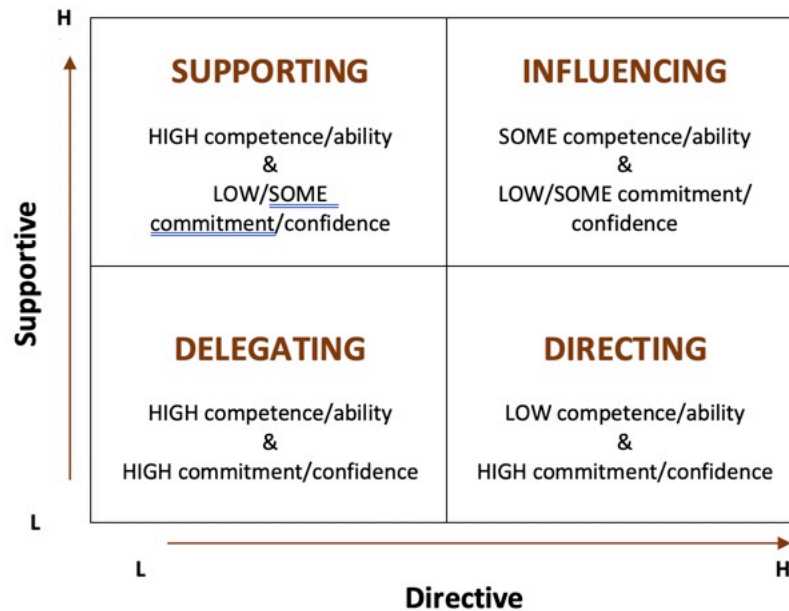


## Getting Work Done Through Others

### Styles of Management / Situational Leadership

#### Situational Leadership – 4 Approaches



#### Task and Relationship Behaviors

- An employee's readiness level determines how much of each type of leader behavior to be applied
- The lower competence the person possesses, the more DIRECTIVE/TASK behavior you will need to apply
- The lower commitment the person possesses, the more SUPPORTIVE/RELATIONSHIP behavior you will need to apply



Employee's Development Level	Appropriate Management Style
Low competence High commitment/confidence	<b>DIRECTING</b> Structure, organize, teach, supervise
Some competence Low commitment/confidence	<b>INFLUENCING/COACHING</b> Be more directive and offer support
High competence Low commitment/confidence	<b>SUPPORTING</b> Praise, listen, facilitate, participate, <u>lead</u> by example
High competence/ability High commitment/confidence	<b>DELEGATING</b> Turn over day-to-day responsibility for decision-making

### Individual Reflection

1. Identify a few of your employees who may be in need of your coaching and support on a critical task.
2. What is your assessment of each employee's readiness for the task?
3. Write some notes about the specific ways you might interact with your employees given their readiness levels.

Employee	Readiness for Task	What might you do as a manager to assist in developing the employee?



## Making Effective Requests

### Elements and structure of a complete request

Being clear about making and responding to requests may seem elementary, but it's remarkable how often ineffective requests are at the heart of issues erupting between people whether on a personal or professional level. The better we are at making requests – and responding to the requests of others – the better the outcome. Some requests are a starting point for working and doing things well together, while others are the starting point for misunderstanding, resentment (on both sides), and poor results.

Finding a comfort level in asking and responding to requests may take some practice so requests and responses are not perceived as being too dictatorial or give a sense that you're micro-managing activity. Effective requests and responses are grounded by a normal conversational tone that is inviting and understanding of the many pieces in play.

### Elements of a effective request:

- **Requester:** Who is asking?
- **Listener:** Who is being asked?
- **Future Action:** What do I want you to do?
- **Conditions of Satisfaction:** How will I know it's been done?

Identifying the conditions of satisfaction (outlining what a good results looks like) will aid both requester and listener in achieving a successful outcome.

- **Establish a Shared Context:** Verify assumptions. Do we both understand what is being asked and that we have all the information needed to fulfill the request?

It's prudent to assume, especially at the beginning of a relationship, that very little shared background or obviousness exists. Over time, we develop more history of successfully requesting and following requests, making fewer words necessary due to the shared context and understanding.

- **Time:** By when?  
Unspoken timeframes such as *"As soon as possible"* may mean different things to each person based on existing commitments. Examples of less-than-effective ways of bringing timeframe to our requests (unless it's truly not time-bound and it is fully within the time frame of the person fulfilling the request, but would suggest being explicit when using such an approach):  
    *"...and I'd like it as soon as possible."*  
    *"...and that's needed as soon as you get a chance."*  
    *"...make sure that's done in a timely fashion."*  
    *"...to be done promptly."*

If the timeframe isn't suitable to the listener, he/she should decline the request or renegotiate.

- **Mood of the request:** the emotional space or "moodspace" that the speaker and receiver happen to be in at the time of the request. How we say what we say is often more important



than the words we use. *The right conversation in the wrong mood is the wrong conversation.* We can take steps to design a mood that is conducive to what we want to accomplish, or we can take a time out and wait until the “time is right” to make the request. Being an observer of the mood of others’ can also serve us well in timing a request.

- **Context:** giving the listener a broader perspective on what the request means and how it fits into the bigger picture.

### Appropriate responses to a Request or Offer

- Accept: “Yes”
- Decline: “No”
- Counteroffer: “No, but I can...”
- Commit to commit at a later time: “I’ll get back to you by ...”

### Cautionary note:

Sometimes, we may have an internal conversation playing in the background (e.g., “I shouldn’t have to ask you that!”). We observe something we’d like to change, but we don’t make the request because we think the other person should already know or the other person should just do the new behavior on their own, out of “common sense.” We can stay tied to feeling that we shouldn’t have to ask out of a position of “rightness,” and simmer in silent resentment in the meantime, or we can produce the result we want and achieve a degree of satisfaction. We can choose to take responsibility for what we can do, and operate more out of what *works/doesn’t work* orientation and less out of the *right/wrong* orientation.

### Resentment:

A feeling I get when others fail to fulfill a promise that they never made.

## Individual Reflection

1. What requests do you need to make?
2. How are you managing your agreements?
3. What will you do differently going forward?