6 Leadership Styles - Daniel Goleman

Daniel Goleman and his team completed a three-year study with over 3,000 managers to uncover specific leadership behaviours and determine their effect within the workplace.

Below are the six leadership styles Goleman uncovered, as well as a brief analysis of the effects each style had:

1. **Coercive**: demands immediate compliance. If this style were summed up in one phrase, it would be "Do what I tell you." The coercive style is most effective in times of crisis, high pressure or during an emergency. This style can also help control a problem when everything else has failed. This style does not however, encourage others to take their initiative and can often have a negative effect on flexibility and inventiveness.

2. **Visionary**: mobilises the team toward a common vision and focuses on end goals, leaving the means up to each individual. If this style were summed up in one phrase, it would be "Come with me." The visionary style works best when the team needs a new purpose because circumstances have changed, or when explicit guidance is not required. Visionary leaders inspire an entrepreneurial spirit and vibrant enthusiasm for the mission. It is not the best fit when the leader is working with others who know more than them.

3. **Coaching**: develops people for the future. If this style were summed up in one phrase, it would be "Try this." The coaching style works best when the leader wants to help others build lasting personal strengths that make them more successful overall. It is least effective when teammates are defiant and unwilling to change or learn, or if the leader lacks proficiency.

4. **Democratic**: builds consensus through participation. If this style were summed up in one phrase, it would be "What do you think?", and showing high levels of collaboration, team leadership and strong communication skills. This style is most effective when the leader needs the team to buy into or have ownership of a decision, plan, or goal. It is not the best choice in an emergency situation, when time is of the essence.

5. **Affiliative**: values and creates emotional bonds that bring a feeling of bonding and belonging; believing that “People come first”. The affiliative style works best in times of stress, or when a team has been though a difficult experience and needs to rebuild trust. It is not a very goal-orientated style and should not be used exclusively because a sole reliance on praise and nurturing can foster mediocre performance and a lack of direction.
6. **Pace-setter**: expects and models excellence and self-direction. If this style were summed up in one phrase, it would be "Do as I do, now." The pacesetting style works best when the team is already motivated and skilled, and the leader needs quick results. Used extensively, however, this style can overwhelm team members and squelch innovation.

- Which of these is your natural style preference? What style comes most natural to you?
- What style do you aspire to develop in? Which style would you like to be more of?

Goleman's study discovered a manager’s leadership style was responsible for 30% of businesses profitability; that isn't just money but staff productivity and engagement.

- What results would you see in your own team simply by adapting your leadership style?

The greatest leaders allow others to thrive based on their strengths. And leadership can and should be situational depending on the needs of the team.
## Situational Approaches

<table>
<thead>
<tr>
<th>Stage 1: Directive</th>
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<tbody>
<tr>
<td>You provide specific instruction on expectations, boundaries and limits.</td>
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<tr>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>People are making noise outside and being disturbing. I want you to go outside and tell them to be quiet.</td>
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<tr>
<th>Stage 2: Mentoring</th>
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<tbody>
<tr>
<td>Communication becomes more open and you use your knowledge, skill and experience to ensure the best decision is made.</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>People are making noise outside and being disturbing. The options we have:</td>
</tr>
<tr>
<td>1) Tell the people to be quiet</td>
</tr>
<tr>
<td>2) Move our session to a different room</td>
</tr>
<tr>
<td>3) Wait until they become quiet</td>
</tr>
<tr>
<td>Which option should we go for? What are your reasons?</td>
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<thead>
<tr>
<th>Stage 3: Coaching</th>
</tr>
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<tbody>
<tr>
<td>When the recipient is knowledgeable and able, you encourage them to explore their own solution by asking open questions.</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>People are making noise outside and being disturbing. What are our options? What do you think is best?</td>
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</table>

<table>
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<tr>
<th>Stage 4: Self Delegating</th>
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<tbody>
<tr>
<td>The recipient is confident and reliable to make a decision without your interference.</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>“The people outside are loud and disturbing” – They will deal with the matter accordingly.</td>
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</table>

Based on The Situational Leadership Model by Paul Hersey and Ken Blanchard
Matrix Management

**Definition:** Matrix management is the practice of managing individuals either:

- with more than one reporting line (in a matrix organisation structure) eg you line manage them but their work tasks come from others
- managing cross functional, cross business groups eg project teams from different departments or services
- other forms of working that cross the traditional vertical management lines

**Part 1:**

Compare in your group the types of matrix arrangements you have in place in your role

- What works well?
- What are the challenges?
- What can you learn from each other’s approach?

**Part 2: review the tips from Harvard Business Review**

At what level are the challenges you most commonly face:

- The individuals who you matrix manage
- The other managers in the matrix
- Senior management or policy?

Where do the challenges stem from and where do the symptoms arise?

What steps could you take or who could you influence?
Matrix Management

Tips from Harvard Business Review

- **Clarity**: Relationships between functional and product managers should be explicit so that people are in approximate agreement about who is to do what under various circumstances.

- **Avoid Power Struggles**: Matrix managers always have to maintain an institutional point of view, seeing their struggles (for example about staff time spent on different work) from a larger, shared perspective.

- **Be flexible, not reactive**: Matrix management is ideal for working in an ambiguous environment and focussing people resource on the work which is needed. The matrix should not have to change because of changes in work requirements.

- **Collaborate, don’t escalate**: Issues should only be escalated to more senior managers to resolve if they are broader or policy issues about the matrix arrangements. Once these are agreed, day to day issues should be dealt with by the matrix managers together.

- **Avoid too many meetings**: Only include those who have information and authority really relevant to a decision should meet to decide: a matrix is not a democracy of decision making. Decisions about tasks should be made by just one manager and be clear who owns them.
Managing Challenging Conversations

‘Challenging or difficult conversations are a bit like the common cold; we all get them, they can be a real nuisance, but there seems to be no cure.

Unlike the common cold, these conversations should not be avoided.’

ACAS Guide to Challenging conversations and how to manage them

Below is a structure for planning and preparing to give a challenging message:

<table>
<thead>
<tr>
<th>When you.... come in late... the impact this has... it sets a bad example, the team have to wait etc. Be real and factual to get off to a clear start (remember observation not judgement.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a breath.</td>
</tr>
<tr>
<td>What I need/would prefer is for you to.... come in on time etc. (paint the picture of what you do want them to do)</td>
</tr>
<tr>
<td>The benefits to you would be.... you get your work done in time etc. (show you care - help motivate change)</td>
</tr>
<tr>
<td>The benefits to me would be.... I have the whole team together to give out the work; I don’t get complaints from other members of the team. (be honest – explain why it matters to you)</td>
</tr>
<tr>
<td>Take a breath</td>
</tr>
<tr>
<td>How do you feel about that? / Does that sound reasonable? Time for them to share feelings / comment on whether request is fair and achievable… I have to take the kids to school and cannot help but be late...</td>
</tr>
<tr>
<td>How can I or others support you? / What is your first step to change this? (ownership with them). Is there any support they need from you?</td>
</tr>
</tbody>
</table>

Based on: Improving People Performance by Debbie Stanford

Activity:

- Individually, think of a message which might be challenging to give
- Plan how you would give that message using the model
- In pairs, take turns to practice delivering this message to each other

Hampshire Workforce Development
- Listen to each other and provide support or ideas to help.

**Delegation**

**Situational Leadership**

What style of delegation you use will depend on the individual and the task:

- **Telling:** give high levels of direction about what to do and how to do it. Give instructions. ‘Do this and then let me know’
- **Selling:** explain the benefits and the reasons why, help the understand how to do the work. ‘This is our direction and how to work towards it’
- **Participating:** use a coaching approach to ask them for suggestions and encourage them to find their own way. ‘What do you think?’
- **Delegating:** show trust in them by asking them to achieve a goal and offering the support they want. ‘Let me know how I can help’

**Golden rules of delegation**

- **Create intrinsic motivation:** Delegate results required not specifics. Either avoid delegating how the work is done or allow staff to make some choices/decisions.
- **Personal development:** Staff should not feel bored or panicked by their workload, but comfortably stretched and challenged. Establish that mistakes are part of the learning process. Is their health, wellbeing and resilience OK?
- **Prioritisation:** When delegating, assist staff in prioritising their new workload. Establish deadlines.
- **Standard setting:** How much effort should this task take and what do you expect success to look like?
- **Ongoing communication:** Establish how much reporting back you anticipate them giving, and when you expect it. Who else needs to know about this delegated work? How will you give effective feedback after the activity?
• **Logistics:** Is any training or additional resources required?

# Delegation

**Part 1: what are your delegation barriers?**

**Individually, think of:**

- Tasks you haven’t delegated or avoided delegating
- Tasks you want to delegate but haven’t
- Tasks you’ve delegated and which haven’t given a successful outcome

Identify patterns (such as types of work or individuals) where delegating has been less successful.

**Part 2: barriers and solutions to delegation**

As a group, create/represent a list of barriers to delegation and potential methods for addressing them.

Identify which situational leadership style or golden rule might help.

Consider how you could plan out a strategy for actively and fairly delegating in the future.
Psychology of My Team

Part 1: Know your own preferences
- In a group of 3-5 take turns to describe how you would approach these tasks:
  - Building flat-pack furniture
  - Arranging your next holiday

Review the additional handout on learning styles theory.
- How does your approach link to your preferences for learning or in the way you work?
- What are the advantages of the different approaches?
- What are the disadvantages?

Part 2: Recognise behavioural adaptability
- Take turns to describe a time when you have used a different learning style or approach to something at work
- What are the benefits of behavioural adaptability?

Part 3: Preferences of other people
Individually consider:
- What are the different learning style preferences in your team
- What steps you will take to adapt your style to match the preference of each individual?
Adapting Your Style

Background to the Theory: Honey & Mumford Learning Styles

Peter Honey and Alan Mumford carried out research into managers’ behavioural tendencies. They adapted previous work by Kolb, who had suggested a cycle of learning with the four stages. Honey and Mumford named the stages as different behaviours we can use at different times.

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Stage associated with</th>
<th>Likes</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activist</td>
<td>Having an experience</td>
<td>Doing and experiencing. Games, practical activities, anything that is energetic and involving.</td>
<td>Sitting around for too long; working alone; theorising; having to listen to others.</td>
</tr>
<tr>
<td>Reflector</td>
<td>Reviewing the experience</td>
<td>Time to think, observe, take it all in; watching others; solitude and time.</td>
<td>Being hurtled into activity, no time to think; crammed timetables; lack of privacy, no time to prepare.</td>
</tr>
<tr>
<td>Theorist</td>
<td>Concluding from the experience</td>
<td>To know where something fits into overall ideas and concepts; analysis and logic; being stretched; abstract concepts; structure, clarity.</td>
<td>Frivolity, mindless fun; wasting time; not being able to question; lack of a timetable and structure.</td>
</tr>
<tr>
<td>Pragmatist</td>
<td>Planning the next steps</td>
<td>Practical problem solving; relevance to the real world; applying learning.</td>
<td>Anything theoretical; learning that focuses too much on past or future and not present.</td>
</tr>
</tbody>
</table>


Although called ‘learning styles’, the behaviours and preferences can be applied to all sorts of situations, from carrying out a piece of work to learning on the job.

Honey and Mumford’s model assumes that people have preferred learning styles but that these are dependent on context and experience, so are not locked into any one style. As with all theories, it doesn’t tell us everything and is just one way of looking at the differences people have, and considering how these differences can be used to best advantage.

Adapted from Learning Design by Meg Soosay - PC3 project team, Leeds Metropolitan University.
Examples of How You Might Use This

Understanding that a style is something you can use, not something you ‘are’ can help you develop behavioural flexibility:

- Try changing the words you use to describe yourself from ‘I never/ I can’t… ’ to ‘this is not one of my preferred ways of working but I could…’
- Question someone else when they type-cast themselves by asking if there are ever times when they use a different approach

Knowing your own preferences is just a first step, and becomes of great use when you can choose to change your approach or style for a situation:

- Think of someone you find it harder to communicate with and consider what their style preferences tend to be. Plan how to adapt your style of communication to be more like them to increase understanding
- Actively look for situations where you can step out of your comfort zones and stretch yourself by using a different style to your preferences

Knowing that the way we work is about our preferences means there is not one ‘right way’ of approaching things. Instead, we can consider that there are a variety of styles to deal with any situation:

- Consider who you work with has a difference in style to you – how might you use this to the advantage of the team by playing to their strengths?
New Managers

- What could you learn from the approach that someone else takes, even if it isn’t one you want to take yourself?
- To empower the team, take a leap by encouraging someone to do a task they way they think, even if it is different from your approach

Reasons Why

<table>
<thead>
<tr>
<th>Managers who don’t show behavioural adaptability:</th>
<th>Great Managers and Leaders:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are less flexible to deal with different situations, and tend to have a default way of reacting, which will work well in some situations and be less effective in others</td>
<td>Can deal with a wide variety of situations by calling on different styles</td>
</tr>
<tr>
<td>Find it harder to communicate effectively with a wide variety of people</td>
<td>Can notice when the style they are using is not getting results and adapt to try a different style, experimenting until they find a style which works even better in that situation</td>
</tr>
<tr>
<td>Are harder for others with different styles to them to communicate with</td>
<td>Find out how to use people’s differences effectively, to motivate and lead a productive team</td>
</tr>
<tr>
<td>Fail to take advantage of different people’s strengths</td>
<td>Know their own strengths and don’t overplay these</td>
</tr>
<tr>
<td>Fail to recognise their own strengths and areas of weakness</td>
<td>Know their weaknesses and work on developing these</td>
</tr>
<tr>
<td>See things as black and white, right and wrong</td>
<td>Notice the nuances of situations and complexity of relationships</td>
</tr>
<tr>
<td>Type cast themselves and others and use this as an excuse</td>
<td></td>
</tr>
</tbody>
</table>
“Adaptability stems from objectivity, which in turn stems from emotional security and emotional maturity.”

Alan Chapman, Businessballs

Influencing Upwards

“Personally I am very fond of strawberries and cream, but I have found that for some strange reason, fish prefer worms. So when I went fishing, I didn’t think about what I wanted. I thought about what they wanted. I didn’t bait the hook with strawberries and cream. Rather, I dangled a worm or grasshopper in front of the fish and said: ‘Wouldn’t you like to have that?’

People are not all the same. We are all different and have our own style preferences. Instead of thinking of how you like to work and what would work for you, try and think of the other person and what their style preference may be.

Most of us use all styles at different times, often having a preference for one over the rest. In order to influence and best communicate with another, you are best considering the preferred communication style of that other person. Adapting to be more like them and the way they work can be very effective.

Rational / Task Focus
In your group:
Scenario: you are aiming to influence senior managers to change a policy decision which impacts on your team. There are 4 managers you need to influence; each one uses a different communication style as seen within the model.

Working together; Develop a plan of how to influence each individual to get the best result.

Examples of how you might use this
- Notice your own style preferences
- Consider the style preferences of key stakeholders
- Adapt your style to others to help build rapport and increase their understanding of your messages

New Managers
Hampshire Workforce Development
Hampshire Fire and Rescue Service
Hampshire County Council
**Stretch activity**: Consider those who may have a very visual style. How would you adapt your influencing techniques to suit their preference?

(Visual: style in which ideas, concepts, data and other information are associated with images)

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**Goal**
Find out their aspirations and move the focus onto a specific, positive goal

Example questions:
- What do you want to develop?
- What’s your future goal and what’s the next step towards that?
- What’s the outcome you want?
- What would you like it to be like?

**Reality**
Where are they currently? Encourage them to see a balanced picture and gain understanding of what they are already doing.

Example questions:
- What have you tried so far?
- What resources do you currently have that will help here?
- What do you need to develop?
### Options
By coming up with options ourselves, we are more likely to actually go away and make them work.

Example questions:
- What are your options?
- What else could you do?
- What will get the best result?
- Which is most practical?

### Will/Way Forward
This is all about planning actions or things to do differently. Find out what they will do and check their motivation to do it.

Example questions:
- What will you do differently?
- What will you do first? ... And then?
- What support do you need?
- What exactly will be different if you do this?

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**GROW**