Student Manual

Women's Council of REALTORS®

Course: LEADERSHIP *excellence*

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Introduction

Welcome

Welcome to the Women's Council of Realtors Leadership Excellence Course.

Instructor and Student Introductions

Notes:

What You Will Learn

This course will discuss the following topics:

- Leadership – General Overview
- Leadership Models
- Communication
- Teaming
- Resources

Learning Objectives

At the conclusion of this course, students will be able to:

- Discuss the characteristics of leadership.
- Define the attributes of different leadership models.
- Determine communication style.
- Define "team" and the advantages of teaming.
- Locate additional resources.

Section 1: Leadership

Learning Objectives

At the conclusion of this section, you will be able to:

- List common characteristics of great leaders.
- Define common characteristics of ineffective leaders.
- Examine personal characteristics for leadership qualities.
- List ways to influence others.

What is Leadership?

What is leadership?

What makes a great leader?

Why are some leaders ineffective?

How many characteristics of great leadership do you possess?

Influencing Others

A leader gets things done not only through his or her own efforts, but also through influencing others. Executives need to influence their staff and managers, managers must influence their team members, and the team must build strong relationships of influence with prospective and current clients.

According to Bill Bachrack, author and trainer, “People with high levels of influence skill enjoy better quality relationships, longer-term relationships, and substantially shorter sales cycles from the inception of the contract to the reality of, what I call long-term profitable business relationships.”

The skill of influencing others involves gaining trust, connecting on an emotional level, and gaining understanding through good communication skills.

Dale Carnegie: How to Win Friends and Influence People – 12 Principles of Influence

- The only way to get the best of an argument is to avoid it.
- Show respect for the other person's opinions. Never say, "You're wrong."
- If you are wrong, admit it quickly and emphatically.
- Begin in a friendly way.
- Get the other person saying, "yes, yes" immediately.
- Let the other person do a great deal of the talking.
- Let the other person feel that the idea is his or hers.
- Try honestly to see things from the other person's point of view.
- Be sympathetic with the other person's ideas and desires.
- Appeal to the nobler motives.
- Dramatize your ideas.
- Throw down a challenge.

Section 2: Leadership Models

Learning Objectives

At the conclusion of this section, you will be able to:

- List the principles of situational leadership.
- Discuss the practical application of situational leadership.
- Compare other theories of leadership.

Situational Leadership

Principles of Situational Leadership

The Hersey-Blanchard Situational Leadership Theory was created by Dr. Paul Hersey, and Ken Blanchard, authors of The One-Minute Manager, among others.

According to the theory, successful leaders should change their leadership styles based on the maturity of the people they are leading and the details of the task, rather than relying exclusively on one style of leadership. Leaders should be able to place more or less emphasis on the task, and more or less emphasis on the relationships with the people they are leading, depending on the requirements of the job and what is needed to complete it successfully.

Situational Leadership Styles

Telling (S1) – Leaders tell their people exactly what to do, and how to do it.

Selling (S2) – Leaders still provide information and direction, but there is more communication with team members. Leaders "sell" their message to get the team on board.

Participating (S3) – Leaders focus more on the relationship and less on direction. The leader works with the team, and shares decision-making responsibilities.

Delegating (S4) – Leaders pass most of the responsibility onto a team member or the group. The leaders still monitor progress, but they are less involved in decisions.

Maturity Levels

According to Hersey and Blanchard, the maturity level of the people being led greatly influences the style of leadership. They break maturity down into four different levels:

M1 – People at this level of maturity are at the bottom level of the scale. They lack the knowledge, skills, or confidence to work on their own, and they often need to be pushed to take on a task.

M2 – At this level, team members might be willing to work on the task, but they still do not have the skills to do it successfully.

M3 – Here, team members are ready and willing to help with the task. They have more skills than the M2 group, but they are still not confident in their abilities.

M4 – These team members are able to work on their own. They have high confidence and strong skills, and they are committed to the task.

Maturity Level	Most Appropriate Leadership Style
M1: Low maturity	S1: Telling/directing
M2: Medium maturity; limited skills	S2: Selling/coaching
M3: Medium maturity; higher skills, but lacking confidence	S3: Participating/supporting
M4: High maturity	S4: Delegating

Practical Application

Maturity level dictates the most appropriate leadership style. Use this area for notes during the group activity.

Other Models and Theories

Functional Leadership

In the functional leadership model, leadership is viewed as not a person, but a set of behaviors. These behaviors help a group perform its task or reach its goal. This model states that leadership function meets the needs in three distinct areas:

- Task
- Team
- Individual

There are three types of leadership behaviors that meet the needs in the above areas:

- Substantive – behaviors directly relevant to performing the group's task, such as proposing possible solutions or providing important information
- Procedural – behaviors that help direct the group's discussion, such as developing a group procedure or testing the degree of agreement among members
- Maintenance – behaviors that improve the relationships among the members, such as encouraging silent members or facilitating open discussion

Any member can perform these behaviors, and any member can participate in leadership.

The emphasis is not on who has been formally assigned a leadership role. The emphasis is on how the organization is being led.

Servant Leadership

Servant leaders achieve results for their organizations by giving priority attention to the needs of their colleagues and those they serve. Servant Leadership can be most likely associated with the participative management style. The highest priority of a servant leader is to encourage, support, and enable his or her team members to unfold their full potential and abilities. This leads to an obligation to delegate responsibility and participative decision-making.

The 10 characteristics central to the development of a servant leader are:

- *Listening:* A servant leader has the motivation to listen actively to his or her fellow team members and support them in decision identification.
- *Empathy*: A servant leader attempts to understand and empathize with others. Workers may be considered not only as employees, but also as people who need respect and appreciation for their personal development. As a result, leadership is seen as a special type of human work, which ultimately generates a competitive advantage.
- *Healing*: A great strength of a servant leader is the ability to heal one's self and others. A servant leader tries to help people solve their problems and conflicts in relationships, because he or she wants to develop the skills of each individual.
- *Awareness*: A servant leader needs to gain general awareness and especially self-awareness. He or she has the ability to view situations from a more integrated, holistic position. As a result, he or she gets a better understanding about ethics and values.
- *Persuasion*: A servant leader does not take advantage of his or her power and status by coercing compliance; rather, he or she tries to convince team members.
- *Conceptualization*: A servant leader thinks beyond day-to-day realities. That means he or she has the ability to see beyond the limits of the operating business and focus on long-term operating goals.

- *Foresight*: Foresight is the ability to foresee the likely outcome of a situation. It enables the servant leader to learn about the past and to achieve a better understanding about the current reality. It also enables him or her to identify consequences about the future.
- *Stewardship*: CEOs, staff, and trustees have the task to hold their institution in trust for the greater good of society. In conclusion, servant leadership is seen as an obligation to help and serve others. Openness and persuasion are more important than control.
- *Commitment to the growth of people*: A servant leader is convinced that people have an intrinsic value beyond their contributions as workers.
- *Building community*: A servant leader identifies the means to build a strong community within his organization and wants to develop a true community among businesses and institutions.

Discussion Questions:

What leadership models have you seen or tried?

What other leadership models are out there?

What have you seen work?

What have you seen not work?

Section 3: Communication

Learning Objectives

At the conclusion of this section, you will be able to:

- Differentiate between different styles of leadership using the Blake and Mouton Leadership Grid.
- Understand the influence of assumptions on communication.
- Describe emotional intelligence.
- Identify listening skills.
- Define crucial conversation.
- Explain the importance of feedback.
- Describe different approaches to conflict management.

Blake and Mouton Leadership Grid

The Blake and Mouton Leadership Grid was developed by Robert Blake and Jane Mouton. The Leadership Grid is a tool to help managers and leaders learn and identify the assumptions they make as they attempt to work with and through others.

The Leadership Grid is based on two behavioral dimensions:

- **Concern for People:** This is the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task.
- **Concern for Production:** This is the degree to which a leader emphasizes concrete objectives, organizational efficiency, and high productivity when deciding how best to accomplish a task.

The model from this grid identifies five different leadership styles based on the two dimensions of behavior (Concern for People and Concern for Production).

Start by completing an assessment to determine your leadership style.

Discovering Your Leadership Style

Indicate the extent to which you agree with each of the following

Disagree Strongly	Disagree	Somewhat Disagree/ Somewhat Agree	Neutral	Agree	Agree Strongly

statements by circling your selection below.

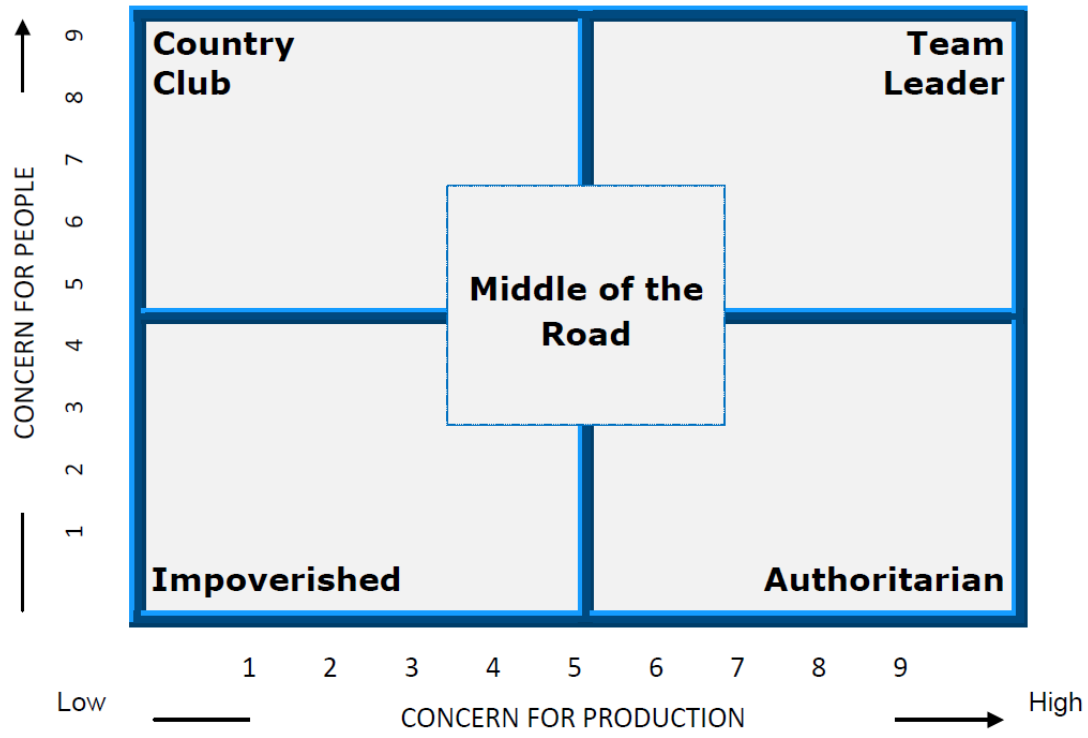
1. It is important for me to encourage team members to participate in the decision-making process.	0	1	2	3	4	5
2. It would be accurate to say completing a task or goal is the most important accomplishment for me.	0	1	2	3	4	5
3. At times, it is necessary to keep a close watch on time lines and employees when trying to make deadlines.	0	1	2	3	4	5
4. It is enjoyable for me to help others learn about a new tool or concept.	0	1	2	3	4	5
5. It is not unusual for me to help others learn about a new tool or concept.	0	1	2	3	4	5
6. It would be accurate to say I have inspired others to think creatively.	0	1	2	3	4	5
7. I am detailed-oriented when completing a task.	0	1	2	3	4	5
8. I am able to juggle many tasks effectively.	0	1	2	3	4	5
9. I am willing to try new business methods by researching other's professional findings.	0	1	2	3	4	5
10. Relationships come second when mistakes have been made and must be corrected.	0	1	2	3	4	5
11. I would say I am disciplined about how I use my time.	0	1	2	3	4	5
12. It is exciting for me to give an in-depth explanation of the steps required to complete a large project.	0	1	2	3	4	5
13. I do not feel overwhelmed when assigned large tasks; I simply break down the project into steps and get started.	0	1	2	3	4	5
14. Developing a team that works well together is my highest priority.	0	1	2	3	4	5
15. I find it enjoyable to help my clients and employees analyze and resolve issues.	0	1	2	3	4	5
16. I realize that everyone deals with issues differently, so I respect people's boundaries.	0	1	2	3	4	5
17. I believe it is important to nudge people out of their comfort zone to help them grow personally and to avoid boredom.	0	1	2	3	4	5
18. I tend to make decisions about my profession based on factual information, and I enjoy researching evidence to support my decisions.	0	1	2	3	4	5

Scoring

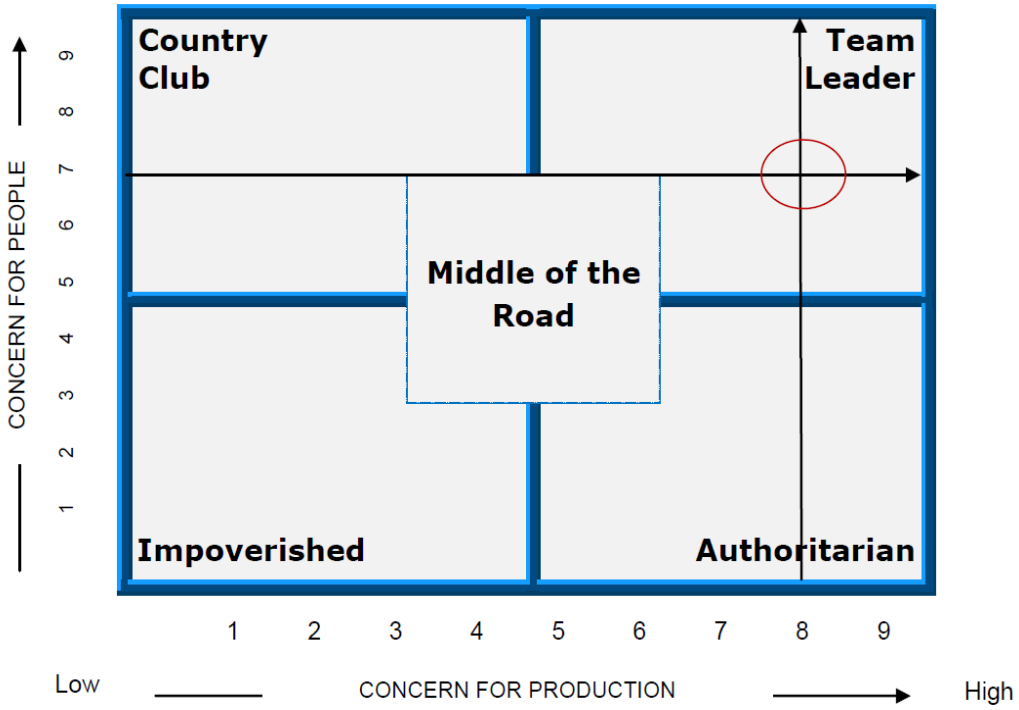
After answering the questions, transfer your numbers for each question to the chart below. Add each column and multiply the result by 2, then divide by 100. You will have two final numbers: one for People and one for Production.

People		Production	
1.		2.	
4.		3.	
6.		5.	
9.		7.	
10.		8.	
12.		11.	
14.		13.	
16.		15.	
17.		18.	
Total:		Total:	
	X 2 / 100		X 2 / 100
Final:		Final:	

Plot your two final scores on the graph below (see the example on the next page):



Example grid:



The Five Leadership Styles

Blake and Mouton defined five leadership styles:

- Country Club Leadership
- Authoritarian Leadership
- Impoverished Leadership
- Middle of the Road Leadership
- Team Leadership

Country Club Leadership – High People/Low Production

This style of leader is most concerned with the needs and feelings of members of his or her team. Individuals who fall into this group operate under the assumption that as long as team members are happy and secure, they will work hard. The resulting work environment tends to be very relaxed and fun. However, production suffers due to lack of direction and control.

This style of leader generally uses rewards to preserve discipline and supports others in accomplishing their goals. They rarely use disciplinary tactics. Team meetings are often used to promote togetherness; but, these meetings are rarely used to resolve true conflicts. The Country Club Leader generally dislikes conflict and will rarely confront others. Workers in this environment are generally self-directed.

This type of leader tends to:

- Be seen as a people-pleaser.
- Rarely impose his or her will on others.
- Avoid conflict.
- Show little concern for production.
- Solicit and incorporate others' suggestions and ideas.

Authoritarian Leadership – High Production/Low People

Leaders in this group tend to believe that employees are a means to an end. Employee needs are generally secondary to the need for efficient and productive workplaces. The Authoritarian Leader is very autocratic; has strict work rules, policies, and procedures; and views punishment as the most effective means to motivate employees.

For this type of leader, failure is not an option. If he or she does fail, he or she has many reasons the failure occurred, most of them someone else's fault. In this environment, short-term results may be positive; but longer-term outcomes generally result in lower production.

This type of leader tends to:

- Micromanage.
- Present his or her own opinion as law.
- Maintain a one-sided flow of information (streaming from the top down).
- Discourage creativity.
- Make a decision and stick with it no matter what.
- Be judgmental.

Impoverished Leadership – Low Production/Low People

The Impoverished Leader is mostly ineffective. He or she has neither a high regard for creating systems for completing the work or tasks, nor for creating a motivating and fun environment for the employees. Generally, this results in an environment of disorganization, dissatisfaction, and disharmony. Production rates are generally very low under this type of leader.

This type of leader generally does not offer his or her own opinions or take any risks. He or she also rarely addresses conflicts, avoiding them in hopes they will resolve themselves or go away.

This type of leader tends to:

- Avoid conflict.
- Avoid risk.
- Lack commitment.
- Delegate tasks (constantly).

- Expect little from his or her team.

Middle of the Road Leadership – Medium Production/ Medium People

This style of leadership seems to be a balance of the two concepts: Production and People. However, this style tends to lead to a "compromise" so that neither Production nor People get their needs fully met. Leaders who use this style tend to settle for average performance and believe that this is the most they can expect.

This style of leader tends to:

- Avoid risk-taking.
- Avoid creativity.
- Be a follower, not a leader.
- Prefer past successful practices to looking for new options.
- Use group meetings to "share" responsibility for decision-making.
- Be willing to compromise.

Team Leadership – High Production/High People

This style is seen as the pinnacle of leadership style. These leaders stress Production needs and the needs of People equally high. In this style of leadership, employees are involved in understanding organizational purpose and determining production needs. When employees are committed to, and have a stake in, the organization's success, their needs and production needs coincide. This creates a team environment based on trust and respect, which leads to high satisfaction and motivation and, as a result, high production.

Leaders in this group tend to take the time to construct clear and specific objectives with the team that are in line with the purpose of the organization. They work together to determine how best to achieve these goals.

Leaders demonstrating this style tend to:

- Encourage everyone to participate in decision-making.
- Identify barriers the team encounters and remove them.
- Promote teamwork.
- Provide regular feedback to team members.
- Work to resolve conflict (collaboratively).

Applying the Blake Mouton Leadership Grid

Being aware of these styles is the first step in understanding and improving how well you perform as a leader. It is important to understand how you currently operate, so that you can identify ways of improving or becoming more competent.

Your role is to understand these differences and work to "flex" or adapt to the styles of others around you.

Step 1: Identify your leadership style

Complete the questionnaire to determine your leadership style.

Step 2: Identify areas of improvement

Look at your current leadership method and determine its effectiveness. Are you as effective as you would like to be? Look for ways to acquire the skills you need to reach the Team Leadership style. It may involve changing your communication style, or working to include others in the decision-making process. Continually monitor your performance to determine if you are making progress, or if you are sliding back into your comfort zone.

Step 3: Put the grid in context

It is important to recognize that the Team Leadership style is not always the most effective approach in every situation. There are times when you may need to pay more attention in one area than another. If your company is going through significant changes, you may want to place a higher emphasis on people throughout the stressful time. However, when faced with economic hardship or physical risk, people concerns may be placed on the back burner, at least for the short-term, to achieve high productivity and efficiency.

Individual Exercise Questions:

How could you move more towards a participative leadership style?

How can you monitor your leadership performance to see if you are making improvements or slipping back?

Ladder of Inference

The Ladder of Inference comes from Peter Senge's book, The Fifth Discipline: The Art and Practice of the Learning Organization (1994), and describes the thinking process that we go through, usually without realizing it, to get from a fact to a decision or action.

The steps on the ladder are:

1. Observe "data" and experiences (as if captured on video).
2. Select "data" from that observation.
3. Add meaning to the data.
4. Make assumptions based on meanings you add.
5. Draw conclusions.
6. Adopt beliefs about the world and people.
7. Take actions based up on beliefs.

The Reflexive Loop occurs when your beliefs then affect the data you select in the next situation.

This means that our ability to achieve results is eroded by the following beliefs:

- Our beliefs are the truth (to us).
- The truth is obvious (to us).
- Our beliefs are based on true data (to us).
- The data we select is the real data.

Discussion Questions:

Read the scenario on the slide and answer the following questions.

What is the observable data?

Which added meanings and assumptions might be made?

What conclusions might be drawn, and decisions then made?

What action might be taken based on these decisions?

How might the Reflexive Loop then influence future decisions?

How might you avoid miscommunications and misunderstandings in the future?

Use the Ladder

To help improve your communications in the future, think about using the ladder:

- Reflect
- Advocacy
- Inquiry

Emotional Intelligence

Emotional intelligence (EI) is the ability to perceive, control, and evaluate emotions.

The Four Branches of Emotional Intelligence

Salovey and Mayer proposed a model that identified four different factors of emotional intelligence:

- *Perceiving Emotions*: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
- *Reasoning with Emotions*: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention to and react to; we respond emotionally to things that garner our attention.
- *Understanding Emotions*: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he or she is dissatisfied with your work; or it could be because he or she got a speeding ticket on the way to work that morning, or that he or she has been fighting with his or her spouse.
- *Managing Emotions*: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately, and responding to the emotions of others are all important aspects of emotional management.

Discussion Question:

How might you improve your EI?

Listening

The old saying, “You have two ears but only one mouth,” implies that you should listen twice as much as you speak. Listening is a critical part of communication. Failure to listen is a major source of communication failure.

You must make a conscious decision to listen. Often, our own beliefs or filters cause “selective” hearing. Our subconscious mind will interfere with our ability to truly hear the message.

Active Listening:

Active listening is a process, with four steps:

1. Hear the message.
2. Interpret the message.
3. Evaluate the message.
4. Respond to the message.

Internal filters often influence the way we interpret the message and the way we communicate. These filters are based on our experience. These filters sometimes cause us to “jump to conclusions” or become defensive.

Body language and facial expressions will also affect the way we interpret and evaluate the message.

How well do you listen?

Take the quiz to assess your listening skills:

Do You:	**Most of the Time**	**Frequently**	**Sometimes**	**Almost Never**
Assume you know what the speaker is going to say and stop listening?				
Pay more attention to delivery (how something is said) than to content (what is said)?				
Plan what you are going to say next while the speaker is talking?				
Think about what you are going to say in rebuttal while listening to the speaker?				
Look like you are listening when you are not?				
Tune out people who use unfamiliar accents or poor grammar?				
Daydream when a speaker is talking?				
Interrupt if you have something important to say?				
Listen for messages that agree with your opinions while blocking messages with which you do not agree?				
Tune out what the speaker is saying if you do not easily and immediately understand the message?				
Look somewhere other than directly at the speaker?				
Become easily distracted?				
Your Score: **Add up the check marks in each column.**				

Active Listening Activity

Partner with another person in the room. Decide who will go first. The first person will choose a topic in his or her life (work or personal) and talk for two minutes. The second person should listen without talking, and practice active listening skills. At the end of two minutes, the listener will create a "summary statement" and at least one question about that topic. Then he or she will share with the speaker to ensure it is relevant to the topic.

After the first round, switch roles and complete the exercise again.

Summary Statement:

Question to Ask:

Was this difficult? Why or why not?

How might this experience apply to communicating with others?

Nonverbal Communication

Nonverbal communication, or body language, is a vital form of communication. We send strong messages with nonverbal behaviors, and continuously give and receive countless wordless signals. The gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make—all factor into the overall message we convey.

The way you listen, look, move, and react tells the other person whether or not you care and how well you are listening. Do your nonverbal signals convey a sense of interest, trust, and desire for connection? Or do they convey a sense of disinterest, distrust, and confusion?

Five Roles of Nonverbal Communication

- *Repetition*: Repeating makes nonverbal reinforcement of the verbal message.
- *Contradiction*: Actions can contradict a message the individual is trying to convey.
- *Substitution*: For example, a person's eyes can often convey a far more vivid message than words often do. This substitutes the nonverbal message for the verbal message.
- *Complementing*: Supplement or complement a verbal message. A pat on the back when giving praise reinforces the message.
- *Accenting*: Accent or underline a verbal message. Pounding the table, for example, can underline a message.

Crucial Conversations

A crucial conversation occurs when expectations were set but not met. There has been a missed commitment, disappointed expectation, or bad behavior. An assistant does not complete a project on time. A teen takes the car without permission. How do you handle this difficult conversation?

The goal of a crucial conversation is to convey a genuine concern for the person, but at the same time emphasize the need for improvement. You need to make clear that the responsibility for the improvement rests with the individual. To do this, ask questions first; try to determine the reasons for the underperformance. You must not make assumptions at this point.

Steps for a Crucial Conversation

1. Set up a meeting to discuss the performance issue that concerns you.
2. Reassure the person of your confidence in him or her, and reiterate your desire to be supportive.
3. Obtain agreement that a performance issue exists, and discuss the causes.
4. Identify and discuss any obstacles to performance beyond the individual's control.
5. Seek ideas for improvement.
6. Mutually agree on specific actions to be taken to solve the performance issue.

When having these conversations, consider the following guidelines.

Do:

- Choose a private location for the discussion.
- Choose your words carefully.
- Set the tone.
- Confront the right problem – describe the gap in between expectation and what was observed.
- Remove the emotional component.
- Take the situation into account.
- Listen.
- If the conversation goes astray, try to re-direct to the issue at hand or step away from the conversation until emotions are under control.

Do Not:

- Drop hints.
- Be passive-aggressive.
- Be silent.
- Go into “attack mode.”
- Gossip or talk to someone other than the person involved.

Crucial Conversation Activity

Think of a situation where you needed to have a crucial conversation with someone, but you avoided the conversation. Or, think of a crucial conversation that did not go as well as you hoped. Briefly describe the situation to your partner. Role-play the conversation with your partner.

Feedback

Feedback is not the exclusive realm of bosses and managers. Feedback can be provided and received by anyone involved in an interaction. Good feedback improves performance and motivation. Remember: feedback is NOT about the person; it is about assessing and improving work or activities of that person.

Feedback can be used to:

- Motivate people (positive feedback).
- Improve performance (constructive feedback).

Certain elements are necessary in quality feedback:

- *Specificity* – Feedback relates to a specific goal.
- *Timeliness* – Feedback after the fact is not as useful as providing it in time to make positive changes.
- *Manner* – Feedback must be accurate, factual, and complete. Reinforce the positive, even if there are negative aspects that need to be addressed.

Recalling Feedback

Think of some feedback you <u>received</u> recently. What made the feedback useful? What was not so useful? How could it have been improved?

Think of some feedback you have <u>given</u> recently. What made the feedback useful? What was not so useful? How could it have been improved?

Feedback Scenarios

With your partner, role-play the scenarios on the slides. Try different approaches (e.g., provide good quality feedback, provide poor quality feedback, feedback that is well received, or feedback that is not well received [regardless of quality of delivery]).

Notes:

Handling Conflict

Sometimes, in spite of our best efforts to communicate, provide feedback, and deal with crucial conversations in a timely manner, conflict will occur. There are several approaches to handling conflict.

Conflict Management Strategies:

- *Forcing* - Invoking formal authority to satisfy your concerns without regard to the concerns of the party
- *Accommodating* - Allowing the other party to satisfy their concerns while neglecting your own
- *Avoiding* **–** Ignoring the conflict and not taking any action to resolve it
- *Compromising* - Attempting to resolve a conflict by identifying a solution that is partially satisfactory to both parties, but completely satisfactory to neither
- *Collaborating* - Cooperating with the other party in an effort to find a mutually and completely satisfactory solution (win-win)

Strategy is often dictated by the situation.

- *Time* – Time constraints may greatly influence your strategy options
- *Issue importance* - The extent to which important priorities, principles, or values are involved in the conflict
- *Relationship importance* – The need to maintain a close, mutually supportive relationship
- *Relative power* – Your level of power compared to the other party's level of power

Which Approach?

Which Conflict Management Strategy works in which situation? With your small group, try to describe a scenario for each type of strategy.

Think of a conflict in your work or home life (make one up if you wish). With your small group, role-play the scenario. Try to use one of the management strategies to resolve the conflict.

Section 4: Teaming

Learning Objectives

At the conclusion of this section, you will be able to:

- Define "team."
- List the components of the Tuckman Model.

Teaming

What is a team?

A team:

- Is any group of people organized to work together interdependently and cooperatively to meet a common goal.
- May be short-term (team to plan a party).
- May be long-term (team to plan financial growth of the company).
- Is not restricted to manager/subordinate relationship.

Tuckman Model

The Tuckman model of group development was first proposed by Bruce Tuckman in 1965. He maintained that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results.

- *Forming* – High dependence on the leader for guidance and direction; little agreement on team aims other than received from the leader; processes often ignored; members test the tolerance of the system and the leader
- *Storming* – Decisions do not come easily within group; team members vie for position as they attempt to establish themselves in relation to other team members and the leader; leader might receive challenges from team members; clarity of purpose increases, but plenty of uncertainties persist
- *Norming* – Agreement and consensus is largely formed among the team members, who respond well to facilitation by the leader; roles and responsibilities are clear and accepted; big decisions made by group agreement; smaller decisions may be delegated to individuals or small teams within the group

- *Performing* – Team is more strategically aware; team knows clearly why it is doing what it is doing; team has a shared vision and is able to stand on its own feet with no interference or participation from the leader; team has a high degree of autonomy
- *Adjourning* – Involves the termination of task behaviors and disengagement from relationships; planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes

Notes:

Section 5: Resources

Learning Objectives

At the conclusion of this section, you will be able to:

- Describe some of the best practices of leadership.
- Locate leadership resources.

Best Practices

Resources

Section 6: Conclusion

The following are key concepts from the class:

- Characteristics of leadership
- Different leadership models
- Communication style
- Teaming
- Resources

Questions and Answers?