

SDC

Tracks 2 & 3





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Republic of the Philippines

Civil Service Commission Regional Office VIII

ELEMENTS

OF

SITUATIONAL LEADERSHIP

ELEMENTS OF SITUATIONAL LEADERSHIP

To be an effective supervisor, one must have the qualities of a good leader.

ELEMENTS OF SITUATIONAL LEADERSHIP

Situational Leadership is a management paradigm that is premised on the belief that “There is no one best leadership style for all situations”.



ELEMENTS OF SITUATIONAL LEADERSHIP

Situational Leadership is an approach where the leader matches his behavior with the needs, commitment, capability and maturity level of his individual employee or team.



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ELEMENTS OF SITUATIONAL LEADERSHIP

2 types of Leader Behavior:

- Directive Behavior
- Supportive Behavior

ELEMENTS OF SITUATIONAL LEADERSHIP

DIRECTIVE BEHAVIOR

This is when the supervisor focuses on directing and controlling behavior to ensure that the task gets done.



ELEMENTS OF SITUATIONAL LEADERSHIP

The supervisor tells employees -

What?

When?

Where?

How?

ELEMENTS OF SITUATIONAL LEADERSHIP

The Supervisor **SHOWS** the employee by:

- S** - pecifying what the goal is and what the desired performance should be
- H** - aving definite guidelines and detailed directions on expected behavior
- O** - rganizing a step-by-step work plan on how a task is to be accomplished
- W** - orking out a definite time frame
- S** - upervising and overseeing the tasks (“Tutok style”)

ELEMENTS OF SITUATIONAL LEADERSHIP

SUPPORTIVE BEHAVIOR

This is when the supervisor adapts behavior and actions that HELPS.



ELEMENTS OF SITUATIONAL LEADERSHIP

HELPS means:

H - ave encouraging comments/observations

E - ncourages risk-taking

L - istens to suggestions

P - rovides questions that expand employee's thinking

S - upports employees' efforts

Directive vs. Supportive

SUPPORTIVE

Listening to Understand

Reflective

Summarizing

Paraphrasing

Asking questions that
Raise Awareness

Making Suggestions

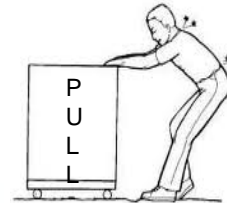
Giving Feedback

Offering Guidance

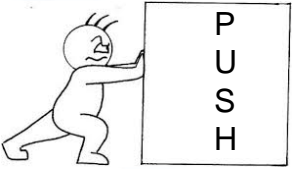
Giving Advice

Instructing

Telling



(Helping someone solve
his/her own problems)



(Solving someone's
problem for them)

DIRECTIVE

ELEMENTS OF SITUATIONAL LEADERSHIP

Ability –

This is the “can do” aspect.

Do the employees have the experience, education, skills to do the task even without direction from the supervisor?

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Motivation or Willingness –

This is the “want to” aspect.

Will the employees perform the task even without your encouragement and support?

ELEMENTS OF SITUATIONAL LEADERSHIP

Maturity Level is a combination of two factors: **competence or ability** and **willingness or motivation** of a person to take responsibility for directing their own behavior in relation to a specific task.

ELEMENTS OF SITUATIONAL LEADERSHIP

Employee Maturity Levels

M1 - the employee is willing but not able.

M2 - the employee is neither willing nor able.

M3 - the employee is able but not willing.

M4 - the employee is able and willing.



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SITUATIONAL LEADERSHIP: The Road to Success



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SITUATIONAL LEADERSHIP: The Road to Success

Being sensitive and flexible is the key to your success.





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SITUATIONAL LEADERSHIP: The Road to Success

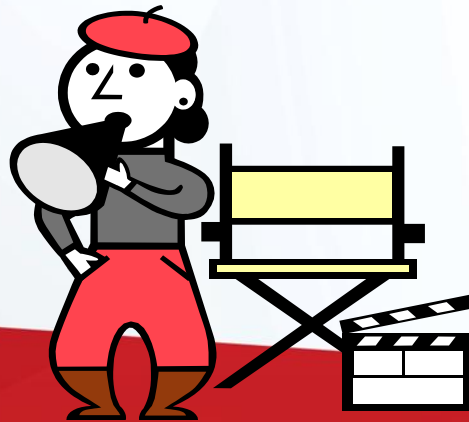
4 Distinct Styles of Situational Leadership:

- Directing or Structuring Style
 - Coaching or Selling Style
 - Supporting or Encouraging Style
 - Delegating or Empowering Style

SITUATIONAL LEADERSHIP: The Road to Success

Directing or Structuring Style

The leader provides specific or detailed instructions and closely supervises task accomplishment and performance.





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SITUATIONAL LEADERSHIP: The Road to Success

Directing or **Structuring Style** is appropriate to use only when interacting with low capability employees or new employees but are enthusiastic and committed.



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SITUATIONAL LEADERSHIP: The Road to Success

The LEADER must:

- ✕ tell them what to do
- ✕ show them what to do
- ✕ tell and show them what the standards are
- ✕ let them try
- ✕ assess their performance
- ✕ praise their progress



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SITUATIONAL LEADERSHIP: The Road to Success

This style is described as a combination of high directive (task) and low supportive behavior.



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SITUATIONAL LEADERSHIP: The Road to Success

Supportive behavior is absent or minimal.

Directions are set and decisions are made by the supervisor without input from the employees.

SITUATIONAL LEADERSHIP: The Road to Success

Adapting this style will help your people develop their competence until gradually, external support from the supervisor is no longer needed.





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SITUATIONAL LEADERSHIP: The Road to Success

Coaching or Selling Style

The leader continues to direct and closely supervises task accomplishment, but also explains decisions, solicits suggestions and supports process.





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SITUATIONAL LEADERSHIP: The Road to Success

Coaching or Selling Style involves:

- ▶ giving specific instructions (tell what, where and how to do the job)
- ▶ giving support (explain why the task should be performed, sell the benefits of completing the tasks).
- ▶ answering questions & finding out employees' ideas and reactions



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SITUATIONAL LEADERSHIP: The Road to Success

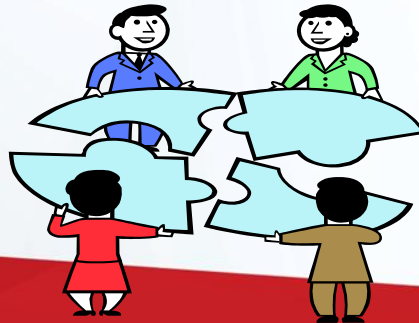
Coaching or Selling Style is a combination of high directive (task) and high supportive behavior.

It is appropriate to use for people who have some competence but lack commitment.

SITUATIONAL LEADERSHIP: The Road to Success

Supporting or Encouraging Style

The leader is more highly participative and intensifies the display of supportive and encouraging behavior.





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SITUATIONAL LEADERSHIP: The Road to Success

Supportive and encouraging behavior such as:

- Listening to employees suggestions
- Facilitating interactions
- Praising, recognizing and rewarding employees progress



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SITUATIONAL LEADERSHIP: The Road to Success

Supportive and encouraging behavior such as:

- Building up their self-confidence and motivation
- Encouraging and appreciating team efforts
- Helping individual employees and the team to reach own solutions (by asking questions that expand their thinking and encourage risk-taking and innovative behavior)

SITUATIONAL LEADERSHIP: The Road to Success

The Supervisor's job is to find out:

- What is stopping their willingness?
- What is limiting their commitment?
- Do they fear failure?
- Do they need some special recognition to press their willingness button?
- What can be done to build their confidence, skill and commitment?



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SITUATIONAL LEADERSHIP: The Road to Success

Delegating or Empowering Style

The leader spends limited time overseeing performance. He merely lets employees know what needs to be done and lets them do their task their way.



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SITUATIONAL LEADERSHIP: The Road to Success

Delegating or Empowering Style is a combination of low-directive and low-supportive behavior.





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SITUATIONAL LEADERSHIP: The Road to Success

It is most appropriate to use when interacting with outstanding, high-performing employees who are highly self-directing and demonstrate high level of competencies.





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Role Playing for Situational Leadership Group 1: Directing/Structuring Style

GENERAL INSTRUCTIONS FOR THE NEW EMPLOYEE (Or Newly Transferred Employee)

You are technical staff. You have just been transferred to a newly created division.

You are excited because you have been told that this is a challenging assignment with plenty of room for career advancement.



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Role Playing for Situational Leadership

Group 1: Directing/Structuring Style

On your first day, your supervisor asked you if you are familiar or adept with computers. Not wanting to disappoint him/her and driven the need to create a good impression, you answer in the affirmative. The fact is you have just started to learn Microsoft Word and have never worked in a Windows environment.

On the third day, your supervisor assigns you to do several Reports. He/ she instructs to use Microsoft Word or Microsoft Excel. Not being familiar with these software's you decided to approach him/her for help.



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Role Playing for Situational Leadership

Group 2: COACHING / SELLING STYLE

**GENERAL INSTRUCTIONS FOR THE NEW
EMPLOYEE (Or Newly Transferred
Employee)**

(Continuation on the First Office Situation)



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After one year of doing what you feel is “high quality” clerical work, you feel bored. You find your job unchallenging. It was not at all what you expected it to be. You feel you are at a dead-end, with no hope of even getting back into the technical track you feel you are more than qualified for. You do not care anymore about surpassing standards you usually used to do.

You are hoping your supervisor will talk to you so you can tell your supervisor just how demotivated, unchallenged and unhappy you are with your present work assignment.



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Role Playing for Situational Leadership

Group 3: **SUPPORTING / ENCOURAGING STYLE**

GENERAL INSTRUCTIONS FOR THE EMPLOYEE

You are an assistant division chief and hence, you are second in command in your division. Your division chief recommended you to be the OIC in your division. He/she was granted a scholarship in Canada for one year, hence, the recommendation.



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You are apprehensive of your new assignment. You feel you cannot perform the tasks of a division chief because some of your officemates are much older than you. You are also afraid to disappoint your division chief whom you know has a lot of confidence in you. You worry that you may fail to live up to the requirements of the job and in the process jeopardize your own career. You need the encouragement and assurance from your supervisor that you can effectively handle and manage your division.



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Role Playing for Situational Leadership

Group 4: DELEGATING / EMPOWERING STYLE

GENERAL INSTRUCTIONS FOR THE EMPLOYEE

You are a self-initiated, dedicated and committed employee. You regard your work as your own achievement. You are requested by your supervisor to prepare a work and financial plan for your division. He/she completely delegated to you to decide what plans and programs are needed for the division. He/she told you to finish and submit the work plan the next day for his/her signature.



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You tried to make some clarifications regarding some plans and projects. However, your supervisor gave you the authority to put what you think are necessary for your division.

“The wind and the waves are
always on the side of the
ablest navigator”.

-Edward Gibbons

THANK YOU!

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Creating Peak Performers

PERSPECTIVE AND CHOICES



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CREATING PEAK PERFORMERS

ASSUMPTION 1: LEVEL OF EDUCATION OR EXPERIENCE

Being a good employee does not necessarily require a particular level of education or professional credentials.



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CREATING PEAK PERFORMERS

ASSUMPTION 2: SPEED AND
EFFICIENCY

ASSUMPTION 3: EFFICIENCY PLUS
EFFECTIVENESS EQUALS PRODUCTIVITY

Most people assume that speed and efficiency
is everything.



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CREATING PEAK PERFORMERS

EFFICIENCY is doing things the right way
(how).

input vs. output: cost resources/output

EFFECTIVENESS is doing the right things.



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CREATING PEAK PERFORMERS

ASSUMPTION 4: NUMBER OF HOURS WORKED

Most people equate level of performance with number of hours put in by an employee.

CREATING PEAK PERFORMERS

“It is easy to be busy, but it is more difficult to be effective.”



“Work smarter, not just harder.”



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CREATING PEAK PERFORMERS

ASSUMPTION 5: EXTENT OF COMPLIANCE

Many people assume that compliance is equal to COMMITMENT and DEDICATION.



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CREATING PEAK PERFORMERS

Creativity is the fuel of organizational growth and development. Asking questions, having different opinions and divergent ideas are signs of creativity.

Compliance can also be an indicator of an employee who is playing it safe, is afraid to risk voicing out his opinions or has less initiative.

CREATING PEAK PERFORMERS

To become effective supervisors, you have to learn to build on your employees' ideas and use it as a springboard for innovation. Remember, many inventions and innovations started off as “wild ideas”.

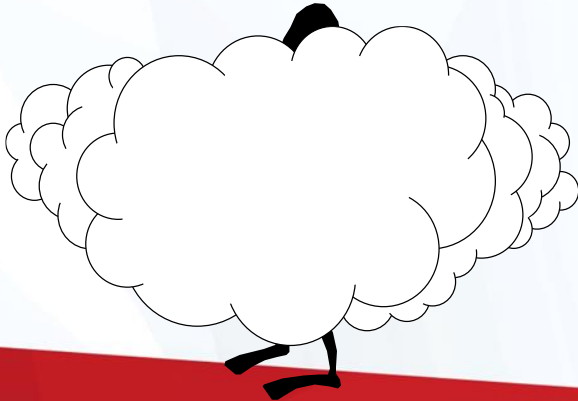




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CREATING PEAK PERFORMERS

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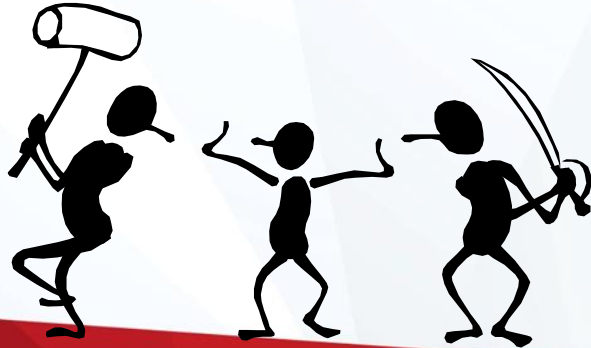
CREATING PEAK PERFORMERS

Good employees are pacesetters. They often set the pace in their work teams.



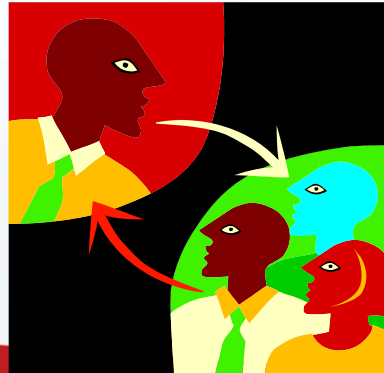
CREATING PEAK PERFORMERS

If “good employees” are valued in a team or organization, it doesn’t mean that “bad employees” should be rejected and sidelined. They should pose as a challenge to you and your team.



CREATING PEAK PERFORMERS

The first step in helping and transforming these employees is understanding them and refusing to label them as “bad employees” or “problem employees”.





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CREATING PEAK PERFORMERS

Lack of initiative is most often a function of learned helplessness.

Learned helplessness occurs when employees continuously perceive themselves as being inadequate, incompetent, insignificant and unlikely to make an impact or contribution regardless of performance.



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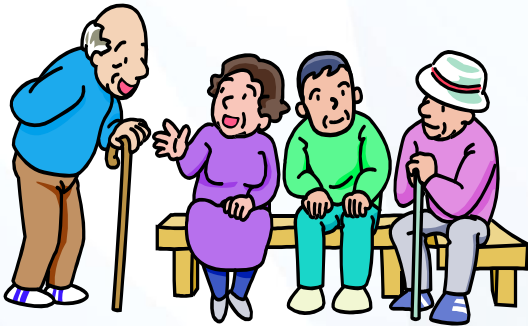
CREATING PEAK PERFORMERS

Learned helplessness is not a problem *per se*. It is merely a symptom of an unhealthy working environment, poor working relationships or negative working experiences in the past.



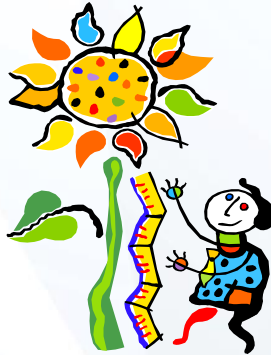
CREATING PEAK PERFORMERS

If left unattended to, *learned helplessness* usually leads to employee obsolescence.



CREATING PEAK PERFORMERS

Employee obsolescence exists when a person is no longer capable of performing up to standards and meeting management's expectations.





CREATING PEAK PERFORMERS

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How to handle an obsolete person negatively:

- tolerate the person's limitations and inefficiencies
- understand and reduce his role in the organization
- discharge or terminate

CREATING PEAK PERFORMERS

Employee obsolescence often occurs as a result of lack of continuing and appropriate developmental activities for employees.





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CREATING PEAK PERFORMERS

How to handle an obsolete person positively:

- invest on the person through training and development
- offer incentives for effort at self-improvement



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Thank
you

The words 'Thank you' are written in a dark, cursive script. The text is surrounded by several colorful hearts in shades of orange, pink, purple, yellow, and red, arranged around the letters.

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