SITUATIONAL LEADERSHIP

LEADER BEHAVIORS

S3
PARTICIPATING
Low Relationship and Low Task

S2
SELLING
High Task and High Relationship

S1
TELLING
High Task and Low Relationship

S4
DELEGATING
Low Relationship and Low Task

Task Behavior (Directive Behavior)

(LOW) → (HIGH)

(LOW) → (HIGH)

RELATIONSHIP BEHAVIOR

(Supportive Behavior)

ABLE & WILLING OR CONFIDENT

ABLE BUT UNWILLING OR INSECURE

UNABLE BUT WILLING OR CONFIDENT

UNABLE & UNWILLING OR INSECURE

FOLLOWER DIRECTED

LEADER DIRECTED

FOLLOWER READINESS

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STYLE ONE (S1): HT/LR

- Providing specifics - who, what, when, where, and how
- Role definition
- Predominantly one-way communications
- Leader-made decisions
- Close supervision and accountability
- Incremental instructions
- KISS-Keep it simple & specific

Effective
Telling
Guiding
Directing
Establishing

Ineffective
Demanding
Demeaning
Dominating
Attacking

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STYLE TWO (S2): HT/HR

- Providing - who, what, when, where, how & why
- Explain decisions & allow opportunity for clarification
- Two-way dialogue
- Leader-made decisions
- Explain follower's role
- Ask questions to clarify ability level
- Reinforce small improvements

Effective Selling Explaining Clarifying Persuading
Ineffective Manipulating Preaching Defending Rationalizing

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STYLE THREE (S3): HR/LT

- Encourage input
- Actively listen
- Follower-made decisions
- Two-way communications and involvement
- Support risk-taking
- Compliment work
- Praise and build confidence

Effective
Participating
Encouraging
Supporting
Empowering

Ineffective
Patronizing
Placating
Condescending
Pacifying

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STYLE FOUR (S4): LR/LT

- Delegating tasks
- Big picture
- Follower-made decisions
- Relatively light supervision
- Monitor activities
- Reinforce results
- Remain accessible

Effective  Ineffective
Delegating  Abandoning
Observing  Dumping
Entrusting  Avoiding
Assigning  Withdrawing

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READINESS LEVEL THREE (R3):

Able but Unwilling or Insecure

**Indicators:**

- Has proven demonstrated knowledge and ability
- Appears hesitant to finish or take next step
- Seems scared, overwhelmed, confused
- Solo performance
- Solicits frequent feedback
READINESS LEVEL ONE (R1):

Unable & Unwilling or Insecure

Indicators:

• Not performing task to acceptable level
• Intimidated by task
• Unclear about directions
• Procrastinating
• Unfinished tasks
• Questions about task
• Avoidance or "passing the buck"
• Defensiveness or discomfort
READINESS LEVEL TWO (R2):

Unable but Willing or Confident

Indicators:
- Anxious or excited
- Interested & responsive
- Demonstrating moderate ability
- Receptive to input
- Attentive
- Enthusiastic
- New task-no experience

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READINESS LEVEL FOUR (R4):

**Able & Willing or Confident**

**Indicators:**
- Keeps boss informed of task progress
- Can operate autonomously
- Follower is results oriented
- Shares both good and bad news
- Effective decision-making regarding task
- Performing to high standards
- Is aware of their expertise

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Able & Willing or Confident R4:

- Keeps boss informed of task progress
- Makes efficient use of resources
- Responsive, results-oriented
- Knowledgeable; shares information of streamlining operational tasks
- Willing to be tapped as resource
- Shares creative ideas
- "Takes-charge" of tasks
- Completes responsibilities on time and perhaps early

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Unable & Unwilling R1:

- Defensive, argumentative, complaining
- Late completion of task
- Performance only to exact request
- Intense frustration

Unable & Insecure R1:

- Body language will express discomfort: furrowed brow, shoulders lowered, leaning back
- Confused, unclear
- Afraid of possible outcomes
- Fear of failure
For unable & unwilling R1:

- Directly state specific facts
- Positively reinforce small improvements
- Consider consequences for nonperformance
- Keep emotional level in check

For unable & insecure R1:

- Provide task information in digestible amounts
- Be sure not to overwhelm follower
- reduce fear of mistakes
- Help step-by-step
- focus on instruction

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DEVELOPMENTAL CYCLE

- Identify present readiness and define next logical step in development
- Let follower perform under appropriate direction and support
- Reduce the amount of task behavior (Step 1)
- Adjust relationship behavior to reinforce positive change (Step 2)
Able but Unwilling R3:

- Hesitant or resistant
- Feels over obligated & over worked
- Seeks reinforcement
- Is performance somehow punishing?

With an able but insecure R3:

- Questions own ability
- Focuses on potential problems
- Lacks self esteem
- Encourages leader to stay involved
Unable but Willing or Confident R2:

- Fast verbal pace; intense
- Seeks clarity
- Nodding head, "yes, I know" type comments, eager
- Listens carefully
- Answers questions superficially
- Accepting of tasks
- Quick to act
- Pre-occupied with outcomes versus increments
With above-average levels of readiness, the need for autonomy is often stronger than the need for supportive behavior.

- cut back task behavior (Step 1)
- reduce relationship to encourage autonomy (Step 2)

The leader's high but realistic expectations lead to the high performance of the follower.
HOW TO USE THE
SITUATIONAL
LEADERSHIP® MODEL

In using Situational Leadership® it is
essential to follow three sequential
steps.

1. Identify the specific task, job, or
activity to be performed.

2. Assess readiness of the follower
for this specific task.

3. Select matching behavior to
meet performance needs of the
follower.
REgressive CYCLE

Situational Leaders recognize that when performance slips they need to adapt their style accordingly.

Attacking or avoiding communicates a leader's low expectation of the follower's performance.
READINESS HINTS

• Be "TASK SPECIFIC"
• Focus on demonstrated skills (not "should be able to" -or- "used to")
• Question is "are they" not "can they"
• Respond to follower need -vs- want
• Don't confuse enthusiasm for ability
• Avoid diagnosing insecurities as unmotivated
• Impacting knowledge doesn't guarantee skill
• R4 does not mean perfect!
For unable but willing or unable but confident R2:

• Seek "buy-in" through persuading
• Check their understanding of the task
• Encourage questions
• Discuss details
• Explore related skills
• Explain "why's"
• Give follower incremental steps (not "run with it")
• Emphasize "how to's"
For able & unwilling R3:

- Share responsibility for decision-making with follower
- Feed follower's "need to know"
- Focus on results
- Involve follower in consequences of task to increase commitment & motivation

With an able & insecure R3:

- Combined leader/follower decision
- Determine next step
- Encourage and support
- Discuss apprehension
<table>
<thead>
<tr>
<th>Leadership Styles</th>
<th>Description</th>
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<tbody>
<tr>
<td>S1 TELLING</td>
<td>Give specific instructions and closely supervise.</td>
</tr>
<tr>
<td>S2 SELLING</td>
<td>Explain your decisions and provide clarification.</td>
</tr>
<tr>
<td>S3 PARTICIPATING</td>
<td>Share ideas and facilitate in decision making.</td>
</tr>
<tr>
<td>S4 DELEGATING</td>
<td>Turn over decision making and implementation.</td>
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For able & willing or
able & confident R4:

- Listen to updates
- Resist overloading
- Encourage autonomy
- Overall hands-off manage-
  ment; observe
- Reinforce follower-led
  communications
- Provide support/resources-
  what's necessary to do the
  job
- Delegate activities with little
  apprehension
- Encourage freedom for risk-
  taking
The goal of constructive discipline is to make problem solving a positive, growth-oriented opportunity instead of a punitive experience. It is important to:

- Treat people where they are presently performing
- Make the intervention timely
- Use an appropriate emotional level
- Focus on performance, not personality
- Be specific . . . do your homework
- Keep the intervention private

Situational Leaders find that by keeping these factors in mind when making disciplinary interventions discipline is not seen as a destructive intervention, but as a helping relationship.