



PROJECT LEADERSHIP

What's in it for YOU?

Session Worksheets

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Why Is Project Leadership Important?

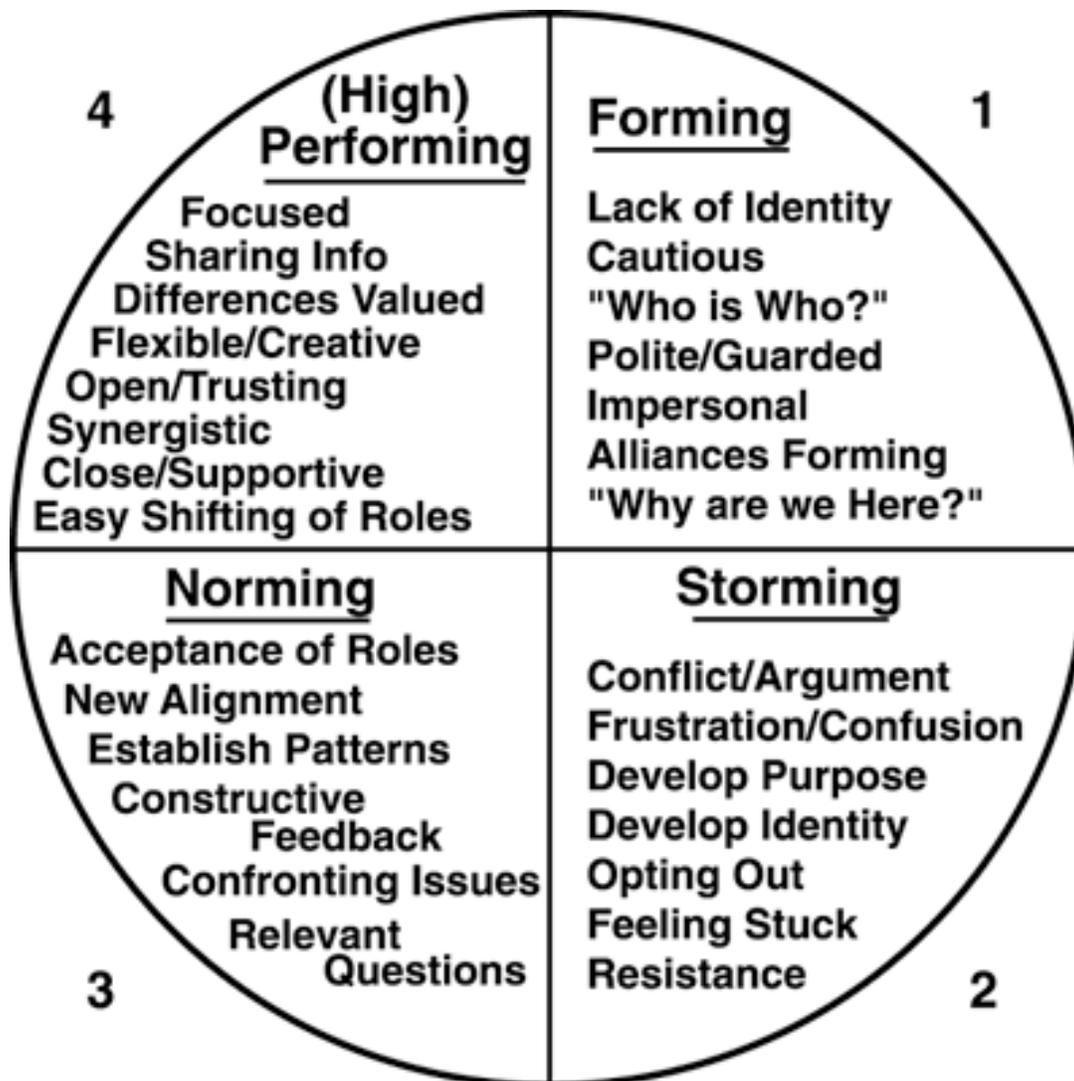
- **List some reasons why project leadership is important in an organization:**

- **What typically happens if project leadership is lacking or ineffective?**

- **When have you personally experienced effective leadership (in any aspect of your life—past, present, work, school, personal, etc.)?**

- **What did you admire about the leader(s)?**

Stages of Team Development



Leadership Styles

Everyone has a “natural” style or tendency when it comes to leading a team. While a project manager might feel extremely comfortable being “one way” all the time, chances are the team members and stakeholders probably which this was not so! Different situations require different leadership styles. Being the “right” type of leader at the right time will optimize the chance for a successful outcome and minimize the chance that conflict or a miscommunication will occur.

The three major leadership styles are:

1. **Directive** –

Some attributes of directive leaders:

- Extremely directive
- Quick decision maker/problem solver
- Likes being in control
- Figures out the solution/strategy and tells the team
- Leaves very little room for discussion

Best used when:

- Team members directly report to the project manager
- Team members are new to being on a project team
- The situation is one of “emergency” proportions
- A quick response and “take charge” approach is needed
- The team respects the project manager enough to readily “follow”
- At the beginning of a project when setting direction is needed

2. **Participative**

Attributes of a participative leader:

- Gets the group involved in decision-making and problem-solving
- Creates enthusiasm within the team by getting them involved
- Might make the final decision or go with the team’s recommendation
- Is willing to make changes if the group is convincing

Best used when:

- There is trust between project manager and team members
- You want to develop the team’s ability to make decisions and problem solve
- In complex situations where looking at the problem from different perspectives will help make a better decision
- You are willing to adjust your opinions based on the team’s inputs

3. Facilitative

Attributes of a facilitative leader:

- Works with the team to create a common vision/goal
- Creates a collaborative team environment
- Creates balanced participation in team meetings
- Lets the team own the problem
- Supports the decision that the team makes

Best used when:

- The team has the expertise to make the “right” decision
- When there is high trust among members and they are operating at a very effective level regarding their group dynamics
- When there is time for brainstorming and the creative process to work
- When the group is “stuck” and no clear decision exists
- When the project manager can totally “let go” of controlling the outcome

The bottom line is — **your style of leadership affects your team members!**

EXERCISE:

Think about a project team you are currently managing (or on as a team member).

Reflect on an “issue” the team is experiencing.

- **What would be the “best” leadership style to use to address this situation?**

- **What is your comfort level in using this style with your team? What would make you MORE confident in addressing this issue?**

Delegation

Delegation is about entrusting work to another person, with the expectation that the work will be done with your and/or the group's best interest in mind. As a Project Manager, it can be a difficult transition to let your team do the work, especially if you are used to being an individual contributor and doing the work yourself. The problem is that if you do not learn to let your team "step up to the plate" and OWN the work, you might just find yourself doing most of the work you used to do and more! This then creates a vicious cycle of blaming your team for being lazy, when you are really the one controlling the work. Let's look at some aspects of delegation.

Delegation Quiz

To determine whether you are a good candidate for considering delegation as a tool to improve your (and thereby your team's) performance, take this simple quiz.

| QUESTION | Yes | No |
|--|-----|----|
| 1. Do you allow your team members to make mistakes? | | |
| 2. Do you frequently take work home or work late hours? | | |
| 3. Does your team function smoothly when you are absent? | | |
| 4. Do you over-rule or reverse decisions made by team members? | | |
| 5. If you were incapacitated for 6 months, could a team member take over the project fairly easily? | | |
| 6. Do you do some things your team members <i>could</i> be doing? | | |
| 7. Do your team members take initiative without input from you? | | |
| 8. When you return from a trip or training, is there a big pile in your inbox? | | |
| 9. Do your team members delegate to their teams (if applicable)? | | |
| 10. Do you spend time on details that you would rather spend on planning, supervision and the "big picture"? | | |
| TOTAL | | |

Scoring: To determine whether delegation may be able to help you, give yourself one point for each answer of **Yes** on the even-numbered questions (2, 4, 6, 8, and 10), and one point for each answer of **No** on the odd-numbered questions (1, 3, 5, 7, and 9).

The higher your score, the more likely you are to need to use delegation more than you are now. Any score higher than 5 indicates some need for additional delegation of tasks.

LEVELS OF DELEGATION*

These examples of different delegation levels progressively offer, encourage and enable more delegated freedom. Level 1 is the lowest level of delegated freedom (basically none). Level 10 is the highest level typically (and rarely) found in organizations.

1. "Wait to be told." or "Do exactly what I say." or "Follow these instructions precisely."

This is instruction. There is no delegated freedom at all.

2. "Look into this and tell me the situation. I'll decide."

This is asking for investigation and analysis but no recommendation. The person delegating retains responsibility for assessing options prior to making the decision.

3. "Look into this and tell me the situation. We'll decide together."

This is has a subtle important difference to the above. This level of delegation encourages and enables the analysis and decision to be a shared process, which can be very helpful in coaching and development.

4. "Tell me the situation and what help you need from me in assessing and handling it. Then we'll decide."

This is opens the possibility of greater freedom for analysis and decision-making, subject to both people agreeing this is appropriate. Again, this level is helpful in growing and defining coaching and development relationships.

5. "Give me your analysis of the situation (reasons, options, pros and cons) and recommendation. I'll let you know whether you can go ahead."

Asks for analysis and recommendation, but you will check the thinking before deciding.

6. "Decide and let me know your decision, and wait for my go-ahead before proceeding."

The other person is trusted to assess the situation and options and is probably competent enough to decide and implement too, but for reasons of task importance, or competence, or perhaps externally changing factors, the boss prefers to keep control of timing. This level of delegation can be frustrating for people if used too often or for too long, and in any event the reason for keeping people waiting, after they've inevitably invested time and effort, needs to be explained.

7. "Decide and let me know your decision, then go ahead unless I say not to."

Now the other person begins to control the action. The subtle increase in responsibility saves time. The default is now positive rather than negative. This is a very liberating change in delegated freedom, and incidentally one that can also be used very effectively when seeking responsibility from above or elsewhere in an organization, especially one which is strangled by indecision and bureaucracy. For example, "Here is my analysis and recommendation; I will proceed unless you tell me otherwise by (date)."

8. "Decide and take action - let me know what you did (and what happened)."

This delegation level, as with each increase up the scale, saves even more time. This level of delegation also enables a degree of follow-up by the manager as to the effectiveness of the delegated responsibility, which is necessary when people are being managed from a greater distance, or more 'hands-off'. The level also allows and invites positive feedback by the manager, which is helpful in coaching and development of course.

9. "Decide and take action. You need not check back with me."

The most freedom that you can give to another person when you still need to retain responsibility for the activity. A high level of confidence is necessary, and you would normally assess the quality of the activity after the event according to overall results, potentially weeks or months later. Feedback and review remain helpful and important, although the relationship is more likely one of mentoring, rather than coaching per se.

10. "Decide where action needs to be taken and manage the situation accordingly. It's your area of responsibility now."

The most freedom that you can give to the other person, and not generally used without formal change of a person's job role. It's the delegation of a strategic responsibility. This gives the other person responsibility for defining what changes projects, tasks, analysis and decisions are necessary for the management of a particular area of responsibility, as well as the task or project or change itself, and how the initiative or change is to be implemented and measured, etc. This amounts to delegating part of your job - not just a task or project. You'd use this utmost level of delegation (for example) when developing a successor, or as part of an intentional and agreed plan to devolve some of your job accountability in a formal sense.

*Source: <http://www.businessballs.com/team-management/delegation/>

Project Leadership Skills and Strategy Self-Assessment

Instructions: Read each statement and choose the number that most closely reflects your current level of performance using the following scale: 1=never; 2=seldom; 3=sometimes; 4=frequently

| | | | | |
|---|---|---|---|---|
| 1. I have a clear mission and goal statement for the project that I manage and align my daily activities around it. | 1 | 2 | 3 | 4 |
| 2. I work to establish and maintain credibility with the team by being honest, transparent, and giving credit where credit is due. | 1 | 2 | 3 | 4 |
| 3. I look for opportunities for self-improvement, however small – and, when feasible, in others. | 1 | 2 | 3 | 4 |
| 4. I clearly state my expectations with the team members at the beginning of a project. | 1 | 2 | 3 | 4 |
| 5. My communication is clear, convincing, and memorable – in writing and in person. | 1 | 2 | 3 | 4 |
| 6. I actively work to build trust with my team members by doing what I say I am going to do. | 1 | 2 | 3 | 4 |
| 7. I work <i>with</i> the team to create both task and behavioral ground rules. | 1 | 2 | 3 | 4 |
| 8. I support and encourage my team members by assisting them in overcoming any challenges/obstacles that might keep them from meeting their due dates on their tasks. | 1 | 2 | 3 | 4 |
| 9. I am able to negotiate with my team members' bosses about their the team members availability and capabilities. | 1 | 2 | 3 | 4 |
| 10. I show team members I care by getting to know them as individuals. | 1 | 2 | 3 | 4 |

Leadership Self-Assessment and Accountability Partnering:

- The areas that I excel as a Project Leader are:

- The areas that I could improve upon are:

- Some actions I can take to start making those improvements in are:
(think about 1-2 in the short- term (1-2 weeks) AND 1-2 in the long-term (1-2 months))

| ACTION | Due Date | Status |
|--------|----------|--------|
| | | |
| | | |
| | | |
| | | |

My Accountability Partner is:

Name:

Email:

Phone:

Next check-in/meeting date (and who initiates the contact):