SITUATIONAL LEADERSHIP
9th of Dec 2020

Colette Cahalane
Leadership Coach & Facilitator

WELCOME!

- Please keep your microphones muted unless you're speaking – we're likely all working from environments with background noises and want to minimise distractions.

- We will use the chat feature extensively for discussions and Q&A – you can ask a question or share a thought in real-time, so please ask/share whatever you'd like.

- Have your workbook handy!

COURSE OVERVIEW

This webinar teaches you, as a manager or leader, to read situational cues and context, and flex to them to develop and grow individuals.

We will explore:

- What is SLII®?

- What are development levels and how to understand how to apply them to your trainees and employees?

- What is the difference between directing and coaching individuals?

- Which do you do and when?

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AGENDA

1	Welcome and Introductions
2	What is SLII®?
3	Identifying and Matching Your Leadership Style to Development Needs
4	Wrap Up / Q&A

THE Ken**Blanchard**®
COMPANIES

Exploring Leadership

IN CHAT:

Who was the best leader you ever had and how did they make you feel?

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Micromanaging giving direction when it is not needed

Effective management is giving direction when needed

Wisdom is knowing the difference

Situational Leadership Assumptions

- People want to develop

- There is no "best" style of leadership ... *it depends* on the current situation

- The ability to adapt is what makes us a *successful* and *effective* leader

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Three Skills of SLII®

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

Alignment

GOAL SETTING

Be clear about:

- The goal or task being undertaken

- The intended impact

- How you'll check in and measure progress

Diagnosing

Collaboratively assessing an individual's competence and commitment on a specific goal or task.

Competence (Can I do it?)

Demonstrated **goal- or task-specific**, **transferable knowledge** and **skills**

Commitment (Do I want to do it?)

Motivation and **confidence** on a specific goal or task

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Matching

Flexing your leadership style to meet individuals where they are on a specific goal or task.

Directive Behavior

Telling and showing people what to do, when to do it, how to do it, and providing frequent feedback on results

Supportive Behavior

Listening, facilitating self-reliant problem solving, encouraging, praising, and involving others in decision making

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AGENDA

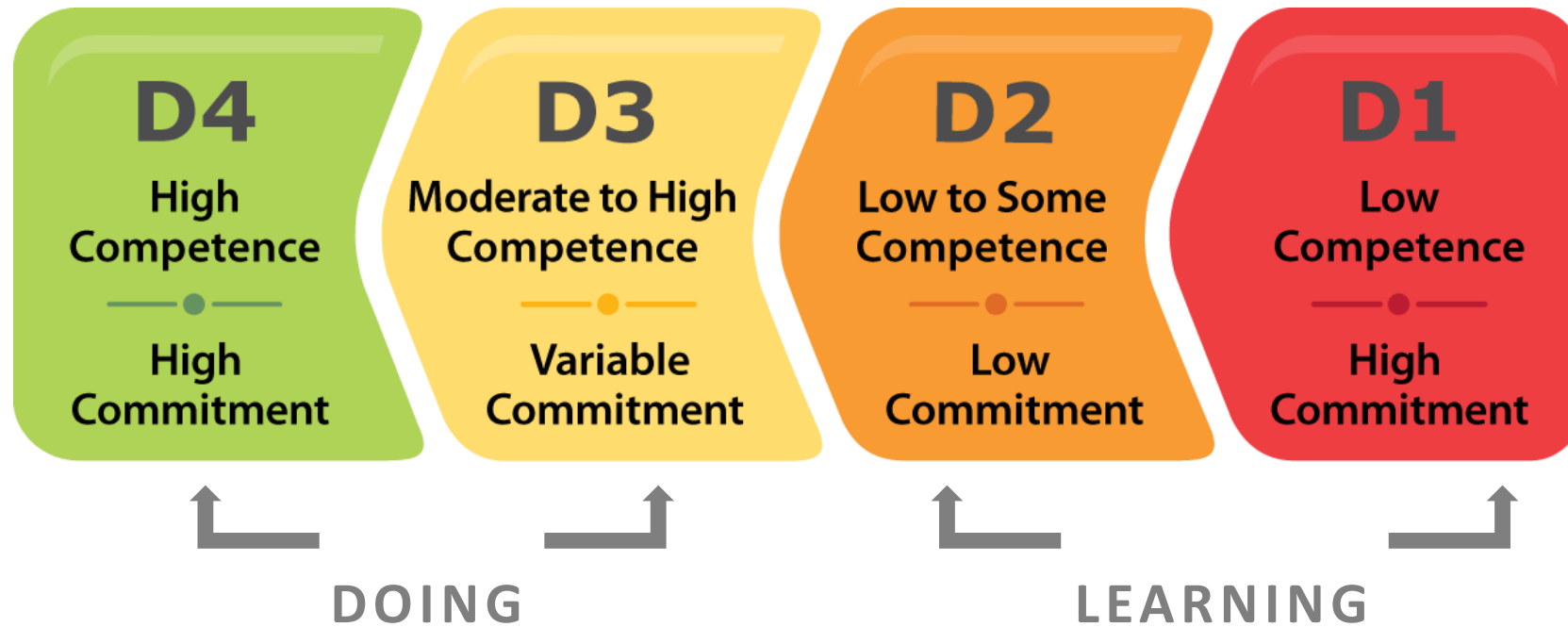| 1	Welcome and Introductions
2	What is SLII®?
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4	Wrap Up / Q&A

Take a moment to remember when you learned something new?

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Understanding Development Levels

D4
High Competence
High Commitment

D3
Moderate to High Competence
Variable Commitment

D2
Low to Some Competence
Low Commitment

D1
Low Competence
High Commitment

DOING

LEARNING

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

Case Study 1

Alisha is a 5th year student who has been on placement in hospitals previously.

She has just joined your community pharmacy and brings great enthusiasm and confidence to her approach to work.

We need her to counsel a patient about OTC cough medicine.

What is her development level of OTC counselling?

- D1
- D2
- D3
- D4

D1: Enthusiastic Beginner

D1

Low Competence

—

High Commitment

Competence

- New to the goal or task, or new to doing it at the PSI

- Inexperienced

- Don't know what they don't know

Commitment

- Eager to learn; curious; willing to take direction

- Enthusiastic; excited

- Confident about transferable skills; confident learning won't be difficult

D2: Disillusioned Learner

Competence

- Has some knowledge and skills; learning; not competent yet

- Doesn't know how to move forward

- Inconsistent performance and progress

Commitment

- Discouraged and frustrated; may be ready to quit

- Overwhelmed; demotivated

- Confused and concerned; afraid of making mistakes

D3: Capable, but Cautious, Contributor

D3
Moderate to High Competence
—●—
Variable Commitment

Competence

- Demonstrated competence; experienced
- Makes productive contributions
- Generally skillful and adept

Commitment

- Sometimes hesitant, unsure, tentative
- Not always confident; self-critical
- May be bored or apathetic

D4: Self-Reliant Achiever

D4

High
Competence

High
Commitment

Competence

- Accomplished

- Consistently competent

- Recognized by others as an expert

Commitment

- Self-reliant; autonomous

- Justifiably confident; self-assured

- Inspired; inspires others

Case Study 2

Mary is a 2nd year trainee and has previous work experience in working in Boots as a pharmacy technician. Mary has decided to complete her MPharm as a mature student and hopes to own her own pharmacy when she graduates. She has just joined your privately owned pharmacy store.

One of the goals she is tasked to work on is to document the supply of a controlled drug.

Q1. How Competent is Mary on this goal?

- Competent

- Moderately Competent

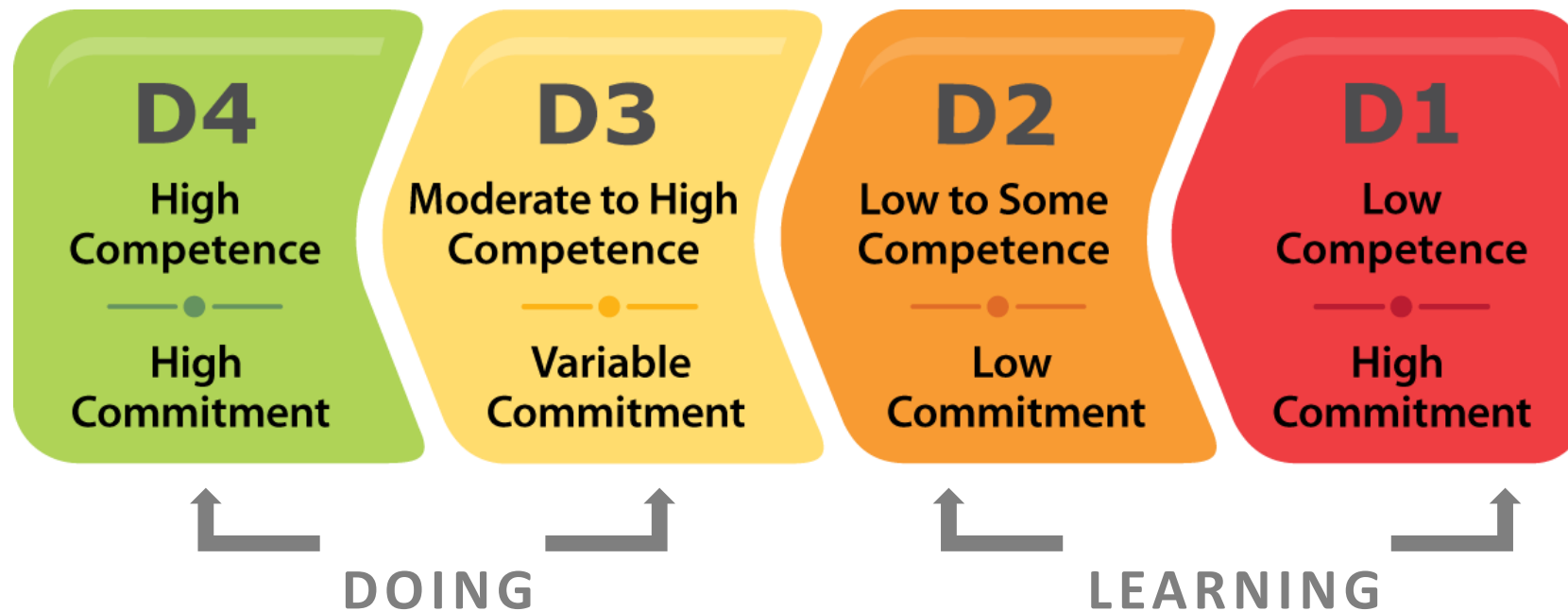- Not Competent

Q2. How Committed is Mary on this goal?

- Very committed

- Somewhat committed

- Not Committed

Q3. What is Mary's developmental level on this goal?

D4 D3 D2 D1

Development Levels

D4	D3	D2	D1
High Competence	Moderate to High Competence	Low to Some Competence	Low Competence
High Commitment	Variable Commitment	Low Commitment	High Commitment

DOING   LEARNING

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

Leadership Style

The pattern of leadership behaviors you use as perceived by others.

There are two types of 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

Supportive Behavior

Listening, facilitating self-reliant problem solving, encouraging, praising, and involving others in decision making
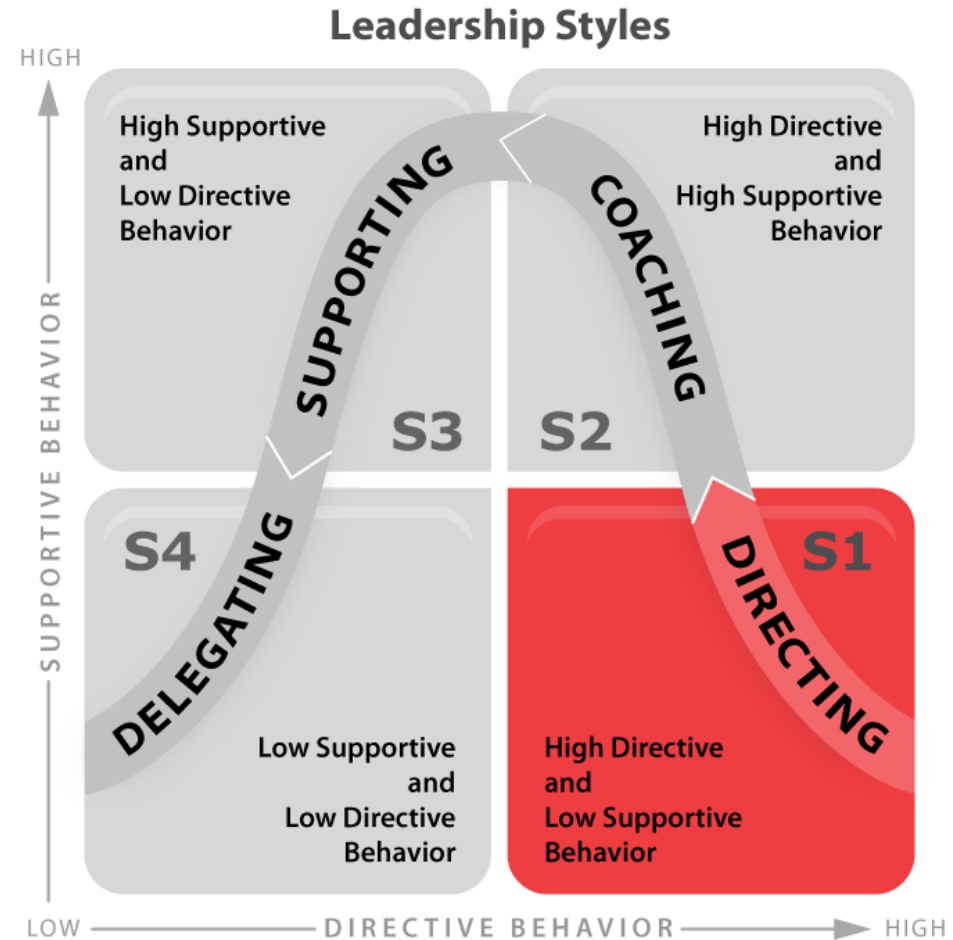
Leadership Styles

S1: Directing

Intention

Help others build competence

How

1. Acknowledge transferable skills and/or commitment
2. Give direction about what, how, and when
3. Check in frequently

Leadership Styles

HIGH

SUPPORTIVE BEHAVIOR

High Supportive and Low Directive Behavior

High Directive and High Supportive Behavior

SUPPORTING

COACHING

S3   **S2**

S4

DELEGATING

DIRECTING

S1

Low Supportive and Low Directive Behavior

High Directive and Low Supportive Behavior

LOW —— DIRECTIVE BEHAVIOR —— HIGH

S2: Coaching

Intention

Re-energize and reteach

How

1. Explore concerns and encourage
2. Explain why
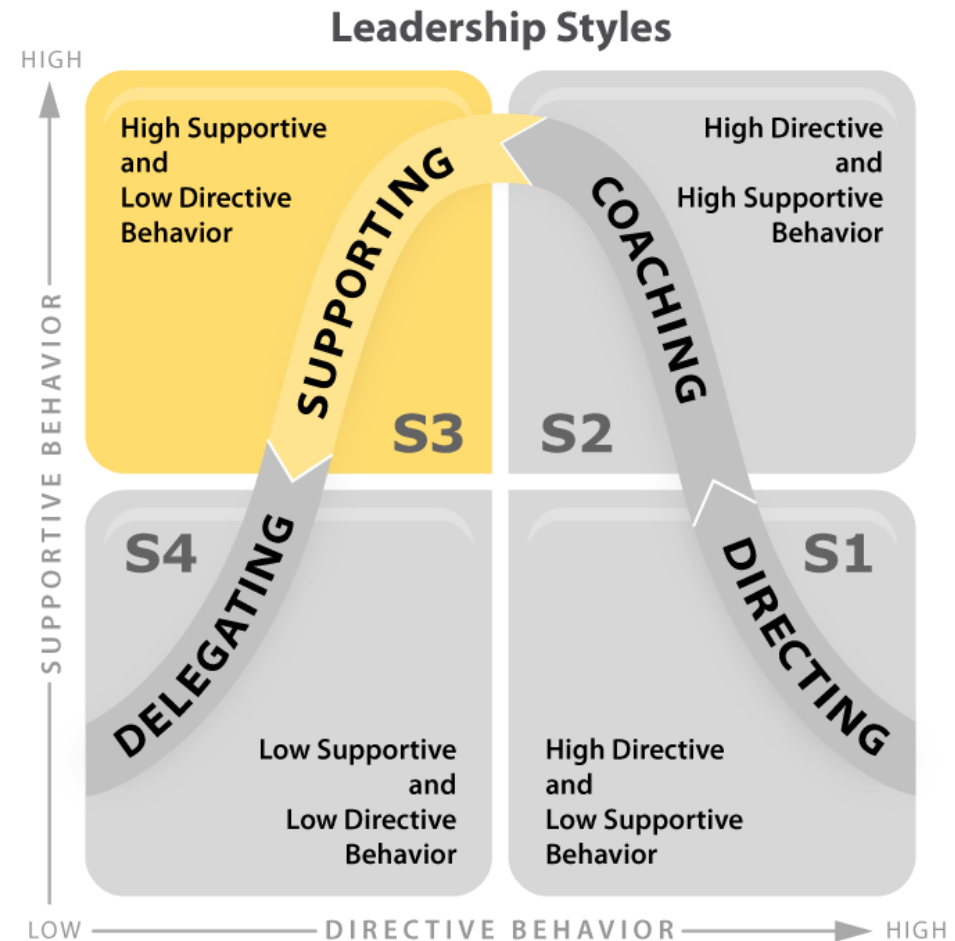3. Redirect and reteach
4. Involve in problem solving
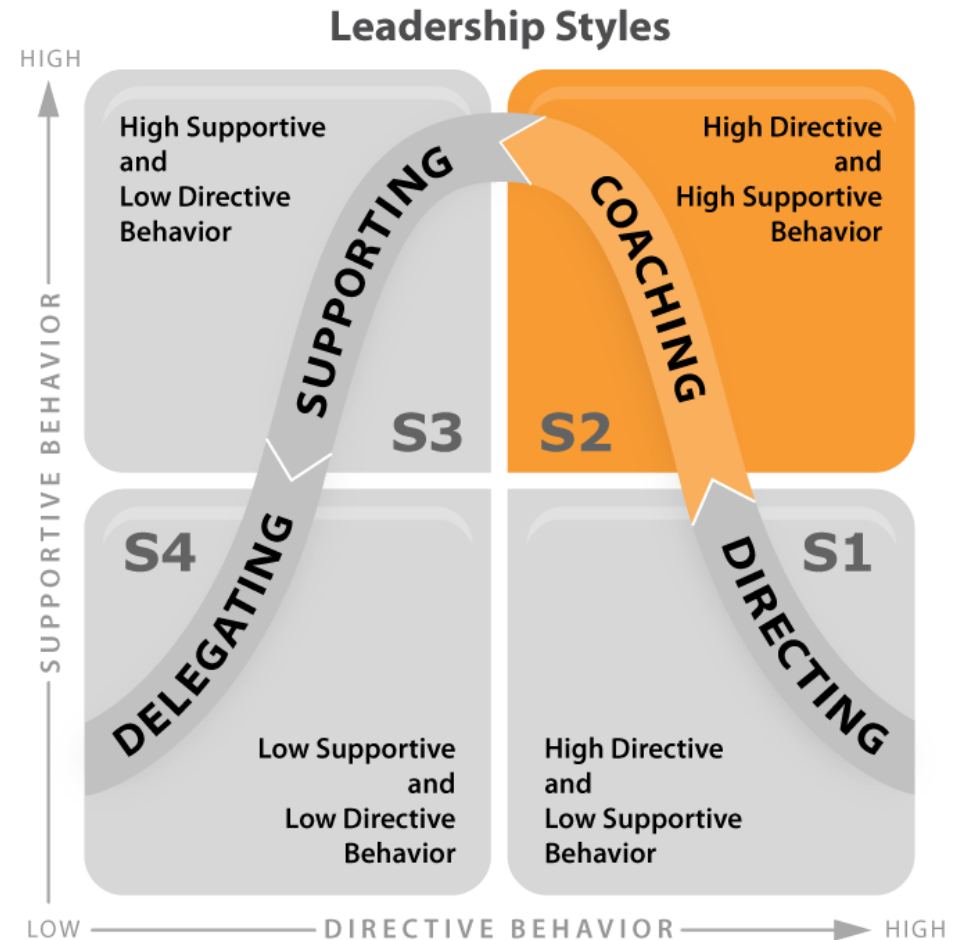
S3: Supporting

Intention

Build confidence in competence

How

1. Ask for input about what and how

2. Listen and encourage

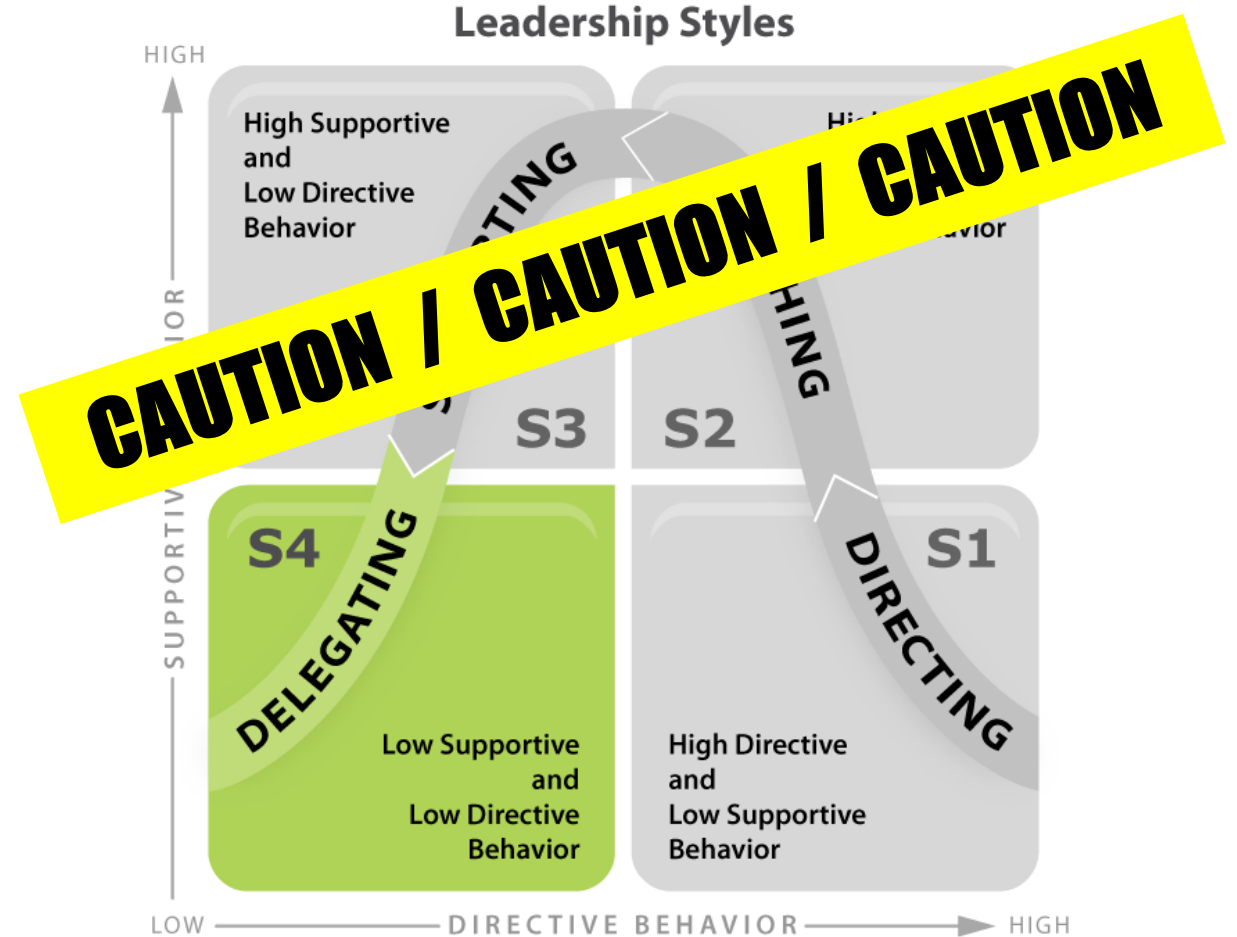3. Facilitate problem solving by asking open-ended questions

S4: Delegating

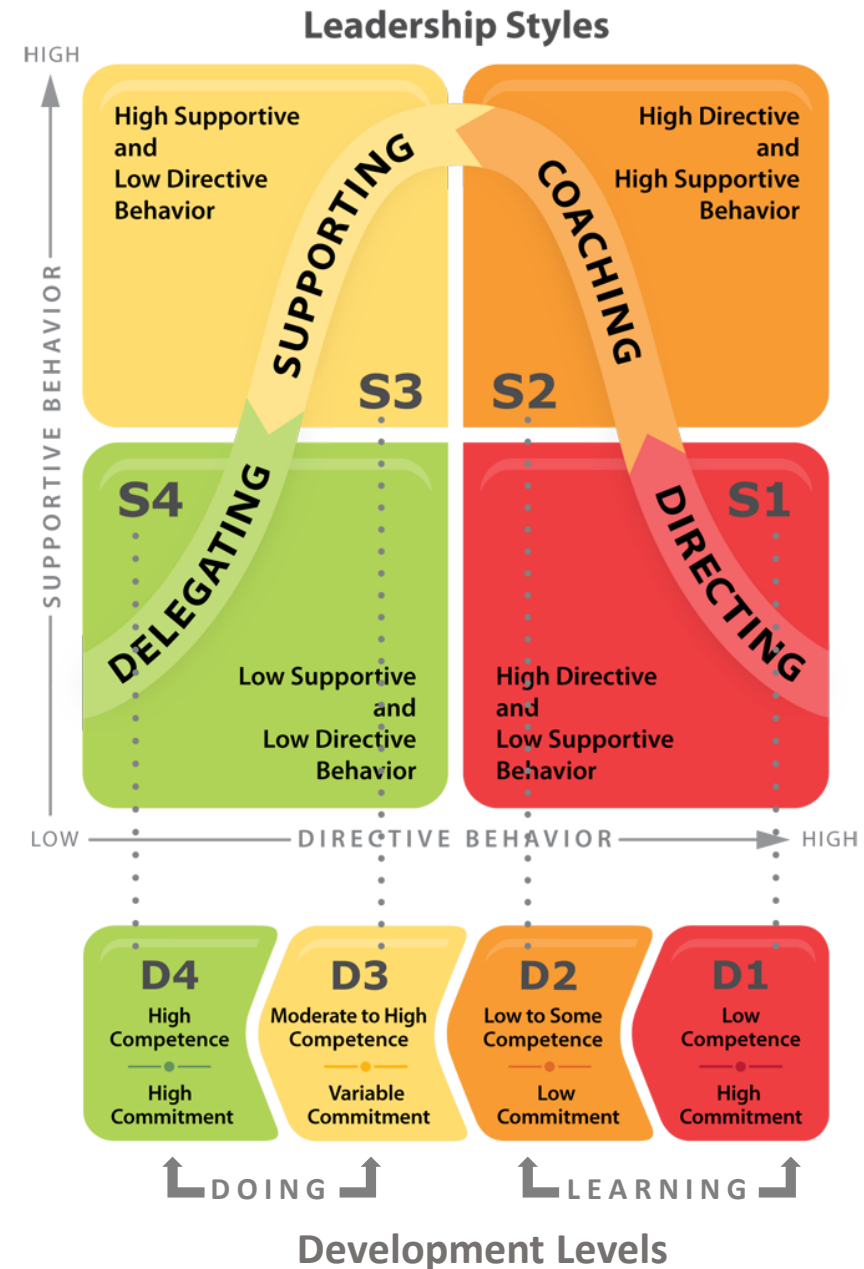**Intention**

Value contribution

How

1. Acknowledge expertise
2. Support autonomy
3. Invite innovation and ongoing learning

The SLII® Model

In all four styles, the leader

1. Sets goals

2. Stays connected

3. Gives feedback

Leadership Styles

HIGH

SUPPORTIVE BEHAVIOR

SUPPORTING — High Supportive and Low Directive Behavior — **S3**

COACHING — High Directive and High Supportive Behavior — **S2**

DELEGATING — **S4** — Low Supportive and Low Directive Behavior

DIRECTING — **S1** — High Directive and Low Supportive Behavior

LOW — DIRECTIVE BEHAVIOR — HIGH

D4 High Competence / High Commitment

D3 Moderate to High Competence / Variable Commitment

D2 Low to Some Competence / Low Commitment

D1 Low Competence / High Commitment

DOING | LEARNING

Development Levels

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TWO TYPES OF MISMATCH

Micromanaging
S1/S2 with D3/D4

Under managing
S3/S4 with D1/D2

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Diagnosis Traps

✔ Believing that development level is all-inclusive (all skills are D2, D4)

✔ Believing once a D2, always a D2; once a D4, always a D4

✔ Believing confidence is competence

✔ Diagnosing potential rather than demonstrated knowledge and skills

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THANK YOU

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