Reboot & Rise:
Transforming Team Culture

2025
EIT.IS
ANNUAL
SUMMIT

DAY 1

STĪTCH FĪX

THE EIT.IS ANNUAL SUMMIT

Welcome to the 2025 EIT.IS Offsite. I appreciate everyone's effort to be here. Being in person helps us align, share what's new, and collectively move our work forward. Your ideas and commitment power our progress. Let's make this week focused, connected, and energizing.

LEADERSHIP INTENSIVE

Our Facilitator

Latrice Torres, SPHR
CEO & Principal Consultant
LeaderKeys™ Consulting

25+ Years of HR and Career Strategy & Execution

- Senior Professional of Human Resources Designation
- Authentic & Unapologetic Leadership
- Speaker, Moderator, Author, Facilitator
- Mom to three, Ouma to one
- Hobby I am good at: Cosplayer

LEADERSHIP INTENSIVE

Day 1 Agenda

9:00—9:30	Welcome, Expectations & Facilitator Intro	Nashira
9:30—10:30	**SLII® - Self Leadership Introduction**	Latrice
10:30—10:40	**BREAK**	**All**
10:40—12:00	SLII® - Self Leadership Skill 1	Latrice
12:00—1:00	**LUNCH**	**All**
1:00—2:45	SLII® - Self Leadership Skill 2 & 3	Latrice
2:45—3:00	**BREAK**	**All**
3:00—4:45	**SLII® - Self Leadership Practice**	Latrice
4:45—5:00	Close & Reflection	Latrice

TEAM DINNER 6:00—9:00

STĪTCH FĪX

Self Leadership

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

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Self Leadership: Mindset & Skillset

Mindset

Challenge Assumed Constraints

Activate Points of Power

Be Proactive

Skillset

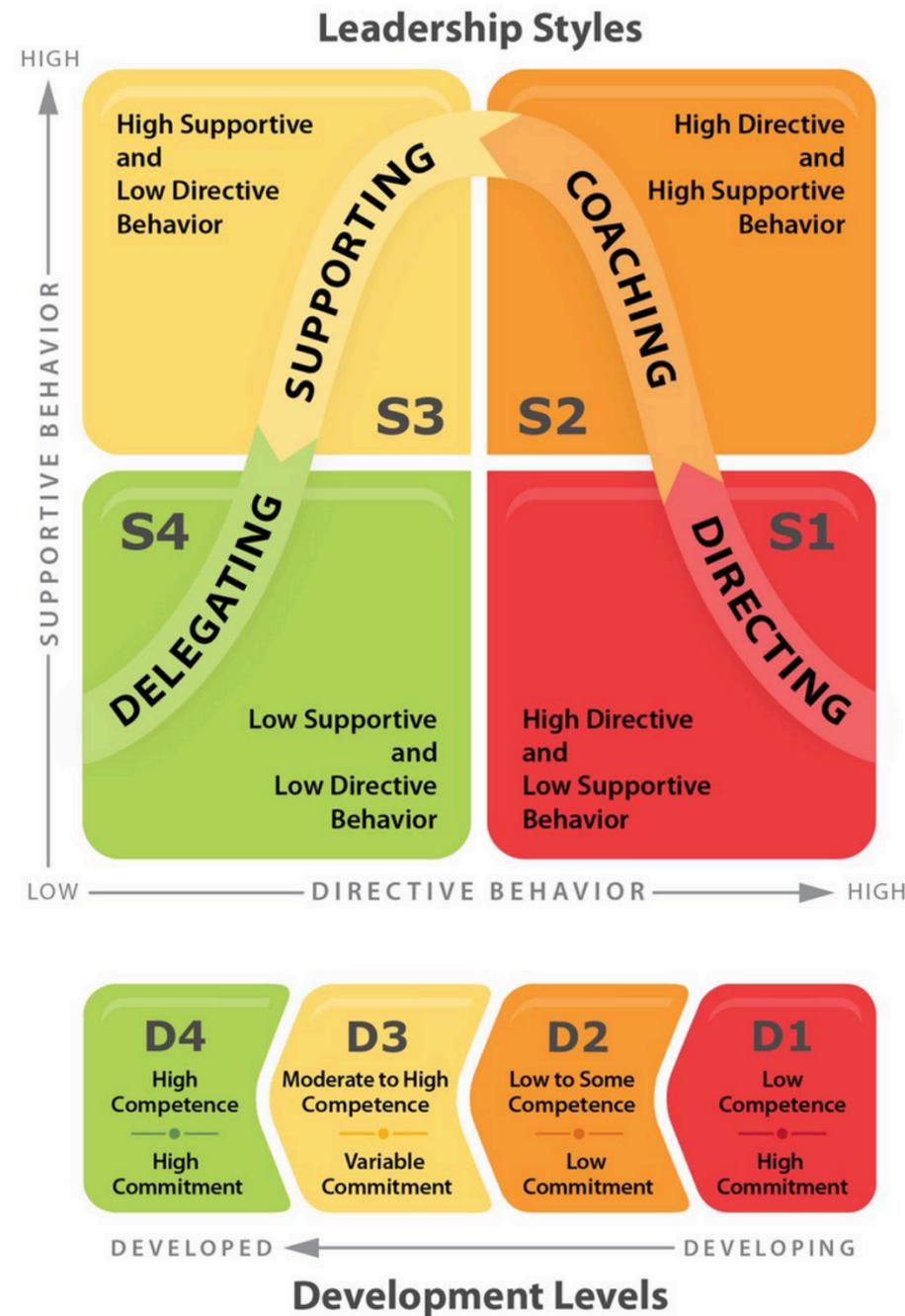**1 Goal Setting**
Aligning on what needs to be done, when

2 Diagnosing
Assessing your competence and commitment on a specific goal or task

3 Matching
Getting the leadership style that provides you with what you need

The SLII® Model

Learn a new language of leadership—from the self leader's perspective

Your leaders learned this new language yesterday

1. Goal/Task

2. Competence

3. Commitment

4. Direction

5. Support

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Mindset 1: Challenge Assumed Constraints

What you are thinking may be
getting in the way of your reality

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This baby elephant is being trained to stay put.

Mindset 1: Challenge Assumed Constraints

An Assumed Constraint

"I won't stay focused because I'm concerned that I'm getting behind on tasks and emails by attending."

Flip It!

"I will be present and stay focused on learning without multitasking because what I learn will help me take my career to the next level."

Take Action

"I will check email or texts only during breaks."

In your notepad: What is a potential assumed constraint that you have, right now, at work? Challenge it. Share with your group after 5 minutes.

15 minutes

STITCH FIX

On the flipchart, write a **hobby** that you are **really** good at...

Time for a BREAK

10 minutes

Up next:
Skillset 1 & 2:
Goal Setting
& Diagnosing

Go to the sign that **best describes you** for your **hobby**

Skillset 1: Goal Setting

Clarify, negotiate, and align on goals
that **motivate you**.

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Draft Your Goals

- **In your notepad:** Identify three goals—one personal, one developmental, and one work goal for 2026 or current task.
- Use the sentence stem examples to spark your thinking.
- Write each goal as an outcome that needs to be achieved and by when (from **X** to **Y** by **Z**)

Sentence stem examples:
- A new goal I have is to ...
- Something I have been procrastinating on is to ...
- My leader wants me to ...
- A personal goal I have is to ...

Skillset 1: Better Goal Setting

Writing SMART Goals

➤ **Specific** - what exactly is the goal or task? What does a good job look like?

Motivating* - Am I excited and interested in this goal?

Attainable - Is the goal realistic and achievable?

Relevant - Is the goal important and aligned with team and/or organization goals?

➤ **Trackable** - Is there a way to track progress, are there measures?

*In SLII, SMART goals are slightly redefined from the traditional business version. Instead of "Measurable," the M stands for Motivating — because leadership in SLII® isn't only about achieving outcomes; it's about fueling engagement and ownership.

Are YOUR Goals SMART ?

1. Refine your three goals to ensure they are SMART.
2. Share with your group to discuss how you can enhance your goal.
3. Remember the hobby exercise - it is okay if you need to revisit your goal to ensure you can be successful.

8 minutes

Skillset 1: Better Goal Setting

Answer each question carefully, do not skip ahead.

Check ✅ the box in the associated column if you think the goal meets that SMART criterion, or put an ❌ if you think it does not meet that SMART criterion.

Follow my instructions and check the appropriate box if your goal needs to be clarified, negotiated, or reframed.

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Skillset 2: Diagnosing

Assess competence + commitment
to determine **your** development level.

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Skillset 2: Diagnosing

Diagnosing - Collaboratively assessing an individual's competence and commitment on a specific goal or task

Development Level is the combination of

Competence

understands **what** and **how**

Demonstrated goal or task specific knowledge and skills
or
Demonstrated transferable knowledge and skills

Commitment

Motivation
Confidence

Don't confuse commitment with competence!

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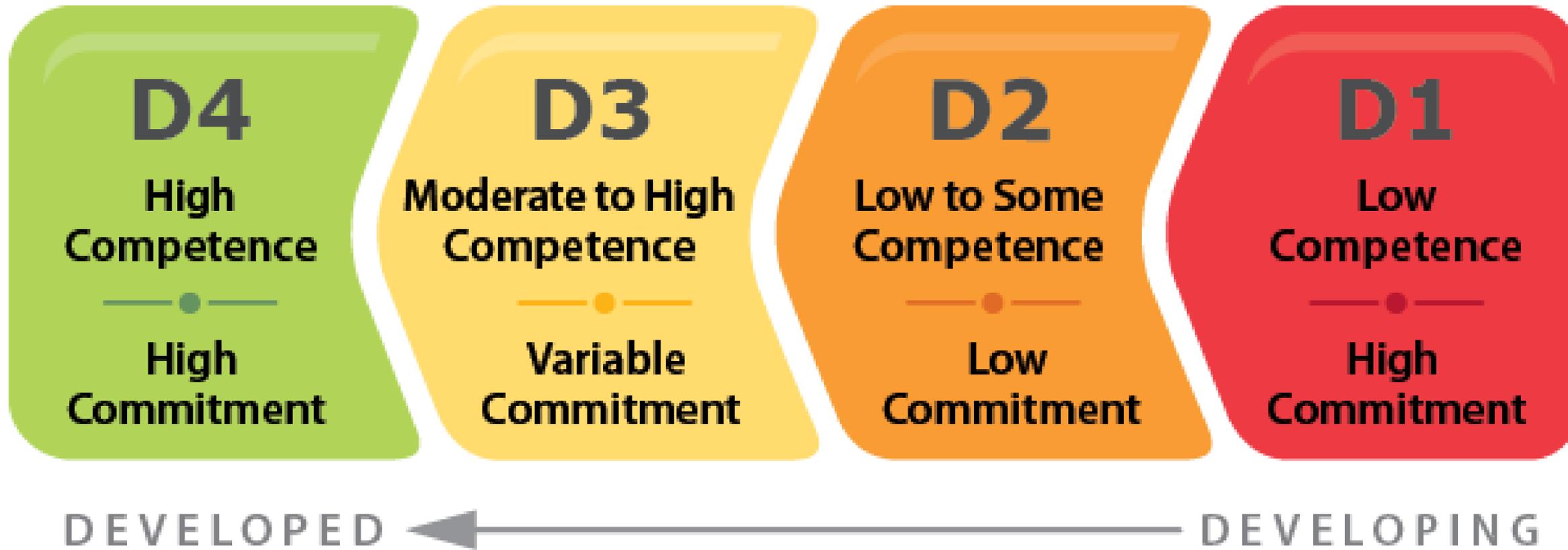
To get where you are going, you need to know where you are now
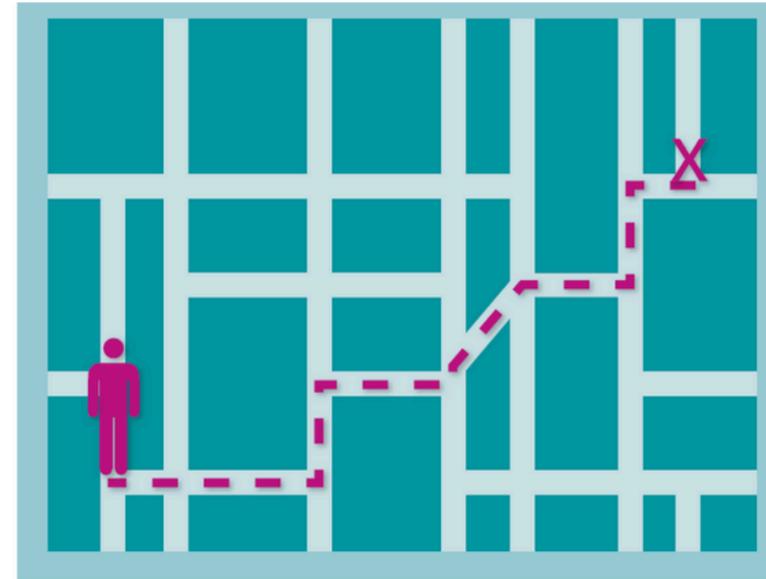
- Choose one of your goals to focus on.
- Follow my instructions for this exercise, **DO NOT SKIP AHEAD**
- For rows 1–8, study the words or phrases in each row and select the one **that best describes the goal**.
- For rows 9–20, study the words or phrases in each row and select the one **that best describes you** on the goal.

Diagnosing Practice

- Transfer scores from the assessment to the corresponding boxes on the **Where Am I, Really** worksheet.
- The box with your highest score is your current development level for THAT goal.
- Explore the five questions to further analyze these scores.

Is your diagnosis clear? Muddy? Split? Discuss with your group. What is your honest assessment?

12 minutes
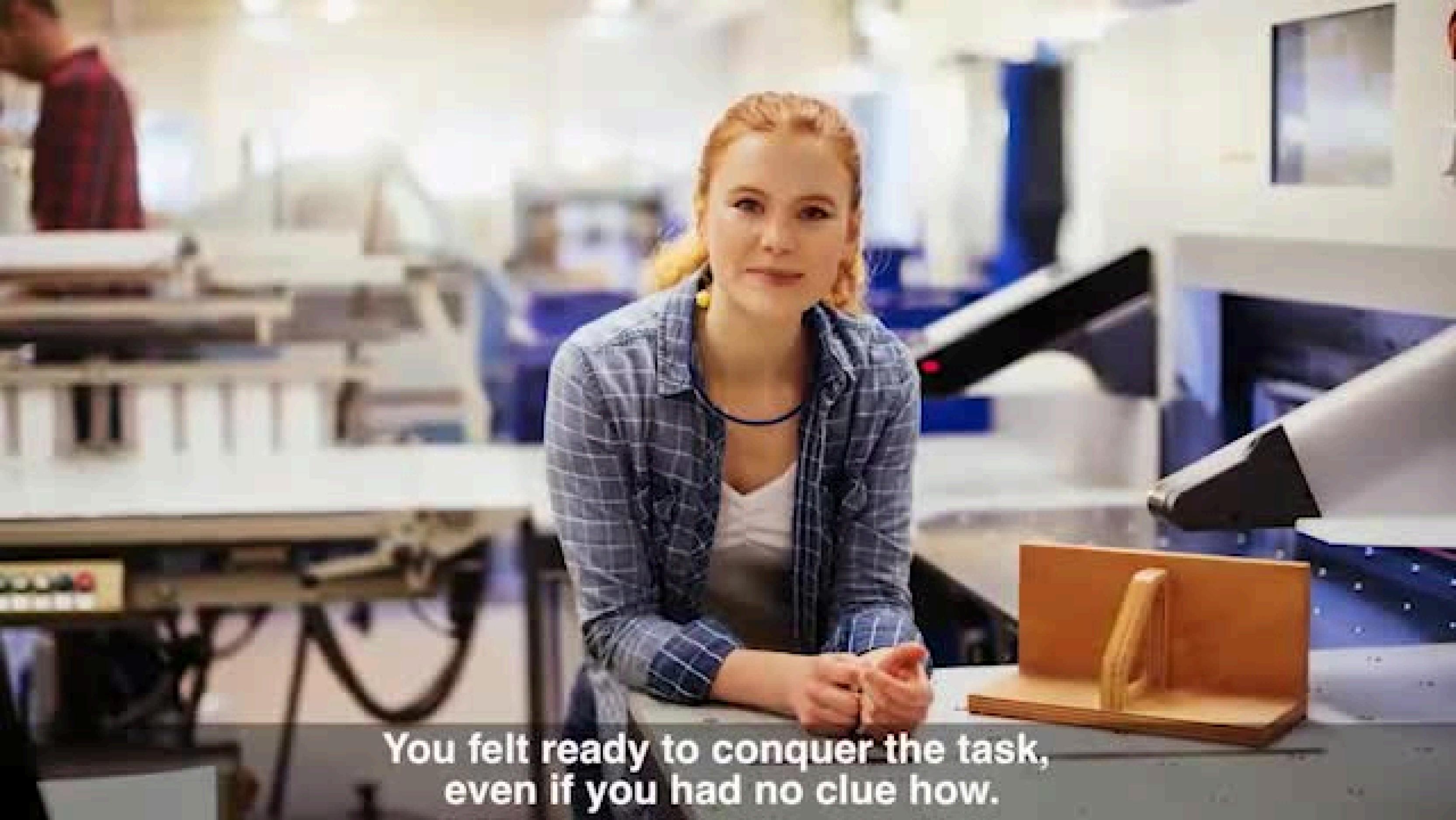
You felt ready to conquer the task,
even if you had no clue how.

D1 **Low Competence / High Commitment**

- New to the goal or task
- Discouraged and frustrated
- Enthusiastic
- Don't know what they don't know
- Inconsistent performance

- Learning
- Eager to learn
- Inexperienced
- Confused
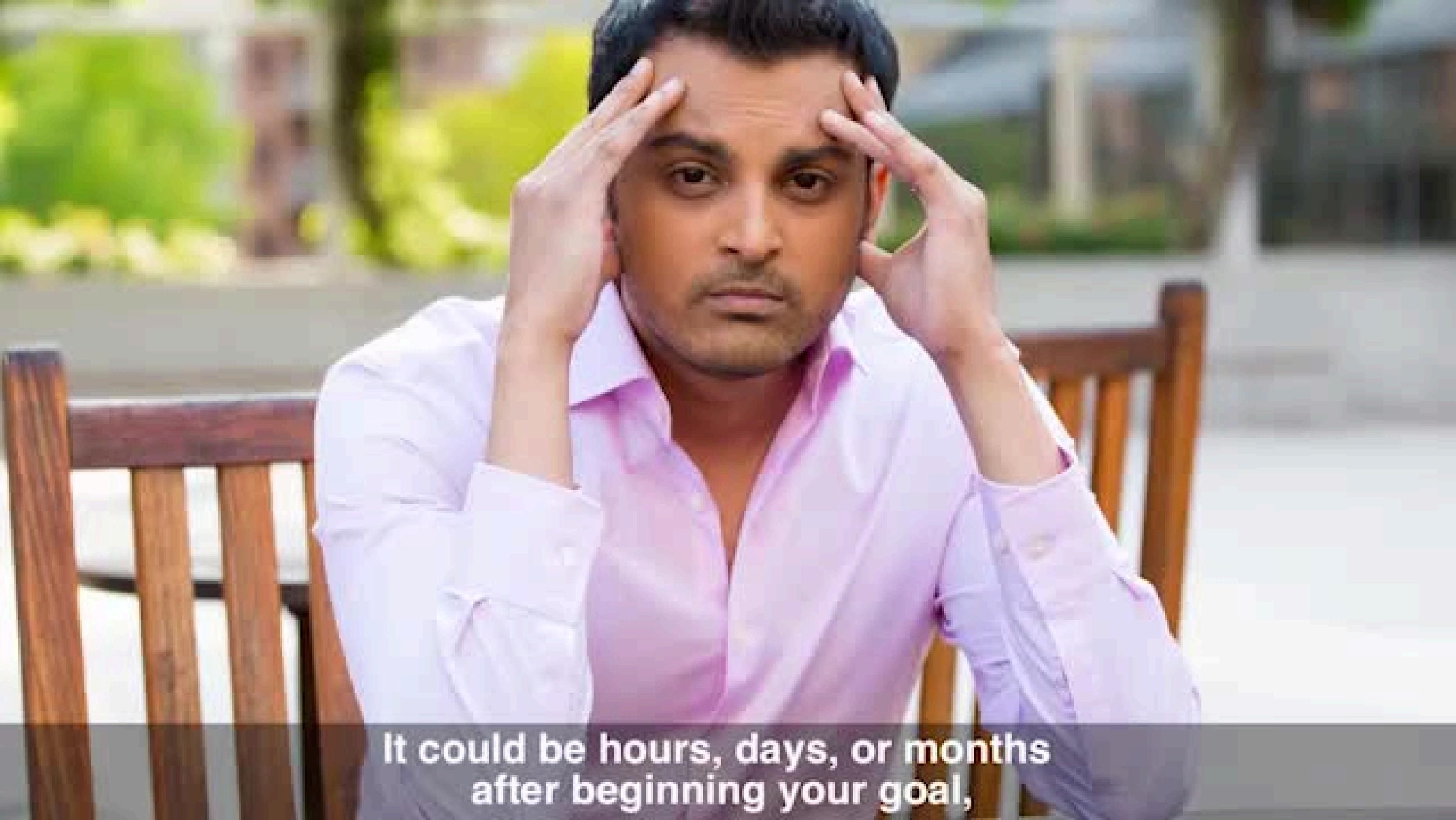- Confident about transferable skills

Skillset 2: Diagnosing

D1 **Low Competence / High Commitment**

- **New to the goal or task**
- Discouraged and frustrated
- **Enthusiastic**
- **Don't know what they don't know**
- Inconsistent performance

- Learning
- **Eager to learn**
- **Inexperienced**
- Confused
- **Confident about transferable skills**

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It could be hours, days, or months
after beginning your goal,

Skillset 2: Diagnosing

D2 **Low to Some Competence / Low Commitment**

- Curious
- Discouraged and frustrated
- Overwhelmed
- Doesn't know how to move forward
- Inconsistent performance

- Not yet competent
- Eager to learn
- Inexperienced
- Confused and concerned
- Confident learning won't be difficult

STITCH FIX

D2 Low to Some Competence / Low Commitment

- Curious
- **Discouraged and frustrated**
- **Overwhelmed**
- **Doesn't know how to move forward**
- **Inconsistent performance**

- Not yet competent
- Eager to learn
- **Inexperienced**
- **Confused and concerned**
- Confident learning won't be difficult

Development Level 3

When you are at Development Level 3, or D3, you're a Capable, but Cautious, Contributor.

D3

D3 **Moderate to High Competence / Variable Commitment**

- May be bored or apathetic
- Consistently competent
- Justifiably confident
- Sometimes hesitant, unsure
- Generally skillful

- Demonstrated competence
- Inspires others
- Accomplished
- Makes productive contributions
- Not always confident

D3 **Moderate to High Competence / Variable Commitment**

- **May be bored or apathetic**
- Consistently competent
- Justifiably confident
- **Sometimes hesitant, unsure**
- **Generally skillful**

- **Demonstrated competence**
- Inspires others
- Accomplished
- **Makes productive contributions**
- **Not always confident**

You have a proven track record of success on your goal and can do the work without any supervision.

Skillset 2: Diagnosing

D4 **High Competence / High Commitment**

- Self-critical
- Consistently competent
- Self-assured
- Tentative
- Recognized as an expert

- Unsure
- Inspired
- Accomplished
- Autonomous
- Not always confident

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Remember the hobbies activity...
People are not a development level, **goals** and **tasks** are.

Pop Quiz

What development level needs high direction and high support?

D2

What is the first mindset of a self leader?

Challenge Assumed Constraints

What development level needs less direction but more support?

D3

What development level is typical of a new hire?

D1

What is one way to describe someone at D4 for a goal or task?
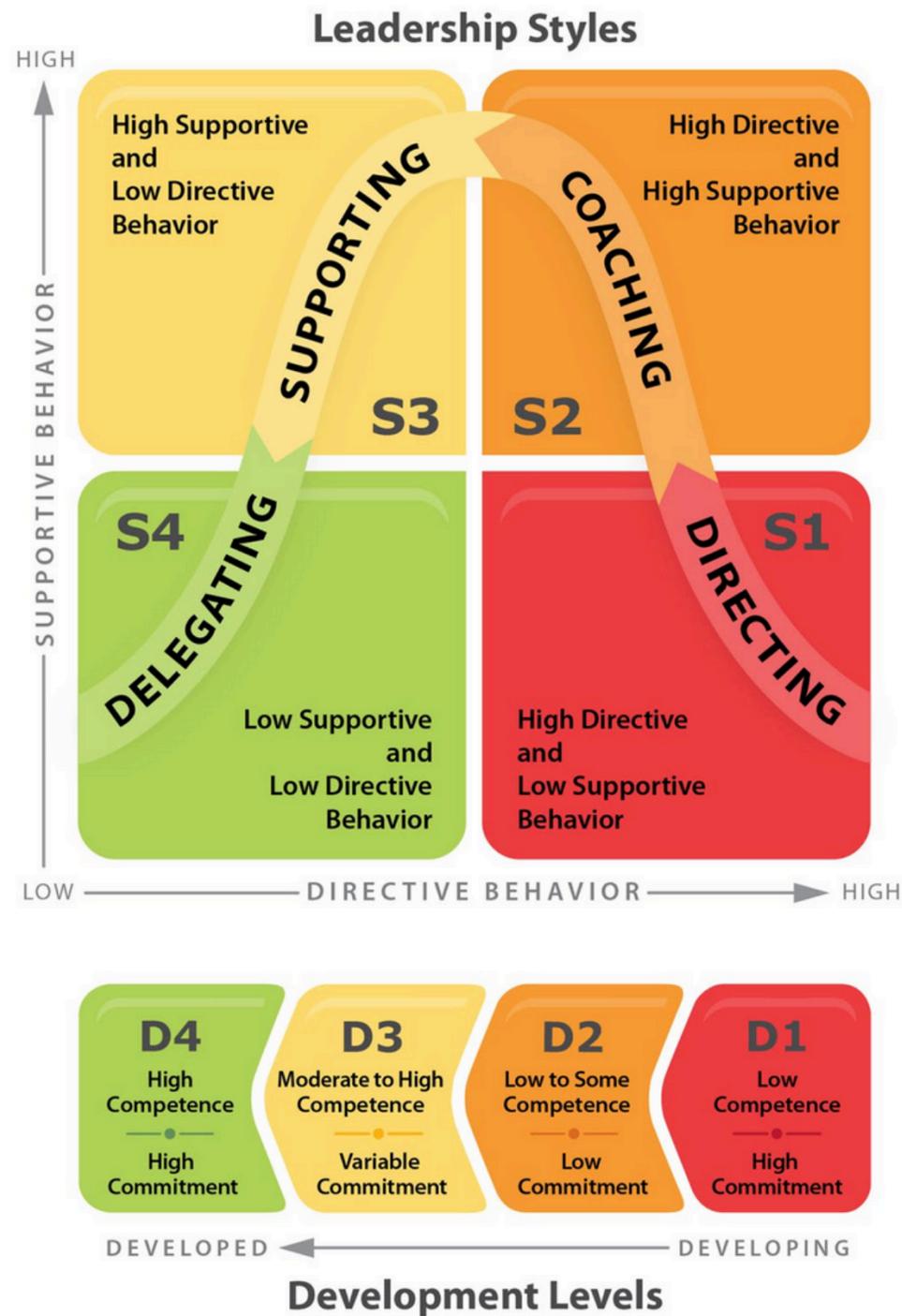
**Consistently competent
Self-assured
Recognized as an expert
Inspired | Accomplished
Autonomous**

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Skillset 3: Matching

Learn to ask for the right leadership
style (direction + support)
when **you** need it.

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Get the right amount of **direction** and **support** you need to match your development level for a goal or task

Direction or Support?

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Skillset 3: Matching

Identify behaviors that provide direction or support

1.	Showing and telling how	**Direction**
2.	Clarifying roles	**Direction**
3.	Listening	**Support**
4.	Asking for input	**Support**
5.	Acknowledging and encouraging	**Support**
6.	Establishing timelines	**Direction**
7.	Setting SMART goals	**Direction**
8.	Providing rationale	**Support**
9.	Developing action plans	**Direction**
10.	Monitoring and tracking performance	**Direction**
11.	Facilitating self-reliant problem solving	**Support**
12.	Sharing information about self	**Support**
13.	Sharing information about the organization	**Support**
14.	Identifying priorities	**Direction**

STITCH FIX

Skillset 3: Matching

S3

Let's Talk;
D3 Decides

S4

D4
Decides

Leadership Styles

S3 — High Supportive and Low Directive Behavior — SUPPORTING

S2 — High Directive and High Supportive Behavior — COACHING

S4 — Low Supportive and Low Directive Behavior — DELEGATING

S1 — High Directive and Low Supportive Behavior — DIRECTING

S2

Let's Talk;
Leader
Decides

S1

Leader
Decides

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

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Leader Assessment

Think about a current, specific goal or task that you are either new to doing or are struggling to get it done.

Take a moment to assess your leaders' directive and supportive leadership behaviors for this goal/task on the **Getting the Leadership You Need** worksheet. Do not share your assessment with anyone, keep this for your next 1:1 meeting with your leader.

10 minutes

Mindset 2: Activate Points of Power

Recognize sources of influence
beyond your **position**.

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Mindset 2: Activate Points of Power

On the **Examples of How I am Powerful** worksheet, write down ways that you are powerful at work going down the far left column—there are 11 spaces, try to us as many as possible.

What are you known for? Ask your peers and leaders!

For Instance...

- Always prepared
- Good a taking notes
- Asks insightful, thought-provoking questions
- Able to empower others
- Compassionate to peers and colleagues
- Planner
- Hits deadlines
- Understands audience
- Quick problem solver
- Coaching

- Positive attitude
- Execution
- Listens attentively
- Manages burnout
- Training others
- Flexibility
- Effective communicator
- Builds relationships
- Knowing when to challenge
- Negotiation
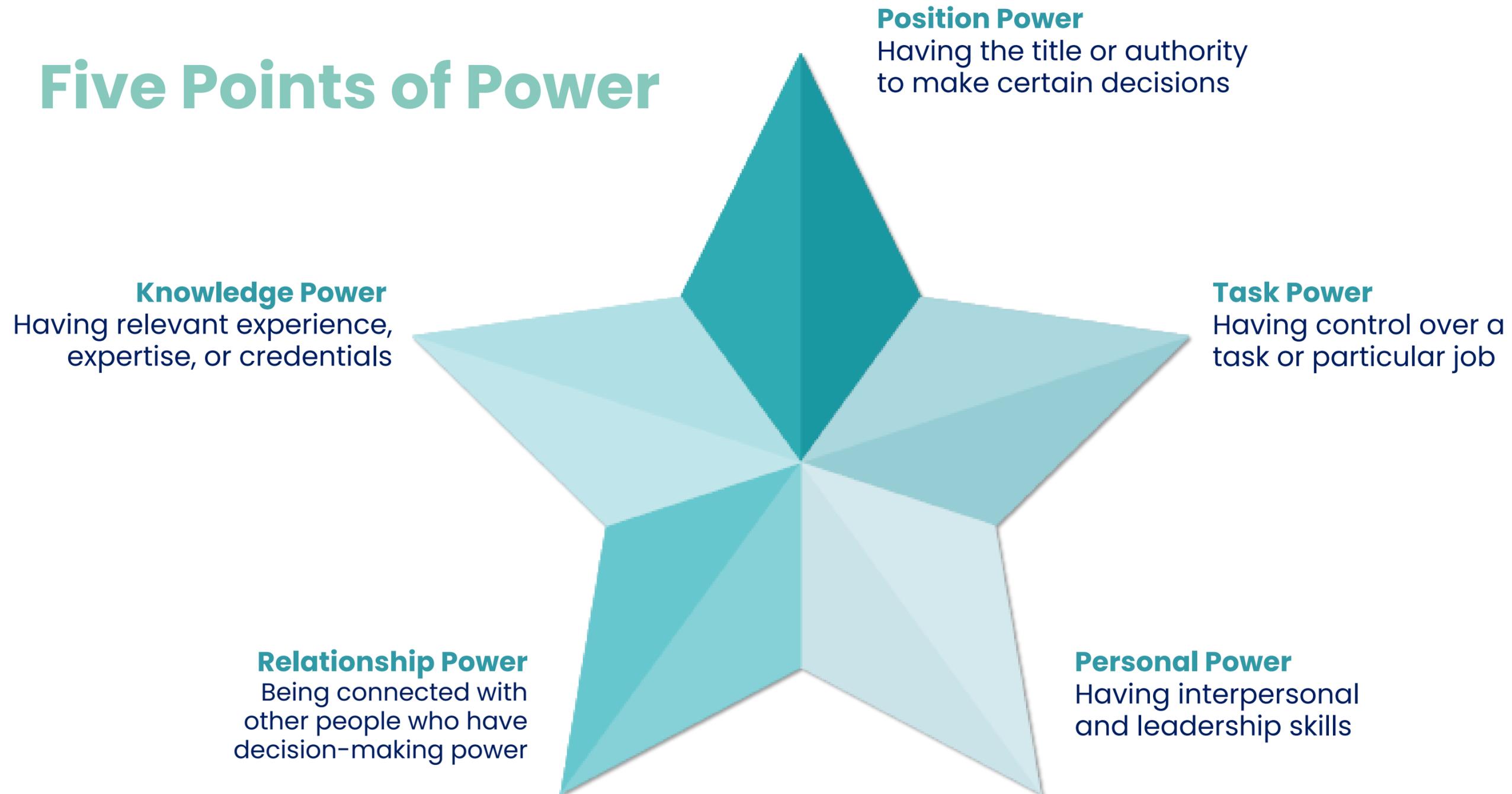- Subject Matter Expert
- Alignment

10 minutes

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Mindset 2: Activate Points of Power

Five Points of Power
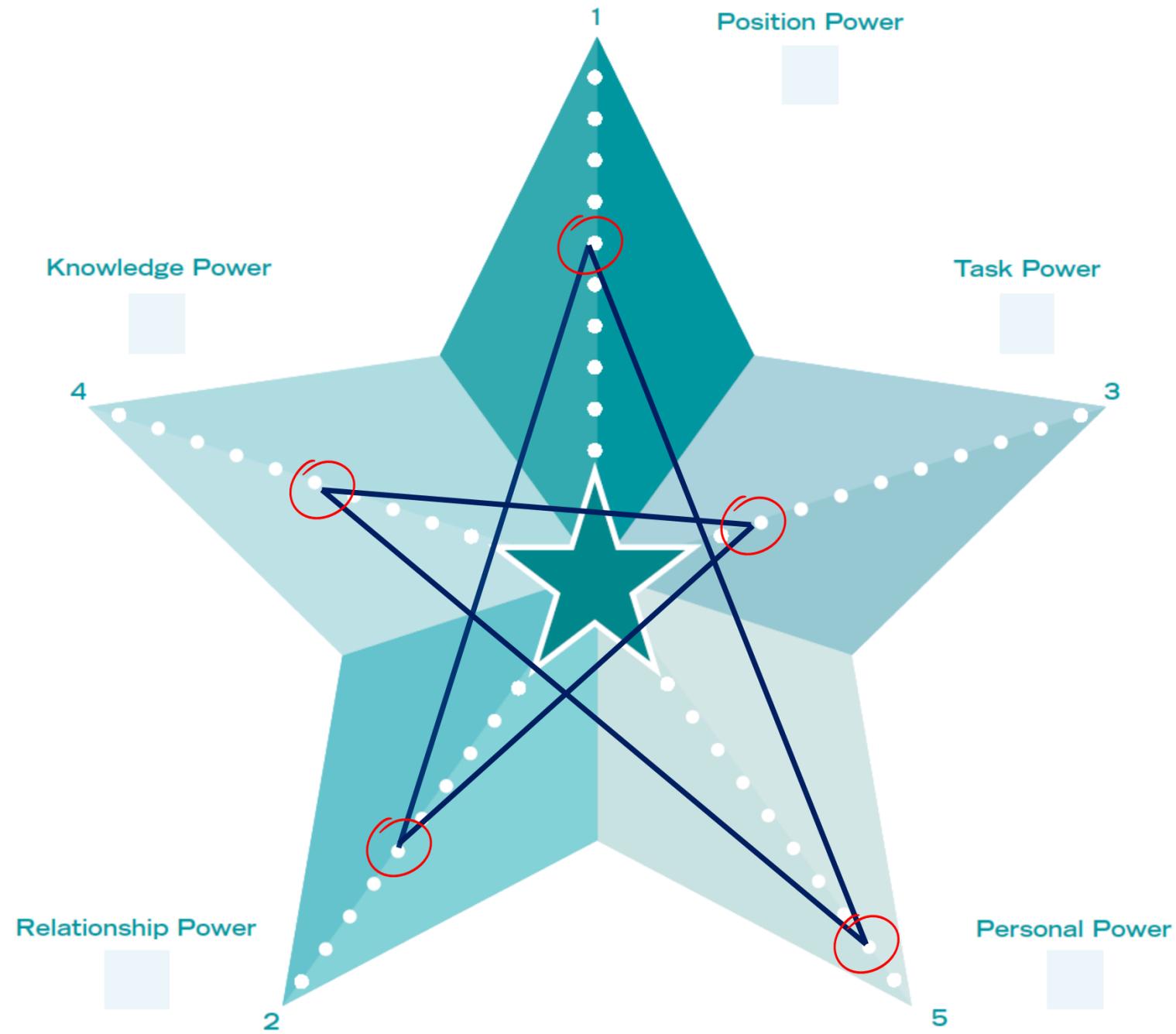

Position Power
Having the title or authority to make certain decisions

Task Power
Having control over a task or particular job

Personal Power
Having interpersonal and leadership skills

Relationship Power
Being connected with other people who have decision-making power

Knowledge Power
Having relevant experience, expertise, or credentials

STITCH FIX

Mindset 2: Activate Points of Power

Power	Position	Task	Personal	Relationship	Knowledge
Good Listener			★		
CEO	★				
Executive Admin				★	
Certified Scrum Master					★
IT Service Desk Manager		★			
Group Organizer		★			

STĪTCH FĪX

Mindset 2: Activate Points of Power

Position Power

Task Power

Knowledge Power

Relationship Power

Personal Power

DAY 1

STITCH FIX

Mindset 2: Activate Points of Power

What a strategic use of your power looks like...

Situation: You have high Knowledge Power and are often asked to analyze situations and report findings in meetings. However, you are weak in Personal Power and not a strong communicator.

Strategy: Volunteer to present on a topic in which <u>you're an expert</u>; ask a person known for presentation skills to coach you and help you prepare the presentation, providing critique, tips, and encouragement.

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Not realizing your own power could be your greatest assumed constraint

Time for a BREAK

15 minutes

Up next:
Mindset 3: Be Proactive & Having Better Conversations

Level Up

Mindset 3: Be Proactive

Learn to ask for the right leadership style (direction + support)
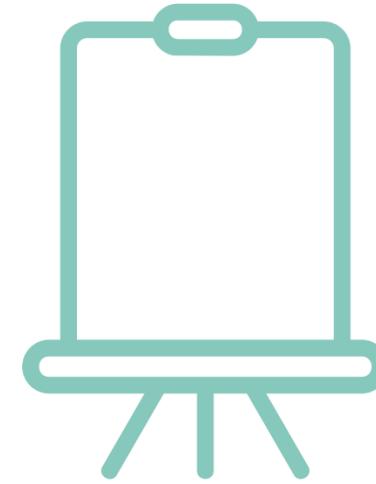
when **you** need it.

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Mindset 3: Be Proactive

What you NEED when you are at **D1**

- Acknowledgment
- SMART Goals
- Timelines and check-in points
- Priorities Role clarity
- Limits to autonomy/authority
- A step-by-step plan for learning
- Training

"I need high direction and low support"

- Training
- Concrete examples/templates
- Solutions to problems
- Opportunities to practice
- Access to resources and information
- Lots of feedback on progress

10 minutes

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Not getting **what you need** at **D1** is the quickest way to move to D2 **and get stuck there**

Mindset 3: Be Proactive

What you NEED when you are at **D2**

"I need high direction and high support"

10 minutes

- Someone to listen to concerns
- More clarity on goals and roles
- Perspective Explanations of why; rationale
- Opportunities to be involved in problem solving and decision making

- Alternatives; advice
- More direction about how
- **Coaching** to refine skills
- Feedback on work
- Reassurance and encouragement

At D2, you might be dealing with the **disillusionment** of others as well as **your own**.

Mindset 3: Be Proactive

What you NEED when you are at **D3**

- Opportunities to demonstrate competence
- Opportunities to express feelings and concerns
- Opportunities to test ideas; a sounding board
- Good questions about the work being done
- A vote of confidence and encouragement

"I need low direction and high support"

- Opinions about ideas, if asked;
- Help in getting something done, if needed
- Reminders of past successes
- Acknowledgment of high levels of competence and contribution
- Suggestions for making the goal more interesting or challenging

10 minutes

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Proactive problem solving is **your responsibility** when you are at **D3.**

Mindset 3: Be Proactive

What you NEED when you are at **D4**

- Trust Visibility as a contributor/an expert
- Opportunities to be creative and innovative
- Autonomy; influence

"I need low direction and low support"

- Opportunities to grow
- Opportunities to teach and mentor others
- Resources to perform at D4
- To be valued for contributions

10 minutes

When you're at **D4**, remember that authority is **20 percent given and 80 percent taken.**

What People Want from Work

1 Flexibility & Autonomy — choice of where, when, and how they work; outcome-based trust.

2 **Well-Being & Balance — manageable workload, mental health, time for family.**

3 Supportive & Empathetic Leadership — clear direction, psychological safety, feedback.

4 **Growth & Purpose — skill development, meaningful work, contribution to mission.**

5 Recognition & Fairness — appreciation, inclusion, and equitable treatment.

4 managers still overvalue onsite visibility.

5 seen as an "HR benefit," not a business priority.

3 recognized but inconsistently modeled.

2 managers often equate this with promotion or pay raise.

1 managers assume pay and recognition are the top motivators because it is a performance indicator for them.

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People are not mind readers. **Proactively** seeking what you **need** is in everyone's best interest—especially **yours**.

One-on-One Meeting

1. Make a list of topics you need to discuss. You can talk about whatever is on your mind.
2. Diagnose your development level for topics that are goals or tasks.

3. Indicate the leadership behaviors you need from your leader or colleague for each topic.
4. Email this completed worksheet to them 24 hours before the meeting.

Topic

Next Steps

- Direction, Solutions, Information
- Coaching, Advice, Feedback
- Good Questions, Listening, Encouragement
- Acknowledgment, Autonomy, Influence

Development Level D

Topic

Next Steps

- Direction, Solutions, Information
- Coaching, Advice, Feedback
- Good Questions, Listening, Encouragement
- Acknowledgment, Autonomy, Influence

Development Level D

Topic

Next Steps

- Direction, Solutions, Information
- Coaching, Advice, Feedback
- Good Questions, Listening, Encouragement
- Acknowledgment, Autonomy, Influence

Development Level D

D1 Conversation Starters

Match Me with S1

What to Say to Get an S1 Match

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

Me with S2

e with S3

Me with S4

*resources will be emailed

Team Dinner
6:00 PM

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DAY 2

STĪTCH FĪX

What moment from Day 1 challenged, inspired, or surprised you the most?

AGENDA—DAY 2

9:00—9:30	Reflections and Insights	All
9:30—10:30	**Feedback & Feed Forward**	Latrice
10:30—10:45	**BREAK**	**All**
10:45—12:00	**Conflict with SLII®**	Latrice
12:00—12:45	Working Lunch	All
12:45—1:00	Commitments & Reflection	Latrice & Nashira

ATLANTA WAREHOUSE TOUR
2:00—4:00

DAY 2

STĪTCH FĪX

FEEDBACK AND FORWARD

- Deliver actionable, objective feedback using the SBI model (Situation–Behavior–Impact).
- Reframe feedback into forward-looking conversations using Feed Forward.
- Recognize how SLII development levels influence conflict behaviors.
- Apply direction and support to realign and rebuild trust when conflict arises.

What is the best piece of feedback you've ever received—what made it powerful?

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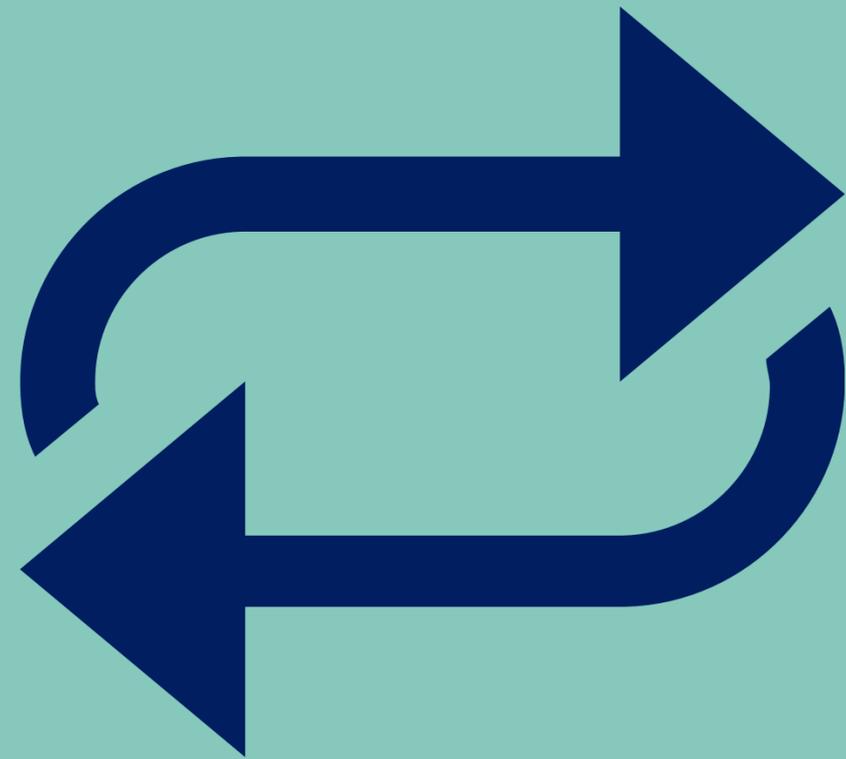
FEEDBACK AND FORWARD

Feedback = Data for Growth

This is about conversation, not correction

S SITUATION

B BEHAVIOR

I IMPACT

It works because it focuses on facts, not feelings; makes feedback safe and specific; helps the receiver understand impact, not intent.

FEEDBACK AND FORWARD

S — SITUATION
B — BEHAVIOR
I — IMPACT

What's the difference in how each one feels?

For Development

WITHOUT SBI: You need to be more professional on calls.

WITH SBI: During this morning's call (S), you interrupted the client twice (B), and they stopped offering details (I).

For Recognition

WITHOUT SBI: You did a really good job in the meeting yesterday.

WITH SBI: In yesterday's security review (S), you jumped in to summarize the client's feedback clearly (B), which kept the conversation focused and saved us time (I).

DAY 2

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FEEDBACK AND FORWARD

Feed Forward Framework (Marshall Goldsmith)

Describe the goal: "I want to improve on…"

Ask for suggestions: "What's one thing I could do differently achieve this?"

Listen, don't defend: "Thank you for that idea."

Choose one suggestion to act on.

shifts feedback from criticism → coaching, and from what went wrong → what could go right.

(back of sheet)

10 minutes

DAY 2

STĪTCH FĪX

FEEDBACK AND FORWARD

S — SITUATION

B — BEHAVIOR

I — IMPACT

10 minutes

1. Now, think of a recent situation with a team member where you wanted to give feedback — positive or constructive. Script your feedback in the second space.

2. Review the SLII® connection worksheet to really ensure your feedback lands appropriately.

3. Then prepare a Feed Forward to reframe your feedback for the future on the back of that worksheet.

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FEEDBACK AND FORWARD

S SITUATION **B** BEHAVIOR **I** IMPACT

Roles (rotate every 10 minutes)

- **Speaker** – Gives feedback using SBI, then reframes as Feed Forward.
- **Receiver** – Listens actively, paraphrases what they heard, shares one takeaway.
- **Observer** – Notes clarity, tone, and emotional response in notepad; gives meta-feedback.

Practice Round Prompts

- **Speaker:** "In [Situation], when you [Behavior], it [Impact]."
- **Receiver:** "What I'm hearing is…"
- **Speaker:** "Next time, one thing that could help is…"
- **Observer:** "What worked well in how this was delivered?"

30 minutes

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"

What makes feedback feel safe for you?

After feedback, what do people need— direction or support?

Remember, the goal of adapting leadership style and asking for the leadership you need is to build competence and commitment, which includes **motivation** and **willingness**.

That is our lens for handling conflict...

3 Steps of the Alignment Conversation

1 Clarify the goal/task

Confirm the shared objective — what are we trying to achieve?

- "Can we agree on what success looks like for both of us?"
- "What's the outcome we both want here?"

2 Diagnose the gap

Explore where alignment broke down.

- "Where do you see things going off track?"
- "Is this a misunderstanding, process issue, or workload challenge?"

3 Match the approach

Decide what direction or support is needed to move forward.

- "Would it help to outline next steps together?"
- "What kind of support or clarity would make this easier?"

"

Alignment isn't
agreement —
it's shared
understanding

Practice

1 Clarify the goal/task   **2** Diagnose the gap   **3** Match the approach

- In your trio - review the scenarios on the next slide. Assign one person to play the employee, one to play the leader, and one to observe.
- Together, identify the goal/task, then diagnose the gap.
  - Employee - get clear; ask the questions to get what you need.
  - Leader - match their needs with the appropriate balance of direction support
  - Observer - provide coaching using SBI
- At the end of the practice, note one insight on a sticky note and add to the **Insights flipchart**.

45 minutes

Reframing Conflict with SLII®

① **Clarify the goal/task** ② **Diagnose the gap** ③ **Match the approach**

Scenario	Background Context
#1 – The Missed Handoff	A network update caused a system slowdown because QA wasn't notified before deployment. Both teams blame each other for poor communication.
#2 – The Security Alert Response	The SecOps team escalated a phishing alert at 8 PM but didn't tag the right responder. The on-call engineer felt blindsided by criticism the next morning.
#3 – The Project Prioritization Debate	Two managers disagree on which backlog items should be prioritized for the next sprint. Both feel their area is under-supported.
#4 – The Remote Collaboration Misfire	A developer and product lead misinterpreted tone over Slack, leading to tension. They've been avoiding each other since.
#5 – The Overload Issue	A team member accepted too many tickets to "prove themselves" but missed deadlines, causing friction with the lead.

45 minutes

Day 1

STĪTCH FĪX

" Conflict is **feedback** with emotion — **alignment** turns it into **progress**

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