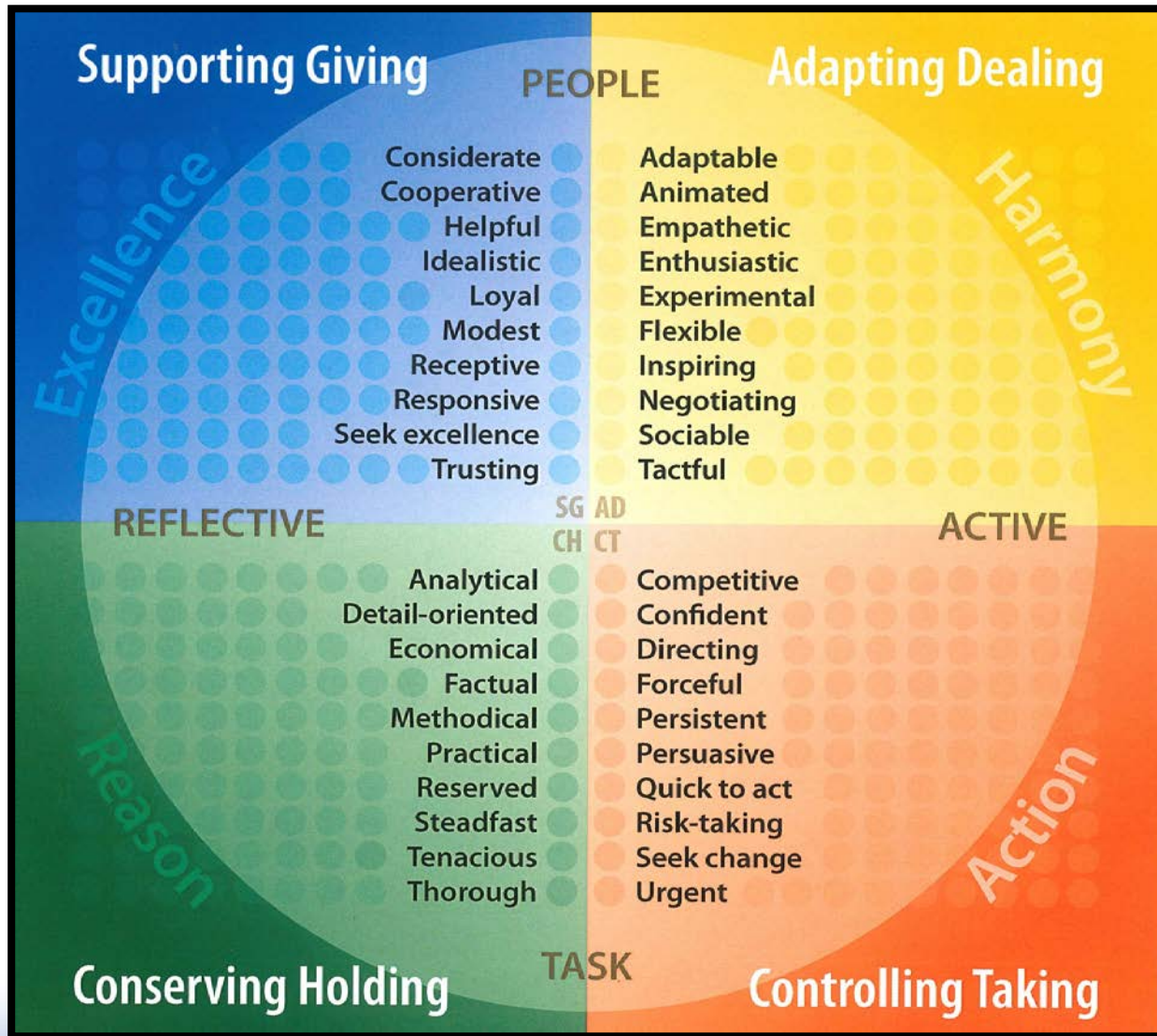
What is your preferred behavioral style?

Prove worth,
Be helpful

Know people,
Get along

Go slow,
Be sure

Be competent,
Get results



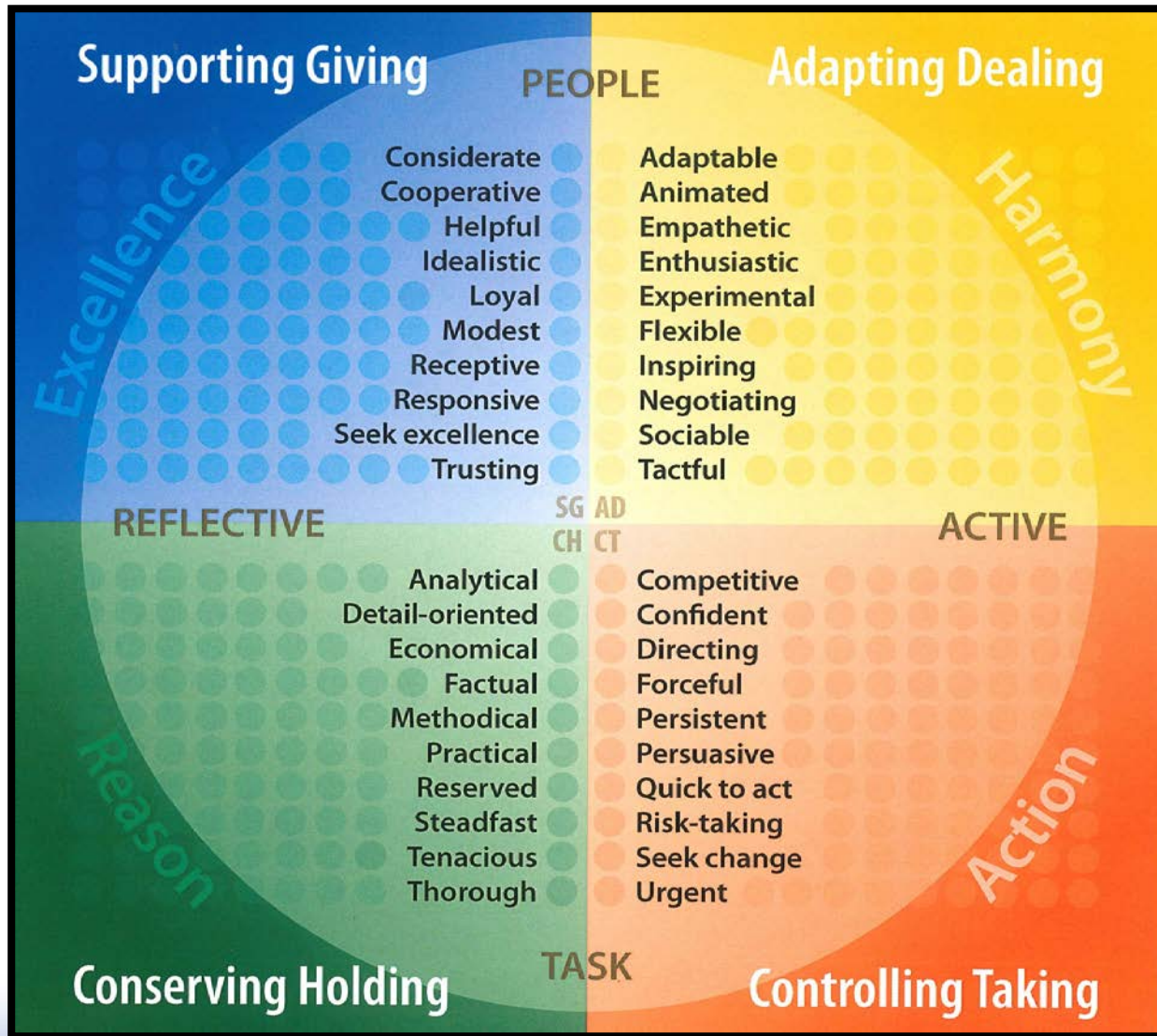
Identify an employee's preferred behavioral style

Prove worth,
Be helpful

Know people,
Get along

Go slow,
Be sure

Be competent,
Get results



Supporting Giving

Excellence

What makes them tune in?

- Respectful
- Accepting
- Reassuring
- Idealistic

What makes them tune out?

- Critical
- Ridiculing
- Failing
- Unhelpful



Controlling/Taking

Action

What makes them tune in?

- Competitive
- Enterprising
- Fast-moving
- Pioneering

What makes them tune out?

- Resources restricted
- Authority undercut
- Less responsibility
- No challenges

Adaptive/Dealing

Harmony

What makes them tune in?

- Social
- Flexible
- Informal
- Accepting

What makes them tune out?

- Unfriendly people
- Critical authority
- Routines and details
- Strict schedules



Conserving/Holding

Reason

What makes them tune in?

- Unemotional
- Factual
- Inquiring
- Practical

What makes them tune out?

- Constant changes
- Highly emotional
- Fast decisions
- Unplanned action



High Performing Teams

Building Blocks

- Confirming strengths
- Treating negatives positively
- Utilizing differences
- Visioning the whole
- Getting agreement
- Controlling excess



Leadership Institute

Mission:

Leadership through the development of others.

Format:

Cohort Style

2 Day / 2 Night Immersion Kickoff

2 Additional Follow-up Meetings



EVERY JOURNEY BEGINS WITH A SINGLE STEP



Leadership Institute

Component	Description	Benefit
LPI	Leadership Practices Inventory 360 degree feedback	Align leadership vision with observable practice
SBI	Situation – Behavior – Impact	Learn to give effective feedback
Goal Setting	Based on assessments/feedback Establish specific leadership goals	Immediate practice of new skills



Benefits of Leadership Institute

- Break performance barrier by understanding your style, strength and uniqueness
- Bridge communication gap, especially those with different style
- Build collaborative teamwork by understanding team's strength



Leadership Institute Hospitality

Thursday, May 1st

Euphoria

5:45-6:30 p.m.

