

When to delegate, mentor, coach and direct

Situational Leadership

Agenda

Introduction

The Purpose

The Four styles

How they differ

Examples

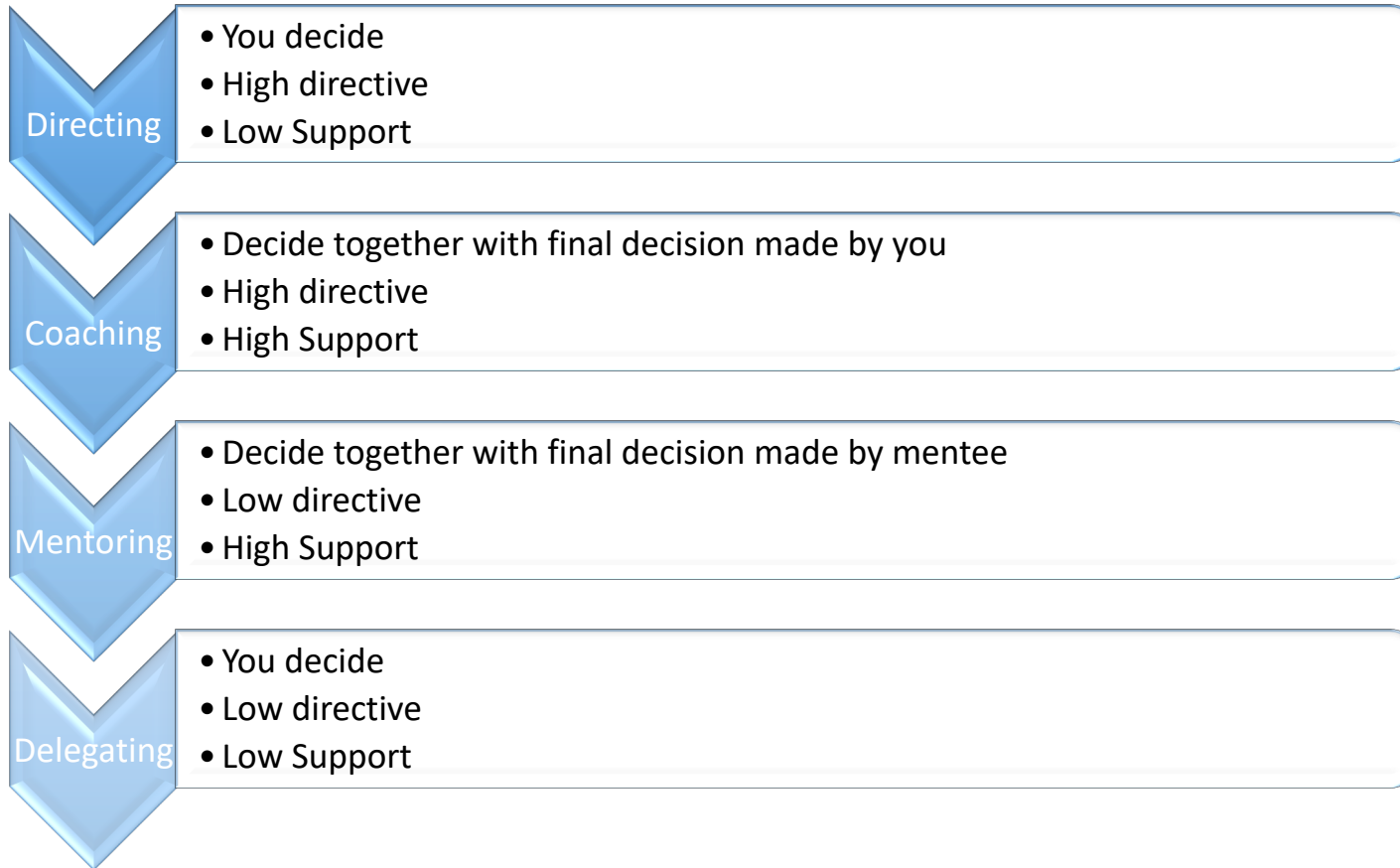
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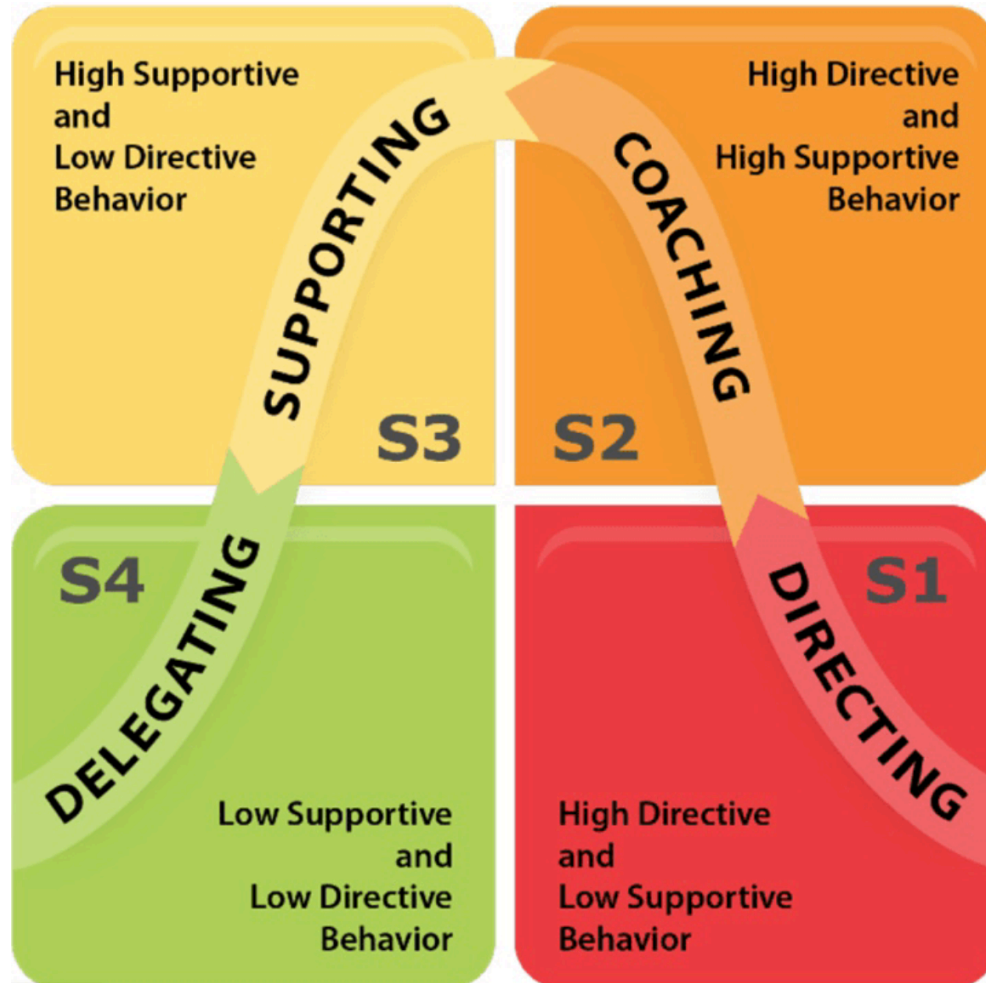
Introduction

- Situational leadership is a leadership style that was developed by Kenneth Blanchard and Paul Hersey.
- Situational leadership refers to when the leader adjusts their style to fit the development level of the person they are trying to influence.
- With situational leadership, it is up to the leader to change their style
- In situational leadership, the style may change continually to meet the needs of others based on the situation.

The Four Styles of leadership



How do the 4 styles translate into teaching...



What is the purpose of using four styles?

1. It encourages open and honest communication about performance and development between you and those you are leading
2. Help others develop competence and commitment
3. Teaches others how to provide their own direction and support
4. It allows us to value and honour differences
5. Stronger leadership skills—better at goal setting, observing and monitoring performance, giving feedback, facilitating problem solving, and providing recognition
6. Higher team satisfaction

Directing

Your trainee

- Will be enthusiastic and may have transferable skills
- Will need clear goals and roles
- Will need standards for what good looks like
- Will need an action plan—specific direction about how, when and with whom
- Will need boundaries and limits
- Information about the goal or task and the organisation
- A step-by-step process for learning new skills
- Hands-on training—being shown and told how
- Concrete examples of how others accomplish the goal or task
- Opportunities to practice
- Frequent feedback on results

Coaching

Your trainee will need

- Clear goals
- Perspective
- Frequent feedback
- Help in analysing successes and failures; assurance that it is OK to make mistakes
- Explanations of why the goal or task is important (explanations of how)
- Opportunities to discuss concerns
- Involvement and influence in decision making and problem solving
- Encouragement
- Advice/additional next steps/alternatives
- Coaching to build and refine skills

Coachee disillusionment

Things to look out for

- The task is harder than I thought it was going to be
- No one appreciates my efforts
- I'm not getting the help I need to get better
- The more I learn, the more I realise I have to learn
- The task is boring
- There are conflicting goals and a lack of priorities
- I didn't want this job in the first place

Mentoring

Your trainee will need

- An approachable mentor
- Opportunities to test what it is they are wanting to do
- Opportunities to express concerns and share feelings
- Support and encouragement to develop self-reliant problem-solving skills
- Help in looking at experience and skills objectively, to build confidence
- Praise and recognition for high levels of competence and performance
- A kick-start to overcome procrastination

Delegation

Your team member will need

- Variety and challenge
- A leader who is more of a mentor and colleague than a manager
- Acknowledgment of contributions
- Autonomy and authority
- Trust, once delegated have check in points but leave them to do the task in hand
- Opportunities to share knowledge and skills with others

Leader Behaviour

In all four styles, the leader

- Makes sure goals and expectations are clear
- Observes and monitors performance
- Gives feedback

How does Coaching differ from Directing?

- More support, praise and two-way conversation; more involvement in decision making and problem solving
- More explaining, instead of defining
- More clarifying, instead of telling
- More emphasis on why, instead of how and what

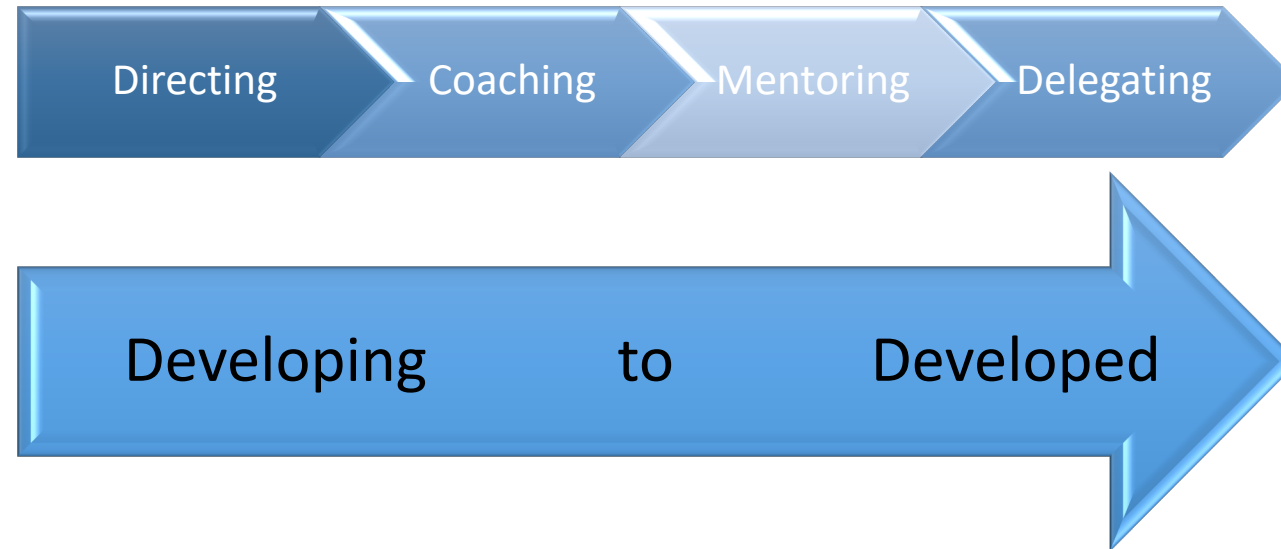
How does Mentoring differ from Coaching

- The mentee takes lead in planning how; they have more self-direction
- The leader listens to make sure the individual understands what needs to be done
- The leader listens to make sure he or she understands the mentee's approach, so that assistance and resources can be provided if needed
- The leader asks more than tells
- The leader becomes more of a colleague or peer—engaging in joint problem solving and decision making

How does Delegating differ from Mentoring?

- The team member provides his or her own direction and support
- There is less interaction between the leader and the team member
- The team member has more autonomy to set goals, develop action plans, create opportunities to perform, and collect and share feedback on performance
- The leader's focus is less on day-to-day problem solving, and more on the future

How does this help us develop people?



Note– this is task specific, for each new task, you start the process again

Examples of how styles can differ....

Reminder – step 1 diagnose the style needed

- Diagnosis—assessing developmental needs
 - Review competence level and commitment level to the task / skill
 - Competence
 - Demonstrated goal -or task- specific knowledge and skills
 - Transferable knowledge and skills
 - Commitment
 - Motivation
 - Confidence
- Partnering for Performance— reaching agreements with others about the leadership style they need
- Drive rate of development
- Resolve disagreements about development level

A brand-new ocean diver trainee... overall...

What style of leadership do they require?

Directing

What transferrable skills do they have ?

Examples:

They know how to swim

They may have done some basic skills on a try dive

Consider an OWI moving towards AI....overall

What leadership style do you need?

Directing

Coaching

Mentoring

It will all depend on the specific skill under discussion

Transferable skills

Examples:

They have completed OWI so have some idea of how to teach

They have knowledge of the skills needed

They may have leadership skills themselves from work

They may have additional skills from outside club diving

Lets consider a specific task - Mask clear

Brand new Ocean Diver trainee....

Style: Directed

Transferable Skills: none

Sports Diver / Diver leader trainee....

Style: Coaching

Transferable Skills: prior mask clear training

IFC / Instructor trainee....

Style: Mentoring - need to think of ways to teach rather than just do

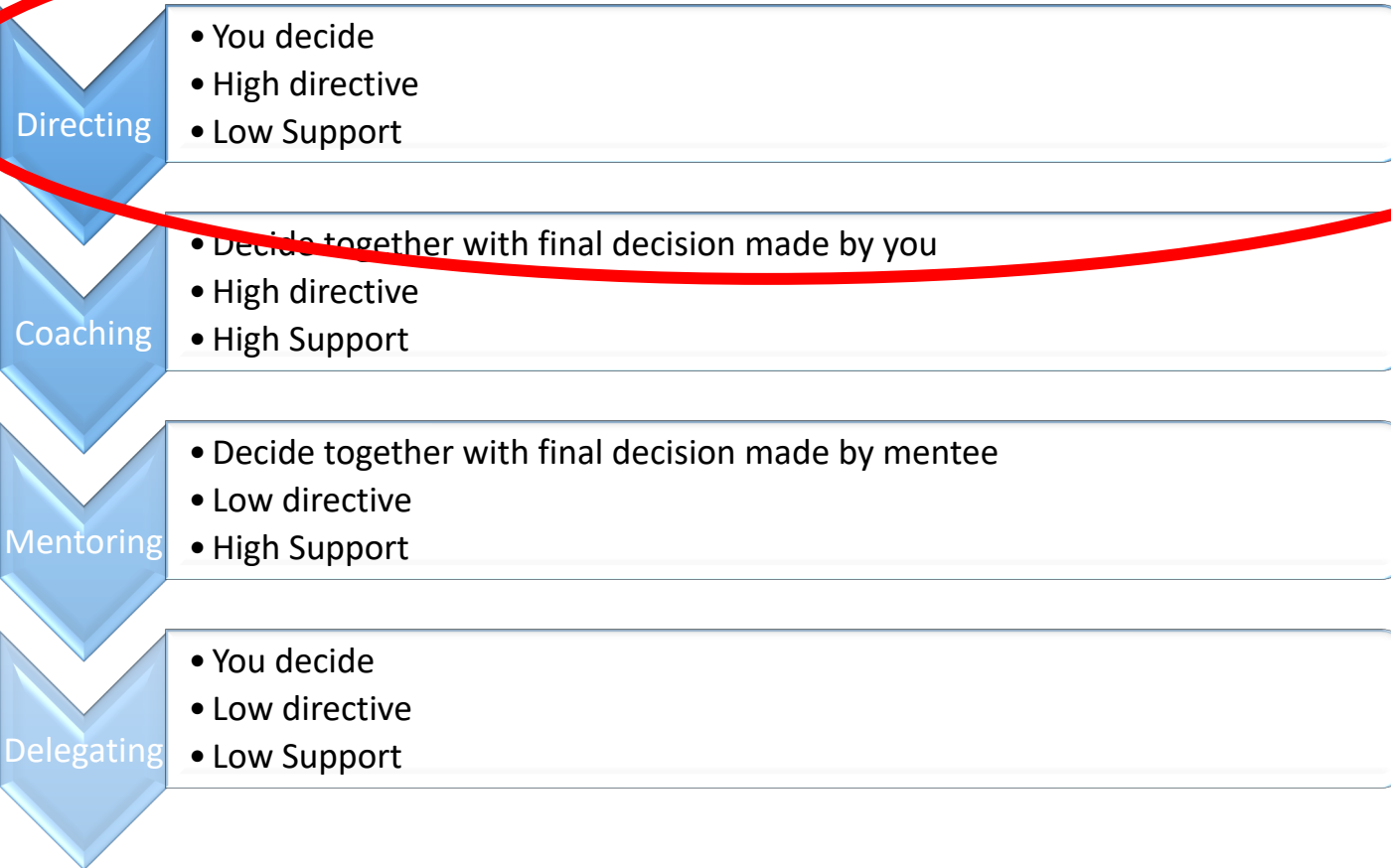
Transferable Skills: prior mask clear training

New Instructor

Style: Delegating

Transferable Skills: learnt how to teach already now need to go and do

The Four Styles of leadership



Direction

- Your team member / Student when falling under this style is also known as **the Enthusiastic Beginner**
- They may show the following behaviours
 - Hopeful
 - Inexperienced
 - Curious
 - New/unskilled
 - Optimistic
 - Excited
 - Eager
 - Enthusiastic

Diagnosis Questions (reminder)

1. What is the specific goal or task?
2. How strong or good are the individual's demonstrated task knowledge and skills?
3. How strong or good are the individual's transferable skills?
4. How motivated, interested or enthusiastic is the individual?
5. How confident or self-assured is the individual?

Directing (reminder)

Your trainee

- Will be enthusiastic and may have transferable skills
- Will need clear goals and roles
- Will need standards for what good looks like
- Will need an action plan—specific direction about how, when and with whom
- Will need boundaries and limits
- Information about the goal or task and the organisation
- A step-by-step process for learning new skills
- Hands-on training—being shown and told how
- Concrete examples of how others accomplish the goal or task
- Opportunities to practice
- Frequent feedback on results

Example

- rescue skills at sports diver level

Example Directing Rescue skills – Sports diver level

Questions	Example responses
What is the specific goal or task?	Demonstrate effective rescue skills on the surface
How strong or good are the individual's demonstrated task knowledge and skills?	They have demonstrative effect towing at Ocean diver
How strong or good are the individual's transferable skills?	They have a first aid at work certificate
How motivated, interested or enthusiastic is the individual?	Very motivated
How confident or self-assured is the individual?	They are confident they will pick up the in water rescue skills which will build on their land based knowledge

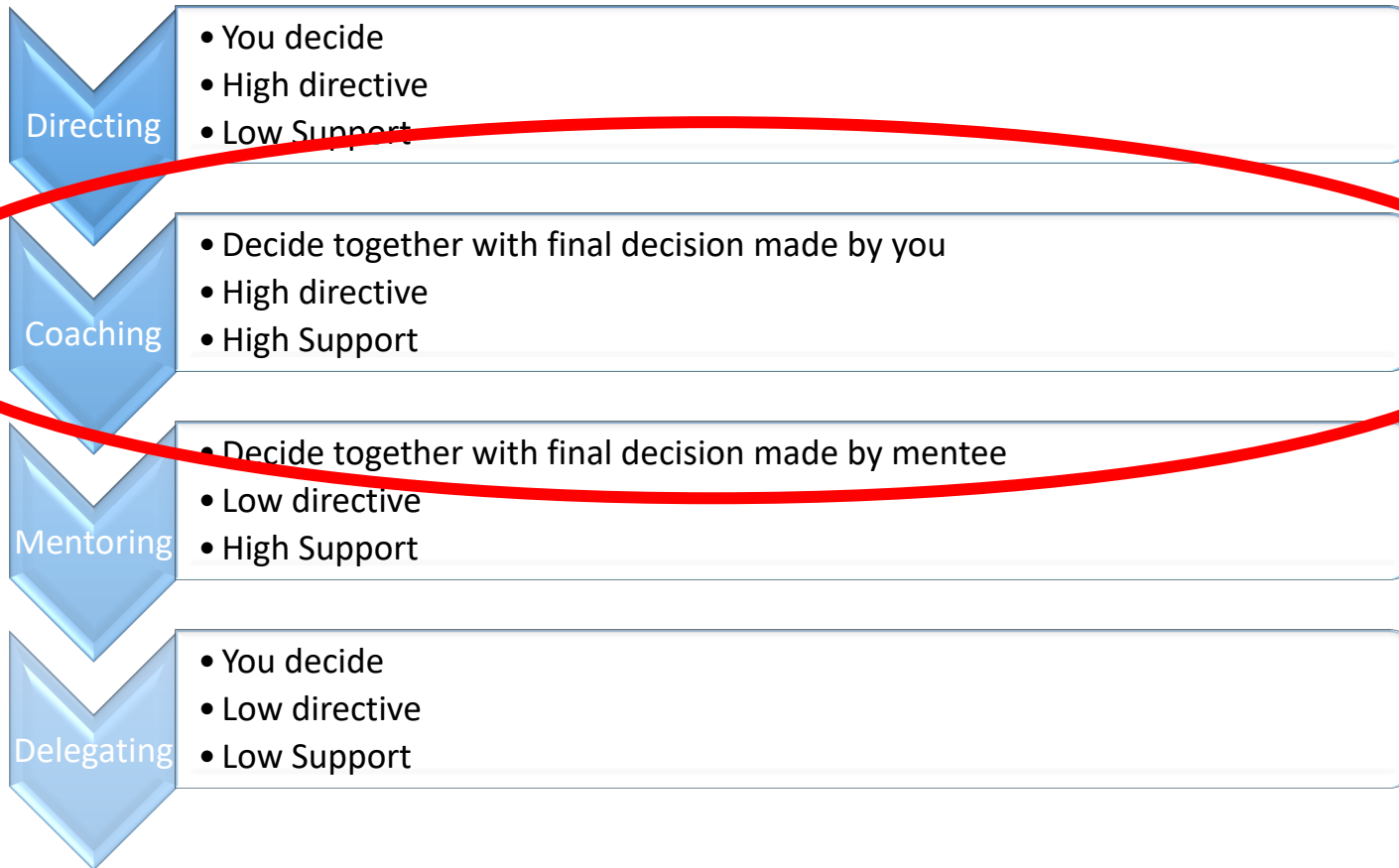
Directing (2)

To consider	
Will be enthusiastic and may have transferable skills	As discovered and discussed during diagnosis
Will need clear goals and roles	Role – rescuer Goal – effectively demonstrate in water rescue breathes, towing and appropriate calling for help
Will need standards for what good looks like	This will be seen when as an instructor you demonstrate the skills
Will need an action plan—specific direction about how, when and with whom Will need boundaries and limits A step-by-step process for learning new skills	Post demonstration, you as the instructor will break the skills in to bite size chunks appropriate for your student
Information about the goal or task and the organisation	Prior to demonstrating you will explain the importance behind this skill, the difference it could make to someone's life

Directing (3)

To consider	
Hands-on training—being shown and told how	Once they have seen the demonstration and had chance to ask questions, then they should be given the opportunity for practice
Concrete examples of how others accomplish the goal or task	Some students will need to see several demonstrations by different people before they get it, so this may need to be considered and / or demonstrations from different angles
Opportunities to practice	Practice, practice and more practice – and a reminder to keep practicing post qualification too
Frequent feedback on results	Constructive feedback should be given on a rolling basis

The Four Styles of leadership



Coaching (reminder)

Your trainee will need

- Clear goals
- Perspective
- Frequent feedback
- Help in analysing successes and failures; assurance that it is OK to make mistakes
- Explanations of why the goal or task is important (explanations of how)
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- I didn't want this job in the first place

Example –Coaching an IFC student wanting to gain experience teaching before doing PIE/TIE

Questions	
What is the specific goal or task?	teaching
How strong or good are the individual's demonstrated task knowledge and skills?	They may be new to teaching in diving but have they taught or presented else where – other hobbies / work etc
How strong or good are the individual's transferable skills?	This will depend on the answer to the above – if they have done some then they have some transferrable skills which can be used, in addition to those they have picked up during the IFC
How motivated, interested or enthusiastic is the individual?	They will be motivated and enthused at the start it will be part of your 'job' to keep them that way
How confident or self-assured is the individual?	That will depend on prior experience and knowledge base with respect to the subject they will start with

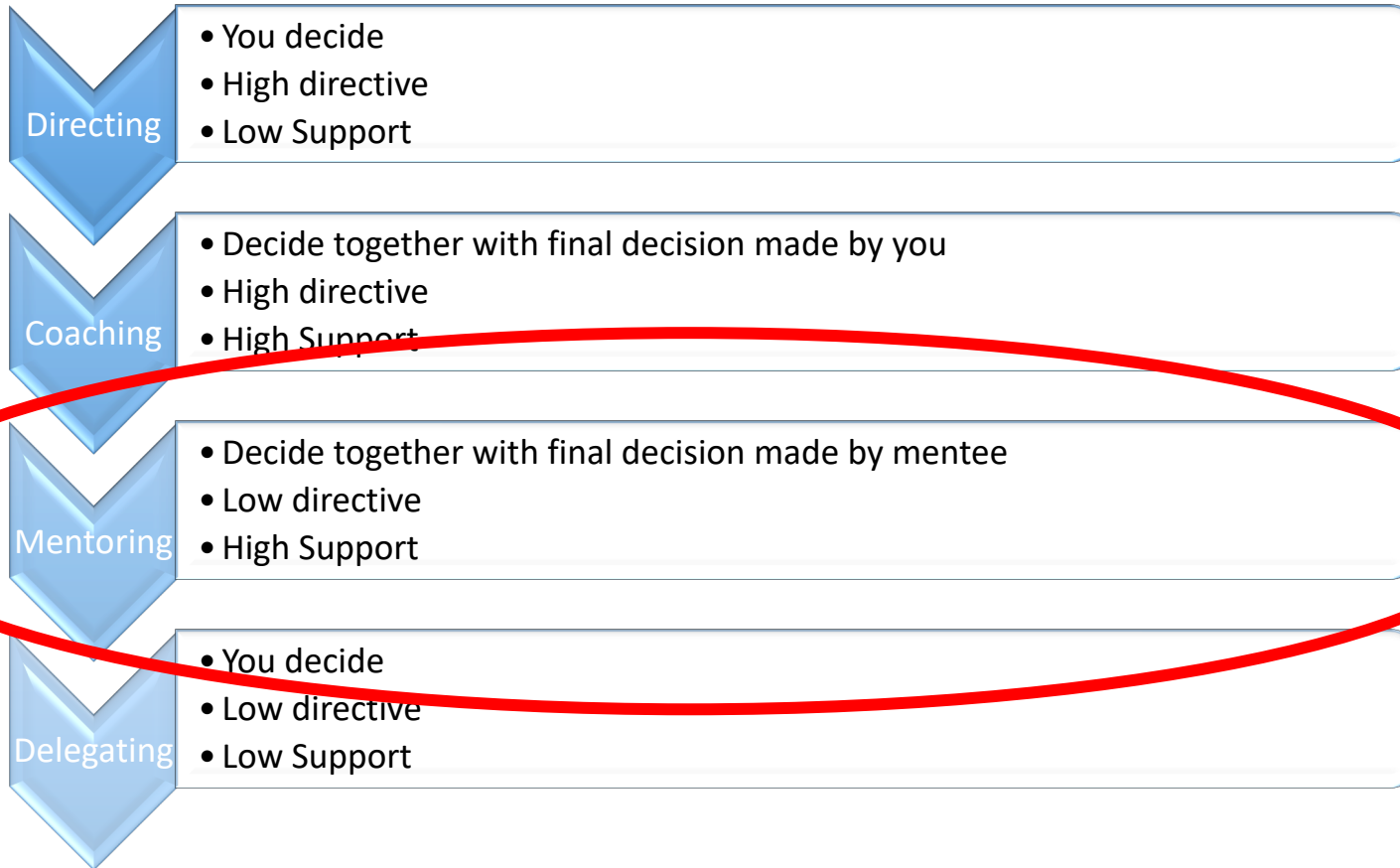
Coaching (2)

To consider	
Will be enthusiastic and may have transferable skills	As discovered and discussed during diagnosis
Will need clear goals and roles	Role – trainee instructor Goal – effectively demonstrate eg an ocean diver lecture
Will need standards for what good looks like	Suggest they sit in on the prior lecture to get a baseline
Will need an action plan—specific direction about how, when and with whom Will need boundaries and limits A step-by-step process for learning new skills	Post watching the lecture, you as the instructor will help them break the skills in to bite size chunks and help build them a preparation plan – ideally give them an option to allow for a practice run with feedback
Information about the goal or task and the organisation	Prior to their lecture you will explain the importance behind this skill, and the lecture as well the difference it could make to someone's life

Coaching (3)

To consider	
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Opportunities to practice	Practice, practice and more practice – and a reminder to keep practicing post qualification too
Frequent feedback on results	Constructive feedback should be given on a rolling basis

The Four Styles of leadership



Example –Mentoring a newly qualified OWI

Questions	
What is the specific goal or task?	teaching
How strong or good are the individual's demonstrated task knowledge and skills?	They have the skill set required to teach, they may not have all the experience needed
How strong or good are the individual's transferable skills?	They may not yet be strong and embedded but they need time to embed them
How motivated, interested or enthusiastic is the individual?	They will be motivated and enthused, it will be part of your 'job' t as their mentor o keep them that way
How confident or self-assured is the individual?	That will depend on prior experience and knowledge base with respect to the subject they will start with

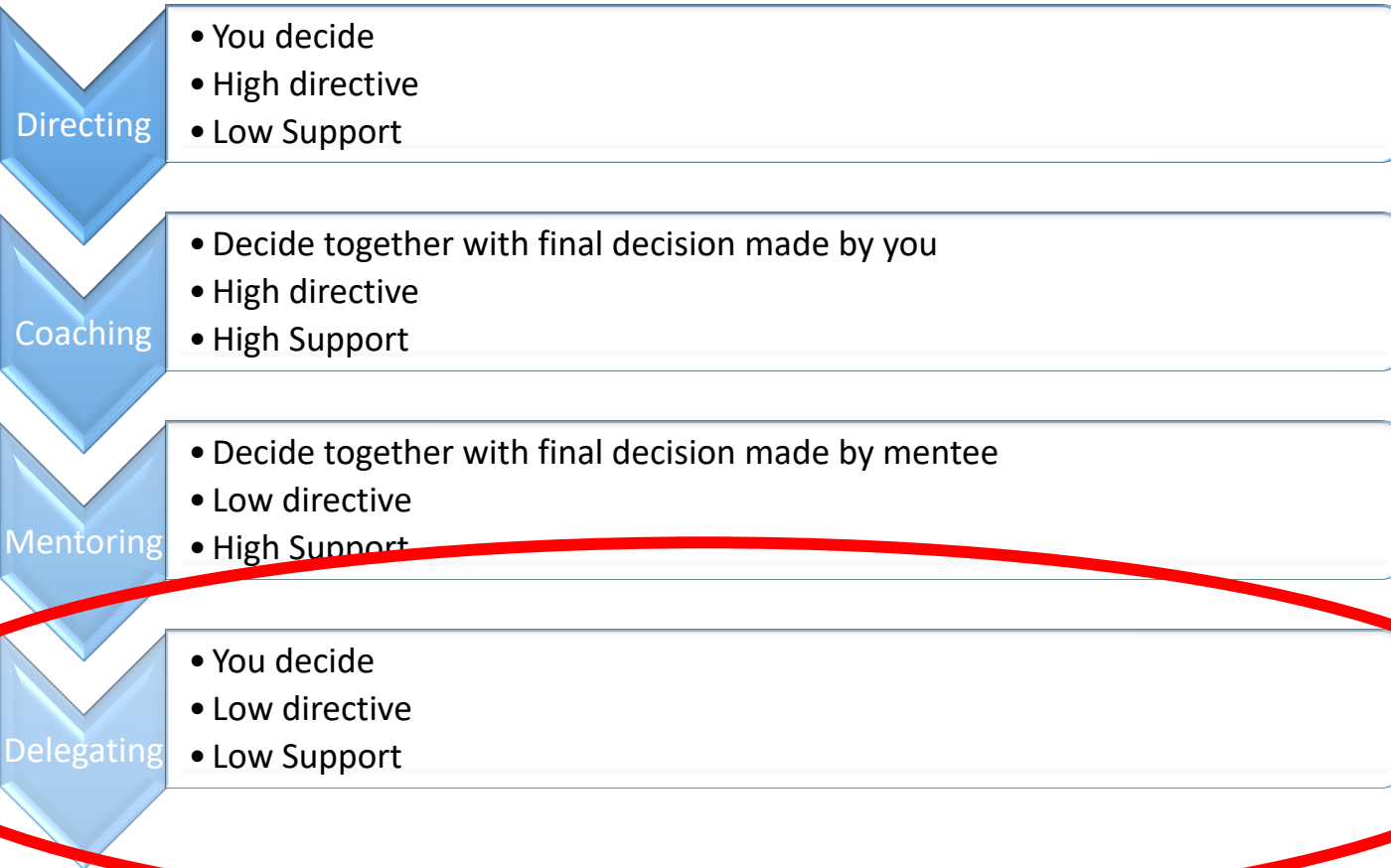
Mentoring (2)

To consider	
Will be enthusiastic and may have transferable skills	As discovered and discussed during diagnosis
Will need clear goals and roles	Role – instructor Goal – effectively complete lectures and practical's
Will need standards for what good looks like	They wil have gained this from the IFC
Will need an action plan—specific direction about how, when and with whom Will need boundaries and limits A step-by-step process for learning new skills	Post watching them teach, you as the mentor can offer feedback and hints and tips – if asked for
Information about the goal or task and the organisation	They will at this stage already have this info and be comfortable with it

Mentoring (3)

Hands-on training—being shown and told how	Once they have seen the demonstration and had chance to ask questions, then they should be given the opportunity for practice
Concrete examples of how others accomplish the goal or task	Some new instructors will want to see several demonstrations by different people before they want to do it themselves, so this may need to be considered and / or demonstrations from different angles
Opportunities to practice	Practice, practice and more practice – and a reminder to keep practicing post qualification too
Frequent feedback on results	Constructive feedback should be given on a rolling basis, if requested Reminder when mentoring it is up to the mentee to come to the mentor for support – this is the opposite of coaching where the coach will proactively go to the trainee

The Four Styles of leadership



Delegation (reminder)

Your team member will need

- Variety and challenge
- A leader who is more of a mentor and colleague than a manager
- Acknowledgment of contributions
- Autonomy and authority
- Trust, once delegated have check in points but leave them to do the task in hand
- Opportunities to share knowledge and skills with others

Example –DO delegating trip management

Questions	
What is the specific goal or task?	Trip management
How strong or good are the individual's demonstrated task knowledge and skills?	They have arranged trips before
How strong or good are the individual's transferable skills?	They are strong and embedded
How motivated, interested or enthusiastic is the individual?	They will be motivated and enthused,
How confident or self-assured is the individual?	That will depend on prior experience and knowledge base with respect to the subject they will start with

Delegating (2)

To consider	
Will be enthusiastic and may have transferable skills	As discovered and discussed during diagnosis
Will need clear goals and roles	Role – support person if needed Goal – arrange a successful dive trip
Will need standards for what good looks like	They will have gained this from prior trips with experienced dive managers
Will need an action plan—specific direction about how, when and with whom Will need boundaries and limits A step-by-step process for learning new skills	They will be in charge of their own plan – they can look to you for guidance if needed – otherwise it is just a case of informing you
Information about the goal or task and the organisation	They will at this stage already have this info and be comfortable with it

Mentoring (3)

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the human
diver

LEADERS & FOLLOWERS
ARE CONTINUALLY...

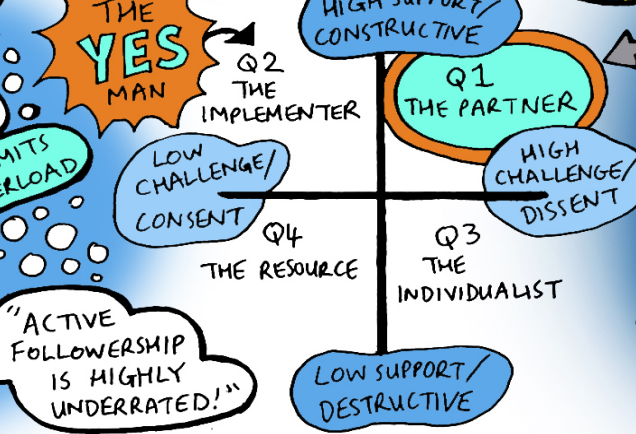
LEARNING
REFLECTING
ACTING
SHARING

MODULE 6:

LEADERSHIP

AND Followership

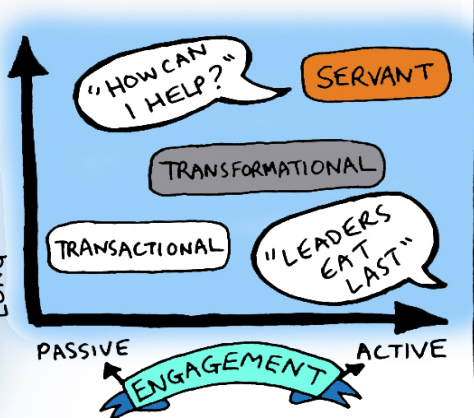
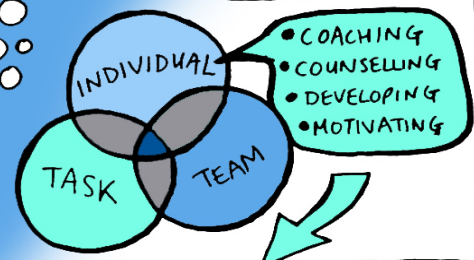
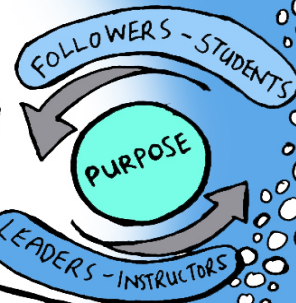
FOLLOWER (LEARNING)	LEADER (TEACHING)
DIRECTIVE	DECIDES
COACHING	SUPPORTS
QUESTIONING	ENCOURAGES
MENTOR	EMPOWER



DYNAMIC
RELATIONSHIPS
EXIST
BETWEEN



THE
ART
OF
INFLUENCING
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