Leadership and Team Effectiveness
Prof. Santosh Rangnekar
Department of Management Studies
Indian Institute of Technology – Roorkee

Lecture – 09
Situational Leadership Model

So, earlier models of which we have discussed about the leader-member exchange theory and vroom-yetton and decision tree model is there. Now, interestingly with the pair of research because earlier the trait theories, the behaviour theories and on basis of those theories that different models have come. So now, the question arises about the situation, and therefore, in that case, the situational leadership model that we will see that is how it has been working. Now in the situational leadership model, the 4 types of leader behavior are there that we will be discussing.

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The follower's readiness is in very much more important than the maturity levels of the follower then-new employee in that situation and then in the case of the situational leadership model and interactional framework as usual the case study, the research papers, book recommendations, and the references that we will be discussing. So, here whenever we are talking about the situational leadership model also called the Hersey-Blanchard model is primarily concerned with the maturity level of the team members is there.

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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.
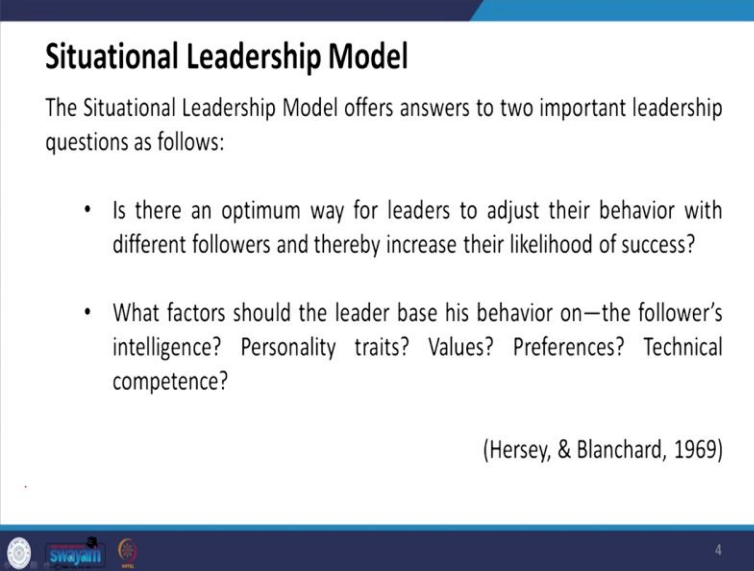
This is one of the models of situational leadership. And in this case Hersey-Blanchard model, there are different situations that have been considered and the leader should adapt the flexible leadership style. And high maturity team members are experienced and able to make decisions independently. And therefore, in that case, that is whenever there is the followers those who are having the team members mean followers basically or your team members are there and when they are having a high maturity level are there.

Then definitely yes, they can make their decisions and make decisions very independently. So, for example, the section heads, so section heads it is expected that they are having a high maturity model is the maturity level will be there. And when they are having a high level of maturity then definitely their decisions, they can take the decisions independently. And here we will talk about the moderate maturity employees are capable of but lack confidence.

So, there is another category of these, the followers are that they are having the not high maturity they are having the moderate maturity but it is a high maturity level they take the decisions independently. The moderate maturity employees are capable, but lack confidence or have confidence but are not willing to complete the tasks they are assigned. So, therefore, because of lack of confidence and they are not willing to complete the task that their task has been assigned.

And the low maturity employees are enthusiastic and willing but do not have the skills or experience to complete the tasks is there. So, here the Hersey-Blanchard has talked about the 3-maturity level, where the high maturity moderate maturity level and the low maturity level is there.

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This situational leadership model offers answers to 2 important leadership questions is there an optimum way for leaders to adjust their behaviour with the different followers and thereby increase their likelihood of success. And therefore, in that case, it will be always important that is the leader has to adjust the behaviour according to the maturity level of the followers. So, if they are different followers and there their maturity levels are different.

Then definitely, in that case, the leader is supposed to have these particular the flexibility that is the how to adapt to the maturity level is there. What factor should the leader base his behavior on the followers' intelligence and therefore, in that case, it has become very very important that is the leader of behavior the followers' intelligence that has to be taken care of. So, in this case, is the follower's intelligence is important or his personality traits are important.

The value system of the follower is important or the preference which he has is important other technical competence is important. So, therefore in that case the leader has to take care of these different dimensions. And when he takes care of these different dimensions then, in that case, he

will be adapting the different leadership maturity models so here you will find that is the there are the 4 types of the leaders are there, leader behaviours is there and those that is a task behaviour and the relationship behaviour is there.

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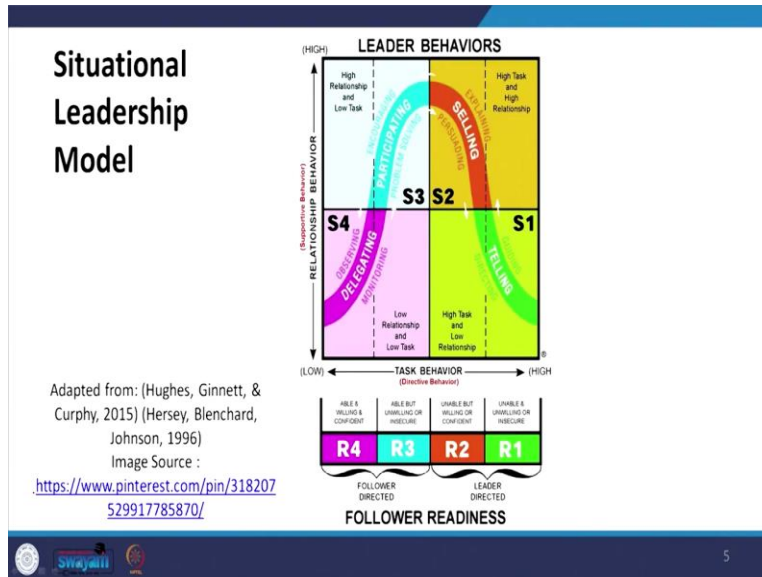
When the task behavior is directive behavior is there. So, in this case, there is a low relationship and a low task is there. So, when it will be happening that when there is a delegating is there. So, delegating means giving that particular opportunity to the followers so that they will be there is not necessarily to interact with mature with them and therefore they will be on the low relationship and low task there.

So, here you will find that there are the R1, R2, R3 and R 4 are there is unable and unwilling for the insecure is there. So, if R1 style is there unable and unwilling is there then in that case you have to go further telling style. The telling style that is autocratic style is there. So, in autocratic style because neither they are willing to work your followers are unable and unwilling. So, therefore in that case, it is always better that is you are having the telling style is adapted.

The second maturity level is that. That is the unable but willing or the confident is there. And therefore, in that case, this type of follower they are willing to perform. A simple example if I do not know the operation of this particular machine how to do that. Then, in that case, I am unable, but I want to know and I want to do this job. So, they are the willing is the confident type of

these the followers are there. When you are having the unable but the willing are confident employees then you can go for the selling style of this leadership style.

Selling style means that is explaining, explaining them, and persuading. So, therefore in that case, what will happen? That is they will be able to do the task because they are unable but willingness is there. So, once your leadership explains them selling means explained and persuading there. So, here it will be a high task and a high relationship will be there. Now, whenever we are talking about the third level of R3 level of the level maturity level of the followers they are able but unwilling or insecure.

So, if they are unable but they are able they are competent but they are not doing the task that is unwilling to perform there so, therefore, it is that easy it will be encouraging, encouraging will be in the problem-solving. So, therefore what do you have to do? You have to interact with them, because these are the employees, those who are very important and because they are able so, competent to employ, but they are not performing.

So, whenever these competent employees are not performing you have to give them the encouraging also and the problem-solving. So, once you adapt this particular style, then definitely in that case, you will find that is your leadership style will be more successful according to the situation is there. Suppose, you are having the able and willing and confident employees you know so, therefore from unable to we come to the able and unwilling R1 to the R4 that is the unwilling to the willing.

So, when we are having able and willing so, no telling style, no autocratic style is required no selling style because they know their jobs and they are willing also and they are able also here and they are able and because they are able. So, it is not like that is unwillingness because they are having the willingness also. So, therefore, in that case, it is just observing and monitoring that will do because these are the competent employees.

And whenever you are having these competent employees those who are able and willing then definitely you can do whatever a leadership style that will be the delegating style will be there.

So, therefore these 4 leadership styles, telling style, selling style, participating style and delegating style. And all these 4 styles of these leadership that will depends on the R1 R2 R3 and R4 situations that is the maturity level of followers whether the they are able and willing delegating is there.

They are able but unwilling to participate is there they are unable but willing selling style is there and telling style that is totally they are unable and unwilling is there. Here you can also connect to what we discussed earlier A1 A2 C1 C2 and G2 is about the autocratic style and participating style in the democratic style. And therefore, in that case, whenever you find people are they very hard to work to then, in that case, you will be autocratic style. So, as per the situation you do this act you act as per the situation and adapt the flexible leadership style.

So, it, then one more important point is there that is in the case the one person can be unable and unwilling for the one task but he can be able and willing for another task. I hope you are getting my point that is the same person. So, it is not about the person it is about the a given situation and person. So, for a given task if the person is able and willing. So, then definitely, in that case, you can go for that particular D is a delegating style but the same person can be unable and willing with the same person you can adapt the selling style.

So, what I want to say that is it will be the situation, the person is the same, situation changes immediately you have to also change your leadership style.

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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.
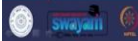
So, 4 types of this delegating style are other team members to be responsible for certain tasks to lead subgroups. And this style best suits a team of high maturity employees because it requires team members to be both confident and capable. Then the participating style is there This style focuses on sharing ideas and decisions leaders who use a participating style might apply it to moderately mature team members who are capable but have low confidence and need one on one mentoring is there.

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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.
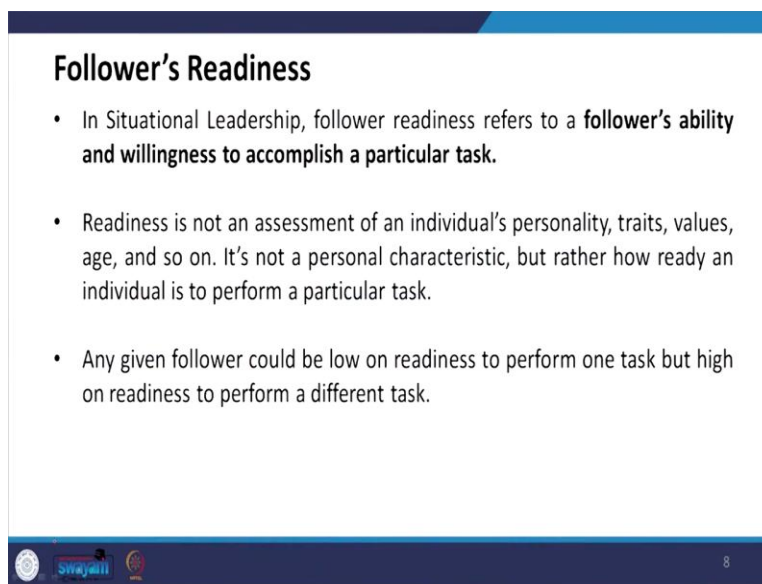
Selling style is there this term refers to a style that involves the leader attempting to sell his ideas to the group by persuasively giving task instructions. This may sometimes suit moderate team members, but it is best used with the employees who are confident but unable to complete tasks

is there. So, therefore in that case, this leadership style will be working with those employees, those who are confident but unable to complete. So, what you are selling means you will give the ideas you will support them. So, that they can perform the task.

The telling style is that is autocratic style is there, give me explicit directions and who supervise all tasks closely. These style best suits low-maturity followers who are unwilling as well as unable to act independently and therefore in that case, they will be having the telling style is there.

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So, in situational leadership follower readiness refers to the followers' ability and willingness to accomplish a particular task, and therefore in that case, in case of the situational leadership, the followers have that ability and willingness. That is becoming our maturity parameters to accomplish a particular task so readiness is not an assessment of individual personality traits, values, age and so on. It is not a personal characteristic, but rather how ready an individual is to perform a particular task.
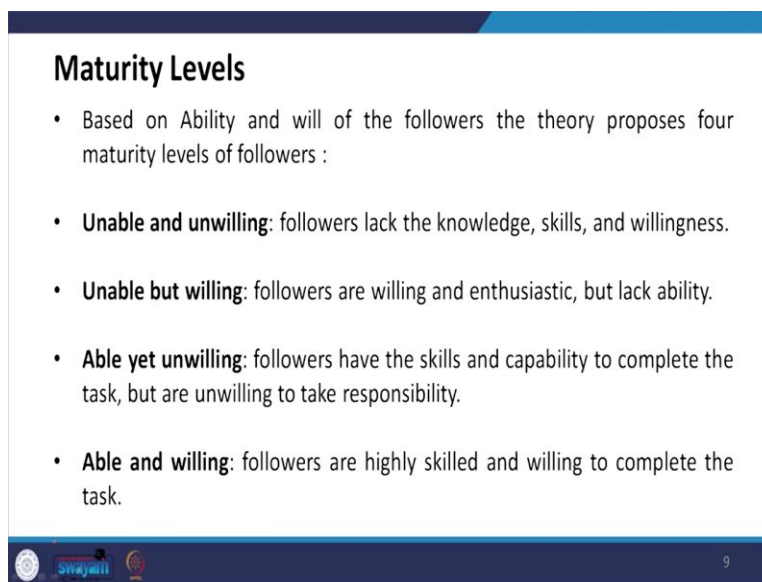
So, as I mentioned it there will be the readiness is there. So, therefore if the person is ready to perform a particular task. But then he is not having that ability, then definitely you will adapt the appropriate which are selling style we will approach. So, any given follower could be low on readiness to perform one task, but high on readiness to perform different tasks. So, therefore,

focus on that particular situation for certain tasks like for example, detouring tasks so for touring a task one may be able, but unwilling.

So, which leadership styles you will adapt. So, you will be adapting the participating style is there one person who is able and willing that particular task of touring. So, therefore he is willing for touring also he is also able so, what type of leadership style you will adapt? So, that is the delegating style that will be there. So, therefore, in that case, the appropriate leadership style will be adapted.

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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.

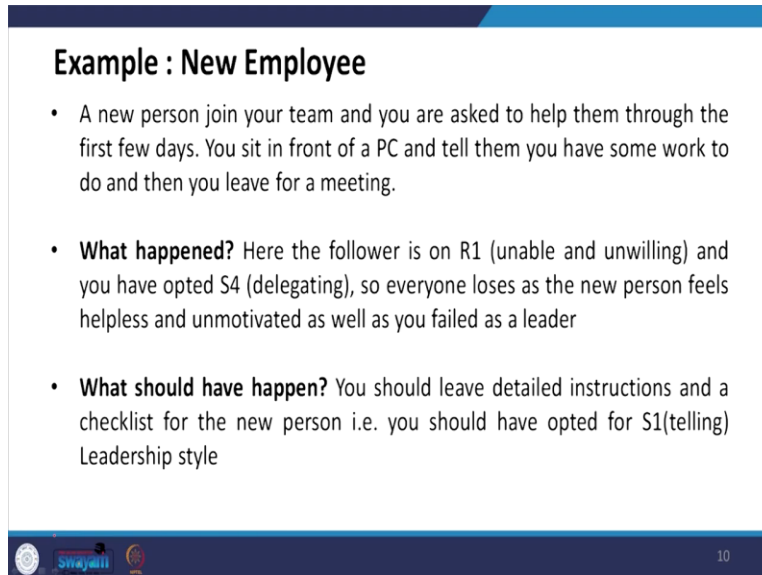- **Able and willing**: followers are highly skilled and willing to complete the task.

They are unable and unwilling the knowledge followers lack the knowledge skills and willingness. I always talk about the case model and therefore, in that case, you will find that is the case a knowledge, skill, and attitude and therefore, willingness is an attitude is there. So, if you adapt it knowledge, skill, and willingness, then the maturity level of unable and unwilling is there.

So, then if it is low then definitely will go for the autocratic style unable but willing is there so, followers are willing and enthusiastic, but let the ability is there so, therefore in that case when they are unable and the willing because already, I mentioned earlier also in the style that is for the unable, but willing is selling style able yet unwilling is participating still able and willing, they will be the delegating style will be there. So, these were the maturity levels are there. Now

let us take an example of the new employee. A new person join your team and you are asked to help them through the first few days.

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You sit in front of a PC and tell them you have some work to do and then you leave for a meeting a very interesting exercise you can do to implement and check this particular leadership model. So, whenever a new person that is the new employee who joins you and you want to find out that what is the maturity level of this particular person. So, therefore, you have to 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. So, therefore, in that case, whenever the new person has joined. What should have happened? You should have detailed instructions and a checklist for the new person you should have opted for S1 telling leadership style there. So that is close supervision and directions which are supposed to be given to these new employees there.

Because you are just said and you are assuming that is this new employee will be able to do but definitely in that case because the person is new to organization, he does not know what to do, how to do, whether it is right or not? So, his confidence level is very low so you cannot go for the delegating here dear friends. So, what is required is that is here that is a clear-cut instructions

are required, directions are required and it is a telling style is required. In the case of the situational leadership and international framework is there. So, then here the telling, selling, participating and delegating. Decision to use that is a development interventions are to be there.

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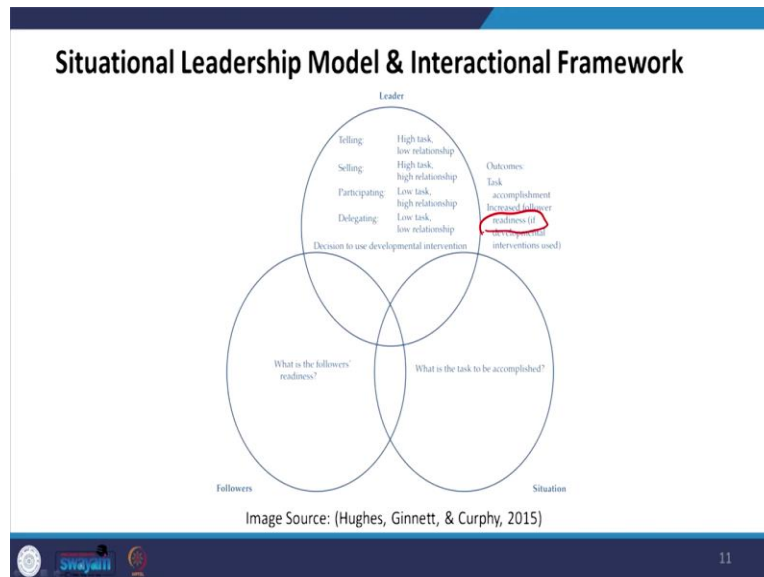
So, therefore in that case whenever we are talking about the accomplishment of any task which is to be completed or increased the follow readiness, this is very very important. A very important point, I think that is you should also observe readiness. Many times, I come to across this particular situation and find that is the even the person because he is able and unwilling and therefore, his readiness is low.

Your readiness is low to perform readiness is low to accept, so readiness and we can talk later on in detail about the readiness of followers. So, what is required to increase readiness developmental interventions are needed no again, here is a question how effective will be your developmental interventions because if the person's maturity level is low even you try to give him the developmental instrumentations and interventions apply, but he will not be able to grasp it, he will not accept it know.
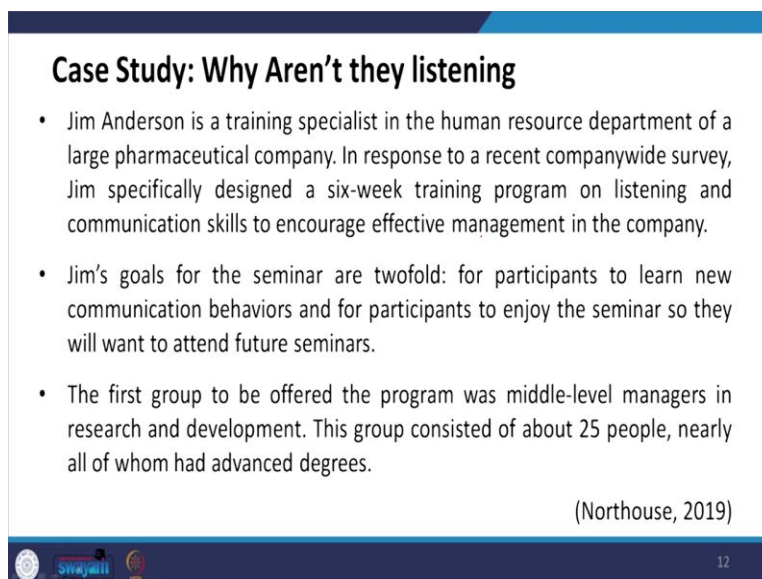
Therefore, he is he will be reluctant to increase readiness. So, you are all developmental interventions that will fail. So, what to do in that case? You have to find out whether a person is able or not. A person is able and when his readiness is low, you have to go for the participating

style but you are participating style if does not work. So, then you are to see whether the person after the consulting the person and encouraging what was the word that was encouraging and participating.

But encouraging and participating you are asking him that is okay what is the problem why you are not delivering, you are supposed to deliver like these, you can do this. But he is not delivering, he is not able to understand your instructions then, in that case, it is better to be the telling style move to the telling style is there because his ability will be converted into unable. Because the unwillingness is there already and we are classifying that particular person into the able but that person is not into that able category.

So, therefore in that case it was a wrong notion that is for that particular task he will treat him as unable if our developmental intervention does not work. So, therefore you have to find out that what is the follower readiness is there and it seems that there is no readiness is there. So, what is the task to be accomplished that is a situation is there and if the task has to be completed in a timely then definitely in that case, the leader has to take the action and get the work done.

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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)

So, case study why are you not the listening, Jim Anderson is a training specialist in the human resource department of a large pharmaceutical company. In response to a recent company-wide survey, Jim specifically designed a 6 weeks training program on listening and communication

skills to encourage effective management in the company. A very interesting and relevant case for you so, 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 there.

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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 begin nothing because Jim recognized that the managers were very experienced, and he did not put many restrictions on attendance and participation.

This is to be learned, that is those who are having the already experienced one. So, attendance and participation are you cannot make compulsory as per younger students in the class.

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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.

(Northouse, 2019)

People Socializing in Coffee Breaks

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

He used a variety of presentation methods and actively solicited an environment from the managers in the seminar. Throughout the first 2 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 then networking is there because they were the experienced people.

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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.
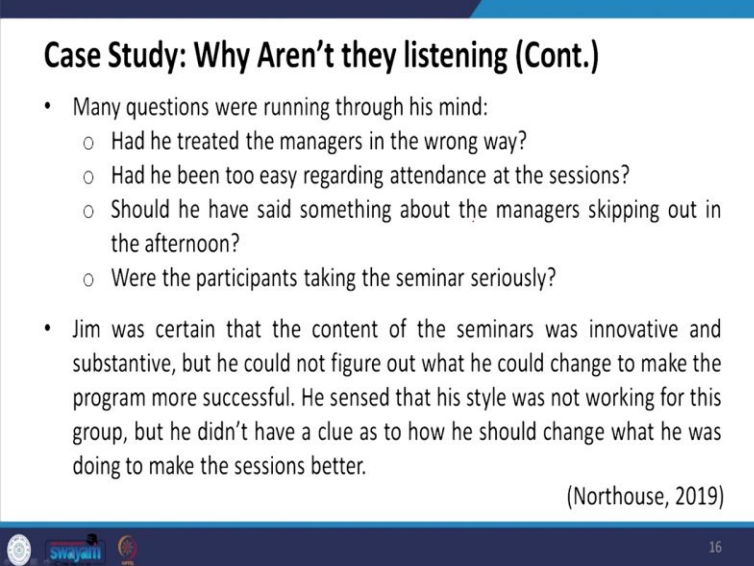
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During the third session, Jim became aware of some difficulties with the seminar. Rather than the full complement of the 25 managers, attendance had dropped to about only 15 managers. Although the starting time was established at 8:30, attendees had been arriving as late as 10 o'clock. 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.

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So, 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? If you are the Jim how you will handle this particular situation? This is your assignment.

Jim was certain did 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 did not have a clue as to how he should change what he was doing to make the sessions better. What style of leadership is Jim using to run the seminar, from a leadership perspective, what is Jim doing wrong?

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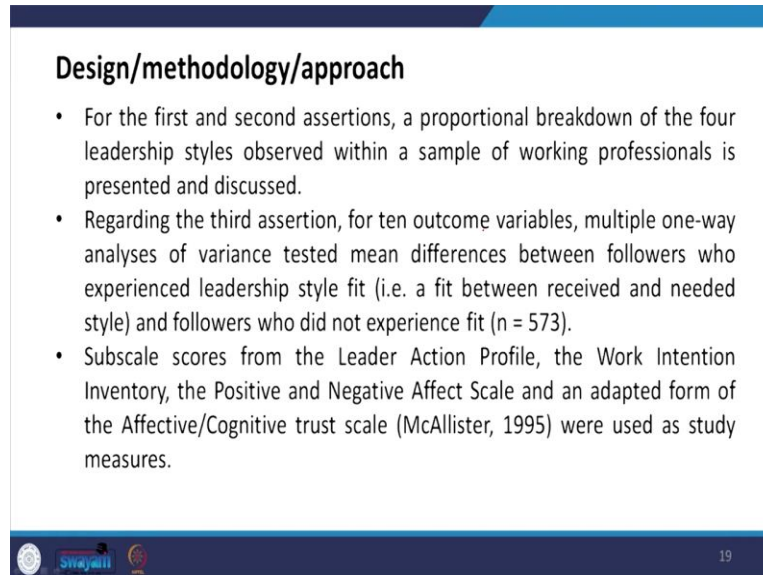
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What specific changes could Jim implement to improve the seminars? This will be a wonderful assignment for you this research paper which you can refer a taste of the 3 basic assumptions of the situational leadership 2 model and situational readership 2 model and their implications for the HRD practitioners are there. This paper is written by the Drea Zigarmi, Ken Blanchard companies. They are from Escondido, California, USA, and the second author is Taylor Python Roberts from Valencore Consulting, San Diego, California, USA.

Purpose, this study aims to test the following 3 assertions. All 4 leadership styles are received by followers. That is the telling, selling, participating and delegating. All 4 leadership styles are

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

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For the first and second assertions, a proportional breakdown of the 4 leadership styles are observed within a sample of working professionals is presented and discussed. And the regarding the third assertion, for 10 outcome variables multiple one-way analysis of the variance tested mean differences between followers who experienced leadership style fit that is a fit between received and needed style and followers who did not experience fit and sample was n=573 is there.

So, therefore in that case, that is the all these leadership styles were observed and the ANOVA was there which is a statistical test which is used on those who are the students they can go to implement this test of the test those who are not from this statistical background, they are to understand this statistical test by which we understand that is the who experienced leadership style fit and therefore for this purpose, the sample size the leaders who have been responded they were the 573. Subscale scores from the leader action profile the work intention inventory, the positive and negative effect scale in adapted form of the affective cognitive trust scale were used as a study measure were there.

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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.

3 of these 4 leadership styles of the SLII framework were reported as frequently-issued only 3% of employees reported receiving the S1 and that is the high direction low support, while 33% reported receiving S2 high direction and high support, and 22% reported receiving S3 Low direction and the high support and 42% reported receiving S4 low direction and low support that is about the delegating style is there.

That the particular relevance of employees' manager fit in situational leadership theory, particularly for the following outcomes work intentions total score intent to perform, intent to endorse, intend to stay intent to use organizational citizenship behavior or positive affect, negative affect, affective trust, and the cognitive trust is there and these were the parameters actually these are the dimensions of the behavioral science, which has been studied by this particular paper is there.

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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.

So, 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 4 styles are needed and received, although there were lower instances of reporting the S1 style, telling style to be needed are received is there. Now, you see that these I would like to comment on this study, that is the here we are taking the survey method and in survey method, we are asking our interpreting on the basis of whether anybody requires the telling style or not.

And naturally, the findings will be nobody wants to go for the telling or autocratic style, everybody wants to delegating style is there. So, the findings are natural in this particular paper. A fit exists between the leadership behaviors they need and leadership behaviors they receive greater positive job effects is lower negative job affect increase cognitive and affective trust in the leader and higher levels of favorable employee work intentions were evident. So, therefore the maturity level and the leadership style that has to be merged, if the maturity level is low, then it is very difficult to get the output or outcome as per the leaders' expectations.

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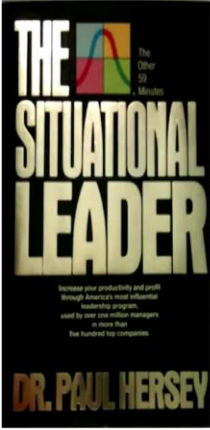
So, this is the book that is a situational leader Dr. Paul Hershey has written this particular book, Leader these, the Oxford Handbook of the leader-member exchange book recommendations.

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And 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 a precise language in which managers could both understand and act upon the problems they experience in managing people. So, the 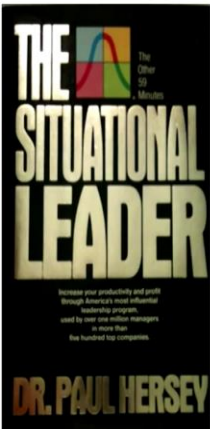main idea of the book is that one size does not fit al. So, therefore, debt is a basic message that is the one cell of leadership that will not be working for all is there.

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References

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3. Hersey, P., & Blanchard, K. H. (1969). Life cycle theory of leadership: Is there a best style of leadership? Training and Development Journal., 33(5), 26–34. http://psycnet.apa.org/psycinfo/1970-19661-001
4. Northouse, P. G. (2019). Leadership Theory and Practice Eighth Edition (8th ed.). Sage Publications, Inc.

These are the references that you can refer for the purpose of further studies and it has been about the book has been also mentioned. So, I recommend that is the I found this model very interesting. We will be discussing the further different situational leadership models, but this model I found one of the models which I like most. So, this is also one of them. That is this is a situational model.

And what we say is that is about the way the maturity level of the follower is there accordingly you are to act as a leader. So, these references, the reference of the book is also given. So, I am sure that will help you to be more effective and successful leaders. So, it is not only the effective leader it should be the efficient leader also there is a successful leader he will be there. So, this is all about situational leadership and Hersey-Blanchard model about the leadership. Thank you.