

The background of the slide features a dynamic, abstract pattern of ink swirling in water. The colors transition from warm tones like orange and yellow at the top left to cooler tones like red, purple, and blue towards the bottom right. The ink is thick and creates a textured, organic feel.

Situational Self Leadership

Why I needed it?

- Conflict at work, where I had two options of resolving it or running away from it.
- Choose to give a try at resolving it.
- Started looking for resources and identified this 8-hour in person training called "Situation Self Leadership".

Purpose

“... build your competence as a SELF LEADER to get the direction and support you need to achieve your goals and to increase your work passion.”

Checklist:

- Speak the language of leadership -- Situational Leadership II
- Partner for Performance with your manager
- Accelerate your learning cycle
- Gain autonomy and control

What Motivates you at work?

	What Motivates Me?	What Motivates This Group?
Interesting work		
Full appreciation of my work and efforts		
Feeling of being in on things		
Job security		
Good wages		
Promotion and growth within the organization		
Good working conditions		
Personal loyalty to employees		
Sympathetic help with personal problems		
Tactful disciplining		

What Motivates you at work? (Research Results)

	Research Results	
	(Employees)	(Supervisor)
Interesting work	1	5
Full appreciation of my work and efforts	2	8
Feeling of being in on things	3	10
Job security	4	2
Good wages	5	1
Promotion and growth within the organization	6	3
Good working conditions	7	4
Personal loyalty to employees	8	7
Sympathetic help with personal problems	9	9
Tactful disciplining	10	6

True or False?

- It is unrealistic to expect others to always know your goals, motivations, and needs—people can't read minds
- It is in your own best interest to determine what you need in order to create your own success.

Diagnosing development level

1.What is the goal or task?

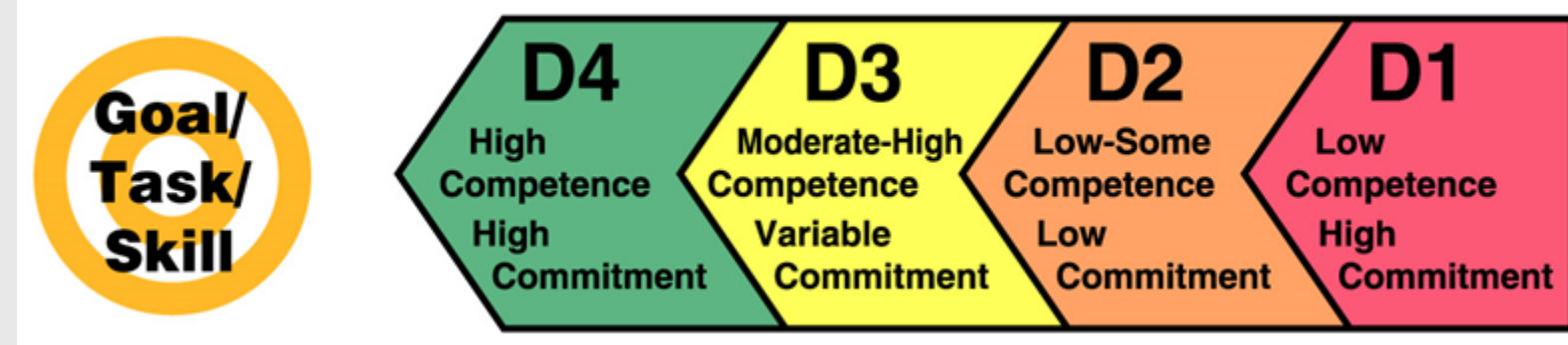
2.What is my level of competence at this goal or task?

- DEFINITION: ***Competence*** is a measure of your knowledge and skills related to the task at hand.

3.What is my level of commitment to this goal or task?

- DEFINITION: ***Commitment*** is a measure of your motivation to want to do the task and your confidence in your ability to do the task.

Development Level Continuum



Development Level Descriptors

D4

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

D3

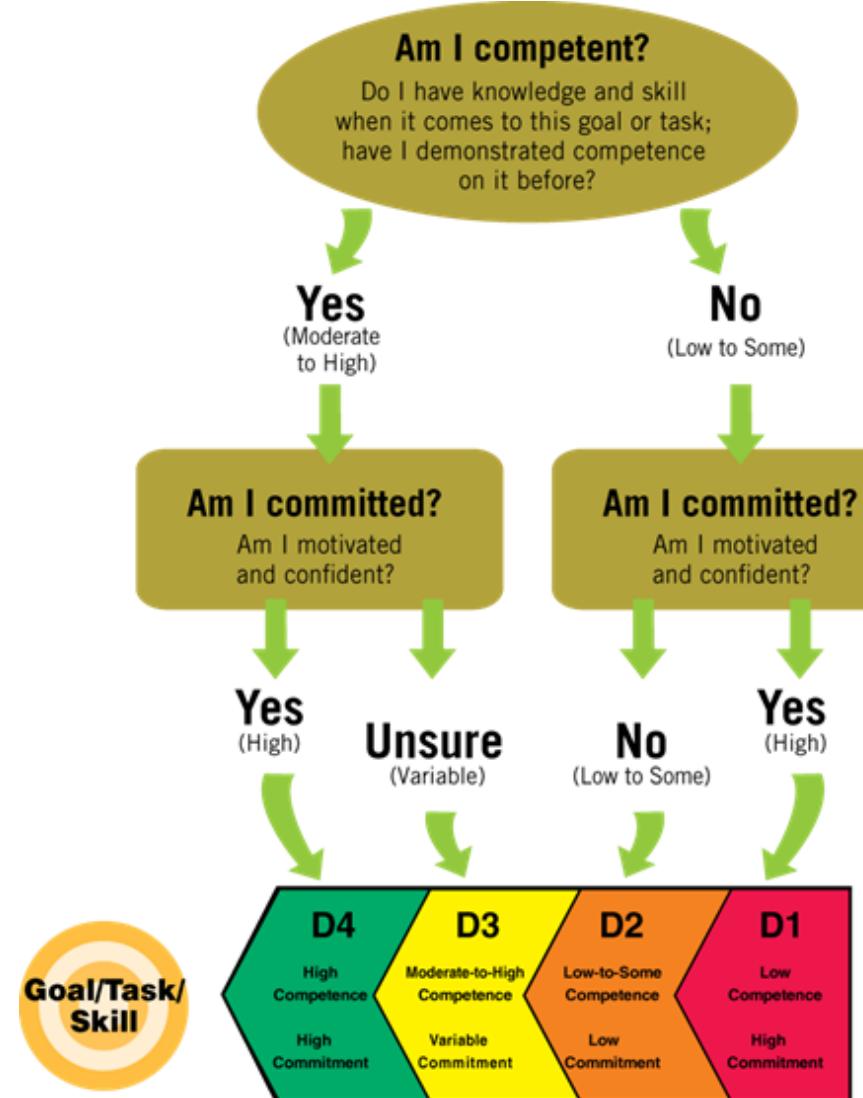
- Self-critical
- Cautious
- Doubtful
- Capable
- Contributing
- Insecure
- Tentative/unsure
- Bored/apathetic

D2

- Overwhelmed
- Confused
- Demotivated
- Demoralized
- Frustrated
- Disillusioned
- Discouraged
- Flashes of competence

D1

- Hopeful
- Inexperienced
- Curious
- New/unskilled
- Optimistic
- Excited
- Eager
- Enthusiastic



THE NEEDS OF A D1

The Enthusiastic Beginner

- Recognition of enthusiasm and transferable skills
- Clear goals and roles
- Standards for what a good job looks like
- Timelines
- Priorities
- Information on how data about performance will be collected and shared
- Action plans—specific direction about how, when, and with whom
- Boundaries and limits
- Information about the goal or task and the organization
- The unwritten rules on “how things work around here”
- A step-by-step process for learning new skills
- Hands-on training—being shown and told how
- Concrete examples of how others accomplish the goal or task
- Opportunities to practice
- Frequent feedback on results
- Solutions to problems

THE NEEDS OF A D2

The Disillusioned Learner

- Clear goals
- Perspective
- Frequent feedback
- Praise for making progress
- Help in analyzing successes and failures; assurance that it is okay to make mistakes
- Explanations of why the goal or task is important and explanations of “how’s”
- Opportunities to discuss concerns and share feelings
- Involvement and influence in decision making and problem solving
- Encouragement
- Advice and additional next steps and alternatives
- Coaching to build and refine skills

THE NEEDS OF A D3

The Capable, but Cautious, Performer

- An approachable mentor or coach
- Opportunities to test ideas
- Opportunities to express concerns and share feelings
- Support and encouragement to develop self-reliant problem solving skills
- Help in looking at experience and skills objectively, so confidence is built
- Praise and recognition for high levels of competence and performance
- Obstacles to goal accomplishment removed
- A kick-start to overcome procrastination

THE NEEDS OF A D4

The Self-Reliant Achiever

- Variety and challenge
- A leader who is more of a mentor and colleague than a manager
- Acknowledgment of contributions
- Autonomy and authority
- Trust
- Opportunities to share knowledge and skills with others

Leadership styles

- **Directive Behaviors...**
 - Help you build your competence -- your task-relevant knowledge and skills
- **Supportive Behaviors...**
 - Help you build your commitment -- your motivation and confidence

Directive Behavior

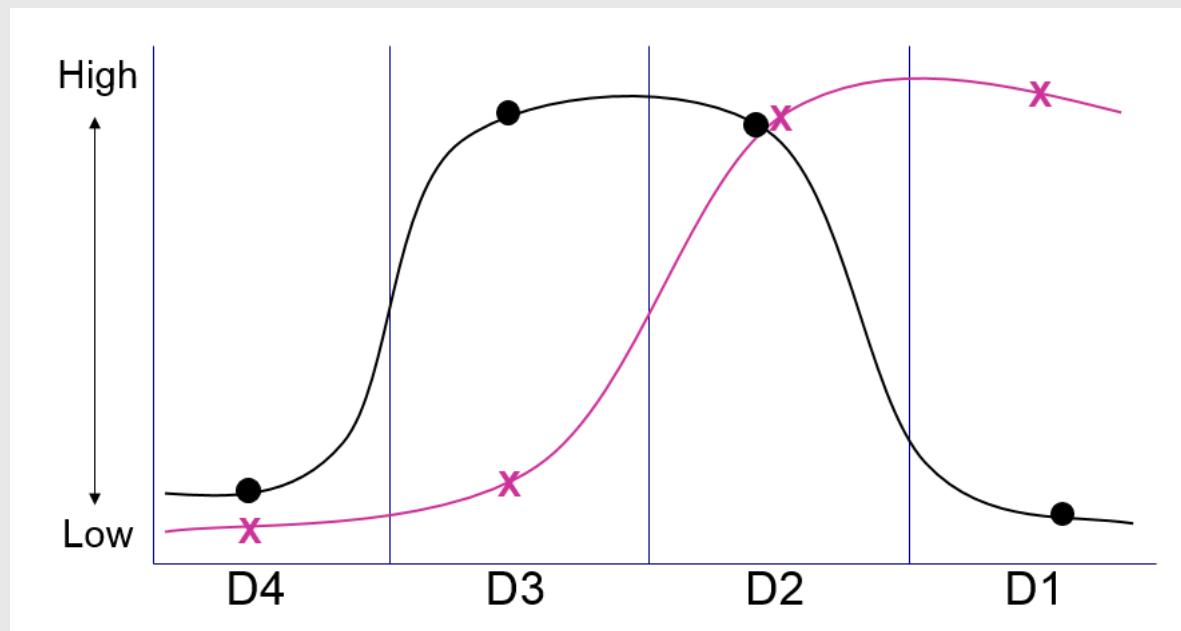
- ❖ Setting goals and objectives—defining in detail what the goal or task is, what a good job looks like, and how performance will be tracked
- ◆ Planning and organizing work in advance—organizing resources, action planning, and developing a plan for the individual to learn new skills
- ◆ Identifying job priorities—telling the other person what is important
- ◆ Clarifying roles—figuring out what roles each will play in goal accomplishment and how decisions will be made
- ◆ Establishing timelines
- ◆ Determining methods of evaluation and checking work—providing frequent feedback on results and closely monitoring progress
- ❖ Teaching the person how to do a specific task

Supportive Behavior

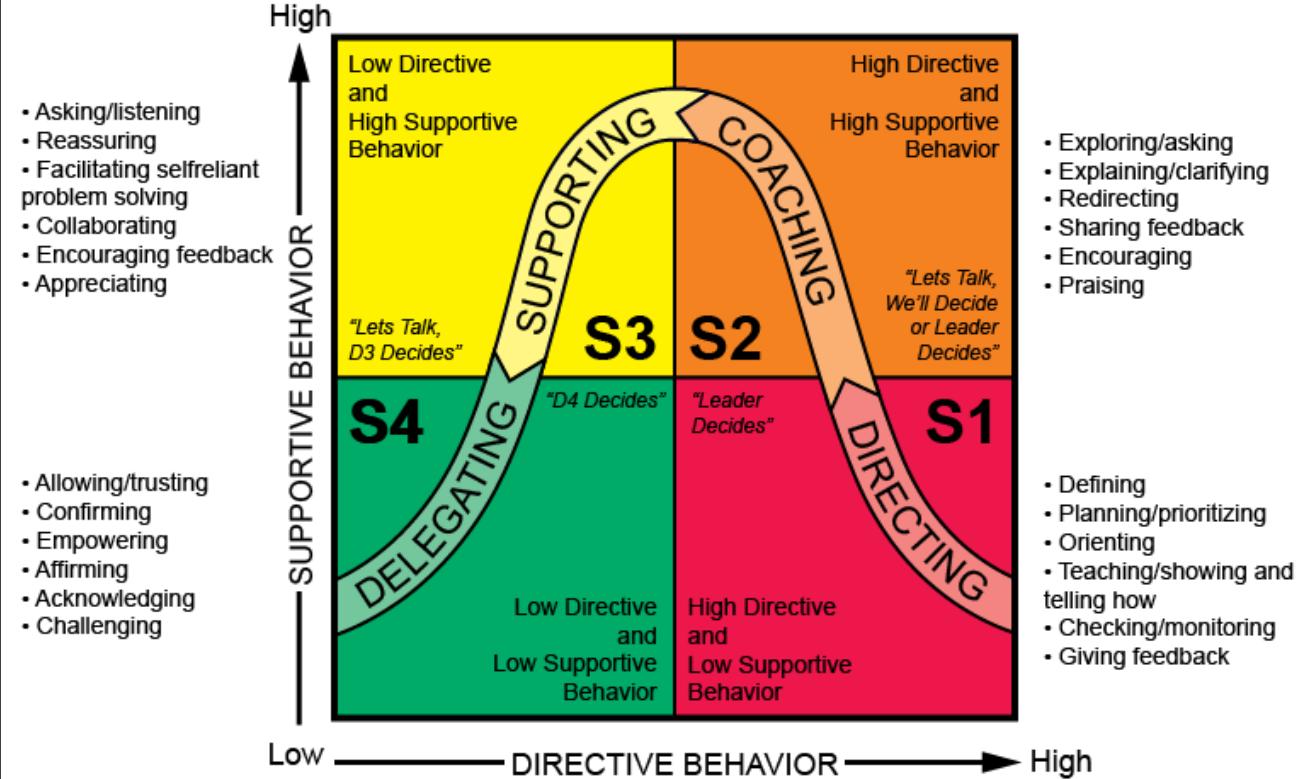
- ◆ Encouraging, reassuring, and praising someone in an appreciative or affirming way
- ❖ Listening to the person's problems (job related or not), suggestions, or ideas
- ◆ Involving the other person in decision making by asking for suggestions or input
- ◆ Explaining why
- ❖ Encouraging self-reliant problem solving
- ◆ Making information about the organization accessible
- ◆ Disclosing information about self

DIRECTIVE & SUPPORTIVE BEHAVIORS

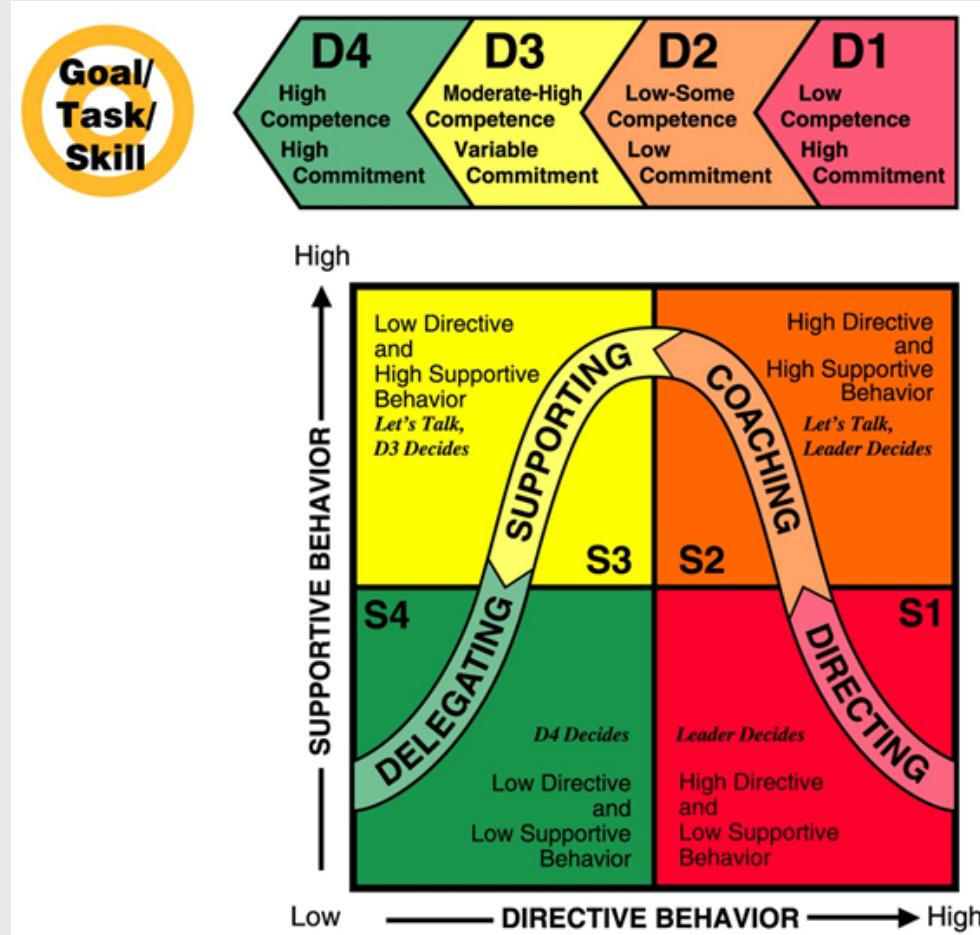
How Much Support & Direction do you need?



THE FOUR LEADERSHIP STYLES



When it all comes together...



WHAT IF, IT DOESN'T..



Think about your demonstrated knowledge and skills, motivation, and confidence on that task. Make a preliminary diagnosis. Try to gain your manager's agreement to your diagnosis. Gain his or her commitment to provide you with the direction and support you need to develop your competence and commitment.

If your manager disagrees with your diagnosis ...

- 1** Reclarify the goal to be sure you are in sync
- 2** Share your past experience and demonstrated competence on that goal, task, skill
- 3** Then, if you still disagree, ask your manager to go with your perception of your development level, with a shorter than usual timeline so that you can both determine, quickly, if your performance is on or off track

Other personal learnings over last 5 years..

- Common sense is not so common! 😞
- This framework fits for both work & life.
- Almost every problem that I see, there must be someone else who already faced it before.
 - Learn from others' experiences.
 - Be proactive
- Set.... follow-up.... course correct....~~SUCCEED!!~~ LEARN!!

Additional Resources

- Link to the book based off which this workshop was designed:

<https://microsoft.sharepoint.com/sites/mslibrary/Pages/BibDetailsEx.aspx?bibid=296055>