

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.

The Three Skills of a Situational Leader

DEFINITION ▶

Diagnosis

Assessing an individual's development needs on a specific goal or task

DEFINITION ▶

Flexibility

The ability to use a variety of leadership styles comfortably

DEFINITION ▶

Partnering for Performance

Reaching agreements with people about their development level and the leadership style needed to help them achieve individual and organisation goals

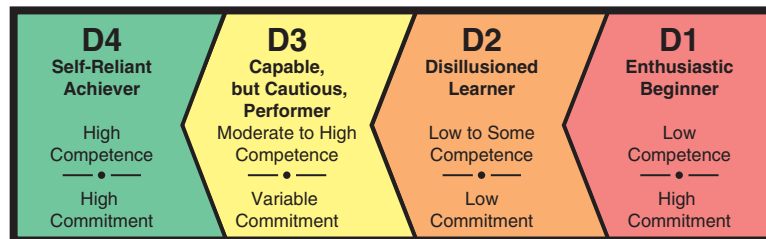
Ken Blanchard

Patricia Zigarmi

Drea Zigarmi

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.



... great leaders are very clear about what they are aiming for, but they also make sure they satisfy your agenda first. Ultimately, they achieve what they want by drawing out the greatness of those around them.

They do this through the power of their conversations."

—Warren Bennis

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.

Situational Leadership® is a registered trademark of Leadership Studies, Inc.

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?

Quick Diagnosis Chart

		D4	D3	D2	D1
Decision Point 1 →	Doing	Cannot accomplish goal or task without direction		Learning	
		Cannot accomplish goal or task without direction		Cannot accomplish goal or task without direction	
		Commitment / Attitude			
Decision Point 2 →		+	-	-	+
		D4	D3	D2	D1

Leadership Style Flexibility

There are two dimensions to leadership style:

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

Supportive Behaviour—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 Behaviour.

S1 Style 1—Directing—High Directive Behaviour/Low Supportive Behaviour

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
- **Organises** and shares information and resources
- **Develops a plan** for learning and practising 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 Behaviour/High Supportive Behaviour

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 **analyse 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 Behaviour/High Supportive Behaviour

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 Behaviour/Low Supportive Behaviour

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 Situational Leadership® II Model

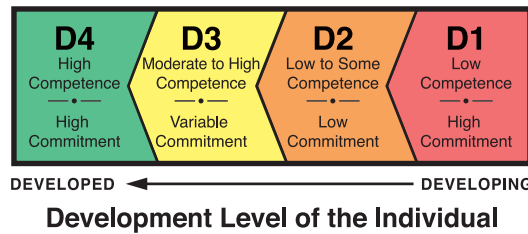
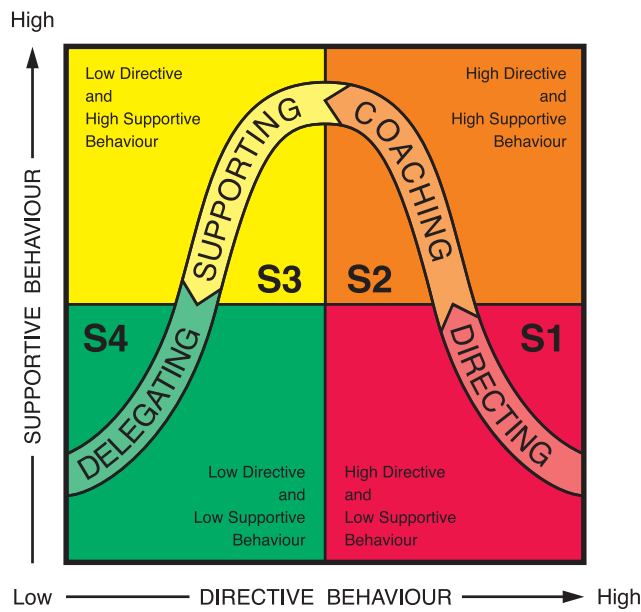
Matching Leadership Styles to Development Level

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

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

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

- S1** Defining
 Planning/prioritising
 Orientating
 Teaching/showing and telling how
 Checking/monitoring
 Giving feedback



DEVELOPED ← DEVELOPING
Development Level of the Individual

<p>D4 Justifiably confident</p> <ul style="list-style-type: none"> Consistently competent Inspired/inspires others Expert Autonomous Self-assured Accomplished Self-reliant/self-directed 	<p>D3 Self-critical</p> <ul style="list-style-type: none"> Cautious Doubtful Capable Contributing Insecure Tentative/unsure Bored/apathetic 	<p>D2 Overwhelmed</p> <ul style="list-style-type: none"> Confused Demotivated Demoralised Frustrated Disillusioned Discouraged Flashes of competence 	<p>D1 Hopeful</p> <ul style="list-style-type: none"> Inexperienced Curious New/unskilled Optimistic Excited Eager Enthusiastic
---	---	--	--

Development Level Characteristics and Descriptors

<p style="text-align: center;">D4</p> <p style="text-align: center;">Self-Reliant Achiever</p> <p style="text-align: center;">High Competence</p> <p style="text-align: center;">High Commitment</p> <p style="text-align: center;">Characteristics</p> <ul style="list-style-type: none"> • Recognised 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 	<p style="text-align: center;">D3</p> <p style="text-align: center;">Capable, but Cautious, Performer</p> <p style="text-align: center;">Moderate to High Competence</p> <p style="text-align: center;">Variable Commitment</p> <p style="text-align: center;">Characteristics</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">D2</p> <p style="text-align: center;">Disillusioned Learner</p> <p style="text-align: center;">Low to Some Competence</p> <p style="text-align: center;">Low Commitment</p> <p style="text-align: center;">Characteristics</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">D1</p> <p style="text-align: center;">Enthusiastic Beginner</p> <p style="text-align: center;">Low Competence</p> <p style="text-align: center;">High Commitment</p> <p style="text-align: center;">Characteristics</p> <ul style="list-style-type: none"> • New 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
---	--	---	--

Partnering for Performance

Pework

- Teach the Situational Leadership® II Model
- Identify overall business outcomes

The Five Agreements

Get agreement on

1. Goals

- Set SMART goals—Write goals that are Specific and measurable, Motivating, Attainable, Relevant and Trackable. Describe what a good job looks like.

2. Development Level

- Diagnose development level (D1, D2, D3 or D4).
- Determine the individual's demonstrated competence and commitment on each SMART goal or task.
- Identify Performance Trend(s) (↑ ↔ ↓).

3. Leadership Style

- Identify current leadership style and the leadership style needed in the future (S1, S2, S3 or S4).

4. Leader Behaviours

- Determine what the individual needs from you—direction to build competence or support to build commitment or both?
- Identify and provide appropriate leader behaviours.

5. Follow-Up

- Determine how, and how often you will stay in touch.

Different strokes for different folks.

*Different strokes for the same folks,
depending on the task.*

Don't work harder—work smarter.

*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^{THE}**Blanchard**
COMPANIES

Global Headquarters USA +1 760 489-5005 • 800 728-6000 • Fax +1 760 489-8407
UK +44 (0) 1483 456300 Canada +1 905 829-3510 • 800 665-5023 Singapore +65 6775 1030

www.kenblanchard.com