



LEAD IN ANY SITUATION

LEVEL 5 PROJECT



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INTRODUCTION



There is no single solution for overcoming every leadership challenge. Your unique leadership style may work in most situations, but there is value in understanding how to adjust the way you lead to accommodate new circumstances. Choosing to be flexible and adaptable can help you minimize issues when they arise. By adapting your leadership behaviors to a given situation, you can stay focused and productive.

In this project, you will explore the reasons why leadership is situational, identify situational leadership styles, and recognize the need to adapt your personal leadership style to a situation. You will learn to assess an individual's competence and commitment levels to guide your leadership style, and recognize when a specific leadership style is most effective.

YOUR ASSIGNMENT

Purpose: The purpose of this project is to apply the skills needed to successfully lead in a volunteer or other organization.

Overview: For at least six months, take on a leadership role in Toastmasters (at any level), within another volunteer organization, or in your career. While serving in your role, ask your peers to complete a 360° evaluation. Present an 8- to 10-minute speech about your experience as a leader. Your speech may be humorous, informational, or any type that appeals to you. The speech is not a report on the content of this project, but a reflection of your experience and/or the impact of the 360° evaluation.

For all assignment details and requirements, review the Project Checklist on page 13.



Throughout this project you will see icons in the margins next to the text. These icons indicate additional resources available online.



Video: Sign in to Base Camp to watch a video that supports this project.



Interactive Activity: Sign in to Base Camp to complete an interactive activity.



Resource: Sign in to Base Camp to view this resource online.

ASSESS YOUR SKILLS

Evaluate your current skill level by rating each statement.



Select the appropriate number based on your skills today:

5
EXEMPLARY

4
EXCEL

3
ACCOMPLISHED

2
EMERGING

1
DEVELOPING

Pre-Project					Statement	Post-Project				
5	4	3	2	1	I understand how leadership styles can be adapted to different situations.	5	4	3	2	1
5	4	3	2	1	I can select or adjust my leadership style to fit any situation or relationship.	5	4	3	2	1
5	4	3	2	1	I can assess an individual's competence and commitment levels to guide my leadership style.	5	4	3	2	1
5	4	3	2	1	I can recognize and explain when a specific leadership style is most effective and why.	5	4	3	2	1
5	4	3	2	1	I recognize how this project applies to my life outside of Toastmasters.	5	4	3	2	1

COMPETENCIES

The following is a list of competencies that you will learn and practice in this project.

- Understand why leadership is situational.
- Identify situational leadership styles.
- Recognize the need to adapt your leadership style based on the situation and the people being led.
- Assess an individual's competence and commitment levels to guide your leadership style.
- Recognize and communicate when a specific leadership style is best.

LEADERSHIP STYLES

Every leader is different with a unique set of experiences and values. You completed the Discover Your Leadership Style questionnaire in the "Understanding Your Leadership Style" project. Review your results for a better understanding of how you can adjust your natural style of leadership to fit different situations.

There are eight leadership styles.

Bureaucratic

- Leader follows rules rigorously.
- Leader is definitive when making decisions.

Authoritative

- Leader motivates by inspiring enthusiasm.
- Leader gives clear direction and sets standards.

Innovative

- Leader shares a vision of the future and promotes innovation.
- Leader motivates by promoting respect for team members' creativity.

Pacesetter

- Leader sets high standards of performance; leads by example.
- Leader focuses on speed and productivity.

Democratic

- Leader relies on consensus decision-making.
- Leader collaborates and communicates with team members.

Affiliative

- Leader is collaborative and focuses on emotional needs.
- Leader emphasizes teamwork and harmony.

Coaching

- Leader concentrates on preparing individuals for the future by building skills.
- Leader motivates by challenging the individual.

Altruistic

- Leader meets the needs of the team.
- Leader motivates by using an empowering, ethical approach.

SITUATIONAL LEADERSHIP

Just as every leader is unique, every situation needs to be evaluated individually. An effective leader develops insight and wisdom to adapt to new situations. There are times when a leader's default style of leadership is highly effective and others when it is not a good fit for the circumstances.

The benefit of basing leadership strategies on the situation is that it encourages leaders to adapt their style to team members' needs. When team members' needs are met, goals are accomplished.

Understanding the circumstances affecting a project is the first step in applying situational leadership tactics. Begin by identifying the most important tasks or priorities necessary to achieve your team's goals. Address the largest and most complex tasks first. By focusing on the biggest tasks at the beginning, you can allocate your resources and team members most effectively.

ADAPT TO TEAM MEMBERS' NEEDS

Assessing the status and needs of your team is fundamental to leading in a particular situation.

To assess your team's needs:

- Speak with team members about the project.
- Listen to concerns and comments.
- Observe teammates as they complete tasks.

When you listen to and observe team members, pay special attention to their abilities. Take note of their strengths and any task that causes them to slow down or seek help. Also observe their willingness to participate and complete the tasks they were assigned. Identify tasks that each team member is always willing to do and those an individual avoids.



METHODS OF INTERACTION

As you analyze the group's abilities and willingness in the context of your project or situation, you can make adjustments in the way you lead to accommodate individuals, the team, and the circumstances. There are different methods you can use to interact with each individual on your team.

Leadership designed to fit situational needs can be divided into four styles. They are: directing, coaching, supporting, and delegating.

Directing

- This leadership behavior is best when the group's ability and willingness are low.
- Leaders must take a directive role when team members are not willing to try due to lack of confidence or other circumstances.
- The leader defines the roles and tasks for all team members and then supervises closely.

Coaching

- This leadership behavior is best when the group's ability is low and willingness is high.
- Leaders take into account the ideas and suggestions of team members.
- The leader still defines roles and tasks. However, communication is both from the leader to the team and from the team to the leader.

Supporting

- This leadership behavior is best when the group's ability is high and willingness is low.
- Leaders seek to understand why particular team members may not be interested in the goal.
- The leader supports the team through motivation and building confidence, giving high praise, and making those around her feel good about their accomplishments.

Delegating

- This leadership behavior is best when the group's ability and willingness are high.
- Leaders rely on delegation when team members are competent and motivated.
- While delegating keeps the leader involved in decision-making and problem solving, the implementation is left to team members.

For the following questions, select the best answer for each question.



1. **Your team members are excited to get started on a project. When you ask them to make posters, you realize they don't have any experience with marketing or design. The best leadership style for this situation is:**

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Directing | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Supporting | <input type="checkbox"/> Delegating |

2. Your volunteer team has just finished a project that took much longer than expected. During your reflection session, you are surprised to learn that this talented group feels responsible for the delays and discouraged about the upcoming project. The best leadership style for this situation is:

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Directing | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Supporting | <input type="checkbox"/> Delegating |

3. The team members you lead have been assigned to work on your project whether they want to or not. The best leadership style for this situation is:

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Directing | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Supporting | <input type="checkbox"/> Delegating |

4. Your team members have been taking advantage of their free time to prepare for the next phase of a project. You ask them to make a list of potential tasks and improvements based on their experience in the first phase. The best leadership style for this situation is:

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Directing | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Supporting | <input type="checkbox"/> Delegating |

5. You take over a project where the former leader has moved on to a new opportunity. You are excited to work with this very experienced team, but find that simple tasks are being ignored and morale is low. The best leadership style for this situation is:

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Directing | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Supporting | <input type="checkbox"/> Delegating |

Compare your selections with the answers at the bottom of the page.

Answers: 1. Coaching; 2. Supporting; 3. Directing;
4. Delegating; 5. Supporting

360° EVALUATION

It is critical to get feedback when your leadership style is fluid and adaptive to situations. There are many ways to conduct reviews and elicit feedback. One particularly useful method is the 360° evaluation.

A 360° evaluation is completed by a person's immediate circle of colleagues. In a business setting, it would include responses from upper management, supervisors, managers, peers, and those who report to an individual. In a volunteer setting such as Toastmasters, a member might request feedback from the president of his club, members of a team he worked on, and fellow Toastmasters who are affected by the work he has done.

Often the individual completes a self-assessment in addition to or in response to the evaluation from others.

THE PURPOSE OF A 360° EVALUATION

A 360° evaluation provides a balanced view of a person's contributions and performance within a group. The individual learns about her performance from the observations and perceptions of others.

360° EVALUATION GUIDELINES

The following guidelines show some of the general requirements for conducting successful 360° evaluations.

When you are the evaluator:

- Maintain confidentiality to ease the minds of those being evaluated.
- Offer constructive comments about performance, not personality.
- Point to specific examples to illustrate points.
- Use the process as an opportunity to consider your contributions and behaviors.

When you are receiving the evaluation:

- Develop a plan for implementing feedback received.
- Build on existing strengths and seek to develop new skills. Use the process as an opportunity to consider your contributions and behaviors.

CONDUCTING 360° EVALUATIONS

There are a variety of methods for conducting a 360° evaluation. Use the 360° Evaluation on page 18 to help you plan for and conduct the evaluation. You can choose the method you feel is most effective for administering the assessment, such as face-to-face, paper-based, or electronic.

When you apply a 360° evaluation in a setting other than Toastmasters, the culture and needs of the organization dictate the process for conducting the review. To ensure the most effective feedback, provide both positive and constructive responses when tabulating and analyzing results. Some organizations may choose to use an outside party to administer this type of evaluation.

The purpose of the evaluation is to provide thoughtful, focused feedback from a variety of perspectives so that you can understand yourself as a leader and improve your leadership skills. Once the evaluation has been completed, be sure to thank all participants. When you have completed a review of the feedback, assimilate what is valuable and move ahead to your next project.

REVIEW AND APPLY

Before you complete the assignment, take a moment to read through the questions you see here. If you are not able to answer them comfortably, review the project.

- What is the benefit of adjusting your leadership style to a situation?
- How can you adjust your default leadership style to fit a current or upcoming situation?
- Take a few minutes to review the different situational leadership styles. Consider how each is similar to and different from your default style. Which styles will be easy for you to use, and which will present the greatest challenge?
- What methods can you use to assess an individual's competence and commitment levels?

COMPLETE YOUR ASSIGNMENT



Now that you have read through the project, plan and prepare your speech or report.

Review: Return to page 3 to review your assignment.



Organize: Use the Project Checklist on page 13 to review the steps and add your own. This will help you organize and prepare your assignment.

Schedule: Work with the vice president education to schedule your speech.



Prepare: Prepare for your evaluation. Review the evaluation resources on pages 15–17 and share all resources with your evaluator before your speech. You may choose to share your evaluation resources online.

PROJECT CHECKLIST

Lead in Any Situation

Purpose: The purpose of this project is to apply the skills needed to successfully lead in a volunteer or other organization.

Overview: For at least six months, take on a leadership role in Toastmasters (at any level), within another volunteer organization, or in your career. While serving in your role, ask your peers to complete a 360° evaluation. Present an 8- to 10-minute speech about your experience as a leader. Your speech may be humorous, informational, or any type that appeals to you. The speech is not a report on the content of this project, but a reflection of your experience and/or the impact of the 360° evaluation.

This project includes:

- Serving in a leadership for a minimum of six months
- A 360° evaluation
- An 8- to 10-minute speech

Below are tasks you will need to complete for this project. Please remember, your project is unique to you. You may alter the following list to incorporate any other tasks necessary for your project.

Identify the leadership role of your choice.

Review the 360° Evaluation resource.

Fulfill the leadership role of your choice.

Select the group you would like to complete your 360° evaluation. This group must include representatives from a team you led, a person or persons you reported to or who oversaw the work you completed as a leader, and at least one peer.

Distribute the 360° Evaluation resource.

Schedule your speech with the vice president education.

Collect, review, and submit your evaluations to the vice president education.

Write your speech. Include information about your experience as a leader and the impact of your 360° evaluations.

Rehearse your speech.

After you have completed all components of the assignment, including your speech, return to page 4 to rate your skills in the post-project section.

EVALUATION FORM

Lead in Any Situation

Member Name _____ Date _____

Evaluator _____ Speech Length: 8 – 10 minutes

Speech Title _____

Purpose Statements

- The purpose of this project is for the member to apply the skills needed to successfully lead in a volunteer or other organization.
- The purpose of this speech is for the member to share some aspect of his or her experience as a leader and/or the impact of the 360° evaluation.

Notes for the Evaluator

During the completion of this project, the member:

- Spent a significant amount of time (minimum of six months) in a leadership role in an organization
- Received feedback from peers in the form of a 360° evaluation

About this speech:

- The member will deliver a speech to reflect on his or her experience as a leader and/or the impact of the 360° evaluation.
- The speech you are evaluating may be humorous, informational, or any style the member chooses, but it must be appropriate for the content.
- The speech is not a report on the content of the “Lead in Any Situation” project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

EVALUATION FORM – Lead in Any Situation

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING	
Clarity: Spoken language is clear and is easily understood					Comment:
5	4	3	2	1	
Vocal Variety: Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
Eye Contact: Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
Gestures: Uses physical gestures effectively					Comment:
5	4	3	2	1	
Audience Awareness: Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
Comfort Level: Appears comfortable with the audience					Comment:
5	4	3	2	1	
Interest: Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	
Topic: Reflects on some aspect of experience as a leader and/or the impact of receiving a 360° evaluation					Comment:
5	4	3	2	1	

EVALUATION CRITERIA

Lead in Any Situation

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively

- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice
- 1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

Topic

- 5 – Gives an exemplary speech addressing experience as a leader and the impact of receiving a 360° evaluation
- 4 – Speech is a thoughtful reflection focused on some aspect of experience as a leader and the impact of receiving a 360° evaluation
- 3 – Reflects on some aspect of experience as a leader and/or the impact of receiving a 360° evaluation
- 2 – Mentions some aspect of experience as a leader or the impact of receiving a 360° evaluation, but does not fully address
- 1 – Does not speak about some aspect of experience as a leader or the impact of receiving a 360° evaluation

360° EVALUATION

Evaluator Name _____ Date _____

Role _____

Leader Name (person to be evaluated) _____

Timeframe for Evaluation _____

Please consider your experience working with the leader you are evaluating and give a thoughtful response to all the questions presented here. If you have not observed a particular behavior or quality, indicate "Not observed" on your evaluation. Take a moment to include examples wherever possible and if needed, add additional pages.

Using the rating scale provided below for survey-style questions, please circle the number that best reflects your rating of the individual's performance during the time period being evaluated.

Leadership

1	2	3	4	5	N/A
DEVELOPING	EMERGING	ACCOMPLISHED	EXCELS	EXEMPLARY	NOT APPLICABLE

Provides a clear sense of purpose, direction, and responsibilities to team members	1	2	3	4	5	N/A	Comment:
Acts and behaves in a manner consistent with his or her statements	1	2	3	4	5	N/A	Comment:
Manages issues in an effective manner	1	2	3	4	5	N/A	Comment:

Provide an example of how he or she positively contributes through his or her leadership.

How can the individual improve his or her leadership?

Communication

1 DEVELOPING	2 EMERGING	3 ACCOMPLISHED	4 EXCELS	5 EXEMPLARY	N/A NOT APPLICABLE
------------------------	----------------------	--------------------------	--------------------	-----------------------	------------------------------

<p>Is open to constructive feedback</p> <p>1 2 3 4 5 N/A</p>	Comment:
<p>Gives appropriate feedback that is timely and constructive</p> <p>1 2 3 4 5 N/A</p>	Comment:
<p>Manages conflict effectively</p> <p>1 2 3 4 5 N/A</p>	Comment:

How has the individual demonstrated effective communication skills?

Describe how he or she has implemented constructive feedback.

Interpersonal Skills

1	2	3	4	5	N/A
DEVELOPING	EMERGING	ACCOMPLISHED	EXCELS	EXEMPLARY	NOT APPLICABLE

Shows genuine concern for all team members						Comment:
1	2	3	4	5	N/A	
Perceived as trustworthy						Comment:
1	2	3	4	5	N/A	
Recognizes and rewards individual contributions in a manner meaningful to each team member						Comment:
1	2	3	4	5	N/A	

How would you recommend that the individual improve his or her interpersonal and relationship-building skills?

Teamwork and Team Building

1	2	3	4	5	N/A
DEVELOPING	EMERGING	ACCOMPLISHED	EXCELS	EXEMPLARY	NOT APPLICABLE

Supports a team environment by valuing collaboration and cooperation						Comment:
1	2	3	4	5	N/A	
Supports the organization at all levels						Comment:
1	2	3	4	5	N/A	

Considers the impact of actions and decisions on the organization before implementing

1 **2** **3** **4** **5** **N/A**

Comment:

How does the individual contribute to the successful and effective functioning of his or her team?

Problem Solving

1	2	3	4	5	N/A
DEVELOPING	EMERGING	ACCOMPLISHED	EXCELS	EXEMPLARY	NOT APPLICABLE

Listens actively to others' ideas and perspectives

1 **2** **3** **4** **5** **N/A**

Comment:

Is prepared to make decisions based on relevant information

1 **2** **3** **4** **5** **N/A**

Comment:

Is willing to change his or her position when presented with compelling information

1 **2** **3** **4** **5** **N/A**

Comment:

Give an example of a time when the individual displayed exemplary problem-solving skills.

What recommendations do you have for the individual to improve his or her problem solving skills?

Motivation

1	2	3	4	5	N/A
DEVELOPING	EMERGING	ACCOMPLISHED	EXCELS	EXEMPLARY	NOT APPLICABLE

Shows interest in and enthusiasm for the work to be completed						Comment:
1	2	3	4	5	N/A	
Uses effective strategies to motivate his or her team members						Comment:
1	2	3	4	5	N/A	
Rises to challenges						Comment:
1	2	3	4	5	N/A	

Give an example of a successful motivational strategy he or she used while leading the team.

Give an example of the individual's level of motivation.

Prioritization

1	2	3	4	5	N/A
DEVELOPING	EMERGING	ACCOMPLISHED	EXCELS	EXEMPLARY	NOT APPLICABLE

Allots time appropriately to tasks that require attention						Comment:
1	2	3	4	5	N/A	
Manages time to keep high-priority tasks at the forefront						Comment:
1	2	3	4	5	N/A	

In general, does the individual prioritize action items and follow through on the priorities he or she set?

In your opinion, does he or she select the appropriate priorities?

Reliability

1 DEVELOPING	2 EMERGING	3 ACCOMPLISHED	4 EXCELS	5 EXEMPLARY	N/A NOT APPLICABLE
-----------------	---------------	-------------------	-------------	----------------	-----------------------

Sets and honors milestones and timelines						Comment:
1	2	3	4	5	N/A	
Establishes an agenda for every meeting and effectively covers all topics in the allotted time						Comment:
1	2	3	4	5	N/A	
Is respectful of others' time and commitments outside of the organization						Comment:
1	2	3	4	5	N/A	

Can you depend on the individual to keep his or her commitments?

Describe how the individual demonstrates respect for others' time and commitments.



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