Dear World unites people through meaningful stories. 100,000 participants and counting.
Read: A Valentine’s day letter from a Parkland mom to her daughter.
Situational Leadership® II
Ivanka Trump Ballroom
Three Skills of a Situational Leader

1. **Goal Setting**
   Aligning on what needs to be done, when

2. **Diagnosing**
   Collaboratively assessing an individual’s competence and commitment on a specific goal or task

3. **Matching**
   Using a variety of leadership styles, comfortably, to provide individuals with what they need
1 Goal Setting

the first skill of a situational leader
2 Diagnosing

the second skill of a situational leader
Diagnosing Development Level

Development Level is a combination of two factors.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your <strong>DEMONSTRATED</strong> goal/task-specific and <strong>transferable knowledge and skills</strong></td>
<td>Your <strong>motivation</strong> and <strong>confidence</strong> on a specific goal or task</td>
</tr>
</tbody>
</table>

Diagnosing

Collaboratively assessing an individual’s competence and commitment on a specific goal or task.
Low Competence / High Commitment
Enthusiastic Beginner

• Hopeful
• Inexperienced
• Curious
• New/unskilled
• Optimistic
• Excited
• Eager
• Enthusiastic
Low/Some Competence / Low Commitment

Disillusioned Learner

• Overwhelmed
• Confused
• Demotivated
• Demoralized
• Frustrated
• Disillusioned
• Discouraged
• Flashes of competence
Moderate/High Competence / Variable Commitment

Capable but Cautious Performer

- Self-critical
- Cautious
- Doubtful
- Capable
- Contributing
- Insecure
- Tentative/unsure
- Bored/apathetic
High Competence / High Commitment
Self-Reliant Achiever

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

Development level is **goal** or **task** specific!
Nicholas is a new and highly motivated sales representative. He recently compiled his first top 20 list of qualified customers, but he doesn’t know how to distinguish between a good prospect and a bad one. He is eager to learn all there is to know.

### What is the task or goal?

**Task Competence**
- LOW/SOME
- HIGH

**Task Commitment**
- LOW/VARIABLE
- HIGH

**Development Level**
- D4
- D3
- D2
- D1
Practice Diagnosing

Dan is one of your go-to guys. He performs several jobs at your facility. Three weeks ago you assigned him a new task – forklift operation. He isn’t quite performing at the level you expected. He was originally excited about this opportunity but now seems OK with just focusing on his prior responsibilities.

What is the task or goal?

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<tr>
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<tbody>
<tr>
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<td>HIGH</td>
</tr>
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<td>HIGH</td>
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Development Level

- D4
- D3
- D2
- D1

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Practice Diagnosing

Your teenage daughter is an excellent driver and is generally very responsible. She has not been late in the past. This evening she borrowed the family car and was 45 minutes late returning from a movie, which she attended with her girlfriend.

What is the task or goal?

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Development Level

- **D4**
- **D3**
- **D2**
- **D1**
Three Skills

1. Goal Setting
   (What do we need people to do?)

2. Diagnosis
   (Where are they in terms of competence and commitment at being able to do that?)

3. Matching
   (Give people what they need in terms of direction and support to be able to succeed on those goals and tasks.)
Matching

the third skill of a situational leader
Directive Leadership Behaviors

Actions that shape and control what, how, and when things are done

Structure
Organize

Monitor
Teach
Define

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Supportive Leadership Behaviors

Actions that develop mutual trust and respect, resulting in increased motivation and confidence

- Facilitate (problem solving)
- Ask (for input)
- Encourage
- Explain (why)
Intention
Build confidence in competence

Intention
Value contribution

Intention
Re-energize and reteach

Intention
Help others build competence
Meet Mark
Meet Dana
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

3 Choices: Match, Oversupervise, or Undersupervise
With Effective Leadership, What Economics Are Possible?

NET ECONOMIC CONTRIBUTION

Development Levels

D4 D3 D2 D1

X X X X
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Thank You!

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