

# Introduction to Situational Leadership® II

*Developing Competence*

*Gaining Commitment*

*Retaining Talent*

PARTICIPANT WORKBOOK

For Preview Only

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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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## *Situational Leadership® II*

### **Overview**

Situational Leadership® II is a model for developing people. SLII® is a language, as well as a strategy, for providing the right amount of direction and support to the people you lead.

The role of the Situational Leader, as teacher and coach, is to challenge the people he or she works with to become increasingly self-motivated and self-directed. Situational Leaders provide an environment where people can learn; develop their skills, motivation, and confidence; share their talents; and contribute to the organization's success.

Situational Leadership® II will help you deal with the greatest challenges you face as a leader. What challenges do *you* face as a leader?

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This ***Introduction to SLII®*** will get you started on the path to becoming a Situational Leader who can effectively deal with these challenges. It is focused on the first two skills of a Situational Leader: Diagnosis and Flexibility. To learn more about the third skill of a Situational Leader—Partnering for Performance, please contact The Ken Blanchard Companies® at 800 728-6000 or 760 489-5005 or visit us on the Web at [www.kenblanchard.com](http://www.kenblanchard.com).

## *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

## *Learning Objectives*

As a result of participating in this SLII® introduction, participants will

- Be able to diagnose others' development levels and choose the appropriate leadership style
- Know why there is no best leadership or coaching style (unless there is a match)
- Learn a common language for coaching and developing others
- Understand the negative impact of oversupervision and undersupervision on performance and morale

## Best Boss/Worst Boss Worksheet

### DIRECTIONS

Describe your best boss and worst boss in terms of the behaviors they used to influence your performance.

Share your answers with a learning partner.

### My Best Boss

What did he or she do?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How did you react and/or feel?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### My Worst Boss

What did he or she do?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How did you react and/or feel?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**What did your best boss know that your worst boss didn't know?**

\_\_\_\_\_

What's in it for you to learn the skills and strategies to be perceived as a "best boss"?

\_\_\_\_\_

\_\_\_\_\_

## *The Three Skills of a Situational Leader*

### **1 DIAGNOSIS**

The willingness and ability to look at a situation and assess others' development needs

### **2 FLEXIBILITY**

The ability to use a variety of leadership styles comfortably

### **3 PARTNERING FOR PERFORMANCE**

Reaching agreements with others about the leadership style(s) they need from you to achieve their goals and the organization's goals

## *The Definition of Leadership*



**Leadership** is an influence process. When you are a leader, you work with people to help them accomplish their goals and the goals of the organization.

## *The Definition of Leadership Style*



**Leadership Style** is the pattern of behaviors you use with others, over time, as perceived by them.

## *There Is No Best Leadership Style! There Are “Best Beliefs”*

1. People can and want to develop.
2. Leadership is a partnership.
3. People value involvement and communication.

## *Diagnosis—The First Skill of a Situational Leader*



**Diagnosis**—The willingness and ability to look at a situation and assess others’ development needs in order to decide which leadership style is the most appropriate for the goal or task at hand

### *Development Level*



#### **Competence**

Competence is a person’s demonstrated task-specific knowledge and skills and transferable knowledge and skills on a given goal or task.

- Goal or task knowledge and skills related specifically to the goal or task at hand come from education, experience, and practice.  
How would you know someone has task-specific knowledge and skills?

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- Transferable knowledge and skills are generic skills that cut across many goals and tasks and can be used in many situations. Transferable skills include

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#### **Commitment**

Commitment is a measure of an individual’s motivation and confidence in relation to a specific goal or task. Commitment is attitudinal; it is inferred from behavior.

- Motivation is a person’s interest in and enthusiasm for the goal or task.
- Confidence is a person’s feeling of self-assurance, of being able to perform a goal or task well without a lot of help from his or her leader.

## Development Level Worksheet

*Think of a time when you were a beginner, advanced beginner, steady contributor, and an expert at something. Then list characteristics/descriptors of you at each level of development. You can use four different tasks or you can use one task at four different points in time.*

**1** Think of a time *when you were starting something new*. You were a beginner—taking on a project or learning a new skill.

Skill or Task \_\_\_\_\_

List characteristics/descriptors of you at that level of development.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** Think of a time when you were *still learning how to do something, but you weren't just beginning*. You had not yet mastered all the skills. You might have been making progress, but you might have been frustrated because you now “knew what you didn't know as a beginner.”

Skill or Task \_\_\_\_\_

List characteristics/descriptors of you at that level of development.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3** Think of a time *when you could do the skill or task, but weren't consistently confident* in your ability to do it. You were nervous.

Skill or Task \_\_\_\_\_

List characteristics/descriptors of you at that level of development.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**4** Finally, think of a time when you were *an expert* at something. You had mastered a skill and had developed a level of unconscious competence.

Skill or Task \_\_\_\_\_

List characteristics/descriptors of you at that level of development.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## The Four Development Levels— D1: The Enthusiastic Beginner

Development level is goal or task specific.



### D1—Low Competence and High Commitment

An individual at D1 is interested in and enthusiastic about the goal or task but lacks skills and experience.

#### Descriptors or Characteristics

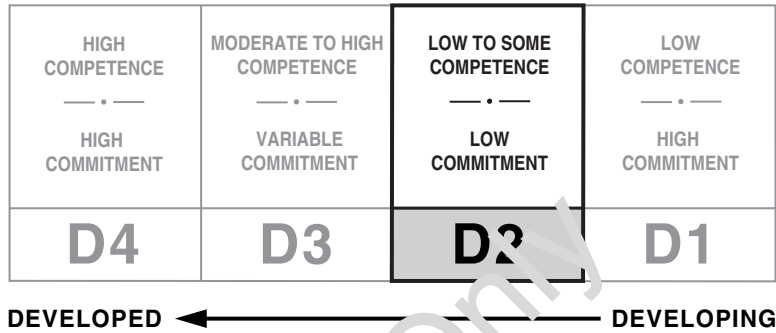
- \_\_\_\_\_
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- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_

#### Needs

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## The Four Development Levels— D2: The Disillusioned Learner

Development level is goal or task specific.



Individuals can also start out at D2 if they have low competence but lack commitment from the beginning.

### D2—Low to Some Competence and Low Commitment

An individual at D2 usually has developed some skills in relation to the goal or task but is often frustrated and demotivated due to unmet expectations. The drop in commitment is natural, but it will pass more quickly with the appropriate leadership style.

#### Descriptors or Characteristics

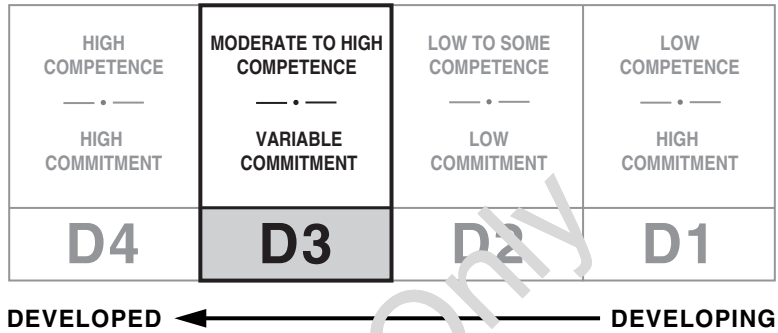
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#### Needs

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## The Four Development Levels— D3: The Capable, but Cautious, Performer

Development level is goal or task specific.



### D3—Moderate to High Competence and Variable Commitment

A person at D3 has fairly good skills in regard to the goal or task, but his or her confidence may be shaky, which can affect motivation. Motivation can also be low at D3 because of a job-related or personal issue.

#### Descriptors or Characteristics

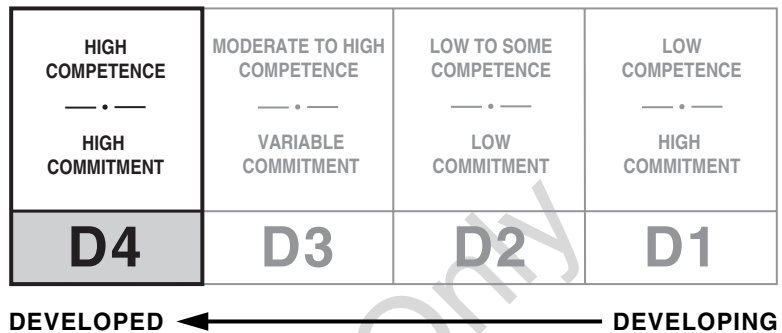
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Needs

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## The Four Development Levels— D4: The Self-Reliant Achiever

Development level is goal or task specific.



### D4—High Competence and High Commitment

A person at D4 has mastered the goal or task and is excited, motivated, and confident.

#### Descriptors or Characteristics

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Needs

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_

## *Flexibility—The Second Skill of a Situational Leader*



**Flexibility**—The ability to use a variety of leadership styles comfortably



### *Directive Leadership Behavior*

**Directive Behavior** is 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

#### *Five Key Directive Leadership Behaviors*

- Structure
- Organize
- Teach
- Supervise
- Evaluate



### *Supportive Leadership Behavior*

**Supportive Behavior** is 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

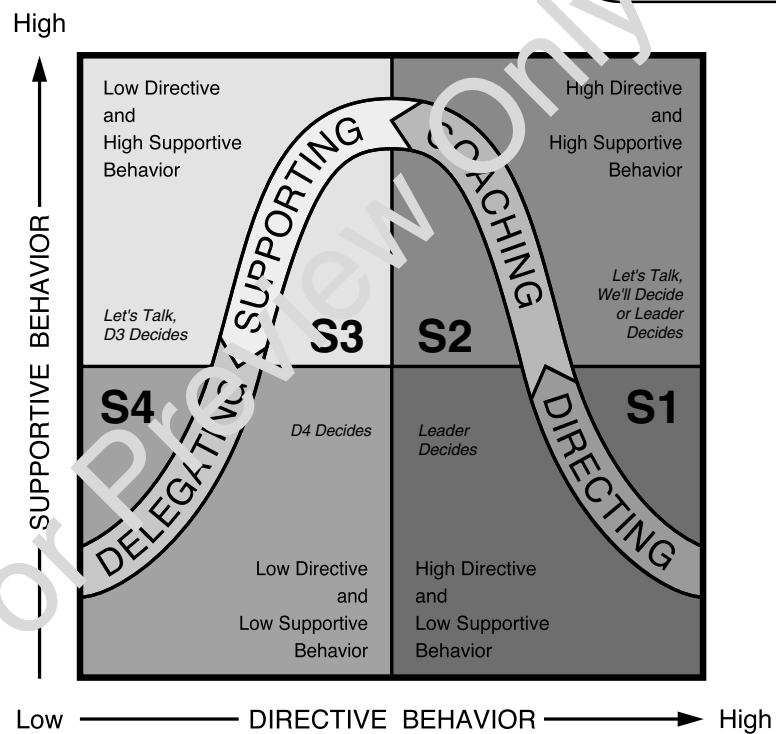
#### *Five Key Supportive Leadership Behaviors*

- Asks for input
- Listens
- Facilitates problem solving
- Explains why
- Encourages

## The Four Leadership Styles

**S2—There's more ...**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



In all four styles, the leader

- Makes sure goals and expectations are clear
- Observes and monitors performance
- Gives feedback

## Leadership Style Flexibility

### DIRECTIONS

On the following pages, you'll find three different manager-employee interactions. Read through each situation and use the column on the left to note when the manager makes a directive or a supportive comment. Use the definitions of Directive and Supportive Behaviors on page 13 to identify what type of comment the manager is making. Answer the questions at the end of each situation before going on to the next one.

Directive (D) or  
Supportive (S)  
Behavior?

### Situation 1

**Setting** Sandy, a new employee in the marketing department of a large company, is meeting with Casey, the manager.

Casey: Good morning, Sandy. How are you?

Sandy: Good morning, Casey. I'm fine, thanks.

Casey: Come over and sit down, and let's get organized on how we're going to track the results of the ad campaign for our new product.

Sandy: I'm looking forward to working on this project, and I feel I can do a good job.

Casey: Good, Sandy, so let's get started on an action plan. *(Sandy grabs a pen and a piece of paper.)* What we've done thus far is to set up a tracking system so that we know exactly which sales are coming from which ad. Right?

Sandy: Yes, that's right. What's next?

Casey: The next step of the process is to take the data that comes in and input it into the computer. That way we will be able to analyze it easily. We'll know exactly how sales are running in each state with which particular ad. Once that's up and running, we can do some statistical analysis of the data.



Sandy: This is helpful. I'm getting a sense of what to do next and of where we are ultimately going.

Casey: Sandy, I need you to talk to Sam over in the data-processing unit. He will help you understand our software so that you can manipulate the data and know how we're doing with each version of the ad campaign.

Sandy: Good, I've never worked with this kind of software before and I can use some additional training.

Casey: Good. So why don't you go over what you think the next steps are with me so I can be sure I've communicated them clearly?

Sandy: Fine, I'm going to take the data and input it. And, I'm going to talk to Sam to learn more about how to do the data analysis.

Casey: Right. Now, do you have any questions?

Sandy: No, I'm ready to go.

Casey: Great, if you think of anything, let me know. Let's plan to meet next Monday at 9:00 a.m. to discuss your progress.

Sandy: Fine, see you then.

1. Were most of Casey's comments directive or supportive?

\_\_\_\_\_

2. Who talked more?

\_\_\_\_\_

3. What leadership style was Casey using with Sandy?

\_\_\_\_\_

Directive (D) or  
Supportive (S)  
Behavior?

### **Situation 2**

- Setting** Terry, an experienced employee in a sales organization, is meeting with Pat, the manager.
- Terry:** Excuse me, Pat, I heard that you wanted to talk to me. I know my monthly reports were late. Is that the problem?
- Pat:** Yeah, Terry, come in. I wanted to ask you about the reports and why they were late—and two sections were incomplete. This is the second time this month. What seems to be the problem?
- Terry:** I guess I've been really busy.
- Pat:** There's a lot going on right now. Is the workload too much?
- Terry:** The added workload has become an issue. Last week it was either get a deal closed or do the reports. I chose to get the deal done. Then when I got to the report, I must have been in too big of a hurry. I didn't know some were incomplete.
- Pat:** It sounds like you have a lot going on right now and that, like most of us, you hate all the paperwork.



Terry: Yeah, I guess so. There's just so much of it! These summary reports seem redundant and unimportant—at least not as important as everything else I've got to do. Why do we have to make such a big deal over getting paperwork in by a certain date?

Pat: I know how you feel. I don't know too many people who actually like paperwork. But, it is important. With the way our organization works and with all the regulations, we've got to have timely, accurate, and detailed reporting.

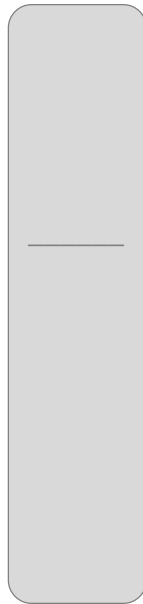
Terry: I guess I really never thought about what these reports were really for. So, the dilemma is how to get it all done.

Pat: You're right. What ideas do you have?

Terry: I've thought about it and I think there are three options:

1. I could delegate some of my tasks to Fred. Fred's made it clear that he would like to take on more responsibility, and I think he's ready. This would give him an idea of what my job is really like. On the other hand, I'd have to take the time to train him and bring him up to speed and that would obviously require more of my time.
2. You could lobby our VP to change the monthly reporting to quarterly. It might be more efficient and less demanding.
3. We could reduce my work. But that would mean someone else would have to take up the slack.

Pat: So, what do you think?



Terry: My recommendation is the first option. Even though it will take me time in the short run to train and develop Fred, I believe it will pay off in the long run. It will give us a head start in building bench strength to deal with our growth.

Pat: You know, Terry, over the past year you've always been right on time and accurate with your paperwork. You're the one staff member I could always count on to help me get my reports in on time. You know what's required, so if you think this is the best way to deal with the situation, let's put a development plan together for Fred and get him started. Let me know what I can do to help.

Terry: I will, I promise.

1. Were most of Pat's comments directive or supportive?

\_\_\_\_\_

2. Who talked more?

\_\_\_\_\_

3. What leadership style was Pat using with Terry?

\_\_\_\_\_

Directive (D) or  
Supportive (S)  
Behavior?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Situation 3**

**Setting** Lee is a supervisor at a high-tech company. His manager is Andy.

Lee: Good morning, Andy. What did you want to see me about?

Andy: Lee, you know that we've been having some trouble with product quality in your area and, in general, with your work as a supervisor. Now, I feel that I probably have not provided the kind of direction you needed as you moved into a supervisory position, and I want to help resolve that problem. Lee, do you understand the importance of the fact that rejections in your area are up by 10 percent?

Lee: *(Discouraged)* Yes, I do.

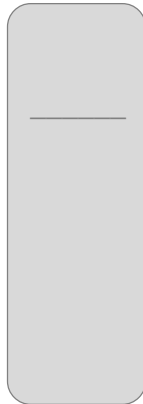
Andy: Well, do you have any ideas as to what we might do to resolve this problem?

Lee: Well, I admit I'm a little confused as to what to do. I've only been a supervisor for a short amount of time.

Andy: All right; well, let me give you some suggestions and see what you think about them. What I would suggest is that you give all of your people a copy of our current quality standards and procedures. Then, be sure that each associate understands and is using these procedures. You understand the procedures, and I know you can explain them to your people.

Lee: I think so. OK, I'll meet with my people this afternoon and tell them this is how it's going to be.

Andy: No, Lee, I don't think I'd do it quite that way. Let's get together tomorrow at 9:00 a.m., and we'll go over the quality standards and procedures and discuss how to introduce and implement them with your people.



Lee: OK.

Andy: I know you can handle this job, Lee. I think you just need some time and maybe a little guidance from me. Perhaps I haven't provided the guidance you've needed in the past, but now I'm going to. So, let's work together on this and see if we can correct this product quality problem.

Lee: Sounds good to me, Andy. See you tomorrow.

1. Were most of Andy's comments directive or supportive?  
\_\_\_\_\_

2. Who talked more?  
\_\_\_\_\_

3. What leadership style was Andy using with Lee?  
\_\_\_\_\_



## Oversupervision and Undersupervision

A leader has three choices

- 1 Match**
- 2 Oversupervise**
- 3 Undersupervise**

### *Oversupervision (S1 or S2 with a D3 or D4)*

What is the impact of oversupervision on competence (knowledge and skills) or commitment (motivation and confidence)? What is the impact on performance and results?

- |         |         |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

### *Undersupervision (S3 or S4 with a D1 or D2)*

What is the impact of undersupervision on competence (knowledge and skills) or commitment (motivation and confidence)? What is the impact on performance and results?

- |         |         |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |



**Situation 3**

A very capable woman who works for you has demonstrated so much ability on an important project that you have asked her to make a presentation to a group of executives who will be visiting the company next week. The presentation is critical for a new marketing effort, and you feel that she is the best person to make the presentation, but she seems to lack confidence. She makes frequent references to her lack of formal education, and she has told you that she frankly cannot see herself making the presentation.

You would ask the woman to do the presentation. Talk with her about her fears. Try to build her confidence by praising her for past accomplishments. Explore the alternatives she has for the presentation, but leave the specifics to her.

Development Level \_\_\_\_\_

Is this a  Match?  Mismatch?  
 Oversupervision?  
 Undersupervision?

**Situation 4**

You have just hired the competition's top manager. This person comes with great credentials and a lot of experience as a project manager. Her responsibility will be to supervise one-third of your department. Since your department is in trouble and cannot afford any more setbacks, you feel fortunate to have this woman on your staff. Right now, she really needs extensive information about your organization's policies and procedures.

You would, at the first opportunity, have a discussion with the new project manager about the department's problems. Do some brainstorming with her about possible courses of action and support her efforts to get oriented as quickly as possible. Offer to help her get up to speed on the organization's policies and procedures.

Development Level \_\_\_\_\_

Is this a  Match?  Mismatch?  
 Oversupervision?  
 Undersupervision?

**Situation 5**

You are a district manager for a growing company and you manage 31 sales reps. You have to do some preliminary projections for next year’s sales goals and need some help with the figures. You are about to meet with one of your most experienced assistant managers to assign her the task of gathering the data for these projections. She has had experience in all phases of the sales process and has a knack for data analysis. She wants the assignment.

You would ask her to produce the sales projections. Specify the format, the data collection procedures, and the timeline. Ask for her ideas and incorporate them into the approach you want her to use to make the projections when possible. Ask her to check in with you twice before submitting the report so you can track her progress.

Development Level \_\_\_\_\_

- Is this a
- Match?
  - Mismatch?
  - Oversupervision?
  - Undersupervision?

**Situation 6**

You manage two technical engineers who do not work well together at staff meetings. Both push their points too hard, fail to build on each other’s comments, and seldom show any appreciation for contributions made by the other. Individually, they value these staff meetings and feel that they have a lot to offer that will help. They just have no idea how to work together.

In a meeting with the two of them, you would share your concerns with both engineers about how they treat each other in staff meetings. Describe their behaviors, define what you want them to do about it, and draw out their feelings regarding your proposed solution. Listen to any suggestions they may have and incorporate them into an action plan. Be sure they do what they have agreed to do.

Development Level \_\_\_\_\_

- Is this a
- Match?
  - Mismatch?
  - Oversupervision?
  - Undersupervision?

## Quick Model for Diagnosing Development Level

	D4	D3	D2	D1
Decision Point 1 →	<b>Doing</b> Can do goal or task without direction		<b>Learning</b> Cannot do goal or task without direction	
	<b>Commitment / Attitude</b>			
Decision Point 2 →	+	-	-	+
	D4	D3	D2	D1

## Practice Diagnosing Development Level and Finding the Match

### SLII® Situation 1

You have an experienced and knowledgeable employee who is well regarded in the department. His performance during your three-month tenure has been excellent. Your company has just gone through a planning cycle, and you now must make project assignments. Since the company is just getting through a difficult financial period, it is important that these projects be handled by the right people. You should

- Give him his project assignments. Be clear about timelines, priorities, and activities that must be accomplished. Set up interim meetings with him to monitor results.
- Give him his project assignments and ask him to call you if problems arise. Monitor progress by requiring that all project managers submit biweekly status reports.
- Give him his project assignments. Share your feelings and thoughts about the company's delicate financial position. Ask him to review with you how he plans to handle these projects. Encourage and support his ideas and meet with him occasionally to help him if you can.
- Give him his project assignments. Stress the importance of these projects to the company's future profit picture. Tell him how to handle these projects, including timelines and priorities. Get his suggestions and modify the plan based on his ideas and expertise. Set up regular meetings with him to keep informed on the projects.

**SLII® Situation 2**

As a newly appointed manager at corporate headquarters, you are in charge of a support team that provides monthly information to line business units. The business units have given you feedback that one of your people has a poor attitude toward customer service. This person has been with your support team for four years and knows the technical aspects of the job very well; however, he seems unable to deal with the more experienced users in the business units and is unconcerned that user complaints are on the rise. You should

- A. Present the data about customer complaints to this employee. Let him know that his performance must improve.
- B. Tell the employee that customer service to the business units must be improved immediately. Give him specific action steps and be sure to follow up to ensure that results are achieved.
- C. Discuss specific customer complaints and participate in problem solving with him. Stress that this is his problem and that you will support him by providing resources as needed.
- D. Present the data about customer complaints to your employee. Outline an action plan to remedy the situation and ask for the employee's feedback on the proposed solutions. See that actions steps are taken.

**SLII® Situation 3**

You are a manager of a highly specialized development organization that has grown quickly over the last few years. While your expertise is not in the software area, you manage several people who are software experts. One of your new employees is having problems with a new software program that's under development and has asked for your help. You should

- A. Listen to the new employee's problems. Ask facilitating questions that might lead him to generate alternative solutions for himself. Encourage the employee to take some risks and praise him for his willingness to try.
- B. Tell the new employee to find someone else to help him. Check back to make sure he has.
- C. Ask the new employee to work with a specific coworker who is an experienced software expert and has worked with the company for many years. Reassure the new employee that he will receive detailed instructions and procedures on how to accomplish the task. Direct the coworker to help with the problem and check back frequently with the coworker later to see how everything is going.
- D. Ask the new employee for his input, stressing that the problem must be solved. Ask him to generate alternative solutions and critique the ideas he presents. Praise his initiative. Frequently check on his progress.

## *Action Planning*

Congratulations! You've learned to identify the four stages of development that people go through in becoming Self-Reliant Achievers. You've also learned that you have four leadership style choices. These learnings are the first step toward becoming a Situational Leader. The next steps—changing the way you listen to and observe others and changing your natural style to meet others' needs—are more difficult. In planning your next steps, think about the direction and support you need to become a Situational Leader and how you, your team, and your organization will benefit from your use of the Situational Leadership® II Model.

## *Next Steps*

- 1** Think back to the leadership challenges you identified at the beginning of this course. How will the Situational Leadership® II Model help you address those challenges?  
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- 2** What three actions will you commit to in becoming a Situational Leader?  
\_\_\_\_\_
- 3** What do you need to do, learn more about, or challenge yourself to do to help you act on these commitments?  
\_\_\_\_\_

## *Resources and Suggestions for You to Consider*

Situational Leadership® II is about building trusting relationships where people can unleash their talents and energy. Remember as you apply your learnings, you will go through the four development levels. Actively seeking the resources you need will help you on your journey.

1. Request SLII® skill building training from your training or human resources department. If your company does not offer the full SLII® course, consider attending a public workshop. Go to [www.kenblanchard.com/workshops](http://www.kenblanchard.com/workshops)
2. Read the book *Leadership and The One Minute Manager*. Go to [www.kenblanchard.com/estore](http://www.kenblanchard.com/estore)
3. Take a 360-degree assessment—either the Leadership Behavior Analysis II® or the Leader Action Profile. Contact your training or human resources department.
4. Work with a professional coach who is familiar with Situational Leadership® II. Go to [www.coaching.com](http://www.coaching.com)

The SLII® Model, presented in this Introduction to Situational Leadership® II, is a one-to-one leadership model. The SLII® Model can also be used to “manage up” (the Blanchard Situational Self Leadership program), and it can be used with teams (the Blanchard Building High Performing Teams® program).

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*“I think people want to be magnificent. It’s the job of the leader to bring out that magnificence in people and to create an environment where they feel safe, supported, and ready to do the best job possible in accomplishing key goals.”*

**—Ken Blanchard**

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