

Notes from Leadership and the One Minute Manager

A Situational Approach to Leading Others

by Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi

Blanchard, Ken, Patricia Zigarmi, and Drea Zigarmi. *Leadership and the One Minute Manager (Revised and Updated)*. Broadway, NY: Harper Collins, 2013.

THINKING DIFFERENTLY ABOUT LEADERSHIP

“I prefer to turn the pyramid upside down, so that top managers are at the bottom,” said the One Minute Manager. “When that happens, there is a subtle but powerful twist in who is responsible and who should be responsible to who.”¹

DIFFERENT STROKES FOR DIFFERENT FOLKS

“Your perception of how you lead is interesting, but it tells you only how you intend to act. Unless it matches the perceptions of others, it is not very helpful.”²

LEADERSHIP STYLE: PERCEPTION OF OTHERS

“A situational leader...changes his style, depending on the situation and the person he is working with. Also known as an SLII leader,”³

THREE SKILLS OF AN SLII LEADER

“An SLII leader...need[s] to learn three skills...You have to learn how to set three clear goals. You have to learn how to diagnose the development levels of the people you work with on each of their goals. I’ll tell you more about that in a minute. Finally, you have to learn to use a variety of leadership styles to provide individuals with what they need from you. So, the three skills are; **goal setting, diagnosis, and matching**.”⁴

MANAGING THE PERFORMANCE OF OTHERS

“We talk about three parts to performance management: (1) Performance Planning, (2) Day-to-Day Coaching, (3) Performance Evaluation.”⁵

“Most companies develop a form for performance evaluation. Then, once these companies have their evaluation in place...they usually move to performance planning – they require people to

¹ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager (Revised and Updated)* (Broadway, NY: Harper Collins, 2013), 9.

² Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager (Revised and Updated)* (Broadway, NY: Harper Collins, 2013), 13.

³ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager (Revised and Updated)* (Broadway, NY: Harper Collins, 2013), 22.

⁴ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager (Revised and Updated)* (Broadway, NY: Harper Collins, 2013), 23.

⁵ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager (Revised and Updated)* (Broadway, NY: Harper Collins, 2013), 25.

write goals. They fill notebooks with goals that nobody every looks at...All the unnecessary paperwork is eliminated when people set only three to five goals.”⁶

GOAL SETTING

“...day-to-day coaching is all about...being responsive to the people you lead. Once your people are clear on their goals – they have the final exam questions – it’s your job to do everything you can to help them accomplish those goals – learn the answers – so that when it comes to performance evaluation - the final examination – they get high ratings – As.”⁷

“...alignment conversation...during that conversation we’d agree not to rely on your goals but also on the performance standards for each goal...we’d also rewrite each goal so it was SMART.”⁸

“the S stands for **specific**. Goals should state exactly what the person is responsible for and when it needs to be done...How performance is going to be measured is the T, which stands for **trackable**...The R stands for **relevant**...A goal is relevant if it addresses an activity that makes a difference for the organization and the individual. It feels like it’s important work...Next, the A in SMART stands for **attainable**. The goals have to be reasonable...the M in the SMART model stands for **motivating**. For people to do their best work, the goals that are set need to tap into what your team members enjoy doing.”⁹

“SMART goals answer these three questions:

Specific

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

Motivating

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

Attainable

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

Relevant

⁶ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 26.

⁷ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 28.

⁸ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 29.

⁹ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 30-31.

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

Trackable

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

SMART goals motivate. They get leaders and the people they lead on the same page.”¹⁰

“Goal setting is actually a collaborative process.”¹¹

“After goal setting, seagull managers are never around until you make a mistake. Then they fly in, make a lot of noise, dump on everybody, and fly out.”¹²

DIAGNOSING DEVELOPMENT LEVEL

“You need to look at two factors to determine a person’s development level: competence and commitment. In other words, anytime a person is not performing well without your direction, it is usually a competence problem, a commitment problem, or both.”¹³

“Competence is a function of demonstrated knowledge and skills, which can be gained through learning and/or experience.”¹⁴

“People often use the word ability to mean potential. They talk about the ‘natural’ ability to describe why some people seem to be able to learn certain skills so easily.”¹⁵

Competence, on the other hand, can be developed with direction and support. It’s not something you’re born with. It is something that is learned.”¹⁶

“Another aspect of competence...involves transferable skills like planning, problem solving, and time management skills.”¹⁷

¹⁰ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 32.

¹¹ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 33.

¹² Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 34.

¹³ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 35.

¹⁴ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 36.

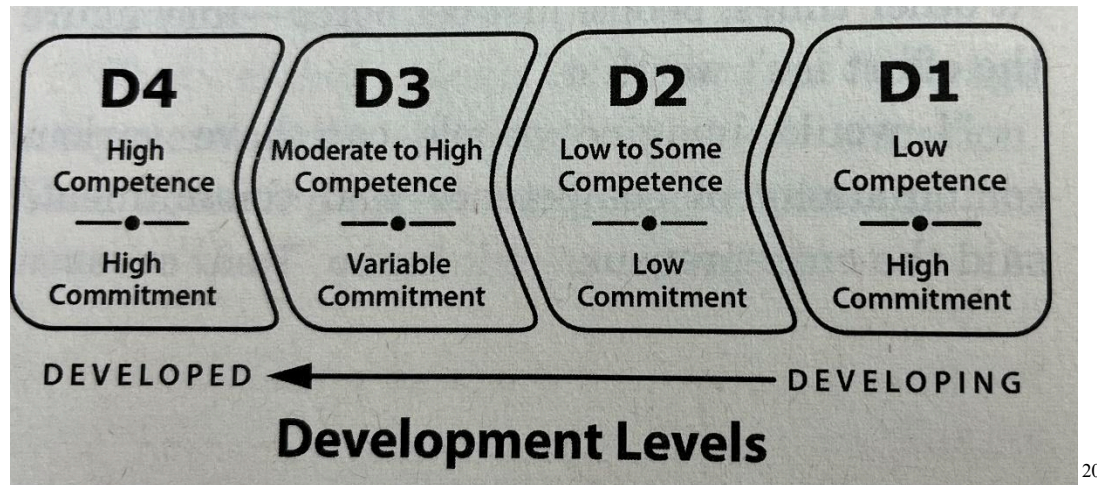
¹⁵ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 36.

¹⁶ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 36.

¹⁷ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 36.

“Commitment is a combination of confidence and motivation. Confidence is a measure of a person’s self-assuredness – a feeling of being able to do a task well without much direction – whereas motivation is a person’s interest in and enthusiasm for doing a task well.”¹⁸

“...four combinations of competence and commitment make up what we call the four development levels. Second, it’s important to recognize that development level is goal- or task-specific. It is not an overall rating of an individual’s skills or attitude.”¹⁹



20

“When you are D1 on a particular goal or task, you are known as an *enthusiastic beginner*... Though you have high commitment, you are inexperienced. You are new to the task or goal. In many ways, you don’t know what you don’t know. Therefore you are low on competence.”²¹

“Don’t become surprised if you soon become a D2 – or what we call a *disillusioned learner*... If you became a D2, you would have low to some competence, because you now have some knowledge and skills. But you might find that there’s more to learning than you thought, so you haven’t made as much progress as expected.”²²

“We call D3s *capable but cautious* contributors. They have demonstrated some competence and experience in doing the task, but they lack confidence in doing that task by themselves. They can

¹⁸ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 37.

¹⁹ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 38.

²⁰ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 38.

²¹ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 39.

²² Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 29-40.

be self-critical and unsure. They can also be bored with a particular goal or task and lose commitment that way.”²³

“If you become a D4 in your learning to be an SLII leader you’ll be a *self-reliant achiever*. You will have both high competence and commitment.”²⁴

The difference between a D4 and a D3 is commitment. If there’s low confidence, a D3 needs good questions. They need someone to listen to them. They need to hear their own voice so they begin to trust their knowledge and skills. They need support and encouragement. If the D3 has low motivation, the leader needs to listen even more and facilitate problem solving. The person probably knows why he or she is no longer motivated. You have to enlist them in figuring out what’s wrong and coming up with a solution.”²⁵

“A D4, however, is confident and self-motivated. People at this development level need to be valued for their contributions, but they also need opportunities for growth and influence. Because they are competent and committed, they don’t require much direction or support.”²⁶

“Everyone has peak performance potential – you just need to know where they are coming from and meet them there.”²⁷

“Sometimes as people’s skills grow, their confidence and motivation drop...they begin to realize how much more they’ve got to learn to be able to do a really good job. It’s like the old saying: “The more I know, the more I realize I don’t know.”²⁸

“Once you and your team member have agreed on three to five goals, then together you have to analyze that person’s development level on each of the agreed-upon goals.”²⁹

LEADERSHIP STYLE FLEXIBILITY

“A whole manager is flexible and able to use the four different leadership styles.”

The Four Leadership Styles: A Summary

STYLE 1 – DIRECTION

High Director Behavior and Low Supportive Behavior

²³ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 41.

²⁴ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 41.

²⁵ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 42.

²⁶ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 42.

²⁷ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 44.

²⁸ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 46.

²⁹ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 49.

The Leader provides specific direction about goals, shows, and tells how, and closely monitors the individual's performance in order to provide frequent feedback on results.

STYLE 2 – COACHING

High Directive Behavior and High Supportive Behavior

The leader continues to direct goal or task accomplishment but also explains why, solicits suggestions, and begins to encourage involvement in decision making.

STYLE 3 – SUPPORTING

Low Directive Behavior and High Supportive Behavior

The Leader and the individual make decisions together. The role of the leader is to facilitate, listen, draw out, encourage, and support.

STYLE 4 – DELEGATING

Low Directive Behavior and Low Supportive Behavior

The individual makes most of the decisions about what, how, and when. The role of the leader is to value the individual's contributions and support his or her growth."³⁰

THE FOUR BASIC LEADERSHIP STYLES

"These four leadership styles consist of different combinations of two basic leader behaviors that a manager can use when trying to influence someone else: **directive behavior** and **supportive behavior**. Four words can be used to define directive behavior: decide, teach, observe, and provide frequent feedback. Different words are used to describe supportive behavior: listen, involve, facilitate, and encourage."³¹

"Directive behavior...[is when] you tell the person what, when, where and how to do something and then you closely monitor the person on the goal or task. But you always want to acknowledge their transferable skills, their initiative, and their willingness to learn."³²

"...Style 3- which is high on supportive behavior but low on directive behavior – supporting. You support your people's efforts, listen to their suggestions, and ask good questions to build their confidence in their competence. If you need to reignite their motivation, make sure they know how much you value their contributions. You challenge them to excel."³³

³⁰ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 53.

³¹ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 54.

³² Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 54.

³³ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 56.

“In Style 4 (delegating) you are turning over responsibility for day-to-day decision making and problem solving to the person doing the task.”³⁴



35

MATCHING LEADERSHIP STYLE TO DEVELOPMENT LEVEL

“So an S1 directing style is a good match when a decision has to be made quickly and the stakes are high...Directing might also be appropriate for someone who has some skills but doesn’t know the company – its priorities, policies, or ways of doing business.”³⁶

“Directing might also be appropriate for someone who has some skills but doesn’t know the company – it’s priorities, policies, or ways of doing business.”³⁷

“So an S1 directing leadership style is better with enthusiastic beginners (D1), whereas an S2 coaching is the right style for disillusioned learners (D2).”³⁸

“Experienced people like to be listened to and supported.”³⁹

³⁴ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 60.

³⁵ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 61.

³⁶ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 63.

³⁷ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 63.

³⁸ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 67.

³⁹ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 68.

“Delegating is appropriate for people who are self-reliant achievers – people who are competent and committed. They don’t need much direction, and they’re also able to provide their own support.”⁴⁰

THINK BEFORE YOU ACT

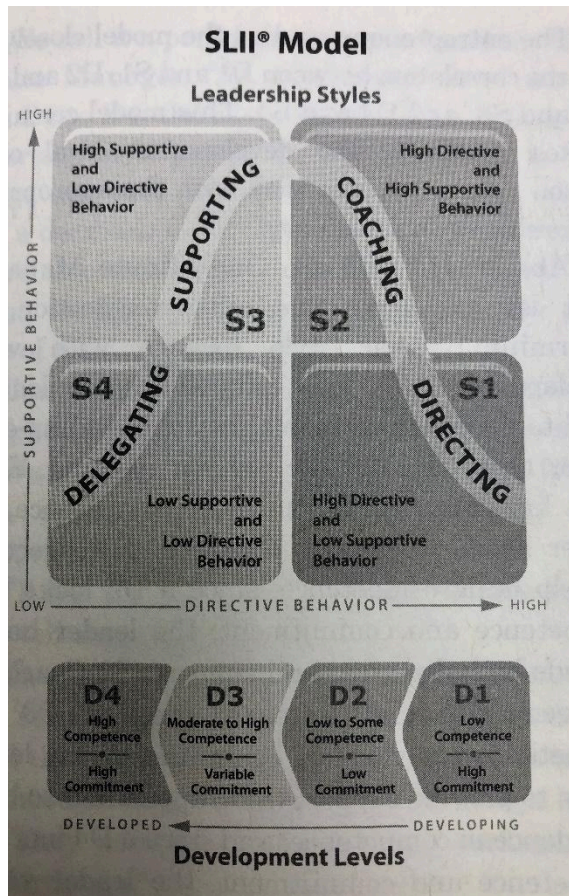
Get Agreement Statements

D1	“Since you haven’t done this before, would it be helpful if I provided you with some direction, resources, and information.”	S1
D2	“Since you’re still learning, and may be discouraged, would it be helpful if I continued to provide you with some direction? And I’d also like to hear your ideas.”	S2
D3	“Since you know how to do this, what you need me to do is listen, rather than give advice, right?”	S3
D4	“I know you’re taking the lead, but I’m here, when and if you need me.”	S4

“Directing (Style 1) is for enthusiastic beginners who lack competence but are enthusiastic and committed (D1)...Coaching (Style 2) is for disillusioned learners who have some competence but lack commitment (D2)....Supporting (Style 3) is for capable but cautious performers who have competence but lack confidence or motivation (D3)...Delegating (Style 4) is for self-reliant achievers who have both competence and commitment (D4).”⁴¹

⁴⁰ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 70.

⁴¹ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 75-76.



42

DEVELOPING COMPETENCE AND COMMITMENT

“Since a D1 has commitment but lacks competence, the leader needs to provide direction (S1-Directing) to help build competence; since a D2 lacks both competence and commitment, the leader has to provide both direction and support (S2-Coaching) to energize and re-teach; since a D3 has competence but variable commitment, the leader needs to provide support (S3-Supporting) to build confidence in competence; and since a D4 has both competence and commitment, the leader values their contribution by permitting them to provide their own direction or support (S4-Delegating).”⁴³

“As development level moves from D1 to D4, the curve shows how a manager’s leadership style moves from S1-Directing to S4-Delegating, with first an increase in support (S2), then a decrease in direction (S3), until eventually there’s also a decrease in support (S4).”⁴⁴

⁴² Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 85.

⁴³ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 86.

⁴⁴ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 87.

“If you want to develop people, catch them doing things right, not wrong. That’s why the *fifth step* in building people’s competence and commitment is first to acknowledge their progress and then second, if no progress is being made, redirection kicks in...you redirect their efforts back to goal setting and then let them try, observe their performance, and finally, acknowledge their progress or redirect.”⁴⁵

“...my goal is to gradually change my leadership style until my people can perform their jobs well on their own with little direction or support from me.”⁴⁶

UNDERSTANDING THE SIX CONVERSATIONS

“...there are six types of conversations you can have with your people...first are ***alignment conversations***, where you get on the same page with the person’s goals and development levels, as well as your leadership style on each goal or task. These meetings happen when goals are set in performance planning or when a new project, goal, or task is assigned. Next are the four types of ***style conversations*** – S1, S2, S3, and S4. During these conversations you follow through and provide the leadership style you agreed to in an alignment conversation. These can be scheduled meetings or impromptu conversations. Finally, there are ***one-one-one conversations***. These scheduled conversations permit you and your team to reconnect. At these meetings team members bring up whatever is on their minds – whether it’s personal or professional. These conversations allow team members to request the leadership response they want from you, be it direction, coaching, support – or maybe they just need to keep you in the loop.”⁴⁷

“If we can’t agree about a goal or some aspect of it, I encourage us to keep talking until we agree. Let’s move on to how the skill of diagnosing plays out in an alignment conversation.”⁴⁸

⁴⁵ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 91.

⁴⁶ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 95.

⁴⁷ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 106.

⁴⁸ Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, *Leadership and the One Minute Manager* (Revised and Updated) (Broadway, NY: Harper Collins, 2013), 112.