

# Situational Leadership® II

## **Teaching Others**

---

## *Purpose of Situational Leadership® II*

### **D I R E C T I O N S**

1. *Explain the Purpose of Situational Leadership® II (page 2).*
2. *Share The Three Skills of a Situational Leader (page 3).*
3. *Explain Diagnosing Development Level (page 3) and share The Five Key Diagnosis Questions (page 4).*
4. *Explain Choosing the Appropriate Leadership Style (page 5).*
5. *Show how to match development level and leadership style, using The Situational Leadership® II Model, and explain oversupervision and undersupervision (page 6).*
6. *Teach Partnering for Performance (pages 7 and 8).*

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

The purposes of Situational Leadership® II are to

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

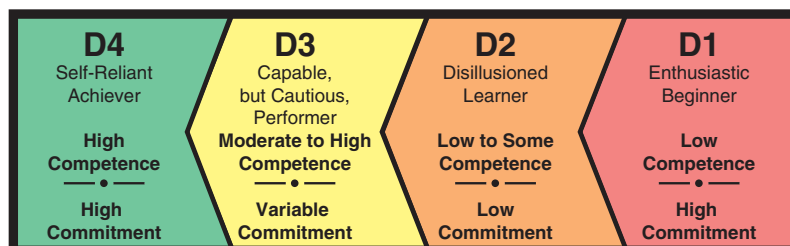
Ken Blanchard first developed Situational Leadership® with Paul Hersey in the late 1960s. In 1985, Blanchard and the Founding Associates of The Ken Blanchard Companies®—Marjorie Blanchard, Don Carew, Eunice Parisi-Carew, Fred Finch, Laurence Hawkins, Drea Zigarmi, and Patricia Zigarmi—created a new generation 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.

## The Three Skills of a Situational Leader

- 1 **Diagnosis**—Assessing an individual’s need (development level) for direction and support
- 2 **Flexibility**—Using a variety of leadership styles comfortably
- 3 **Partnering for Performance**—Reaching agreements on what the leader and the individual need from each other as they work together

## Diagnosing Development Level

Development level is a combination of two factors: **Competence**—the individual’s demonstrated task-specific and transferable knowledge and skills on a goal or task; and **Commitment**—the individual’s motivation and confidence on a goal or task. Development level is *goal or task specific*. It is not an overall rating of an individual’s skills or attitude. There are four development levels.



### Development Level Descriptors

#### D4

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

#### D3

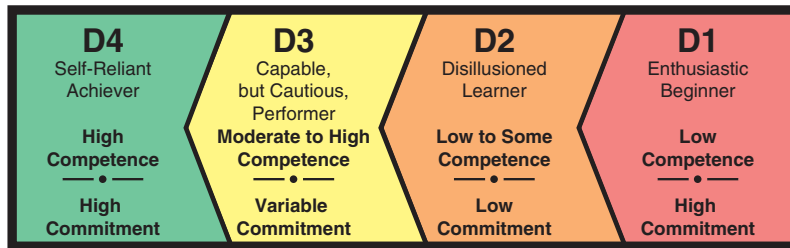
- Self-critical
- Cautious
- Doubtful
- Capable
- Contributing
- Insecure
- Tentative/unsure
- Bored/apathetic

#### D2

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

#### D1

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



**D4**  
**Self-Reliant Achiever**

- 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**

- 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**

- 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**

- 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

**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 on the goal or task?
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?

**KEY LEARNING**

**Development level is goal or task specific!**

## Choosing the Appropriate Leadership Style

Leadership style is a pattern of behaviors leaders use, over time, as perceived by others. There are two basic leadership style behaviors: **Directive Behavior**—telling and showing people what to do, when to do it, how to do it, and providing frequent feedback on results; and **Supportive Behavior**—listening, facilitating self-reliant problem solving, encouraging, praising, and involving others in decision making. There are four leadership styles consisting of four different combinations of Directive and Supportive Behaviors.

### **S1** Style 1—Directing—High Directive Behavior and Low Supportive Behavior

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

### **S2** Style 2—Coaching—High Directive Behavior and High Supportive Behavior

The leader explains why, solicits suggestions, praises behaviors that are approximately right, and continues to direct goal or task accomplishment.

### **S3** Style 3—Supporting—Low Directive Behavior and 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.

### **S4** Style 4—Delegating—Low Directive Behavior and Low Supportive Behavior

The leader empowers the individual to act independently with appropriate resources to get the job done.

### Leadership Style Descriptors

#### **S4** Allowing/trusting

- Confirming
- Empowering
- Affirming
- Acknowledging
- Challenging

#### **S3** Asking/listening

- Reassuring
- Facilitating self-reliant problem solving
- Collaborating
- Encouraging feedback
- Appreciating
- Exploring/asking

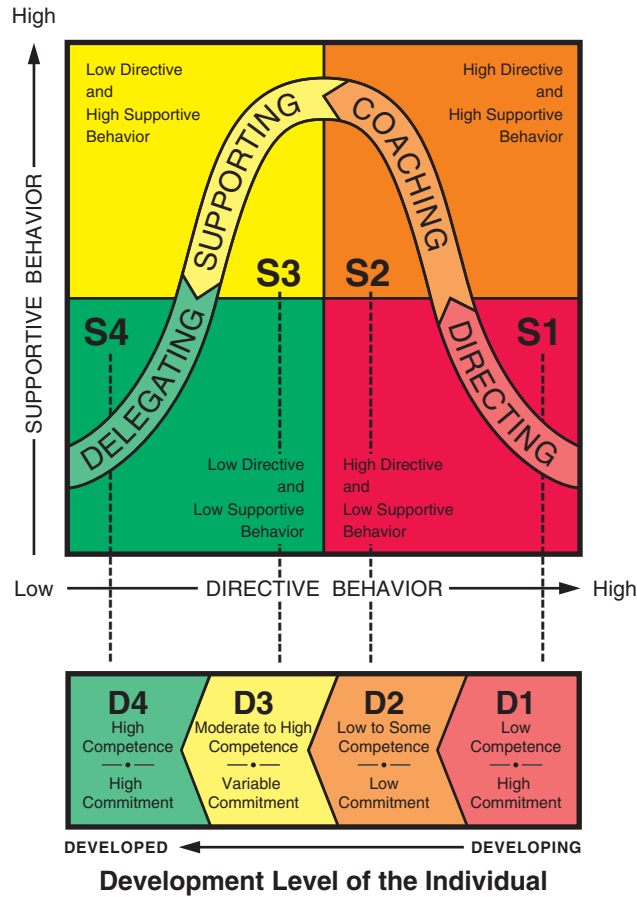
#### **S2** Explaining/clarifying

- Redirecting
- Sharing feedback
- Encouraging
- Praising
- Defining

#### **S1** Planning/prioritizing

- Orienting
- Teaching/showing and telling how
- Checking/monitoring
- Giving feedback

# The Situational Leadership® II Model



**The goal is a MATCH**

S1 → D1  
 S2 → D2  
 S3 → D3  
 S4 → D4

Over time, with a match, individuals learn to provide their own direction and support.

**Two types of MISMATCH**

Oversupervision  
 S1/S2 with D3/D4

Undersupervision  
 S3/S4 with D1/D2

# Partnering for Performance

## Prework

- Teach the SLII® Model
- Identify overall business outcomes

*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?

*All good performance starts with clear goals.*

### 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) ↑ ↔ ↓

*Development level is goal or task specific.*

### 3 Get agreement on current and future Leadership Style (S1, S2, S3, or S4).

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

### 4 Get agreement on appropriate leadership behaviors for each goal.

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

### 5 Get agreement on how and how often you will stay in touch.

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

### Diagnose Development Level Chart

Use this chart to identify an individual’s development level on one or more actual goals or tasks.

Diagnose Development Level				
COMPETENCE		COMMITMENT		LEVEL
TASK KNOWLEDGE AND SKILLS	TRANSFERABLE SKILLS	MOTIVATION	CONFIDENCE	
HIGH LOW	HIGH LOW	HIGH LOW	HIGH	D4
			LOW	D4/3
			HIGH	D3/4
			LOW	D3
		HIGH LOW	HIGH	D3/2
			LOW	D3/2
			HIGH	D2/3
			LOW	D2
	HIGH LOW	HIGH LOW	HIGH	D1/2
			LOW	D1/2
			HIGH	D2/1
			LOW	D2
		HIGH LOW	HIGH	D1
			LOW	D1/2
			HIGH	D2/1
			LOW	D2

#### Example 1

On a specific goal or task an individual has

TASK KNOWLEDGE AND SKILLS —High

TRANSFERABLE SKILLS —Low

MOTIVATION —High

CONFIDENCE —Low

This individual’s development level is D3/2 and your leadership style should be S3/2.

#### Example 2

On a specific goal or task an individual has

TASK KNOWLEDGE AND SKILLS —Low

TRANSFERABLE SKILLS —Low

MOTIVATION —High

CONFIDENCE —High

This individual’s development level is D1 and your leadership style should be S1.

**THE KenBlanchard**  
COMPANIES

San Diego 760 489-5005 • 800 728-6000  
London 44 208 540 5404  
Toronto 905 568-2678 • 800 665-5023  
www.kenblanchard.com

Reprint rights available from The Ken Blanchard Companies