Leadership Readiness for flexibility and mobility: The 4th Dimensions on Situational Leadership styles in educational settings

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In educational settings, leadership flexibility and mobility is essential factor for leadership readiness. This incorporates both factors concerning the situational needs and followership situational readiness. Leadership in education require multi facet dimensional approaches that enables the educational leaders to fill in the gaps and reduces the mismatch between the situational need, individuals teachers demands and students development. In educational settings, leadership is distributed and is everywhere that enables the educational leaders to remain proactively ready to meet all kinds of situational variations existing within and outside the educational settings. This paper produce insight for educational leadership readiness for flexibility and mobility to fill in the gaps to enrich situational leadership theory. Situational leadership theory, maintains 4 different behavioral pattern considering followers readiness of maturity level. This paper provides the 4ᵗʰ dimensional leadership behavioral pattern incorporating both the situational need and follower's readiness which offers 16 different leadership situational behavioral pattern in tuned with different variations in situations and followership offering the holistic realm of leadership readiness for flexibility and mobility. The 4ᵗʰ dimension of situational leadership enables the leaders to exhibits various different behavioral pattern at various situational leadership styles intertwined with the follower's readiness behavioral pattern connecting the leadership elasticity and producing leadership equilibrium of high and low on task and relations. Leadership readiness for flexibility and mobility is essential to contribute the multi facet dimensional approaches of leadership. This promotes leadership elasticity and equilibrium to address the contextual immediate variations.

Keywords: Leadership readiness, Leadership flexibility, Leadership mobility, Situational readiness leadership styles, leadership elasticity, leadership equilibrium

"A good theory is one that holds together long enough to get you to a better theory"

D.O. Hebb (1969, p. 21)

Introduction

Leadership is a broad and a relative term. It can be applicable everywhere. According to Sergiovanni (1994), in educational settings, leadership has no identity and leadership is everywhere and is multi-dimensional (Rajbhandari, 2013). Moreover, in recent days, leadership has become extremely inquisitive in educational sectors, finding new ways to develop school leadership for school succession. This inspiration of inquisitiveness, however, enables most academicians and school leaders to draw the management concept of leadership to being practiced also in schools and educational settings. Most well-known and a contingent leadership theory falls for situational leadership theory of Hersey and Blanchard developed around 70's, and 80's which has extensively been popular amongst the favor of follower's readiness and followers maturity.

Situational Leadership theory according to Hersey and Blanchard (1977) integrates two aspects of leader's behavior, the supportive behavior and the directive behavior. House (2010) illustrated these behavior as relations-oriented behavior and task-oriented behavior. These two behavioral patterns incorporate four different leadership styles that also assimilate the follower's readiness of maturity level accordingly to the need that followers are ready to adapt with the situational styles of leadership by instigating telling, selling, participating and delegating. Supporting to argue, especially focusing upon the followers readiness, Pounders, Acker-Hocevar & Bishop (1996) states that the readiness of maturity of followers is the third dimensions of situational leadership which incorporates the first and second dimensions being the situational factors and the leadership styles of telling, selling, participating and the delegating. The third dimensions of followers readiness is formulated with the degree of willingness and abilities of the followers to adapt to the situational factors incorporating the leadership situational styles S1 (telling), S2 (Selling), S3 (Participating), S4 (Delegating). Rajbhandari (2013) further extended his views by indicating leadership 4th dimensions are necessary to incorporate and assimilate follower's readiness for maturity. This instigate for leadership flexibility and mobility for which leadership styles need to be pragmatically elastic and produce equilibrium leadership style to reduce the style drift. Weyers (2002) states that leadership elasticity is the ability to

change in momentum basis in responding to the demand of situation and the individual. Leadership responding to the demand of situation and individual also addresses the need of leadership flexibility and mobility. Leaders need to stretch the elasticity to the farthest possible (Stephen, 2007). Responding to situations and individuals initiates leaders to reflect leadership equilibrium and leadership elasticity to reduce the high flex behavioral pattern in the low flex organizational situation. Mazzarella and Smith (1989) suggest follower's competences and confidence enables the leaders to change their style and initiates flexibility in leadership role. According to Rajbhandari (2013), the flexibility and mobility to respond to the situation and followers readiness at the different situational time being mobile and flexible to and from one situation to another is the 4th dimension that could enable leadership flexibility to meet the situational maturity of follower's readiness. In connection to this, Rajbhandari (2013) states

> "The situational leadership model is in constant evolution and attempts to explain the followers' readiness. It is equally important to add that there is a forth dimension of leadership flexible mobility to achieve followers' readiness according to situational needs. This forth dimension of leadership flexible mobility is essential because situations can vary and this also demands flexibility in leadership. In addition, followers' readiness can generate leadership flexibility by furthering the style mobility to and from S4 to S3 or S3 to S2 or even to S1. Accordingly, to meet the readiness of followers, generating leadership elasticity is essential, considering situational expansion and contraction with adequacy to maintain the style flexibility and mobility to reduce the style drift" (p. 26).

Following the leadership situational theory, Hersey and Blanchard (1977) proposed the leadership style of telling (S1), selling (S2), participating (S3) and delegating (S4) to incorporate the followers readiness of maturity (R1), (R2), (R3) and (R4) with being compatible with the situational at the given time.

The three dimensions of situational theory are presented in the quadrant of four and explain how leadership style varies according to the situational factors, leadership behavior situational styles and follower's readiness to maturity. Simply understanding, the four quadrants in the situational leadership theory opt to specify the school leadership situational style hypothesizing the teacher's maturity of readiness. Commonly the four quadrants of situational leadership theory demonstrate the school leadership style in the following figure. The situational leadership style of telling S1 with followers readiness R1 being unable and unwilling or insecure, the situational leadership style of selling S2 with followers as teachers and students readiness R2 being unable but willing or confident. The situational leadership style of participating S3 with follower's readiness being able but unwilling or insecure. Consequently, leadership situational style of delegating S4 with the followers

readiness R4 being able and willing or confident. This situational leadership style that is incorporating the followers readiness is demonstrated by the degree of high and low leadership behavioral patterns of both task oriented and relations oriented behaviors.
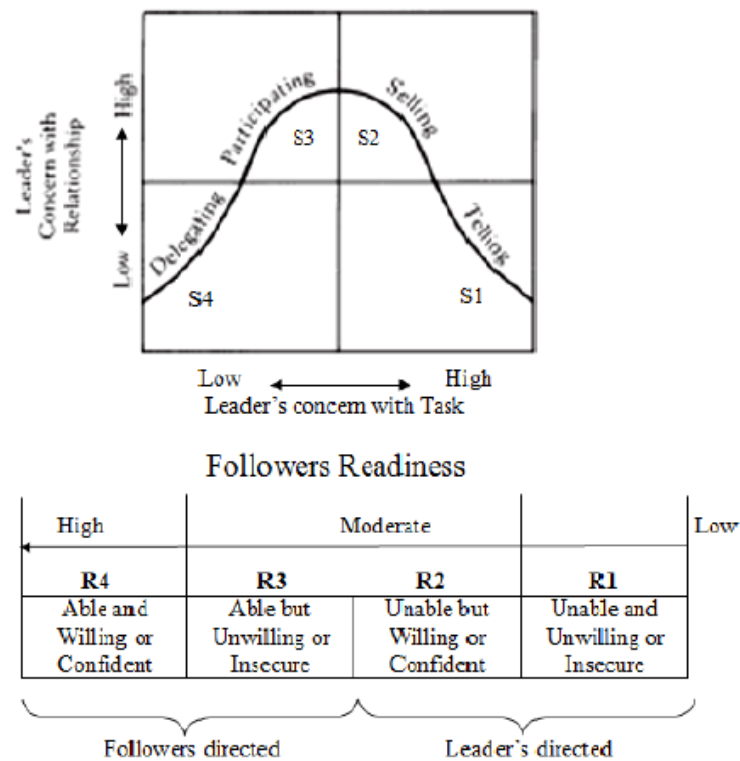
Figure 1 Situational Leadership Model. Hersey and Blanchard (1977)

The high and low behavioral pattern of leadership situational school leadership styles is highly assimilated with the teachers and students behavioral of readiness for maturity. Starting from the first quadrant S1, the situational leadership theory instigates for high on task oriented behavior and low on relations oriented behavior. Simultaneously, the maturity of follower's readiness increases, the relations oriented behavior reflected with the increase of maturity level of the follower's readiness. Consequently, the forth quadrant S4 and R4, leadership situational styles reflects the behavior pattern of both low in relations and low in task.

Pragmatism of leadership style

The forth dimension of situational school leadership style is 'flexibility' and 'mobility' advancing to acquiring the leadership equilibrium and leadership elasticity. According to Reddin (1972) style flexibility is the key quality of leaders which reflects the effectiveness of flexibility determined also by the situations and the individual's behaviors that generates the contextual variations. Gamage (2006) claims leadership flexibility is

effectiveness when considering the organizational climate, culture and community expectation with the resources at hand. More specifically, in educational settings, it is complex to distinguish who are the leaders and who are the followers. Simply, when understanding this phenomenon, we almost assure the principal to be the leader of school and the teachers as followers. Nevertheless, the students are also the followers of their teachers, which also include different subject's teachers and class teachers. This also signifies that teachers also play the leadership role in school environments, which is undeniable. In educational settings, various roles of teachers signify their role of leadership which they assume different leadership style. Moreover, in educational settings, various actors assume their leadership role if students are taken as dependent variables and other actors such as teachers and principal are independent variables. However, student's leadership also exists in school environment which for now is ignore and isolates and maintained to explore in this study for followership alone.

In a broad prospect, when leadership and followership is closely explored in relation to situational leadership theory, the readiness of followership from R1 to R4 is stagnant to leadership situational styles S1 to S4.

Table 1 Situational leadership style to readiness of follower's maturity

Situational Leadership style	Follower's Readiness to maturity	Leadership Situational Style	Relational Readiness			
			Leaders		Followers	
			Task	Relations	Task	Relations
S1	R1	*Telling*	High-------Low		High-------Low	
S2	R2	*Selling*	High-------High		High-------High	
S3	R3	*Participating*	Low-------High		Low-------High	
S4	R4	*Delegating*	Low-------Low		Low-------Low	

However, in reality of being it practiced in educational organization where various actors play to signify their leadership roles in different aspects of situational ground, the static leadership style is deemed to be failure to enhance school successions. Therefore, leadership dynamism is essential. This leadership dynamism is the leadership mobility and leadership flexibility. Jones and Rudd (2008) states leadership behavioral characteristics can influence to initiate organizational members to bring about ideas and creativity by remaining flexible.

Furthermore, leadership flexibility and leadership mobility is essential to be define as the forth dimension in situational leadership theory. The forth dimension of leadership style is dynamic due to the various factors. These factors in simple term can be understood by the multiple reality of followers having different capacity and ability and willingness to become readiness at given specific timing to meet the given leadership situational styles as illustrated in the situational leadership model by Hersey and Blanchard. Therefore, follower's readiness to maturity differ form cognition, perception, overridden factors, learning capabilities, motivation, values, belief, personalities, leadership, organizational culture and climate and the structure of the organizational design and so forth.

With regard to these variations, leaders primarily have to remain focused with immediate variations that exist amongst the followers, this call for "Referee Leadership Style" (Rajbhandari, 2013, p.175) which enables the leaders to understand the immediate variables, reasoning the variations that is occurring in followers and the context, taking necessary implicit course of action and maintaining the tolerance for excelling.

In the table 1 above, the readiness of both leaders and followers are assumed to be relational to same situational circumstances. However, this is not true if multiple realities are considered. In reality, the capacity, ability and the willingness of leaders and followers are not significantly alike. They all vary in all situations and moreover, the readiness is incomparable unless understood the immediate variations in the contextual settings. However, in situational leadership theory, the readiness of both leaders and followers are coincidental and identically assumed to be alike in all situations.

The new philosophy of situational leadership theory

Situational leadership theory is widely been accepted and is practiced by leaders, managers, academicians and educationist. It was developed as a new paradigm of looking at the follower's insight which, Behavioral leadership theory from Ohio State and Michigan University ignored to capture. This particular paradigm of follower's readiness inspired many to understand leadership in a broader ways. Consequently, situational leadership theory gained powerful means to instigate for developing other contingent theories in leadership. All these theories developed later has considered to acknowledge and understanding followers from different views.

In this article, the new paradigm of situational leadership is to focus upon the dynamism of both leadership and followership in terms of exploring leadership readiness for flexibility and mobility. The dynamism of leadership flexibility and mobility enables the

leader to understand the immediate situational variations that are occurring in the variables in the context. The immediate variations can be contextual, both small and large. But most often, many leaders are ignorant and built the tendencies of ignoring the small variables, which may in fact create a bigger picture in assimilating bigger problems in future.

Leadership flexibility and mobility enables the leaders to understand different actors or followers with differences by implementing the driving leadership style moving from micro level to meso to macro level of the school organization and vice versa with having the passion for understanding the organization from inside out and outside in Rajbhandari (2011, 2012). Moreover, in educational settings, variables, such as, context, actors or followers, educational policies and so forth plays a vital role in structuring the organizational climate and cultures. In such stance, taking into consideration of actors or followers alone, a single leader are followed by many different teachers or followers and many different teachers as a leader in the class are followed by many different students. All these actors and followers have different perspective, cognitions, ability, skills and knowledge, therefore, they are not alike. In connection to this, a leader must be ready to face these situational variations. Taking into consideration of situational leadership referring to table 1, the leadership behavioral pattern of task oriented and relations oriented behavior is static but not dynamic. In relation to this, the behavioral pattern of leadership is static and climbs along with the behavioral readiness of the followers at different situational time.

However, competences of leadership also enables for challenges to dynamic environment of both the context and the followers. In connection to this, the situational leadership theory remains a gap to fulfill the leadership readiness of flexibility and mobility to address the follower's dynamism. Although gap remains in situational leadership style, Hersey and Blanchard (2001) proposed leadership flexibility with four possible behaviours. Task oriented behaviour, relations-oriented behaviour, combination of both task-oriented and relations-oriented behaviour or neither of these. The figure 2 below illustrates the gaps that remain to be explored and understood.
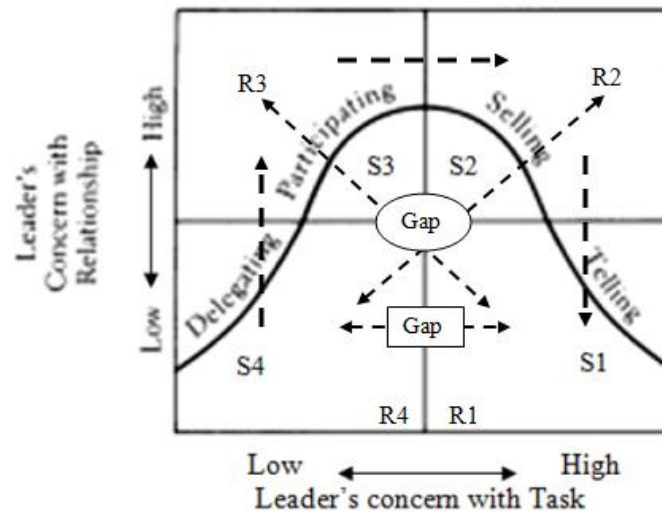
Figure 2 Readiness gaps of leadership towards follower's readiness

The figure 2 illustrates the situational leadership theory remains the gap to fill the leadership readiness to address with the follower's readiness. This filling in the gap is essential for leaders to address and be compatible with in the dynamic environments of the educational context. In connection to this, the gap filling could be addressed by enabling the leaders to address the issues of situational readiness of the follower's competences and incompatibility. In relation to this, new philosophical paradigm of leadership readiness seems to be essential to address the dynamic nature of behavioral pattern of followership. This philosophical paradigm of leadership readiness for remaining consistency with flexibility and mobility instigates for filling in the gap that remained contained in the situational leadership theory.
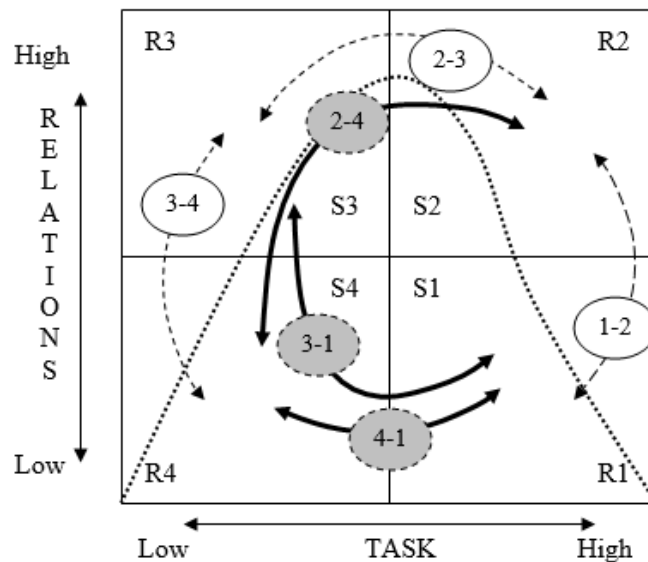
The forth dimension of leadership readiness (flexibility and mobility)

The forth dimension of situational leadership theory drawing focus on the leadership readiness stressing upon on the leadership flexibility and mobility. This indicates that leader has to remain flexible and mobile to address the immediate issues existing in the contextual variations in the organizational environment particularly in educational settings. The mobility and flexibility which refer to readiness enables the leaders to also understand the situational variations that are being faced by the followers. Followership is essential in organization especially in educational settings where many actors can play a vital role of leadership at different times and places with different or same actors or followers. Taking in to consideration of Situational leadership theory, the leadership is static and not pragmatic. The pragmatic style of leadership is illustrating the dynamism of being flexible and mobile,

which also refer to address the various variations of situational readiness of the followers which the forth dimension the leadership readiness addresses.

In addressing the leadership readiness also to address the gaps in the situational leadership theory can be fulfilled by implementing leadership flexibility and mobility to fix the gap that exists in situational leadership theory. Due to the lack of pragmatism in the situational leadership theory, the leadership readiness lacks the flexibility and mobility but do focus on the third dimension which is the situation, followers and the leadership styles. However, the leadership styles representing situational style of telling, selling, participating and delegating are not pragmatic but rather static. In this article, the leadership readiness of flexibility and mobility which is the forth dimension plays a vital role of incorporating these style with readiness or maturity of followers readiness. The forth dimensions of leadership readiness explains the dynamism to incorporate both leadership styles pragmatically with the followers readiness. This pragmatic leadership readiness of forth dimension attempts to fix the gaps that have remained in the situational leadership theory, which therefore is necessary and essential to cope with the dynamic environments of educational settings. In connection to this, in particular with the leadership readiness for flexibility and mobility, it is essential for the leaders to remain consistent with the changing environment in the situation and the followers that enables the leaders to understand the immediate variations in the context.

Followers are of different kinds, and they are not alike, they are different on their own ways of thinking, capacity, ability, intellectuality, knowledge and competences. These variations in followers themselves are important paradigm that leaders must not be ignorant of. Understanding these variations amongst and between the followers and leader can resolve the issue in growing large. In doing so, the forth dimension of leadership readiness enables the leader to practice the four situational leadership style pragmatically to fit in the right place at right time to become effectiveness with the followers and the situations. This is represented in the figure 3 illustrating the leadership readiness for flexibility and mobility enabling leaders to implement the pragmatic forth (4th) dimensional situational leadership styles.

**Forth (4th) Dimension of Pragmatic Situational Leadership styles**

1-2 Telling – Selling – Telling, (Selling – Telling – Selling)
2-3 Selling – Participating – Selling, (Participating – Selling – Participating)
3-4 Participating – Delegating – Participating, (Delegating – Participating – Delegating)

2-4 Selling – Delegating – Selling, (Delegating – Selling – Delegating)
3-1 Participating – Telling – Participating, (Telling – Participating – Telling)
4-1 Delegating – Telling – Delegating, (Telling – Delegating – Telling)

Figure 3 Forth (4th) Dimension of leadership readiness of flexibility and mobility

The forth (4th) dimension of leadership readiness being flexible and mobile enables the leaders to practice the style to and fro from every dimensions, reaching the optimum level of understanding the followers readiness. As discussed, followers are not alike; leadership readiness alerts the leaders to imply the pragmatic forth dimensional situational leadership style to cope with the situational paradigm of followers needs. This also enables the leader to initiate the pragmatic style illustrated in the figure 3, $1-2$, $(2-1)$, $2-3$, $(3-2)$, $3-4$, $(4-3)$, $2-4$, $(4-2)$, $3-1$, $(1-3)$ and $4-1$, $(1-4)$. This forth (4th) dimensional pragmatic leadership approaches also enable the leader to implement the degree of high and low of leadership behavior as according to the followers readiness. The follower's readiness varies from one other, as understandable; many followers are inspired by the act of leadership actions and pragmatic styles. The readiness of followers determines the readiness of leader to initiate effectiveness of organizational settings. Therefore, initiating follower's readiness requires leaders to practice different styles of leadership. In line to this connection with situational leadership alone, practicing different behavioral pattern with the degree of high and low toward task oriented and relations oriented behavior is determined by how much flexible and mobile the leader can become in certain situation with the fluctuating behavior follower's readiness to tolerate the degree of high and low leadership behavioral pattern.

The degree of behavioral pattern of leadership behavior is essential to determine enhance the ability and willingness of follower's readiness. The degree of high and low behavioral pattern of leadership is essential because of contextual variation in follower's readiness to accept the leadership situational styles of telling, selling, participating and delegating. The extend to expansion and contraction of degree of high and low behavioral highly initiate to make follower ready to adapt the situational variations and visa versa. In connection to the readiness of leadership, 16 possible route for pragmatic situational styles is discussed and illustrated with the representations of figures and table to reflect the need for leadership dynamism to fit in the situational need. These 16 route of pragmatic leadership situational readiness enables the leader to demonstrate the ability and willingness of competent dynamism in leadership elasticity of flexibility and mobility with elasticity of expansion and contraction in behavioral pattern in both task and relations incorporating the readiness of followers that eventually match and fit in the leaders, followers and the situations as and when it is felt necessary.

The degree of high and low behavioral pattern of leadership readiness to adapt the situational variations to enable the follower's readiness to fit in the situational variations in the contextual settings of the organizational environment. In connection to this, the situational leadership style S1 (telling) has to fit with the readiness of followers in all level of maturity, if in this case the followers maturity level of readiness is higher than the leadership expected readiness to incorporate with the other factors of situational needs which demands for flexible or mobile of leadership degree to high or low in task oriented or relations oriented behavior. The figure 4 describe to illustrate the leadership readiness incorporating to followership readiness at different level of situational maturity.
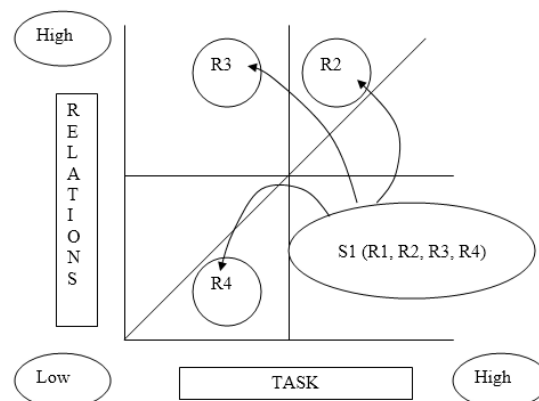
Figure 4 Leadership readiness 4th dimension of situational readiness incorporating followership at different level of situational maturity S1 on R1, R2, R3 and R4

The figure 4 illustrate the situational S1 (telling) readiness of leadership incorporating the followership readiness at different situational maturity level R1, R2, R3

and R4, enabling the leader to adapt the behavioral pattern according to the situational maturity need of the followers. In connection to this, the leader's behavioral pattern for task and relations represent different approaches for becoming flexible and mobile for situational readiness. The table 2 represent the various approaches for enabling readiness to fit in the situational need of the demanded situational readiness of the follower. The flexibility and mobility of the leader's offer dynamism style to represent and remain compatible with the situational requirements of the follower's.
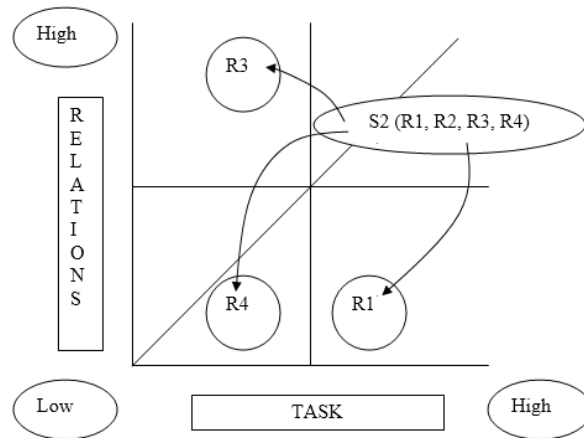
Table 2 Forth (4th) Dimension of situational leadership style TELLING on leadership readiness for flexibility and mobility with the degree of High and Low behavioral pattern

Leadership styles	Followers maturity	Situational styles	Leadership Behavior S1 on R's	Leadership Readiness S1 on R's
S1	R1	*Telling*	High Task/ Low Relations (*High Task/Low relations*)	Static
S1	R2	*Telling*	High Task/Low Relations (*High Task/High relations*)	Dynamism for flexibility and mobility on Relations
S1	R3	*Telling*	High Task/Low relations (*Low Task/High Relations*)	Dynamism for flexibility and mobility on Task/Relations
S1	R4	*Telling*	High Task/Low Relations (*Low Task/Low relations*)	Dynamism for flexibility and mobility on Task

The table 2 represent to explain the dynamism of leadership readiness to tolerate the followers readiness, therefore, demonstrating the competences to expand or contract the situational leadership style of telling to either high or low behavioral pattern with ability and willingness to demonstrate flexibility and mobility to fit the situational need S1 $(1 - 2)$, $(2 - 1)$, $(1 - 3)$, $(3 - 1)$, $(1 - 4)$, $(4 - 1)$, {Refer to figure 3 and 4} of the other three dimensions, the situation, the followers readiness and the leadership style of telling.

Leadership readiness S1 on R $(1 - 2)$ which is telling – selling is static style with leadership behavioral pattern of equal equations of High on task and low on relations but demand for leadership dynamic readiness when the followers readiness while shifting or moving downward due to reasons of followers incapability, inability, unwillingness, and so forth. For example S1 on R $(2 - 1)$ which is the selling – telling – selling situational style. Importantly, table 2 also explains the leadership readiness with exemplifying S1 on R2, R3 and R4, (refer to figure 3) which is extremely dynamic and require flexibility and mobility of leader in corresponding the demand of follower's readiness.

Similarly, with the leadership situational style of S2 (Selling), the possible pragmatic route creates other three dimensions for leadership readiness which is illustrated in the figure 5.

Figure 5 Leadership readiness 4th dimension of situational readiness incorporating followership at different level of situational maturity S2 on R2, R1, R3 and R4

The figure 5 illustrate the 4th dimension of situational leadership pragmatic style to readiness with the need of flexibility and mobility incorporating the follower's readiness at different situation. Leadership static situational style Selling – participating is represented in Figure 2, however, leadership dynamism for readiness is flexible and mobile when there is the two ways interactive readiness from leaders. For example S2 (R2, R1 and R3). This is illustrated in figure 4 S2 $(1-2), (2-1), (2-3), (3-2), (2-4), (4-2)$. The leadership readiness for flexibility and mobility is required to be visible when there is an adaptability of leadership behavioral pattern to incorporate with the follower's maturity readiness level. The leadership flexible and mobile behavioral pattern is illustrated in the table 3 exhibiting the classification to incorporate the follower's readiness at different level of situational maturity.

Table 3 Forth (4th) Dimension of situational leadership style SELLING on leadership readiness for flexibility and mobility with the degree of High and Low behavioral pattern

Leadership styles	Followers maturity	Situational styles	Leadership Behavior S2 on R's	Leadership Readiness S2 on R's
S2	R1	*Selling*	High Task/ High Relations (*High Task/*Low *relations*)	Dynamism for flexibility and mobility on Relations
S2	R2	*Selling*	High Task/ High Relations (High *Task/High relations*)	Static
S2	R3	*Selling*	High Task/ High relations (*Low Task/High Relations*)	Dynamism for flexibility and mobility on Task
S2	R4	*Selling*	High Task/ High Relations (*Low Task/Low relations*)	Dynamism for flexibility and mobility on Task/relations

Table 3 exhibits to explain the leadership behavioral pattern for readiness to opt with the situational readiness of follower's behavioral pattern by expansion and contraction of leadership behavior incorporating the leadership elasticity towards high and low to task and relations oriented behavior. The elasticity of leadership enables the leaders to release the dynamism impact of behavioral pattern that is effective and required at the situational variation occurred in the follower's behavioral pattern. In the classification of behavioral readiness of leadership, S2 on R2 is static (refer to figure 2), however, the dynamism behavioral leadership readiness is released only when the leaders readiness for flexibility and mobility is demonstrated with S2 on R1, R3 and R4 (refer to figure 3). Fixing the gap between the leadership behavior and follower's behavior is necessary to bring about organizational effectiveness eventually enabling the leadership succession.

Likewise, leadership readiness for S3 Participating is essential not only to cope with the followers same pattern of behavior, for example, S3 on R3. The 4th dimension of situational leadership readiness style is highly essential to fix the gap that matches the follower's readiness, for example, S3 on R1, R2, and R4. This enables the leadership to release dynamism for leadership flexibility and mobility. Figure 6, illustrate the leadership readiness on static and enroute to dynamism for flexibility and mobility.
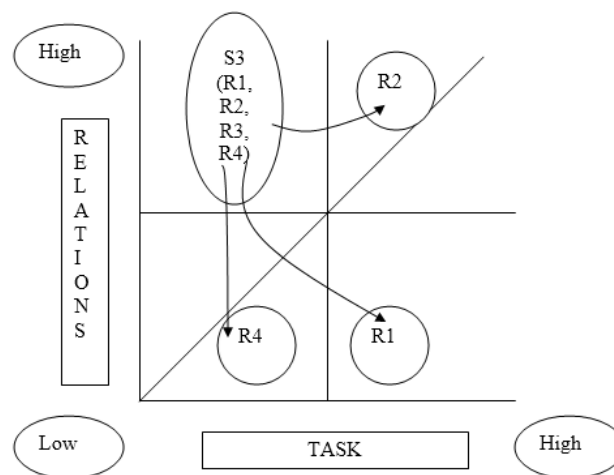
Figure 6 Leadership readiness 4th dimension of situational readiness incorporating followership at different level of situational maturity S3 on R3, R1, R2 and R4

The figure 6 exhibits the possible pragmatic enroute leadership readiness to fit in the possible pragmatic followers behavioral patterns. The high flex organization require high flex leadership readiness, consequently, the competences of leadership is felt to fit in the high flex organization is by remaining flexible and mobile. This however, require for practical intelligence to be observant and demonstrate street smartness at all situational

need (Sternberg 1985). Therefore the pragmatic leadership situational readiness have the possibility of S3 on all the readiness of follower's behavioral pattern.

The paradigm of leadership required behavior to match the follower's behavioral pattern of readiness is classified in the table 4.

Table 4 Forth (4th) Dimension of situational leadership style PARTICIPATING on leadership readiness for flexibility and mobility with the degree of High and Low behavioral pattern
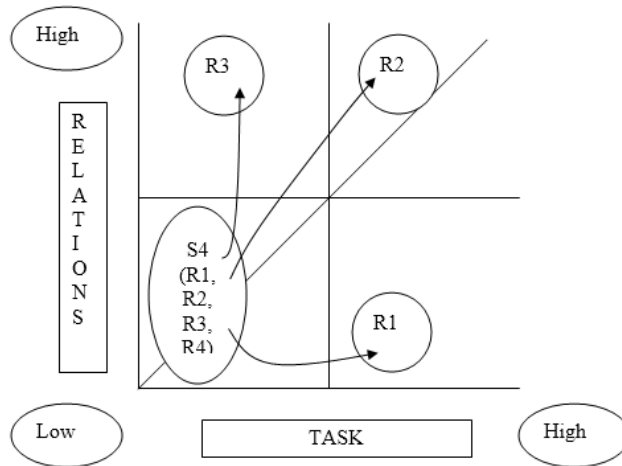
Leadership styles	Followers maturity	Situational styles	Leadership Behavior S3 on R's	Leadership Readiness S3 on R's
S3	R1	Participating	Low Task/ High Relations (High Task/Low relations)	Dynamism for flexibility and mobility on Task/Relations
S3	R2	Participating	Low Task/ High Relations (High Task/High relations)	Dynamism for flexibility and mobility on Task
S3	R3	Participating	Low Task/ High relations (Low Task/High Relations)	Static
S3	R4	Participating	Low Task/ High Relations (Low Task/Low relations)	Dynamism for flexibility and mobility on Relations

The table 4 exhibits the 4th dimension leadership pattern that enables leadership behavior to meet and fits the follower's behavioral pattern. The dynamism occurs when S3 Participating behavior matches the follower's behaviors at different situational readiness of followers. The classification of leadership behavioral pattern of dynamic leadership readiness for flexibility and mobility classified in table 4 enables the leaders to reduce the situational variations. This enables the leaders to control the third dimensions of situational leadership style (the situation, leader's situational style and the follower's maturity level). The situational leadership theory explains only the leader's behavior to fit in the situations of follower's behavior (S3 on R3). This reflects the static behavior of leaders, however, the readiness of leaders is always in need to contain the follower's behavior, in regard to build control mechanism of the organizational variations. Therefore, enabling the leadership readiness of flexibility and mobility offer leaders to adapt the situational variations that occur in organizational contextual setting created by the followership behavioral pattern. This followership behavioral pattern is necessary to be incorporated by the leadership behavioral pattern of implementing leadership elasticity of both expansion and contraction of leadership behavior towards high and low in task and relations at various situational variations.

Similarly, leadership situational style S4, Delegating also offer leaders to enable situational readiness style by remaining flexible and mobile to adapt the pragmatic possible enroute to meet the followers situational readiness S4 on R1, R2, R3) (refer to figure 2 and

3). This pragmatic possible enroute to leadership readiness for flexibility and mobility is illustrated in the figure 7.

Figure 7 Leadership readiness 4th dimension of situational readiness incorporating followership at different level of situational maturity S4 on R4, R1, R2 and R3

In the figure 7, the leadership readiness is static with S4 on R4, however, there is a need for leadership dynamism for S4 on R1, R2, and R3 (refer to figure 3). This leadership dynamism as collaborated to explain as the 4th dimension remained the gap in the initial situational leadership theory. The 4th dimension of leadership readiness for flexibility and mobility is essential to match the behavioral pattern of followers with implementing the degree of high and low behavioral pattern towards task and relations which therefore enables to maintain the leadership equilibrium with the leadership elasticity of contraction and expansion of leadership behavior as according to the need of the situational variations, specifically created by the followers changing behavioral pattern. The readiness of leadership need to fit the readiness of followers, which enables the leadership succession. The leadership S4 readiness for flexibility and mobility is exhibited in the table 5.

Table 5 Forth (4th) Dimension of situational leadership style DELEGATING on leadership readiness for flexibility and mobility with the degree of High and Low behavioral pattern

Leadership styles	Followers maturity	Situational styles	Leadership Behavior S4 on R's	Leadership Readiness S4 on R's
S4	R1	Delegating	Low Task/ Low Relations (*High Task/Low relations*)	Dynamism for flexibility and mobility on Task
S4	R2	Delegating	Low Task/Low Relations (*High Task/High relations*)	Dynamism for flexibility and mobility on Task/Relations
S4	R3	Delegating	Low Task/Low relations (*Low Task/High Relations*)	Dynamism for flexibility and mobility on Relations
S4	R4	Delegating	Low Task/Low Relations (*Low Task/Low relations*)	Static

The table 5 illustrate the classification of leadership situational style S4 being static on S4 on R4. However, leadership readiness for situational variations is essential to address situational variation caused by the follower need for high and low behavioral pattern towards task and relations from the leaders. In regard to incorporate the followers behavioral, leadership dynamism for flexibility and mobility to address the follower's readiness is necessary S4 on R1, R2, and R3 (refer to figure 3).

Leadership readiness for flexibility and mobility is essential to address the follower's readiness for behavioral pattern. Leaders requires to have multiple know-how in the context for real life solution (Wagner, 1987, 2000). The 4th dimension of situational leadership readiness addresses the leadership flexibility and mobility in regards to leadership elasticity to bring about leadership equilibrium by maintaining the degree of either high or low towards task oriented behavior and relations oriented behavior. The flexibility and mobility enables leaders to adapt the situational readiness caused in the contextual setting especially by the followers change in behavioral pattern for the need of either high or low towards readiness of leadership behavioral pattern.

The gap in situational leadership theory initiate to appeal for flexibility and mobility of leadership readiness at various different situation and the variations of followership. Leadership ability in understanding the contextual variation offers real solution to real problems (Sternberg 2000).

Although the 4th dimensions in leadership readiness addresses to fill the gap that exist between followers, situation and the leaders, this study supplies additional framework that is essential to support situational leadership theory rather than criticizing the theory. As understood, leadership is complex, situation, followers and also the leaders can be complex at times. These complexity generates vibe of variations which is difficult to understand than is difficulties in understanding the leadership phenomena alone.

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