

## SITUATIONAL LEADERSHIP II

Ken Blanchard

The acceptance of Situational Leadership as a practical, easy-to-understand approach to managing and motivating people has been widespread over the last decade and a half. Paul Hersey and I first described Situational Leadership as the "Life Cycle Theory of Leadership"<sup>1</sup> in 1969. Up until now, the most extensive presentation of the concept has been our Hersey/Blanchard text, *Management of Organizational Behavior: Utilizing Human Resources*,<sup>2</sup> now in its 4th edition.

For those of you who know Situational Leadership, you'll see as you read this article that I've made a number of changes in the original model—changes which reflect conversations with my colleagues at Blanchard Training and Development, Inc.—particularly my wife, colleague and friend, Margie, Don Carew, Eunice Parisi-Carew, Fred Finch, Laurie Hawkins, Drea Zigarmi and Pat Zigarmi<sup>3</sup>—my own experience, and the ideas managers all over the world have shared with me. This article and the book *Leadership and the One Minute Manager*,<sup>4</sup> co-authored with Pat and Drea Zigarmi, mark for all of us at Blanchard Training and Development, Inc., a new generation of Situational Leadership thinking which is why we now call the model Situational Leadership II.

### LEADERSHIP AND LEADERSHIP STYLE

Any time you try to influence the behavior of another person, you are engaging in an act of leadership. Therefore, *leadership* is an *influence process*. If you are interested in developing your staff and building motivational climates which result in high levels of productivity, as well as human satisfaction in the short and long run, then you need to think about your leadership style. *Leadership style* is the pattern of behaviors you use when you are trying to influence the behavior of others as perceived by them. While *your perceptions* of your own behavior and its impact on others is interesting and important, it tells you only how you "intend" to act. Unless it matches the *perceptions of those you are trying to influence*, it is not very helpful. For example, if you think you are "an empathetic, people-oriented manager," but your people think you are "a hard-nosed, task-oriented person," whose perception of reality will they act on—yours or their own? Obviously, their own.

For years, when people talked about leadership style, they identified two extremes—an autocratic (directive) leadership style and a democratic (supportive) leadership style. Autocratic leaders used position power and their authority to get results while democratic leaders used personal power and involved others in participative problem-solving and decision-making processes. Tannenbaum and Schmidt, in their classic *Harvard Business Review* article "How to Choose a Leadership Pattern,"<sup>5</sup> argued that these two leadership styles—autocratic and democratic—were either/or styles of leadership. They described a continuum with very authoritarian leader behavior at one end and very democratic leader behavior at the other end.

### SITUATIONAL LEADERSHIP II

Further research,<sup>6</sup> however, showed that leadership styles tend to vary considerably from situation to situation, and that it is not helpful to think of leadership style as an either/or continuum. While the behavior of some leaders is characterized mainly by directing their followers' activities in terms of task accomplishment (directive behavior), other leaders concentrate on providing socio-emotional support and on building personal relationships between themselves and their followers (supportive behavior). In other situations, various combinations of directive and supportive behavior are evident. Thus, it was determined that directive and supportive leader behaviors are not either/or leadership styles. Instead, these patterns of leader behavior can be plotted on two separate and distinct axes as shown in Figure 1



by Kenneth H. Blanchard

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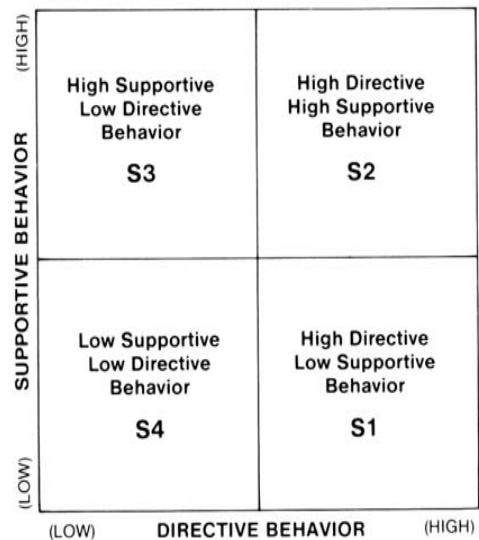


Figure 1. The Four Basic Leadership Styles

Each of the four leadership styles depicted in Figure 1 represent different combinations of directive and supportive leadership behavior.<sup>7</sup> These combinations differ on three dimensions: 1) the amount of direction the leader provides, 2) the amount of support and encouragement the leader provides, and 3) the amount of follower involvement in decision-making.

#### Directive and Supportive Leader Behaviors

**DIRECTIVE BEHAVIOR** is defined as:

The extent to which a leader engages in one-way communication; spells out the follower(s) role and tells the follower(s) what to do, where to do it, when to do it and how to do it; and then closely supervises performance. Three words can be used to define **DIRECTIVE BEHAVIOR**: structure, control, and supervise.

**SUPPORTIVE BEHAVIOR** is defined as:

The extent to which a leader engages in two-way communication, listens, provides support and encouragement, facilitates interaction, and involves the follower(s) in decision-making. Three words can be used to define **SUPPORTIVE BEHAVIOR**: praise, listen, and facilitate.

In Style 1 (see Figure 1), a leader is high on direction, low on support. He or she defines roles and goals, provides specific instruction to the follower(s), and closely supervises task accomplishment. When using Style 2, the leader is high on both direction and support. He or she explains decisions and solicits suggestions from the follower(s), but continues to direct task accomplishment. Style 3 leader behavior is characterized by high supportive and low directive behavior. The leader and follower(s) make decisions together and then the leader supports the followers' efforts toward task accomplishment. In Style 4, a leader provides low support and direction. He or she turns over decisions and responsibility for implementation to the follower(s).

#### Leadership Behavior as Problem-Solving/Decision-Making Styles

As defined earlier, leadership style is the pattern of behaviors you use when you are trying to influence the behaviors of others *as perceived by them*. Since the basic behaviors that subordinates respond to in assessing your leadership style are the types of problem-solving and decision-making processes that you use with them, each of the four leadership styles can be identified with a different approach to problem-solving and decision-making as illustrated in Figure 2.

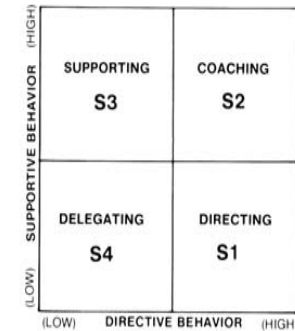


Figure 2. The Four Basic Leadership Styles as Types of Problem-solving and Decision-making Processes<sup>8</sup>

High directive/low supportive leader behavior (S1) is referred to as "*Directing*." The leader defines the roles of followers and tells them what, how, when, and where to do various tasks. Problem-solving and decision-making are initiated solely by the manager. Solutions and decisions are announced; communication is largely one-way, and implementation is closely supervised by the leader.

High directive/high supportive behavior (S2) is referred to as "*Coaching*." In this style the leader still provides a great deal of direction and leads with his/her ideas, but he or she also attempts to hear the followers' feelings about decisions as well as their ideas and suggestions. While two-way communication and support are increased, control over decision-making remains with the leader.

High supportive/low directive leader behavior (S3) is called "*Supporting*." In Style 3 the locus of control for day-to-day decision-making and problem-solving shifts from leader to follower. The leader's role is to provide recognition and to actively listen and facilitate problem-solving/decision-making on the part of the follower. This is appropriate since the follower(s) has the ability and knowledge to do the task whenever the use of S3 is warranted.

Low supportive/low directive leader behavior (S4) is labeled "*Delegating*." In Style 4 the leader discusses the problems with subordinate(s) until joint agreement is achieved on problem definition and then the decision-making process is delegated totally to the follower. Now it is the subordinate who has significant control for deciding *how* tasks are to be accomplished. Follower(s) are allowed to "run their own show" because they have both competence and confidence to take responsibility for directing their own behavior.

## No “One Best” Leadership Style

Once it was generally agreed that there were four basic leadership styles characterized by varying degrees of directive and supportive behavior, some writers<sup>9</sup> argued that there was “one best” style—one which maximized productivity, and satisfaction, growth and development in all situations. However, further research in the last several decades has clearly supported the contention that there is no best leadership style: *successful leaders are able to adapt their style to fit the requirements of the situation.*<sup>10</sup>

While the need for a situational approach to leadership might make sense, it is not very helpful to practicing managers, who have to make leadership decisions every day. If “it all depends on the situation,” they want to know *when* to use *which* style.

A number of situational variables influence which leadership style will be appropriate in which situation. These variables include timelines, job and task demands, organizational climate, and superiors', associates/peers', and subordinates' skills and expectations. While all these factors and undoubtedly others impact the effectiveness of a particular style, if practicing managers had to examine all the situational variables suggested by theorists before deciding which style to use, they would be immobilized. That is why Hersey and Blanchard based their Situational Leadership approach around the key factor that they found to have the greatest impact on your choice of leadership style—the follower(s). In particular, it was found that the amount of direction or support that a leader should provide depends on the *development level*<sup>11</sup> that the follower(s) exhibits on a specific task, function, or objective that the leader is attempting to accomplish through the individual or group.

## Development Level

In Situational Leadership II, development level is defined as the Competence and Commitment<sup>12</sup> of your follower(s)—to perform a particular task without supervision. We use the word Competence rather than ability because people often use ability to mean potential. They talk about natural ability to describe the skills a person is born with. Competence, on the other hand, can be developed with appropriate direction and support. It is a function of knowledge or skills which can be gained from education, training, and/or experience. It is not something you have or don't have.

Commitment is a combination of confidence and motivation. Confidence is a measure of a person's self-assuredness—a feeling of being able to do a task well without much supervision, whereas motivation is a person's interest and enthusiasm in doing a task.

Situational Leadership II identifies four development levels: Low (D1), Low to Moderate (D2), Moderate to High (D3), High (D4). Each of these development levels represents a different combination of competence and commitment as illustrated below:

<p>High Competence • High Commitment</p>	<p>High Competence • Variable Commitment</p>	<p>Some Competence • Low Commitment</p>	<p>Low Competence • High Commitment</p>
D4	D3	D2	D1

Developed ← ..... Developing

According to Situational Leadership, as the development level of individuals increases from D1 to D4, their competence and commitment fluctuates. When first beginning a new task where they have had little, if any, prior knowledge or experience, most individuals are enthusiastic and ready to learn (D1). Then when they begin to get into the task, individuals often find it is either more difficult to learn to perform the task than they thought it was going to be or less interesting than they had anticipated. This disillusionment decreases their commitment (D2).<sup>13</sup> If they overcome this state of development and learn to perform the task with help from their boss, most individuals then go through a self-doubt stage where they question whether they can perform the task well *on their own*. Their boss says they're competent but they're not so sure. These alternating feelings of competence and self-doubt cause the variable commitment associated with D3—commitment which fluctuates from excitement to insecurity. With proper support, individuals can eventually become peak performers who demonstrate a high level of competence, motivation and confidence. In other words, given the appropriate amounts of direction and support, individuals move from one level of development to another, from being *an enthusiastic beginner* to a *disillusioned learner* to a *reluctant contributor* to a *peak performer*.

It is important when thinking about someone's development level to remember that people are not “fully-developed” or “under-developed.” In other words, *development level is not a global concept, it is a task specific concept*. That is to say that people tend to be at different levels of development depending on the specific task, function, or objective that they are assigned.

For example, let's say that an engineer might be highly developed (competent and committed) to handle the technical aspects of a job, but has not demonstrated the same degree of development when it comes to working with his/her budget. As a result, it may be quite appropriate for the engineer's manager to provide little direction or support (S4 - *Delegating*) on a technical problem, but a great deal of direction or close supervision (S1 - *Directing* or S2 - *Coaching*) over the engineer's budget making. Thus, Situational Leadership focuses on the appropriateness or effectiveness of leadership styles according to the task-relevant development level of the follower(s). This relationship is illustrated in Figure 3.

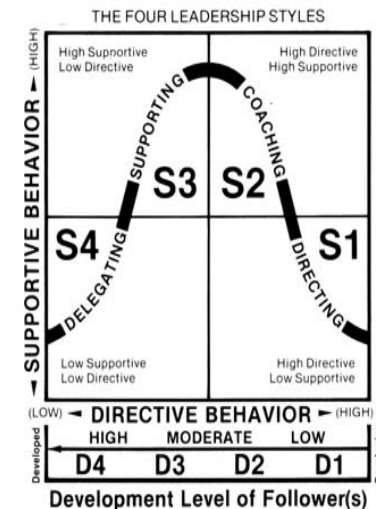


Figure 3. Situational Leadership

## Matching Leadership Style to Development Level

To determine the appropriate leadership style to use with each of the four development levels, draw a vertical line up from a diagnosed development level to the leadership style curve running through the four quadrant model. The appropriate leadership style is the quadrant where the vertical line intersects the curved line. As a result, development level D1 would get a *Directing* S1 leadership style. Development level 2 would get a *high directive and supportive Coaching* S2 leadership style, and so on.

In determining what style to use with what development level, just remember that *leaders need to provide their people with what they can't do for themselves at the present moment*. Since a D1 has commitment but lacks competence, the leaders need to provide direction (S1 - Directing); since a D2 lacks both competence and commitment, leaders need to provide both direction and support (S2 - Coaching); since a D3 has competence but variable commitment, leaders have to provide support (S3 - Supporting); and since D4 has both competence and commitment, leaders do not need to provide either direction or support (S4 - Delegating).

*Directing is for low development level.* People who are high on commitment but low on competence (D1) are enthusiastic beginners. They are excited to get started and learn. Thus, a *Directing* style (S1) that provides clear, specific direction and close supervision has the highest probability of being effective. Since commitment is high, support is not needed from the leader. Again, this style is called *Directing* because it's characterized by the leader defining roles and telling people what, how, when, and where to do various tasks.

*Coaching is for low to moderate development level.* People who have some competence but lack commitment (D2) to take responsibility need both direction and support. Thus a *Coaching* style (S2) that provides directive behavior (because of their lack of competence) but also supportive behavior to build confidence and enthusiasm is most appropriate with individuals at this development level. This style is called *Coaching* because most people know that coaches both direct and support their people. This style which encourages two-way communication helps build confidence and motivation on the part of the follower, while keeping responsibility for and control over decision-making with the leader.

*"Supporting" is for moderate to high development level.* People of this development level are competent but have variable commitment toward the assigned task. Their variable motivation is often a function of a lack of confidence or insecurity. However, if they are confident but uncommitted, their reluctance to perform is more of a motivational problem than a confidence problem. In either case, the leader needs to open up communication through two-way communication and active listening and to support followers' effort to use the skills they already have. Thus, a *Supporting* style (S3) has the highest probability of being effective with individuals at this development level. This style is called *Supporting* because the leader and follower share in decision-making, with the key roles of the leader being listening and facilitating.

*"Delegating" is for persons at high development level on a particular task.* People at this development level are both competent and motivated (D4) to take responsibility. Thus, a low profile *Delegating* style (S4) that provides little direction and support has the highest probability of being effective with individuals at this development level. Even though the leader may still identify the problem, the responsibility for carrying out plans is given to these experienced followers. They are permitted to run the "show" and decide on how, when, and where the task is to be accomplished. Since they are psychologically mature, they do not need above average amounts of two-way communication or supportive behavior.

## INCREASING PERFORMANCE POTENTIAL

Situational Leadership, as described to this point, is helpful for a practicing manager trying to determine what leadership style to use with follower(s) in a particular situation, on a particular task. Yet, suppose you are using a directive style (S1) with an inexperienced person with good results—the job is getting done, but Style 1 is too time-consuming a style to use all the time. Therefore, your goal should be to help your followers increase their competence and commitment to independently accomplish the tasks assigned to them, so that gradually you can begin to use less time-consuming styles (S3 and S4) and still get high quality results.

As managers, we have two choices with the people who work for us. First, we can hire a winner—that is a person who has the competence and confidence to perform at a desired level with little supervision (D4). Winners are easy to supervise; all they need to know is what the goals, objectives, and timelines are, and then they can be left on their own to do the job.

Since winners are hard to find and cost money, most managers are left with the second alternative—hire "potential winners" and then train them to be winners. In fact, unless managers realize and accept the training function in their jobs, they will be continually frustrated and confused about why their subordinates are not performing well. This frustration often forces managers into the most widely used leadership style which we refer to as "leave alone—zap". They hire someone to assume certain responsibilities; tell that person what to do (S1); and then "leave them alone" (an ineffective S4) and assume good performance will follow. Unless the person delegated to is a peak performer (D4), that assumption would prove false. When unacceptable performance occurs, or the person does something wrong or does not live up to the manager's expectations, the frustrated manager moves quickly to a punitive S1 style and demands to know why things are not getting done, the "zap." This change in leadership styles can leave managers frustrated and followers confused and often angry.

To avoid the ill effects of the "leave alone—zap" leadership style and to insure productive and satisfied employees, managers need to learn how to increase the performance capacities of their subordinates. There are five steps to training high performers.

1. *Tell* the person(s) what you want them to do. You can't manage, unless your followers understand what they are being asked to do—what their responsibilities or areas of accountability are.
2. *Show* the person(s) what you want them to do. Once people know what their responsibilities are, they need to know what good performance looks like. What are their performance standards? *Show* and *tell* are both directive behaviors. Thus, training a potential winner (D1 - D2) usually starts with an S1 *Directing* leadership style. Since the person(s) do not know how to perform the desired task without direction and supervision, decision-making and problem-solving are controlled by the leader.
3. *Let them try*. Once people know what to do and the expected level of performance, now the manager must take a risk and let them try to perform on their own. When you do that, you are essentially cutting back on directive behavior as you are turning over responsibility for doing the task to the follower. The risk here is that the follower might fail so you don't want to turn over too much responsibility too soon. Make the risk reasonable. Let the person cut his or her teeth on something.
4. *Observe performance*. When you let a follower(s) try to do something, do not go to an "abdicating" Style 4 and leave them alone. That sets up the "leave alone—zap" leadership style. Since we know that that style is not helpful in terms of productivity or satisfaction, you should try to avoid it. Therefore, after you let the person(s) try to do what you want them to do, stick around and observe performance. A basic component of a *Directing* S1 style is close supervision—which means frequently monitoring performance.
5. *Manage the consequences*. The main reason to closely supervise or monitor performance is to manage the consequences. A consequence is anything that follows behavior. There are three basic consequences:



- A *positive* consequence or reinforcer—anything that follows performance that tends to increase the probability of that behavior occurring again, i.e., a praising or promotion.
- A *negative* consequence or punisher—anything that follows performance that tends to decrease the probability of that behavior occurring again, i.e., a reprimand or demotion.
- A *neutral* consequence or no response. Unless a person is doing something that is intrinsically valuable (they would do it regardless of feedback from others), no response to good performance will gradually decrease the frequency of that behavior occurring again.

As you can see, the only consequence that tends to increase the probability of a behavior occurring again is a positive consequence. Thus we feel that the *key to developing people is to catch them doing something right*.<sup>14</sup> Most managers seem to be best at catching their people doing something wrong. You also need to remember that in the beginning with people you are training to be winners, you should try to catch them doing something *approximately right, not exactly right*. Exactly right is made up of a whole series of approximately right behaviors as the little steps indicate in Figure 4.

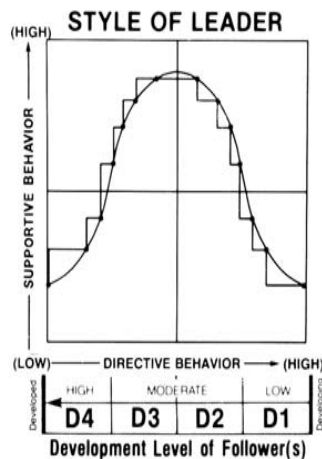


Figure 4. Increasing Performance Potential.

As Figure 4 suggests, when you let a person try to do something after “show and tell”, you are cutting back on directive behavior. And then, when you observe that person doing something right (or in the beginning, approximately right), you should recognize the accomplishment by praising progress and increasing your supportive behavior. The little steps moving up the bell-shaped curve suggest that this gradual reduction in directive behavior and increase in supportive behavior should continue until the individual or group reaches a moderate level of development (D2). If this step-like process is done well, a leader can help an individual pass through the *disillusioned learner* stage without much difficulty. As the person begins to move to higher levels of development (D3 and D4), it becomes appropriate for you to decrease not only directive behavior, but supportive behavior as well. Now the person is not only developed in terms of his/her competence to do the task, but is also able to provide his or her own reinforcement. This does not mean that the individual's work will have less direction, but the direction will now be internally imposed by the person rather than externally imposed by the manager. At this stage, individuals are positively reinforced for their own accomplishments when they are given increased responsibility and left more and more on their own. It is not that there is less mutual trust and respect (in fact, there is more), but it takes less and less effort on the manager's part to prove it with a fully developed person.<sup>15</sup>

More than praises and other supportive behaviors, involvement in problem-solving and decision-making communicates to these people that you see them as confident, capable, responsible, trustworthy and reliable individuals. These are messages that people like to hear; this type of positive feedback builds confidence and motivation.

On the other hand, if you continue to direct and closely supervise people for long periods of time, you are sending your subordinates a different message. Probably you don't see them as confident, capable, responsible, trustworthy or reliable. These underlying messages, in turn, affect performance. Thus, the developmental aspect of Situational Leadership and the need to gradually shift from external direction, control, and support to internal control is crucial for developing and increasing the performance capability of people.

In developing high performers, the factor that triggers a change in leadership style is *performance*. Improvements in performance motivate forward shifts in leadership style along the bell-shaped curve from *Directing* to *Delegating* (S1 to S2, S2 to S3, and S3 to S4). In thinking about the importance of performance you must remember one thing: high levels of performance can be obtained when any of the four leadership styles are used appropriately. That is to say, an inexperienced person can perform at as high a level as an experienced person if directed and closely supervised by a manager. The question is: at what cost? The cost is time and energy for the manager—both important management resources. Therefore, we feel that the highest performance level is achieved when followers can perform at a desired level with little or no supervision.

### STOPPING REGRESSION

Just as improvements in performance motivate forward shifts in style along the curve, decreases in performance require a shift backward in leadership style along the bell-shaped curve from *Delegating* to *Directing* (S4 to S3, S3 to S2, and S2 to S1). In other words, whenever a follower begins to perform at a lower level, for whatever reason (i.e., crisis at home, change in work, new technology, etc.), it becomes appropriate and necessary for a manager to adjust his/her behavior to respond to the present development level of the person. For example, take a subordinate who is presently working well on his/her own. Suppose that suddenly a family crisis begins to affect this person's performance on the job. In this situation, it might be very appropriate for the manager to moderately increase both support and even direction until the subordinate regains his/her composure.

Take another example of a person in an individual contributor position who is highly motivated and competent (D4) and therefore can be left on his/her own. Suppose this person is promoted to a supervisory position. While it may have been appropriate to leave the person alone (S4) as an individual contributor, now that he/she is a supervisor, a task for which he/she has little experience, it is certainly appropriate for the manager to change styles by initially providing more socio-emotional support and then increasing the amount of direction and supervision provided (Style 4 to Style 3 to Style 2). This high-directive, high-supportive style should continue until the person is able to grasp all of his/her new responsibilities. At that time, movement from Style 2 to Style 3 and eventually to Style 4 would be appropriate if performance continues to improve. Using the same leadership style that was successful with this person as an individual contributor may prove devastating because it is inappropriate for the need of the situation.

### SUMMARY

In summary, effective managers know their staff members well enough to flexibly manage everchanging demands upon their organizations. As responsibilities and tasks are assigned to individuals or groups, developmental level must be assessed. The manager should then vary his/her leadership style in response to the individual's need for external direction and/or support. It should be remembered that over time subordinates and subordinate groups develop their own patterns of behavior and ways of

operating, i.e., norms, customs, traditions and mores. While a manager may use a specific style for the work group as a group, that manager may quite often have to behave differently with individual subordinates because they are at different levels of development. Whether working with a group or an individual, changes in management style forward from S1 to S2, S3, and S4, and backward from S4 to S3, S2 and S1, must be gradual. It is this shifting forward and backward in style that makes Situational Leadership a truly developmental model for both managers and subordinates.

#### FOOTNOTES

<sup>1</sup>Paul Hersey and Kenneth H. Blanchard, "Life Cycle Theory of Leadership," *Training and Development Journal*, May 1969.

<sup>2</sup>Hersey and Blanchard, *Management of Organizational Behavior: Utilizing Human Resources*, 4th edition (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1982).

<sup>3</sup>Additional Blanchard Training and Development (BTD) associates and colleagues who have been involved with me from time to time in helpful theoretical discussions are: Irene Carew, Sylvia Carter, Calla Crafts, John Ferrie, Ken Haff, Ralph Jenkins, Bob Lorber, and Kelsey Tyson.

<sup>4</sup>Ken Blanchard, Patricia Zigarmi and Drea Zigarmi, *Leadership and the One Minute Manager* (New York: William Morrow and Company, 1985).

<sup>5</sup>Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," *Harvard Business Review*, March-April 1957.

<sup>6</sup>Roger M. Stogdill and Alvin E. Coons, eds. *Leader Behavior: Its Description and Measurement*, Research Monograph No. 88 (Columbus, Ohio: Bureau of Business Research, The Ohio State University, 1957).

<sup>7</sup>In *Management of Organizational Behavior* Paul Hersey and I used the terms "task behavior" and "relationship behavior" to describe the two basic leadership style dimensions. We at BTD now use the terms "directive behavior" and "supportive behavior" because we have found them more descriptive and easier for practitioners to identify with.

<sup>8</sup>The four leadership styles in *Management of Organizational Behavior* were called: "Telling" (S1), "Selling" (S2), "Participating" (S3), and "Delegating" (S4). The changes to "Directing" (S1), "Coaching" (S2), and "Supporting" (S3) were made at the urging of Ted Thelander and other practitioners who felt that the new names better described the styles and eliminated the need to learn a second set of labels for the styles once they had learned what was meant by directive and supportive behavior.

<sup>9</sup>Examples often cited of the "one best" approach are Robert R. Blake and Jane S. Mouton, *The Managerial Grid* (Houston, Texas: Gulf Publishing, 1964) and Douglas McGregor, *The Human Side of Enterprise* (New York: McGraw-Hill Book Company, 1960).

<sup>10</sup>Examples of the "no one best" approach are Fred E. Fielder, *A Theory of Leadership Effectiveness* (New York: McGraw-Hill Book Company, 1967); A. K. Korman, "Consideration," "Initiating Structure," and Organizational Criteria—A Review," *Personnel Psychology: A Journal of Applied Research*, XIX, No. 4 (Winter 1966), and William J. Reddin, *Managerial Effectiveness* (New York: McGraw-Hill Book Company, 1970).

<sup>11</sup>"Development Level" is now being used instead of "Maturity Level" for two reasons. First, the word "maturity" has negative connotations for most people. And, secondly, it was felt that the real contribution that Situational Leadership makes is that it is a dynamic developmental model that helps managers to understand not only how to manage people effectively today but how to "grow them up" so they can eventually manage themselves. Paul Hersey is not using the term "readiness level" in his work with Situational Leadership.

<sup>12</sup>These two factors determining development level were changed from "ability" and "willingness" used in *Management of Organizational Behavior*. Ability was changed to "competence" to avoid confusion with unlearned "natural ability," and willingness was changed to "commitment" to suggest a broader concept than motivation.

<sup>13</sup>The commitment aspect of D1 and D2 has been changed significantly from the original M1 and M2 in *Management of Organizational Behavior*. M1 was considered "unable and unwilling," while M2 was thought of as "unable but willing." We now consider a D1 to have high commitment and a D2 to have low commitment. This change was urged by Don Carew and Eunice Parisi-Carew based on research on stages of group development done by R. B. Lacoursiere, *The Life Cycle of Groups: Group Developmental Stage Theory* (New York: Human Services Press, 1980). See Don Carew, Eunice Parisi-Carew, and Ken Blanchard "Group Development and Situational Leadership: A Model for Managing Groups" (San Diego, CA: Blanchard Training and Development, Inc., 1984).

<sup>14</sup>"Catching People Doing Things Right" is a major theme of Spencer Johnson's and my best selling book, *The One Minute Manager* (New York: William Morrow and Company, 1982).

<sup>15</sup>The gradual developmental process of (1) providing direction, (2) reducing the amount of direction and supervision, and (3) after adequate performance follows, increasing support is known as "positively reinforcing successive approximations." The person most identified with this concept over the years is B. F. Skinner. For his classic work in this area see Skinner, B. F. *Science and Human Behavior* (New York: The MacMillan Company, 1953).