

Situational Leadership
Applying it within Extension
Notes from Training on July 19, 2007

Scenario: Associate / Educator / Coordinator – Staff

1. Training on Leadership Process

- ❖ Goals may be different; Person who he/she reports to may not want to support training.
- ❖ Challenges:
 - who is supervisor – identify chain of command
 - associate will not train – not all will have been through training

2. Set Goals

- ❖ Goals may be different. May have someone who starts out with a low level of commitment. Millennials would probably like direction and goal setting.
- ❖ Challenges:
 - Goals set by director – input to County Director by Educator

3. Assess Development Level

- ❖ Adapt approach based on where people are. Find out what motivates them and they will respond.
- ❖ Challenges
 - Meeting with County Director – Director solicit input; county director coach rest of staff to best support support-staff

4. Select Leadership Style

- ❖ Challenge – according to situation, task, and person.
- ❖ If not direct report, you have to bring in the direct report as part of the process. Supervision has to be in the loop.

5. Deliver

Other comments:

Scenario: Associate / Educator / Coordinator – Volunteer

1. Training on Leadership Process

- ❖ Working with volunteer; discuss situational leadership – insure they have knowledge of the process, supervision, etc.
- ❖ Challenges – assume there is a problem with volunteer
 - Age and experience
 - Volunteer has an agenda
- ❖ Validate training level of volunteer. Have they gone through training process – do they need more connections.

2. Set Goals

- ❖ First year – area of responsibility
- ❖ Identify the project goals
- ❖ Which ones fit for you or general goals
- ❖ Communicate to them we have veto power
- ❖ Know specific bench marks
- ❖ Need written agreement between staff and volunteer
- ❖ Written, measurable, well define with a time line
- ❖ Academic access development of volunteers
- ❖ Make sure volunteer has participated in training
- ❖ Clear communication
- ❖ consequences

3. Assess Development Level

- ❖ Utilize the agreed goals as bench marks throughout the year
- ❖ How should the educator be involved
- ❖ How can things be delegated and accepting responsibility
- ❖ What is capacity and commitment of volunteer
- ❖ Coach volunteer to select appropriate leadership style – make sure they are successful
- ❖ Or direct academic to terminate

4. Select Leadership Style

- ❖ Styles depend on leader competence
- ❖ Leadership depends on level of competence – label to specific leader

5. Deliver

Other comments:

Scenario: Extension Team – New Member

1. Training on Leadership Process

- ❖ Challenges
 - Assessing new members competence – informal questions, dialog
 - Where do they fit – effective orientation process
 - Define “team” for them, expectations, team goals
 - Assess commitment
- ❖ If new to CE would most likely need intro / training to this process. Getting them on the same page.
- ❖ But if a CE person joins, need to check their level of understanding of the process and how it applies to this particular team

2. Set Goals

- ❖ Challenges
 - Personal goals of new team member compatible with team – open dialog, communicate team goals, discussion of team, new person and new ideas – positive addition to team
- ❖ Challenge in setting goals – reaching understanding and agreement on those goals already in place
- ❖ Explore the addition of new member and their reason for choosing this team

3. Assess Development Level

- ❖ Challenges
 - Fair assessment – may come after several group meetings – allow time; open the dialog
 - Review where the team currently is and then assess where the new person fits and their use

4. Select Leadership Style

- ❖ Challenges
 - Open, honest look at all factors
 - Taking adequate time to complete
- ❖ Coaching; move to supporting
- ❖ In this team the expertise is there, but need some direction about team dynamics but strong support for their involvement

5. Deliver

- ❖ Challenges
 - Who? Entire team; team leader?
- ❖ Good performance – challenge is how to evaluate the committee’s success and the individuals contribution to this success

Other comments:

Scenario: Community Committee

1. Training on Leadership Process

- ❖ Respect others opinions; bring in an outside facilitator
- ❖ Challenges:
 - Who is the one to take the lead; do we have the right people; time would be short; people lost interest; committee members change frequently
- ❖ Solutions: bring in outside facilitator
 - Keep people informed when they can't attend via email, minutes

2. Set Goals

- ❖ Negotiate and outline tasks to accomplish
- ❖ Challenges:
 - Lack of time
 - Keeping people engaged on this process
- ❖ Solution: keep this process moving to keep “action” close at hand

3. Assess Development Level

- ❖ Coaching and/or supportive of decisions
- ❖ Being a good shepherd
- ❖ Challenges:
 - Keeping buy-in
 - Not getting bogged down in process
- ❖ Solutions – keep process moving
 - Ask and address – what's in it for me

4. Select Leadership Style

- ❖ Coaching and supportive
- ❖ Challenges:
 - Doing this in committee
- ❖ Solution
 - Have to have combination of delegating and coaching (task forces / sub-committees)

5. Deliver

- ❖ Not sure
- ❖ Challenges
 - Never ending committees
- ❖ Solution: assess goals with some frequency predetermined
 - Celebrate completion and closure

Other comments: Hard to apply this to a committee within communities; may not be the “best” model for leadership community committees.