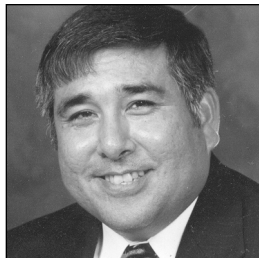


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EXPERIENCING SITUATIONAL LEADERSHIP: FIVE SKITS

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Overview While it is eminently apparent that leadership is a result of interaction of both leader and follower within the context of their environment, most leadership models focus on the leader. The follower is an assumed and very distant secondary consideration. An important exception to this tendency is the Situational Leadership model, developed by Ken Blanchard and Paul Hersey. This model has been adopted as the basis for many powerful leadership development programs, including major corporations and the U.S. Army.

In this activity, you will find a series of skits, designed to experientially demonstrate and explore the Blanchard and Hersey Situational Leadership model.

Suggested Time 30 minutes

- Materials Needed**
- Skit 1: Felipe, the French Chef (Form A)
 - Skit 2: Lynn, The New Employee (Form B)
 - Skit 3: The New Computer (Form C)
 - Skit 4: The Coach (Form D)
 - Skit 5: Breaking Curfew (Form E).

- Procedure**
1. Introduce or review the Situational Leadership Model. Include these key points:
 - Leaders must act differently, depending on the level of followers.
 - There are four kinds of followers: R1, R2, R3, and R4.
 - R1 followers are people who lack many skills and are not highly motivated. They require a leader who uses a *directing* style. In this style, the leader provides clear supervision and acts businesslike.
 - R2 followers are people who lack critical skills but are motivated, and require a leader who uses a *coaching* style. In this style, the leader is somewhat directive, but appeals to the follower's enthusiasm.
 - R3 followers are people who are quite skilled but are somewhat lacking in confidence or self-initiative. They require a leader who uses a *supporting* style. In this style, the leader is less directive and shares some decision making.
 - R4 followers are people who are able, confident, and willing take responsibility. They require a leader who uses a *delegating* style. In this style, the leader is highly empowering and provides little direction or support once goals and expectations are established.
 2. Assign two participants to each of the five skits. The skits are to be read, so little to no preparation is needed. To reduce reluctance, tell the participants the objective is to have fun, to ham it up. *Note:* The names are purposefully unisex so that the sex of the role player should not be a consideration or limitation. The skits are designed to demonstrate the following:
 - Skit 1 (Felipe, the French Chef) shows what happens when a directive leadership is used with an R4 follower.
 - Skit 2 (Lynn, the New Employee) shows what happens when delegating leadership is used with an R1 follower.

- Skit 3 (In The New Computer) shows what happens when a coaching leadership is used with an R3 follower.
 - Skit 4 (The Coach) shows what happens when a supporting leadership is used in a R1 situation. (This skit is purposefully tricky. As an athlete, Tracy is R4, but is R1 for the skill s/he wants help with.)
 - Skit 5 (Breaking Curfew) shows what happens when a directive leadership is used with an R4 child.
3. Conduct the skits. Set up each skit by explaining the situation and introducing the person playing each role.
 4. Debrief each skit. Good stimulation questions for each skit are:
 - “What is the level of the follower?”
 - “What leadership style is called for by that followership level?”
 - “What are some specific ways that this style can be demonstrated in the situation?”
 5. Ask for volunteers to redo the skits, using more effective leadership styles. *Or* challenge each pair to rewrite the script it received so that the style of the leader is more effective.

FORM A

Skit 1: Felipe, the French Chef

Scene: Felipe, a great French chef is stirring a pot.

Manager: Felipe, I see you are cooking your specialty, rabbit stew.

Felipe (with French accent): Yes, I am monsieur. It gives me much pleasure.

Manager: Felipe, shouldn't you be using a saucepan instead of a skillet to make rabbit stew.

Felipe (brandishing a knife): The nerve of you to tell a great chef how to cook. Get out or I weell keell you!

To customize this handout for your audience, download it to your hard drive from the accompanying CD-ROM. The document can then be opened, edited, and printed using Microsoft Word or another popular word processing application.

FORM B:

Skit 2: Lynn, the New Employee

Lynn: I am sure glad to be here on my first day.

Manager: Lynn, we are glad to have you here. Any questions?

Lynn: No, sir (ma'am)!

Manager: Good. I need you to prepare a presentation for the CEO in one hour. A million-dollar deal is riding in this! But you are a Harvard grad, so I know you can do it! [*Walks off.*]

Lynn [*to manager walking off*]: You can count on me!

[*Frets aloud to self*] What do I do? What do I do?

[*Later*]

Manager [*walking back in five minutes before the presentation.*] You are *on* in five minutes! How's the presentation going?

Lynn: The only thing that's going is me! I'm out of here!

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FORM C:

Skit 3: The New Computer

Salesperson: This is our best computer.

Customer: I have a computer now, but this one interests me. It has some new features I am curious about.

Salesperson: Let me show you. Now this is called a keyboard. This is called a mouse. The mouse...

Customer: Quit wasting my time!

Salesperson: *But*, I pride myself on being thorough!

Customer: No you don't need to be thorough, just *through!*

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FORM D:

Skit 4: The Coach

Tracy: Coach, I am your star player. I score the most points every game. But I'm at a loss about how to shoot with my opposite hand.

Coach: Tracy, don't worry because I believe in you. I really do. You can do anything if you put your mind to it. Think positively.

Tracy: But, coach, how do I make a left-handed layup when I need to?

Coach: Wayne Gretsky says you miss 100% of the shots you don't take. You can do it.

Tracy: Coach, see ya' ... hate to be ya.'

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FORM E:

Skit 5: Breaking Curfew

Parent: When did I tell you to come home?

Child: By 10:30.

Parent: Its 11:00. This is not acceptable! I cannot trust you!

Child: Hey, my car broke down!

Parent: When a car breaks down, you call home.

Child: I am old enough to handle it myself, so I did.

Parent: You *are* to call home when that happens.

Child: I really need to run away from home instead.

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