

Leadership and the ne Minute Manager

Participant Workbook

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Preface

After the success of the books in the One Minute Manager® library, *The One Minute Manager®* and *Putting the One Minute Manager to Work®*, people asked us at seminars and by letter, “What else do I need to know to really develop my people’s skills and confidence?” The answer was easy. We just turned back to what had been the “bread and butter” of The Ken Blanchard Companies since its conception—Situational Leadership® II. This concept was first developed by Paul Hersey and Ken Blanchard in the late 1960s. Since then we have modified it, with the help of our colleagues, to its present form.

The core concept of the Situational Leadership® II Model is that there is “no one best leadership style.” People in leadership positions become more effective when they use “different strokes for different folks”—that is, when they vary their leadership style in response to the needs of the people they’re trying to manage. With some associates, in some situations, on some tasks, managers need to provide lots of direction; with others, encouragement and recognition are important. In some situations it is appropriate to delegate. Effective managers learn how to diagnose the situation and how to select the appropriate leadership style to match the skills and commitment of their associates.

Preface, continued

To really be an effective manager, you have to be a Situational Leader and master the three skills of Situational Leadership® II—flexibility, diagnosis, and partnering for performance. Effective managers are comfortable with more than one style; they have good diagnostic skills that allow them to accurately size up situations; and they are willing to discuss changes in their leadership style with their associates.

We hope you'll use and apply what you learn from *Leadership and the One Minute Manager* to make a significant difference in your life and in the lives of those who work with you.

*Ken Blanchard
Patricia Zigarmi
Drea Zigarmi*

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Introduction

Leadership and the One Minute Manager is a framework, a language for talking to the people you manage about what they need from you in order to be good performers.

This participant workbook is designed to help you learn more about the three skills of a Situational Leader, and ultimately, to be able to teach what you learn to others.

The video you will be watching, *Leadership and the One Minute Manager*, uses scenes from “the movies” to teach you the theory. In the first part of the video, you will learn about the four leadership styles—Directing, Coaching, Supporting, and Delegating—and about using them flexibly.

In Part 2 you will learn diagnosis—or how to choose a leadership style that is appropriate to the competence and commitment of the people you manage. By looking at a series of film clips, you’ll see what happens when leaders match their leadership style to the needs of their associates.

Finally, in Part 3 of the video, you will see more movie scenes that show what happens when leadership style does not match development level. You will also learn the importance of partnering for performance.

Starting on page 76 of this participant workbook, you will find notetaking pages. In each module there are questions to test yourself on what you’ve learned, graphics to reinforce your learning, and activities to help you plan for applying what you’ve learned back on the job.

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One Minute Notetaking

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Share it with others!

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The One Minute Notetaking Method

Millions of dollars are spent by organizations every year to train managers. Most managers are excited about what they learn in workshops and seminars and look forward to sharing this information with others when they return to work. And yet, when you talk to them several months after a training session, they remember they enjoyed the session, but they have little recollection of the specific concepts they were taught.

To increase the “take-home” value of this program, become an “active” learner and use the One Minute Notetaking method* described in this section of the participant workbook as you go through the training program. To assist you in this new learning process, notetaking pages are provided at the end this participant workbook. Using this method, you will be amazed by your increased learning capacity, as well as your ability to effectively share what you have learned from this videotape training program with others—managers, peers, associates, and even spouses and friends.

If you would like further information about the notetaking technique, you can read the chapter entitled “Notetaking” in Dr. Walter Pauk’s book, *How to Study in College*.**

*The One Minute Notetaking method was developed by Ken Blanchard from his work with Dr. Walter Pauk, Director of the Reading and Study Skills Center at Cornell University, and Dr. Stephen Covey of Brigham Young University, a longtime friend and colleague.

**Walter D. Pauk, *How to Study in College* (Boston: Houghton Mifflin Company, 1984).

Notetaking Page

TAKE HOME	CAPTURE FOR EVALUATION PURPOSES ONLY
PASS ALONG	

How to Use the One Minute Notetaking Method

Capture Column

The column on the right-hand side of each page is called the “Capture” column. Use the Capture column to write down as much as you can about what is being said in your own shorthand, without worrying about neatness.

Take Home Column

The column on the left-hand side of each note page is called the “Take Home” column. Use this column to outline and summarize what you have captured. Your goal is to pull out key points so that you can begin to apply these ideas.

A second purpose of this column is to relate whatever you are learning to your own experience. It’s likely that these “connections” will lead to direct application back home.

Whatever you write in this column, make it legible so that you can read it later. Remember, in the Take Home column you are evaluating what you have captured and are relating it to your own experience.

How to Use the One Minute Notetaking Method, continued

Pass Along Column

The column at the bottom of the page is called the “Pass Along” column. This column helps you organize what you have learned so you are able to pass along the information to someone else.

Use the Pass Along column to write down one or two key words that will “trigger” what you have captured on the page. Make sure your key words are written clearly and make them large. Whatever you write down will serve as an index to your notes. The Pass Along column is what you will refer to first whenever you review your notes. Both the Take Home and the Pass Along columns should be completed within 24 hours of the training.

Approach this training program with the idea that the people you work with will be expecting you to teach them what you have learned. Get involved—capture information, see where the application and take-home value is, and, finally, begin to develop strategies to pass along and teach what you have learned to others.

Next Steps

When you have completed your review of the One Minute Notetaking method, proceed to Part 1: Flexibility. You will notice the expanded Take Home column of a notetaking page with questions for you to answer on the Video Learning Questions pages. Stop the video at the end of Part 1 and try to answer these questions. If you do, you will have a summary of the key concepts related to flexibility that you can take home with you. At the end of Part 1, you will find directions for two learning activities that will reinforce your understanding of the first skill of a Situational Leader—flexibility. There is also an action-plan worksheet on page 29 that will give you an opportunity to work with and apply what you have learned to your own work situation.

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Part 1: Flexibility

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ONLY** *Different strokes
for
different folks.*

The Four Leadership Styles

Style 1—Directing

The leader provides specific instructions and closely supervises task accomplishment.

Style 2—Coaching

The leader continues to direct and closely supervise task accomplishment but also explains decisions, solicits suggestions, and supports progress.

Style 3—Supporting

The leader facilitates and supports associates' efforts toward task accomplishment and shares responsibility for decision making with them.

Style 4—Delegating

The leader turns over responsibility for decision making and problem solving to associates.

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Video Learning Questions 1-6

TAKE HOME	CAPTURE
<p><i>The goal of a Situational Leader is to meet people where they are and to give them the direction and support they need, when they need it.</i></p> <ol style="list-style-type: none"> List the three skills of a Situational Leader. <ol style="list-style-type: none"> _____ _____ _____ What are the four leadership styles? <ol style="list-style-type: none"> _____ _____ _____ _____ The four styles are combinations of what two behaviors? <ol style="list-style-type: none"> _____ _____ Directive Behavior is the extent to which a leader <ol style="list-style-type: none"> _____ _____ _____ _____ List the four words used to describe Directive Behavior. <ol style="list-style-type: none"> _____ _____ _____ _____ As managers change their leadership style from Directing to Coaching to Supporting to Delegating, they use less _____ because their associates learn to direct themselves. 	
<p>PASS ALONG</p>	

Directive Behavior

The leader

- Sets goals or objectives
- Plans and organizes work in advance
- Identifies job priorities
- Clarifies the leader's and associate's roles
- Establishes timelines
- Determines methods of evaluation and checks work
- Teaches an associate how to do a specific task
- Supervises progress

Supportive Behavior

The leader

- Encourages, reassures, and praises
- Listens
- Asks for suggestions or input
- Explains why
- Encourages self-reliant problem solving
- Makes information about the organization accessible
- Discloses information about self

Video Learning Questions 7-14

TAKE HOME

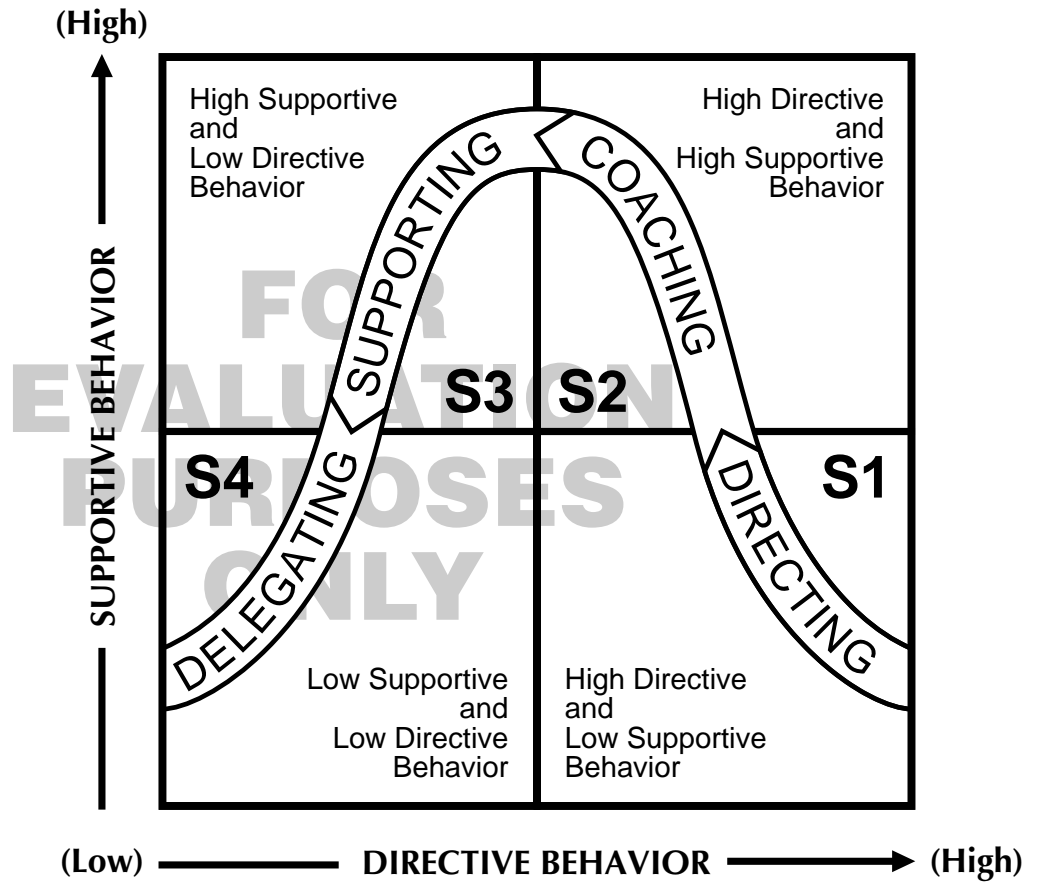
CAPTURE

7. Supportive Behavior is the extent to which a leader
8. The four key words used to describe Supportive Behavior are
1. _____ 3. _____
2. _____ 4. _____
9. As managers move from Directing to Coaching, they _____ the amount of support they provide.
10. In using a Directing leadership style (S1), the manager is _____ on Directive and _____ on Supportive Behavior.
11. With a Directing leadership style, _____ is in charge of decision making.
12. The scene from *Young Frankenstein* in which Dr. Frankenstein tells his assistant to "Put the candle back!" is an example of a _____ leadership style.
13. What did Dr. Frankenstein do, as an effective Style 1 manager, to "get out of a tight situation"?
14. In using a Coaching leadership style (S2), the manager is _____ on both direction and support.

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PASS ALONG

The Four Leadership Styles



Video Learning Questions 15–21

TAKE HOME	CAPTURE
<p>15. In the film clip showing Style 2, Coaching, with Gregory Peck in <i>12 O’Clock High</i>, the leader gives both _____ and _____ .</p> <p>16. With a Coaching leadership style, the associate is more involved in decision making, but when push comes to shove, the _____ decides.</p> <p>17. In another scene from <i>12 O’Clock High</i>, General Savage uses Style 3, Supporting, with a disillusioned pilot named Jesse Bishop. Style 3 is high on _____ and low on _____ .</p> <p>18. With a Supporting leadership style, the associate’s role is to decide how the job is to be done. The leader’s role is to _____ .</p> <p>19. In using a Delegating leadership style (S4), the leader is _____ on both direction and support.</p> <p>20. In another clip from the movies, we see Dr. Frankenstein _____ the task of getting a brain to Igor.</p> <p>21. When a Delegating leadership style is used, the _____ decides how, when, where, and with whom the goal is to be accomplished.</p>	
PASS ALONG	

Leadership Style Flexibility Learning Activity 1

Directions

On the following pages, you'll find three different manager-associate interactions. Read through each situation, and use the column on the left to note when the manager makes a directive or a supportive comment. Use the information on Directive and Supportive Behavior on page 12 to identify what type of comment the manager is making. Answer the questions at the end of each situation before going on to the next one.

Notes

Directive (D) or Supportive (S) Behavior?

Situation 1

Setting Jerry, a new associate in the marketing department of a large company, is meeting with Susan Barnes, his manager.

Susan: Good morning, Jerry. How are you?

Jerry: Good morning, Susan. I'm fine, thanks.

Susan: Come on over and sit down and let's get organized on how we're going to track the results of the ad campaign for our new product.

Jerry: I'm looking forward to working on this project, and I feel I can do a good job.

Susan: Good, Jerry, so let's get started on some notes. (Jerry grabs a pen and a piece of paper.) What we've done thus far is to set up a campaign so that we know exactly where the sales are coming from, which states the data is coming from, which ads each state is getting, and we have a way to track progress. Right?

Jerry: Yes, that's right. What's next?

Susan: The next step of the process is to take the data that comes in and put it on the computer. That way we will be able to track it easily. We'll know exactly how the sales are running in each state with which particular ad. Once that's up and running, we can do some statistical analysis of the data.

Leadership Style Flexibility Learning Activity 1, continued

Jerry: This is helpful. I'm getting a sense of what to do next and of where we are ultimately going.

Susan: Jerry, I need you to talk to Sam Adams over in the data-processing unit. He will help you understand our computer and learn how to program it so that you can track the data and know what we're doing with the ad campaign.

Jerry: Good, I've never worked with this kind of computer before and I can use some additional training.

Susan: All right, Jerry. Why don't you go over what you think the next steps are with me so I can be sure I've communicated them clearly?

Jerry: Fine, I'm going to take the data and prepare it to go on our computer for analysis. And, I'm going to talk to Sam Adams to learn more about our computer.

Susan: Right. Now, do you have any questions?

Jerry: No, I'm ready to go.

Susan: Great, if you think of anything, let me know. Let's plan to meet next Monday at 9:00 a.m. to discuss your progress.

Jerry: Fine, see you then.

1. Were most of Susan's comments directive or supportive?
2. Who talked the most?
3. What leadership style was Susan using with Jerry?

Leadership Style Flexibility Learning Activity 1, continued

Notes

Directive (D) or
Supportive (S)
Behavior?

Situation 2

Setting Fred is a professional engineer with a medium-sized construction-management company. He works for the vice president of operations, Jim Hall.

Fred: Good afternoon, Jim. I appreciate your taking a few minutes to meet with me this afternoon.

Jim: Unfortunately, Fred, all I have is a few minutes. I'm getting ready to go on an important business trip to Houston. But let's see what we can do now, and if we need to, we can meet again when I get back, or I can talk to you on the phone from Houston.

Fred: All right, here's the situation. You're familiar with the Dayton project?

Jim: Right.

Fred: Well, we're behind schedule on that project, and I'm having some difficulty figuring out what we should do to get back on schedule.

Jim: What seems to be the problem? What's going wrong at this point?

Fred: We've gotten the framing up and the foundations are poured, but we're running into a problem with the electrical wiring and the plumbing. I think the problem is with the people that the subcontractors are assigning to the job. I'm not quite sure which way we should go from here. Perhaps we should talk to the subs about replacing some of their associates.

Jim: That sounds like a reasonable solution to me, Fred. But, do you think that will really solve the problem? Maybe we need to go over their heads to someone at a higher level.

Leadership Style Flexibility Learning Activity 1, continued

Fred: Well, I believe that my first step should be to start with the people at the subcontractor's level—the people we have working on wiring and plumbing. Then, if that doesn't solve the problem, let's go to the general contractor and discuss the replacement of people. I think my plan may work, but I'm interested in what you think.

Jim: I think your approach will work. Why don't we stay in touch while I'm in Houston? Then, if your plan doesn't work, we can get back together again when I'm back to discuss what we should do next. But, I'd like to see you try out your solution first. I think it has a good chance of working.

Fred: All right, Jim. I'll proceed. I appreciate your time and I think I got the answer to my problem.

1. Were most of Jim's comments directive or supportive?
2. Who talked the most?
3. What leadership style was Jim using with Fred?

Leadership Style Flexibility Learning Activity 1, continued

Notes

Directive (D) or Supportive (S) Behavior?

Situation 3

Setting Lee Simpson is a supervisor at a high-tech company. His manager is Ralph Adams.

Lee: Good morning, Ralph. What did you want to see me about?

Ralph: Lee, you know that we've been having some trouble with product quality in your area and, in general, with your work as a supervisor. Now, I feel that I probably have not provided the kind of direction you needed as you moved into a supervisory position, and I want to help resolve that problem. Lee, do you understand the importance of the fact that rejections in your area are up by 10 percent?

Lee: Yes, I do.

Ralph: Do you have any ideas as to what we might do to resolve this problem?

Lee: Well, I admit I'm a little confused as to what to do. I've only been a supervisor for a short amount of time.

Ralph: All right, let me give you some suggestions and see what you think about them. What I would suggest is that you give all of your people a copy of our current quality standards and procedures. Then, be sure that each associate understands and is using these procedures. You understand the procedures and I know you can explain them to your people.

Lee: I think so. Okay, I'll meet with my people this afternoon and tell them this is how it's going to be.

Ralph: No, Lee, I don't think I'd do it quite that way. Let's get together tomorrow at 9:00, and we'll go over the quality standards and procedures and discuss how to introduce and implement them with your people.

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Leadership Style Flexibility Learning Activity 1, continued

Lee: Thanks.

Ralph: I know you can handle this job, Lee. I think you just need some time and maybe a little guidance from me. Perhaps I haven't provided the guidance you've needed in the past, but now I'm going to. Let's work together on this and see if we can correct this product quality problem.

Lee: Sounds good to me, Ralph. See you tomorrow.

FOR EVALUATION

1. Were most of Ralph's comments directive or supportive?
2. Who talked the most?
3. What leadership style did Ralph use with Lee?

Leadership Style Flexibility Learning Activity 2

Directions

Each of the eight situations that follow describes a typical job situation. Following each situation are four possible actions the leader could take. Decide which response represents Style 1—Directing; which represents Style 2—Coaching; which represents Style 3—Supporting; and which represents Style 4—Delegating. Look back at the graphic of the Four Leadership Styles on page 14 to help you decide. Write the style number on the line to the left of the action.

1. An associate, recently transferred to your department, has proven that she can run all of the basic computer software your department uses. You have worked with her closely and believe that she may be capable of handling more complex applications. She has demonstrated a willingness to learn and work hard, but you know that the complex software will require more technical skills on her part. You would
 - a. Assign her to the more complex applications with little direction or support, since she has proven her ability to understand and use the basic software.
 - b. Assign her to work with the more complex applications, explain how she is to use the software, and continue to supervise her work closely.
 - c. Assign her to the more complex software and meet with her frequently to discuss any problems she might be having. Continue to monitor her performance.
 - d. Assign her to work on the more complex software and praise her willingness to learn.

Leadership Style Flexibility Learning Activity 2, continued

2. In the past your company has allowed maintenance associates to decide what parts of a large job will be covered by field area craftsmen and what parts could be done by shop labor. Because of new labor agreements with the union, the old procedures are no longer feasible. You have been asked to develop a new procedure. Your associates are aware of the problem and want to help. They have been able to help in the past. They have an excellent record of accomplishment and work well together. You would
- a. Decide on the new approach for job coverage and make sure they follow the procedures you develop.
 - b. Decide on the new approach yourself but make sure you incorporate their ideas and suggestions.
 - c. Ask them if they would work out the approach themselves for your approval.
 - d. Support and encourage them to work out a new approach but contribute your ideas as asked. Make resources available.

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Leadership Style Flexibility Learning Activity 2, continued

3. You are a customer service supervisor. It has come to your attention that one of your associates has been taking extended lunch periods. Not only does he leave for the cafeteria early, but he usually finds some reason to wander through the office to visit people before going back to his workstation. His coworkers are beginning to complain. You would
- a. Explain that you want him back from lunch on time but listen to his side of the story.
 - b. Ask him what he intends to do about his tardiness and then support his efforts to change.
 - c. Make sure he knows the problems his behavior is causing but let him decide how to resolve the issue.
 - d. Tell him that you expect him to go to lunch at the prescribed time and return on time, and then check to see that it is done.
4. Your staff members are competent and usually able to work well on their own as long as you visit their workstations regularly to praise them and offer encouragement. Recently, they have fallen behind on an important job and will probably finish late. You would
- a. Ask for their suggestions and use their ideas as you supervise the efforts to bring the project in on time.
 - b. Continue to visit their work area and encourage them to finish on time.
 - c. Mention the possibility of not meeting the schedule and let them work out how to bring the project in on time.
 - d. Spend a lot of time in their work area and closely supervise the activities of the group.

Leadership Style Flexibility Learning Activity 2, continued

5. As a supervisor of a sales unit, you have noticed that one of your new salespeople is not keeping accurate work records. She has been in your work unit for about a month and has a positive attitude about her job. You would
- a. Ask her about her failure to keep accurate work records. Then, ask her what she will do differently in the future.
 - b. Spell out her duties and performance standards but be willing to incorporate any suggestions she might have.
 - c. Review the specific occasions on which she failed to keep accurate work records. Then, spell out what you expect of her and supervise her work closely.
 - d. Emphasize the need for accurate and complete records and give her more time to improve her performance.
6. You are planning some important maintenance work that involves some changes in shift coverage for your associates. While you have made initial staffing decisions in the past, you know they have some clear ideas on shift coverage. The performance of your group has been outstanding with almost no direction or support from you. You need to make the best possible decisions for this new shift coverage as soon as possible. You would
- a. Work out the new shift coverage plan but use their ideas and suggestions.
 - b. Ask them to work out the new shift coverage plan.
 - c. Get the group together and help them work out the shift coverage plan.
 - d. Work out the new shift coverage plan and post it.

Leadership Style Flexibility Learning Activity 2, continued

7. You are a production supervisor and have transferred to a new production unit. The performance of the associates in this unit has been declining. While they may understand work procedures, they do not relieve each other on time, they fail to record significant items in the log, and the quality of their work is a problem. Their last manager was well liked but did not demand much from them. You would
- a. Make sure they know about their poor performance but let them decide what the specific problems are and how to solve them.
 - b. Hold a group meeting and let them know what you expect in the areas where performance is low and then closely supervise their work.
 - c. Call a group meeting and encourage them to discuss and solve their own performance problems.
 - d. Outline some new goals and then ask for and use their suggestions and ideas in making improvements.

Leadership Style Flexibility Learning Activity 2, continued

8. A very capable engineer in your production unit has asked for your help. In the past you have given her assignments, and she has been able to figure out what needs to be done and how to do it. She seems reluctant to start the most recent task you have given her and doubts whether she can do it. You would
- a. Tell her what she is to do in detail but incorporate ideas she may have on how to complete the project.
 - b. Tell her what activities are necessary for the project to be done successfully and then supervise her work closely.
 - c. Listen to her doubts to find out what part of the project she is not sure about, and then reassure her that she can do the job.
 - d. Give her more time to get started.

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Answer Sheet—Learning Activities 1 and 2

Learning Activity 1

Situation 1

1. Directive
2. Susan
3. Style 1—Directing

Situation 2

1. Supportive
2. Fred
3. Style 3—Supporting

Situation 3

1. Directive and Supportive
2. Ralph
3. Style 2—Coaching

Learning Activity 2

- | | | | |
|---------------------|------------------|------------------|------------------|
| 1. a. S4—Delegating | b. S1—Directing | c. S2—Coaching | d. S3—Supporting |
| 2. a. S1—Directing | b. S2—Coaching | c. S4—Delegating | d. S3—Supporting |
| 3. a. S2—Coaching | b. S3—Supporting | c. S4—Delegating | d. S1—Directing |
| 4. a. S2—Coaching | b. S3—Supporting | c. S4—Delegating | d. S1—Directing |
| 5. a. S3—Supporting | b. S2—Coaching | c. S1—Directing | d. S4—Delegating |
| 6. a. S2—Coaching | b. S4—Delegating | c. S3—Supporting | d. S1—Directing |
| 7. a. S4—Delegating | b. S1—Directing | c. S3—Supporting | d. S2—Coaching |
| 8. a. S2—Coaching | b. S1—Directing | c. S3—Supporting | d. S4—Delegating |

Action Plan—Leadership Style Flexibility

Directions

Complete the following worksheet and share your responses with a learning partner.

The First Skill of a Situational Leader—Flexibility

What leadership styles do you find most comfortable?

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Think for a minute about the people you manage. With which individual and on which task do you use a Directing leadership style? A Coaching style? A Supporting style? A Delegating style?

Which styles do you need to develop? What skills does a leader need to use in relation to those styles? What three things can you do to develop those skills?

Next Steps

You have completed Part 1 of *Leadership and the One Minute Manager* on leadership style flexibility. Before continuing, go to your notes at the end of this workbook and complete the Take Home and Pass Along columns. Use the Take Home column to outline and summarize what you've captured. Write legibly so you can read what you've written later. In the Pass Along column write down one or two key words that will "trigger" what you captured. This is your indexing system. Write clearly and make your key words large.

When you have completed the work on your notes, proceed to Part 2: Diagnosis. By viewing the videotape and answering the Video Learning Questions, you will have a summary of the key concepts related to the second skill of a Situational Leader—diagnosis. At the end of Part 2, you will also find directions for a learning activity that will reinforce your understanding of what you've just learned and an action-plan section that will give you an opportunity to apply your learnings to your work situation.

Part 2: Diagnosis

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*When I slow down,
I go faster.*

The Four Development Levels

High Competence and High Commitment	Moderate to High Competence and Variable Commitment	Low to Some Competence and Low Commitment	Low Competence and High Commitment
D4	D3	D2	D1

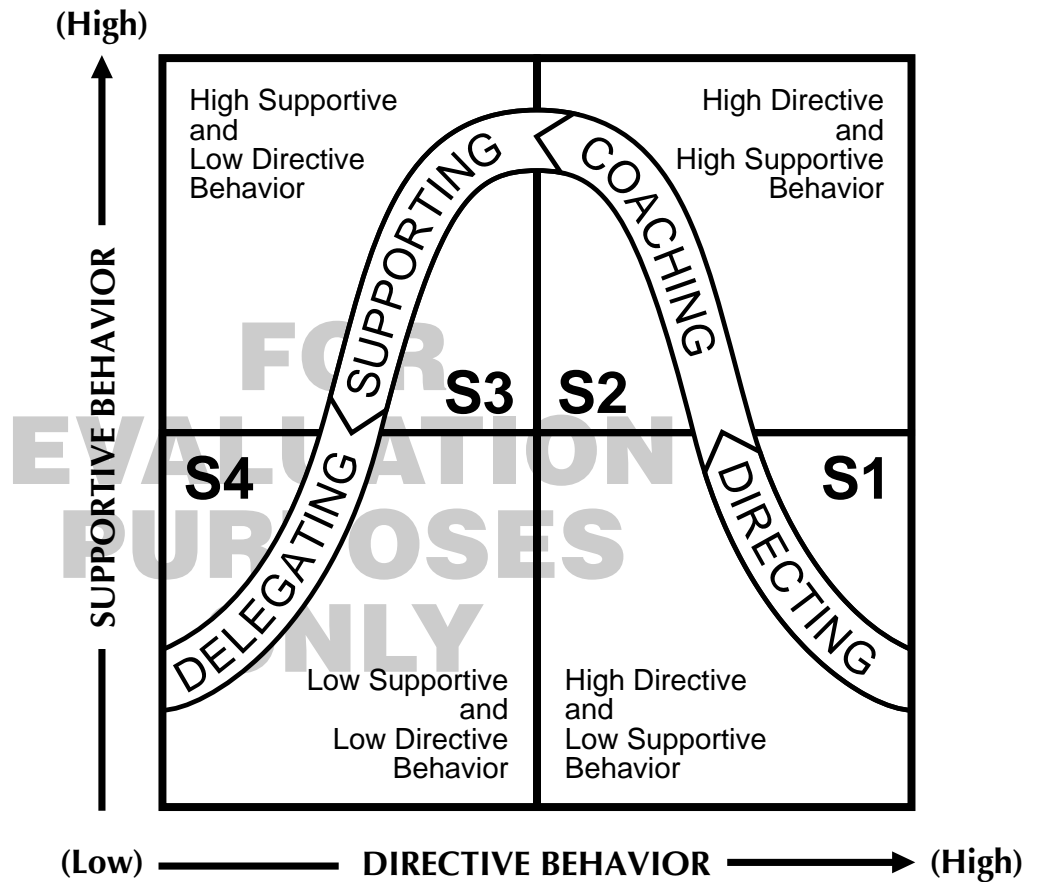
DEVELOPED ←————→ DEVELOPING

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Video Learning Questions 1–9

TAKE HOME	CAPTURE
<ol style="list-style-type: none"> 1. Diagnosis is determining when to use each _____. 2. The scene from <i>Butch Cassidy and the Sundance Kid</i> shows the importance of thinking a situation through before acting. That's why _____ is the most important skill of a Situational Leader. 3. There are many variables to consider in diagnosis, including _____. 4. Performance depends on two key aspects of development level—the associate's _____ and _____. 5. Competence has to do with an associate's _____, _____, and _____. 6. The first scene from <i>The Paper Chase</i> shows Mr. Hart on the first day of class. Professor Kingsfield has to quickly _____ Mr. Hart to get the behavior he expects. 7. The second scene from <i>The Paper Chase</i> shows Mr. Hart when he has developed _____. 8. The second key element of development level is commitment, which is a function of _____ or interest in doing the task well, and _____, a feeling of self-assuredness. 9. The film <i>Breaking Away</i> shows the _____ of a young man who trains to be a bicycle racer. 	
<p>PASS ALONG</p>	

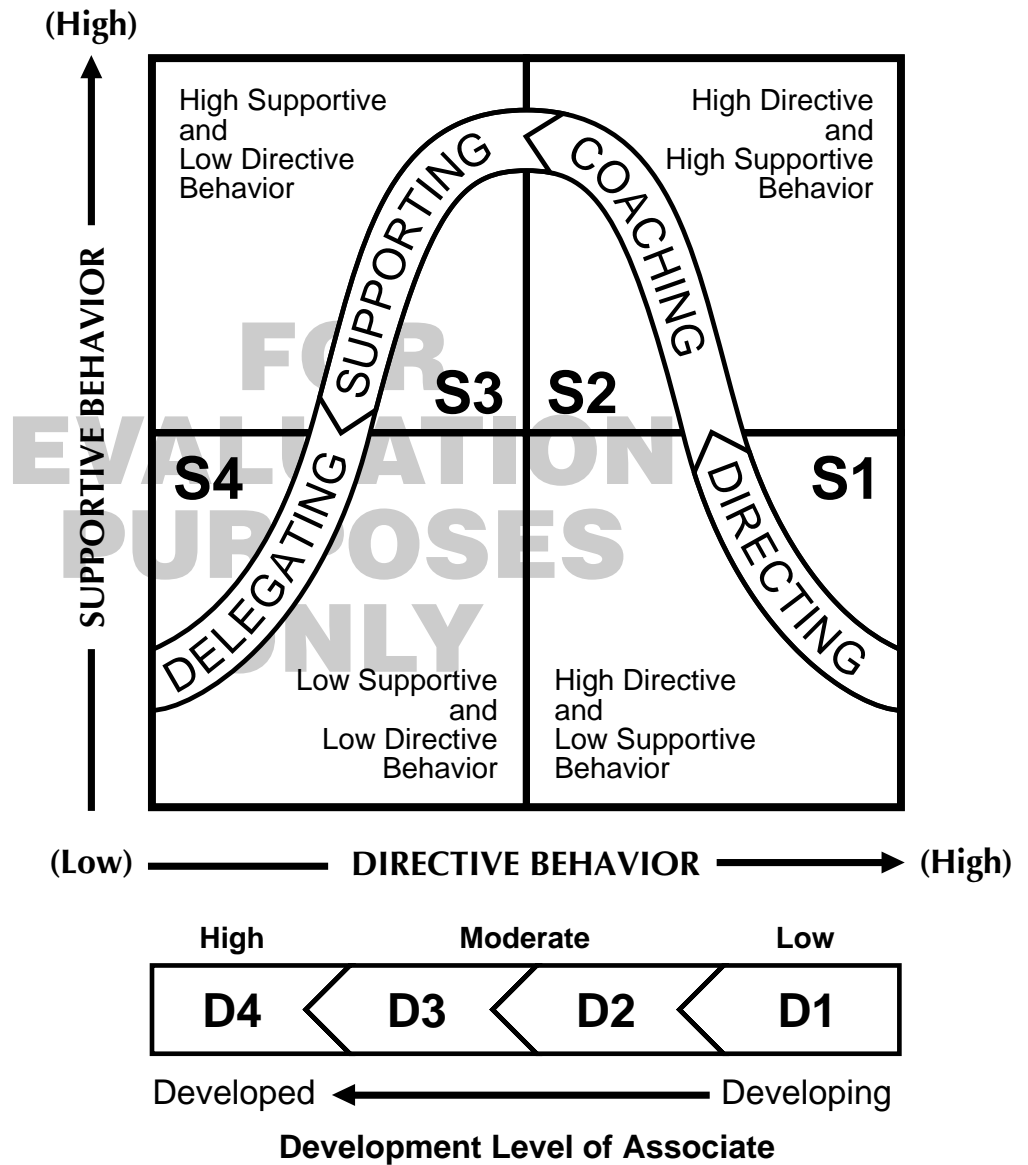
The Four Leadership Styles



Video Learning Questions 10–16

TAKE HOME	CAPTURE
<p>10. Look at the Four Development Levels graphic on page 32. At D1 an associate has _____ competence and _____ commitment.</p> <p>11. Another name for someone at the D1 level of development is an _____.</p> <p>12. What leadership style does someone at D1 need? _____ Why?</p> <p>13. At D2 an associate has _____ competence.</p> <p>14. We call an associate at the D2 level of development a _____.</p> <p>15. Why is Style 2, Coaching, appropriate for someone at D2?</p> <p>16. At D3 an associate has _____ competence.</p>	
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<p>PASS ALONG</p>	

The Situational Leadership® II Model



Video Learning Questions 17-22

TAKE HOME	CAPTURE
<p>17. At D3 an associate has moderate to high competence but _____ commitment.</p> <p>18. We call an associate at the D3 level of development a _____.</p> <p>19. A leader who is using Style 3, Supporting, with an associate at D3 who lacks confidence would _____.</p> <p>20. At D4 an associate has high _____ and _____. We call an associate at this level of development a _____.</p> <p>21. Why would a Delegating leadership style work for someone at D4?</p> <p>22. What did you learn from watching the series of clips from <i>The Karate Kid</i>?</p>	
PASS ALONG	

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Diagnosis Learning Activity

Directions

Look at the eight leadership situations that follow. Indicate what the associate's development level is and which leadership style is needed by choosing action a, b, c, or d.

1. As a supervisor, you have noticed that one of your project leads and another team leader are working together effectively with encouragement from you. Lately, however, conflicts between them have caused delays and lower morale. You would
 - a. Get them together and tell them how they can resolve their conflict and see that they do it.
 - b. Talk to them separately about the problem, and then get them together to discuss the problem. Encourage them to get along together and support their efforts at cooperation.
 - c. Talk to them separately to get their ideas, and then bring them together and show them how to work out the conflict using their ideas.
 - d. Tell them you are concerned about the problem but give them time to work it out by themselves.

Development Level _____

Action _____

Diagnosis Learning Activity, continued

2. For the last few months you have been working with some members of a start-up team, designing training and writing manuals for a workflow process that is being redesigned. During that time you have found that one member has taken the lead when problems arise. She gets along well with the others on the start-up team and is recognized as having the capability to oversee the completion of the project. Because of time restraints, you must move on to the other phases of the start-up. You have asked her to take charge of the project. Others on the team are pleased with your decision. You would
- a. Involve her in thinking about the problems she may encounter and support her efforts to take charge of the project.
 - b. Let the group work on its own under her leadership.
 - c. Talk with her and set goals for the project but listen to and consider her suggestions.
 - d. Stay in close contact with her so you can direct and closely supervise her efforts to complete the project.

Development Level _____

Action _____

Diagnosis Learning Activity, continued

3. You have asked one of your associates to take on a new assignment. In his other responsibilities, he has performed well with direction and support from you. The job you have asked him to do is important to the future of your work unit. He is enthused about the new challenge. He may not have all the necessary skills. You would
- a. Give him the assignment and let him determine how to do it.
 - b. Define the activities necessary to complete the assignment successfully and supervise his work closely.
 - c. Listen to his concerns but encourage him to take on the new assignment and support his efforts.
 - d. Direct his efforts but solicit any ideas he may have.

Development Level _____

Action _____

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Diagnosis Learning Activity, continued

4. You are the supervisor of a merchandise design group. You have been making sure that your associates understood their responsibilities and what you expected of them and have supervised them closely. For the past month or so there have been very few complaints from the field, the group is making fewer scheduling errors, and their performance has generally been improving. You would
- a. Begin to let them work on their own with very little supervision but keep track of their scheduling errors and complaints.
 - b. Keep track of their scheduling errors and complaints and use them to praise and encourage their efforts.
 - c. Continue to set direction in areas where improvement is still needed, but praise them for the reduction in errors and complaints and support their efforts to improve.
 - d. Continue to direct and supervise their efforts closely.

Development Level _____

Action _____

Diagnosis Learning Activity, continued

5. Your administrative assistant, who is usually dependable, has missed the deadline for an important report for the second month in a row. You have consistently set objectives and timelines for this person, as well as provided encouragement and support. The report is overdue, and accounting is telling you that your department is holding up the monthly closure. You would
- Set a new deadline for the report to be completed and direct and supervise him closely.
 - Discuss the problem with your assistant, set a new deadline, and support and encourage him to get the report completed.
 - Emphasize the importance of getting the report completed as soon as possible and explore his reasons for why it is late.
 - Make sure he knows the report is overdue and assume he will get the report in as quickly as possible.

Development Level _____

Action _____

Diagnosis Learning Activity, continued

6. You have recently been made supervisor of a production unit. In getting to know your people, you have found that one of your associates is particularly capable and innovative. He has made a number of cost-saving suggestions. At first you gave him a great deal of encouragement and support for his work but little direction. You would
- a. Begin to be more specific about what you want him to do but make sure you consider any creative suggestions he may have.
 - b. Continue to work with him in a supportive way and encourage his innovative ideas.
 - c. Look for new ways for him to make a contribution and begin to let him work more on his own.
 - d. Begin to channel his creative abilities into some very specific responsibilities and make sure he spends his time on those activities.

Development Level _____

Action _____

Diagnosis Learning Activity, continued

7. Since your group has been given an increased workload, you have asked one of your associates to take charge of a new responsibility. You have worked with him before and know that he has the knowledge and experience to be successful in the assignment. However, he seems insecure about his ability to do the job. You would
- a. Assign the new responsibility to him and let him do it on his own.
 - b. Tell him what you expect him to do but consider his suggestions.
 - c. Listen to his concerns about his abilities but assure him that he can handle the new responsibility.
 - d. Tell him exactly what the new responsibility involves and then work with him closely.

Development Level _____

Action _____

Diagnosis Learning Activity, continued

8. Your group has a fine record of accomplishment and is serious about its responsibilities. Even though you have spent little time in the day-to-day operations of the unit, the group has surpassed production yield, volume, and quality goals; and members of the group have worked well together. Last month's safety report just came to your attention, and you notice that the frequency of serious injury has increased, indicating that the unit's safety habits may be getting lax. You would
- a. Make sure the group knows about their seemingly lax safety habits but let them develop corrective actions themselves.
 - b. Take corrective action after listening to and considering their suggestions.
 - c. Discuss the situation with the group and explore with them alternate ways to correct the problem.
 - d. Define the problem as you see it, outline the steps necessary for its solution, and see that these steps are carried out.

Development Level _____

Action _____

Answer Sheet—Diagnosis Learning Activity

Diagnosis Learning Activity

1. Development Level D2 Action C
2. Development Level D4 Action B
3. Development Level D1 Action B
4. Development Level D2 Action C
5. Development Level D1 Action A
6. Development Level D4 Action C
7. Development Level D3 Action C
8. Development Level D3 Action C

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Action Plan—Diagnosis

Directions

Complete the following worksheet (pages 47–50) and share your responses with a learning partner.

The Second Skill of a Situational Leader—Diagnosis

Why is development level diagnosis a key to effective leadership?

Now select three associates. Diagnose their current development level on three different tasks and your style of leadership in each situation, using the “decision tree” provided. Is there a match? If not, what specifically can you do for them as a leader to ensure that they have what they need to succeed?

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COMPETENCE		COMMITMENT		DL ¹	LS ²
TASK KNOWLEDGE	TRANSFERABLE SKILLS	MOTIVATION	CONFIDENCE		
HIGH LOW ³	HIGH	HIGH	HIGH	D4	S4
			LOW	D3/4	S3/4
		LOW ⁴	HIGH	D3/4	S3/4
			LOW	D3	S3
	LOW	HIGH	HIGH	D3/2	S3/2
			LOW	D3/2	S3/2
		LOW	HIGH	D2/3	S2/3
			LOW	D2	S2
	LOW	HIGH	HIGH	D1/2	S1/2
			LOW	D1/2	S1/2
		LOW	HIGH	D2/1	S2/1
			LOW	D2	S2
		HIGH	D1	S1	
		LOW	D1/2	S1/2	
		HIGH	D2/1	S2/1	
		LOW	D2	S2	

¹ Development Level
² Leadership Style

³ Low on competence = Low or Some
⁴ Low on commitment = Low or Variable

Action Plan—Diagnosis, continued

Associate 1 _____

Task 1 _____

Development Level _____ My Leadership Style _____ Match? Yes/No

If no, what can you do? _____

Task 2 _____

Development Level _____ My Leadership Style _____ Match? Yes/No

If no, what can you do? _____

Task 3 _____

Development Level _____ My Leadership Style _____ Match? Yes/No

If no, what can you do? _____

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Action Plan—Diagnosis, continued

Associate 2 _____

Task 1 _____

Development Level _____ My Leadership Style _____ Match? Yes/No

If no, what can you do? _____

Task 2 _____

Development Level _____ My Leadership Style _____ Match? Yes/No

If no, what can you do? _____

Task 3 _____

Development Level _____ My Leadership Style _____ Match? Yes/No

If no, what can you do? _____

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Action Plan—Diagnosis, continued

Associate 3 _____

Task 1 _____

Development Level _____ My Leadership Style _____ Match? Yes/No

If no, what can you do? _____

Task 2 _____

Development Level _____ My Leadership Style _____ Match? Yes/No

If no, what can you do? _____

Task 3 _____

Development Level _____ My Leadership Style _____ Match? Yes/No

If no, what can you do? _____

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Next Steps

You have completed Part 2 of *Leadership and the One Minute Manager* on diagnosis. Before continuing, go to your notes at the end of this workbook and complete the Take Home and Pass Along columns. Use the Take Home column to outline and summarize what you have captured. Write legibly so you can read what you wrote later. In the Pass Along column, write down one or two key words that will “trigger” what you’ve captured. This is your indexing system. Write clearly and make your key words large.

When you’ve completed the work on your notes, proceed to Part 3: Partnering for Performance. By viewing the videotape and answering the Video Learning Questions, you will have a summary of the key concepts of partnering for performance that you can take home with you.

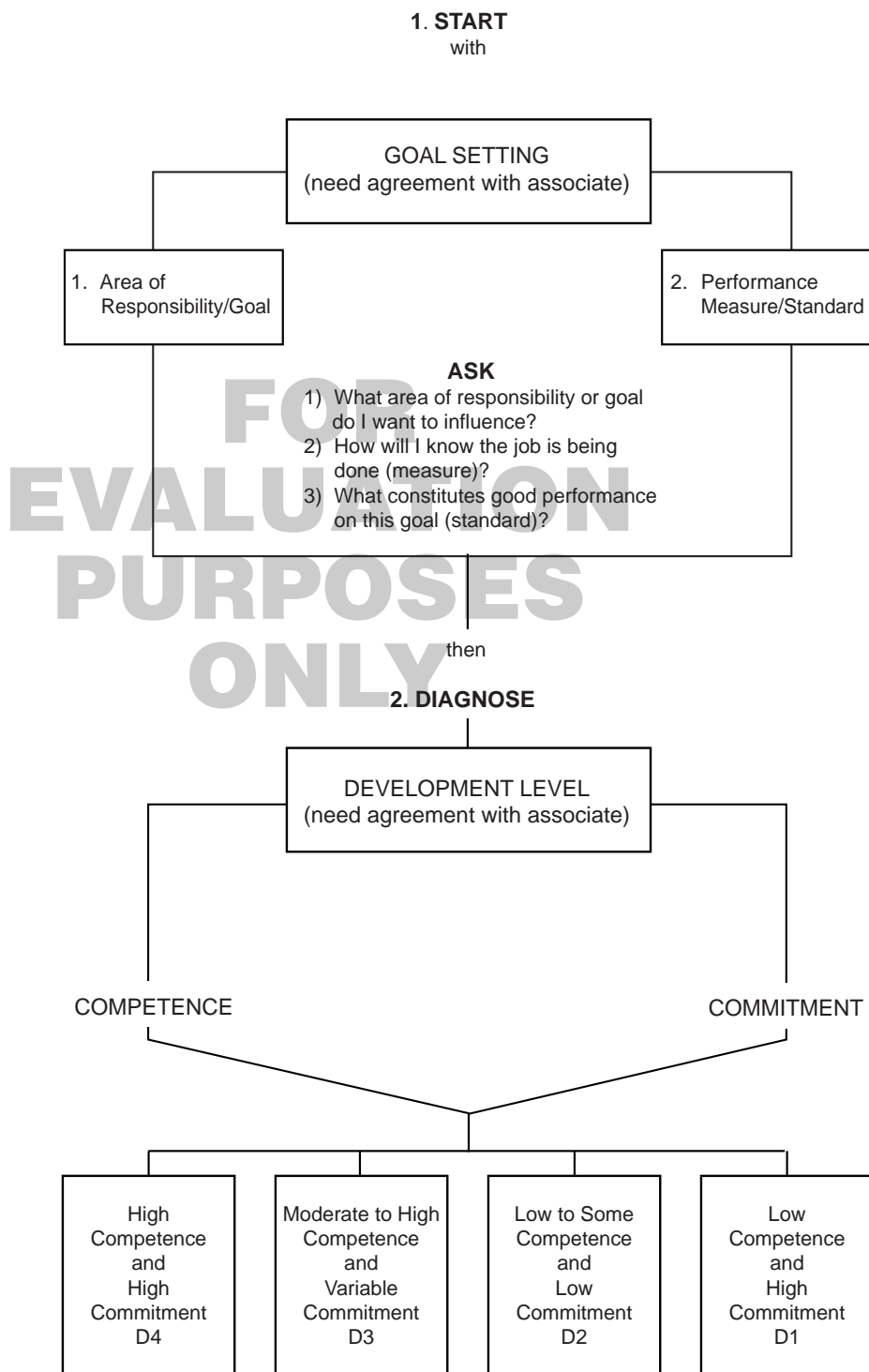
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Part 3: Partnering for Performance

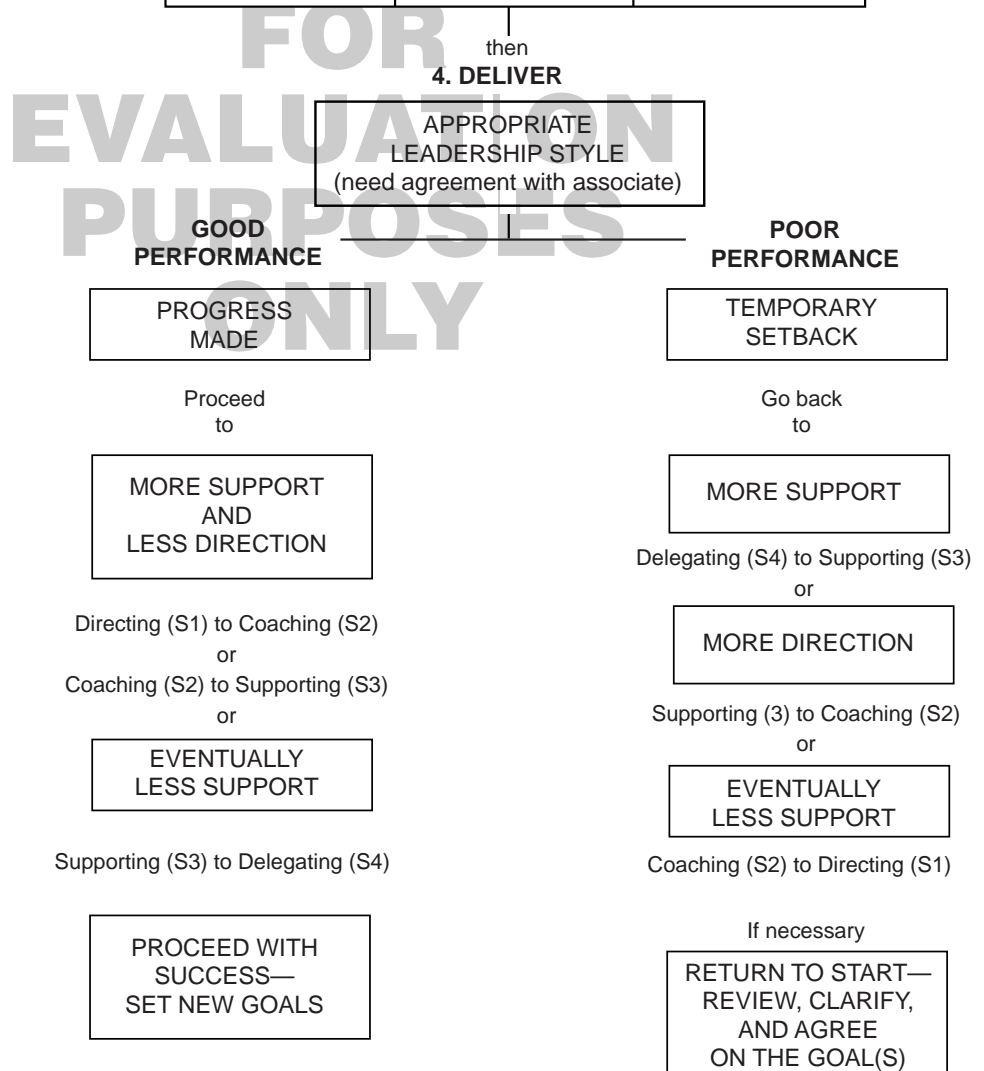
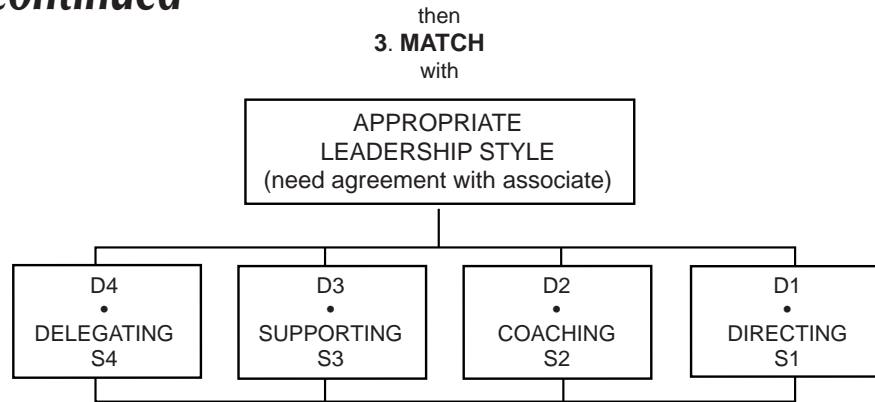
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*Situational Leadership® II
is not something you do to people,
but something you do with them.*

Partnering for Performance Game Plan



Partnering for Performance Game Plan, continued



Video Learning Questions 1-5

TAKE HOME	CAPTURE
<p>1. List the two types of mismatch of leadership style to associate development level.</p> <p>1. _____</p> <p>2. _____</p> <p>2. The three Self-Reliant Achievers in the clip from <i>9 to 5</i> get back at their boss for what type of mismatch? _____</p> <p style="text-align: center; font-size: 2em; opacity: 0.5; font-weight: bold;">FOR EVALUATION PURPOSES ONLY</p> <p>3. What happened in the film <i>9 to 5</i> when Jane Fonda's supervisor undersupervised her on the use of the copy machine?</p> <p>4. The last scene we saw from <i>Young Frankenstein</i> showed Dr. Frankenstein as he realized the monster's brain was "abnormal." Delegating to someone who isn't _____ to do the job can be a disaster.</p> <p>5. Dr. Frankenstein goes from Style 4 to Style 3 to Style 2 as he listens to Igor explain why he got the wrong brain. By the end of the scene, Dr. Frankenstein has gone way beyond _____ or Directing!</p>	
PASS ALONG	

Video Learning Questions 6–13

TAKE HOME	CAPTURE
<p>6. Partnering for performance starts with clear _____.</p> <p>7. Remember that associates can be at different development levels on different _____.</p> <p>8. Development level is task or goal _____.</p> <p>9. Partnering for performance ensures a match between _____ and _____.</p> <p>10. With an Enthusiastic Beginner (D1) you use a _____ style.</p> <p>11. With a Disillusioned Learner (D2) you use a _____ style.</p> <p>12. With a Capable, but Cautious, Performer (D3) you use a _____ style.</p> <p>13. With a Self-Reliant Achiever (D4) you use a _____ style.</p>	
<p>PASS ALONG</p>	

Partnering for Performance Learning Activity

Directions

Take a look at the following situations and indicate whether or not there's a match, i.e., whether the appropriate leadership style was used for the person's level of development, or if it is an example of oversupervision or undersupervision.

Matching Your Leadership Style to the Situation

1. Your associate has done extremely well with almost no supervision from you. Although you have been working closely with the other associates who report to you, this associate didn't even ask for your help when he had to make a fairly important strategic decision. You were pleased that he handled the crisis so well.

Now that you have more time, you're concerned that you haven't been giving him enough time. So, you set up a meeting to advise him on some upcoming project decisions.

- a. Match b. Oversupervision c. Undersupervision

2. Your associate comes to you quite often for advice. He works very hard and long hours. He stands up to really tough issues but usually not until after consulting you. You believe he has the ability to be an outstanding manager. Today he came to you with a different problem that he'd never handled before.

You listen to him, praise his accomplishments and potential, and try to build his confidence by asking questions to facilitate his problem solving and decision making.

- a. Match b. Oversupervision c. Undersupervision

3. You and a coworker often work on projects that are quite similar. You each can handle several projects at a time. You have a solid relationship, similar training, and you both have been equally successful. She has just received another project, and when she told you about it, you told her exactly how to handle it.

- a. Match b. Oversupervision c. Undersupervision

Partnering for Performance Learning Activity, continued

4. Your associate is relatively new on the job and seems totally lost and confused. She does not seem to understand her new assignments, and she has almost given up.

You continue to give her the structure and direction she needs to succeed. Close supervision is necessary, but you also look for opportunities to praise progress and involve her in decision making.

- a. Match b. Oversupervision c. Undersupervision

5. Your associate has come to you for help. He is highly motivated but seems very confused. He has the potential to do the job but has a long way to go.

You listen to him and give him lots of encouragement. You let him know that you think he can succeed on his own.

- a. Match b. Oversupervision c. Undersupervision

6. You have a new associate. He has been on the job for two weeks. Because you have a great deal of experience and a strong reputation, he has asked you to help him learn how to sort out his priorities. He also has asked you to give him some direction on the procedures for getting things done quickly and effectively. You take the time to give him the training he requested.

- a. Match b. Oversupervision c. Undersupervision

Answer Sheet—Partnering for Performance Learning Activity

Partnering for Performance Learning Activity

1. Oversupervision
2. Undersupervision
3. Oversupervision
4. Match
5. Undersupervision
6. Match

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Action Plan—Partnering for Performance

Think of an associate you may be oversupervising or undersupervising. Identify two goals for that associate.

Goal 1

Goal 2

What would outstanding performance on each goal look like?

Goal 1

Goal 2

For each goal, analyze the associate's development level in terms of his or her competence (task knowledge and transferable skills).

Goal 1

Goal 2

Task Knowledge:

Low to Some

High

Low to Some

High

Goal 1

Goal 2

Transferable Skills:

Low to Some

High

Low to Some

High

Action Plan—Partnering for Performance, continued

For each goal, analyze the associate’s development level in terms of his or her commitment (motivation and confidence).

Goal 1

Goal 2

Motivation:

Low/Variable

High

Low/Variable

High

Goal 1

Goal 2

Confidence:

Low/Variable

High

Low/Variable

High

What leadership style should you be using? Trace your ratings of development level on the decision tree.

COMPETENCE		COMMITMENT			
TASK KNOWLEDGE	TRANSFERABLE SKILLS	MOTIVATION	CONFIDENCE	DL ¹	LS ²
HIGH	HIGH	HIGH	HIGH	D4	S4
			LOW	D3/4	S3/4
		LOW ⁴	HIGH	D3/4	S3/4
			LOW	D3	S3
		HIGH	HIGH	D3/2	S3/2
			LOW	D3/2	S3/2
	LOW	HIGH	HIGH	D2/3	S2/3
			LOW	D2	S2
		LOW	HIGH	D1/2	S1/2
			LOW	D1/2	S1/2
		HIGH	HIGH	D2/1	S2/1
			LOW	D2	S2
LOW	HIGH	D1	S1		
	LOW	D1/2	S1/2		
LOW ³	HIGH	HIGH	D2/1	S2/1	
		LOW	D2	S2	
	LOW	HIGH	D1	S1	
		LOW	D1/2	S1/2	

¹ Development Level

² Leadership Style

³ Low on competence = Low or Some

⁴ Low on commitment = Low or Variable

Action Plan—Partnering for Performance, continued

- The appropriate leadership style for Goal 1 is _____

As a manager, I need to _____

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- The appropriate leadership style for Goal 2 is _____

As a manager, I need to _____

- How will you reward progress on each goal? _____

Next Steps

You've just completed Part 3 of *Leadership and the One Minute Manager* on partnering for performance. Before continuing on to any optional activities, go to your notes at the end of this workbook and complete the Take Home and Pass Along columns.

In this program you have learned how to use the three skills of a Situational Leader: flexibility, diagnosis, and partnering for performance. You have also learned

- Directive and Supportive Leader Behavior
- The four leadership styles: Directing, Coaching, Supporting, and Delegating
- The importance of leadership style flexibility
- The concept of development level and the skill of diagnosing a person's competence and commitment on a particular task at a particular time
- The importance of matching leadership style to development level
- What it means to use "different strokes for different folks" and "different strokes for the same folks"
- How to reach agreements with the people you manage about which leadership style is most appropriate
- How to set performance goals that build skills and commitment
- How to recognize good performance
- How to correct poor performance

Put what you've learned about being a Situational Leader into practice "back on the job" and "watch the magic happen."

*Appendix—Optional Activity and
Notetaking Pages*

**FOR
EVALUATION
PURPOSES
ONLY** *When the best leader's work
is done,
the people say,
"We did it ourselves."*

**FOR
EVALUATION
PURPOSES
ONLY**

Putting It All Together—An Optional Learning Activity

Directions

Read through each scenario and then answer the questions that follow.

Scenario 1

Imagine you are managing this individual in this situation:

Martha Peters is a sales supervisor in a retail chain. She has been with the company for 10 years and has worked in a number of locations and jobs. Martha loves her job; she likes the customers and enjoys a good working relationship with her manager.

Because of her dedication and experience, the other sales supervisors often come to her for advice. She is recognized by upper management as one of the best sales supervisors.

Consequently, six months ago Martha was given the additional responsibility of helping the company design a training program for people who work directly with customers. The focus of the training program was on improving sales through better customer relations. Martha did a good job of tackling her new assignment in the beginning. A number of people went to the training program, and the results seemed to be good.

Lately, however, Martha has appeared to be a little less focused on her presentation of the training modules. A number of people attending the training have complained about it being disorganized, and the ratings have gone down from what they had been over the last six months. Martha seems to be losing some enthusiasm for the project, and a number of people are even beginning to question whether the program is having any effect at all on improving customer relations and sales.

Putting It All Together—An Optional Learning Activity, continued

1. What is Martha's development level? _____
2. What leadership style should you as her manager use? _____
3. If Style 3 doesn't work, should you, as her manager
 - ___ Praise her?
 - ___ Reprimand her?
 - ___ Go over her goals?
 - ___ Redirect her?

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Putting It All Together—An Optional Learning Activity, continued

Scenario 2

Now, imagine you are managing this individual in this situation:

Fred Owens is an engineering manager in a medium-sized construction company. He has been with the company for eight years. Before that he worked for eight years for a large international real estate development company. Fred has a professional engineer's license and a degree in mechanical engineering. He has worked on numerous construction projects during his career, both in the U.S. and South America. He has shown himself to be an excellent engineer. Since becoming an engineering manager three years ago, Fred has shown he can work through other people. He has successfully managed 70 engineers and often four or five projects at the same time. Recently, though, the growth of the company has been so rapid that he has had to take on more projects than he feels comfortable with.

Fred wonders whether he can juggle his current workload of eight projects effectively. One of his most important projects is falling behind schedule because the subcontractors are not assigning good people to the project. Fred has tried to talk to the subcontractors, but he's getting discouraged. There doesn't seem to be any progress, and Fred feels his other obligations keep him from following through and solving the problem.

1. What is Fred's development level? _____
2. What leadership style should you as his manager use? _____

Putting It All Together—An Optional Learning Activity, continued

3. As Fred's manager, should you

- Praise him?
- Reprimand him?
- Go over his goals?
- Redirect him?

4. You might also want to renegotiate Fred's goals. What could you do as his manager to reset his goals? Write what you, as manager, might say to Fred.

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Putting It All Together—An Optional Learning Activity, continued

Scenario 3

Finally, imagine you are managing this individual in this situation:

Lee Simpson has worked in this process manufacturing plant for 18 years. He has been a foreman in the plant for six months and supervises 12 other people. For many years Lee was known as one of the best operators in the plant. When he was promoted to foreman six months ago, he was really excited about the opportunity. Unfortunately, Lee has learned that the job of supervisor is more difficult than he thought it would be. No longer is he doing the work himself, but he must get it done through others. Management is certain that Lee has the ability to do the job, but the skills of an operator are just not the same as those of a supervisor. The problem is that Lee's enthusiasm for the job has declined over the last several weeks. He seems unclear and tentative about what to do to really get the work done through his people. And, the quality of production in his area is beginning to suffer.

1. What is Lee's development level? _____
2. What leadership style should you as his manager use? _____
3. As Lee's manager, should you
 - ___ Praise him?
 - ___ Reprimand him?
 - ___ Go over his goals?
 - ___ Redirect him?

Putting It All Together—An Optional Learning Activity, continued

4. Write out a praising for Lee about what he’s doing “approximately right.”

Praising: _____

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Putting It All Together—An Optional Learning Activity, continued

- 5. You might also want to redirect Lee. Write out a redirection for Lee.

Redirection: _____

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Answer Sheet—Putting It All Together

Scenario 1

1. Development Level D4-D3
2. Leadership Style S3-Supporting
3. Reprimand her

Scenario 2

1. Development Level D3
2. Leadership Style S3-Supporting
3. Praise him and go over his goals
4. To reset Fred's goals you, as manager, might say:

Let's consider shifting some of the projects that are farther along to David. Let's strategize a plan of action for the project that's falling a little behind schedule. I think we need to adjust the schedule because of the delays we've already experienced, but I also think we need to talk to the subcontractors about the associates they're assigning to the project. When can these discussions take place?

Answer Sheet—Putting It All Together, continued

Scenario 3

1. Development Level D2
2. Leadership style S2—Coaching
3. Praise him and redirect him
4. Praising:

Lee, for the last six months you've been working hard at becoming a supervisor. Your relationships with your associates are good. They know they can come to you for direction and advice. I'm proud of the effort you've made and I appreciate your willingness to stick it out.

5. Redirection:

Lee, when you're a supervisor, you can't just jump in and do the work like you did before, even though it's frustrating to have to take the time to explain procedures over and over again to your associates. Remember, the goal of a supervisor is to teach others to do what you used to do. You have to break the job down into small steps, train your people, and then closely supervise to make sure you get the results you want. It's a slow process, but over the long haul you'll develop their skills to the point where they'll be less dependent on you. So, I don't want to see you rolling up your sleeves and solving problems—unless you're doing it to teach your associates so they can do it themselves the next time. Okay?

Notetaking Pages

<p>TAKE HOME</p>	<p>CAPTURE</p> <p style="text-align: center;">FOR EVALUATION PURPOSES ONLY</p>
<p>PASS ALONG</p>	

<p>TAKE HOME</p>	<p>CAPTURE</p> <p>FOR EVALUATION PURPOSES ONLY</p>
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About the Authors

Ken Blanchard

Ken's impact as a writer is far-reaching. His phenomenal best-selling book, *The One Minute Manager*[®], coauthored with Spencer Johnson, has sold more than nine million copies worldwide and is still on best-seller lists. *The One Minute Manager* has been translated into more than 25 languages and is regarded as one of the most successful business books of all time. In addition, Ken has written several other successful books, including five more within The One Minute Manager library. He coauthored *The Power of Ethical Management* with Dr. Norman Vincent Peale. In 1992 he released *Playing the Great Game of Golf* followed by *Raving Fans*[®]: *A Revolutionary Approach to Customer Service*, coauthored with Sheldon Bowles. In 1994 Ken released *We Are the Beloved*, a book about his spiritual journey, and in 1995 he released *Everyone's a Coach*, coauthored with Don Shula, former head coach of the Miami Dolphins. In 1996 Ken released *Empowerment Takes More Than a Minute*, with Alan Randolph and John P. Carlos, *Managing by Values*, with Michael O'Connor, and *Mission Possible: Creating a World Class Organization*, with Terry Waghorn. In 1997 he released *Managing by Values*, coauthored with Michael O'Connor. In 1998 he coauthored *Gung Ho!*[®] with Sheldon Bowles. In 1999 he released *Three Keys to Empowerment* with John P. Carlos and Alan Randolph, *The Heart of a Leader*, and *Leadership by the Book* with Bill Hybels and Phil Hodges.

Dr. Blanchard is the Chief Spiritual Officer of The Ken Blanchard Companies, a full-service management training and consulting company that he and his wife, Dr. Marjorie Blanchard, founded in 1979 in San Diego, California. He is also a visiting lecturer at his alma mater, Cornell University, where he is a trustee emeritus.

Ken has received several awards and honors for his contributions in the field of management, leadership, and speaking. In 1991 the National Speakers Association awarded him its highest honor, the "Council of Peers Award of Excellence." In 1992 Ken was inducted into the HRD Hall of Fame by *Training Magazine* and Lakewood Conferences and received the 1992 Golden Gavel Award from Toastmasters International. In 1996 he received the Distinguished Contribution to Human Resource Development Award from ASTD.

About the Authors, continued

Patricia Zigarmi

Dr. Patricia Zigarmi is a captivating motivational speaker, highly regarded management consultant and trainer, best-selling author, and dynamic businesswoman.

On the speaker's platform, she is engaging and passionate. Her ability to blend power and warmth, as well as knowledge and instinct, translates into messages that are informative, entertaining, and practical. Because of her direct contact with each of her clients and her unwavering devotion to understanding and meeting their specific needs, she delivers hard-hitting keynote speeches and training programs that consistently result in repeat engagements.

Pat wears several important hats at The Ken Blanchard Companies. She has played an integral role in the execution of many of Blanchard's long-term consulting contracts with Fortune 500 companies. Respected for her ability to listen and build trust, she has also been a coach to executives and managers in many companies.

Pat is an expert in the areas of leadership and developing excellence and is a coauthor of *Leadership and the One Minute Manager*, the third book in Ken Blanchard's best-selling One Minute Manager library. She has also coauthored and produced eight new videos for Blanchard's most widely used management training program, *Situational Leadership® II*.

Pat received a bachelor's degree in sociology from Northwestern University and a doctorate in leadership and organizational development from the University of Massachusetts, Amherst.

About the Authors, continued

Drea Zigarmi

Dr. Drea Zigarmi is a highly respected and experienced management consultant, best-selling author, and powerful trainer and motivational speaker.

His client list reads like a who's who in international business, and his accomplishments within each organization are a result of his talent, knowledge, and the unique manner in which he inspires leaders to take risks and creative action. Companies such as Dow Chemical, Lockheed, and Canadian Pacific have benefited from his work in the areas of management and organizational development, performance appraisal, and productivity improvement; and their leaders have developed admiration and respect for Drea's commitment to their mission.

On the speaker's platform, Drea communicates with authority. He skillfully blends humor with a no-nonsense approach and prompts people to reflect on their learnings long after a session is over.

He is a coauthor of *Leadership and The One Minute Manager*, the third book in Ken Blanchard's best-selling One Minute Manager library, and codeveloped a number of The Ken Blanchard Companies products, including the widely used Leader Behavior Analysis instruments.

Drea received a bachelor's degree in biology from Norwich University, a master's degree in humanistic education, and a doctorate in education, administration, and organizational studies from the University of Massachusetts, Amherst.

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