

Reading Review – Situational Leadership

1. *Briefly describe Situational Leadership and how it works.*

Situational leadership focuses on the leadership in situations, where different situations demand different kinds of leadership. The idea is that a leader matches their leadership style to the competence and commitment levels displayed by the individuals. Effective leaders are those who can recognize what individuals need, and then adapt their own style to meet those needs.

2. *What is meant by the ‘readiness’ or ‘development’ level of the group? How do these influence the choice of leadership style?*

The “readiness” or “development” level a group is in regards to the level of competence and commitment the individuals have that is necessary to accomplish a given task or activity. Based off these levels of the group, can help the leader adjust their directive and supportive behaviors of their leadership style towards the group.

For example, ways that the readiness level of a group influences the choice of leadership styles, are classified in four different categories from low development to high development (D1, D2, D3, and D4).

When a group appears to have low competence but a high commitment level (D1), a leader should lead with a more directive styles, whereas a group with a still low, possibly a bit more competence and a low commitment level (D2), then the leadership style being used should be more coach like. And then on the other end, a group that displays a moderate to high competence level of the task at hand, but a very low to variable commitment level (D3), the leadership style should be more supportive towards the group. Then finally a group that displays a high competence level along with a high commitment level of the activity being done, the leader should have a more delegating style of leadership.

3. *Choose three components of the Outward Bound Process Model and relate them to your own learning experience at Smith Rock. How did these components especially contribute to your learning?*

Choosing the three components of the learner, prescribed physical environment, and prescribed social environment of the Outward Bound Process Model, best contributed to my learning experience at Smith Rock.

When preparing for our Smith Rock trip, it has been years since I have been, I never been to Smith Rock, and the main thing that was going through my mind, was that it was my first time ever climbing and rappelling outdoors. All of the rock climbing I have ever done throughout the two years before, was indoors, so I definitely went into the trip having a “learner” type mindset. I was very excited to climb and rappel outside, and just going on the trip in general! It was very exciting for me. I was motivated and ready for sure, ready and motivate to learn and go through an experience so new!

The other two components of prescribed physical environments and prescribed social environments, helped with my learning experience at Smith Rock in a way that it calm any anxiety that I might have had for the trip. It was sort of like a sense a reassurance that helped me enjoy my experience at Smith Rock more.

Throughout my learning experience at Smith Rock, I personally developed and further enhanced some technical skills, interpersonal skills and mindsets, and social and emotional development with the amazing students and wonderful leaders that I was fortunate enough to share my experience with.