Welcome!

Ken Blanchard
Patricia Zigarmi
Drea Zigarmi
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 Development Cycle

Development Level of the Individual

- **Developed** (D4): High Competence, High Commitment
- **Developing** (D3): Moderate to High Competence, Variable Commitment
- **Developed** (D2): Low to Some Competence, Low Commitment
- **Developing** (D1): Low Competence, High Commitment

**High Directive and High Supportive Behavior**

**High Directive and High Supportive Behavior**

**Low Directive and Low Supportive Behavior**

**Low Directive and Low Supportive Behavior**

**Low Directive and High Supportive Behavior**

**High Directive and Low Supportive Behavior**

**Low Directive and High Supportive Behavior**

**High Directive and High Supportive Behavior**
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
Development Level 1

<table>
<thead>
<tr>
<th>HIGH COMPETENCE</th>
<th>MODERATE TO HIGH COMPETENCE</th>
<th>LOW TO SOME COMPETENCE</th>
<th>LOW COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH COMMITMENT</td>
<td>VARIABLE COMMITMENT</td>
<td>LOW COMMITMENT</td>
<td>HIGH COMMITMENT</td>
</tr>
<tr>
<td>D4</td>
<td>D3</td>
<td>D2</td>
<td>D1</td>
</tr>
</tbody>
</table>

DEVELOPED  DEVELOPING
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

<table>
<thead>
<tr>
<th>HIGH COMPETENCE</th>
<th>MODERATE TO HIGH COMPETENCE</th>
<th>LOW TO SOME COMPETENCE</th>
<th>LOW COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH COMMITMENT</td>
<td>VARIABLE COMMITMENT</td>
<td>LOW COMMITMENT</td>
<td>HIGH COMMITMENT</td>
</tr>
<tr>
<td>D4</td>
<td>D3</td>
<td>D2</td>
<td>D1</td>
</tr>
</tbody>
</table>

DEVELOPED  ←  DEVELOPING
The Needs at D2

- 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

<table>
<thead>
<tr>
<th>HIGH COMPETENCE</th>
<th>MODERATE TO HIGH COMPETENCE</th>
<th>LOW TO SOME COMPETENCE</th>
<th>LOW COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH COMMITMENT</td>
<td>VARIABLE COMMITMENT</td>
<td>LOW COMMITMENT</td>
<td>HIGH COMMITMENT</td>
</tr>
<tr>
<td>D4</td>
<td>D3</td>
<td>D2</td>
<td>D1</td>
</tr>
</tbody>
</table>

**DEVELOPED** ← DEVELOPING
The Needs at D3

- 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

<table>
<thead>
<tr>
<th>HIGH COMPETENCE</th>
<th>MODERATE TO HIGH COMPETENCE</th>
<th>LOW TO SOME COMPETENCE</th>
<th>LOW COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH COMMITMENT</td>
<td>VARIABLE COMMITMENT</td>
<td>LOW COMMITMENT</td>
<td>HIGH COMMITMENT</td>
</tr>
<tr>
<td><strong>D4</strong></td>
<td><strong>D3</strong></td>
<td><strong>D2</strong></td>
<td><strong>D1</strong></td>
</tr>
</tbody>
</table>

**DEVELOPED** → **DEVELOPING**
The Needs at D4

- 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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>D4</th>
<th>D3</th>
<th>D2</th>
<th>D1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can do goal or task without direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannot do goal or task without direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment/Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>D3</td>
<td>D2</td>
<td>D1</td>
<td></td>
</tr>
</tbody>
</table>

© 2011 The Ken Blanchard Companies. All rights reserved. Do not duplicate • Item # 17856 • V013013
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
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

- Delegating: Low Directive and Low Supportive Behavior
- Supporting: Low Directive and High Supportive Behavior
- Coaching: High Directive and High Supportive Behavior
- Directing: High Directive and Low Supportive Behavior
**Style Descriptors**

### 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

**Diagram:**
- **Low Directive and Low Supportive Behavior**
- **Low Directive and High Supportive Behavior**
- **High Directive and Low Supportive Behavior**
- **High Directive and High Supportive Behavior**

**Legend:**
- **SUPPORTIVE BEHAVIOR**
- **DIRECTIVE BEHAVIOR**

**Development Level of the Individual:**
- **HIGH**
  - D4: High Competence, High Commitment
- **MODERATE**
  - D3: Moderate to High Competence, Variable Commitment
- **LOW**
  - D2: Low to Some Competence, Low Commitment
  - D1: Low Competence, High Commitment

**Development Cycle Phases:**
- S1: Low to Some Competence, Low Commitment
- S2: Moderate to High Competence, Variable Commitment
- S3: High Competence, High Commitment
- S4: Low Competence, High Commitment

© 2011 The Ken Blanchard Companies. All rights reserved. Do not duplicate • Item # 17856 • V013013
Thank You

for participating!