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KIN 230

Situational Leadership

Follower Development Stages:

When I took the technical rappelling class through the ALI, it seemed to be that most of the class' follower development stage of the Situational Leadership Theory was at a D1 (low) level, where most of us were excited and ready to learn technical rappelling skills, being highly motivated and committed for class every week, but most had low competence levels with technical rappelling skills in general. A second personal experience would be my analysis of algorithms class, where most of us are low to somewhat competent of the subject at hand, but our commitment level of actually practicing and learning the concepts, is pretty low in general, describing a D2 development level overall.

The environment of my technical rappelling class was exciting, intriguing, and to motivation to learning was high, and willingness to practice the skills we learned was visually present. There was not much complication when it came to practice our newly founded skills, unless there was a very great struggle occurring, and it seems like everyone was having fun every week. It was a very enjoyable class to go to, and learn what we were taught to learn.

Whereas my analysis of algorithms class, it was really interesting, and most all of the students were somewhat competent to some degree of knowledge with the subject, but when the concepts grew harder, out motivations grew lower. We all still had enough to get us by, but it wasn't very easy. Pretty much the main idea of the need to pass the class at the end was the main motivation to keep us going. Analysis of algorithms being a class that we all need to graduate with our degree, it is very important to pass it. This class was interesting enough to listen and learn what our instructor had to teach, but motivating ourselves individually, was a little more difficult, and didn't really come with ease.

Most of us being fairly new to activity of rappelling, and not really having any skills to begin with, we pretty were all on the same level. We also decided to take the class for a reason, to learn!

Especially in a subject or activity we all want to become more knowledgeable and skillful at. Which are a couple of reasons I believe that experience was more at a D1 level of the follower development stages.

I decided that for my analysis of algorithms class, the class' follower development stage was more at a D2 level, because all of us are in the professional program for our degrees here at the university, ideally being students in the class who are all fairly or at least somewhat knowledgeable about of majors and possibly enough to get us started in learning more about the subject at hand, being the concept and reasoning of algorithms in computer science and in computing in general. But some of us had very little motivation to do our very best in learning and preparing for the subject for exams, homeworks, and just practice overall. Some of the concepts were hard to grasp, and also having other mentally challenging classes to take at the same time, finding the motivation to put more effort into the course was very difficult to come by.

Leadership Styles:

In the technical rappelling class that I was in, the leadership style that was used was definitely more directing, where the leaders or instructors, didn't really much need to have much a supportive behavior in the style in which they led, but more of a higher directive behavior in teaching us students technical rappelling skills. Such a directing leadership style used, was beneficial to our learning overall. Concepts and skills were obtained successfully and correctly, and it seemed like everybody was still all having a good time, and improving as the weeks went on. The course ran smoothly, and people were having fun practicing their rappelling skills efficiently and safely.

The leadership style used in my analysis of algorithms class was more coaching. As students, we still needed to learn more skills and practice them in order to fully understand the concepts we were being taught in class, even though it was difficult to stay focused and motivated throughout the entirety of the term, so having our instructor and teach assistants at times attain a more highly directive and highly supportive behaviors throughout the course was important to our learning of algorithms. The

coaching type leadership style had an effective impact in our experience in the class. We ended up continuing to learn how to analyze algorithms, and having most of the class hopefully passing at the end of the term. Outcomes including answers and the uncertainties mostly being solved by the instructor and the teacher assistants, and students being more knowledgeable in the subject than they were in the beginning.