SITUATIONAL LEADERSHIP® II for Government
Participant Workbook

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Environmental Statement

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Welcome to Situational Leadership® II training.

This learning experience focuses on the fundamental changes in the role of a leader today. In particular, we highlight the change from leader as boss, evaluator, judge, and critic to leader as partner, facilitator, cheerleader, supporter, and coach.

If leaders are to be partners with the people they work with, they need skills that will enable them (1) to find out what individuals need in order to accomplish their personal and organization goals, (2) to use a variety of leadership styles to meet those needs, and (3) to set up a communication process for reaching agreements about what the leader and the individual can expect from each other as they work together. These three skills—Diagnosis, Flexibility, and Partnering for Performance—are the focus of this program.

Because leadership is what you do with people, not to them, once you learn these leadership principles, models, and processes, take time to share them with the people you work with. Not only will you reinforce your own knowledge and skills, you will demonstrate your commitment to helping people succeed.

As you begin this program, you will be embarking on a journey. It is a journey for your own development, as well as for the development of individuals into Self-Reliant Achievers. This program will help you develop people who truly want to be magnificent—people who are motivated to work independently and who align their own goals with the goals of the organization and pursue them with dedication. It will help you increase not only the frequency but also the quality of communication and conversation with the people you support.
The training you receive today can have far-reaching effects, since the most important factor impacting job satisfaction is the relationship an individual has with his or her leader. The job of a leader is both a responsibility and an honor. This program will give you skills in building that relationship and carrying out that responsibility.

We hope you enjoy our program and use what you learn to help people be truly magnificent.

Ken Blanchard  
Patricia Zigarmi  
Drea Zigarmi
Reflecting on Leadership

Sometimes it is hard to slow down and stop thinking about work at the beginning of a workshop. To help you make that transition, think about the following questions.

Option 1: Orchestra Leader versus Jazz Band Leader

What images come to mind when you think of an orchestra leader?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What images come to mind when you think of a jazz band leader?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What does a jazz band leader do?

• ______________________________________________________________________

• ______________________________________________________________________

• ______________________________________________________________________

Why might a jazz band be a good metaphor for organizations and leaders in the future?

• ______________________________________________________________________

• ______________________________________________________________________

• ______________________________________________________________________
Option 2: Reflection

Take a moment to think about a leadership experience you are proud of. Write some notes about how it made people feel and why you are proud of it. Then, share your experience with others at your table.

What's one thing you would like from your leader to help you become more competent, confident, and motivated?
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 Core Competencies of a Situational Leader

**Diagnosis**
Be able to
- Identify the characteristics and needs of others at each level of development
- Monitor and diagnose the performance, competence, and commitment of others to determine their needs for direction and support

**Flexibility**
Be able to
- Use all 14 directive and supportive leadership behaviors to build others’ competence and commitment
- Use Style 1 direction-giving skills to build others’ competence
- Use Style 2 coaching skills to build others’ competence and commitment
- Use Style 3 support-giving skills to build others’ motivation and confidence in their competence
- Use Style 4 delegating skills to acknowledge others’ competence and commitment
- Adjust your leadership style when competence or commitment increases or decreases
- Be perceived as flexible (able to use all four leadership styles)
- Be perceived as effective (able to match and use the appropriate leadership style in a given situation)
Partnering for Performance

Be able to

• Comfortably use the common vocabulary of SLII® to improve the frequency and quality of communication about performance and development

• Skillfully use One on One Conversations to open up communication and provide opportunities for ongoing diagnosis

• Conduct Partnering for Performance meetings to agree on goals and a plan for working together to achieve these goals

• Resolve disagreements about development level

• Strategically use the Coaching for Impact Action Plan to help others link their personal goals to team and organization goals
The Training Program at a Glance

Program Modules
- Module 1—Leadership for the Future
- Module 2—Beliefs and Building Blocks
- Module 3—Diagnosis: The First Skill of a Situational Leader
- Module 4—Flexibility: The Second Skill of a Situational Leader
- Module 5—The Match: Matching Your Style to the Situation to Develop Others’ Competence and Commitment
- Module 6—SLII® Skill Practice
- Module 7—Partnering for Performance: The Third Skill of a Situational Leader
- Module 8—Action Planning

REFERENCE

Terminology
- The terms “individual” and “person” are used interchangeably with the terms “employee” or “staff member” to refer to someone you manage or influence.
- The terms “leader” and “manager” are also used interchangeably.
Getting the Most Out of Your Training

Reflect and Record

• Reflect on what you are learning and how it applies to you
• Take notes in your workbook or on notepaper
• Record any “ahas” on the Ideas, Insights, and Intentions pages at the back of your workbook

Be Accountable and Demonstrate Respect for Others

• Be on time
• Turn off pagers and cell phones
• Keep confidences
• Choose to be here—bring energy to the learning experience

What Great Learners Do

• Take responsibility for learning and choose to be there
• Breathe—the brain uses 25 percent of the body’s oxygen
• Drink plenty of water and eat well
• Know your own learning style
• Take notes and make connections to your own experience
• Use color to organize your notes
• Mindmap your learning, since the brain learns through partnering and if both sides of the brain are involved in learning, retention increases
• Review the content with learning partners
• Ask questions to extend your learning
Focus on Impact

To make the greatest impact, focus on the *skills* you need to develop to improve business results and the *people* you need to work with differently to help them improve their performance and development.
Leadership for the Future

Overview

Situational Leadership® II is a model for developing people and talent. It is a way for leaders to help the people they work with grow and become Self-Reliant Achievers. It is a strategy for releasing energy and creativity in an organization and for aligning individual goals and organization goals.

Situational Leadership® II can help harness others’ emotions, heart, energy, and skills in support of the organization’s vision and values. As a result of learning to be a Situational Leader, leaders and the people they manage and influence become more skillful, adaptable, and open to new challenges.

Because it opens up communication, Situational Leadership® II invites individuals to teach the people they work with about themselves and what kind of help they need in order to develop.

The role of Situational Leaders, as teachers and coaches, is to challenge the people they work with to become increasingly self-motivated and self-directed. Situational Leaders provide an environment where people can stretch, learn, develop, and share their talents.

Objectives

• To discuss the role of the leader in a rapidly changing organization and world
• To identify the importance of flexibility and adaptability in developing people and in managing diversity and change
The Context for Leadership

What changes do you face as an industry? As an organization? As a work group?

What challenges do you face as a leader?
The Stream

1. What do you know about a stream?

2. What can a stream teach you about leadership?

3. Consider the changes and challenges you face as a leader in relation to your learnings from the video. What skills and behaviors do you, as a leader, need in order to be successful and effective?
My Leadership in the Future

Complete these three reflections to help you think about your leadership in the future.

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<th>NOW</th>
<th>FUTURE</th>
<th>WHY?</th>
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<td>If someone were to watch a videotape of my actions and behaviors over the last few weeks, this person would say I was focused on</td>
<td>As I develop the knowledge, skills, and attitudes I need in the future to be a more effective leader, I’d like my videotape to show me</td>
<td>This would help me, my team, my department, or organization by</td>
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Complete these three reflections to help you think about your leadership in the future.