

Leadership in Project Management: Exploring Roles & Behaviours

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Abstract

Project management is a crucial process in many organizations today. It brings together competencies and techniques from diverse fields for the purpose of achieving specific objectives. New projects cut across all sectors, and unfortunately they are plagued with high failure rates. More than ever before, leaders are being held highly accountable for projects that they manage. The purpose of this paper will be to focus on the human dimension of project management. In particular, the paper will explore the role of leaders in effectively managing human resources, and accomplishing project objectives. It will attempt to show the importance of effective leadership as it relates to the project life cycle. Key issues that will be discussed include situational leadership, laissez-faire leadership, emotional intelligence, and switch leadership.

Introduction

In 2004, the Standish Group reported that a staggering sixty-six percent of projects in the United States failed to meet their objectives. Of the 40,000 cases studied, project failure totalled \$55 billion. This sum was made up of \$38 billion in lost dollar value and \$17 billion in cost overruns. The good news is that the sixty-six percent failure rate was a drastic improvement over 1994's rate of eighty-four percent.¹

Although projects differ in size and scope, an essential aspect of success rests in having good leadership and effective skills in managing resources. The leadership factor can account for success, just as it is capable of triggering failure. For the purposes of this paper, project failure is defined as exceeding deadlines, not meeting client needs, having an unclear scope, cancelling projects, and experiencing budget overruns. The leading causes of project failure are lack of planning (scheduling resources, activities, scope creep), communication breakdown

¹ Newsletter, Software Magazine, "Standish: Project Success Rates Improved Over 10 Years," <http://www.softwaremag.com/L.cfm?Doc=newsletter/2004-01-15/Standish>, (accessed March 2, 2008).

within the team, mismanagement of resources, and uncontrolled escalation of costs. The root cause of each and every one of these issues is ineffective leadership and management.

As touted in the behavioural leadership theory, leaders must manage two distinct aspects in a work environment in order to ensure success. The first is the task or technical side. In project management, this would involve dealing with tools and techniques such as GANTT charts, critical path networks, etc. The second aspect has to do with managing interpersonal relationships.² This paper will focus solely on the relationship management side, while taking a close look at Hersey and Blanchard's situational leadership approach. In the process, the paper will attempt to address one key question, namely, what behaviours should project managers and organizational leaders demonstrate in order to meet their objectives? The paper will evaluate effective and ineffective behaviours, and discuss ways leaders can improve their chances of project success.

First, roles performed in projects are identified and defined. Second, an overview of Hersey and Blanchard's situational leadership approach is presented. Third, the paper examines effective and ineffective leadership behaviours portrayed through each of these roles during the project life cycle. Finally, the paper concludes with three critical themes for leaders to keep in mind when managing projects.

² Dean Sotiriou, and Dennis Wittmer, "Influence Methods of Project Managers: Perceptions of Team Members and Project Managers," Project Management Journal, (2001) Vol. 32, p. 12.

Defining Key Leadership Roles in Project Management

This paper explores three leadership roles needed throughout the project life cycle – organizational leadership, project managers, and self-managed teams – these roles are more properly defined in the next few paragraphs.

Organizational Leadership

Organizational leadership is the main responsibility of upper management. When new projects are proposed, it is important that an organization's senior management team demonstrate that they are in full support. As long as the new initiative properly aligns with a company's goals and strategies, there should be at least one 'champion' from senior management who is available to oversee the plan. In some organizations, this project champion usually has an interest in seeing the project succeed. It could mean he/she has specific expertise in the proposed project, or that the project is being carried out by the function that he/she is responsible for managing on a day-to-day basis.

In a study conducted for a Fortune 100 aerospace business unit, having access to senior managers was listed as an important part of project management success. Although the study specifically looked at matrix environments, it pointed out that project managers appreciated having access to senior managers. They felt they had unlimited access to seek advice, share new information, or have decisions made.³ Throughout the paper, reference will be made to areas in the project life cycle where senior managers should make themselves available to project teams. It should be noted that in some cases, usually in small organizations, senior managers take on the role of project manager. In these situations, they have to make sure that

³ Jerry Wellman. "Leadership Behaviors in Matrix Environment" Project Management Journal, (2007) Vol. 38, p. 66.

their fellow senior managers are in full support of the new initiative, and they also have to motivate and encourage their project team(s).

Project Managers

In organizations where there may be more than one project taking place at any given time, project managers are needed to lead projects. They are needed to work from the planning stages - making sure that costs and resources are available, through to the project delivery and execution stages, after which projects are handed off to clients. In a matrix environment, project managers have to work with team members from different functional units. Although matrix structures are effective, it becomes challenging for team members, as they may have to report to both their project manager and functional manager.

In dual-reporting situations, flexibility and communication are key attributes a leader (both project manager and functional manager) must practice in order to ensure an optimal work environment. In strong matrix environments, where project managers have more control over most aspects of the project, one key issue for success is to make sure that functional managers are fully 'bought-in' to the projects their subordinates are working on. If not, it could lead to confusion for subordinates, as they will not know how to prioritize their work. This is where the role of the senior manager or project champion comes into play, as they could serve as the project's ambassador, clearly communicating the significance of specific projects to all concerned.

Self-Managed Work Teams

Self-managed work teams are unique because the team takes full responsibility for its own work. It is defined as a method that allows workers to be responsible for organizing, regulating, and controlling the various aspects and conditions of their jobs in order to affect the

outcome.⁴ Although there is usually a designated leader, the team is empowered to take control of its projects, which creates an environment of high performance, effectiveness, and commitment. In other situations, there is a rotating leader based on the project stage and/or technical requirements. It is expected that everyone on the team has a strong interest in the outcome of the project, and therefore each individual takes charge and does what is needed to meet objectives. One disadvantage of this structure is that research indicates it can take between two to five years to mould a proper self-managed work team.⁵ This is something to take into consideration when deciding how to manage a new project, as the size, scope, duration of the project, as well as the experience of team members in previous autonomous environments, will have a huge effect on whether a self-managed team can be put together as needed. Members with little experience in autonomous environments should be assisted through teambuilding training and other support activities so that they can function well on their project teams.

Situational Leadership: An Overview

According to Hersey and Blanchard, situational leadership focuses on a leader's behaviour under different circumstances. In other words, a person's leadership style would depend on the situation he/she is faced with.⁶ The approach identifies two distinct dimensions that can be applied to different situations – directive and supportive. The directive (task) approach requires a leader to give directions, establish goals and methods of evaluation, set timelines, define roles, and show how goals are to be achieved. Supportive (relationship)

⁴ Kathy O. Roper and Deborah R. Phillips, "Integrating Self-Managed Work Teams Into Project Management" Journal of Facilities Management, (2007) Vol. 5, p. 23.

⁵ Roper and Phillips, p. 29.

⁶ Hersey, Paul and Kenneth Blanchard. Management of Organizational Behavior: Utilizing Human Resources (5th ed.). (Englewood Cliffs, NJ: Prentice Hall, 1988).

leadership has to do with making sure that employees feel good about themselves and others around them, and that they are comfortable with the situation they are working in.

Through these two dimensions, four approaches or styles to leadership emerge.⁷ The first category is the directing style, where a leader exhibits top-down management behaviours by setting and controlling the tasks of the project team. The second style is the coaching style, where the leader is still active in directing the tasks of the team, while giving encouragement and soliciting subordinate input. The third style is a pure supportive approach, where the leader focuses on engaging the team, while being low on directive behaviours. The fourth style is delegating, where the leader is low on both supportive and directive behaviours, acting more as a facilitator to autonomous work group behaviour.

In general, in order for this theory to be successful a leader has to assess which style is needed in different situations. The leader has to know his/her employees by figuring out each subordinate's level of commitment and competence while performing required tasks: i.e., the employee's development level. In other words, the leader has to assess whether an employee has the knowledge and skills to do a specific task, and whether the employee has developed a positive attitude regarding the task.

An employee's development level is categorized into four types (D1= low competence, low commitment, D2 = some competence, low commitment, D3: high competence, variable commitment, D4 = high competence, high commitment). By adopting either a more directive or supportive role, leaders can respond to their employees' needs and working styles under different circumstances. For employees who are low on the development spectrum (D1), leaders and project managers will have to use either a coaching or directing style. Employees

⁷ For more information on situational leadership, please refer to the diagram and explanatory notes in Appendix 1.

who are high on the spectrum (D4) will need to be led through either the supporting or delegating styles. While employees who are moderate on the development scale (D2 and D3) will need leaders to be able to apply the appropriate style to a particular situation. The theory assumes that over time employees' skills and motivation change, which in turn requires a leader to adapt their leadership style.

Behaviours throughout the Project Life Cycle

Stage 1 & 2: Definition & Planning

In the first two stages of the project life cycle, project specifications are identified and agreed upon. The scope of the project is determined, responsibilities as well as tasks are assigned, and resources, budgets, and timing are confirmed. In the beginning of both stages, Hersey and Blanchard's model would require leaders and project managers to direct and coach subordinates who are classified as D1. This would mean more one-way communication from the leader, to ensure the D1 employees are comfortable with the goals that need to be accomplished.

At the same time, the leader or manager will have to exhibit a pure supportive and/or delegating approach for individuals on the project team who demonstrate high competence and commitment during certain tasks. Therefore, leaders and project managers need to engage these D4 team members in consultations during the definition and planning stages. In the course of these consultations, project managers can facilitate discussions of project goals, while keeping in mind the organization's objectives. In addition, listening, praising, and providing feedback are ways the leader can make D4 project team members feel more effective.

It is important for project teams to have a support system, as this allows individuals to accomplish their goals in a nurturing environment.⁸ Team members are much more successful and willing to take risks when they know that they are being encouraged to succeed by their leaders. Having a support system also means project team leaders and members will trust that if something goes wrong, it can be rectified immediately through senior manager/leader intervention, instead of pointing fingers in order to save face.

Another essential role for senior managers is ensuring that all projects fit within their company's vision. According to Christenson and Walker, one of the most significant contributions that any leader can make to an organization or project is that of creating and clearly communicating a shared vision.⁹ Senior managers must be willing to make themselves accessible in order to discuss the vision and objective(s) of the project, and how these relate to organizational goals and objectives.

Moreover, since most, if not all, projects have an element of change management in them, senior managers must be able to question project managers on the feasibility of proposed changes. This initial defining process will assist the project manager in identifying key factors needed for success. Questions such as the following should be top of mind for the manager: What kind of resources will be needed for a project of this scope? Are our cost and time projections realistic knowing the environment we operate in? These types of questions are important during the project planning state.

A recent study done by Grenny, Maxfield, and Shimberg, identified that eighty-five percent of project participants do not plan around facts. With leaders under immense pressure

⁸ Wellman, p. 69.

⁹ Dale Christenson and Derek H.T. Walker. "Understanding the Role of 'Vision' in Project Success" Project Management Journal, (2004) Vol. 35, p. 39.

to determine the way forward, many decide to make estimates that have no clear basis.¹⁰ By making inaccurate estimates up front, projects run the risk of failure as all aspects are planned around erroneous information. Leaders need to make plans using concrete facts. A good way to start is by drawing on data from past projects, and knowledge from key experts who have previously done similar work. Even in venturing into breakthrough projects, when there is no historical data, leaders should base their approach on solid process and careful planning.

During the early stages of planning, performing a risk assessment will help managers spot areas of weakness in a project plan. Managers should assess risks and not be afraid to ask others for critical comments likely to uncover possible problems that might be encountered. In projects where risks were not identified in the planning phases, individuals were not willing to speak up and point them out as the project moved into the implementation phase - even though problems could have been easily rectified. The individuals felt that they would be blamed for not identifying the problem in the first place.¹¹

In order for projects to succeed, all team members must truly believe that there are no negative repercussions for speaking up.¹² Good leaders are able to effectively communicate with their subordinates, and encourage the contribution of ideas, concerns, and suggestions. One way of encouraging people to speak up is to ensure that performance is tied to rewards. This is an organizational leadership responsibility, as they would have to see to it that people have a source of motivation to get work done, speak up if plans are not going well, and contribute to solving problems through risk mitigation. Leaders have to be able to effectively communicate with subordinates whether a risk assessment is done or not.

¹⁰ Joseph Grenny, David Maxfield, and Andrew Shimberg. "How Project Leaders Can Overcome the Crisis of Silence" *MIT Sloan Management Review*, (2007) Vol. 48, p. 46.

¹¹ Grenny *et. al.*, p. 48.

¹² *Ibid.*, p. 51.

In terms of self-managed work teams, a newly formed team could signify fresh working relationships. This situation demands a strong emphasis on team performance and trusting interactions throughout the project life cycle. All team members have to be encouraged to be actively involved in making decisions, planning work and problem-solving from the beginning of the project. Ineffective practices would include a lack of clear team goals and objectives, ambiguity about roles, and not fostering open and effective communication from the outset of the project. These ineffective practices could lead to incoherence, disillusionment, and mediocre performance.¹³

Having strong interpersonal skills is a vital part of the self-managed work team environment. Team members have to be objective, engage in active listening, support opposing viewpoints, and value the successes of individual team members of an organization.¹⁴ Although they must work properly as a team, they also need to be outward-facing because they will need the assistance of those that are not part of their project work team.

Stages 3 & 4: Execution & Delivery

The importance of communication throughout the organization during the execution and delivery stages cannot be overstated. Senior managers should remove obstacles that arise along the way, and project managers should provide their team with encouragement, leadership, and empowerment. As Hersey and Blanchard's situational leadership model points out, this would mean assessing the commitment and competence of individuals on the project team, and adopting the four leadership styles as needed. In the self-managed work team

¹³ Roper and Phillips, p. 30.

¹⁴ Ibid., p. 25.

environment, emotional intelligence plays a big role in the difference between project success and failure.¹⁵

In project management, leader flexibility is very important in a workplace. In fact, Prabhakar tested the effectiveness of 'switch leadership,' or the ability of a manager to switch leadership styles based on the situation. It was discovered that switching leadership styles is appropriate in certain situations, and could actually contribute to the overall success of projects. Reasons to exercise switch leadership might be if the project is progressing too slowly, veering in the wrong direction, or not advancing at all.¹⁶ So for example, if a project manager sees that a project is not moving forward as expected, especially in breakthrough projects, he or she can switch from delegating to a directing style, in order to motivate better performance from the team.

One leadership style that leaders have to be careful in using is *laissez-faire* leadership. It can be described as leaving team members to do work as they see fit, which may not provide the needed efficacy for senior managers or project managers.¹⁷ However, it is highly dependent on the project and team composition. *Laissez-faire* leadership can be used for teams in which individuals are self-starters and have more experience. In projects where managers are required to provide significant input on decisions, using *laissez-faire* leadership will not encourage effective performance. As a matter of fact, it could promote inefficiency as there is no sense of urgency or strong need for accountability. Bradford and Lippitt made the claim that

¹⁵ Hersey and Blanchard, 1988.

¹⁶ Guru Prakash Prabhakar. "An Empirical Study Reflecting the Importance of Transformational Leadership on Project Success Across Twenty-Eight Nations" Project Management Journal, (2005) Vol. 36, p. 55.

¹⁷ Kurt Lewin, Ron Lippitt, and R. K. White. "Patterns of Aggressive Behavior in Experimentally Created Social Climates" Journal of Social Psychology, (1939) Vol. 10.

leaders who use the *laissez-faire* leadership style avoid taking responsibility for their managerial duties. Usually, these individuals try to avoid confrontation by getting along with everyone; however, they do not set any clear goals that would help their subordinates.¹⁸

According to Strang, effective leaders who constantly practice other leadership styles and minimized *laissez-faire* behaviours, experience better project performance.¹⁹ He notes that passive and absent leadership behaviours are not only noticed by team members, but also by project sponsors and other key stakeholders, with desultory effects on project morale, support, and ultimately level of success.

With regards to self-managed work teams, emotional intelligence plays a big role during the execution and delivery phases of a project. Goleman defines emotional intelligence as having the ability to read and control one's emotions, sense, understand and react to other people's emotions, while also trying to inspire, influence and develop others.²⁰ Groups that have high emotional intelligence are able to create a unified group and a dynamic environment where all persons feel motivated. The execution and delivery phases being the final phases of the project life cycle require teams to effortlessly work together to achieve a common purpose. Stress can be higher through these phases as teams strive to meet deadlines, and keep within budgets.

Moreover, individuals with high emotional intelligence are more aware of other people's emotions in different situations, and they are able to react accordingly. Individual emotional intelligence strongly contributes to overall group emotional intelligence, as success highly depends on getting along with others. For emotional intelligence to flourish there has to be

¹⁸ Leland P. Bradford and Ronald Lippitt. "Building a Democratic Work Group," Personnel, (1945) Vol. 22.

¹⁹ Strang, p. 69.

²⁰ Daniel Goleman. Emotional Intelligence, (New York: Bantam Books, 1995).

feelings of mutual trust, a strong sense of group identity and group efficacy.²¹ A highly successful project team inherently believes that it performs more effectively as a unit, than what an individual would accomplish on his/her own.

Conclusions & Critical Themes

As this paper has shown, leadership is a key component in project management success. The best leaders will exemplify behaviours that his/her team respond to, as project teams want to follow leaders who trust them and appreciate what they have to contribute. Leaders should practice switch leadership in order to adapt to specific situations. Below are three critical themes that leaders and managers should keep in mind as they embark on new projects.

Effective communication is the first critical theme for leaders to keep in mind while managing new initiatives. Throughout the project life cycle, a leader must be willing to communicate with all stakeholders, staff members, and project team members. In addition, when senior managers exhibit effective communication, other staff members will copy this behaviour so it becomes a part of the organization's culture. During projects, everyone must be committed to communicating properly - whether this involves meetings, one-on-one conversations, or e-mails. Effective communication should be encouraged throughout the organization until it becomes standard practice. Conversations need to start from the planning stages of the project and continue right through to the end.

Empowerment is the second key theme in managing interpersonal relationships. There are two definitions for the word 'empower,' both of which strongly apply to project management

²¹ Roper and Phillips, p. 26.

leadership. The first is to 'give authority and power to,' and the second definition is to 'give strength and confidence to'.²² Both definitions demonstrate that a leader who is able to empower his/her followers is entering into a trusting relationship and confirming his/her belief in the team's abilities.

In a study done by Koberg et al., there are two areas that influence the perception of empowerment in employees. The first is the characteristics of individuals: such as an individual's education, tenure with an organization, sex, ethnicity, and locus of control. The second is the characteristics of the work group the individual belongs to: in particular, the worth of the group, group effectiveness, intragroup trust, mutual influence, organizational rank, and leader approachability.²³

The study, which analyzed a group of full-time working professionals in the health care industry, found that the work group characteristics played an important role in an employee's psychological empowerment. For example, characteristics such as organizational rank, leader approachability, group effectiveness, and worth of group stood out quite clearly as factors empowering employees. With regard to the individual characteristics, people with tenure in the organization felt more empowered. The cited group and individual characteristics above gave employees' duties more meaning, improved self-determination and competence, and increased their perceived impact on results. As a result, the study concludes that empowerment improves

²² Ask Oxford Online Dictionary: http://www.askoxford.com/concise_oed/empower?view=uk, (accessed March 1, 2008).

²³Christine S Koberg, R Wayne Boss, Jason C Senjem, Eric A Goodman. "Antecedents and Outcomes of Empowerment," Group & Organization Management, (1999) Vol. 24, p. 73.

worker effectiveness, job satisfaction, and decreased the likelihood of employees leaving an organization.²⁴

In project management, in order to increase leader approachability and facilitate group effectiveness, leaders have to involve subordinates in various conversations. These individuals will believe as though the project manager felt it was important to keep them informed on key decisions, and values their ideas, suggestions, or concerns. In project management, any leader who is able to empower team members by making them see the worth and value of their individual contribution is making positive contributions to the work that is being done. This could mean involving subordinates in meetings with key stakeholders, and allowing them to make useful contributions to such discussions. Project teams that feel empowered will usually stop at nothing to make sure that their involvement is useful and efficient.

The third critical theme in project management leadership is the use of a leader's influence during projects. Influence must be used positively and ethically mainly through transformational and laissez-faire leadership, as opposed to resulting to coercive manners. In a survey done by Sotiriou and Wittmer, participants felt that there was something fundamentally wrong with a situation where leaders used coercion to get work done.²⁵ They felt that fear should not be a person's motivator to complete tasks. Influence methods that received the most popular support were work challenge and project authority. In other words, people will respond better to a project manager who has expertise and competence, and who will offer challenging assignments. Apart from expertise and competence, a leader must be able to solicit team member input on key decisions.

²⁴ Koberg et al., p. 85-86.

²⁵ Sotiriou and Wittmer, p. 54.

Good leadership influences project team commitment, and productivity, thereby improving the chances of project success. Whether it is an individual from senior management or a project manager, a leader must have the ability to influence a project team to do its best work. Prabhakar describes it best when he says “a truly great leader inspires confidence within the people they lead to exceed their normal performance level.”²⁶

²⁶ Prabhakar, p. 53.

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Appendix 1 – Situational Leadership²⁷

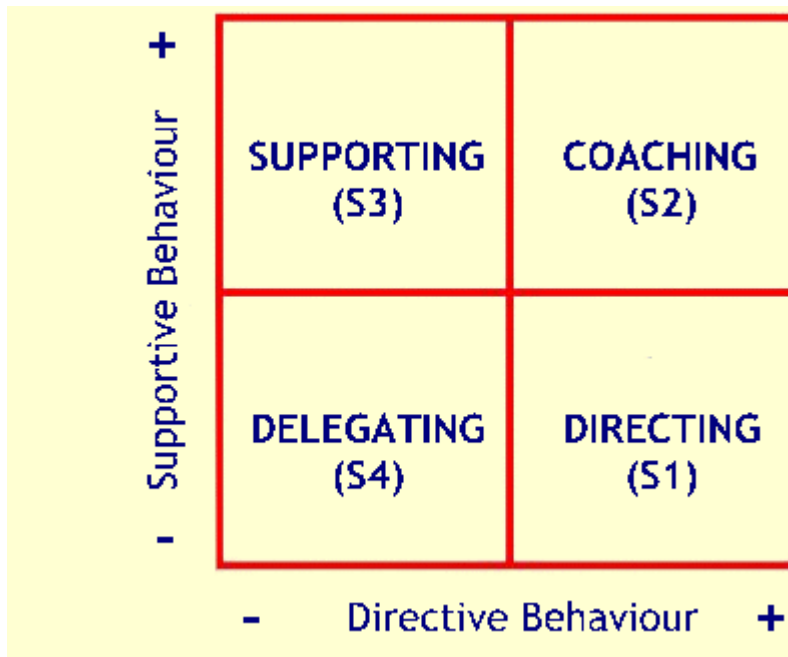
This is a term that can be applied generically to a style of leadership, but that also refers to a recognized, and useful, leadership model. In simple terms, a situational leader is one who can adopt different leadership styles depending on the situation. Most of us do this anyway in our dealings with other people: we try not to get angry with a nervous colleague on their first day, we chase up tasks with some people more than others because we know they'll forget otherwise.

But Ken Blanchard, the management guru best known for the "One Minute Manager" series, and Paul Hersey created a model for Situational Leadership in the late 1960's that allows you to analyse the needs of the situation you're dealing with, and then adopt the most appropriate leadership style. It's proved popular with managers over the years because it passes the two basic tests of such models: it's simple to understand, and it works in most environments for most people. The model doesn't just apply to people in leadership or management positions: we all lead others at work and at home.

LEADERSHIP BEHAVIOUR

Blanchard and Hersey characterized leadership style in terms of the amount of direction and of support that the leader gives to his or her followers, and so created a simple grid:

²⁷ Chimaera Consulting Ltd. "Situational Leadership Model," <http://www.chimaeraconsulting.com/sitleader.htm>, (accessed July 31, 2008).



Directing Leaders define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.

Coaching Leaders still define roles and tasks, but seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.

Supporting Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.

Delegating Leaders are still involved in decisions and problem-solving, but control is with the follower. The follower decides when and how the leader will be involved.

Effective leaders are versatile in being able to move around the grid according to the situation, so there is no one right style. However, we tend to have a preferred style, and in applying Situational Leadership you need to know which one that is for you.

DEVELOPMENT LEVEL

Clearly the right leadership style will depend very much on the person being led - the follower - and Blanchard and Hersey extended their model to include the Development Level of the follower. They said that the leader's style should be driven by the Competence and Commitment of the follower, and came up with four levels:

D4	High Competence	Experienced at the job, and comfortable with their own ability
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	High Commitment	to do it well. May even be more skilled than the leader.
D3	High Competence Variable Commitment	Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well / quickly
D2	Some Competence Low Commitment	May have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them.
D1	Low Competence Low Commitment	Generally lacking the specific skills required for the job in hand, and lacks any confidence and / or motivation to tackle it.

Development Levels are also situational. I might be generally skilled, confident and motivated in my job, but would still drop into Level D1 when faced, say, with a task requiring skills I don't possess. For example, lots of managers are D4 when dealing with the day-to-day running of their department, but move to D1 or D2 when dealing with a sensitive employee issue.

SITUATIONAL LEADERSHIP

You can see where this is going. Blanchard and Hersey said that the Leadership Style (S1 - S4) of the leader must correspond to the Development level (D1 - D4) of the follower - and it's the leader who adapts.

For example, a new person joins your team and you're asked to help them through the first few days. You sit them in front of a PC, show them a pile of invoices that need to be processed today, and push off to a meeting. They're at level D1, and you've adopted S4. Everyone loses because the new person feels helpless and de-motivated, and you don't get the invoices processed.

On the other hand, you're handing over to an experienced colleague before you leave for a holiday. You've listed all the tasks that need to be done, and a set of instructions on how to carry out each one. They're at level D4, and you've adopted S1. The work will probably get done, but not the way you expected, and your colleague despises you for treating him like an idiot.

But swap the situations and things get better. Leave detailed instructions and a checklist for the new person, and they'll thank you for it. Give your colleague a quick chat and a few notes before you go on holiday, and everything will be fine.

By adopting the right style to suit the follower's development level, work gets done, relationships are built up, and most importantly, the follower's development level will rise to D4, to everyone's benefit.