The Purposes of Situational Leadership® II

1. Open up communication—increase the frequency and quality of conversations about performance and development between you and the people you work with.
2. Help others develop competence and commitment.
3. Teach others how to provide their own direction and support.
4. Value and honor differences.

The Three Skills of a Situational Leader

- **Diagnosis**—assessing developmental needs
- **Flexibility**—using a variety of leadership styles comfortably
- **Partnering for Performance**—reaching agreements with others about the leadership style they need.
The Four Development Levels

D1—Low competence and high commitment
D2—Low to some competence and low commitment
D3—Moderate to high competence and variable commitment
D4—High competence and high commitment

The Needs at D1

- Recognition of enthusiasm and transferable skills
- Clear goals and roles
- Standards for what a good job looks like
- Timelines
- Priorities
- Information on how data about performance will be collected and shared
- Action plans—specific direction about how, when, and with whom
- Boundaries and limits
The Needs at D1

- Information about the goal or task and the organization
- The unwritten rules on "how things work around here"
- A step-by-step process for learning new skills
- Hands-on training—being shown and told how
- Concrete examples of how others accomplish the goal or task
- Opportunities to practice
- Frequent feedback on results
- Solutions to problems

Development Level 2

- Clear goals
- Perspective
- Frequent feedback
- Praise for making progress
- Help in analyzing successes and failures; assurance that it is OK to make mistakes
- Explanations of why the goal or task is important (explanations of how)
The Needs at D2

- Opportunities to discuss concerns and share feelings
- Involvement and influence in decision making and problem solving
- Encouragement
- Advice/additional next steps/alternatives
- Coaching to build and refine skills

Development Level 3

- An approachable mentor or coach
- Opportunities to test ideas
- Opportunities to express concerns and share feelings
- Support and encouragement to develop self-reliant problem solving skills
The Needs at D3

- Help in looking at experience and skills objectively, so confidence is built
- Praise and recognition for high levels of competence and performance
- Obstacles to goal accomplishment removed
- A kick-start to overcome procrastination

Development Level 4

- Variety and challenge
- A leader who is more of a mentor and colleague than a manager
- Acknowledgment of contributions
- Autonomy and authority
- Trust
- Opportunities to share knowledge and skills with others
The Four Development Levels

D1—The Enthusiastic Beginner
D2—The Disillusioned Learner
D3—The Capable, but Cautious, Performer
D4—The Self-Reliant Achiever

Development Level Descriptors

D3
• Self-critical
• Cautious
• Doubtful
• Capable
• Contributing
• Insecure
• Tentative/unsure
• Bored/apathetic

D2
• Overwhelmed
• Confused
• Demotivated
• Demoralized
• Frustrated
• Disillusioned
• Discouraged
• Flashes of competence

D4
• Justifiably confident
• Consistently competent
• Inspired/inspires others
• Expert
• Autonomous
• Self-assured
• Accomplished
• Self-reliant/self-directed

D1
• Hopeful
• Inexperienced
• Curious
• New/unskilled
• Optimistic
• Excited
• Eager
• Enthusiastic

The Three Skills of a Situational Leader

• Diagnosis—assessing developmental needs
• Flexibility—using a variety of leadership styles comfortably
• Partnering for Performance—reaching agreements with others about the leadership style they need
The Five Key Diagnosis Questions

1. What is the specific goal or task?
2. How strong or good are the individual’s demonstrated task knowledge and skills?
3. How strong or good are the individual’s transferable skills?
4. How motivated, interested, or enthusiastic is the individual?
5. How confident or self-assured is the individual?

Model for Diagnosing Development Level

Directive Behavior

The extent to which a leader

- Sets goals and clarifies expectations
- Tells and shows an individual what to do, when, and how to do it
- Closely supervises, monitors, and evaluates performance
Directive Behavior

- Structure
- Organize
- Teach
- Supervise
- Evaluate

Supportive Behavior

The extent to which a leader

- Engages in more two-way communication
- Listens and provides support and encouragement
- Involves the other person in decision making
- Encourages and facilitates self-reliant problem solving

Supportive Behavior

- Ask (for input)
- Listen
- Facilitate (problem solving)
- Explain (why)
- Encourage
The Four Leadership Styles

S3
- Asking/listening
- Reassuring
- Facilitating self-reliant problem solving
- Collaborating
- Encouraging feedback
- Appreciating

S4
- Allowing/trusting
- Confirming
- Empowering
- Affirming
- Acknowledging
- Challenging

S2
- Exploring/asking
- Explaining/clarifying
- Redirecting
- Sharing feedback
- Encouraging
- Praising

S1
- Defining
- Planning/prioritizing
- Orienting
- Teaching/showing and telling how
- Checking/monitoring
- Giving feedback

The Development Cycle
The Three Skills of a Situational Leader

- **Diagnosis**—assessing developmental needs
- **Flexibility**—using a variety of leadership styles comfortably
- **Partnering for Performance**—reaching agreements with others about the leadership style they need

Thank You for participating!