

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.

Development Levels	Factors	Leadership Style	Responses
Enthusiastic Beginner	↑ Commitment ↓ Competency	Directing	↑ Direction ↓ Support
Disillusioned Learner	↓ Commitment ↓ Competency	Coaching	↑ Direction ↑ Support
Reluctant Contributor	↓ Commitment ↑ Competency	Supporting	↓ Direction ↑ Support
Peak Performer	↑ Commitment ↑ Competency	Delegating	↓ Direction ↓ Support

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.

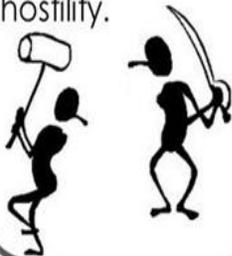
Forming

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.

