



RENEWAL for Leaders and Supporters

to

RESTORE Optimal Well-Being

and

REGENERATE Competence and Commitment to Ensure That
All People Supported Will Live to Their Fullest Potential

Session 10 – Resource 1

Leadership Development – Understanding the Can't and Won't Variables

Situational Leadership/Supervision

Foundational Principles

1. The purposes of leadership/supervision are:
 - Employee competence and commitment
 - Employee Development
 - Job satisfaction and meaning
 - Accountability
2. Employee performance is evaluated specifically for each input task/role required to achieve the desired services' outcomes.
3. The employee potential to successively achieve the input task/role is assessed using four levels of development (reference below).

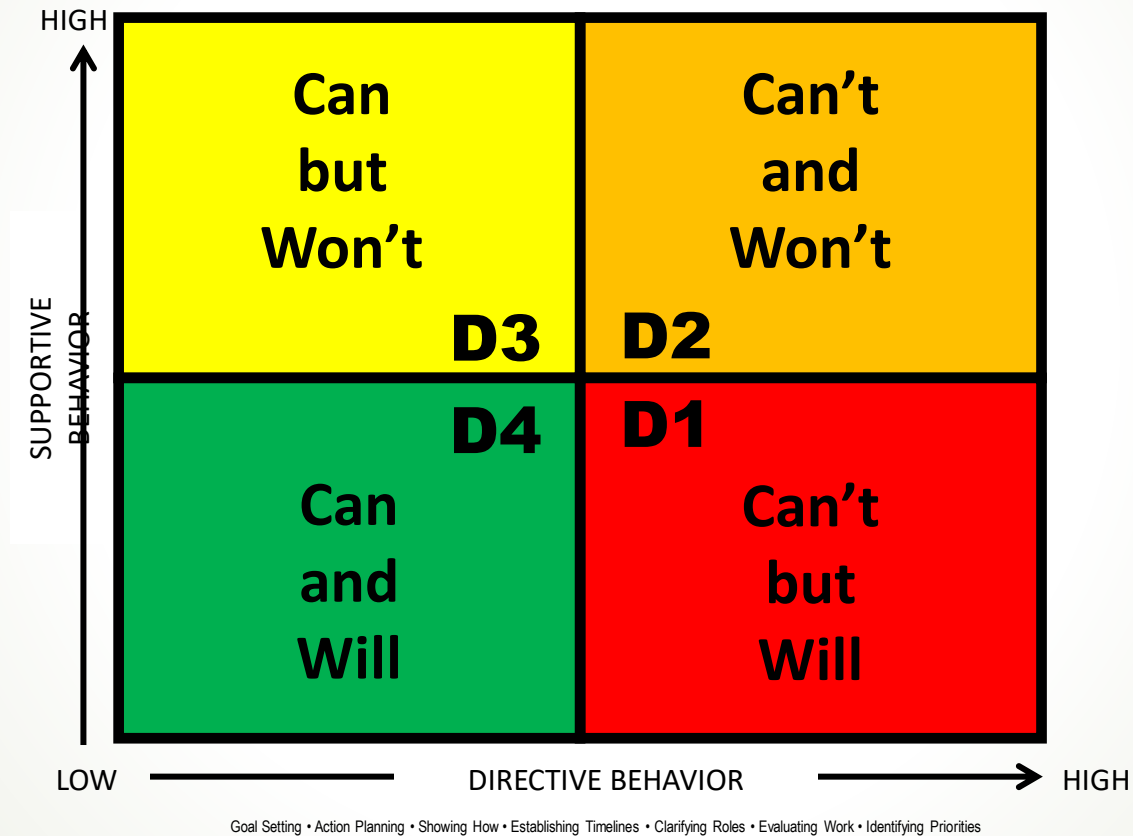
Situational Leadership/Supervision

Foundational Principles - continued

4. The leader or supervisor will administer the situational leadership/supervisory style required to address the specific employee developmental needs level of each input task/role.
5. Employee input tasks/roles that are evaluated by the leader/supervisor as not being satisfactorily achieved by the employee are assessed by applying two major variables:
 - Is this a **can't** problem – ability, skills, know how?
 - Is there a **won't** problem – motivation, commitment and 'attitude'?
6. Leadership and supervision is equally dependent on 'they can' and 'they will'.



Consider The Following Team Member (TM) Development Levels



For Each of the Many Roles and Responsibilities of Team Members,
they have One of the above Levels of Development?



Performance Improvement Plan Process

Step 1.

Determine the TM developmental level for each role/task by answering the following 4 diagnostic questions.

The Four Diagnostic Questions

1. What is the specific role or task?
2. How strong or good is the TM's demonstrated knowledge and skills (can) for this or similar tasks/roles (high to low)? (i.e. potential can't factors)
3. How motivated and enthusiastic is the TM to complete this task/role (high to low)? (i.e. potential won't factors)
4. How realistically confident or self-assured are they to be able to complete this task/role (high to low)? (i.e. potential can't and won't factors)



Performance Improvement Plan Process

Step 2.

Determine the developmental level of the TM for this role.

Development Level of the Individual

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





Performance Improvement Plan Process

Step 2.

Determine the developmental level of the TM for this role.

Development Level of the Individual

D2

Overwhelmed
Confused
Demotivated
Demoralized
Frustrated
Disillusioned
Discouraged
Flashes of competence

D1

Hopeful
Inexperienced
Curious
New/unskilled
Optimistic
Excited
Eager
Enthusiastic



The SLII® Model – Matching Leadership Styles to Development Level

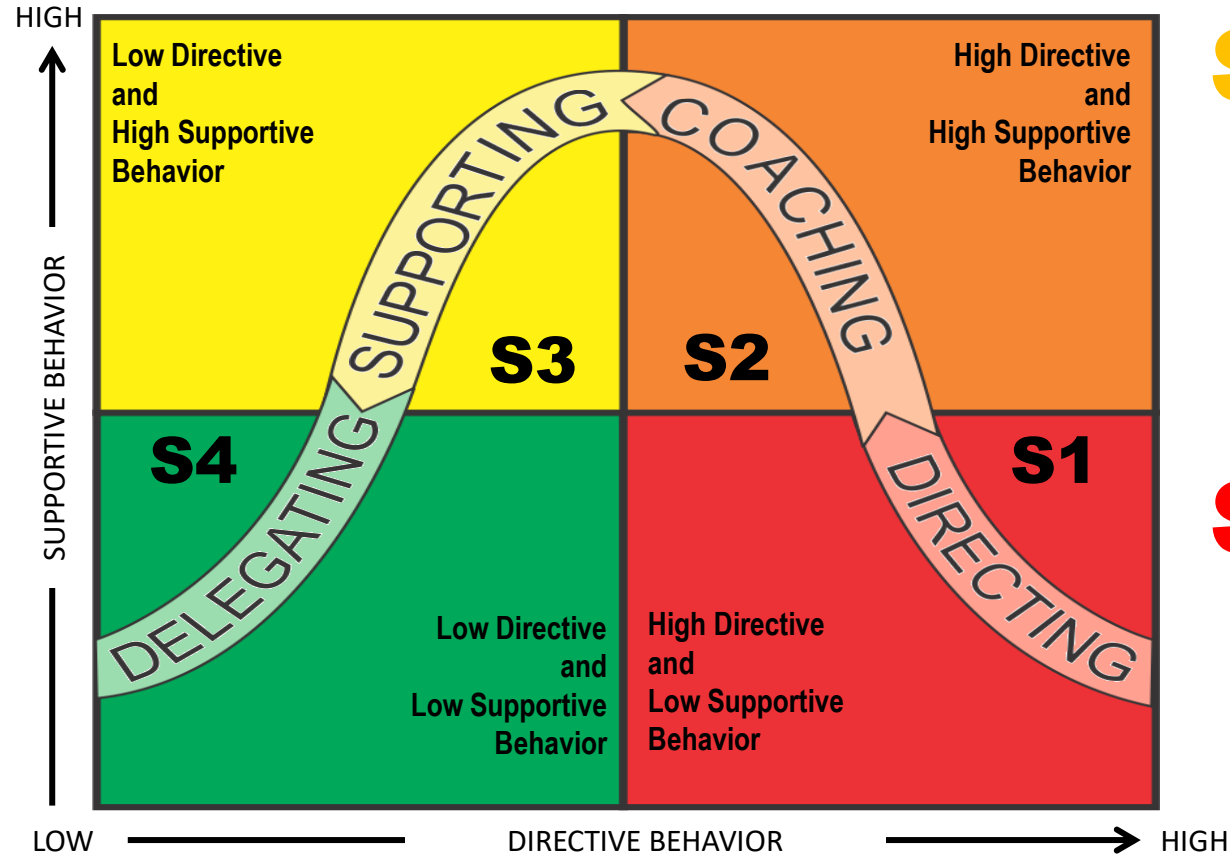
S3

Asking/listening
Reassuring
Facilitating self-reliant
problem solving
Collaborating
Encouraging feedback
Appreciating

S4

Allowing/trusting
Confirming
Empowering
Affirming
Acknowledging
Challenging

Listening • Facilitating Self-Reliant Problem Solving • Explaining Why • Asking for Input • Praising • Sharing Information: Self and Organization



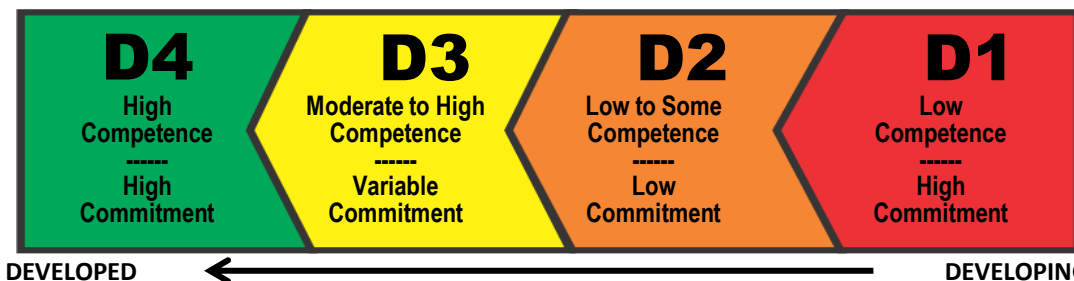
S2

Exploring/asking
Explaining/clarifying
Redirecting
Sharing feedback
Encouraging
Praising

S1

Defining
Planning/prioritizing
Orienting
Teaching/showing and
telling how
Checking/monitoring
Giving feedback

Goal Setting • Action Planning • Showing How • Establishing Timelines • Clarifying Roles • Evaluating Work • Identifying Priorities



Understanding The ‘Can’t’ Variable

1. Overwork/overwhelm – e.g. Staffing Ratios Inadequate to the Meet Needs of People Supported
2. Literacy, English as a Second Language, IQ
3. Supervisors’ Low Competence and/or Commitment to Train
4. Staff’s Lack of Attention To Detail
5. Low Mental Retention Ability (Cognitive Bias)
6. No to Low Training in Evidence Based CCS Best Practices
7. No to Low Problem Solving Skills
8. Low Audio Learning Style

Outcome: _____

A Tasks and Roles Area Requirements	B Diagnosed Development Level Explain (D 1,2, 3, 4)	C Leadership Requirements Explain (Directing, Coaching, Supporting, Delegating)	D Actions and Communications		E Indicators of Successful Leadership
			Directive	Supportive	
Implementation of Best Practices TASK/S:	D:____ Indictors of Need:	Leadership: S-_____ Plan for development:	1.	1.	•
					•
			2.	2.	•

Understanding the ‘**Won’t**’ Variable

1. **Lack of Positive Work Place Environmental Factors,**
e.g. • Relatively Low Compensation • Low to No Control of Services • Not Being Appreciated
• Co-Worker Conflicts
2. **Fears,**
e.g. • of Failure • of Looking Bad • of Losing Control • of Rejection
3. **Unresolved Personal Problems,**
e.g. • Mental Health Disorder • Life Threatening Illness • Spousal Abuse • Childhood Trauma
• a ‘Sick’ Gene Pool • Physical Pain
4. **No/Low Compassion**
5. **Discouragement/Lack of Inspiration**
6. **Lack of Accountability**
7. **Mindlessness**

Understanding the 'Won't' Variable - continued

8. PFP Limitations (Low/No Conscious Self-regulation), e.g.

- Inattentional Blindness
- The 4 Outs
- No/Low Free Will
- Speed Dial Cognitive Bias
- Driven by Filters
- The Inherited Data Bank
- Memory???
- Brain Priming
- Superiority Complex from Feelings of Inferiority

Outcome: _____

[illegible]

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CONSCIOUS
CARE



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