Highlights	Inside
Task Leadership	**Providing Feedback and Coaching**
Assessing Employees	**Reward and Recognition**
Assigning Tasks	**Developing Employees**

Leadership

No single leadership style will provide the right support to all staff, or produce all the results an organization is looking for.

One of the greatest leadership challenges you will face as a leader and manager is successful interaction with your employees. Every employee is unique in many ways, including: knowledge and skills, experience, what motivates them, personal style and values, background and employment history. You must be able to be flexible in how you interact with an employee, depending on who they are and what you are asking them to do.

Task Leadership

Leadership is about influencing people so that they achieve work goals that are needed voluntarily, without having to be coerced or pressured. Leaders need followers to do the work that they cannot do. Managing is causing results to be achieved that the organization needs through the resources available to it. "Things can be managed. People must be led."

Task leadership focuses the manager on the specific needs and details of a task and the ability of an individual employee to do the work. It provides a framework for the manager to provide the right amount of support to that employee as they carry out their task. It consists of four phases:
1) Assessment
2) Assignment
3) Feedback and Coaching
4) Reward and Recognition

1) ASSESSMENT

The first step in Task Leadership is to assess an employee's knowledge level and proven ability to do the task, based on past experience. Following this, you consider what their willingness to do the work is, and what external incentives are there to encourage them in the task.

The next step is to consider the complexity of the environment the employee will be completing the task in. The style you should use is found by applying this information to the Task Leadership Model.

2) ASSIGNMENT

Meet with the employee privately and, using the appropriate style, discuss your assessment with them, as well as the task to be completed. Agree on this as well as key targets, support and communication requirements, terms of completion, success criteria.

.

✦ *Assignment Worksheet*

Employee Name: _____ Task or Project: _____
Leader Assessment: _____
Does the employee agree? If not, revised assessment: _____

What needs to be emphasized during task assignment if willingness and incentive are low? _____
_____
_____

Inputs: _____

Key targets and milestones: due
_____
_____
_____

Communication & Interfaces:
What: _____
With Who: _____
How Often: _____

Success Criteria:
_____
_____

Final Deliverable: _____

O1-20

3)   FEEDBACK AND COACHING

Good coaching will help you create a knowledgeable and effective team you can delegate to and be proud of. Once the employee begins the task, the amount of coaching and feedback you must provide can be determined from the model.

✦ *Assignment Worksheet*

Employee Name: _____   Task or Project: _____
Leader Assessment: _____
Does the employee agree? If not, revised assessment: _____

What needs to be emphasized during task assignment if willingness
and incentive are low? _____
_____
_____

Inputs: _____
_____

Key targets and milestones: due
_____   _____
_____   _____
_____   _____

Communication & Interfaces:
What: _____   _____   _____
With Who: _____   _____   _____
How Often: _____   _____   _____

Success Criteria:
            _____
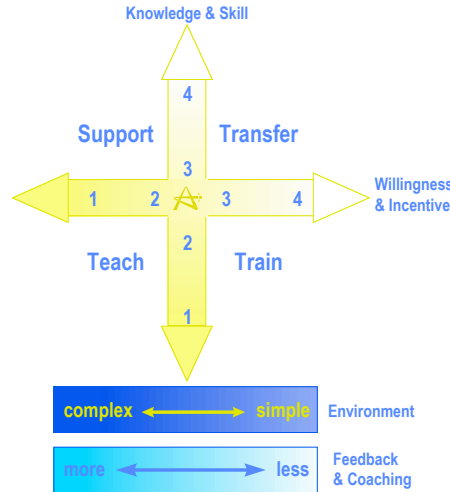   _____
            _____

Final Deliverable: _____

O1- 20

Teach: This requires the most time, with regular feedback and coaching, as you must help the employee learn as well as build their motivation.. A complex environment increases time commitment.

Support: Focus primarily on ways to increase willingness and interest in doing the task. Do not get into how to do the task, as the employee is experienced and this may further decrease incentive.

Train: The employee is highly motivated but needs to develop knowledge and skill, spend much time showing them how to do the work and helping them understand the task.   Focus on environmental factors if they are complex.

Transfer: Agree to the amount of interaction you will have, then let the employee do the work.

Knowledge & Skill

4

Support   Transfer

3

1   2   ✦   3   4   **Willingness & Incentive**

2

Teach   Train

1

complex ⟷ simple   **Environment**

more ⟷ less   **Feedback & Coaching**

4)   REWARD AND RECOGNITION

The final phase of Task Leadership is reward and recognition. The most difficult problem for leaders today is poor morale and motivation.   By rewarding and recognizing employees appropriately, you can build their confidence and sense of contribution. Find out what are seen as meaningful rewards. Once the task is complete, review the success criteria, discuss the success and key learning. Recognize success and allow everyone to learn from what didn't work.   Every problem should be treated as an opportunity for learning, not as a cause for blame.

Motivation

Motivating staff is a challenge for even the most experienced leaders. You cannot create motivation in another person, as it is intrinsic: it comes from within. What you <u>can</u> do is work to create an environment that encourages staff and makes them feel appreciated and an important part of what is being produced.   Your personal style can have a huge impact on motivation and attitudes of your team.

Some tips to help you encourage others:

Try thinking about the situation from their perspective.
Tell people about the unique talents you see in them!
Pay attention to what people do right and minimize attention to mistakes.
Avoid creating competition among staff. This can hurt rather than help.
Clarify responsibility, authority and roles.
Focus on the person's finest moments and use these to encourage improvement in problem areas.

Also, keep in mind the following rewards that can be built into doing a task.

The Classic Six Intrinsic Rewards

1.   the task is seen as meaningful
2.   clear understanding of how task fits into big picture and business plans
3.   access to information and resources needed to do the work
4.   enough autonomy to complete the task as it should be done
5.   feedback from the work itself
6.   opportunity to learn and grow

For more information, contact Organization Development and Training at your site.

Objectives

- to be able to explain the concept of task leadership

- to apply the concept of task leadership in a current workplace situation.

O2-3

Agenda

- Introduction

- Task Leadership Model
  - Assessment
  - Assignment
  - Feedback & Coaching
  - Reward & Recognition

- Developing Employees

- Summary and Action Plan

O2-4

Introduction

One of the greatest challenges you will face as a leader and manager is successful interaction with your employees. Every employee is unique in many ways including:

$\Rightarrow$ knowledge and skills,
$\Rightarrow$ experience,
$\Rightarrow$ what motivates them to perform,
$\Rightarrow$ personal style and values, and
$\Rightarrow$ background and history.

A single style of leadership will not produce the business results you and the organization are looking for. You need to know how to treat employees differently depending on who they are and what you are asking them to do.

In this unit, we will utilize a leadership model that will assist you to complete four phases of task leadership. The model was designed to help you lead people. It provides you with a framework to assess the people you are leading and the relationship between their skills and talents and the work that needs to be completed in your unit. This framework enables you to treat each individual according to their unique needs.

Content

- Introduction

- Definition of Leadership

- The Task Leadership Model
    Assessment
    Assignment
    Feedback and Coaching
    Reward and Recognition

- Developing Employees

- Summary

- References

Managing for Results

Definition of Leadership

What does leadership mean to you?

_____

_____

_____

_____

_____

_____

_____

What is "good leadership":

- in the eyes of the follower?
- in the eyes of the leader?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Leadership is about influencing people so that they achieve what is needed voluntarily.   Leaders need followers. Good leaders have followers that follow actively and voluntarily.

Managing is causing results to be achieved that the organization needs through the resources the organization has. Things can be managed. People must be led. You need to be able to do both in order to be effective as a leader in the workplace.

Task Leadership

Task leadership is about providing employees with the leadership they need in order to perform well at a specific task. It emphasizes the evaluation of *each task* for a particular employee and then providing the necessary *coaching and feedback* to maximize performance. Each employee and each task create a different scenario that must be considered.

There are four phases of task leadership. They are:
1. Assessment - assess the employee's ability to do the task or project.
2. Assignment - assign the task or project to the employee providing details in the areas required for the employee to complete it.
3. Feedback & Coaching - provide as agreed to with the employee based on the assessment in phase 1.
4. Reward & Recognition - once the task is completed, appropriately reward and/or recognize the employee for his/her efforts.

The task leadership model is based on the employee's knowledge, ability and motivation to complete a specific task. It is not designed to assess an employee's overall skills and motivation for doing their entire job. You need to break the job down into specific tasks in order to provide an employee with the appropriate coaching, feedback and rewards appropriate for each task. Refer to Unit 8: Managing Performance for details on how to maintain a review of overall performance.

Assessment

The first step in task leadership is to assess an employee's knowledge level and proven ability to do the task. Knowledge refers to how much the employee knows about the task. "Proven" ability means that the employee has transferred the knowledge to action previously.

Think of a task that you have recently been asked to complete. Rate your Knowledge and Proven Ability to complete the task on the scale below.

4

3

Knowledge required to do the task.

2

1

Proven ability to do the task.
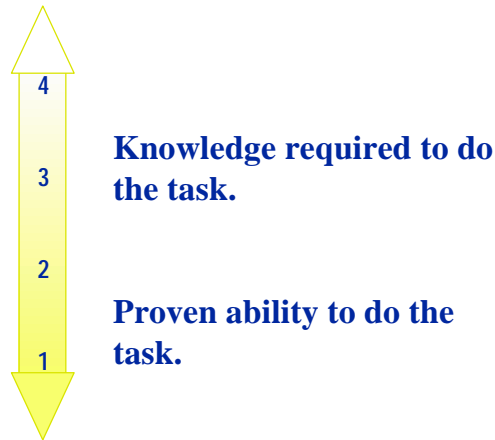
Next we look at Willingness and Incentive:
- Willingness refers to an individual's internal motivation. How motivated is the person to complete the task or project?
- Incentive refers to external motivation. What incentives can be provided that would increase motivation for that person to complete the task or project?

To come up with a rating, consider the person's style, their past experience with similar tasks or projects and other current events that may affect their willingness to complete the task.

Thinking of the same task you've been asked to complete, choose a rating for yourself and place an X on the scale below.

1   **2**   **3**   **4**

Willingness to do the task; internal.

Incentive to do the task; external.

The Classic Six   The hardest assessment to do is often the intrinsic motivation of an individual to work on a task or project. Hackman and Oldham offer ideas in their "Classic Six". The power of these varies from individual to individual.

The Classic Six Intrinsic Rewards

1. The task or project is seen as meaningful.
2. There is a clear understanding of how the task fits into the business plan.
3. There is access to information and resources needed to do the task.
4. There is enough autonomy to complete the task the way it should be done.
5. There is feedback from the work itself.
6. There is opportunity to learn and grow.

Keep in mind that the leader can create an environment for the employee to choose whether or not they will be motivated, but the leader can not motivate an employee.

Numbers 1, 2, 4, 5 and 6 are applicable to the assessment phase. Number 5 is more applicable to coaching and feedback which we will discuss later.
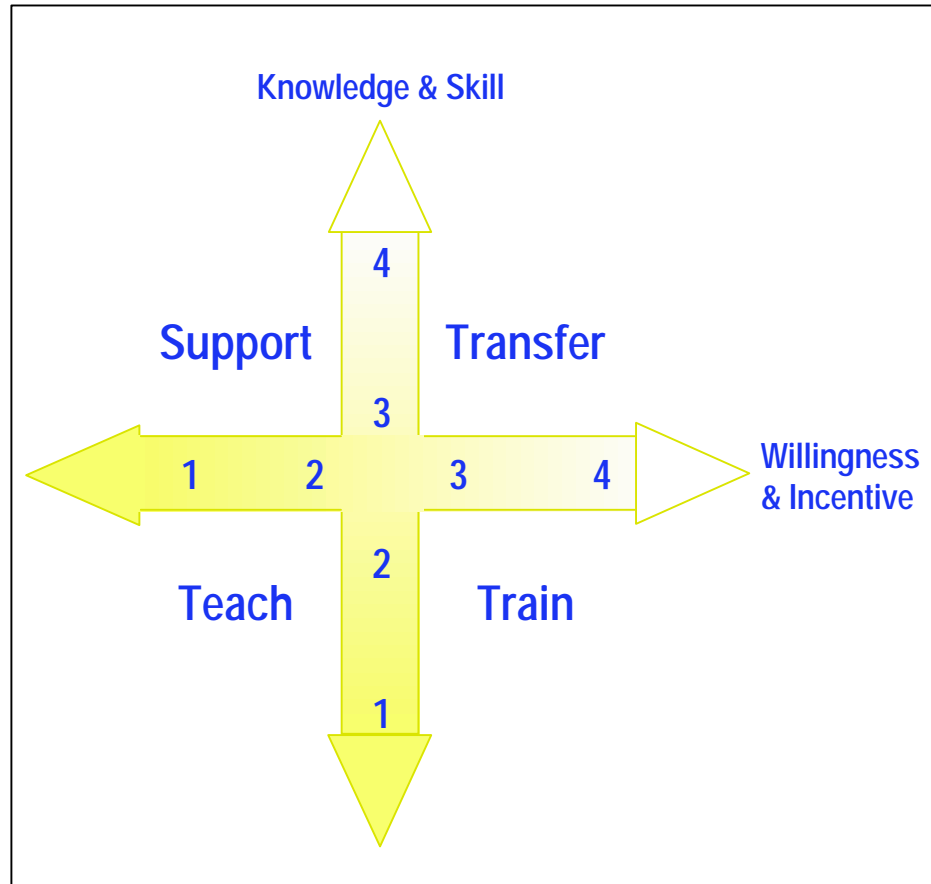
Managing for Results

Leadership Model   When Knowledge & Skill are combined with Willingness and
Incentive on the model, the first piece of our Leadership Model is
in place.

Identify an example of a task you would like to assign to an
employee in your work unit. Use the Assessment worksheet on
the next page to assess the employee's ability to complete the
task or project.

Managing for Results

Assessment Worksheet

Task or Project: _____

Employee: _____ Date: _____

Knowledge & Skill

Rate the knowledge this employee has to perform this task. 1 = low; 4 = high

      1   2   3   4

Why?_____
      _____

Rate the employee's proven ability to perform this task. 1 = low; 4 = high

      1   2   3   4

Why? _____
      _____

Average the two ratings and put an X on the

Willingness & Incentive

Rate the employee's internal willingness to perform the task. 1 = low; 4 = high
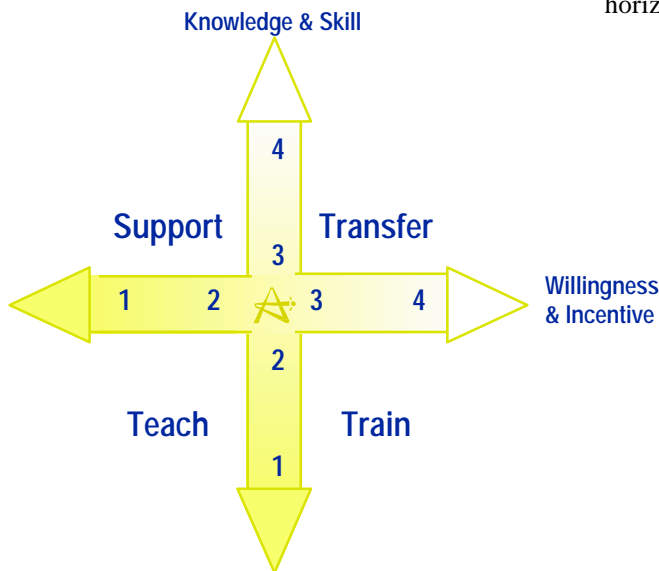
      1   2   3   4

Why? _____
      _____

Rate the external incentives that are available to the employee for performing the task. 1 = low; 4 = high

      1   2   3   4

Why? _____
      _____

Average the two ratings and put an X on the horizontal axis on the model.

Highlight the quadrant that is applicable to this employee for this task or project.

Sample Assessment Worksheet

Task or Project: ____Relocation of the lab _____

Employee: ____John Smith_____ Date: _____97/03/18____

Knowledge & Skill

Rate the knowledge this employee has to perform this task. 1 = low; 4 = high

       1   2   (3)   4

Why?___strong math skills_____
     ___awareness of lab supply use_____

Rate the employee's proven ability to perform this task. 1 = low; 4 = high

    (1)   2   3   4

Why? ____never budgetted a move _____
     _____

Average the two ratings and put an X on the vertical axis on the model below.

Willingness & Incentive

Rate the employee's internal willingness to perform the task. 1 = low; 4 = high
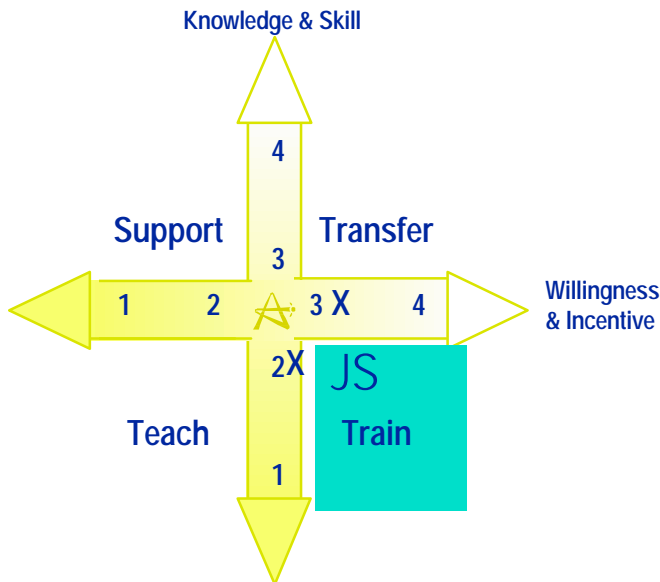
       1   2   3   (4)

Why? _has wanted a bigger lab_____
     __likes a challenge_____

Rate the external incentives that are available to the employee for performing the task. 1 = low; 4 = high

      1   (2)   3   4

Why? _no dollars for extras_____
     _ability to budget could lead to
        a supervisory job_____

Average the two ratings and put an X on the horizontal axis on the model.

Knowledge & Skill

    4

Support   Transfer

    3

1   2   3 X   4   Willingness & Incentive

    2X JS

Teach   Train

    1

Highlight the quadrant that is applicable to this employee for this task or project.

The Environment

The next step is to look at the complexity of the environment the employee will be asked to complete the task or project in.

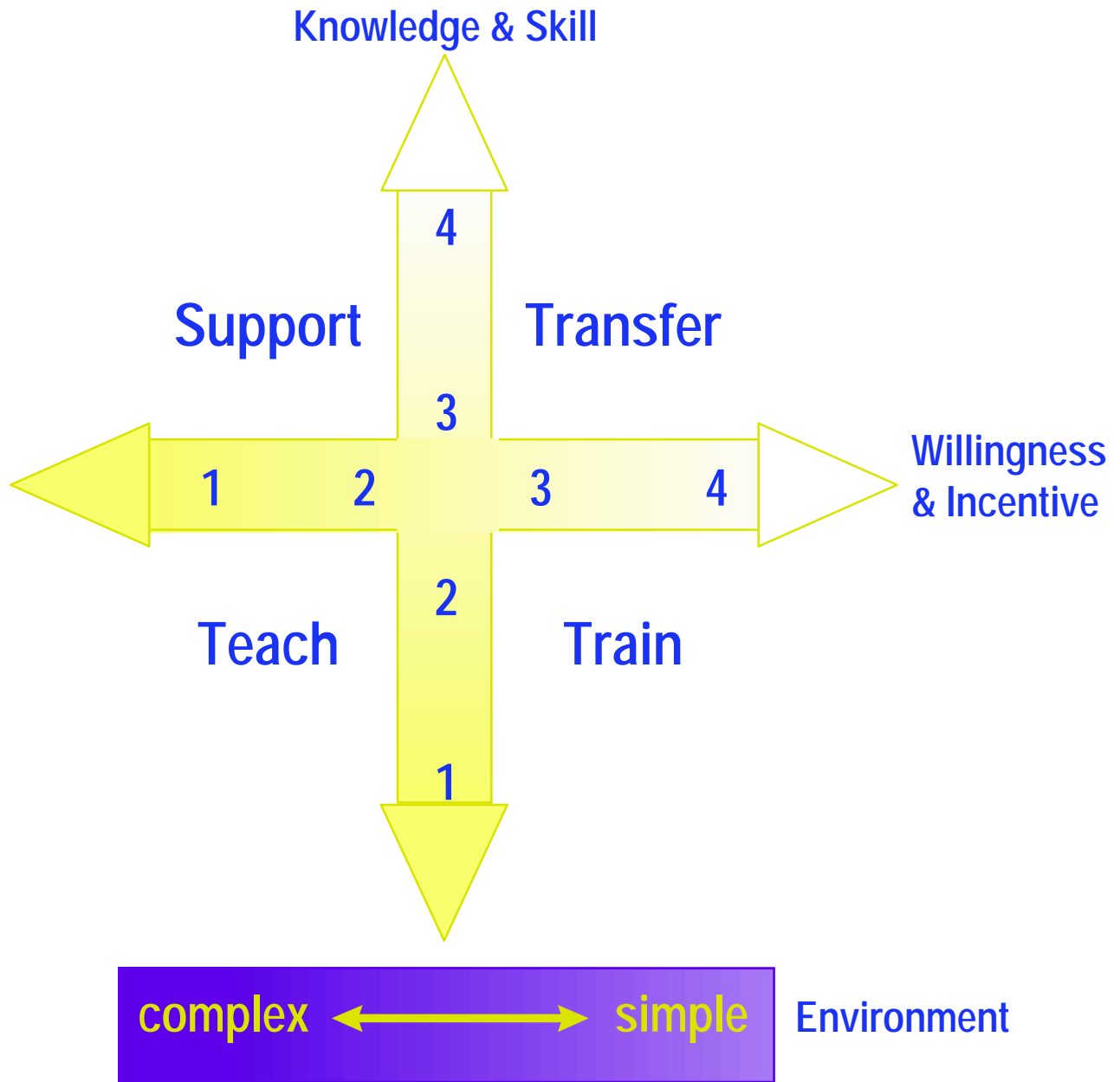When assessing the environment, consider the following:
1. How many variables impact on the completion of the task? Variables might include budget, team composition, customer expectations, IT requirements or equipment availability.
2. What is the potential rate of change of each of the above variables? Are they likely to change once or several times throughout the life of the task or project?
3. How much control does the employee and/or yourself have over the variables?

After answering these questions, rate the environment on a scale of simple to complex.
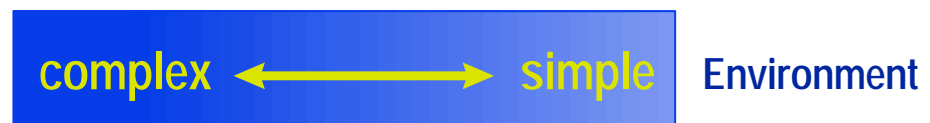
We now have a third reference point for assessment of the employee for a specific task or project.   When added to the model, it gives us a stronger framework.

Assess the environment for the task you are currently undertaking. Use the same task you identified earlier in this unit.

Knowledge & Skill

4

Support   **Transfer**

3

1   2   3   4   **Willingness & Incentive**

2

Teach   **Train**

1

complex ⟷ **simple**   **Environment**

Managing for Results

Assess the Environment Worksheet.

Task/Project: _____   Employee: _____

What are the variables that impact the completion of the task?

_____

_____

_____
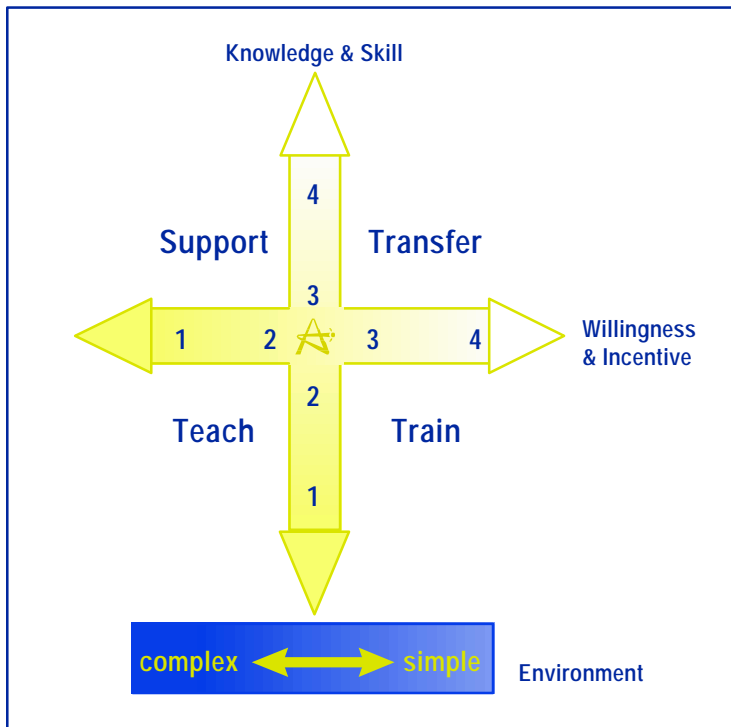
Assess the potential rate of change of each of the above variables:

1 = slow   4 = fast   1   2   3   4

How much control will the employee or the leader have over those variables?

1 = a lot   4 = none   1   2   3   4

Average the ratings and place an X on the model below indicating the complexity of the environment.

Knowledge & Skill

4

Support   **Transfer**

3

1   2   3   4   Willingness & Incentive

2

Teach   **Train**

1

complex ⟷ simple   Environment

Overall Rating:

simple: _____
slightly complex   _____
more complex   _____
very complex   _____

Actions to be taken:

_____

_____

_____

_____

_____

_____

Sample Assess the Environment Worksheet.

Task: <u>Relocation of the lab.</u>   Employee: <u>John Smith</u>

What are the variables that impact the completion of the task?

<u>   availability of new lab space   </u>

<u>   budget could decrease in new fiscal year   </u>

<u>   timing depends on availability of support staff   </u>
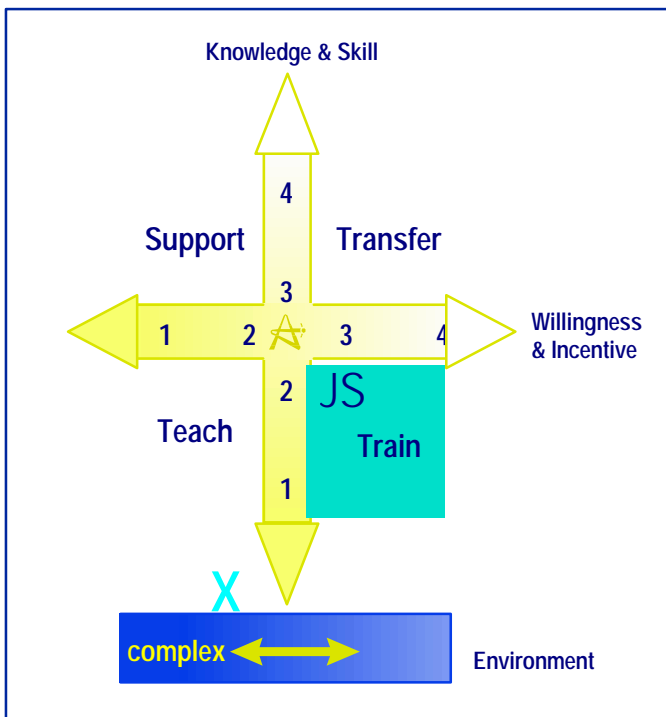
Assess the potential rate of change of each of the above variables:

1 = slow   4 = fast   1   2   3   4

lab space - 2   budget - 4   timing - 3

How much control will the employee or the leader have over those variables?

1 = a lot   4 = none   1   2   3   4

lab space - 4   budget - 3.5   timing - 4

Average the ratings and place an X on the model below indicating the complexity of the environment.

Overall Rating:

simple: _____
slightly complex _____
more complex   __X__
very complex   _____

Actions to be
- provide JS with
regarding changes
 the changes look
- ensure JS is invited to
meetings where
regarding space are
discussed.

Assignment

When assigning a task or project to an employee, meet with them privately and discuss the following:

1. Ensure the employee agrees with your assessment
2. Overcome low willingness or incentive
3. Identify inputs to the task or project
4. Agree on key targets and milestones throughout the task or project
5. Agree on communication requirements
    - ♦ what   ♦ to whom   ♦ how often
6. Agree on terms of completion including success criteria and how people will get feedback relative to the success criteria
7. Identify the final deliverable.

Assuming the resources are available, the task or project is assigned based on where an employee fits on the model for a particular task or project.
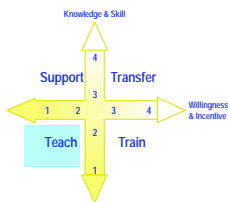
Assigning a task in the teaching quadrant:
> Using the 'classic six', work to overcome low willingness and incentive; ensure supports and resources for training and coaching are available prior to task assignment.
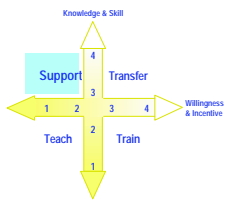
Assigning a task in the supporting quadrant:
> Using the 'classic six', work to overcome low willingness and incentive.
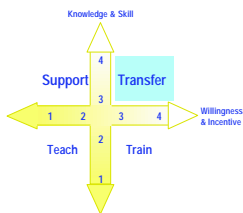
Assigning a task in the transferring quadrant:
Assign the task or project and leave the employee to do it.
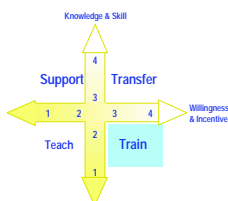
Assigning a task in the training quadrant:
Ensure supports and resources for training and coaching are available prior to task assignment

Assignment Worksheet

Employee Name: _____   Task or Project: _____

Leader Assessment: _____

Does the employee agree? If not, revised assessment: _____

What needs to be emphasized during task assignment if willingness
and incentive are low? _____
_____
_____

Inputs: _____
_____

Key targets and milestones: due

_____   _____

_____   _____

_____   _____

_____   _____

Communication & Interfaces:

What: _____   _____   _____

With Who: _____   _____   _____

How Often: _____   _____   _____

Success Criteria:

                    _____

                    _____

                    _____

Final Deliverable: _____

Managing for Results

Sample Assignment Worksheet

Employee Name: __John Smith__   Task or Project: __lab relocation budget__
Leader Assessment: _Train/more complex_____
Does the employee agree? If not, revised assessment: _same_____
W/I = 4 as a new lab is a high incentive, avoid too much motivation support
What needs to be emphasized during task assignment if willingness
and incentive are low? ___n/a_____

_____
_____

Inputs: lab equipment inventory, timing estimates, allocated budget,
moving crew availability, experiment plan(s), new lab space availability

Key targets and milestones: due
1. Plan prepared   97/03/31
2. Equipment Inventory   97/04/15
3. Moving Day   97/04/30
4. New lab fully operational.   97/05/15

Communication & Interfaces:
What: space availability   expt. schedules   timing & packing
With Who: space mgmt mgr   work team   utility supervisor
How Often: weekly   twice/week   weekly

Success Criteria:
        _completed within budget_____
        _experiments are not compromised_____
        _complete within 2 months_____

Final Deliverable: Experments running in new, larger lab by 97/05/30.

Motivation and Encouragement

How can I motivate my people? Motivating staff is a challenge for even the most experienced leaders. In periods of downsizing or sudden growth, the challenge is usually even greater. Motivation is intrinsic; it comes from within. However, a leader can create an environment that encourages people. The manager's style can have a huge impact on the motivation and attitudes of the team.

Have you ever performed at two different levels of productivity for two different leaders? Think of the most discouraging leader you've had, and the most encouraging. What behaviours caused you to feel discouraged and demotivated vs. encouraged and motivated?

Behaviours of a Discouraging Leader

_____
_____
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Managing for Results

Behaviours of an Encouraging Leader

_____

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_____

15 Tips to Help You Encourage and Motivate Others

☆ To understand someone's poor motivation, try thinking about the situation from their perspective.

☆ Uniqueness is a great source of personal energy. Tell people about the unique skills, talents and strengths you see in them!

☆ Pay attention to what people do right and minimize attention to their mistakes (but don't ignore them).

☆ Emphasizing competition hurts rather than helps. Avoid playing one person, or one group, against another.

☆ If you can only see negative traits, look for positive applications of a few of those traits - situations where they could be turned into strengths.

☆ Focus on the person's finest moments and use these to encourage improvement in one area, then, after success is found here, move on to another.

☆ Emphasize the importance of the contribution the person is making to the team, the organization, to you, to themselves. Clarify responsibility, authority and roles.

☆ Turn to your team for help and knowledge.

☆ Use the "before and after" technique to help people see their past achievements. Build pride!

☆ Jobs done over and over become boring and repetitive. Emphasize the importance of the work. Find ways to give bored people variety and challenge. Job rotation may help.

☆ In your own mind, see the jobs of each member of your group from a richer perspective, with meaning, purpose and importance. e.g. a secretary is the first vehicle of communication to key groups; the design engineer is the key to the longevity and dependability of the CANDU reactor.

☆ People are affected by negative expectations. Communicate that you believe in them, and give them challenges that you see they have the potential for.

☆ Always utilize opportunities to give public and private credit.

☆ Involve others in decisions, delegate responsibility, allow freedom and independence.

☆ Build your own self-image and motivation by listening to motivational tapes, reading motivational books, spending time with positive people, keeping a record of inspirational quotes.

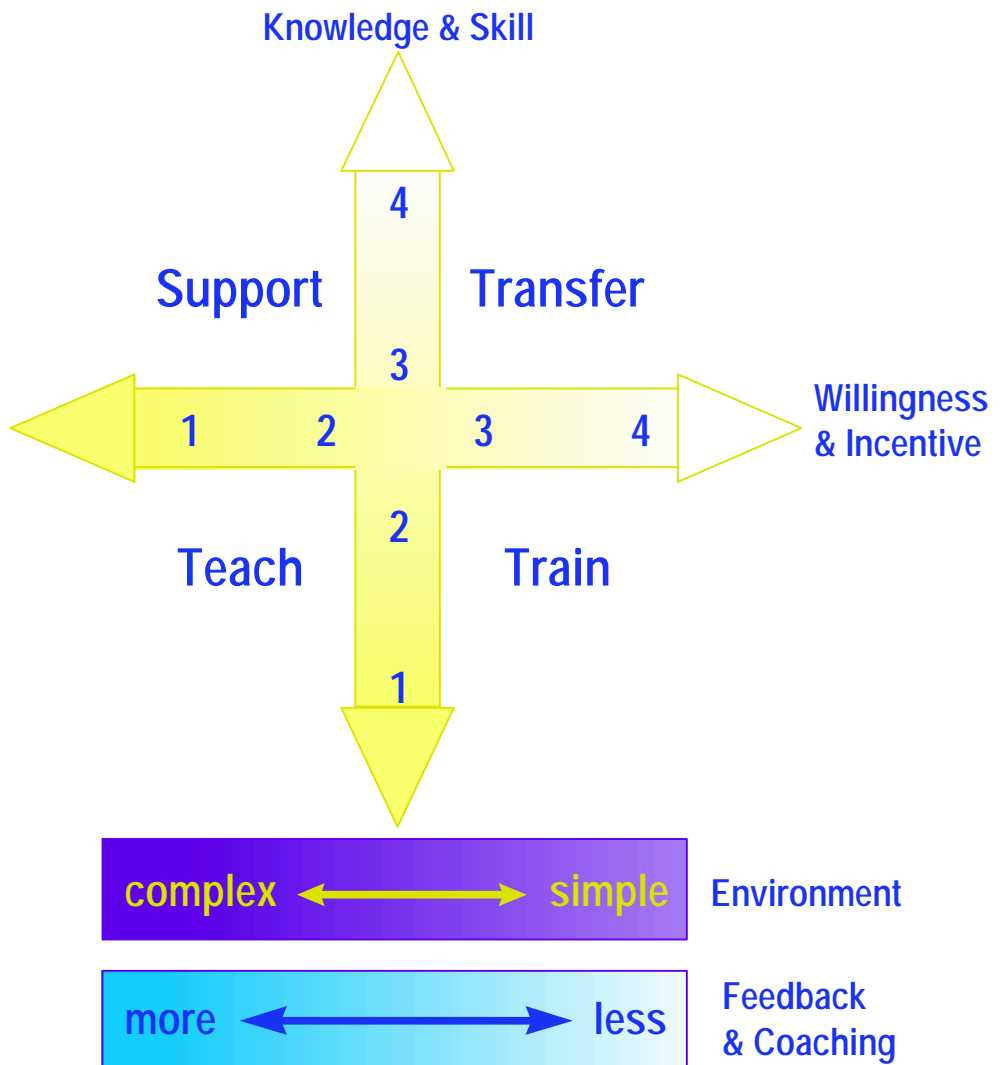**Feedback &**   Coaching can be a difficult thing for leaders to do, especially

Coaching

when there is never enough time in a day. However, good coaching will help you create a more knowledgeable and skilled work team that you can delegate to as well as be proud of. You can use the Task Leadership Model to plan required coaching time up front.

Once the employee begins the task or project, the amount of coaching and feedback is determined by the model. Ideally, the majority of the feedback comes from the work itself. Consider:

- knowledge & skill;
- motivation & incentive; and
- complexity of the environment.

Knowledge & Skill

4

Support   Transfer

3

1   2   3   4   Willingness
                                & Incentive

2

Teach   Train

1

complex ⟷ simple   Environment

more ⟷ less   Feedback
                & Coaching
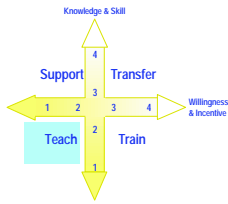
Feedback and Coaching for teaching.
- Be prepared to provide significant feedback and coaching if the environment is relatively simple.
- If the environment is more complex, be prepared to provide significant one-on-one mentoring or look for someone else to complete the task.
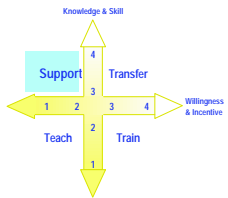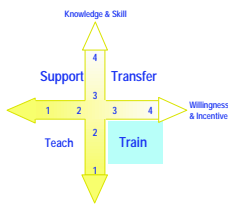
Feedback and Coaching for supporting.
- Using the 'Classic Six' and other motivators, attempt to increase willingness by providing reasons why the task has to be done or find an appropriate incentive. Then proceed as for quadrant D.
- If unable to improve willingness and incentive, be prepared to provide significant feedback, coaching and communication to get the task completed. If you are able to, you may want to look for someone else to complete the task.
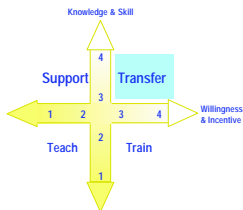
Feedback and Coaching for transferring.
- Check experience working in a complex environment. Provide communication and coaching around the environmental factors based on experience in a complex environment.

Feedback and Coaching for training.
- Carefully review the complexity of the environment.
- Provide training and coaching to improve knowledge or skill.
- Increase leader time commitment for additional communication and coaching around the environmental factors as they become more complex.

"The Helping Hand", John Cleese

Why Coach?
- People stay with organizations that encourage their development.
Wonderful in theory, but I haven't got time to coach my staff.

Too much work? What are the options?
1. Make your day longer.
2. Use your time more effectively.
3. Don't do the work.
4. Delegate the work.

- When you develop your staff, you in turn free yourself up for development.
- Control? -- You probably never had it in the first place...it's difficult to manage through control. To be effective, you manage through consent.

What does coaching achieve? It enables people to:
1. *Perform a new task.*
2. *Improve performance.*
3. *Develop a skill.*
4. *Solve a problem.*
5. *Build confidence.*

The key stages in the coaching process are:
1. Agree on the Topic.
2. Identify the goals:
   - long term goal - the solution to a problem or the development of a skill.
   - session goal - at the end of the session you will have achieved...
3. Promote Discovery:
   - Listen actively by:
     - Knowing when to be quiet.
     - Being non-judgmental
     - Paraphrasing, e.g. "Let me see if I've got it straight."
   - Draw out consequences: Use communication techniques to get employee to discover the constraints, demands and implications of the task being worked on.
   - Share experiences. Provide some examples of your successes and if necessary, failures, to further promote discoveries.
4. Set the Parameters. Establish what has to be done and by when. This allows you to monitor the situation.
5. Authorize and Empower. This will ensure that colleagues cooperate with the employee and resources are available to do the job.
6. Recap:
   - Make sure everything is clear concerning the points you have discussed.
   - Arrange next session.

**Reward &
Recognition**

The final phase of leadership is reward and recognition. As we saw earlier, the most difficult problem for leaders today is low motivation. By rewarding and recognizing employees appropriately, you can build their self-confidence and sense of contribution.

Once a project is complete:
- review the agreed upon success criteria,
- discuss the success of the task or project with the employee agreeing on key successes and key learnings,
- provide a suitable reward, if deserved, to the employee (and any other team members involved), and
- recognize the successes and allow everyone to learn from what didn't work.

Non-monetary rewards are the highest influencers of behaviour and are the rewards leaders have the most control over. List some non-monetary rewards you or others in the group have used:

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Developing

We can also use the task leadership model as a tool to assess

Employees our ability to help an employee grow and learn new skills through on the job training.

People learn in three ways:
1. Training;
    • classroom, or
    • self-study.
2. Watching others.
3. Practicing skills receiving feedback and coaching on a real task or project.

Using skills on the job when an employee is highly motivated is the most successful way to build a new skill.

Often, employees need a little teaching, a little observation and a lot of practical experience and encouragement to excel at a specific skill.

Summary In your leadership role, it is important for you to practice the skills you have discussed in the unit by:
• learn by doing,
• ask for coaching from your manager when you need it,
• watch how your manager and other managers you respect utilize the principles discussed in this unit.
• use the worksheets where it makes sense to do so.

In this unit, you have covered:
• Definition of Leadership
• The Task Leadership Model
    • Assessment
    • Assignment
    • Feedback and Coaching
    • Reward and Recognition
• Developing Employees

Managing for Results

Identify the first three things you are going to do based on what you have discussed in this unit.

What	With Who	By When
1.		
2.		
3.		

References

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