CMAA National Managers Conference

Leadership Styles

Introduction

- Club Managers Leadership and Management Program

- Approach

- What we will cover

  ➢ The Manager's Mindset

  ➢ Different Leadership Styles
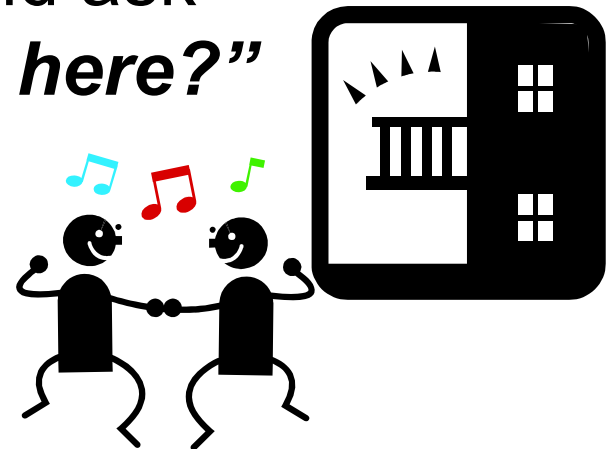
  ➢ Cognitive Preferences

The Manager's Mindset

The Manager's Mindset

Balcony and Dance Floor

- Get off the Dance Floor and go to the Balcony

- Step back from the action and ask *"What's really going on here?"*

The Manager's Mindset

Context

- Context Matters

- "It Depends"

- Decontextualized Objectivity

The Manager's Mindset

Being A Role Model

"A person whose behaviour and actions others emulate in order to develop those skills and attributes in themselves"

"A leader is someone who knows the way, shows the way and goes the way"

The Manager's Mindset

Being A Role Model

1. Uncompromising Integrity
2. High Energy
3. Good at Working Priorities
4. Courageous
5. A committed and dedicated hard worker

6. Unorthodox and Creative
7. Goal Orientation
8. Inspired and Contagious Enthusiasm
9. Level-Headed
10. A desire to help others grow and succeed

The Manager's Mindset

Structure

Key Result Areas (KRAs)

- The main areas of responsibility and accountability of a job

- Not tasks or goals

- One to Five words

The Manager's Mindset

Structure

Key Performance Indicators (KPIs)

- Measures of Success

- Specific Indicators of Performance

- Goal Setting

- Monitoring Performance

The Manager's Mindset

Structure

Job Purpose Statement

- A succinct, motivational statement that expresses the main reason a job exists

- Personal Job Mission Statement

- What do I do?

- Why do I do it?

Leadership Styles

Leadership Styles

- Transactional Leaders

- Transformational Leaders

- Situational Leaders

Leadership Styles

Transactional Leaders

- Motivate by rewards and punishment

- Staff should do as they are told

- Not perceived as role models

Leadership Styles

Transformational Leaders

> *"Leaders and followers make each other advance to a higher level of morale and motivation."*

- Inspire team members

- Gain trust, admiration, respect

Leadership Styles

Transformational Leaders

- ***Intellectual Stimulation*** – challenge and encourage creativity

- ***Individualised Consideration*** – supportive relationships

- ***Inspirational Motivation*** – articulate vision and engender passion

- ***Idealised Influence*** – strive to be emulated as the leader

Leadership Styles

Situational Leaders

- No single leadership style

- Dependent on context

- Able and ready to change

Cognitive Preferences

Cognitive Preferences

VAK

- Visual

- Auditory

- Kinesthetic

Cognitive Preferences

Honey and Mumford

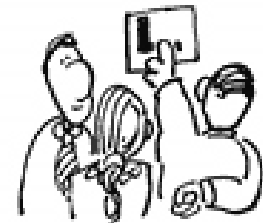- Activists

- Reflectors

- Pragmatists

- Theorists

activist

reflector

theorist

pragmatist

Cognitive Preferences

Activists

LEARN BEST	LEARN LESS
Involved in new experiences, problems & opportunities	Listening to Lectures or long explanations
Working with others in teams or role plays	Reading, writing or thinking on their own
Being Thrown in the deep end with a difficult task	Absorbing and understanding data
Chairing meetings, leading discussions	Following precise instruction to the letter

Cognitive Preferences
Reflectors

LEARN BEST	LEARN LESS
Observing Individuals or Groups at work	Acting as leader or role playing in front of others
Reviewing what has happened and thinking about what they have learned	Doing things with no time to prepare
Producing analyses and reports	Being thrown in at the deep end
Doing tasks without tight deadlines	Being rushed or worried by deadlines

Cognitive Preferences
Pragmatists

LEARN BEST	LEARN LESS
There is a link between the topic and the job	There is no obvious or immediate benefit that they can recognise
They have a chance to try out techniques	There is no practice or guidelines on how to do it
They are shown techniques with obvious advantages such as saving time	There is no apparent benefit to the learning
They are shown a model they can copy	The event or learning is 'all theory'

Cognitive Preferences
Theorists

LEARN BEST	LEARN LESS
Put in complex situations where they have to use their skills and knowledge	They have to participate in situations which emphasise emotion and feelings
They are in structured situations with clear purpose	The activity is unstructured or briefing is poor
They are offered interesting ideas or concepts even though they are not immediately relevant	They have to do things without knowing the principles or concepts involved
They have a chance to question and probe ideas	They feel they're out of tune with the other participants

Thankyou