



**STATE CIVIL SERVICE**  
COMPREHENSIVE PUBLIC TRAINING PROGRAM

# **SITUATIONAL LEADERSHIP III**

**PARTICIPANT  
TRAINING MANUAL**

REVISED 01/24/2019



# Reality-Based Self-Assessment

# Managing vs. Leading

Below are 24 questions—four for each of the six major aspects of a leader’s role. Answer each question as quickly and candidly as you are able by marking TRUE or FALSE.

## Planning

- |  |      |       |
|--|------|-------|
| 1. I invest time in planning objectives and desired outcomes for projects. | True | False |
| 2. I have little time for planning ahead.                                  | True | False |
| 3. I involve others in shaping plans.                                      | True | False |
| 4. I tend to operate on a short-term or crisis-to-crises basis.            | True | False |

## Goal-Setting

- |  |      |       |
|--|------|-------|
| 5. I work with others to develop and achieve their goals and plans.  | True | False |
| 6. When I set goals, I tend to hand them down to employee as instructions.                                 | True | False |
| 7. I make sure that goals and expectations are always written down, clear, and informative for management. | True | False |
| 8. I am the nurturing type who takes care of everyone.   | True | False |

## Giving Performance Feedback

- |  |      |       |
|--|------|-------|
| 9. I give feedback related directly to what employees are working on regularly.                                  | True | False |
| 10. I give feedback at annual review time.   | True | False |
| 11. I provide both positive and negative feedback in a specific way so the staff always knows where they stand . | True | False |
| 12. I occasionally give praise but am more likely to give feedback when something has gone wrong.                | True | False |

## Dealing with Performance Problems

- |  |      |       |
|--|------|-------|
| 13. I address issues as they arise with a solutions-oriented approach.                                 | True | False |
| 14. I often feel uncomfortable addressing performance problems and avoid it if I can.                  | True | False |
| 15. I work with employees to map out plans for improvement.  | True | False |
| 16. Seeking punitive measures is often the first action I take when dealing with performance problems. | True | False |

## Delegating

- |  |      |       |
|--|------|-------|
| 17. I delegate as much as possible to maximize resources and improve productivity.   | True | False |
| 18. I tend to delegate little beyond simple tasks.                                   | True | False |
| 19. I delegate based on staff development needs and succession plans.                | True | False |
| 20. When I delegate a task, I expect staff to complete it with minimal help from me. |      |       |

## Mentoring and Staff Development

- |   |      |       |
|---|------|-------|
| 21. I take an active interest and get involved in employee training and growth.   | True | False |
| 22. I take a learn-on-your-own, sink-or-swim approach to development.   | True | False |
| 23. I encourage staff to consider extra training and lateral moves within the organization when it might expand their capabilities long-term.                       | True | False |
| 24. I am primarily concerned with staff members’ performance in their current jobs, since these days turnover is high and we are unlikely to keep staff long-term . | True | False |

Add up your TRUE responses for all ODD-numbered statements above. \_\_\_\_\_

Add up your TRUE responses for all EVEN-numbered statements above. \_\_\_\_\_

The odd-numbered questions are LEADERSHIP indicators, while the even-numbered questions are correlated to MANAGEMENT. Therefore, if your first score above is lower than or equal to your second score, you are definitely over-managing and under-leading. If you scored high for LEADERSHIP indicators, that's great news. Review your answers within each of the six aspects and see if you scored higher for MANAGEMENT in one or more of them. This will show you the skills you most need to develop in order to Lead FIRST, Manage SECOND.

2013. Cy Wakeman, Inc., [RealityBasedLeadership.com](http://RealityBasedLeadership.com)

# ADJUSTING YOUR STYLE

## LEADERSHIP STYLES

RELATIONSHIP	High	<b>Supporting</b> <ul style="list-style-type: none"><li>➤ Low Directive/ High Participative</li><li>➤ Leader provides minimal direction, supervision, and feedback</li><li>➤ Leader concentrates on providing support, encouragement, and praise.</li></ul>	<b>Coaching</b> <ul style="list-style-type: none"><li>➤ High Directive/ High Participative</li><li>➤ Leader continues to provide specific direction, close supervision and immediate feedback on task accomplishment</li><li>➤ Leader becomes supportive- offering encouragement and reassurance</li></ul>
	Low	<b>Delegating</b> <ul style="list-style-type: none"><li>➤ Low Directive/ Low Participative</li><li>➤ Leader turns over responsibility for decision making and problem-solving to the employee</li><li>➤ Direction is limited to setting parameters for task accomplishment</li></ul>	<b>Directing</b> <ul style="list-style-type: none"><li>➤ High Directive/ Low Participative</li><li>➤ Employee has no involvement in decision making or problem solving.</li><li>➤ Leader directs the follower regarding task accomplishment</li></ul>
		Low	High

Low

TASK

High

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# ADJUSTING YOUR LEADERSHIP STYLE

## PRACTICE ACTIVITY

View the video and determine each leadership style. Write Video 1, Video 2, Video 3, and Video 4 under the correct leadership style.

Supporting	Coaching
Delegating	Directing

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# ADJUSTING YOUR LEADERSHIP STYLE

## LEVELS OF EMPLOYEE READINESS

1. Capable but Cautious Performer:

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2. Disillusioned Learner:

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3. Self-Reliant Achiever:

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4. Enthusiastic Beginner:

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# ADJUSTING YOUR LEADERSHIP STYLE

## EMPLOYEE READINESS

**Directions:** Identify the correct level of employee readiness for each employee. Be prepared to discuss with the class.

### A. Meet Julia.

Julia recently graduated and has just been hired by the Coastal Protection and Restoration Authority (CPRA). Julia is excited to have her first “real job.” Since witnessing the devastation of Hurricane Katrina, Julia knew her career path would take her to CPRA, and finally all of her studying and hard work has paid off! She is ready to show her boss what she has learned and how she can make a difference at CPRA. Julia’s boss – Mary – is happy that her new hire is excited and engaged in her new job, and from her interview and background, believes Julia can handle anything thrown her way.

**Employee Readiness Level:**

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### B. Meet Samantha.

Samantha has been at the Governor’s Office of Homeland Security and Emergency Preparedness (GOHSEP) for about six months. She was so excited when she joined GOHSEP and her enthusiasm was apparent by the projects that she took on and the work that she did. Unfortunately, it seems to Samantha that every single thing she does is either returned by the auditors (over a petty discrepancy) or policies have changed and the work must be redone according to the new policy. It seems like a never ending cycle and the more she finds herself researching policy, the more discouraged she gets.

**Employee Readiness Level:**

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# ADJUSTING YOUR LEADERSHIP STYLE

## EMPLOYEE READINESS

**Directions:** Identify the correct level of employee readiness for each employee. Be prepared to discuss with the class.

### C. Meet Trevor.

Trevor works for the Office of the State Fire Marshall. He has been a fire arson investigator for 3 years and loves the work he does. Trevor takes his job very seriously and works hard to stay current with the specialized knowledge his job requires. Trevor’s main responsibility is examining and determining fire origin causes. Because of the nature of the job, Trevor is very detailed and specific with every detail with every fire he investigates. Although he is very good at his job, he always goes to his boss for guidance and direction – when ultimately he always knows the answer to the questions he is asking.

**Employee Readiness Level:**

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### D. Meet Braeden.

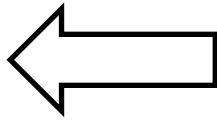
Braeden is a Wildlife Enforcement Agent with the Department of Wildlife and Fisheries for 3 years. When you think of a “dream job” this is it for Braeden. As a Wildlife Enforcement Agent, Braeden spends his days patrolling public/private land and water, investigating illegal activities involving fish and wildlife and providing general police protection for those who utilize Louisiana’s land, waterways and wildlife/fish resources. He loves his job and is a star performer in everything he does. He is always the first to volunteer for new projects and helps anytime someone asks.

**Employee Readiness Level:**

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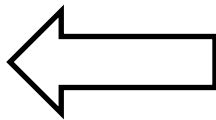
**Capable but  
Cautious**



**Supporting**

- Person receives more attention than task
- Provide minimal direction, supervision and feedback
- Provide support, encouragement and praise
- Leader and employee work together

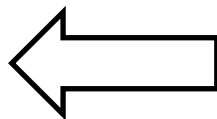
**Disillusioned  
Learner**



**Coaching**

- Task and person receive equal attention
- Provide specific direction, close supervision and immediate feedback
- Offer encouragement and reassurance
- Solicit suggestions and explain decisions

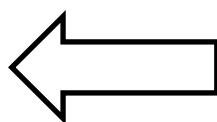
**Self-Reliant  
Achiever**



**Delegating**

- Task nor person receives close attention
- Supervises closely
- Employee has full responsibility for decision-making and problem-solving
- Direction is limited to setting parameters

**Enthusiastic  
Beginner**



**Directing**

- Task gets more attention than the person
- Supervises closely
- Employee has full responsibility for decision-making and problem-solving
- Direction is limited to setting parameters

# SITUATIONAL LEADERSHIP

## LEADERSHIP STRATEGIES

Supporting Strategies	Coaching Strategies	Delegating Strategies	Directing Strategies
Help Build Problem-Solving Skills	Timely Performance Feedback	Give Trust	Concrete Examples
Be Available to listen	Encourage to Keep Up Motivation	Autonomy	Clear Expectations
Celebrate Past Successes	Praise for Progress	Allow Employees to Select Job Assignments	Set boundaries and limits
Help Build Confidence	Redirecting	Involve in Decision-Making	Provide Specific Instruction
Clear, Positive Recognition	Review Expectations	Variety and Challenge	Give Step-by-Step Plan for Learning

# SITUATIONAL LEADERSHIP

## ANALYSIS OF INDIVIDUALS AND TEAMS I LEAD

### Individual Activity

Use these spaces for Teams or Individuals that you Lead. List the employee readiness level for each individual or team and your leadership style. Identify if you should adjust your leadership style to appropriately match the developmental style of each.

Teams OR Individuals I Lead	Employee Readiness Level	Leadership style	Changes in Leadership style practices