

Situational Leadership Style Summary/Self Assessment

Adapted from: Hersey and Blanchard

Self-assessment questions: Read through the Situation questions and then choose the response (only one) from the corresponding Alternative Action statements that most appeals to you or that you feel seems the most characteristic of you. In some cases none of the responses may be appealing or characteristic of you. Nonetheless, please select the statement that you prefer or feel suits you best.

Situation	Alternative Action
1. Your group is not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.	<ul style="list-style-type: none"> A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B. Make yourself available for discussion but do not push your involvement. C. Talk with them and then set goals. D. Intentionally do not intervene.
2. The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.	<ul style="list-style-type: none"> A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance. B. Take no definite action. C. Do what you can to make the group feel important and involved. D. Emphasize the importance of deadlines and tasks.
3. Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.	<ul style="list-style-type: none"> A. Work with the group and together engage in program solving. B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage the group to work on the problem and be supportive of their efforts.
4. You are considering a change. Your group has a fine record of accomplishment. They respect the need for change.	<ul style="list-style-type: none"> A. Allow group involvement in developing the change, but do not be too directive. B. Announce changes and then implement with close supervision. C. Allow the group to formulate its own directive. D. Incorporate group recommendations, but you direct the change.
5. The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped it the past. They have continually needed reminding to have their tasks done on time.	<ul style="list-style-type: none"> A. Allow the group to formulate its own direction. B. Incorporate group recommendations, but see that objectives are met. C. Redefine roles and responsibilities and supervise carefully. D. Allow group involvement in determining roles and responsibilities but do not be too directive.
6. You stepped into an efficiently run group. The previous leader tightly controlled the situation. You want to maintain a productive situation, but would like to begin having more time building interpersonal relationships among members.	<ul style="list-style-type: none"> A. Do what you can do to make the group feel important and involved. B. Emphasize the importance of deadlines and tasks. C. Intentionally do not intervene. D. Get the group involved in decision-making, but see that objectives are met.
7. You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility.	<ul style="list-style-type: none"> A. Define the change and supervise carefully. B. Participate with the group in developing the change but allow members to organize the implementation. C. Be willing to make changes as recommended, but maintain control of the implementation. D. Be supportive in discussing the situation with the group but not too directive.

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8. Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction in the group.	<ul style="list-style-type: none"> A. Leave the group alone. B. Discuss the situation with the group and then you initiate necessary changes. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goal, but don't push.
9. You have been appointed to give leadership to a study group that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially they have the talent necessary to help.	<ul style="list-style-type: none"> A. Let the group work out its problems. B. Incorporate group recommendations, but see that objectives are met. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but do not push.
10. Your group, usually able to take responsibility, is not responding to your recent redefining of job responsibilities as a result of one member leaving the city.	<ul style="list-style-type: none"> A. Allow group involvement in redefining standards but don't take control. B. Redefine standards and supervise carefully. C. Avoid confrontation by not applying pressure, leave situation alone. D. Incorporate group recommendations, but see that new job responsibilities are met.
11. You have been promoted to a leadership position. The previous leader was involved in the affairs of the group. The group has adequately handled its tasks and direction. Interpersonal relationships in the group are good.	<ul style="list-style-type: none"> A. Take steps to direct the group towards working in a well-defined manner. B. Involve the group in decision-making and reinforce good contributions. C. Discuss past performance with the group and then you examine the need for new practice. D. Continue to leave the group alone.
12. Recent information indicates some internal difficulties among group members. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the tasks.	<ul style="list-style-type: none"> A. Try out your solution with the group and examine the need for new procedures. B. Allow group members to work it out themselves. C. Act quickly and firmly to correct and redirect. D. Participate in problem discussion while providing support for group members.

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Scoring your self-assessment: Circle the responses from your self-assessment Situation questions on the scoring sheet below. Add up each column to determine your preferred leadership style according to the Hersey and Blanchard model.

SITUATIONS	ALTERNATIVE ACTIONS				
	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
TOTAL					
LEADERSHIP STYLE	TELLING (DIRECTING)	SELLING (COACHING)	PARTICIPATING (FACILITATIING)	DELEGATING (OBSERVING)	

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Situational Leadership Model: Situational Leadership depends on the readiness of the followers and the situation.

		<i>Follower development level</i>			
		Low		High	
Leadership style in response to follower development level	Low	D4	D3	D2	D1
		<i>Task / directive behavior</i>			
		Low		High	
<i>Relationship / supportive behavior</i>	High		S3 Participating (Facilitating)	S2 Selling (Coaching)	
	Low	S4 Delegating (Observing)			S1 Telling (Directing)

<p>Leaders should adapt their style to follower development style (or 'maturity'), based on how ready and willing the follower is to perform required tasks (that is, their competence and motivation). There are four leadership styles (S1 to S4) that match the development levels (D1 to D4) of the followers. The four styles suggest that leaders should put greater or less focus on the task in question and/or the relationship between the leader and the follower, depending on the development level of the follower. If the leader focused more on the relationship, the follower may become confused about what must be done and what is optional. The leader thus maintains a clear 'do this' position to ensure all required actions are clear.</p>	
<p>S3: Participating / Facilitating / Supporting <i>Follower:</i> D3: High competence, variable commitment / Able but unwilling or insecure <i>Leader:</i> Low task focus, high relationship focus When the follower can do the job, but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate. There is less excuse here for followers to be reticent about their ability, and the key is very much around motivation. If the causes are found then they can be addressed by the leader. The leader thus spends time listening, praising and otherwise making the follower feel good when they show the necessary commitment.</p>	<p>S2: Selling / Coaching <i>Follower:</i> D2: Some competence, variable commitment / Unable but willing or motivated <i>Leader:</i> High task focus, high relationship focus When the follower can do the job, at least to some extent, and perhaps is over-confident about their ability in this, then 'telling' them what to do may demotivate them or lead to resistance. The leader thus needs to 'sell' another way of working, explaining and clarifying decisions. The leader thus spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods. Note: S1 and S2 are leader-driven.</p>
<p>S4: Delegating / Observing <i>Follower:</i> D4: High competence, high commitment / Able and willing or motivated <i>Leader:</i> Low task focus, low relationship focus When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, largely trusting them to get on with the job although they also may need to keep a relatively distant eye on things to ensure everything is going to plan. Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always welcome. Note: S3 and S4 are follower-led.</p>	<p>S1: Telling / Directing <i>Follower:</i> D1: Low competence, low commitment / Unable and unwilling or insecure <i>Leader:</i> High task focus, low relationship focus When the follower cannot do the job and is unwilling or afraid to try, then the leader takes a highly directive role, telling them what to do but without a great deal of concern for the relationship. The leader may also provide a working structure, both for the job and in terms of how the person is controlled. The leader may first find out why the person is not motivated and if there are any limitations in ability. These two factors may be linked, for example where a person believes they are less capable than they should be may be in some form of denial or other coping. They follower may also lack self-confidence as a result.</p>