

Leadership Styles

Situational Leadership Styles Model developed by:
Kenneth Blanchard and Paul Hersey

Style 1 Directing

High Directive Behavior-Low Supportive Behavior

- | | |
|--|--|
| <ul style="list-style-type: none">• Acknowledges enthusiasm and transferable skills• Defines goals, timelines, and priorities• Defines roles, limits, and boundaries• Takes the lead in action planning and problem solving | <ul style="list-style-type: none">• Organizes and shares information and resources• Develops a plan for learning and practicing new skills• Teaches and shows how• Gives examples of what a good job would look like• Checks and monitors learning frequently to give feedback |
|--|--|

Style 2 Coaching

High Directive Behavior-High Supportive Behavior

- | | |
|--|---|
| <ul style="list-style-type: none">• Involves the individual in clarifying goals and action plans, but makes final decisions• Listens to the individual's concerns and ideas• Provides perspective that progress is being made• Involves the individual in the problem solving and decision making | <ul style="list-style-type: none">• Helps analyze successes and failures and consider alternatives• Gives advice and ideas; shares examples of other's work• Provides information, resources, and coaching to continue building and refining skills• Explains why (about what and how)• Encourages; provides frequent feedback and praise to build competence |
|--|---|

Leadership Styles

Situational Leadership Styles Model developed by:
Kenneth Blanchard and Paul Hersey

Style 3 Supporting

Low Directive Behavior-High Supportive Behavior

- | | |
|---|--|
| <ul style="list-style-type: none">• Encourages the individual to take lead in goal setting, action planning, and problem solving• Asks questions, listens to concerns, and serves as a sounding board• Facilitates self-reliant problem solving and evaluation• Asks: How can I help you?• Shares expertise and collaborates when asked | <ul style="list-style-type: none">• Provides support, reassurance, encouragement, and praise to acknowledge competence and build commitment• Reflects on past successes and skills to build confidence• Suggests ways to make the goal more interesting or challenging if motivation is low• Removes obstacles to goal accomplishment |
|---|--|

Style 4 Delegating

Low Directive Behavior-Low Supportive Behavior

- | | |
|---|--|
| <ul style="list-style-type: none">• Expects the individual to take charge and keep others informed• Expects the individual to take responsibility for goal setting, action planning, and decision making confirms plans• Trusts the individual's judgment• Expects the individual to evaluate own work and to continually innovate | <ul style="list-style-type: none">• Encourages the individual to challenge themselves to even higher levels• Provides opportunities to share knowledge and skills, mentor and teach others• Acknowledges, values, and rewards contributions• Provides additional resources as requested |
|---|--|

Considerations:

❖ **Confidence**

Interest in task, Enthusiasm,
Mindset: "I can do this!"

❖ **Competence**

Capability (ability) to do the task
Mindset: "I have the skill!"

❖ **Willingness**

Motivation to do this job, in this organization, at this time
Mindset: "I accept responsibility!"



Now that you've become familiar with the components of situational leadership, put together a plan to put into action in the near future. Consider one thing regarding supervision that you are going to:

Start:

Stop:

Continue: