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NPTEL ONLINE
CERTIFICATION COURSE

LEADERSHIP AND TEAM EFFECTIVENESS

LECTURE – 09

Situational Leadership Model

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Image Source: <https://www.cloudflight.io/the-catalysts-way/situational-leadership-1653/>

Situational Leadership Model

- Situational leadership also called the “Hersey-Blanchard model,” is primarily concerned with the maturity level of a team’s members.
- High maturity team members are experienced and able to make decisions independently.
- Moderate maturity employees are capable, but lack confidence, or have confidence but are not willing to complete the tasks they are assigned.
- Low maturity employees are enthusiastic and willing but do not have the skills or experience to complete tasks.

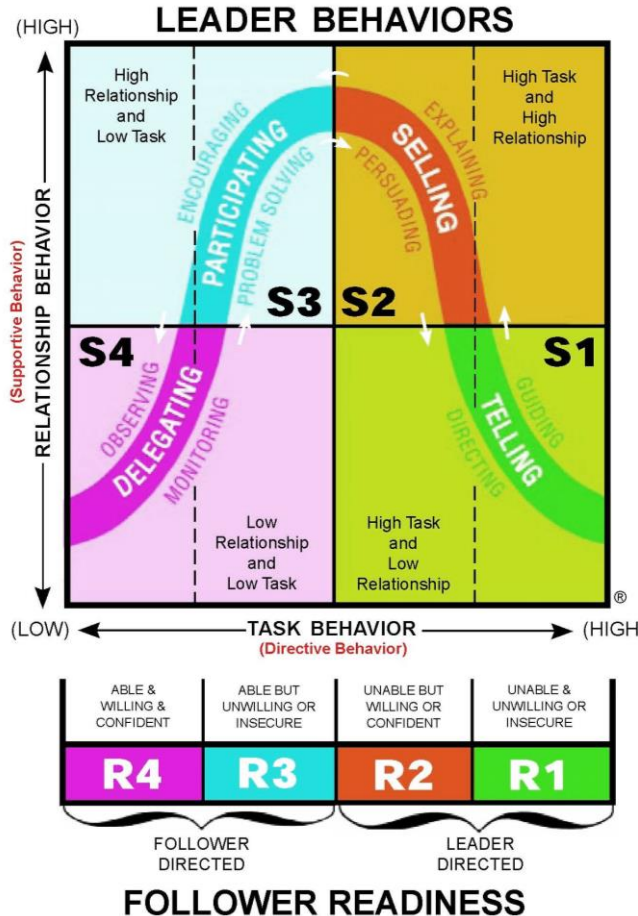
Situational Leadership Model

The Situational Leadership Model offers answers to two important leadership questions as follows:

- Is there an optimum way for leaders to adjust their behavior with different followers and thereby increase their likelihood of success?
- What factors should the leader base his behavior on—the follower's intelligence? Personality traits? Values? Preferences? Technical competence?

(Hersey, & Blanchard, 1969)

Situational Leadership Model



Adapted from: (Hughes, Ginnett, & Curphy, 2015) (Hersey, Blenchard, Johnson, 1996)

Image Source :

<https://www.pinterest.com/pin/318207529917785870/>

Leadership Behaviour

Situational Leadership Model suggests four types of Leader Behaviour

- **Delegating style:** This style allows other team members to be responsible for certain tasks or to lead subgroups. This style best suits a team of high maturity employees because it requires team members to be both confident and capable.
- **Participating style:** This style focuses on sharing ideas and decisions. Leaders who use the participating style might apply it to moderately mature team members who are capable but lack confidence and need one-on-one mentoring.

Leadership Behaviour (Cont.)

- **Selling style:** This term refers to a style that involves the leader attempting to sell his ideas to the group by persuasively giving task instructions. This may sometimes suits moderate team members, but it is best used with employees who are confident but unable to complete tasks.
- **Telling style:** This style is used by leaders who frequently give explicit directions and who supervise all tasks closely. This style best suits low maturity followers who are unwilling as well as unable to act independently.

Follower's Readiness

- In Situational Leadership, follower readiness refers to a **follower's ability and willingness to accomplish a particular task.**
- Readiness is not an assessment of an individual's personality, traits, values, age, and so on. It's not a personal characteristic, but rather how ready an individual is to perform a particular task.
- Any given follower could be low on readiness to perform one task but high on readiness to perform a different task.



Maturity Levels

- Based on Ability and will of the followers the theory proposes four maturity levels of followers :
- **Unable and unwilling:** followers lack the knowledge, skills, and willingness.
- **Unable but willing:** followers are willing and enthusiastic, but lack ability.
- **Able yet unwilling:** followers have the skills and capability to complete the task, but are unwilling to take responsibility.
- **Able and willing:** followers are highly skilled and willing to complete the task.

Example : New Employee

- A new person join your team and you are asked to help them through the first few days. You sit in front of a PC and tell them you have some work to do and then you leave for a meeting.
- **What happened?** Here the follower is on R1 (unable and unwilling) and you have opted S4 (delegating), so everyone loses as the new person feels helpless and unmotivated as well as you failed as a leader
- **What should have happen?** You should leave detailed instructions and a checklist for the new person i.e. you should have opted for S1(telling) Leadership style

Situational Leadership Model & Interactional Framework

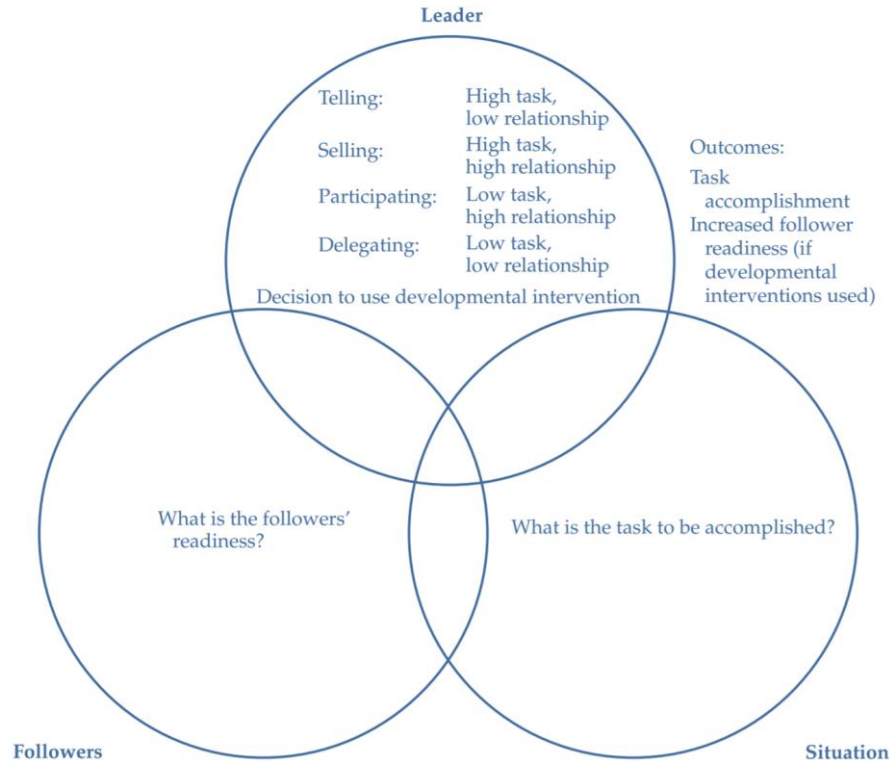


Image Source: (Hughes, Ginnett, & Curphy, 2015)

Case Study: Why Aren't they listening

- Jim Anderson is a training specialist in the human resource department of a large pharmaceutical company. In response to a recent companywide survey, Jim specifically designed a six-week training program on listening and communication skills to encourage effective management in the company.
- Jim's goals for the seminar are twofold: for participants to learn new communication behaviors and for participants to enjoy the seminar so they will want to attend future seminars.
- The first group to be offered the program was middle-level managers in research and development. This group consisted of about 25 people, nearly all of whom had advanced degrees.

(Northouse, 2019)



Case Study: Why Aren't they listening (Cont.)

- Most of this group had attended several in-house training programs in the past, so they had a sense of how the seminar would be designed and run.
- Because the previous seminars had not always been very productive, many of the managers felt a little disillusioned about coming to the seminar.
- As one of the managers said, “Here we go again: a fancy in-house training program from which we will gain nothing.”
- Because Jim recognized that the managers were very experienced, he did not put many restrictions on attendance and participation.

(Northouse, 2019)



Case Study: Why Aren't they listening (Cont.)

- He used a variety of presentation methods and actively solicited involvement from the managers in the seminar.
- Throughout the first two sessions, he went out of his way to be friendly with the group
- He gave them frequent coffee breaks during the sessions; during these breaks, he promoted socializing and networking.



People Socializing in Coffee Breaks

(Northouse, 2019)

Image Source: <https://www.thebalancesmb.com/business-etiquette-for-corporate-events-1223782>

Case Study: Why Aren't they listening (Cont.)

- During the third session, Jim became aware of some difficulties with the seminar. Rather than the full complement of 25 managers, attendance had dropped to about only 15 managers.
- Although the starting time was established at 8:30, attendees had been arriving as late as 10:00.
- During the afternoon sessions, some of the managers were leaving the sessions to return to their offices at the company.
- As he approached the fourth session, Jim was apprehensive about why things had been going poorly. He had become quite uncertain about how he should approach the group.

(Northouse, 2019)



Case Study: Why Aren't they listening (Cont.)

- Many questions were running through his mind:
 - Had he treated the managers in the wrong way?
 - Had he been too easy regarding attendance at the sessions?
 - Should he have said something about the managers skipping out in the afternoon?
 - Were the participants taking the seminar seriously?
- Jim was certain that the content of the seminars was innovative and substantive, but he could not figure out what he could change to make the program more successful. He sensed that his style was not working for this group, but he didn't have a clue as to how he should change what he was doing to make the sessions better.

(Northouse, 2019)



Case Study: Why Aren't they listening (Cont.)

- Q1)** According to the Situational Leadership model, what style of leadership is Jim using to run the seminars?
- Q2)** From a leadership perspective, what is Jim doing wrong?
- Q3)** What specific changes could Jim implement to improve the seminars?

(Northouse, 2019)



Research Paper



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A test of three basic assumptions of Situational Leadership® II Model and their implications for HRD practitioners

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Situational
Leadership® II
Model

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Purpose

This study aims to test the following three assertions :

- All four leadership styles are received by followers
- All four leadership styles are needed by followers
- If there is a fit between the leadership style a follower receives and needs, that follower will demonstrate favorable scores on outcome variables.

Design/methodology/approach

- For the first and second assertions, a proportional breakdown of the four leadership styles observed within a sample of working professionals is presented and discussed.
- Regarding the third assertion, for ten outcome variables, multiple one-way analyses of variance tested mean differences between followers who experienced leadership style fit (i.e. a fit between received and needed style) and followers who did not experience fit ($n = 573$).
- Subscale scores from the Leader Action Profile, the Work Intention Inventory, the Positive and Negative Affect Scale and an adapted form of the Affective/Cognitive trust scale (McAllister, 1995) were used as study measures.

Findings

- Three of the four leadership styles of the SLII framework were reported as frequently received only 3% of employees reported receiving S1 (high direction/low support), while 33% reported receiving S2 (high direction/high support), 22% reported receiving S3 (low direction/high support), and 42% reported receiving S4 (low direction/low support).
- The results provide empirical evidence supporting the practical relevance of employee–manager fit in situational leadership theory, particularly for the following outcomes: work intentions (total score), intent to perform, intent to endorse, intent to stay, intent to use organizational citizenship behaviors, positive affect, negative affect, affective trust, and cognitive trust.

Implications

- As human resource development practitioners seek to educate and train their leaders on how to be more effective with their direct reports, this research provides evidence that all four styles are needed and received, although there were lower instances of reporting the S1 style to be needed or received.
- Also, the findings demonstrated that when followers view a fit exists between the leadership behaviors they need and the leadership behaviors they receive, greater positive job affect, lower negative job affect, increased cognitive and affective trust in the leader and higher levels of favourable employee work intentions were evident.

Book Recommendation

The Oxford Handbook of Leader-Member Exchange

Edited By: Talya N. Bauer, Berrin Erdogan
Publisher: ©by Oxford University Press
Language: English
Paperback: 560 Pages
ISBN-10 : 0199326193
ISBN-13 : 978-0-19-932619-8

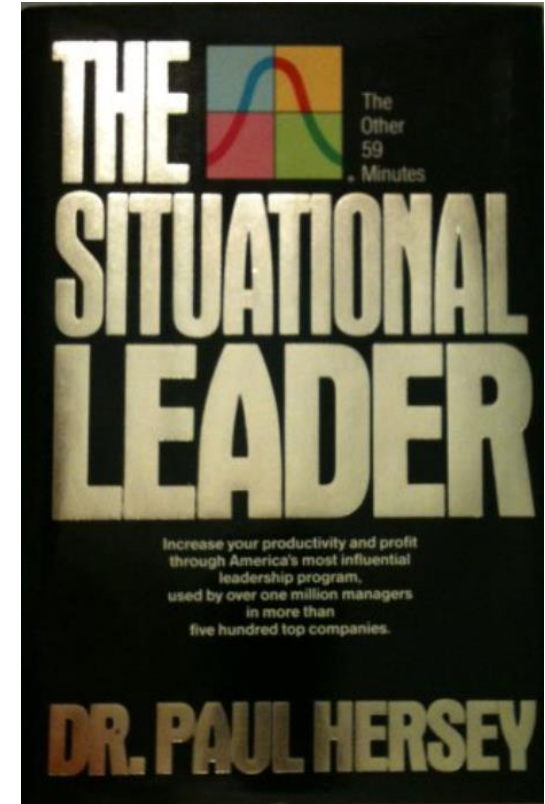


Image Source: <https://www.sapnaonline.com/books/situational-leader-59-minutes-warner-paul-hersey-0446513423-9780446513425>

Book Recommendation (Abstract)

- This book presents the situational leader model, which provides a system for managing people that is both conceptual and practical.
- It has a scope that is broad enough to permit its application to a wide range of situations, and promotes precise language in which managers could both understand and act upon the problems they experience in managing people
- The main idea of the book is “One-size-doesn’t-fit-all”.

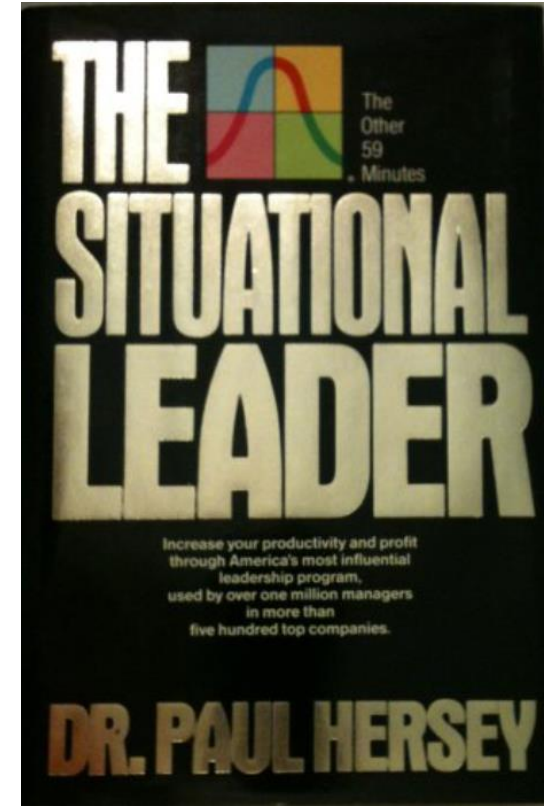


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Thank You

