The Situational Leadership Model
A Developmental Tool for New Managers and Tenured Team Leaders

Cheryl Gast-Whitaker
Customer Services Manager, Infusion Therapy
Johns Hopkins Home Care Group, Baltimore, MD
Disclosure:

• Cheryl Gast-Whitaker declares no conflicts of interest or financial interest in any service or product mentioned in this program.

• Clinical trials and off-label/investigational uses will not be discussed during this presentation.
Objectives

• Review widely accepted leadership tenets
• Explore the behaviors/dimensions that comprise the situational leadership style framework
• Differentiate between the four leadership styles
• Discuss the three skills of a situational leader
Objectives, continued

• Identify development level/characteristics of the individual
• Diagnosing situations (tasks and goals)
• Review the Partnering for Performance steps
• Putting it all together
Objectives, continued

We're here to make good things happen for other people.
Premises of Situational Leadership

There is no best leadership style.

Leaders are more effective when they select the appropriate leadership style to match the skills and commitment of their direct reports.

The model is intended to be brought to life “with” your employees as opposed to administering “to” your employees.
Other Leadership Guideposts

• Have common threads with SL model
  – Gallup Q12
  – *Lincoln on Leadership*, Donald T. Phillips
  – *The Truth About Leadership*, Kouzes and Posner

• Leadership from an influence perspective
  – Influence is the key, not authority
    • Vital Smarts – Influencer Model
Other Leadership Guideposts

• *The Carrot Principle*

• Successful recognition must be...
  – Specific
  – Timely
  – Sincere
  – Frequent
What Research Tells Us...

• Gallup conducted a research study that spanned 25 years
  – Interviewed approx. 1 million employees and 80,000 managers from over 400 companies

• Most powerful discovery...

Employee’s productivity and retention is driven by relationship with immediate supervisor/manager.
Purpose of SL

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
Two Dimensions/Behaviors of Leadership Style

• Directive
  – Structure, Organize, Teach, Supervise, Evaluate, Set Goal, Plan

• Supportive
  – Ask (for input), Listen, Facilitate (problem solving), Explain, Encourage, Discloses
Leadership Style

The pattern of behaviors you use with others, over time, as perceived by them.

Combining high and low levels of directive and supportive behavior on an axis yielding four quadrants/styles.
The Four Leadership Styles
Style Descriptors

S3
• Asking/listening
• Reassuring
• Facilitating self-reliant problem solving
• Collaborating
• Encouraging feedback
• Appreciating

S2
• Exploring/asking
• Explaining/clarifying
• Redirecting
• Sharing feedback
• Encouraging
• Praising

S4
• Allowing/trusting
• Confirming
• Empowering
• Affirming
• Acknowledging
• Challenging

S1
• Defining
• Planning/prioritizing
• Orienting
• Teaching/showing and telling how
• Checking/monitoring
• Giving feedback
When Using All Four Styles

The leader

• Makes sure goals and expectations are clear
• Observes and monitors performance
• Gives feedback
The Three Skills of a Situational Leader

• Flexibility—using a variety of leadership styles comfortably
• Diagnosis—assessing developmental needs
• Partnering for Performance—reaching agreements with others about the leadership style they need
The Four Development Levels of the Individual

Based on competence and commitment
Development Level Descriptors

D3 – Capable, but Cautious Performer
- Self-critical
- Cautious
- Doubtful
- Capable
- Contributing
- Insecure
- Tentative/unsure
- Bored/apathetic

D4 – Self-Reliant Achiever
- Justifiably confident
- Consistently competent
- Inspired/inspires others
- Expert
- Autonomous
- Self-assured
- Accomplished
- Self-reliant/self-directed

D2 – Disillusioned Learner
- Overwhelmed
- Confused
- Demotivated
- Demoralized
- Frustrated
- Disillusioned
- Discouraged
- Flashes of competence

D1 – Enthusiastic Beginner
- Hopeful
- Inexperienced
- Curious
- New/unskilled
- Optimistic
- Excited
- Eager
- Enthusiastic
Diagnosis

The willingness and ability to look at a situation and assess others’ developmental needs in order to decide which leadership style is the most appropriate for the goal or task at hand.
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?
3. How strong or good are the individual’s transferable skills?
4. How motivated, interested, or enthusiastic is the individual?
5. How confident/self-assured is the individual?
Quick Diagnosis Chart

Use with the five key diagnosis questions

<table>
<thead>
<tr>
<th>Decision Point 1</th>
<th>Decision Point 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong></td>
<td><strong>Learning</strong></td>
</tr>
<tr>
<td>Can do goal or task without direction</td>
<td>Cannot do goal or task without direction</td>
</tr>
</tbody>
</table>

**Commitment/Attitude**

<table>
<thead>
<tr>
<th>D4</th>
<th>D3</th>
<th>D2</th>
<th>D1</th>
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<td>+</td>
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Partnering for Performance

Reaching agreements with people about their development level and the leadership style needed to help them achieve individual and organization goals.
The Steps in Partnering for Performance *

1. Get agreement on SMART goals.
2. Get agreement on diagnosis of development level.
3. Get agreement on current and future leadership style.
4. Get agreement on leadership behaviors for each goal.
5. Decide how and how often you will stay in touch.
One on One Meetings

• Short— roughly 30 minutes
• Frequent—at least once a month
• Focused on what the individual wants to talk about OR split time
• Scheduled in advance
• Make it a priority - If a meeting is postponed, it needs to be rescheduled promptly
Q & A

Questions via email:
cwhitaker@jhmi.edu