

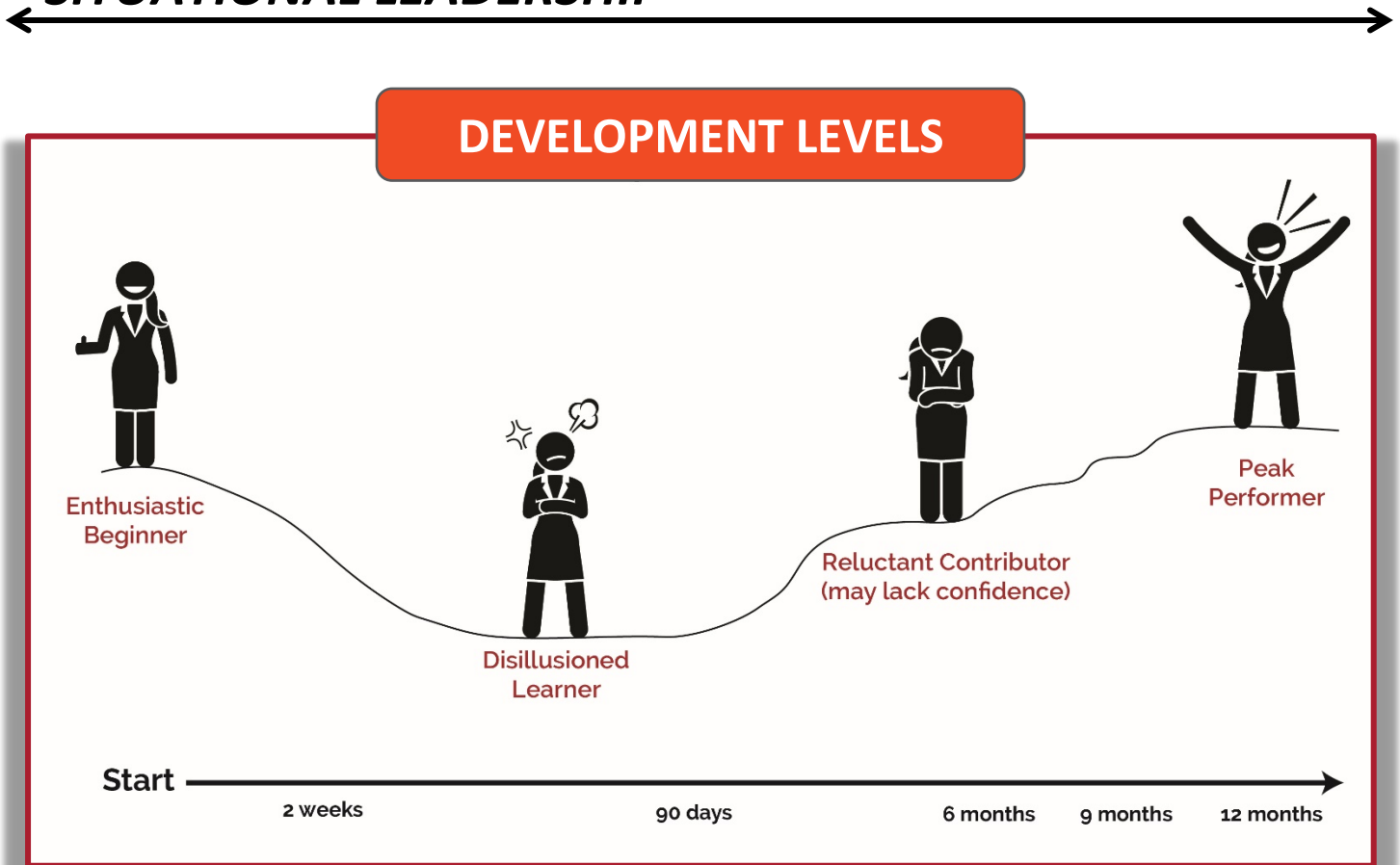
STAGES OF GROUP DEVELOPMENT

Groups develop in stages and generally, move through the following phases in succession. However, just as with development levels within individuals, shifts and retraction can occur. Often times this happens when the nature of the work or the nature of the group has changed (e.g. when the group gets a new member or is assigned a task that they have never completed before).



Adapted from Bruce Tuckman's Theory of Group Development

SITUATIONAL LEADERSHIP



Just as groups develop in different stages, individuals also move through a specific set of developmental levels. These levels are based on an individual's amount of commitment and competency towards the task or project at hand. As levels of commitment and competency change and adapt, individuals align with different developmental levels.

- **Commitment** is gauged by the level of investment, enthusiasm, ownership others have in regards to the task at hand.
- **Competency** is gauged by the level of knowledge, expertise, and experience others have in regards to the task at hand.

SITUATIONAL LEADERSHIP

Development Level	Group Stage	Factors	Leadership Style	Behaviors
 Enthusiastic Beginner	 Forming	High Commitment Low Competency	 Directing	High Direction Low Support
 Disillusioned Learner	 Storming	Low Commitment Low Competency	 Coaching	High Direction High Support
 Reluctant Contributor	 Norming	Low Commitment High Competency	 Supporting	High Support Low Direction
 Peak Performer	 Performing	High Commitment High Competency	 Delegating	Low Support Low Direction

Adapted from Hersey-Blanchard Situational Leadership Theory

- **Directive Behaviors** involve clearly telling people what to do, how to do it, where to do it, when to do it, and then closely supervising their performance.
- **Supportive Behaviors** involve listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem solving and decision making.

Situational leadership theory asserts that a leader must adapt their levels of direction and support in order to accommodate the level commitment and competency of their followers.

DIRECTING STYLE

**HIGH DIRECTION
LOW SUPPORT**

- Set objectives, goals or standards.
- Define people's roles in carrying out work.
- Plan people's work in advance and organize resources.
- Decide and communicate work priorities.
- Set timelines for completion.
- Determine how work is to be evaluated.
- Show or tell people how to carry out work.
- Check to see if work is carried out properly and on time.

COACHING STYLE

**HIGH DIRECTION
HIGH SUPPORT**

- Identifies the problem(s).
- Sets objectives and standards.
- Develops action plans to solve problems and then consults with people.
- Explains decisions to people and solicits their ideas through two-way communication.
- Makes a final decision after hearing ideas, opinions and feelings.
- Continues to direct people's work.
- Continues to closely lead and evaluate people's work.

SUPPORTING STYLE

**LOW DIRECTION
HIGH SUPPORT**

- Listen to people's problems (work or non-work).
- Praise people for completing work.
- Ask for suggestions for carrying out work.
- Encourage and reassure people that they can do the work.
- Communicate information about the organization.
- Disclose information about themselves (work or non-work).
- Facilitate people to problem solve their work.
- Communicate and demonstrate appreciation of good work.
- Shares the responsibility for decision making and problem solving with people.
- Jointly evaluates people's work with them.

DELEGATING STYLE

**LOW DIRECTION
LOW SUPPORT**

- Jointly defines the problems with people.
- Objectives and standards are set collaboratively.
- Allows people to develop action plans and control decision-making about the how, when, and who of problems and work.
- Accepts people's decisions and only periodically monitors their performance.
- Allows people to evaluate their own work.
- Gives people responsibility.