

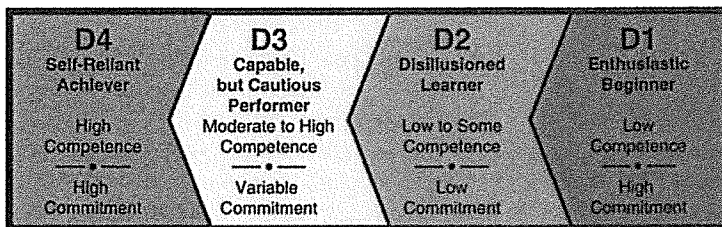
## Situational Leadership® II

### The SLII® Model

Situational Leadership® II (SLII®) is a model for developing people, over time, so they can reach their highest level of performance on a specific goal or task. It is a process for helping people become self-motivated and self directed. SLII® is based on a relationship between the individual's level of competence and commitment (development level) on a specific goal or task and the amount of direction and support (leadership style) the leader provides. Effective leadership lies in matching the appropriate leadership style to the individual's development level.

#### Development Level Diagnosis

There are two aspects to development level: **Competence**—the demonstrated knowledge and skills the individual brings to a specific goal or task; and **Commitment**—the individual's motivation and confidence on that goal or task. There are four development levels.



#### The Three Skills of a Situational Leader

**Diagnosis**—Assessing an individual's need for direction and support (development level)

**Flexibility**—Using a variety of leadership styles comfortably

**Partnering for Performance**—Reaching agreements with people about their development level and the leadership style needed to help them achieve individual and organization goals

## Leadership Style Flexibility

There are two dimensions to leadership style:

**Directive Behavior**—setting goals; telling and showing people what to do, when, and how to do it; and providing frequent feedback on results.

**Supportive Behavior**—listening, facilitating self-reliant problem solving, encouraging, and asking for input.

There are four leadership styles consisting of four different combinations of Directive and Supportive Behavior.

### S1 Style 1—Directing—High Directive Behavior/Low Supportive Behavior

The leader provides specific direction about what and how and closely tracks the individual's performance in order to provide frequent feedback on results.

- Acknowledges enthusiasm and transferable skills
- Defines goals, timelines, and priorities
- Defines roles, limits, and boundaries
- Takes the lead in action planning and problem solving
- Organizes and shares information and resources
- Develops a plan for learning and practicing new skills
- Teaches and shows how
- Gives examples of what a good job would look like
- Checks and monitors learning frequently to give feedback

### S2 Style 2—Coaching—High Directive Behavior/High Supportive Behavior

The leader explains why, solicits suggestions, praises progress, and continues to direct task accomplishment.

- Involves the individual in clarifying goals and action plans, but makes final decisions
- Listens to the individual's concerns and ideas
- Provides perspective that progress is being made
- Involves the individual in problem solving and decision making
- Helps the individual analyze successes and failures and consider alternatives
- Gives advice and ideas; shares examples of others' work
- Provides information, resources, and coaching to continue building and refining skills
- Explains why (about what and how)
- Encourages; provides frequent feedback and praise to build competence

### S3 Style 3—Supporting—Low Directive Behavior/High Supportive Behavior

The leader and the individual make decisions together. The role of the leader is to facilitate, listen, draw out, encourage, and support.

- Encourages the individual to take the lead in goal setting, action planning, and problem solving
- Asks questions, listens to concerns, and serves as a sounding board
- Facilitates self-reliant problem solving and evaluation
- Asks: How can I help?
- Shares expertise and collaborates when asked
- Provides support, reassurance, encouragement, and praise to acknowledge competence and build commitment
- Reflects on past successes and skills to build confidence
- Suggests ways to make the goal more interesting or challenging if motivation is low
- Removes obstacles to goal accomplishment

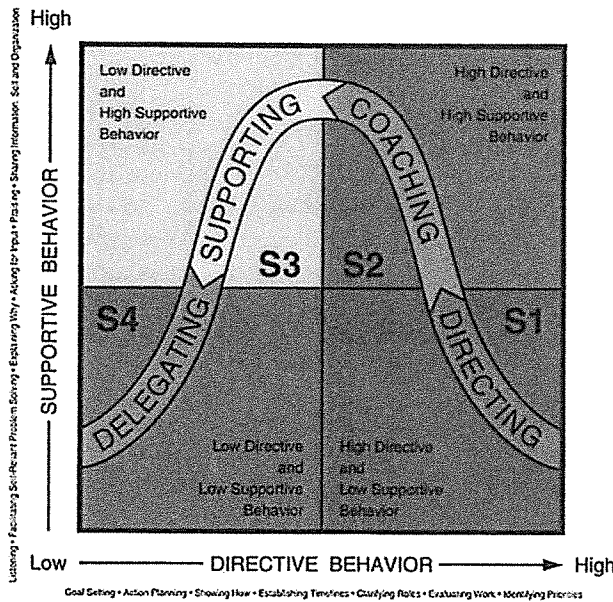
### S4 Style 4—Delegating—Low Directive Behavior/Low Supportive Behavior

The leader empowers the individual to act independently with appropriate resources to accomplish the goal or task.

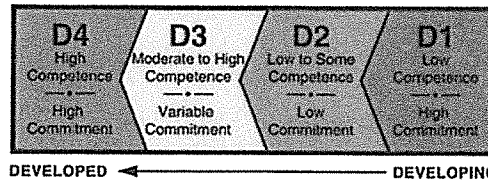
- Expects the individual to take charge and keep others informed
- Expects the individual to take responsibility for goal setting, action planning, and decision making; confirms plans
- Trusts the individual's judgment
- Expects the individual to evaluate own work and to continually innovate
- Encourages the individual to challenge himself or herself to even higher levels of performance
- Provides opportunities to share knowledge and skills, mentor and teach others
- Acknowledges, values, and rewards contributions
- Provides additional resources as required

# The SLII® Model—Matching Leadership Styles to Development Level

- 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



Development Level of the Individual

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

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

- D2** Overwhelmed  
Confused  
Demotivated  
Demoralized  
Frustrated  
Disillusioned  
Discouraged  
Flashes of competence

- D1** Hopeful  
Inexperienced  
Curious  
New/unskilled  
Optimistic  
Excited  
Eager  
Enthusiastic

## Development Level Characteristics and Descriptors

**D4**  
Self-Reliant Achiever  
High Competence  
High Commitment

**Characteristics**

- Recognized by others as an expert
- Consistently competent; justifiably confident
- Trusts own ability to work independently; self-assured
- Inspired; inspires others
- Proactive; may be asked to do too much

**D3**  
Capable, but Cautious, Performer  
Moderate to High Competence  
Variable Commitment

**Characteristics**

- Is generally self-directed, but needs opportunities to test ideas with others
- Sometimes hesitant, unsure, tentative
- Not always confident; self-critical; may need help in looking at skills objectively
- May be bored with goal or task
- Makes productive contributions

**D2**  
Disillusioned Learner  
Low to Some Competence  
Low Commitment

**Characteristics**

- Has some knowledge and skills; not competent yet
- Frustrated; may be ready to quit
- Discouraged, overwhelmed, confused
- Developing and learning; needs reassurance that mistakes are part of the learning process
- Unreliable; inconsistent

**D1**  
Enthusiastic Beginner  
Low Competence  
High Commitment

**Characteristics**

- Next to the goal or task; inexperienced
- Eager to learn; willing to take direction
- Enthusiastic; excited; optimistic
- Don't know what they don't know, so they may do the wrong thing
- Confidence based on hopes and transferable skills, not reality

### 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? (Learning or Doing)
3. How strong or good are the individual's transferable skills? (Learning or Doing)
4. How motivated, interested, and enthusiastic is the individual? (Attitude: + or -)
5. How confident or self-assured is the individual? (Attitude: + or -)

Decision Point 1 →

Decision Point 2 →

Quick Diagnosis Chart

D4	D3	D2	D1
<b>Doing</b> Can do goal or task without direction		<b>Learning</b> Cannot do goal or task without direction	
<b>Commitment / Attitude</b>			
+	-	-	+
D4	D3	D2	D1

## Partnering for Performance

### Pework

- Teach this person the SLII® Model

*Different strokes for different folks.  
Different strokes for the same folks, depending on the task.  
Don't work harder—work smarter.*

### The Steps in Partnering for Performance

- 1** *Get agreement on SMART goals.*
  - Are written goals specific and measurable, motivating, attainable and aligned, relevant, and trackable? What does a good job look like?
- 2** *Get agreement on diagnosis of Development Level (D1, D2, D3, or D4).*
  - What is the person's demonstrated competence and commitment on each SMART goal and task?
  - Identify performance trend(s) ↑ ↔ ↓
- 3** *Get agreement on current and future Leadership Style (S1, S2, S3, or S4).*
- 4** *Get agreement on appropriate leadership behaviors for each goal.*
- 5** *Get agreement on how and how often you will stay in touch.*

*All good performance starts with clear goals.*

*Development level is goal or task specific.*

*There is no best leadership style; it depends on the situation.*

*Situational Leadership® II is not something you do to people; it's something you do with people.*

*Good performance is a journey, not a destination.*

Ken Blanchard first developed Situational Leadership® with Paul Hersey in the late 1960s. In 1985, Blanchard and the Founding Associates of The Ken Blanchard Companies—Marjorie Blanchard, Don Carew, Eunice Parisi-Carew, Fred Finch, Laurence Hawkins, Drea Zigarmi, and Patricia Zigarmi—created a new generation of the theory called Situational Leadership® II. The leadership model used in this product is based on the Founding Associates' second generation thinking and research, and is used with their permission.

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Dear Manager:

A member of your staff has just completed the American Management Association program, *Taking on Greater Responsibility: Step-up Skills for Nonmanagers*.

As part of this program, the staff member has completed an inventory that includes a self-assessment of various skills, and his/her proficiency in these skills. A manager's copy of this inventory is attached to this cover sheet.

As an essential part of the participant's learning experience, it is important that you complete the attached inventory, rating your staff member on these same skills and proficiencies. The assessment is not lengthy and should take no longer than 20 minutes to complete. Discussing the results of the two complementary inventories will clarify your staff member's role within your organization and provide a new forum for open discussion.

Sincerely,

Dorothy Deming  
Learning Solutions Associate

# Five Key Skills for Taking on Greater Responsibility

## Rating Inventory

### Rating Proficiency

Focusing on your employee's current position, rate his/her proficiency in these skills using the following scale:

- |                              |   |
|------------------------------|---|
| 1 = Little to No Proficiency | <i>Employee can't do this</i>                                   |
| 2 = Marginal Proficiency     | <i>Employee can get by when he/she needs to do this</i>         |
| 3 = Average Proficiency      | <i>Employee can do this but might occasionally be uneven</i>    |
| 4 = Strong Proficiency       | <i>Employee does this well and consistently</i>                 |
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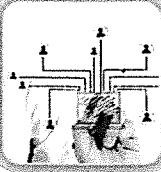
## Being Business Smart and Savvy

1.	Understanding of company's vision and strategy and ability to explain it to others, by putting meaning to the words for impact.	
2.	Ability to define how role fits into the business strategy and how it impacts business results.	
3.	Ability to support the strategy by using current skills.	
4.	Ability to demonstrate knowledge of basic business principles and trends.	
5.	Understanding of external and internal factors that impact business.	

Strengths	Weaknesses

**Recommended Business Smart and Savvy Development Goal**

Recommended Business Smart and Savvy Development Goal




## Communicating Strategically

1.	Ability to effectively communicate information.	
2.	Ability to recognize different styles of communication and demonstrate flexibility in approaches.	
3.	Ability to apply techniques for feedback that are appropriate to the situation.	
4.	Ability to project a viable and credible personal brand.	
5.	Understanding of and ability to employ strategic communication skills.	

**Strengths**

**Weaknesses**

**Recommended Communicating Strategically Development Goal**



## Managing Change

1.	Ability to understand his/her responses to change.	
2.	Acceptance of uncertainty and ability to practice coping skills to adapt to change and apply resiliency.	
3.	Ability to remain and demonstrate a positive and proactive attitude in a changing business environment by encouraging and accepting new and different processes and ideas.	
4.	Ability to look for innovative solutions and new approaches when it appears nothing is working.	
5.	Ability to facilitate the change process by influencing others to adapt their behaviors and approaches.	

**Strengths**

**Weaknesses**

**Recommended Managing Change Development Goal**




## Working in Teams

1.	Ability to take a leadership role in team situations and demonstrate the role with knowledge, poise and confidence.	
2.	Ability to create an environment that fosters cooperation and recognition.	
3.	Ability to motivate others to meet team goals and achieve results for organizational success.	
4.	Ability to encourage active participation while respecting others' opinions and ideas.	
5.	Ability to facilitate group decision making.	

**Strengths**

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## Managing Time

1.	Ability to prioritize assignments and reorganize work to maximize productivity.	
2.	Ability to balance multiple demands on time and resources.	
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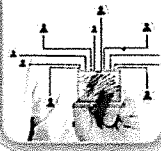
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