SITUATIONAL LEADERSHIP

Situational leadership theory asserts that a leader must adapt their levels of direction and support in order to accommodate the level commitment and competency of their followers.

**Directive Behaviors** involve clearly telling people what to do, how to do it, where to do it, when to do it, and then closely supervising their performance.

**Supportive Behaviors** involve listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem solving and decision making.

**Commitment** is gauged by the level of investment, enthusiasm, ownership others have in regards to the task at hand.

**Competency** is gauged by the level of knowledge, expertise, and experience others have in regards to the task at hand.

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### Directive Style: High Direction/Low Support

- Set objectives, goals or standards.
- Define people’s roles in carrying out work.
- Plan people’s work in advance and organize resources.
- Decide and communicate work priorities.
- Set timelines for completion.
- Determine how work is to be evaluated.
- Show or tell people how to carry out work.
- Check to see if work is carried out properly and on time.

### Coaching Style: High Direction/High Support

- Identifies the problem(s).
- Sets objectives and standards.
- Develops action plans to solve problems and then consults with people.
- Explains decisions to people and solicits their ideas through two-way communication.
- Makes a final decision after hearing people’s ideas, opinions and feelings.
- Continues to direct people’s work.
- Continues to closely lead and evaluate people’s work.

### Supporting Style: Low Direction/High Support

- Listen to people’s problems (work or non-work).
- Praise people for completing work.
- Ask for suggestions for carrying out work.
- Encourage and reassure people that they can do the work.
- Communicate information about the organization.
- Disclose information about him / herself (work or non-work).
- Facilitate people to problem solve their work.
- Communicate and demonstrate appreciation of good work.
- Shares the responsibility for decision making and problem solving with people.
- Jointly evaluates people’s work with them.

### Delegating Style: Low Direction/Low Support

- Jointly defines the problems with people.
- Objectives and standards are set collaboratively.
- Allows people to develop action plans and control decision-making about the how, when, and who of problems and work.
- Accepts people’s decisions and only periodically monitors their performance.
- Allows people to evaluate their own work.
- Gives people responsibility.
Stages of Group Development

Similar to individuals, groups develop in stages.

**Forming**
Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.

**Storming**
Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.

**Norming**
People feel part of the team and realize that they can achieve work if they accept other viewpoints.

**Performing**
The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.

**Adjourning**
The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.