LEADERSHIP STYLES

Course Description:

This class discusses situational leadership. The students will discover their own personal leadership style and learn to evaluate follower needs in order to apply the appropriate leadership style.

Class Length: 90 - 105 minutes

Equipment and Supplies:

- Overhead Projector
- Viewing Screen
- Flip Chart
- Markers
- Masking Tape

Class Materials:

- Lesson Plan
- Handouts
  1. Leadership Style Assessment
  2. Follower Development Level
  3. Directive and Supportive Behaviors
  4. Situational Leadership Model
5. Leadership Styles
6. Situational Leadership Recap
7. Situational Leadership Assessment Analysis

- **Viewgraphs**
  1. Leadership Styles
  2. Course Objectives
  3. Situational Leadership Model
  4. Leadership Style is...
  5. Situational Leadership
  6. Primary and Secondary Styles
  7. Research Shows
  8. Follower Development Level
  9. Directive and Supportive Behaviors
  10. Directive Behavior
  11. Supportive Behavior
  12. Situational Variables
  13. Situational Leadership Model
  14. Situational Leadership Model (D1 and S1)
  15. Situational Leadership Model (D2 and S2)
  16. Situational Leadership Model (D3 and S3)
  17. Situational Leadership Model (D4 and S4)
  18. Course Objectives
  19. Leadership Styles

- **Instructor Aids**
  1. Leadership Styles for Handout 5
  2. Situational Leadership Assessment Analysis for Handout 7
Exercises:
1. Leadership Style Assessment (Handout 1)
2. Leadership Style Assessment Analysis (Handout 7)

Course Objectives:

*Students will be able to . . .*

1. Assess own personal leadership style.
2. Discuss the Situational Leadership Model.
3. Apply the appropriate leadership style to various situations.

**INSTRUCTOR NOTE:**

*It is critical to the success of this class that you, as the instructor, fully understand the Situational Leadership Model.*

Some suggestions as you prepare this class:

1) *Take the assessment (Handout 1) yourself to see what your leadership style tendencies are and to become familiar with the statements.*

2) *Answer all the questions in the script as if you are the student as you prepare your lesson plan.*

3) *The information in Instructor Aid 1 is a good synopsis of the Situational Leadership Model. Read and know how it aids your discussion of the model.*

4) *Go through Exercise 2 as if you are the student. Make sure you fully understand the answers in Instructor Aid 2.*
1. Introduction

SHOW Viewgraph 1: Leadership Styles

Today we will discuss leadership styles and how those leadership styles affect both you as the leader and your group as the followers. You may be familiar with some of the information already, but by the end of this class, you will be able to apply the information correctly to become the most effective leader possible.

SHOW Viewgraph 2: Course Objectives

By the end of the class, you will be able to:
1. Assess your personal leadership style.
2. Discuss the Situational Leadership Model.
3. Apply the appropriate leadership styles to various situations.

2. Situational Leadership

SHOW Viewgraph 3: Situational Leadership Model

Situational Leadership is a term coined by two management theory researchers, Paul Hersey and Ken Blanchard, during the 70’s and 80’s. With years of study and research, Hersey and Blanchard developed the Situational Leadership Model, which explained their Situational Leadership Theory. This theory was a new way of looking at and analyzing leadership that has stood the test of time. Leaders within the world of business, government, medicine, education, the military, and even voluntary organizations such as AFTB continue to use this model.

By adding “situational” to leadership, how do you think Hersey and Blanchard changed the study of leadership?

PAUSE for responses. (Possible answers:

- Made people aware that every leadership situation is different so there needs to be different leadership styles to handle them;
- Leadership style depends on the current situation/task;
Leadership Styles

- People are different just as every situation is different and leaders need to adjust accordingly;
- There is no “right” way to lead; effective leaders vary their leadership style to fit the situation or task, etc.)

Situational Leadership is based on the premise that there is not just “one style of leadership”. Prior to the Situational Leadership theory, it was thought that every leader had just one style of leadership to use in every situation.

What do you think “leadership style” means?

PAUSE for responses:
(Possible answers: the way a leader leads; how a leader uses organizational and personal skills to lead; how a leader directs/guides followers.)

SHOW Viewgraph 4: Leadership Style

Hersey and Blanchard define leadership style as...

“The pattern of behaviors used with others when trying to influence them.”

By looking at these patterns of behavior, we can break down and analyze each leadership style and determine which one is appropriate for various situations.

Before we delve into the Situational Leadership theory, let’s find out your personal leadership style preference.

You will be taking an assessment now so you can get a true picture of your leadership at this particular point in time. You may want to take it again once you fully understand more about situational leadership and the leadership styles to see if your outcome is different.
3. **Personal Leadership Style Discovered**

**INSTRUCTOR NOTE:**

Show Viewgraph 5 as you go over the instructions for the assessment on Handout 1: Leadership Style Assessment. Leave this viewgraph up the entire time the students are taking the assessment. Allow a total of 7-10 minutes for the students to complete and score the assessment.

At 7 minutes check to see how far along everyone is; give a few more minutes as needed so everyone can finish. Once everyone has finished scoring, process the assessment with the questions below.

**EXERCISE 1 – Leadership Style Assessment**

Turn to **Handout 1: Leadership Style Assessment**. After answering and scoring the situational questions in Handout 1, you will discover your personal leadership style.

**SHOW Viewgraph 5: Situational Leadership Assessment Instructions**

Please follow along while I give you the instructions for the assessment.

1. This assessment contains twelve situational questions. Read each question carefully and choose the action you would take as the leader.

2. Choose the answer nearest to what you would actually do.

3. Transfer your answers to the score sheet on Handout 1-4 by circling the letter selected for each question.

4. Total each column vertically by counting the number of answers for that column and writing the sum in the TOTAL column.

5. Total each column accordingly and then STOP.

6. We will go over the three terms at the bottom of the page as a class.

7. REMEMBER: there are no “right” or “wrong” answers.
What are your questions regarding the instructions?

*After 10 minutes or when the students have completed the assessment, ask the following:*

How difficult was it to choose the action you would take?

Did you have to stop and analyze how you lead?

Let’s discuss the three terms at the bottom of the page. They will help clarify what the numbers mean.

What do you think the leadership style with the highest number represents?

*PAUSE for responses.*

(Possible answers: The style I use most often; the style I’m best at; the best style for me as a leader.)

The style with the highest number is considered your primary style - the leadership style you tend to use most often no matter what the situation.

**SHOW Viewgraph 6: Primary and Secondary Styles**

Any style with a 3 or higher is considered your secondary or supporting leadership style. Styles represented by a 2 or higher are included in your leadership style range, which shows your flexibility. Styles with 3 or more responses show a high degree of flexibility while those with 2 or more responses indicate moderate flexibility.

**SHOW Viewgraph 7: Research Shows**

Research shows:

- 54% use one style
- 35% use two styles
- 10% use three styles
- 1% use all four styles
As you can see from the data, the majority of leaders are not flexible in their leadership style choice. Most leaders need to understand that each leadership style depends on the needs of the follower.

By taking this assessment, you discovered which leadership style you tend to use in any given situation. This is your primary style today. As you continue to develop as an individual and as a leader, you will begin to analyze situations differently and your style range may start to show more flexibility. Use this outcome today as an indicator of where you are as a leader and how you can improve to become a better, more flexible leader who can adapt your leadership style to any situation.

What are your questions regarding the leadership style assessment? GET responses.

Set the instrument aside. We will come back to it later in class and apply what you've learned to specific situations in the assessment.

4. **Follower Development Level**

The key to situational leadership is to know which leadership style to use when, and this can only happen after a leader assesses the development level of the follower or group. Each leadership style is driven by the needs of the follower, not the other way around. The follower shouldn't be driven by the leader's leadership style.

Turn to Handout 2: Follower Development Level as we discuss this important element of situational leadership.

SHOW Viewgraph 8: Follower Development Level

The Developmental Level of the follower is looked at from two areas: the competence and commitment level to a specific task.

**Competence** is demonstrated performance towards a task in areas of knowledge, experience, and generic transferable skills such as planning, organizing, problem solving, etc.

As a leader, what are some signs you could look for to determine follower competence?
**Leadership Styles**

**PAUSE for responses.**
*(Possible answers: Does the follower have experience with the task; has the group done the task before; does the follower know how to plan, organize, or solve problems, etc.)*

**Commitment** is the interest, enthusiasm and self-assuredness towards a task. The amount of interest and excitement for the task will determine their willingness to take on more responsibility.

How can a leader recognize follower commitment level?

**PAUSE for responses.**
*(Possible answers: The amount of motivation shown towards a specific task completion or work in general; the confidence level portrayed; willingness to take on more responsibility; willingness to get the job done, etc.)*

What does the statement in the bottom of Handout 2 mean: “Development Level does not apply to the person or group, rather it applies to the task”?

**PAUSE for responses.**
*(Possible answers:)*
- A person may have experience, but maybe not in the areas needed for the task;
- It has nothing to do with education, authority, or supervisory levels, but rather the knowledge or skill level for a certain specific job; etc.

A person or group may be at a high developmental level for one task and a low developmental level for another. Remember, as the leader, you will have to determine the development level of the group as a whole as well as determine the development level of each individual within the group.

How does this affect which leadership style you use?

**PAUSE for responses.**
*(Possible answers:)*
- You may have to use one leadership style for the group and another one when dealing with group members individually;
- It emphasizes the importance of situational awareness and knowing your group members;
You will need to know how to use more than one leadership style effectively to be able to lead a large group of people, etc.

At the bottom of Handout 2, you will find the Follower Development Level scale, which shows the four different combinations of competence and commitment. Notice that these follower development levels are labeled as D1, D2, D3, and D4.

We will discuss these levels at length when we talk about the Situational Leadership Model.

5. Directive and Supportive Behaviors

The situational leadership styles of Directing, Coaching, Supporting, Delegating, represent different combinations of Directive Behavior and Supportive Behavior. These two behaviors are not an either or choice, but are rather two distinct and separate behaviors used by the leader in differing amounts depending on the follower or group development level.

Turn to Handout 3: Directive and Supportive Behaviors. There is a table at the top of the handout that shows the directive and supportive behaviors from the perspective of the leader and the follower.

SHOW Viewgraph 9: Directive and Supportive Behaviors

**Directive Behavior**

From the leader: Directive Behavior relates to how much direction is given to the followers.

From the follower: Directive Behavior relates to how to do the task.

**Supportive Behavior:**

From the leader: Supportive Behavior is how much emotional support is provided to the followers in order to get the task accomplished.

From the follower: Supportive Behavior relates to the attitudes and feelings toward the task.

What are some examples of Directive Behaviors?
PAUSE for responses. (Possible answers:
- Leaders giving detailed or step-by-step directions;
- Closely supervising what is going on;
- Guiding the decisions being made;
- Solving problems that arise; micro-managing the group, etc.)

What are some examples of Supportive Behaviors?

PAUSE for responses.
(Possible answers:
- Listening to what the group has to say;
- Giving verbal encouragement;
- Allowing the group to make decisions;
- Facilitating the problem and/or decision making processes, etc.)

Why is it important to be able to identify directive and supportive behaviors?

PAUSE for responses.
(Possible answers:
- They are key to giving followers what they need in order to be a success;
- Knowing the difference between the two and being able to identify them is what makes a great leader, different from just leaders;
- Giving the right amount of directive and supportive behaviors is what situational leadership is all about.)

The table at the bottom of Handout 3 indicates that the Directive Behavior and the Supportive Behavior differ in three areas:

1. Communication style used by the leader
2. Follower involvement in the decision-making process
3. Group interaction provided by the leader
Let’s compare the Directive and Supportive Behaviors in these three areas.

1. Communication:

What type of communication would a leader use in the Directive Behavior?

**PAUSE for responses. (One-way, leader to follower)**

Why would this type of communication be needed?

**PAUSE for responses.**

(Possible answers: The group may not have the skills needed to accomplish the task so they need to be told what to do; the task may be new to the group; there might not be a lot of time for task completion, etc.)

What type of communication would be used in the Supportive Behavior?

**PAUSE for responses. (Two-way; open)**

Why would this type of communication be appropriate?

**PAUSE for responses:**

(Possible answers: The followers have the skills to do the task and just need an open line of communication with the leader to make sure they are going in the right direction; there may be more time to complete the task; the leader trusts the abilities of the followers to do the job; etc.)

2. Decision-making:

Who would make the decisions under the Directive Behavior?

**PAUSE for responses. (The leader)**

Why would the leader make all the decisions in this situation?

**PAUSE for responses.**

(The group doesn’t have the knowledge base regarding the task to make decisions; there may not be enough time to get everyone’s opinion in order to come to a group decision; etc.)
Who would make the decisions under the Supportive Behavior?

**PAUSE for responses.**  
(Possible answers: The group with possible input from the leader; the leader with the input from the group, etc.)

Why would the group be qualified to make decisions under the Supportive Behavior?

**PAUSE for responses.**  
(Possible answers: They have the knowledge and skills necessary to make the right decisions regarding the task.)

### 3. Interaction:

What type of interaction is there between the leader and group under the Directive Behavior?

**PAUSE for responses.**  
(Possible answers: Directed interaction...the leader tells the group what to do, where to do it, when to do it, and how to do it)

Why would the leader want or have to direct the group’s interaction?

**PAUSE for responses.**  
(Possible answers: The group may not have the skills or knowledge about the task they need in order to get it accomplished, therefore, the leader would have to direct them in order to get it done; the task is new to all in the group so they don’t have the experience to make decisions; the group may not know each other; the group is “sizing up” each other and trying to figure out what to do; etc.)

What type of interaction is there between the leader and group under Supportive Behavior?

**PAUSE for responses.**  
(Possible answers: Facilitated interaction. The group knows what to do and how to do it so the leader just facilitates to keep them on the right track.)
Let’s recap what we just talked about with the Directive and Supportive Behaviors.

**SHOW Viewgraph 10: Directive Behavior.**

**Directive Behavior** relates to how much the leader:
- Engages in one-way communication
- Provides direction as to what to do, when to do it, and how to do it
- Sets goals for the group or individual
- Defines group or individual roles

**SHOW Viewgraph 11: Supportive Behavior.**

Supportive Behavior relates to how much the leader:
- Engages in two-way communication and listens
- Involves group or individual in decision making
- Provides support and encouragement
- Facilitates interaction

Leadership styles are not only influenced by the follower development level and the amount of directive and supportive behavior needed, but are also influenced by numerous uncontrollable situational and environmental variables.

As leaders, what situational and environmental variables do you (or should you) take into consideration before taking action?

**PAUSE for responses: (Possible answers:**
- How much time there is to complete the task;
- Which group members will be working on the task and the skills they have;
- How detailed or hard the task is;
- Other things going on within the group or organization that could possibly affect the accomplishment of the task;
- The experience level of the group and the individuals within the group; etc.)
Leaders leading at his/her full potential take into consideration situational variables as:

1. Complexity of the task
2. Time available to complete the task
3. Change going on within the organization
4. Skill level of the individual/group

Looking at these situational and environmental variables and analyzing them in regards to how they affect a situation is what makes the Situational Leadership theory different from other leadership theories.

6. Situational Leadership Model

Since we have learned that the development level of the group dictates the amount of directive or supportive behavior is needed, let's apply it to the situational leadership model and see how it influences leadership style.

Turn to Handout 4: The Situational Leadership Model.

The Situational Leadership Model may look complicated and hard to understand, but by analyzing each leadership style individually will make it easier. Think of it as a jigsaw puzzle with many pieces. You have already discovered what the pieces represent - follower development, directive behavior and supportive behavior. It is now time to put them together so the knowledge becomes an image...the Situational Leadership Model.

Let's look at the overall design of the model first. The model is read right-to-left, with directive behavior on the horizontal axis, and supportive behavior on the vertical axis. The model is divided into four quadrants with each leadership style having its own quadrant indicating a high or low degree of directive and supportive behavior. They are labeled S1, S2, S3 and S4.

It is important to notice that the follower development level scale is also on a high/low continuum and is located below the main model. This scale is also located on the bottom of Handout 2.
As mentioned earlier, a leader must first determine the development level of the group or follower before knowing which leadership style to use. Therefore, the follower development level is the driving force behind the model and correlates to each leadership style.

Let's look at each development level and its corresponding leadership style.

As we talk about development level, remember it relates to the competence (skill, knowledge, experience) and commitment (interest, enthusiasm, self-assuredness) level of the follower regarding a particular task.

We will begin by looking at the follower development level and then the leadership style that corresponds with it.

Turn to Handout 5: Leadership Styles for this discussion. As we discuss the model, take notes as to what the leader should be doing. Keep Handout 4 handy as well for reference.

**INSTRUCTOR NOTE:**

Instructor Aid 1 gives suggested answers for the question: “What makes this leadership style appropriate for this development level?” You will be covering all of these points during your discussion that follows by asking the questions in the script. Read the information in Instructor Aid 1 before beginning this section.

**SHOW Viewgraph 14: Situational Leadership (D1 and S1).**

The first quadrant is D1 for follower development and S1 for Directing Style.

D1 Follower Development is Low Competence and High Commitment.

**D1 - Low Competence and High Commitment**

Followers with low competence and high commitment are seen as enthusiastic beginners who need a leader to direct and guide them through the task.

Why would followers have low competence?

**PAUSE for responses.**

(Possible answers: It is a new task which they have never done before; low skill level; no prior experience with this task; etc.)
Leadership Styles

With no experience with the new task, why would the commitment be high?

*PAUSE for responses.*
*(Possible answers: Enthusiastic toward the new task; they are ready to learn and confident in what they can accomplish; looking forward to a new challenge or experience; excitement about joining a new group or project; etc.)*

When the follower development level is D1, the appropriate leadership style to use is Directing (S1).

What is the Directive Behavior? *(High)*

What is the Supportive Behavior? *(Low)*

**Directing (S1) - High Directive and Low Supportive Behavior**

- Who would be giving directions as to what, when, and how to do the task?
  
  *PAUSE for responses. (Leader)*

- Why would the leader have to provide so much structure?
  
  *PAUSE for responses.*
  *(Possible answers: No skill level for the task; new at what they are doing; No knowledge base, etc.)*

- Who would be defining group roles?
  
  *PAUSE for responses. (Leader)*

- Who would be making the decisions for the followers?
  
  *PAUSE for responses. (Leader)*

- What type of communication is taking place from leader to follower?
  
  *PAUSE for responses.*
  *(One-way. The follower doesn’t know enough about the task to given input.)*
Why would the leader have to give directions, make all the decisions, and define roles?

**PAUSE for responses.**  
(The followers do not have the knowledge, skills, or experience required for the task in order to do so themselves.)

If the followers don’t know what they are doing, why would there be low supportive behavior from the leader?

**PAUSE for responses.**  
(Possible answers: Individuals or groups new to a task are usually excited and committed to the task and don’t need a lot of emotional support to begin, etc.)

Is the leader totally emotionally detached from the group?

**PAUSE for responses.**  
(Possible answers: No, there still needs to be communication between them.)

Because the followers may have limited task skills or knowledge needed, the leader must give the direction needed to get the task done.

Let’s move to the second quadrant.

**SHOW Viewgraph 15: Situational Leadership (D2 and S2).**

D2 Follower Development is Some Competence and Low Commitment.

**D2 - Some Competence and Low Commitment**

Moving along the follower development level continuum, we find the competence level has risen, but the commitment level has fallen.

Now that the followers have acquired some ability to do the task, why would the commitment level be low?

**PAUSE for responses:**  
(Possible answers: The more they learn about the task, the more difficult it may become and they start to lose interest; as they learn more about the task, they become disillusioned which decreases commitment; they may not like the task or people they are working with; etc.)
Because the followers still don’t have all the skills needed to complete the task and has become disinterested, the leader needs to coach the followers through to completion by giving a high amount of direction and support. This is done through the Coaching style of leadership (S2).

What is the Directive Behavior here?  (High)

What is the Supportive Behavior?  (High)

**Coaching (S2) – High Directive and High Supportive Behavior**

- What type of communication is taking place?

  **PAUSE for responses:**
  
  *(Possible answers: One-way, from leader to follower, but the leader asks for follower input as their knowledge base increases, etc.)*

- Why is there still a need for high direction?

  **PAUSE for responses:**
  
  *(Possible answers: The skill level is still low; still not enough experience for the leader to back off; the task is difficult to learn and takes time, etc.)*

- Why do the followers need high supportive behavior from the leader?

  **PAUSE for responses:**
  
  *(Possible answers: Skill level and/or knowledge base has increased enough for the follower to become disillusioned about the task; the task has become less interesting than anticipated, etc.)*

The followers have now become somewhat disillusioned learners who have gained enough knowledge and skill toward the task and may have a decrease in the commitment level.

**SHOW Viewgraph 16: Situational Leadership (D3 and S3).**

As the followers’ skill level and knowledge of the task increases, they move from D2 to D3 with a high competence level, but variable commitment to the task.
D3 - High Competence and Variable Commitment

- Why is there now a high competence level?

  PAUSE for responses.
  (Possible answers: The group has developed the needed skills and knowledge of the task with the help of the leader; they have acquired the needed skills to complete the task; etc.)

- Why would high competence cause a variable commitment level?

  PAUSE for responses.
  (Possible answers: The follower/group has self-doubt and is questioning their ability to do the task alone; mastering the task has brought feelings of insecurity; they need reassurance from the leader to work alone on the task; etc.)

By developing the skills needed to complete the task, the followers have become reluctant performers needing emotional support from the leader. So it’s up to the leader to provide that support using the Supporting (S3) Leadership Style.

What is the Directive Behavior here? (Low)

What is the Supportive Behavior? (High)

Supporting (S3) - Low Directive and High Supportive

- Why does the leader no longer need to control or supervise the followers?

  PAUSE for responses.
  (Possible answers: They have mastered the ability to do and complete the task through the help of the leader; they can now do the task themselves with little help, etc.)

- If the followers have mastered the task, why do they need high supportive behavior from the leader?

  PAUSE for responses.
  (Possible answers: They have become unsure in their ability and need encouragement/recognition from the leader to continue; there is still the need for the leader to facilitate in the decision making and problem solving processes; the leader encourages two-way communication and supports the followers’ efforts to use the skills they have acquired; etc.)
Once the followers have overcome their insecurity or reluctance to perform the task, they move on to become self-reliant learners and peak performers with both high competence and high commitment.

That brings us to the last quadrant.

**D4 - High Competence and High Commitment**

- Why have the followers developed high competence and high commitment?
  
  **PAUSE for responses:**
  
  (Possible answers: Their leader has given them the needed support to become peak performers; the followers have the skills, motivation, and confidence to complete the task; they can perform on their own; etc.)

Now that the followers are at peak performance, know what to do, and have the confidence to accomplish the task, the leader may delegate the responsibilities over to them with little cause for alarm. The leader needs only to provide minimal direction and support.

**Delegating (S4) - Low Directive and Low Supportive**

- Has the role of the leader changed? (Yes) How?
  
  **PAUSE for responses.**
  
  (Possible answers: Decision making and problem solving is now a joint effort between leader and follower/group; follower/group has control over HOW the task is done; the follower/group runs their own show...they have both the competence and confidence to direct their own behavior; the leader has “delegated” most of the task responsibilities over to the follower/group, etc.)

**INSTRUCTOR NOTE:**

Read each statement on Handout 6 to the students. You may want to comment on the statements, or ask questions to lead a discussion.
Turn to **Handout 6: Situational Leadership Recap** and let’s tie up everything we have been talking about with the Situational Leadership Model.

- The factor that indicates a need for change in leadership style is performance. Improvements in performance indicate a forward shift in leadership style. Decreases in performance require a shift backwards in leadership style.

- As the development level of the follower increases, the leader should begin to reduce directive behavior and increase supportive behavior until the follower reaches the moderate level of development and then the supportive behavior should start to decrease also.

- As the development level of followers/groups increase from D1 to D4, competence level increases and the commitment level fluctuates. (As the development level of the follower increases, what takes place?)

- Shifts along the bell curve, either forward (S1 to S2, S2 to S3, S3 to S4) or backward (S4 to S3, S3 to S2, S2 to S1) must be gradual and done one leadership style at a time.

- People tend to have varying degrees of development depending on the specific task, function, or objective that is to be accomplished.

- Given the proper amounts of direction and support, followers/groups have the potential to develop and function on their own with little guidance.

A leader may use one style of leadership for a group, but may have to use a different style for the individuals within the group when they are at different development levels.

In all four leadership styles, leaders set goals, observe and monitor performance, and give feedback.

**INSTRUCTOR NOTE:**

This last exercise will help the students practice putting the Situational Leadership Style model into practice. Handout 7 is the worksheet for this exercise. The students will work through 4 different situations from the Handout 1: Leadership Styles Assessment and answer the questions outlined on Handout 7 to see if they fully understand each style – when to use it based on the follower development level and why to use which style when. The “answers” for the exercise are contained in Instructor Aid 2.
INSTRUCTOR NOTE (cont’d.)

The situation on Handout 7 corresponds to the Statement in Handout 1 (i.e., Situation 3 = Statement 3.)

You could have the students work in dyads, triads, small groups or individually. Give them about 10-12 minutes to complete the exercise. When they have completed answering all the questions on Handout 7, go through all four situations as a class answering each question with the group. Then process it with the questions outlined below.

EXERCISE 2 – Leadership Style Assessment Analysis

Let’s put this model into practice. Turn to Handout 7: Situational Leadership Assessment Analysis.

On this handout you will find four different situations taken from the Leadership Styles Assessment you took at the beginning of class on Handout 1. You will need that instrument to complete this exercise. Please take it out at this time. Pause.

Now let me tell you what you are going to do. On Handout 7, there are 4 different situations from that instrument. Situation 3 on Handout 7 relates to Statement 3 on Handout 1, etc. Each situation is followed by a series of questions. Read the situation from Handout 1, then answer the questions on Handout 7 as they pertain to that particular situation. You will have 10 minutes to complete this exercise. Are there any questions before you begin?

After about 10-12 minutes, stop the exercise and go through each question for each situation with the class. Then process the exercise with the following questions:

What did you learn from this exercise?

How important did you find it was to know where the followers were with their development level before you could assign a leadership style?

What was the most difficult area in completing this exercise?

How will you use this information when you start leading a group?
8. Summary

Leadership is a complex subject, and all leaders (new and experienced) need to renew the commitment to themselves and their followers to be the best leader possible. You have received a lot of information on leadership: some of it new, some of it may have been a refresher, but all of it is important.

Situational Leadership is based on the premise that there is not just “one style of leadership”. As we studied this model, we discovered that leadership styles depend on the current situation or task at hand. People are different just as every situation is different, so as leaders you need to adjust your style accordingly. Remember, there is no “right” way to lead. To be effective leaders you must vary your leadership style to fit the situation or task in which you find yourself.

I challenge you to keep this information and refer back to it from time to time so you can reevaluate your leadership skills to see how you have grown and to see where you may still need improvement.

SHOW Viewgraph 18: Course Objectives

Let’s review the objectives for this class.

1. Assess own personal leadership style.
2. Discuss the Situational Leadership Model.
3. Apply the appropriate leadership style to various situations.

SHOW Viewgraph 19: Leadership Styles

Thank you for your attention. Please take a moment to complete the evaluation for this class using the form for Leadership Styles.