

Reboot & Rise:
Transforming
Team Culture

LEADERSHIP INTENSIVE

STITCH FIX

2025
EIT.IS
ANNUAL
SUMMIT

LEADERKEYS™ CONSULTING | EIT.IS ANNUAL SUMMIT | 2025

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.



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**



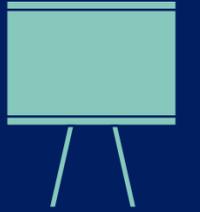
LEADERSHIP INTENSIVE

AGENDA—LEADERSHIP TEAM

9:00—9:30	Welcome & Context Setting	Nashira
9:30—10:30	SLII® Intensive	Latrice
10:30—10:40	BREAK	All
10:40—12:00	SLII® Intensive (cont.)	Latrice
12:00—1:00	LUNCH	All
1:00—2:45	Adaptive Leadership in Practice	Latrice
2:45—2:55	BREAK	All
2:55—4:45	Feedback & Feed Forward Mastery	Latrice
4:45—5:00	Close & Set Up for Escape Room	Nashira

ESCAPE ROOM
6:00—7:00

FOOD/DRINKS
7:30



Why SLII®? Three Reasons...

**Creates a
shared language
for leadership**

**Increases the
quality and
quantity of
conversations**

**Develops
self-reliance**

Describe your BEST leader ever

LEADERSHIP STYLE

Your vocabulary...

Goal/Task

Competence

Commitment

Direction

Support



LEADERSHIP STYLE

Your vocabulary...

Goal/Task

Clear outcomes that define what success looks like.

Competence

Ability/skill to perform a task.

Commitment

Motivation/confidence to perform the task.

Direction

How much structure or guidance is given.

Support

How much encouragement or relationship focus is given.



LEADERSHIP STYLE



Your conversations...

1. **Alignment** (you lead) – setting clear expectations and goals.
2. **Directing** – giving clear guidance when competence is low.
3. **Coaching** – balancing direction and support to build competence.
4. **Supporting** – listening, encouraging, empowering.
5. **Delegating** – turning ownership over to the performer.
6. **One-on-One** (they lead) – regular connection to review progress and needs.

LEADERSHIP STYLE

Your 3 skills...

1

Goal Setting – Aligning on what needs to be done, when

2

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

3

Matching – Using a variety of leadership styles, comfortably, to provide individuals with what they need

ALIGNMENT





1

Goal Setting – Aligning on what needs to be done, when

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.

Get
aligned!



Goal Setting – Aligning on what needs to be done, when

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.

Tomorrow – deep dive in goal setting

**Get
aligned!**



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

Development Level is the combination of

Competence

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

understands
what and
how

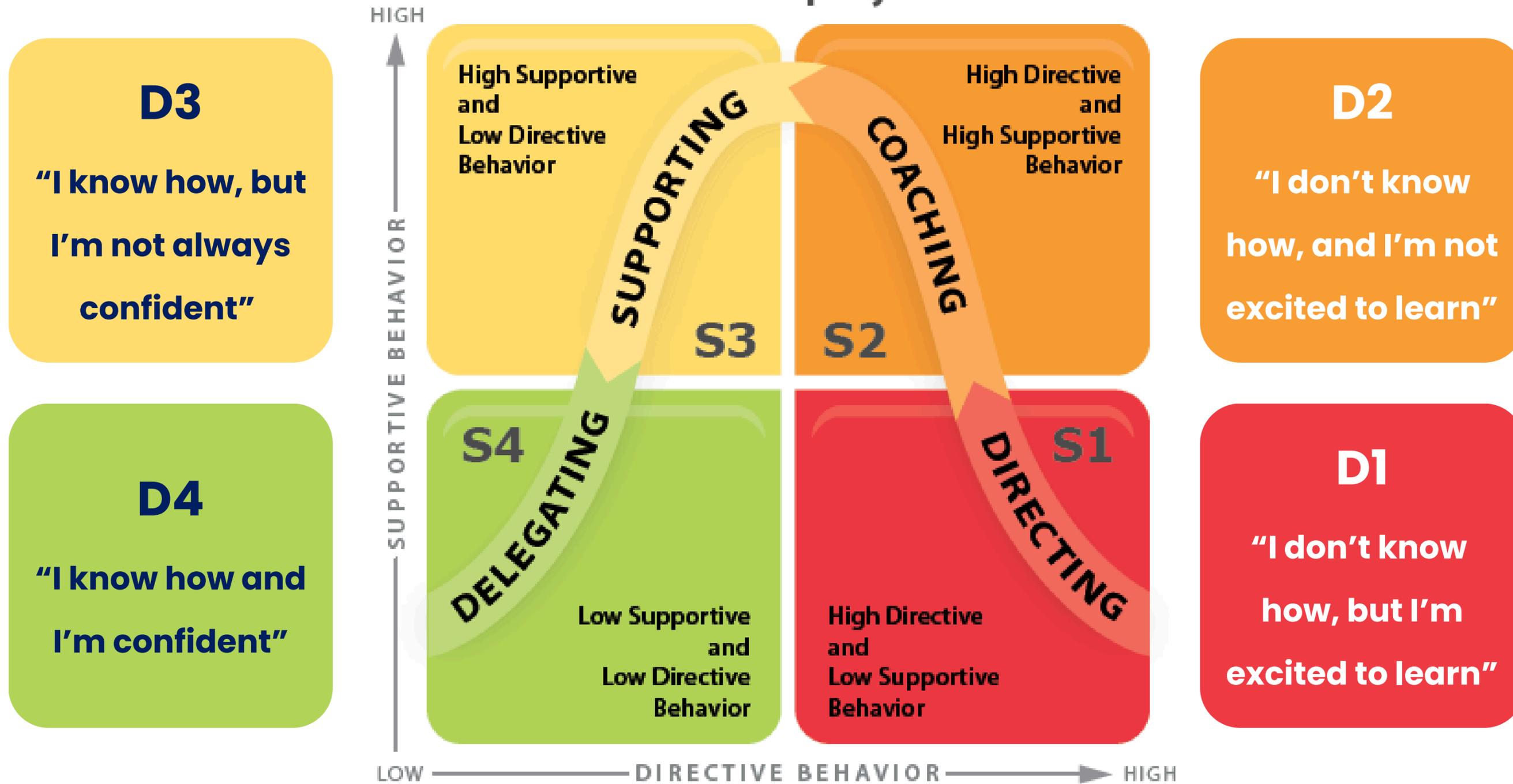
Commitment

Motivation
Confidence

Don't confuse commitment with competence!

THE SLII® MODEL

Leadership Styles



2

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

Variables to consider...

- Urgency
- Complexity
- Goal or task importance
- Cultural leadership style preferences
- Organizational leadership style preferences
- Competing priorities
- Other external factors

Recall a team member's current project...



**10
minutes**

Up next:
Skill 1-2 Practice

DEVELOPMENT Needs



D1

Low Competence

High Commitment

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

D2

Low to Some
Competence

Low Commitment

- 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

DEVELOPMENT Needs



D3

Moderate to High
Competence

Variable
Commitment

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

D4

High Competence

High Commitment

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

WHAT IS YOUR DEVELOPMENT STORY?

D4

“I know how and
I’m confident”

D3

“I know how, but
I’m not always
confident”

D2

“I don’t know how,
and I don’t care
to learn”

D1

“I don’t know
how, but I want
to learn”



**10
minutes**

Write your development story. Tomorrow you will teach your team the model using your story, so capture it now for your teach-back!



Why is it important
to move through the
four **Development
Levels** quickly?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 1

One of your team members has just been appointed to her first team leader position. She is excited about her new job and wants to begin setting goals with her people. Unfortunately, she has no formal management training and does not understand how to write SMART goals. Time is of the essence because yearly performance plans are due in three weeks.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 2

An individual contributor, who has worked for the organization for over five years and has been on your team for more than three years, has shown a great capacity for solving problems and pushing the team's thinking. His past performance has been better than average and, in fact, he was even considered for your job before you were promoted. In the three months that you have been the team leader, there has been a steady decline in his problem-solving ability. He is not contributing his problem-solving skills to the team.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 3

You manage a very professional, capable employee, who does most of her job well with little help from you. Unfortunately, there have been some recent instances of incorrect pricing that have reduced company profit. You feel that she does not know the new estimating process, since it was revised at the beginning of the year. Also, since she rushes to send price estimates to her customers, she does not allow time for you to review her proposals. She seems unconcerned with the impact she's having on profitability.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 4

Your work team handles all social media campaigns for the company. The team has just been assigned a new member. He does not totally understand how to do many of his assignments because he's new and isn't familiar with the company's strategy, brands, or culture. But he tries hard to complete the work he's assigned and wishes he could contribute his social media experience more quickly. He is a determined learner and has come to you asking for advice about how to make a difference sooner.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 5

A new online tool that assists virtual teams has just been introduced to your company to facilitate better meetings between field offices and the home office. One of your employees is reluctant to learn the new system, preferring to share documents via email and to use the phone rather than the web. She claims she does not have time to learn the new technology and still do her job. You have a very good understanding of the new tool, and you have explained the benefits and importance of using it to her. So far, your efforts have been ineffective. She continues to find excuses not to learn the new tool.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 6

As a result of some new company initiatives, the work flow has to be reorganized in one of the project teams in your department within the next month. Individuals on this project team have a history of working well together. The team leader has experience with reorganizing work flows and has made suggestions for needed changes in the past.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 7

A very capable person who works for you has demonstrated so much ability on an important project that you have asked her to make a presentation to a group of company executives who will be visiting next week. The presentation is very important for a new branding effort that the company is launching, and she has given several successful presentations about it already to her colleagues. Unfortunately, she seems to lack confidence about this upcoming presentation to the executives and makes frequent references to her nervousness about it.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 8

As a newly appointed manager at corporate headquarters, you are in charge of people who provide monthly information to other business units. You have received feedback from more experienced users in the business units that one of your people has a poor attitude toward customer service. This person has been with your support team for two years and knows the technical aspects of his job very well; however, he seems unable to answer the more complex questions that come from the more experienced users in the business units, and is apparently unconcerned that user complaints are on the rise.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 9

One of your experienced supervisors has no interest in the company's new performance management process introduced at the end of last year. He manages the performance of others well by setting clear goals and communicating priorities, and has good, trustful relationships with his team. He gives feedback on the fly, but seems unconcerned that his employees want more specific, frequent feedback and coaching about their performance during the year and in performance reviews. His feedback meetings haven't been scheduled, and he probably won't get his online talent assessments or interim performance reviews in on time.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



SKILL 2 PRACTICE

Competence

- Low/Some
- High

Commitment

- Low/Variable
- High

SLII Situation 10

One of your salespeople is excellent at completing his weekly sales reports and turning them in on time (10:00 a.m. on Mondays). He takes great pride in how thorough and organized he is. It is now Monday afternoon, and you have not received his report from the previous week. You know he is working today because you have seen some emails come in.

Diagnosing

1. What is the goal?
2. What is the individual's competence?
3. What is the individual's commitment?
4. What is the individual's development level on the goal?



LEADERSHIP STYLE: IN REALITY

Misalignment is the mismatch between what people need and what their leader provides



Employee Need	Leader Response	Impact
Low competence + high enthusiasm	Too much autonomy	Anxiety, mistakes, loss of confidence
High competence + low commitment	Over-direction	Frustration, disengagement
Developing competence + wavering confidence	Under-support	Doubt, stalled growth
Fully competent + committed	Micromanagement	Demotivation, turnover risk

LEADERSHIP STYLE

Resolving disagreements about development level



Reclarify the goal

1

Ask for “evidence” of demonstrated task knowledge and skills

2

Benchmark the person’s performance against exemplary performance

3

If there is still disagreement, go with the person’s perception of his or her development level with a shorter-than-normal timeline

4



LUNCH
BREAK!

**60
minutes**

Up next:

Matching and
Practicing Your
3 Skills

LEADERSHIP STYLE

3 Matching – Using a variety of leadership styles, comfortably, to provide individuals with what they need, when they need it.

Flexibility = The ability to use a variety of leadership styles, comfortably



LEADERSHIP BEHAVIORS – DIRECTIVE



1. Setting SMART goals
2. Showing and telling how
3. Establishing timelines
4. Identifying priorities
5. Clarifying roles
6. Developing action plans
7. Monitoring and tracking performance



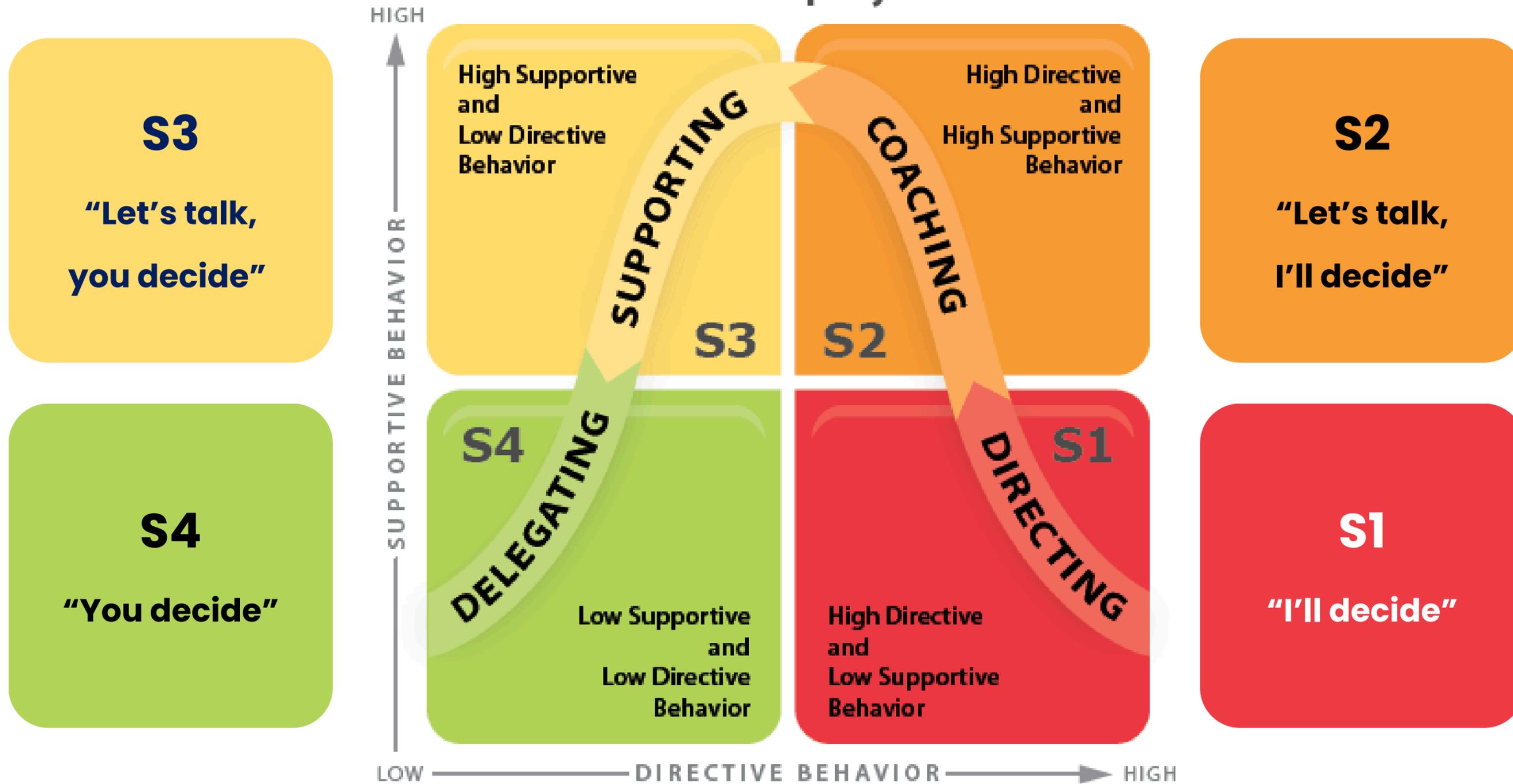
LEADERSHIP BEHAVIORS – SUPPORTIVE

1. Listening
2. Facilitating self-reliant problem solving
3. Asking for input
4. Providing rationale
5. Acknowledging and encouraging
6. Sharing information about the organization
7. Sharing information about self



LEADERSHIP STYLE - MATCHING

Leadership Styles



Low does not mean No

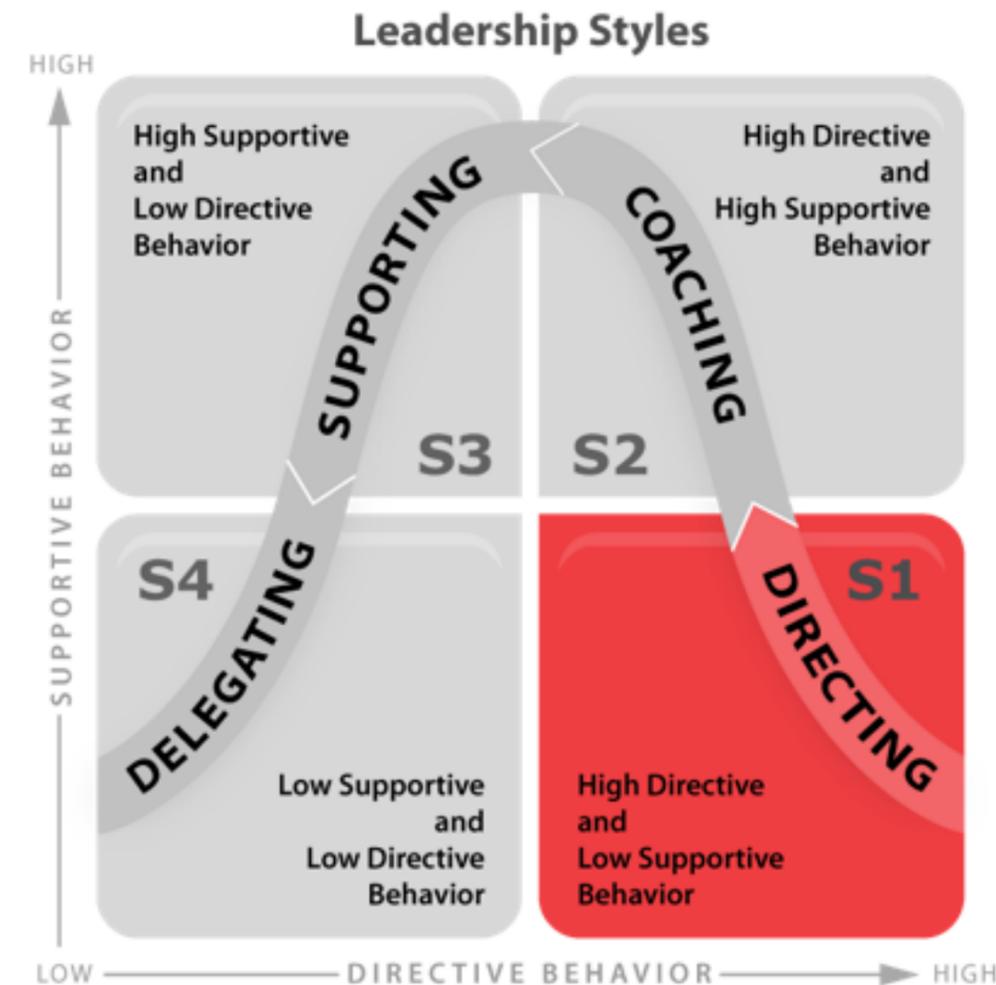
LEADERSHIP STYLE - INTENTIONS

S1

DIRECTING: Build competence

HOW

- Acknowledge transferable skills and/or commitment
- Give direction about what, how, and when
- Check in frequently



Low does not mean No

LEADERSHIP STYLE - INTENTIONS

S2

COACHING: Re-energize and reteach

HOW

- Explore concerns and encourage
- Explain why
- Redirect and reteach
- Involve in problem solving



Low does not mean No

LEADERSHIP STYLE - INTENTIONS

S3

SUPPORTING: Build confidence in competence

HOW

- Ask D3 for input about what and how
- Listen and encourage
- Facilitate problem solving by asking open-ended questions



Low does not mean No

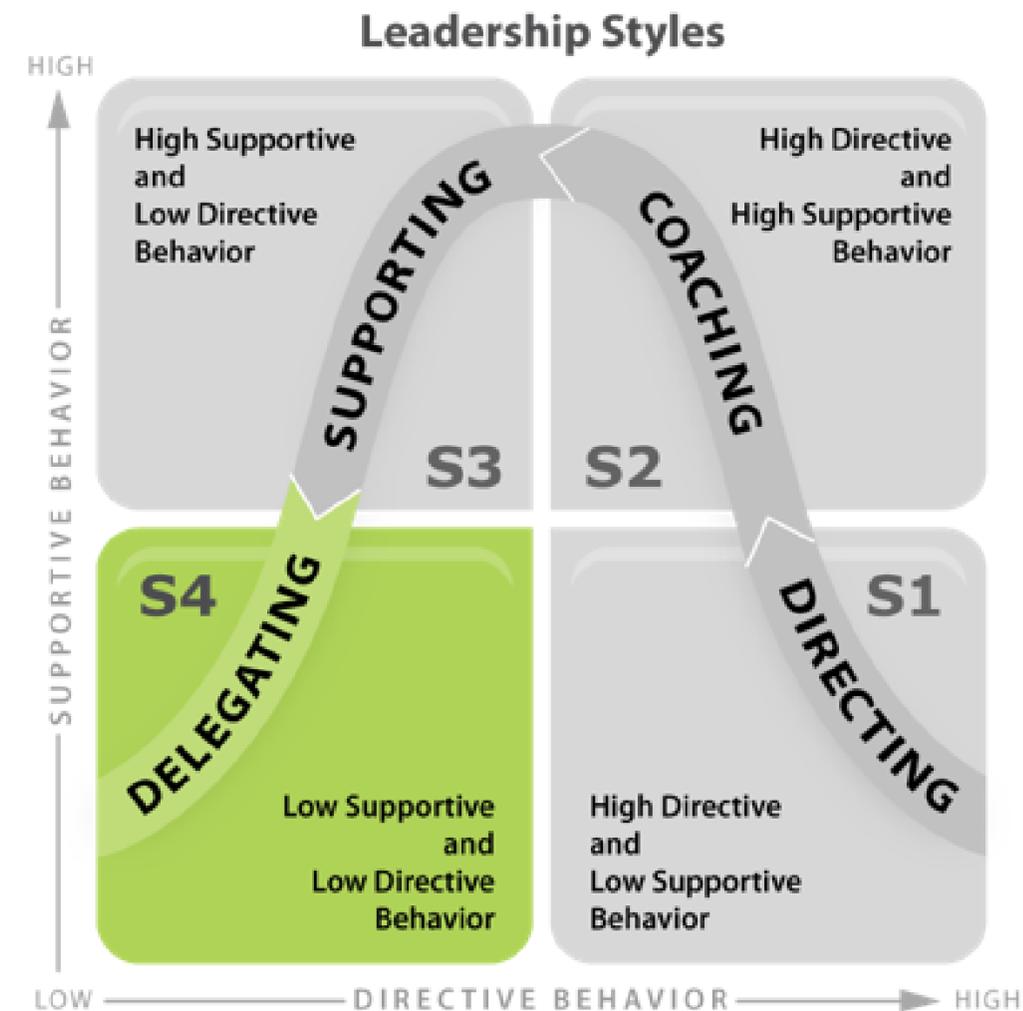
LEADERSHIP STYLE - INTENTIONS

S4

DELEGATING: Value contribution

HOW

- Acknowledge expertise
- Support autonomy
- Invite innovation and ongoing learning



Low does not mean No

3 CHOICES

MATCH

OVERSUPERVISE

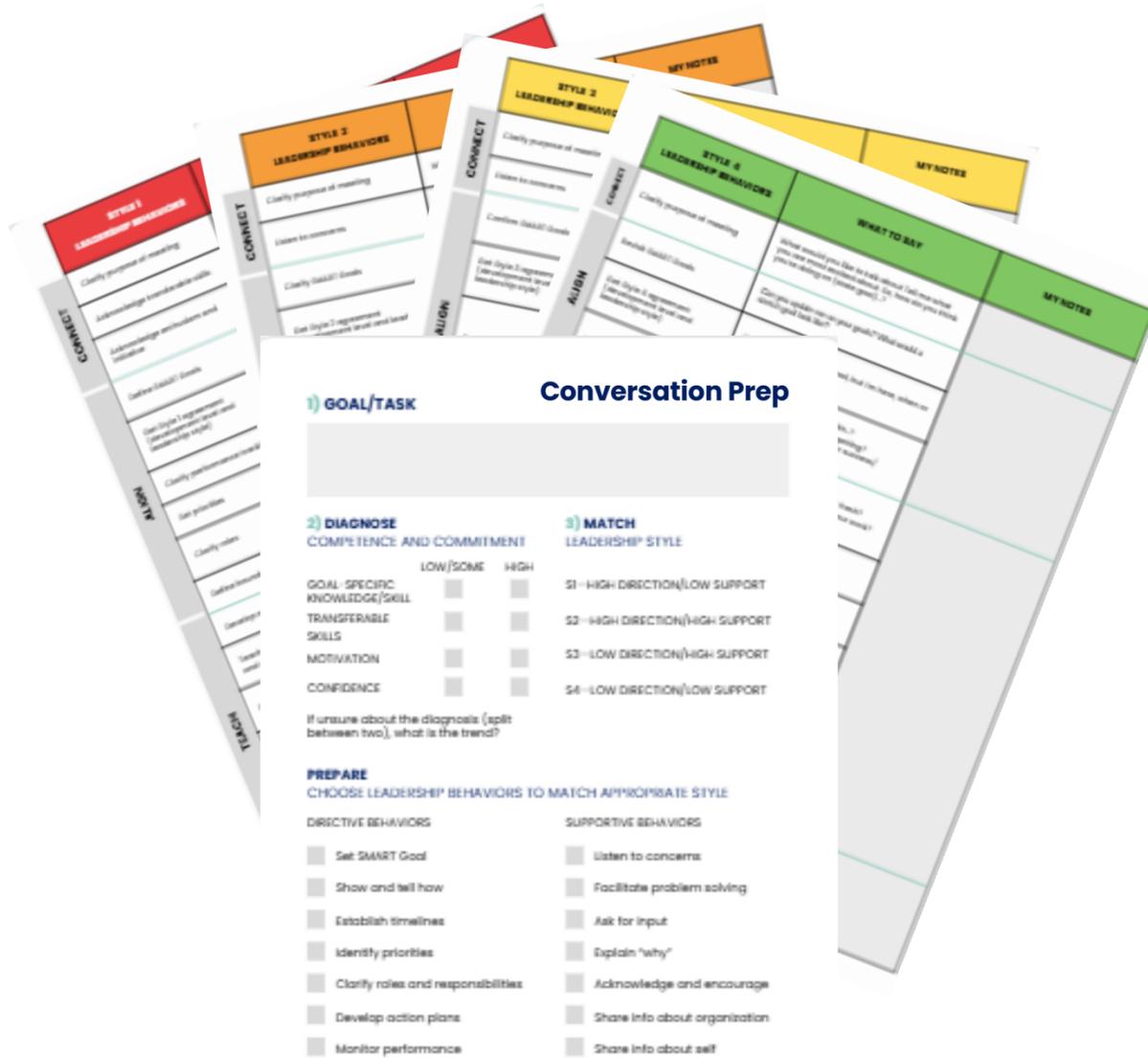
UNDERSUPERVISE

LEADERSHIP STYLE - INTENTIONS



Build commitment, communicate better, establish trust

LEADERSHIP STYLE - PRACTICE



- Start with identifying a person and a goal/task that you want to move forward. Write a SMART goal.
- Diagnose their development level for **that goal/task** according to what you know and have observed.
- Select the matching leadership style and identify some of the behaviors you want to display in your conversation.
- Use the corresponding conversation style worksheet to script your approach.

20
minutes

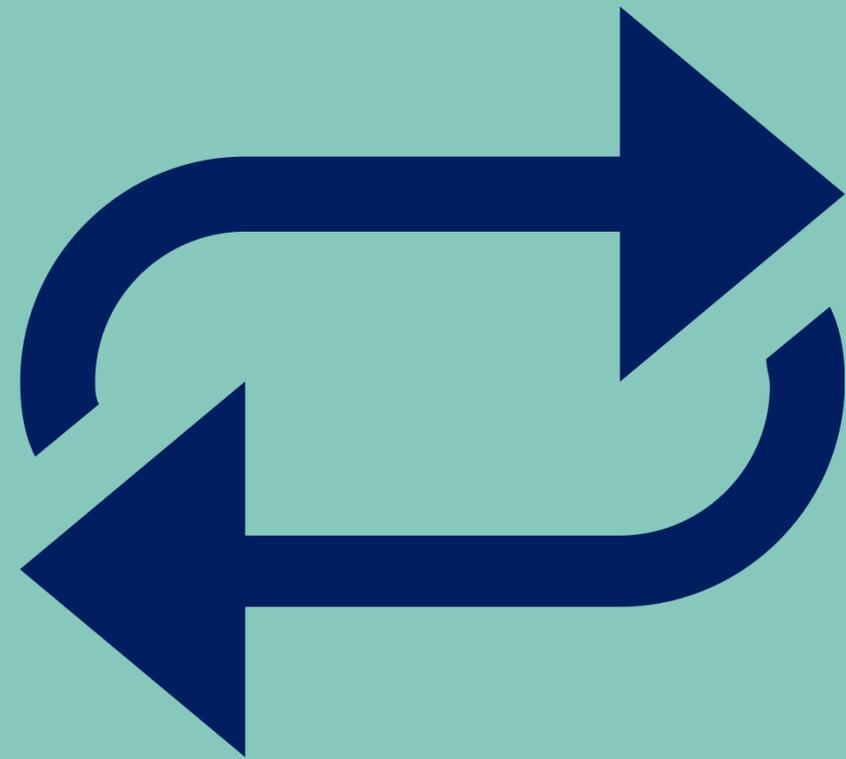


**10
minutes**

Up next:

Feedback &
Feed Forward

FEEDBACK AND



FORWARD

FEEDBACK AND FORWARD

This interactive session will help you:

- Strengthen your feedback and coaching skills through SBI
- Choose to incorporate Feed Forward that focuses on growth
- Blend your SLII skills with your feedback to adapt your approach based on readiness

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

Feedback = Data for Growth

This is about conversation, not correction



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

Feedback = Data for Growth

This is about conversation, not correction

A large, stylized white letter 'S' with a teal outline and a hand-drawn, sketchy texture, set against a dark blue rounded square background.

SITUATION

WHERE AND WHEN IT
HAPPENED

A large, stylized white letter 'B' with a teal outline and a hand-drawn, sketchy texture, set against a dark blue rounded square background.

BEHAVIOR

WHAT THE PERSON DID
(OBSERVED, NOT
INTERPRETED)

A large, stylized white letter 'I' with a teal outline and a hand-drawn, sketchy texture, set against a dark blue rounded square background.

IMPACT

HELPS RECEIVER
UNDERSTAND IMPACT-
ON YOU, THE TEAM, OR
RESULTS-NOT INTENT

FEEDBACK AND FORWARD



*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).



Practice



(back of sheet)

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.

Practice

FEEDBACK AND FORWARD



1. Now, think of a recent situation with a team member where you wanted to give feedback – positive or constructive. Prepare using your worksheet.
2. Review the SLII® connection handout to really ensure your feedback lands appropriately.
3. Then prepare a Feed Forward to reframe your feedback for the future on the back of the handout.



10
minutes

FEEDBACK AND FORWARD



Roles (rotate every 10 minutes)

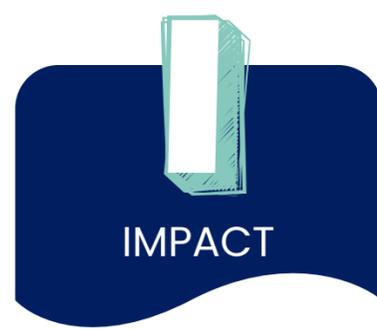
- **Speaker** – Gives feedback using SBI, then reframes as Feed Forward.
- **Receiver** – Listens actively, paraphrases what they heard, shares one takeaway.
- **Observer** – Notes clarity, tone, and emotional response; gives meta-feedback.

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
minute
Practice

FEEDBACK AND FORWARD



Key takeaways

- Normalize feedback being uncomfortable—we're building muscle memory for clarity, not comfort
- Use both positive and developmental feedback, SBI is a balancing tool
- Feed Forward moves towards future success
- Language matters

What are YOUR takeaways?



SBI makes feedback objective, actionable, and safe — it's the foundation for every effective Feed Forward conversation.

ABOUT THE TEAM MEETING

Tonight: Refine your development story, feedback and feed forward

Tomorrow for everyone...

- I will teach SLII® as **Self Leadership** that will empower them to self-diagnose and request the leadership style they need – **this is an accountability model.**
- **You will teach** the development level portion with your development story.
- You will also act as the first observer in the feedback/forward activity in your group to model how it is done.
- Feel free to pull me aside to help you refine your story and/or feedback/forward if needed.



End of Leadership Intensive