SITUATIONAL LEADERSHIP III

PARTICIPANT TRAINING MANUAL
REVISED 01/24/2019
SITUATIONAL LEADERSHIP III

COURSE DESCRIPTION

Situational Leadership III is a half-day instructor-led course designed to allow participants the opportunity to practice different leadership strategies. Individuals will use a management tool designed to identify their employee readiness level and determine the appropriate leadership style. This course is open to anyone seeking to create a motivating and engaging workplace by effectively communicating performance standards through consistent feedback.

LEARNING OUTCOMES

☑️ Explain Situational Leadership.

☑️ Determine your employees’ readiness levels.

☑️ Apply leadership strategies appropriate for the situation at hand.

☑️ Identify strategies to develop self-reliant employees.

INSIGHTS AND OBSERVATIONS

Use the area below to record insights, ideas, and situation leadership strategies from today’s session.

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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.  True  False

**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.

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ADJUSTING YOUR STYLE

LEADERSHIP STYLES

<table>
<thead>
<tr>
<th>Supporting</th>
<th>Coaching</th>
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<tbody>
<tr>
<td>Low Directive/ High Participative</td>
<td>High Directive/ High Participative</td>
</tr>
<tr>
<td>Leader provides minimal direction, supervision, and feedback</td>
<td>Leader continues to provide specific direction, close supervision and immediate feedback on task accomplishment</td>
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<tr>
<td>Leader concentrates on providing support, encouragement, and praise.</td>
<td>Leader becomes supportive- offering encouragement and reassurance</td>
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<table>
<thead>
<tr>
<th>Delegating</th>
<th>Directing</th>
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<tbody>
<tr>
<td>Low Directive/ Low Participative</td>
<td>High Directive/ Low Participative</td>
</tr>
<tr>
<td>Leader turns over responsibility for decision making and problem-solving to the employee</td>
<td>Employee has no involvement indecision making or problem solving.</td>
</tr>
<tr>
<td>Direction is limited to setting parameters for task accomplishment</td>
<td>Leader directs the follower regarding task accomplishment</td>
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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.

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ADJUSTING YOUR LEADERSHIP STYLE

LEVELS OF EMPLOYEE READINESS

1. Capable but Cautious Performer:

2. Disillusioned Learner:

3. Self-Reliant Achiever:

4. Enthusiastic Beginner:
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:

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:
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:

__________________________________________________________________________

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:

__________________________________________________________________________
LEADERSHIP STYLES

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

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

**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

**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
<table>
<thead>
<tr>
<th>Supporting Strategies</th>
<th>Coaching Strategies</th>
<th>Delegating Strategies</th>
<th>Directing Strategies</th>
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<tbody>
<tr>
<td>Help Build Problem-Solving Skills</td>
<td>Timely Performance Feedback</td>
<td>Give Trust</td>
<td>Concrete Examples</td>
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<td>Be Available to listen</td>
<td>Encourage to Keep Up Motivation</td>
<td>Autonomy</td>
<td>Clear Expectations</td>
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<td>Celebrate Past Successes</td>
<td>Praise for Progress</td>
<td>Allow Employees to Select Job Assignments</td>
<td>Set boundaries and limits</td>
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<tr>
<td>Help Build Confidence</td>
<td>Redirecting</td>
<td>Involve in Decision-Making</td>
<td>Provide Specific Instruction</td>
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**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.

<table>
<thead>
<tr>
<th>Teams OR Individuals I Lead</th>
<th>Employee Readiness Level</th>
<th>Leadership style</th>
<th>Changes in Leadership style practices</th>
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