

## Akad Leadership growth model

This is best described by the “Hersey-Blanchard Model of Leadership”.

In this model, the Mentor first determines the leadership maturity level of potential mentees in relation to the specific mentee assigned tasks – as reflected in essays following events and activities. As the level of mentee maturity increases, the mentor reduces his or her task behaviour and increases relationship behaviour until mentees reach a moderate level of maturity.

This situational leadership perspective and posits that the developmental levels of mentees plays the greatest role. The theory is based on growing the amount of direction (task behaviour) and socio-emotional support (relationship behaviour) towards a "level of maturity" of the mentees, namely;

- **Task behaviour;** the extent to which the leader-mentor engages in spelling out duties and responsibilities to an individuals or groups. Telling mentees what to do, how to do it, when to do it, where to do it, and who's to do it – in a one way communication based on our current educational system.
- **Relationship behaviour;** growing into a two-way, multi-way communication especially with Peers. This includes listening, facilitating, and supportive behaviours with socio-emotional support.
- **Maturity;** the willingness and ability of mentees to take responsibility for directing his or her own direction. Mentees have varying degrees of maturity, depending on specific tasks, function, or objectives the mentor attempts to accomplish through their efforts.

The key situational variable is the readiness or developmental level of the mentees – which according to the Akad program, grows from Directing to Delegating as below;

1. **Directing:** Mentor provides clear instructions and specific direction, especially at a low mentee readiness level.
2. **Coaching:** Mentor encourages two-way communication that builds confidence and motivation, although the mentor still has responsibility and controls decision making at a moderate mentee readiness level.
3. **Supporting:** Mentor and mentees share decision making; no longer need or expect the relationship to be directive for a moderate mentee readiness level.
4. **Delegating:** For Mentees ready to accomplish particular tasks, competent and motivated to take full responsibility for the higher mentee readiness level.

It is through this that we take the mentees through an appreciation of the leadership models; *Great Man, Trait, Behaviorist, Situational, Contingency, Transactional and Transformational leadership models*. We trust you will meet and experience our mentees at the tail end of this process, having engaged with us and created opportunities for themselves for further Academic and Career success – showing maturity while handling delegated tasks such as Peer Training training with us, with lots of ease!