

Situational Leadership: Do You Know Your Team?



Native American Child and Family Conference

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10:15-11:45





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Objectives

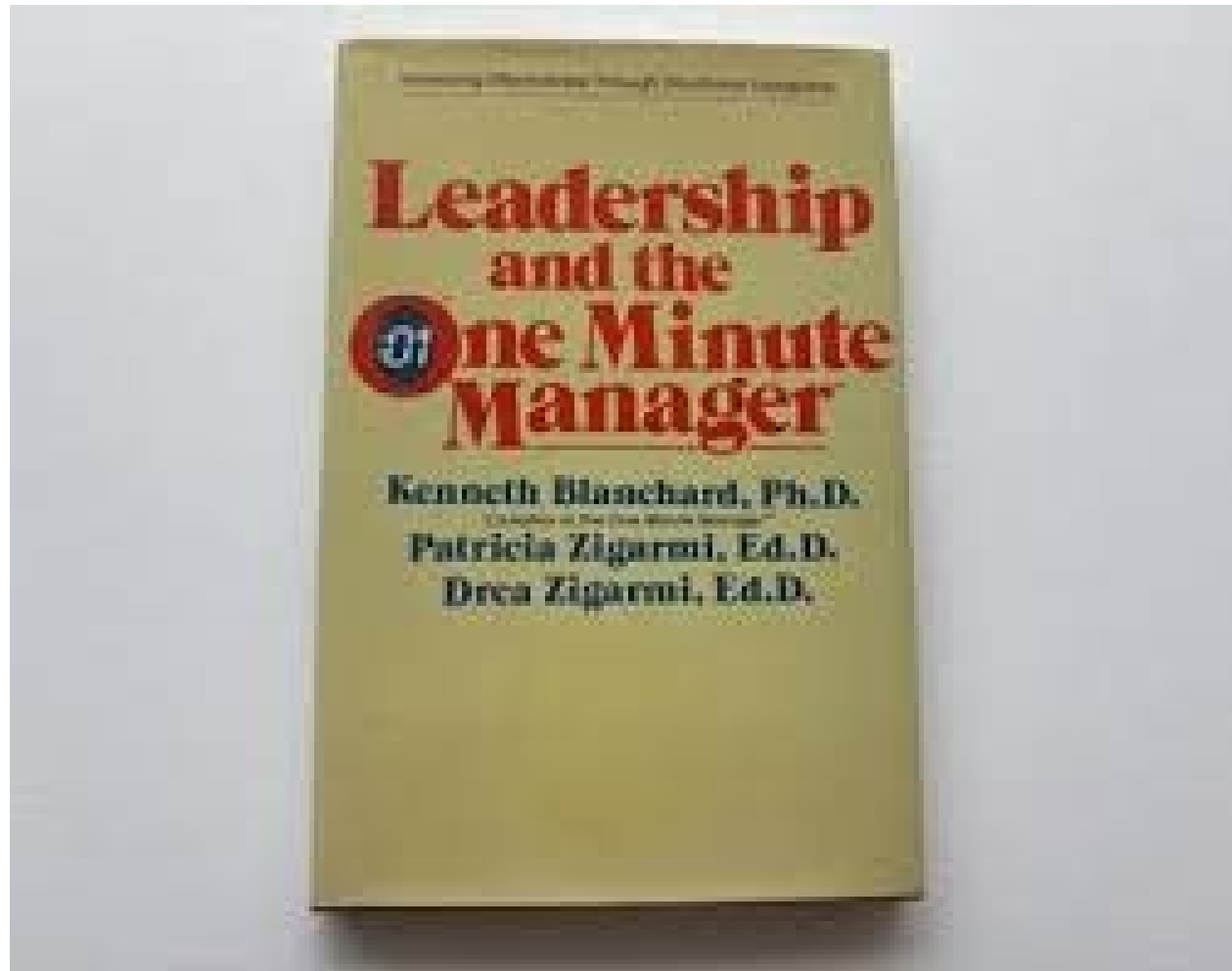
Upon completion of this session, participants will be able to:

- Recognize Four Leadership Styles
- Identify how to apply leadership styles with staff at various development levels



National Center on
Program Management and Fiscal Operations

IT ONLY TAKES ONE MINUTE



Why SLII®?

SITUATIONAL LEADERSHIP

Adapting Your Style to Lead Effectively in Every Situation



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

Three Skills of SLII

1 Goal Setting

1. Performance Planning
2. Day-to-Day Coaching
3. Performance Evaluation

1 Goal Setting

Specific

What exactly is the goal or task and what does a good job look like?

Motivating

Am I excited and interested in this goal?

Attainable

Is the goal realistic and achievable?

Relevant

Is the goal important and aligned with the organization's goal?

Trackable

Is there a way to track progress? Are there measures?

2 Diagnosing



2 Diagnosing Development Level

the second skill of SLII

Diagnosing

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

Development Level is a combination of two factors.

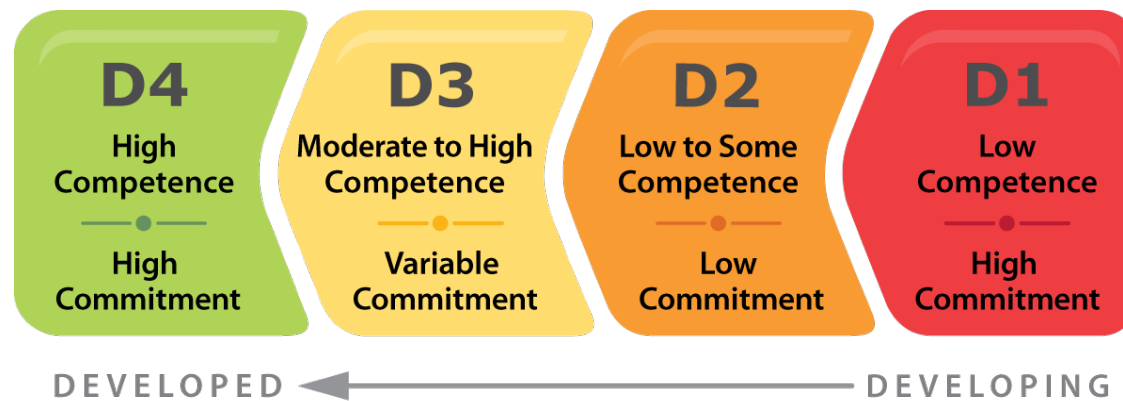
Competence

Your demonstrated **goal- or task-specific, transferable knowledge and skills**

Commitment

Your **motivation** and **confidence** on a specific goal or task

Development Levels



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



Competence

- New to the goal or task
- 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

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

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

D3
Moderate to High
Competence
—●—
Variable
Commitment

If D2 moving
to D3, then
**Variable
Confidence**

If D4 moving
to D3, then
**Variable
Motivation**

D4

Competence

- Accomplished
- Consistently competent
- Recognized by others as an expert

Commitment

- Self-reliant; autonomous
- Justifiably confident; self-assured
- Inspired; inspires others



Development Level is **goal** or **task** specific!



3 Matching

the third skill of SLII



3 Matching Leadership Style

the third skill of SLII

Leadership Style

The pattern of behaviors leaders use, over time, as perceived by others

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

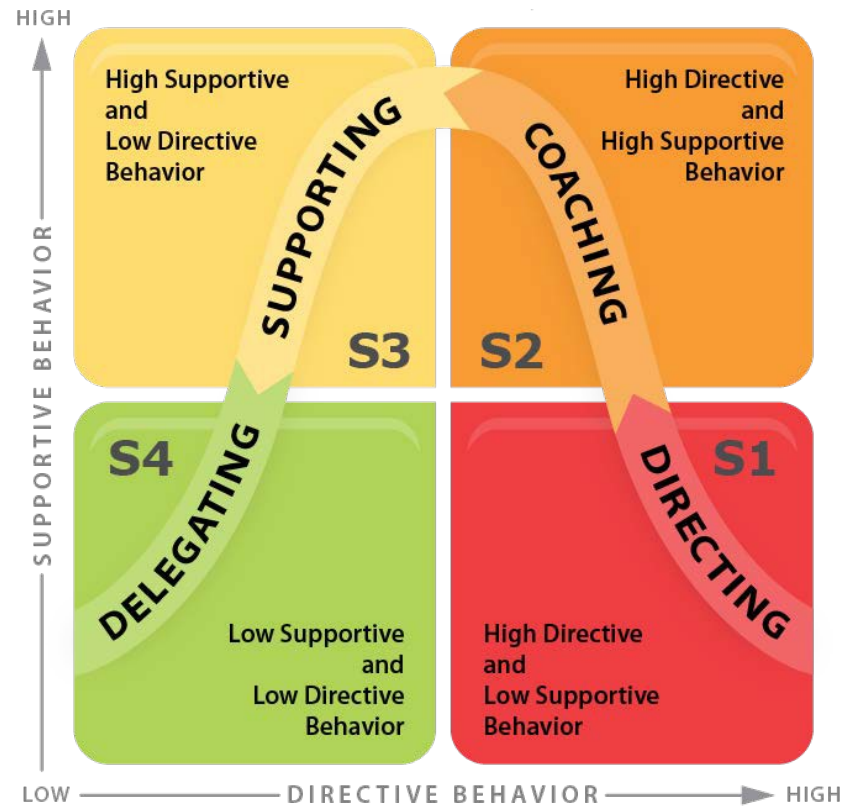
listening, facilitating self-reliant problem solving, encouraging, praising, and involving others in decision making

There are two types of **leadership style behaviors:**

Directive Behavior

Supportive Behavior

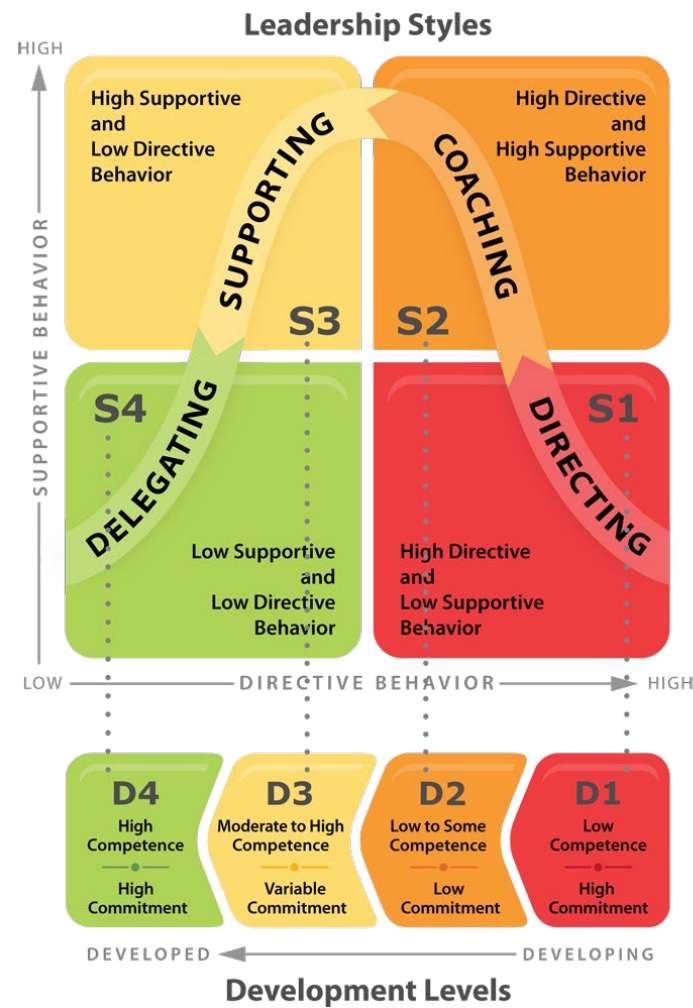
Leadership Styles



The SLII Model

In all four styles, the leader

1. Sets goals
2. Stays connected
3. Gives feedback





SLII isn't something you do TO people; It's something you do **WITH** people

An Alignment Conversation

You need to align on the

- 1. Goal (Why)**
- 2. Development Level (Who)**
- 3. Leadership Style (What)**

Define SMART Goals

the first skill of SLII

Specific

- What exactly is the goal or task?
- When does the goal or task need to be accomplished?

Trackable

- What does a good job look like, at each level of development?
- How will progress and results be measured and tracked?

Relevant

- Is the goal or task meaningful work for the organization?
- Is the goal or task aligned with the organization and work team goals?
- Is the goal or task a high priority in relation to other goals?

Attainable

- Is the goal realistic, reasonable, and achievable?
- Is the goal within the individual's control?

Motivating

- Is the goal or task meaningful for the individual?
- Will working on this goal build competence and commitment?
- Will working on this goal add or drain energy?

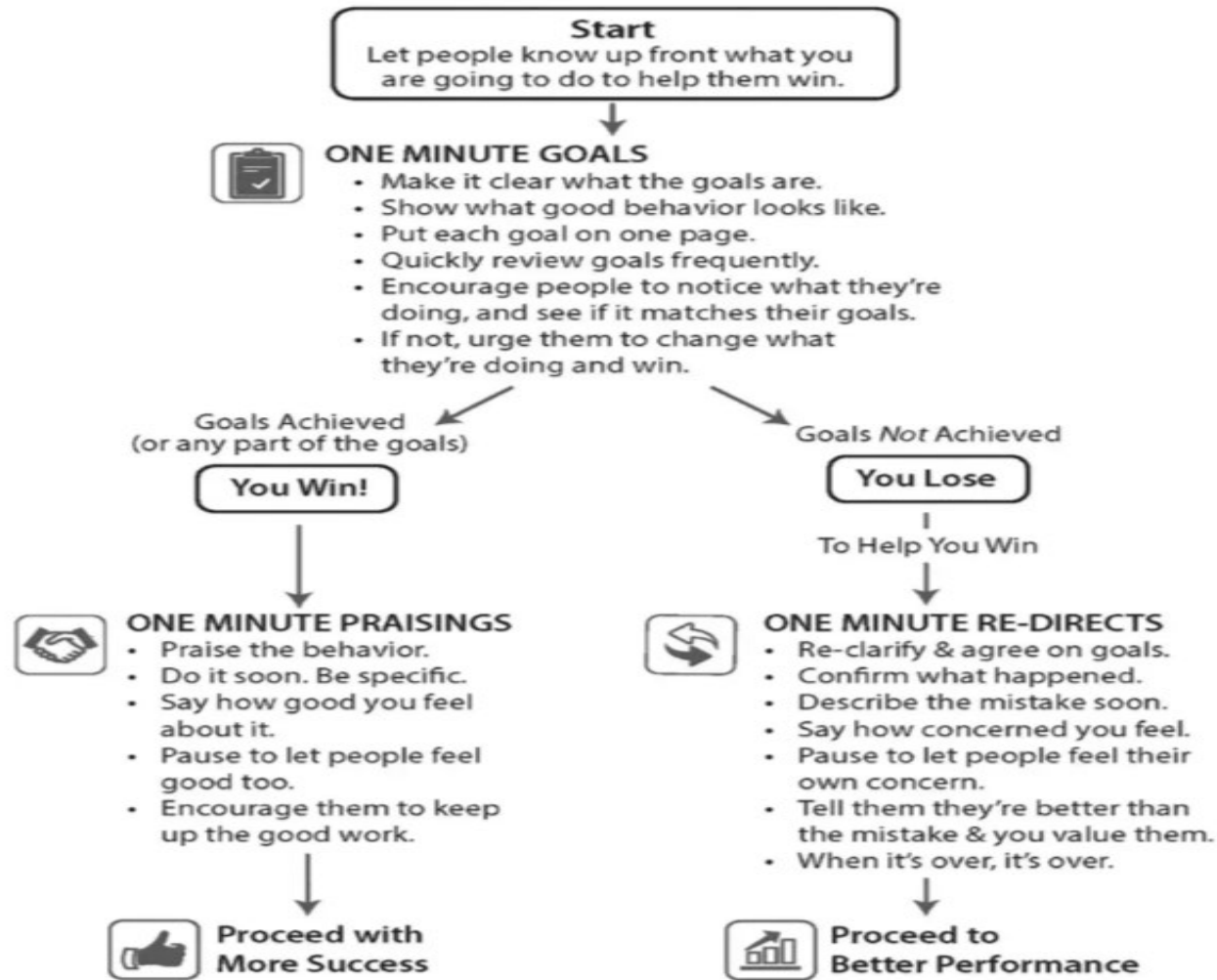
Conversation Starters Handout

S1 SLII® Conversation Starters

Leadership Behaviors	What to Say	My Notes
CONNECT		
Clarify purpose of meeting	What I'd like to talk to you about is ...	
Acknowledge transferable skills	Your skills of ... will be really helpful.	
Acknowledge enthusiasm and initiative	I appreciate your <i>(share what is appreciated, e.g., enthusiasm, initiative, willingness to ...)</i>	
PLAN		
Define SMART goals	What I'd like you to do is <i>(not outcomes)</i> ... by <i>(hold mirror)</i> ... What a good job looks like is ...	
Get Style 1 agreement (development level and leadership style)	Since you haven't done this before, would it be helpful if I provided you with some direction, resources, information ...?	
Clarify performance tracking	We'll track your progress by ...	
Set priorities	The priority of this goal/task/project is ...	
Clarify roles	What you need to do is ... And here's what I'll do to help you ...	
Define boundaries	You can go this far, but then you'll need to check in with me ...	
TEACH		
Develop a plan to learn	To learn how to do this, first you need to ... Then you should <i>(specify next step)</i> ... Together, we should <i>(clarify mutual action)</i> ...	
Teach/show; provide direction and examples	Let me show you how to do this. Here's an example ... Be careful not to <i>(share tips, cautions)</i> ...	
Provide information/resources/solutions	Here's some information that will be helpful ... If you need help, you can contact <i>(share assets)</i> ... Here's how I'd solve that <i>(share advice)</i> ...	
Direct problem solving	Here's what I'd like you to do to solve this problem <i>(share your own and give direction)</i> ...	
Provide opportunities to practice new skills	Try this a few times before we get together <i>(set up practice)</i> ...	
Provide feedback on how	Here's what I've observed ... Here's what I've heard ...	
REINVEST		
Check for understanding and alignment	So, why don't you recap/tell me what you've heard so I can make sure I've given you the direction you need to be successful.	
Follow through	Let's set up our next meeting <i>(set meeting date and time)</i> ...	

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The New One Minute Manager's Game Plan





THANK YOU

Questions?



These materials were developed
for OHS/Region XI Training and

D3 Capable, but Cautious, Contributor

Moderate to High Competence	Variable Commitment
<ul style="list-style-type: none"> • Demonstrated competence; experienced. • Makes productive contributions. • Generally skillful and adept 	<ul style="list-style-type: none"> • Sometimes hesitant, unsure, tentative • Not always confident; self-critical • May be bored or apathetic

D2 Disillusioned Learner

Low to Some Competence	Low Commitment
<ul style="list-style-type: none"> • Has some knowledge and skills; learning; not competent yet. • Doesn't know how to move forward. • Inconsistent performance and progress 	<ul style="list-style-type: none"> • Discouraged and frustrated; may be ready to quit. • Overwhelmed; demotivated. • Confused and concerned; afraid of making mistakes

D4 Self-Reliant Achiever

High Competence	High Commitment
<ul style="list-style-type: none"> • Accomplished • Consistently competent • Recognized by others as an expert 	<ul style="list-style-type: none"> • Self-reliant; autonomous • Justifiably confident; self-assured • Inspired; inspires others

D1 Enthusiastic Beginner

Low Competence	High Commitment
<ul style="list-style-type: none"> • New to the goal or task • Inexperienced • Don't know what they don't know 	<ul style="list-style-type: none"> • Eager to learn; curious; willing to take direction. • Enthusiastic; excited • Confident about transferable skills; confident learning won't be difficult

S3 Supporting-High Supportive/Low Directive

Description	Get Agreement Statement
The leader and the individual <i>make decisions together</i> . The role of the leader is to <i>facilitate, listen, draw out, encourage, and support</i> .	“Since you know how to do this, what you need me to do is listen, rather than give advice, right?”

S2 Coaching-High Directive/High Supportive

Description	Get Agreement Statement
The leader <i>continues to direct goal or task accomplishment but also explains why, solicits suggestions, and begins to encourage involvement in decision-making</i> .	“Since you’re still learning, and may be discouraged, would it be helpful if I continue to provide you with some direction? And I’d also like to hear your ideas.”

S4 Delegating-Low Supportive/Low Directive

Description	Get Agreement Statement
The <i>individual makes most of the decisions about what, how, and when</i> . The role of the leader is to <i>value the individual’s contributions and support his or her growth</i>	“I know you’re taking the lead, but I’m here, when and if you need me.”

S1 Directing-High Directive/Low Supportive

Description	Get Agreement Statement
The leader provides <i>specific direction about goals, shows, and tells how, and closely monitors the individual’s performance</i> to provide frequent feedback on results.	“Since you haven’t done this before, would it be helpful if I provided you with some direction, resources, and information?”

S1 SLII® Conversation Starters

	Leadership Behaviors	What to Say	My Notes
CONNECT	Clarify purpose of meeting	What I'd like to talk to you about is	
	Acknowledge transferable skills	Your skills of ... will be really helpful.	
	Acknowledge enthusiasm and initiative	I appreciate your (share what is appreciated, e.g., enthusiasm, initiative, willingness to ...).	
ALIGN	Define SMART goals	What I'd like you to do is (list outcomes) ... by (add date). What a good job looks like is	
	Get Style 1 agreement (development level and leadership style)	Since you haven't done this before, would it be helpful if I provided you with some direction, resources, information ...?	
	Clarify performance tracking	We'll track your progress by	
	Set priorities	The priority of this goal/task/project is	
	Clarify roles	What you need to do is And here's what I'll do to help you	
	Define boundaries	You can go this far, but then you'll need to check in with me	
	TEACH	Develop a plan to learn	To learn how to do this, first you need to Then, you should (specify next steps) Together, we should (clarify mutual actions)
Teach/show; provide direction and examples		Let me show you how to do this. Here's an example Be careful not to (share tips, cautions).	
Provide information/resources/solutions		Here's some information that will be helpful If you need help, you can contact (share name) Here's how I'd solve that (share advice).	
Direct problem solving		Here's what I'd like you to do to solve this problem (name problem and give direction).	
Provide opportunities to practice new skills		Try this a few times before we get together (set up practice).	
Provide feedback on how		Here's what I've observed Here's what I've heard	
RECONNECT	Check for understanding and alignment	So, why don't you recap/tell me what you've heard so I can make sure I've given you the direction you need to be successful.	
	Follow through	Let's set up our next meeting (set meeting date and time).	

S2 SLII® Conversation Starters

	Leadership Behaviors	What to Say	My Notes
CONNECT	Clarify purpose of meeting	I need to meet with you today to talk about	
	Listen to concerns	How are things going? What concerns do you have? How are you feeling?	
ALIGN	Clarify SMART goals	Let's reconfirm your goals and how I can help you achieve them.	
	Get Style 2 agreement (development level and leadership style)	Since you're still learning, and may be (list feelings), would it be helpful if I continue to provide you with some direction? But I'd also like to hear your ideas.	
	Provide perspective	I think you've made progress on ... and here is where you may be struggling Look at how much you've already learned and accomplished Two weeks ago you couldn't ... and now you're able to	
	Explore "why" about "what and how"	Let's think about why this is important If you accomplish this goal, it will help you and the organization (share benefits). Let me explain why we do it this way	
TEACH	Involve the individual in problem solving	Where are you stuck? What have you tried? What else could you do? Here are some ideas/next steps that we may want to consider What are the pros and cons to each alternative we've discussed? So, we've agreed the next steps are	
	Redirect and reteach	Let me show you how Here's how you might want to look at this Here are some more resources/examples	
	Provide feedback and coaching	Here's what I've observed Is that your experience? Here are some ideas/next steps What do you think? You may want to spend some time with	
	Provide encouragement and support	I know you can do this. I'm confident you'll be successful at I know this is harder than you thought it was going to be. Hang in there. I'm here to help by (clarify role)	
RECONNECT	Check for understanding and alignment	So, before we wrap up, let's review what we've decided. What's your understanding?	
	Follow through	Let's meet again (set date). I'll touch base with you about	

	Leadership Behaviors	What to Say	My Notes
CONNECT	Clarify purpose of meeting	<p>“ What do you want to focus on today? What challenges or concerns do you have?</p>	
	Listen	<p>Here’s what I heard you say</p>	
ALIGN	Confirm SMART goals	<p>“ So, how are things going on your goal (state goal)? Given your contribution, I’d say we are aligned on your goal to (reconfirm goal)</p>	
	Get Style 3 agreement (development level and leadership style)	<p>So, what you need me to do is listen, right? Would listening be more helpful than advice or direction? What is the best way for me to support you?</p>	
	Facilitate self-reliant problem solving by asking questions; let D3 determine how	<p>So, what’s working? What’s not? How is this impacting your confidence or motivation? What alternatives do you have? What are the pros or cons to each alternative? Which alternative is best? If you went with that recommendation, what steps would you need to take?</p>	
	Listen more	<p>Do you have anything else you want to talk to me about? Any other concerns? Can you tell me more about ...? What did you mean when you said ...?</p>	
SUPPORT	Express confidence and encourage	<p>“ I’m confident you can or will be able to Look how much you’ve accomplished already</p>	
	Provide help and ideas, if asked; remove obstacles to goal accomplishment	<p>Since you’ve asked, here’s an idea What do you think? What’s getting in your way? How can I help?</p>	
	Reflect on past successes	<p>Just like last time, you (remind of past successes). Do you remember when you ...? What positive feedback have you gotten from others?</p>	
	Acknowledge competence and contributions	<p>I appreciate Here’s how your work has helped the team What do you think you’ve accomplished or learned?</p>	
	Support ways to make goal more interesting and challenging	<p>What would it take for you to be re-excited about this? How could we restructure this so that it is more fun? More challenging? So that you continue to grow and develop?</p>	
RECONNECT	Follow through	<p>“ I’m here to listen Be sure to call me when you need me. I look forward to hearing what you’re able to accomplish.</p>	

S4 SLII® Conversation Starters

	Leadership Behaviors	What to Say	My Notes
CONNECT	Clarify purpose of meeting	“ What would you like to talk about? Tell me what you are most excited about. So, how do you think you’re doing on (state goal) ...?	
	Review SMART goals	“ Can you update me on your goals? I agree that your goals are (confirm goals). What would a stretch goal look like?	
ALIGN	Get Style 4 agreement (development level and leadership style)	I know you’re taking the lead, but I’m here, when and if you need me. You know how much I trust you to	
	Draw out and create visibility for success	What success have you had with ...? What feedback have you been getting? Who else should know about your success/ contributions?	
	Encourage creativity and innovation	“ What is still exciting for you? What are you doing to keep your work fresh? What new ideas have you had about your work? What new projects interest you?	
INSPIRE	Support autonomy	Where do you want more influence? What would you change?	
	Support growth	How can I support you? What do you want to do next?	
	Provide opportunities to teach or mentor others	How could you share what you do so successfully? Who would you like to coach or mentor? Where else can the organization leverage your expertise?	
	Provide additional resources, if requested	Is there anything I can do to help? Do you need anything from me to make your work easier?	
	Acknowledge competence, commitment, and contribution	We’ve always benefited from (describe contributions). I so appreciate (describe contributions). You have made a major contribution by How would you like to be acknowledged for the work you’ve done?	
RECONNECT	Take action on D4’s ideas	“ I trust your judgment on Here’s what I’ll do with what you’ve suggested	
	Follow through	How do we stay in touch? How do I stay informed?	