



AT A GLANCE

SELF LEADERSHIP

blanchard®

Self Leadership

Having the **mindset** and
skillset to get what
you **need** to succeed

Mindset of a Self Leader



Skillset of a Self Leader

1

Goal Setting

Aligning on what needs to be done, when

2

Diagnosing

Assessing your competence and commitment on a specific goal or task

3

Matching

Getting the leadership style that provides you with what you need

1 Goal Setting

the first skill of a self leader

SMART Goals are

S Specific

- What exactly is the goal?
- What does a good job look like?
- By when does the goal need to be accomplished?

M Motivating

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

A Attainable

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

R Relevant

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

T Trackable

- How will progress and results be measured and tracked?

Does my goal need to be ...?

- **Clarified**—if it's not Specific or Trackable
- **Negotiated**—if it's not Relevant or Attainable
- **Reframed**—if it's not optimally Motivating to me

2 Diagnosing

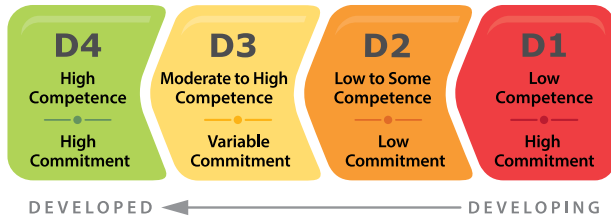
Development level is goal or task specific

the second skill of a self leader

Development Level Descriptors

D4	Self-Reliant Achiever	D3	Capable, but Cautious, Contributor
Competence <ul style="list-style-type: none">AccomplishedConsistently competentRecognized by others as an expert		Competence <ul style="list-style-type: none">Demonstrated competence; experiencedMakes productive contributionsGenerally skillful and adept	
Commitment <ul style="list-style-type: none">Self-reliant; autonomousJustifiably confident; self-assuredInspired; inspires others		Commitment <ul style="list-style-type: none">Sometimes hesitant, unsure, tentativeNot always confident; self-criticalMay be bored or apathetic	

Development Levels



D2

Disillusioned Learner

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

D1

Enthusiastic Beginner

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 and confident learning won't be difficult

Diagnosing Practice

1. Identify a specific goal or task.

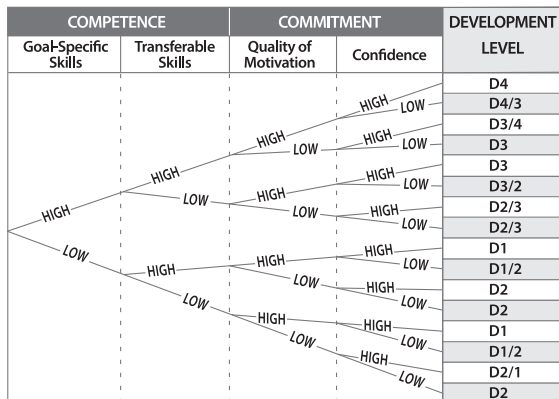
--

2. Assess competence.

How strong are your goal- or task-specific knowledge and skills?	Moderate/High	Low/Some
How strong are your transferable skills related to this goal or task?	Moderate/High	Low/Some

3. Assess commitment.

What is the quality of your motivation about this goal or task?	High	Low/Variable
How confident or self-assured are you about this goal or task?	High	Low/Variable



Diagnosis Chart

Development level is goal or task specific

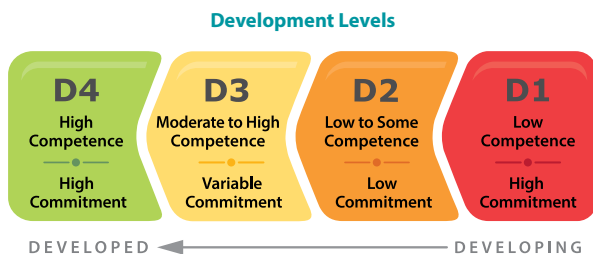
4. If you have a split diagnosis, assess the performance trend.

Sometimes, the development level diagnosis falls between two development levels. When this happens, assess the performance trend to determine which development level to use.

What is your performance trend?	Improving	Stalled/declining
If performance is improving, use the higher development level.		
If performance is the same or going down, use the lower development level.		

5. Conclude your diagnosis.

What is your development level on this goal or task?	D4	D3	D2	D1
--	----	----	----	----



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 and confident learning won't be difficult

Your Beliefs, Emotions, and Feelings

- Ignorance is bliss. You are not aware of what you don't know.
- You believe that the time and effort to learn is worth it.
- With naïve enthusiasm, you are motivated to take action—confident that you can overcome any obstacles and achieve your goal.
- You may experience feelings of elation—albeit based on potentially unrealistic expectations.

How Others May See You

- Others may see your enthusiasm without knowledge as dangerous—posing a liability to yourself, others, and the successful achievement of the goal.
- You may be seen as naïve, even if you have transferable skills and a track record in other areas.
- Others may feel impatient with your need for high direction and attention as you learn.
- Some people may resent your energy and do what they can to diminish it. Others may wish they could have more of the positive energy you have.

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

Your Beliefs, Emotions, and Feelings

- You may experience painful moments as awareness of what you don't know emerges.
- As expectations clash with reality, you may feel resentment, sadness, or anger—blaming others for your predicament.
- You may feel inadequate or disappointed in yourself when you don't progress as quickly as you had hoped.
- As your initial confidence fades, you may feel humbled.
- You could discover strength of character you never knew you had and gain empathy from and for others who traveled this road before you.

How Others May See You

- Others may not understand why your heart's not in it.
- Your disillusionment could be interpreted as a bad attitude.
- Others may find your need for direction and support as tedious and time consuming.
- Others may begin to question why you were assigned the goal in the first place and have doubts about your overall capacity.
- Others may appreciate your insight on obstacles that are blocking your progress.

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

Your Beliefs, Emotions, and Feelings

- Even if you have demonstrated competence, you may still feel a lack of positive motivation and/or confidence.
- You may not have had enough success to believe in yourself.
- You could suffer from a fear of failure—or a fear of success—that slows progress.
- You may have discovered that you simply do not like or want to work on the goal, or have not found how to align the goal with meaningful values or a sense of purpose.
- Unrelated or outside influences—workplace relationships, family matters, personal health, financial stress—could be affecting your motivation or confidence.

How Others May See You

- Your manager may micromanage and overdirect you, misinterpreting your variable commitment as a lack of competence.
- Your variable commitment could be interpreted as an indication that you are too lazy or uncommitted to accomplish the goal or, worse, too cynical and self-absorbed.
- Others may wonder which “you” is going to show up—and may threaten consequences for your nonperformance.
- Others may have more confidence in you than you do in yourself, especially if they are aware of your demonstrated competence in the past. They are probably unaware that you question your own confidence.

Competence

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

Commitment

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

Your Beliefs, Emotions, and Feelings

- You have strong positive feelings about the goal. You know accomplishing it can bring you pleasure and satisfaction.
- You are eager to take the lead. If the game is on the line, you feel you can hit the winning shot because you've done it before.
- You exhibit the humility that comes from not having to prove yourself—your demonstrated competence and high commitment do the talking.
- Your gratitude for the direction and support you received along the way may lead you to reach out to mentor others.

How Others May See You

- Most people will have respect for your knowledge and skills on the goal.
- People's respect for your expertise on a major goal can get generalized to other goals, creating unfair expectations regarding your development level on those goals.
- If others have not been part of your journey, they may not fully trust your competence or they might question your commitment. You may need to go out of your way to build that trust.
- Others may see you as a valuable source of advice and counsel in areas regarding the goal.

3 Matching

the third skill of a self leader

Which Leadership Style Are You Receiving?

One of the quickest ways to determine the leadership style you are receiving is to ask who is making the final decision regarding how the goal is accomplished.

S3

Supporting

Let's Talk; D3 Decides

The Leader ...

1. Asks D3 for input about what and how
2. Listens and encourages
3. Facilitates problem solving by asking open-ended questions

S2

Coaching

Let's Talk; Leader Decides

The Leader ...

1. Explores concerns and encourages
2. Explains why
3. Redirects and reteaches
4. Involves in problem solving

S4

Delegating

D4 Decides

The Leader ...

1. Acknowledges expertise
2. Supports autonomy
3. Invites innovation and ongoing learning

S1

Directing

Leader Decides

The Leader ...

1. Acknowledges transferable skills and/or commitment
2. Gives direction about what, how, and when
3. Checks in frequently

One on One Conversations

Guidelines

- You decide what to talk about and which leadership style response you need from your leader or colleague
- Short—15 to 30 minutes
- Preferably prescheduled; sometimes impromptu
- Often tagged onto another meeting

Before the Meeting

- Make a list of topics you need to discuss. Use the One on One Worksheet.
- Diagnose your development level (if that's relevant).
- Decide which response you need from your leader or colleague—**S1**, **S2**, **S3**, or **S4**—for each topic.

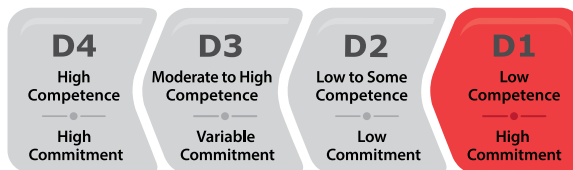
During the Meeting

- Start with the topic you want to begin with.
- Ask for the leadership style response you need.
- Agree on next steps.
- Go to the next topic.

*A leader is **anyone** who can
give you the **direction** and
support you need*

D1**Needs**

- Acknowledgment for transferable skills, enthusiasm, and initiative
- SMART goals
- Timelines and check-in points
- Priorities
- Role clarity
- Limits to autonomy/authority
- A step-by-step plan for learning
- Direction about what and how; training
- Concrete examples/templates
- Solutions to problems
- Opportunities to practice
- Access to resources and information
- Lots of feedback on progress

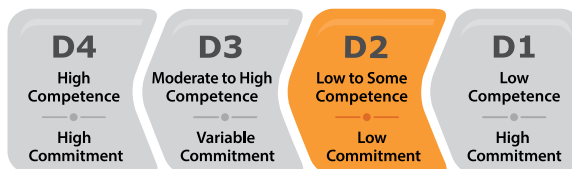


I Need High Direction and Low Support

D1 Needs to ...	What to Say to Get an S1 Match
Clarify purpose of the meeting	I need to talk to you about (add topic).
Confirm SMART goal	I need to understand what a good job looks like. What do you expect me to have accomplished and by when? How will we determine whether I've been successful or not?
Identify transferable skills	The transferable skills I have that will help me achieve my goal are (list transferable skills and experience).
Express enthusiasm	I'm really excited to get started on this goal.
Get Style 1 agreement (development level and leadership style)	Since I have never done this exact goal before, I need direction to be successful. Can you do that? Do we agree that I am at D1 on this goal, so I need an S1 leadership style?
Develop learning plan	I need a learning plan—what I should do first and a series of next steps. What should I begin working on now? What should I study, read, or review?
Get direction on how; ask for examples	I need a demonstration on how to do this. Can you show me or recommend someone who can? What direction or advice do you have for me?
Seek feedback	I need your feedback on how I am doing. What could or should I be doing differently?
Check for understanding and alignment	Let me recap the direction you've given me so I know we're aligned ... I intend to (list actions) by (give date). What have I missed? Is there anything else I need to take note of?
Establish follow-up action	Let's schedule our next meeting.

D2**Needs**

- Someone to listen to concerns
- More clarity on goals and roles
- Perspective
- Explanations of why; rationale
- Opportunities to be involved in problem solving and decision making
- Alternatives; advice
- More direction about how
- Coaching to refine skills
- Feedback on work
- Reassurance and encouragement



I Need High Direction and High Support

D2 Needs to ...	What to Say to Get an S2 Match
Clarify purpose of the meeting	I need to talk to you about (add topic).
Confirm SMART goal	I need to confirm my goal. As I understand it, my goal is to ...
Get Style 2 agreement (development level and leadership style)	Since I'm still learning how to do this goal or task, I'd like to share my ideas, but I also need direction and support from you. Do we agree that I am at D2 on this goal, so I need an S2 leadership style?
Share concerns	I need to discuss concerns I have about my lack of progress on this goal. My concerns are (express concerns) ... I'm a feeling a bit discouraged because (explain reasons) ...
Gain perspective	I need perspective on how I feel about the progress I'm making. I need to understand why this goal is important to the organization. I need help aligning the goal to my work values and purpose.
Initiate problem solving	I'm stuck. I need your advice about what I should do next. Your insight on alternative ways to approach this goal would be helpful. What else should I be considering and why?
Get coaching	I need you to show me how—or your help to identify someone who can show me. What information or resources do you have that would be helpful to me?
Seek feedback	I need your feedback. What could or should I be doing differently?
Check for understanding and alignment	Let me recap what we've decided so far. I want to be sure of my next steps, which are ...
Establish follow-up action	How will we stay in touch on this goal? By when do you need an update from me? Let's schedule our next meeting.

D3

Needs

- Opportunities to demonstrate competence
- Opportunities to express feelings and concerns
- Opportunities to test ideas; a sounding board
- Good questions about the work being done
- A vote of confidence and encouragement
- Opinions about ideas, if asked; help in getting something done, if needed
- Reminders of past successes
- Acknowledgment of high levels of competence and contribution
- Suggestions for making the goal more interesting or challenging (if motivation is low)

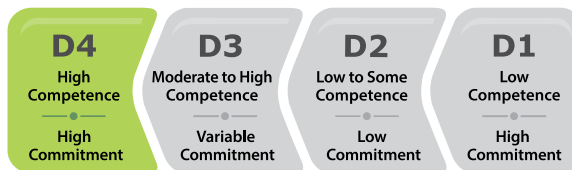


I Need Low Direction and High Support

D3 Needs to ...	What to Say to Get an S3 Match
Clarify purpose of the meeting	<p>I need to talk to you about (add topic).</p> <p>I need a sounding board—to run some ideas past you and get your perspective ...</p>
Reconfirm SMART goal	<p>I need to confirm my goal. As I understand it, my goal is to ...</p> <p>Given what I've learned, I need to discuss details of my goal that may need to be negotiated.</p> <p>I need your help to reframe my goal in a way that makes it more relevant to my work values and purpose.</p>
Get Style 3 agreement (development level and leadership style)	<p>I need to feel more confident (about my competence).</p> <p>I need to feel more optimally motivated (about this goal).</p> <p>Do we agree that I am at D3 on this goal, so I need an S3 leadership style?</p>
Express feelings and share concerns	<p>I need to express what I'm feeling about the goal at this stage.</p> <p>I need to explain what I'm thinking ...</p>
Seek feedback	<p>I need feedback on ...</p> <p>I need your perspective on what I have done well.</p> <p>What specific examples can you provide in which I've demonstrated competence on this goal—or parts of the goal?</p> <p>Here's what I've accomplished ... Am I on target?</p>
Engage in proactive problem solving	<p>The problem or issue that needs to be addressed is ...</p> <p>The impact this problem or issue is having is ...</p> <p>Alternatives I've considered and the pros and cons of each are ...</p> <p>My recommendation is ...</p> <p>I need your insight on my problem-solving process and solution.</p>
Get coaching	<p>I need your help with some things getting in my way.</p> <p>What information, resources, or approaches would help me do this faster or better?</p> <p>Have I missed anything? What else should I be thinking about?</p>
Seek relevance	<p>I need you to remind me why it is important. How is what I'm doing making a difference?</p> <p>I need your help in aligning this goal with my work values and purpose.</p>
Reconnect	<p>I'll let you know when I'd like to meet again.</p>

D4**Needs**

- Trust
- Visibility as a contributor/an expert
- Opportunities to be creative and innovative
- Autonomy; influence
- Opportunities to grow
- Opportunities to teach and mentor others
- Resources to perform at D4, if requested
- To be valued for contributions

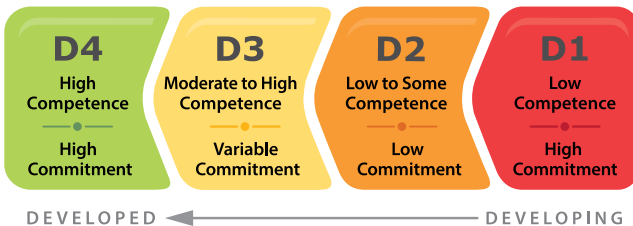
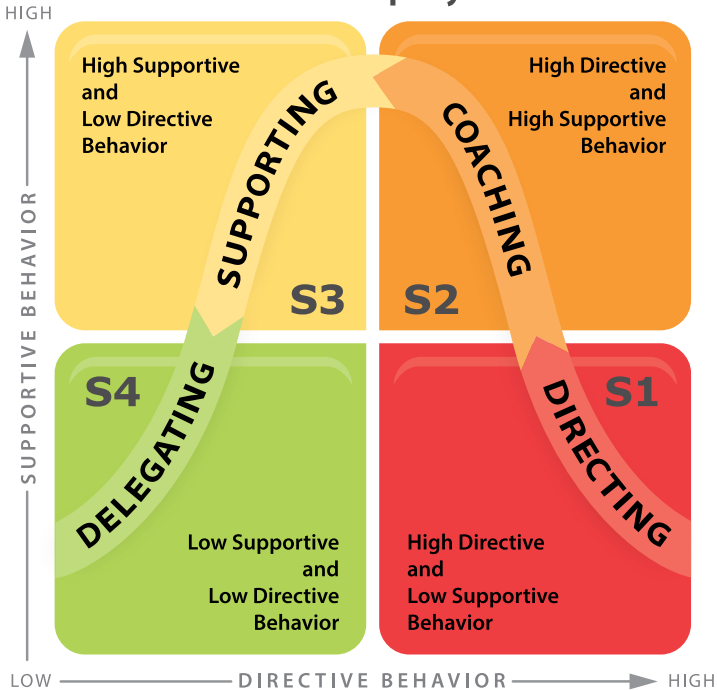


I Need Low Direction and Low Support

D4 Needs to ...	What to Say to Get an S4 Match
Clarify purpose of the meeting	I need to update you on what I've been working on ... I'd like to share with you what I'm excited about ...
Review SMART goal	Here's what I've accomplished on my goal ... Given my experience, I realize there are details of my goal that need to be reconsidered.
Get Style 4 agreement (development level and leadership style)	While I don't need help on this goal, I plan to keep you informed by ... Do we agree that I am at D4 on this goal, and need an S4 leadership style?
Share success	I'm pleased to tell you that (share achievements). The feedback I've received is (share feedback). The reason I think this is important is ...
Seek feedback	I need your feedback on what I could do to maximize my effectiveness on ... I'm interested in how you think my goal is contributing most to the organization.
Negotiate for autonomy/authority	I need your authorization to make decisions and take action without prior approval on issues related to this goal. To do my job effectively, I need the following resources (time, personnel, budget) ... I'd like to propose a plan for earning the trust necessary for you to delegate the authority for me to act independently.
Leverage experience	I believe I can benefit the organization by ... I need a champion for ideas I have for sharing my experience with others in a meaningful way. Where are opportunities for me to teach or mentor others?
Seek challenge and opportunities to be creative	As I was working on this goal, I had another idea ... A new stretch goal for me would be ... What would challenge me is ... Something I'd like to learn is ...
Reconnect	Here's how I'd like to stay in touch (set up plan). When can I expect to hear back from you on the commitments you've made to me?

SLII® Model

Leadership Styles



Development Levels

