

# **Leadership Curriculum**

018968

# Exploring the Dynamics & Principles of Effective Leadership

*Greetings & Salutations from the Regional Field Coordinators from NIC's "Great Western Region." Thanks for your interest in this training package. This note is intended to help you assemble the multiple files that make up the curriculum... and to ask a favor in return.*

**THE FAVOR:** More than a little work went into the development of this curriculum and we'd like to track its implementation outside of our regional effort. If you like the program and choose to use it, please just drop a quick note to John Eggers, NIC Correctional Program Specialist ([jeggers@bop.gov](mailto:jeggers@bop.gov)) or "PJ" Braun, our Alumni consultant ([pjbraun@doc1.wa.gov](mailto:pjbraun@doc1.wa.gov)) to let us know when & where it was offered and how many folks actually attended. We're interested in tracking the "ripple effect" of our curriculum design efforts for the first year or so.

**CURRICULUM MATERIALS:** The total curriculum package consists of PowerPoint and Word documents. In order to use the package you'll need to be able to read these files. If your agency uses Corel software and you can't access the electronic files, contact "PJ" Braun and we can discuss getting you a "hard copy" of the curriculum package.

**Lesson plan:** The lesson plan consists of a three page cover document (ED&PEL\_Lplan cover.doc) that outlines the basic information about the training; followed by 22 pages of instructor notes. To print these pages you need to print the "speaker note" view of the PowerPoint file (Lplan\_ED&PEL.ppt). NOTE: the default print option in PowerPoint is set for slides, but that won't get you the pages you need.

**Participant Handout:** The participant handout runs a total of 32 pages that come from multiple documents. The first of which is a PowerPoint file that consists of the cover and additional notes page (cvr\_ED&PEL.ppt). The additional files you'll need to print are: 1) ED&PEL\_handout.doc, 2) Leadership Challenge & Eval form.doc, 3) Action Plan Worksheet.doc, and 4) Action Plan Presentation Guide.doc

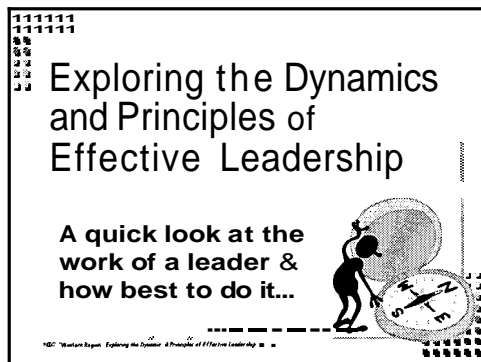
**"Recipe" for assembling the 32 one-sided 'print-masters' for the participant handout:**

- ☞ First, take the cover and first page of the cvr\_ED&PEL.ppt file (save the remaining two "additional note taking sheets" for later use.
- ☞ Print/insert five pages of the "3-to-a page" thumbnails of the following slides (#2,3,5,7-11,14-18, 20 & 22) from Lplan\_ED&PEL.ppt
- ☞ Print/insert the 17 pages of the ED&PEL\_handout.doc
- ☞ Print/insert the two pages of the Action Plan Worksheet.doc
- ☞ Print/insert the two pages of the Action Plan Presentation Guide.doc
- ☞ Print the two pages of the Leadership Challenge & Eval form.doc but first insert the two note taking sheets between these two pages

When you print these 32 pages front-to-back and staple them at the top left, you'll have a trim 16 page handout with the evaluation sheet face up when you turn the handout over.

## **MISCELLANEOUS:**

- ☞ We've also provided a copy of the *Washington State DOC Leaders'zip Competencies*, since we refer to them in the handout and people are frequently interested. We don't automatically include them with the handout, but have copies available or agree to send them later, since so far every class has asked for a copy.
- ☞ The other document in the set of files is a "bookmark" template. We make laminated bookmarks (to reward folks who do the additional "Leadership Challenge".) Contact "PJ" if you want more information on how to do this inexpensive "added touch."



## Instructor Notes

### **Initial "Icebreaker"**

**Ask** them to think of someone they think was/is an effective leader. When they have a person in mind, **ask** them to write a list of characteristics (e.g., things that person did) that led them to identify her/him as an effective leader. **Give them 3-4 minutes to write, then capture an overall class list of characteristics on a wall chart... make sure no one dominates the creation of the list. Add yours only if there is an obvious omission.**

When you're done you can affirm the reality that they obviously know effective leadership when they see it... that this list paints a great picture. **Ask** them if a leader has to have ALL of these characteristics to be effective... **[NO]**

MINI-ASSESSMENT: Tell them to use the inside of their handout cover to draw two lines. Label them with the number one on one end, five on the other. **Ask** them to mark on one line *where they are now on this scale* (1 = few & 5 = most of the characteristics)

Then **ask** them to assess *what level is needed where they are right now.*

**STRESS... They don't have to share this with anyone; what's important is that they capture the insights now & maybe use them when they do their action plan**

**Instructor Introductions...** trainers briefly introduce themselves with relevant training & experience related to this topic. The goal of this is to establish some initial credibility with participants... while demystifying the topic → (let them know participant intro's will be done shortly... so they'll get to know who else is in the room.)

**Establish the learning SET...** begin with "*initial icebreaker*" to see what they already know about effective leadership; use outputs to set the stage for what we're going to be covering during the two-days of the workshop

**GROUND RULES:** show/discuss CHESS metaphor (*slide#2*) & discuss any site-specific logistical issues, such as listed below:

- ☞ *break (frequency and timely return) policy*
- ☞ *location of refreshments, rest rooms, smoking area, etc.*
- ☞ *how they can be reached in an emergency... along with a request that they turn off their cell phones/pagers, or at least turn them to silent mode*
- ☞ *emergency evaluation route/procedures*

**ASSESSMENT:** Let participants know they ultimately are/will be **evaluated** by their work place behavior, what they say & do when they return to their unit and implement their personal action plan.

**"For what it's worth..."** we'll be looking at **their contributions to discussions & group activities** ... particularly the preparation & presentation of their action plan. *But we'll be looking at that as a measure of how effective we've been in presenting the concepts & tools.*

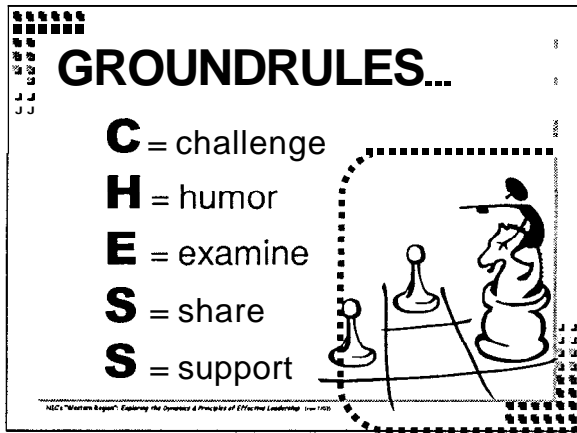
**Let them know that during the workshop, we'll be taking time to ask them for specific feedback on "what worked" & "what still needs work"... so we can refine the training.**

*Refer them to final page of handout for taking notes as things happen. If they have questions/concerns, ask them to let us know, so we can make adjustments to meet their needs.*

*Refer them to the "LEADERSHIP Challenge" activity [page #A-5] in back of their handout... explain how it works & encourage them to complete it as "homework" or on breaks. It's not mandatory, but we'll review them as another way of looking at what we've learned.*

**Now move to address workshop objectives (slide #3)**

## Instructor Notes



As the chess player emerges, introduce the **CHES** "game"/acronym & invite them to use these "ground-rules" in our workshop

**KEY:** it's not about confrontation or forced change.

*Doing this can give us a chance to explore the both the presence & value of diversity, i. e., those differences in perspective we hold (whether based on age, gender, race, education, philosophy, etc.), which is **CRITICAL** for effective leadership in today's changing workplace. (invite them to surface examples too!)*

H can also be "have fun"

**NOTE:** some folks have reacted negatively to being told to have fun

It's okay to disagree... just do it in a way that allows the other person to maintain his/per point of view, if they choose.

*Encouraging a diversity of perspective is trait of a strong leader & it leads to more effective teams.*

**SOURCE:** Mark Bernstein (mjberns@Udel.edu), training coordinator at the University of Delaware Center for Disability studies, Newark [302/831-3458]. First appeared in the March 2003 issue of Creative Training Techniques (Lakewood Publications, Mpls, MN).

*Briefly touch on each letter of the model, highlighting the information below/right... adding personal touches as/if needed.*

**C = challenge.** "I let them know that I will/may challenge their knowledge, beliefs, and values... and that I expect them to challenge me in return." -- Intent in "challenge" = chance to clarify

**H = humor.** "Any training session, no matter how relevant will suffer if it is not conducted in an atmosphere of fun & celebration." -- just don't use humor at the expense of others

**E = examine.** "The joy of learning is not just receiving information, but thoroughly examining it, chewing on it, & relating it to your world."

*1st check to see if they know the definition of an oxymoron*

**"passive learning" = oxymoron**

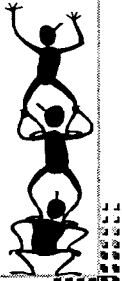
**S = share.** "Sharing yourself and your ideas is an essential part of any successful training experience. Benefit from the training session is directly proportionate to the degree to which you become involved." -- **Learning is a shared responsibility!!**

**S = support.** "If I expect participants to share freely, they must know that they will do so in an atmosphere of support & respect for the ideas and opinions of everyone."

**NOTE:** Bernstein asks participants to follow these ground rules throughout the training experience. He reminds them periodically (or when they "slip") "by inviting them to continue to play 'CHES.'"

## Workshop Outcomes...

1. Identify the principles of effective leadership and opportunities to apply them in your current position.
2. Identify strategies to address "real world" challenges to your success as a leader.
3. Develop a personal leadership action plan to guide "next steps" in your development as a leader.



**NOTE;** the *hyperlink button in the lower right corner is used to return to final slide when doing workshop closure activities*

**TRANSITION/BRIDGE:** (suggested language) *"These are the PERFORMANCE outcomes/expectations we have of folks who complete this workshop.. with the ultimate goal of helping you become a better leader when you return to your organization and get an opportunity to practice what we'll discuss, learn/relearn."*

Briefly review each of these objectives... ensuring participants understand the "expectations" implied in each of these outcomes (and how they are interconnected)

**After reviewing the layout of their handout, provide a verbal overview of our AGENDA...**

**During the workshop we'll:**

- Clarify **WHAT** a leader does (i.e., the typical "work"),
- Look at what **RESEARCH** tells us are ten principles of effective leadership... information/guidelines that can help them do a better job addressing the "real world" challenges they face as a leader,
- Examine factors that can shape **HOW** they do their "work"; much of which falls into the identified interpersonal **DYNAMICS** of leadership (*What happens when we do or don't do certain things... or when we do them well?*)

Then we'll look at the **"SO WHAT"** of these explorations (*what meaningful insights surfaced; what did they learn/relearn... that might motivate them to change in order to be a better leader.*)

We'll also look at available **STRATEGIES & RESOURCES**, and finally the **"NOW WHAT"** implications... (*what do they actually want to do about what they learn/relearn during our time together? What to they see as the impacts on themselves & others... when they apply the information, mental models, and skill sets to their work as a leader?*)

After completing a verbal review of the agenda, briefly touch on 3 learning levels:

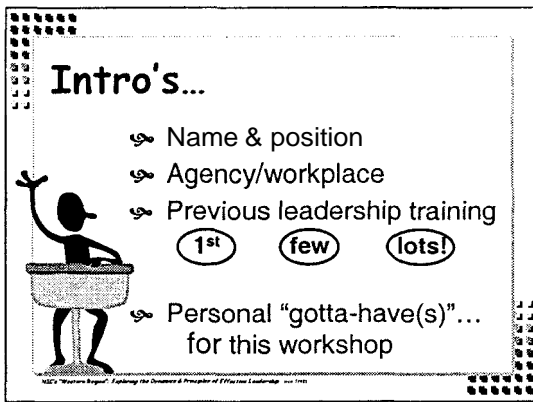
**HEAD...** *facts/data that we intellectually process*

**HEART...** *"mental models" & other beliefs that shape how we see our world and influence what we do or don't do*

**HANDS...** *practical skills for doing the work (with time to try them out)*

...of the three, the **"head stuff"** has the least staying power; the **"hands stuff"** the most... but it's also the most time consuming.

**Acknowledge that in two days we have together, we'll be doing some of each, but we believe that exploring the "heart stuff" can help leverage the learning... by giving us different ways of looking at our world, which can, in turn, help motivate us to implement changes we see as necessary in any of the three areas**



No "thumbnail" of this slide is included in the participant handout

## Instructor Notes

**TRANSITION/BRIDGE:** (suggested language) "Before we jump into the actual meat of the workshop, let's take a few minutes to get to know the rest of the folks who have joined us... and see what they bring to the party. Pay attention to their intros... you may be needing some of these folks later to get what you need!"

*Briefly touch on each of the intro items listed.. then "demo" what you want by having one of the instructor team do his/hers, following this model.*

**KEY POINTS:** (use your own words to ensure these are covered)

1. "Gotta-have" is a personal outcome measure each of us will use to determine if the time in the workshop was well spent.. . **what is it going to take for this to be a success; what are you going to need to get?**
2. Let folks know that we'll either tell them they're "gotta-have" won't be met (& why) or we will do our very best to use this information to tailor the training so that we can meet their needs/wants.

**CRITICAL REFERENCES:** → nothing new/additional

**OTHER THOUGHTS-TO-CONSIDER, TIPS, &/OR AVAILABLE RESOURCES:**  
→ nothing new/additional

Probable BREAK time

**Starting point= in clarifying your "gotta have", why did you sign up for this workshop?**

*What did you come looking for... based on the title, the flyer, or personal need?*

*Have them write down their "gotta-haves" on a post-it note after verbally sharing them.*

*Then ask them to turn them in at the first break. We'll post them on a wall chart.. . and ask them to pull them down whenever their "gotta have" as been met.*

*Our goal will be to get all of the post-its down by the end of the workshop. Before we end, we'll revisit the chart to see if we've met them (or at least pointed folks in the right direction)*

## Instructor Notes

*"Whatever lies at the center of who we claim to be is the primary source of our leadership. Leadership principles can be learned, however the practice of good consistent leadership comes from within."*

~ ANONYMOUS ~

**TRANSITION/BRIDGE:** (suggested language) "One of our operating principles as trainers of this curriculum is that we want to be up-front about our assumptions and beliefs. We'll continue to do so as we move along; this is the first of many. This quote captures our philosophy & is an indicator of our focus and what lies ahead during this workshop."

After giving them time to read it... **ASK:**  
**Reactions? What does this mean for you?**

**NOTE:** Be ready to offer your personal answers to these questions, but only after they've had a chance to do so.

*(e.g., the "energy source" for leadership = our values in action); if we expect to keep going like the "ENERGIZER BUNNY," we're going to need to be aware of our values and take consistent action guided by them*

**Belief:** *If we act in ways that are inconsistent with our values, we pay a cost... it drains us & our capacity to do what's needed.*

**TIP:** *Form small groups & have them designate a leader before showing the next slide... (directions for how to do this are on next page)*


**10 minutes**

**ACTIVITY DIRECTIONS...**

**1st...** Compare & contrast the work of supervisor/manager and a leader. What each does? How similar/different?

**2nd...** Can a person be a supervisor/manager without being a leader? [EXPLAIN]

Lastly, can a person be leader without being a supervisor/manager? [EXPLAIN]



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*No "thumbnail" of this slide is included in the participant handout*

## Instructor Notes

**NOTE:** Keep activity questions for posted during work group discussions & debrief.

**Transitional/bridging activity:** *(in small groups, given 8-10 minutes... discuss & prepare to share answers with large group.)*

**1st**-- Compare and contrast the work of a manager1 supervisor and that of a leader: What do they do? How are they similar & how different

**2nd**-- Can an individual be a supervisory/manager without being a leader? **[how so]** Can a person be a leader without being a supervisor/manager? **[how so]**

**Encourage them to use the chart paper to record some of their ideas... (it tends to help keep the report outs focused.)**

Debrief/discuss in large group... 10-15 minutes allocated.

**Do report outs for each part separately.**

After the first round of report outs, **ASK... How different were their answers. Any common threads between groups? Any surprises?**

After second round of report outs, **ASK... Did they come to some consensus? Any major disagreements? If so, what might be causing them? Any new insights or is this just a reminder of "stuff" they already knew?**

**Process tip:** Let them know that we're going to be moving into an activity; invite them to form into table groups. (5-7) **How they do this doesn't really matter. GEOGRAPHY can work (i.e., just team up with those sitting around them.)**

Then tell them each group needs a leader.

See if we have someone in each group is willing to volunteer to demonstrate their leadership skills.

If no volunteers, let them know we'll use the "point" system to designate the leader. *(i.e., I'll count to 3 and then each member of group will POINT to the person they want to be the leader.)* When done, see if each table has a leader. If not, repeat until they have one.

Once leaders have been selected, inform them that their role is to achieve the outcome.

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**After all of the discussion is done, inform the leaders they can do the report out or delegate it to another team member... it's their call.**



**Leadership basics... #1**

- Leadership, by definition, is an attempt to influence the behavior of another...  
*effective leaders make things happen!*
- Three KEY skills of effective leaders:
  - Understand past behavior & motivation of others
  - Predict future behavior of others
  - Direct, change, & control behavior & accept responsibility for influencing the behavior of others in reaching goals

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**Instructor Notes**

*"Leadership is a complex interpersonal phenomenon in which a leader and a group of followers act together and cooperate to accomplish a task."*

Kenneth E. Hamburger

*"All leadership is influence."*

John C. Maxwell

**BOTTOM-LINE:** *A person without vision/direction is just a wanderer (he/she is not a leader); a person without followers is just a dreamer (not a leader)*

*Leadership is not as much about ability as it is about responsibility; the willingness to accept the consequences of one's own actions (& the actions of those you direct,) even when things turn out badly.*

**TRANSITION/BRIDGE:** (suggested language) "Before we get too far into the WORK of a leader and you can use the principles of effective leadership to enhance the abilities as a leader, let's look at some basics."

*Briefly touch on each of the bullet items listed on the slide..  
adding personal touches" if/as needed*

**KEY POINTS:** (use your own words to ensure these are covered)

1. **Two distinguishing attributes of leaders: they are going somewhere and they take others with them.**

*No one can be a leader without followers.*  
The root of the word **lead** means "to go" -- the vision of the leader takes his/her followers somewhere.

2. Understanding & anticipating human behavior (*i.e., knowing what makes you and others "tick"*) is one key to success as a leader

3. Knowing what outcome(s) you're looking for (*i.e., being clear on what needs to happen & who needs to be involved*) is another element of success

4. The final key is **the courage to make the hard call** when not everyone agrees with you but you know you're right and "it" needs to happen.

**Probable BREAK time**

## Instructor Notes

### Leadership basics... #2

Focus = doing the right thing(s),  
with leadership **KEYS**:



- » **Gaining & sharing power**
- » **Generating ideas & energy**
- » **Moderating workplace tension**

**TRANSITION/BRIDGE:** (suggested language) "Leaders focus on getting the right things and preventing folks from doing the wrong things... Clark Aldrich says *'leadership is getting a group of people to productively complete the right work.'* In order to do this the leader needs to focus his energies in three particular areas."

*Briefly touch on each of the bullet items listed on the slide...*

*adding "personal touches" if/as needed*

**KEY POINTS:** (use your own words to ensure these are covered)

1. **POWER is not a dirty word...** in fact, we measure success by how & how well a leader uses the three major sources of power: **1) formal/positional authority, 2) informal/personal power, & 3) political influence.** *Leaders get things done by using all three.*

2. Generating ideas & energy happens when leaders help others focus on what's important (**including getting folks to see/agree to what they need to do**), what needs to be done better (**quality improvement**), or, in rough times, just assuring them things will get better.

3. To keep things productive, leaders must help moderate workplace dynamics... it can't be too loose/relaxed (**folks are hard to motivate**) or too tight (**folks focus on themselves and not the task at hand**).

A leader must know when to **"fire 'm up"** & when to **"calm 'm down"** -- **a full range of conflict resolution & motivation skills are critical to the leaders/teams success.**

**CRITICAL REFERENCE:** → Adapted from **"The New Core of Leadership"** by Clark Aldrich, which appeared in the March 2003 issue of **Training and Development**, (pages 33-37)

**"Power is nothing, if you can't turn it into influence."**

Condoleezza Rice  
[National Security Advisor under President George W. Bush; former President of Stanford University]

**KEY:** Make sure the group knows what we mean by the different sources/types of power

**Lead a LARGE GROUP discussion:**

What happens to a leader who lacks power (from any/all of the three major sources).. or the ability/willingness to use &/or share it?

**Lead a LARGE GROUP discussion:**


**1)** impacts on mission accomplishment and team development if the leader ignores workplace tension (+/-) or does it poorly. **2)** benefits if done well

■ **Both are real (THEY ARE) why don't some folks address these?**

# Instructor Notes

**Leadership Roles...**

- ☞ Direction Setter
- ☞ Change Agent
- ☞ Spokesperson
- ☞ Coach



SOURCE: "Visionary Leadership - Creating a Compelling Sense of Direction for Your Organization" -- Burt Nanus, Jossey-Bass, Publishers, San Francisco (1992)

**TRANSITION/BRIDGE:** (suggested language) "Now let's take a look at a model suggested by Burt Nanus to explain the four on-going roles of a leader; what he/she needs to do to be a success."

*Briefly touch on each of the roles.. laying them out on a 2x2 matrix [on a easel chart] created by a horizontal time continuum(current to future) and a vertical environment focus (internal to external) adding names to matrix as you discuss*

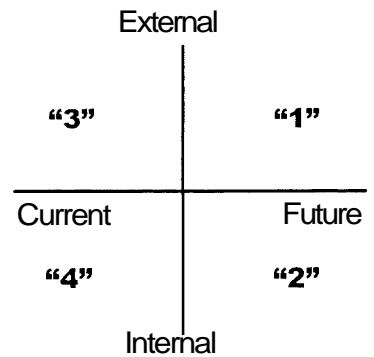
[Refer them to page #7 of their handout to follow along.]

**KEY POINTS:** (use your own words to ensure these are covered)

1. "Direction Setter" **(F/E)** -- the leader sets and articulates the vision (a target in the future, external environment toward which the organization should direct it's energies); sets a course that is recognized as real progress
2. "Change Agent" **(F/I)** -- the leader is responsible for catalyzing change in the internal environment; must be able to anticipate developments, assess their implications, create a sense of **urgency/priority** for change, & empower people to make the changes. (build **flexibility/risk** taking)
3. "Spokesperson" **(C/E)** -- chief advocate & negotiator for the organization & it's vision; builder of networks of external relationships to provide useful ideas, support, or information (leader = both the medium & the message)
4. "Coach" **(C/I)** -- team builder who empowers individuals & "lives the vision"; serves as mentor and example for those whose efforts are necessary for the vision to become a reality

**CRITICAL REFERENCE:** → "Visionary Leadership" -- Burt Nanus; Jossey-Bass Publishers, San Francisco (1992)

Probable Lunch BREAK time

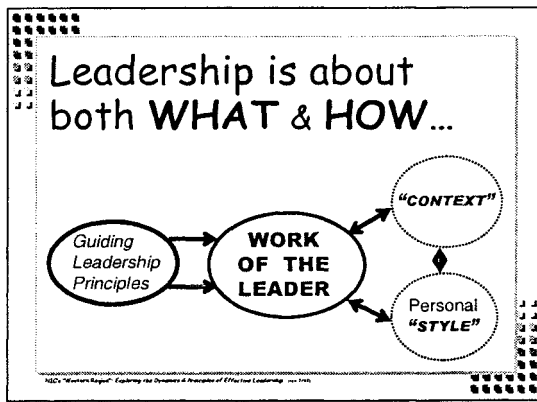


As leaders at any level in any organization, we all have an internal **focus** (*those areas under our immediate influence*) and an external **focus** (*where our "normal" world interfaces with something larger... & is not under our immediate control*)

All four roles are equally important... you need to excel at all of them to be a successful leader.

**KEY:** *It all starts with a clear vision of the future and the leaders' strategic & tactical moves to build the structure needed to make the vision happen*

## Instructor Notes



**TRANSITION/BRIDGE:** (suggested language) *"Effective leadership doesn't happen by accident.* This "mental model" reflects the four primary elements involved and how they interact with other elements. Our goal is to give you an opportunity to examine each of them and explore ways the leader's work is shaped by organizational/environmental context, the leader's preferences/style, and principles of leadership."

**THE GOAL IS TO INTRODUCE THE ELEMENTS OF MODEL & LOOK AT RELATIONSHIPS, NOT DELVE INTO CONTENT... that comes later!**

**KEY POINTS:** (use your own words to ensure these are covered)

1. **WORK** of the the leader is operationally defined as to *"get a group of people to effectively complete the right work."* [CLARK ALLRICH, 2002]; includes the leadership basics we just covered.
2. **CONTEXT** includes such shaping elements as mission of the organization, organizational culture, and external environment factors.
3. **Personal STYLE** includes such shaping elements as current skills, preferences, values, balance/wellness, and readiness.
4. **Guiding Leadership Principles** are what research has shown to yields optimal results when used to shape actions of the leader.

**CRITICAL REFERENCES:** → nothing new/additional

Point out the **"double-headed"** arrows in this model; each of the connected elements influences the other

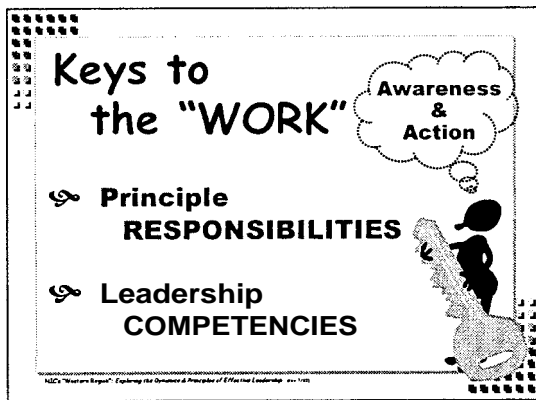
**ASK** them to discuss *in the large group* how this might/does happens:

1) how can/does the style of a leader influence context?

2) how can/does context influence the leaders' style?

*What about the other two way arrows?*

**One possible "answer":**  
*The corrections profession has a culture that draws people with a strong set of values re: right & wrong. There is often a "command & control" philosophy of leadership. This attraction and reinforcement makes it easier to succeed when the leader operates within these boundaries; and the "rub" that can exist for others seems to shape how many correctional leaders work. That being said, we've seen the impacts that a visionary leader can have within his/her system to effect positive change...*



## Instructor Notes

### **MINI-ACTIVITY:**

Have them to stay in the same table groups but select a new leader. Give them 10 minutes to discuss what they feel are the primary responsibilities of a leader. They should **be prepared to share & explain their answers to the large group.**

*KEY: Before starting this process, make sure there is agreement as to what a responsibility is.*

When doing report outs, have each group, in turn, share one of their answers (*one that has not been already identified*)... when all responses are captured, briefly review the list to see if there are any major omissions.

Then ask them to return to their table groups & identify the top 4-5 (key) responsibilities of a leader **AND** why they think so. Give them 5-8 minutes in small group to do this... then have them **do a report out to the large group.**

**POSSIBLE "SCALE" for KEY RESPONSIBILITIES:** *What are the impacts if done well? If done poorly?*

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*Info on Leadership COMPETENCIES is included on page 8 of their handout, along with a sample set adopted by Washington state DOC. Review them & invite folks to assess where they see themselves in each of these 14 (like they did earlier with the leader characteristics)*

**TRANSITION/BRIDGE:** (suggested language) "As we begin to focus on work of the leader, he/she needs to be clear on his/her primary responsibilities and the skill sets he/she needs to be successful. The thrust is on individual AWARENESS... and then necessary ACTION."

**KEY POINTS:** (use your own words to ensure these are covered)

1. Leadership characteristics discussed earlier may be showcased in areas of primary responsibility.

✓ **Typically identified key responsibilities include, but are not limited to:** [*this list is for the instructors use, it's not meant to be THE absolute list.*]

*Feel free to reframe/clarify, if necessary, when they do their initial report outs, but don't force the need to force these five if their final lists cover the basics.. let them showcase their combined knowledge.*

- a) **CREATING & COMMUNICATING THE VISION,**
- b) **CREATING/SHAPING THE ORGANIZATION,**
- c) **LEVERAGING KNOWLEDGE & OTHER RESOURCES,**
- d) **MOTIVATING THE TEAM & TEAM MEMBERS,**
- e) **MENTORING & COACHING TO ENHANCE PERFORMANCE &**
- f) **PRODUCING RESULTS/GETTING THE RIGHT WORK DONE**

2. **Competencies are clusters of related knowledge, attitudes and skills** that: **a)** affect major part of one's job (*i.e., one or more key roles or responsibilities*), **b)** correlate with performance on the job, **c)** can be measured against well-accepted standards, and **d)** can be improved via training and development.

3. There is **no one universally accepted set of leadership competencies...** they can/do vary from one organization to another (*for those who have taken the effort to identify them.*) But there **ARE** a lot of similarities when you compare lists!

**AVAILABLE RESOURCES:** → *"just in case," have a copy of the full set of WSDOC leadership competencies exemplars available to examine*

**Probable BREAK time = before looking at competencies**


**30 minutes**

**ACTIVITY DIRECTIONS...**

**Part 1:** What would it look like if the leader was applying this principle?

**Part 2:** What might be some positive gains to team relationships & unit productivity?

**Part 3:** What challenges might the leader face when using this principle to shape his/her work as a leader?



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No "thumbnail" of this slide is included in the participant handout

## Instructor Notes

**Keep this slide on... or post these directions where they will be clearly visible... during the entire activity, including report outs and debrief.**

~ ~ ~

Use a partial deck of cards (ace through ten: to randomize the assignments after the leader is selected... let the leader draw a card until all of the principles have been assigned (one or two to each group)...

NOTE: ■ there is a "left-over"; you take the remaining card and facilitate the process with the large group.

Doing this covers the content while giving workshop participants an example of what you're looking for from their small group work.

Before showing this slide, direct participants to the list of principles on **page 9** of their handout. Acknowledge this list is not comprehensive, but it does reflect what current research into effective management has shown makes a difference.

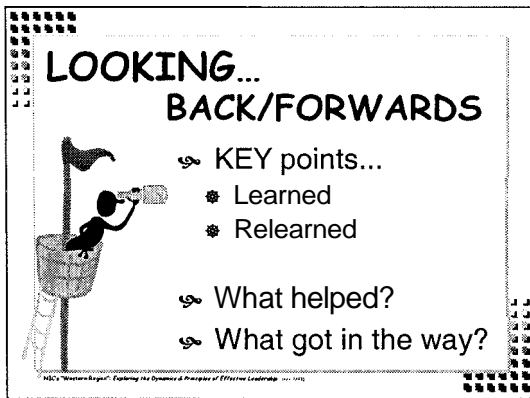
*Direct them to create **NEW** smallgroups. Have them count off (by numbers or by other designators, like "animal groups.") Keep this moving, but make sure they're in new groups and have selected a group leader before proceeding with directions,*

*In smallgroups, they have 30 minutes to: a) discuss these questions for each of the principles assigned to them, b) identify a spokesperson, and c) prepare for a short (4-5 minute) report out to the large group... encouraging them to write out the key points of their report to help keep focused (They need to be prepared to respond to questions.)*

KEY POINTS for facilitating the presentation/debrief:

1. Stress during exercise SETUP: **their behavioral examples in part one need to be clear & readily identifiable.** Ensure they do it in their report out.
2. Encourage the large group to help ensure that folks don't cut corners on their presentation... press each other to be clear in our messaging.
3. Point out the **"SOMETHING TO THINK ABOUT"** questions in their handout (page 9). You/they don't need to have an answer now... just think about it.

Probable End-of-First Day



## Instructor Notes

### **MID-WORKSHOP FEEDBACK SESSION:**

**STRESS** that you're asking for their feedback so future sessions will be better... *the more specific, the better.*

*Let them know they won't be hurting your feelings... except if they refuse to provide feedback.*

A quick way to do this is to post a single sheet of paper on the wall. Then draw a line down the middle to create two columns [one labeled "pluses" -- the other labeled "wishes"]

The first column is for those aspects of the workshop they liked... the second column is for those things they wished had been different (*more of, less of, or just delivered differently.*)

*Take time to capture their reactions to the workshop on chart paper... press them, if necessary, to get assessments in both columns.*

*FYI... One reason for doing it at the start of the day is that frequently they're focused on getting on the road at the end of the workshop*

Welcome them back. .. invite them to turn to one of the note-taking sheets of paper in their handout. Then invite them to think back to yesterday and what we covered. Ask them to write down what were the KEY points they learned/relearned yesterday.

Give them 4-5 minutes to capture their thoughts... & then ask for volunteers to share with the large group. Use the conversation to conduct a recap of the first day... while setting the stage for today's remaining materials.

### **Take a few moments to capture their 1<sup>st</sup> day feedback before moving into the remainder of the workshop...**

~~~~~

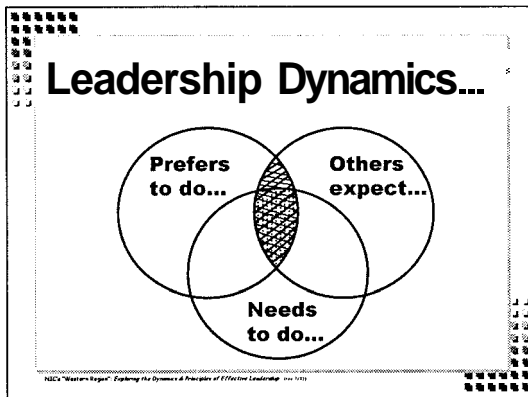
ASK how many of the folks completed their "Leadership Challenge" worksheet. Invite them to post any completed sheets (without names) on one of the side walls. Encourage the class to conduct a "gallery walk"... i.e., wander by and read the sheets of paper during today's breaks. Ask those who haven't completed theirs yet to do so during the day.

*At the end of the day (on the final break), once everyone has had a chance to read them all, ask them to identify their favorite three (by marking with "check marks" on a 3x5 post-it note placed below each of the sheets.*

If possible it might be nice to have a small prize for the top "VOTE-GETTERS"... (such as a laminated "Leadership Challenge" bookmark)... but make sure you acknowledge the effort that went into creating all of them. Acknowledge the reality that we don't always recognize some wisdom until we're ready... so the top "VOTE-GETTERS" today might not ultimately be the "best".

Encourage them to keep at it; this is a journey, not a destination. Have folks collect their submissions... with applause from all.

## Instructor Notes



**TRANSITION/BRIDGE:** (suggested language) "One part of the title of our workshop is *exploring the dynamics of effective leadership*. We define dynamics as the *creative tensions created when there is a difference between how a leader acts & how others expect him/her to be acting.. &/or how he/she prefers to act.. & what action(s) would be most effective*. Let's take a closer look at this model"

*Briefly touch on each segment of the diagram.. adding "personal touches" if/as needed*

**KEY POINTS:** (use your own words to ensure these are covered)

1. Leadership dynamics are situational... they ebb & flow; linked to decisions a leader makes/fails to make
2. In a "perfect world", there would be very close alignment (significant overlapping) of all three circles... we'd do/want to do what we need to do and it would fit with what's expected by others.
3. To grow as a leader, we need to be able to spot when/how/where we aren't in alignment **AND** what is/might be causing it... so we can make adjustments **(or prepare to better deal with the resulting dynamics)**

**CRITICAL REFERENCES:** D) nothing new/additional

**OTHER THOUGHTS-TO-CONSIDER, TIPS, &/OR AVAILABLE RESOURCES:**

→ nothing new/additional

Probable BREAK time

### RECAP/DEBRIEF

questions:

*Reactions to this model? Does it make sense? Is it useful? If so, how?*

### SMALL GROUP

*discussion (facilitated by current leader, followed by sharing with large group): Are there differences in this model if we're leading people who are different from us [age, gender, race, education, philosophy, etc.]? If so, what are they and how do effective leaders deal with them?*

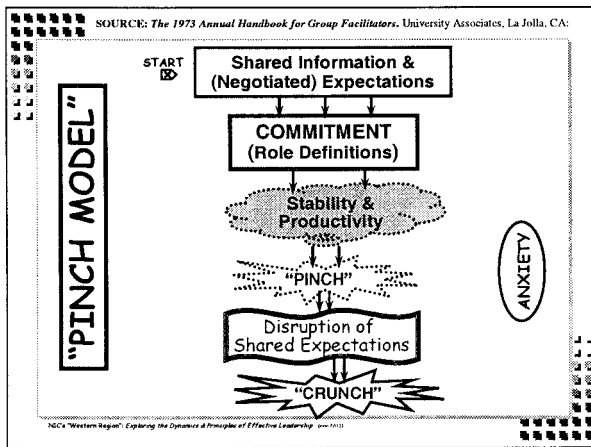
### PREMISE:

☞ **AWARENESS...** *if I know what to look for, I can often see it, and then I can take*

☞ **ACTION...** *I can't do what's necessary if I'm clueless*



# Instructor Notes



Also known as the *Sherwood & Glidewell MODEL FOR PLANNED RENEGOTIATION...* Sherwood, J.J., & Glidewell, J.C. (1973). "Planned Renegotiation: A norm-setting OD intervention" in *The 1973 Annual Handbook for Group Facilitators* (pp. 195-202); J.E. Jones & J.W. Pfeiffer (Editors.), La Jolla, CA: University Associates.

**TRANSITION/BRIDGE:** (suggested language) *"As we've gone along we've repeatedly addressed how much of the work of the leader is addressed through the relationships with his/her followers. When a leader and followers share a common vision they become partners in a journey. Let's take some time to look at a proven model for diagnosing & sustaining these type of meaningful relationships."*

To introduce the model... start at the top where we begin with information sharing. **A convenient way of exploring the model is to look at a NEW personal relationship... have them think of a time they started a new partnership.** **KEY:** Model works... as long as both parties want/need the relationship to exist. In one-sided power relationships, the expectations may not be negotiated... but the model can still work.

As we share information, we begin to define the relationship and what each of us will do within it. Unfortunately, we don't always discuss the expectations explicitly. But that does not keep the role definitions (realistic or not) from forming. At some point, after a period of stability (**which reinforces our implicit assumption that the roles/expectations we have are real & accurately defined**) something will happen that doesn't fit with our expectations. This is called a **PINCH point... things get uncomfortable, but not extremely painful**

If not addressed immediately... this disruption to previously shared expectations can/will quickly lead to a **CRUNCH point (i.e., a critical questioning of expectations)** which creates anxiety for every one involved. {Draw arrow from CRUNCH to ANXIETY.}

At this point we have **THREE CHOICES** of action: 1) terminate the relationship, 2) return to the way things used to be [aka "kiss & make up"], or 3) renegotiate the context of the relationship.

{show this by drawing 3 arrows out of ANXIETY : **1**) goes to the edge of slide where you write the word terminate, **2**) goes back to box labeled COMMITMENT, 3) goes to box labeled SHARED INFORMATION}

**Point out the alternative:** If we can agree ahead of time to "call the PINCH" -- we can plan to re-negotiate early. {Draw arrow from PINCH to box labeled SHARED INFORMATION}

## EMPHASIS POINT:

*"Calling the PINCH" reflects a shared commitment to keep the relationship alive/dynamic by addressing issues as they occur rather than wait until things are "going to hell in a hand basket."... something that is essential to a viable partnership!*

## MINI-ACTIVITY:

After completing this review of the PINCH model, refer them to **page 10** in their handout for info on building relationships.


In **SMALL GROUPS**, they have 10-12 minutes to discuss this model, the previous leadership dynamics model and the building of relationships information as it effects their performance as leaders.

**Report out: KEY insights discussed**

## Instructor Notes

**"So What... "**

- ☞ Conduct a personal "reality check"
  - \* "What's working?"
  - \* "What still needs work?"
- ☞ What are you going to work on first/next?



NBC "Western Region" -- Exploring the Dynamics & Principles of Effective Leadership (7/2003)

**TRANSITION/BRIDGE:** (suggested language) "We've had a chance to look at the various elements of the work of a leader. We've also explored the how using the principles of effective leadership can impact how well we perform and how they might impact the interpersonal dynamics between you and your followers. Now is the time to look at what might need to change (more of, less of, or just done differently) for you to improve as a leader."

*Briefly touch on each of the bullet items listed on the slide...  
adding "personal touches" if/as needed*

**KEY POINTS:** (use your own words to ensure these are covered)

1. **Leaders don't fib to themselves** -- they need to be candid about their strengths & areas needing improvement; this is their personal "reality check"
2. **STRESS... bite off only what you can chew.**  
If they try to do too much, it's probable they will end up doing little/nothing. It's better to work on one or two issues and experience success (which can motivate them for additional action planning.)
3. **KEY:** Focus of action plan is personal leadership development... with some amount of risk taking. We are not looking at solving workplace problems with this activity... although it might happen as a result.

**BREAK time... individually taken during activity**

### **MINI-ACTIVITY:**

**ASK** them to move back into their small group (5-7) & select a leader.

**Based on what was learned/relearned in workshop, complete a INDIVIDUAL ACTIVITY (total of 15 minutes is allotted) This will be followed by 10 minute small group activity.**

**First,** ask them complete the first page of the action plan worksheet (**handout page A-1**); identifying one or two leadership development opportunities they want to address in the next 4-6 months. **NOTE:** If they have time, they can move some of the information on this sheet to the actual action plan (**handout page A-2**)

~~~


When 15 minutes has passed, ask the leader to begin their **SMALL GROUP** activity. They have 10 minutes to facilitate a discussion to see if there are similarities between their individual lists. **They need to avoid letting folks jump into problem-solving at this point...** just look to see if there are a few they think would be "ripe" for discussion by the large group... issues they think have some universality?

Each **SMALL GROUP** should be prepared to **share with the large group, their common themes &/or issues** they'd like discussed by the large group.

## Instructor Notes

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### Strategies & Resources



- What are my options?
- What has worked for others?
- What/who is out there to help?
- How/where do I find it?

NIC's Western Region: Exploring the Dynamics & Principles of Effective Leadership 7/2003

**TRANSITION/BRIDGE:** (suggested language) "Before we get focused on figuring out what we want to do to address the one or two items you personally identified as being your top priorities... we might want to spend some time looking at available **strategies & resources**. As a wise man once said, **"None of us is as smart as all of us... if we let it happen."**

*Briefly touch on each of the bullet items listed on the slide...  
adding "personal touches" if/as needed*

**KEY POINTS:** (use your own words to ensure these are covered)

1. *"The next best thing to having the answer is knowing where to go & who to talk to in order to get it."*  
Many of us have also heard the phrase *"there's no sense reinventing the wheel."*

Both of these pieces of "common sense" remind us that **NONE OF US USUALLY HAS or NEEDS TO HAVE ALL THE ANSWERS...** as long as we are willing to work with/support others to achieve our shared goals.

2. Actively networking and/or sharing resources with others is one easy way of build your capacity to get things done. A skilled leader often has a **"Golden Rolodex"...** and is more than happy to surround him/herself with folks who know more than he/she does about a given topic/issue.

3. In addition to reviewing what can be found on the Internet (**although not all of what you find is equally good**) & local/state or college libraries, ensure they are aware of the information/services available through the NIC Information Center, located in Longmont, Colorado... **what's there and how to access it.**

Probable Lunch BREAK

### MINI-ACTIVITY:

Have the small groups report out their list of common themes or areas of interest.

On easel/chart paper, compile a total list (*giving folks a chance to ask questions as the list is being written, in order to clarify items.*)

**Then have them prioritize the list...**

**Which ones would they like to discuss further to develop a list of options/strategies & resources?**

*One way of doing this is multi-voting: each person gets 3 votes (check marks with a pen) they can use to indicate the items they are most interested in. When everyone is done voting, the top five or six "VOTE-GETTERS" will be where we focus our discussions*

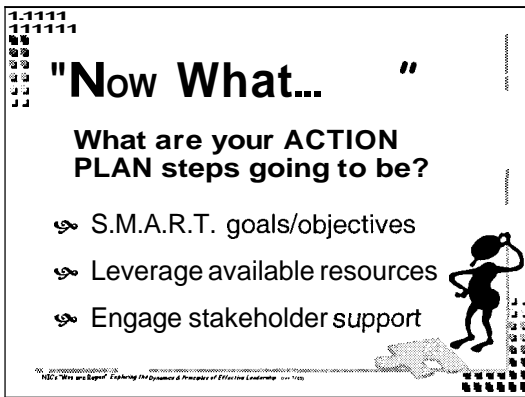
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**Once the list is ranked,** begin a large group discussion to identify strategies & resources that they could use to address the top few items on their list.

NIC's Web-site:

<http://www.nicic.org>

or 1-800/877-1461



**TRANSITION/BRIDGE:** (suggested language) "Okay, you've had a chance to look at areas where you might want to grow as a leader AND you've had a chance to talk about some of the resources/strategies that might be available to help you get to where you want to be. The next step is to create an action plan that will help you transform your vision of an improved YOU into a reality."

***Briefly touch on each of the bullet items listed on the slide...  
adding 'personal touches' if/as needed***

**KEY POINTS:** (use your own words to ensure these are covered)

1. S.M.A.R.T. goals/objective are Specific, Measurable, Attainable, Realistic, & Time-sensitive.

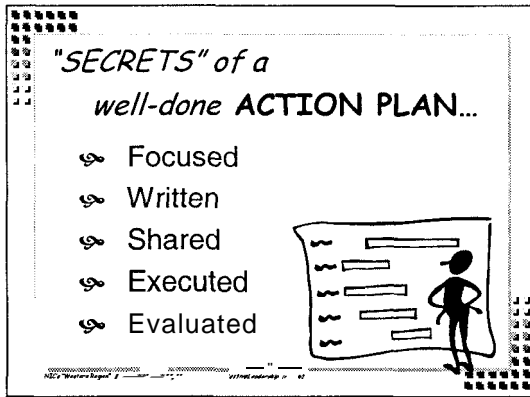
We need to make sure we're crystal clear about what we're trying to achieve, by when, AND how we're going to measure success. If we do this well, we enhance our opportunities for success and minimize the chances of being sidetracked

2. **"Stakeholders"** are defined as anyone who has a vested interest (or who believes they do) in the outcome of any decision-making process. In this case, they are those folks who are/will be effected by your leadership skills (& whether or not you see the desired improvement targeted by your action plan)

**CRITICAL REFERENCES:** → nothing new/additional

**OTHER THOUGHTS-TO-CONSIDER, TIPS, &/OR AVAILABLE RESOURCES:**  
→ nothing new/additional

## Instructor Notes



No "thumbnail" of this slide is included in the participant handout

**TRANSITION/BRIDGE:** (suggested language) "Before you jump into putting the your action plan on paper, let's take a few moments to reflect on what past research has shown about these five secrets."

*Briefly touch on each of the bullet items listed on the slide...  
adding 'personal touches' if/as needed*

**KEY POINTS:** (use your own words to ensure these are covered)

1. The foundation to any successful plan is personal **ACCOUNTABILITY**. Goal of the first three bullets = "**make it real.**" The goal of last two = "**make it happen.**"

2. **Focused** = limited to vital few issues that are: a) under your control & b) have essential resources available. All action steps are clear & strategic

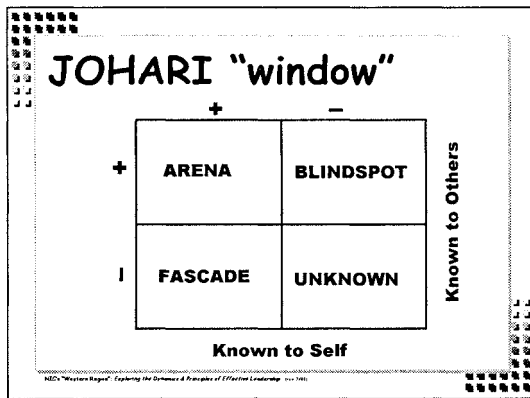
3. **Written** = putting things on paper makes them real

4. **Shared** = discussing them with others affirms your commitment; often gets additional insights, strategies, and even resources you didn't know about

5. **Executed** = after "*planning the work*", you have to "*work the plan*"-- that's why it's an ACTION PLAN

6. **Evaluated** = at preset times you need to assess the actual outcomes versus those you were seeking; were you successful? Any new "lessons-learned"? These outcome measures should be set/determined when initially writing the plan ("**begin with end in mind**')

## Instructor Notes



**TRANSITION/BRIDGE:** (suggested language) "Before we jump into your presentation of action plans, let's take a few moments to look at a sweet model that focuses on the importance of candid communications."

Introduce the "Johari Window"... a straightforward but effective communications and performance model developed by a pair of organizational effectiveness consultants in the 1970's. It can describe the interpersonal relationships dynamics and the effects of personal disclosure and feedback on individual performance.

Discuss how, individually, we each have a "Johari Window" that describes the proportion of personal disclosure and openness to feedback. *It varies from individual to individual (or groups) we interact with; it also can change over time.* Groups and organizations can also use this model to describe their interactions with others.

*The **size/shape** of the "arena" can be linked back to earlier discussion of the PINCH model.*

Briefly discuss the interpersonal dynamics impact(s) that can be caused by "panes" of differing sizes caused by personal disclosure and openness to feedback behaviors. *(e.g., a small "arena" (the result of a reluctance to disclose or show openness to feedback) often sets up barriers to interpersonal trust; a reluctant to accept feedback mixed with a dominant tendency to make personal disclosure can be seen as a "bull in the china shop")*

**KEY:** Increased personal disclosure and openness to feedback gets more information into the ARENA where it is available for use. → However, the decision regarding how much to place into the ARENA with others is a personal one.

*Link this to the upcoming activity ( sharing personal action plans with peers)... and seeking a "reality check" feedback from fellow participants. Encourage them to be **candid/open** with each other.*

This model is named after it's creators:

JO-e Lufts &  
HAR-ry I-gram

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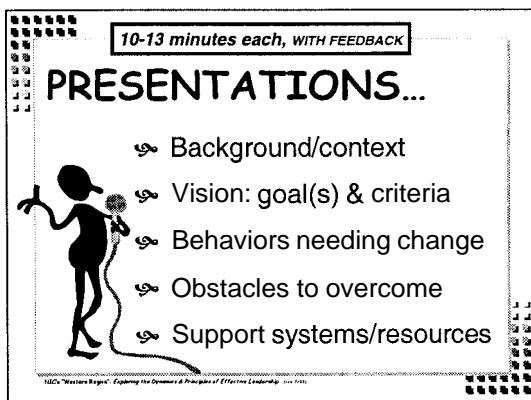
JOHARI "window" is shown as a 2x2 matrix that measures "*willingness for personal disclosure*" along the vertical axis and "*openness to feedback*" along the horizontal axis. The resulting four "panes" are labeled to reflect "*who knows what*" as a result of decisions to disclose info &/or ask for feedback on a given topic/issue.

~~~

Acknowledge we make conscious (*or maybe unconscious*) decisions re: how "open" to be. What variables influence these decisions? What might be the resulting impacts of our choice?

**CAVEAT:** There are definite cultural implications to the use of this model...

*It's definitely not the same for everyone... re: what is "okay" or preferred; there are differing opinions as to the desirability for "panes" of any particular size.*



No "thumbnail" of this slide is included in the participant handout

## Instructor Notes

*Invite them to take one break during their presentations... but to keep things moving.*

*Monitor the groups to make sure none of them get side-tracked*

**TRANSITION/BRIDGE:** (suggested language) "Before we jump into your final preparation for your action plan presentation, let's take a few moments to look what we expect you to cover during that presentation."

~~~~~

### **ACTIVITY directions:**

Using the action plan presentation guide (handout pages **A 3-4**), as an **INDIVIDUAL ACTIVITY** = write out what they're going to cover in these five areas.

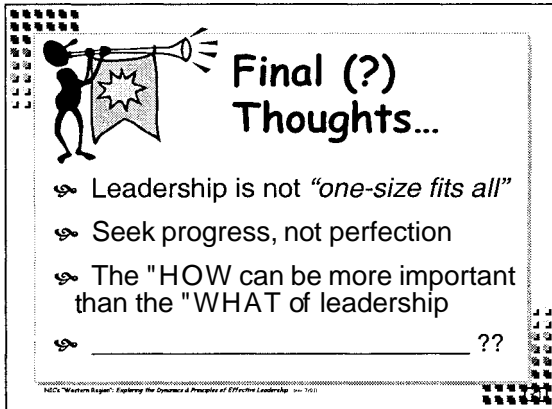
**20 MINUTES ARE ALLOTTED TO COMPLETE THEIR ACTION PLAN AND PREPARE IT FOR PRESENTATION.**

~~~~~

Then, in **SMALL GROUPS (5-7)**, they will have 5-8 minutes to present their action plan as part of a peer consultation process. After this presentation, their group members will have approximately five minutes to "reality check" their plans & give specific feedback/additional ideas... invite them to listen closely to the feedback and write it down in the space provided.

- ☞ Accept the feedback as a gift... don't defend or explain away why it can't work in your environment. Just thank them for their inputs!
- ☞ You don't have to commit to using it, but make sure you understand what they're suggesting.

***Time allotted for individual presentation & peer feedback = 10-13 MINUTES (per person).***



KEY: Show only the slide title until after completing the feedback session. Then finish with **their** comments as the "final thoughts"

**TRANSITION/BRIDGE:** (suggested language) "We're getting close to the end of this time together, but don't close down your mental processes yet. We still have some important work to do."

*Click on the link button in lower right corner to go back to the workshop outcomes to check on whether we're met them... then, review any remaining 'gotfa-haves" to see if they've been addressed or point them to additional resources.*

As time allows, conduct a structured feedback opportunity re: their assessment of the value of this workshop & how it was delivered (as we told them we'd do at the very start of the workshop, using the 'pluses" & "wishes" format used at the start of the day)... at the very minimum, collect their feedback sheets.

If significant numbers of folks participated in the "Leadership Challenge" activity, tally the votes and honor the top finishers. Acknowledge the efforts & outcomes and honor the "risk-taking" involved with putting their "stuff" out there for all to see. Have them retrieve their papers... to applause from all.

If the local site coordinator provided certificates, now would be the time to present them in a closing ceremony.

**FINALLY...** *briefly touch on each of the bullet items listed and then add "personal touches" if/as needed Give them a chance to add their own final thoughts (e.g., fill in the final line)*

**Any closing remarks from training team members:**

**Be sure to thank the participants! If this session went like most, they did most of the "heavy lifting" -- also thank the site coordinator and any significant others!!**

Ensure they have signed a training roster (or the NIC application form A if this is a regionalization training event)... before cleaning up around their area and leaving the room.



# Exploring the Dynamics & Principles of Effective Leadership

1  Exploring the Dynamics and Principles of Effective Leadership

2  **GROUND RULES...**

**C** = challenge

**H** = humor

**E** = examine

**S** = share

**S** = support

3  **Workshop Outcomes...**

1. Identify the principles of effective leadership and opportunities to apply them in your current position.


2. Identify strategies to address "real world" challenges to your success as a leader.


3. Develop a personal leadership action plan to guide "next steps" in your development as a leader.


4  **Intro's...**

 Name & position

 Agency/workplace

 Previous leadership training  
1<sup>st</sup>      few      lots!

 Personal "gotta-have(s)"..  
for this workshop

5  *"Whatever lies at the center of who we claim to be is the primary source of our leadership. Leadership principles can be learned,*

Personal Notes/Reminders



# Exploring the Dynamics & Principles of Effective Leadership

*however the practice of  
good consistent leadership  
comes from within."*

~ ANONYMOUS ~

## 6 **ACTIVITY DIRECTIONS...**

1st... Compare & contrast the work of supervisor/manager and a leader.  
What each does? How similar/different?

2nd... Can a person be a supervisor/manager without  
being a leader? [EXPLAIN]

Lastly, can a person be  
leader without being a  
supervisor/manager? [EXPLAIN]

## 7 **Leadership basics... #1**

☞ Leadership, by definition, is an attempt to influence the behavior of  
another...

*effective leaders make things happen!*

☞ **Three KEY skills of effective leaders:**

- » Understand past behavior & motivation of others
- » Predict future behavior of others
- » Direct, change, & control behavior... & accept  
responsibility for influencing the behavior of  
others in reaching goals

## 8 **Leadership basics... #2**

Focus = doing the right thing(s), with leadership **KEYS:**

- » **Gaining & sharing power**
- » **Generating ideas & energy**
- » **Moderating workplace tension**

## 9 **Leadership Roles...**

- ☞ **Direction Setter**
- ☞ **Change Agent**
- ☞ **Spokesperson**
- ☞ **Coach**

SOURCE "Visionary Leadership - Creating a Compelling Sense of Direction for Your Organization" ~ Burt Nanus, Jersey-Bars. Publishers, San Francisco (1992)

Personal Notes/Reminders

# Exploring the Dynamics & Principles of Effective Leadership

10  Leadership is about both **WHAT & HOW...**

11  **Keys to  
the "WORK"**

∞ Principle  
**RESPONSIBILITIES**

∞ Leadership  
**COMPETENCIES**

12  **ACTIVITY DIRECTIONS...**

**Part 1:** What would it look like if the leader was applying this principle?

**Part 2:** What might be some positive gains to team relationships & unit productivity?

**Part 3:** What challenges might the leader face when using this principle to shape his/her work as a leader?

13  **LOOKING...  
BACK/FORWARDS**

∞ KEY points...

- \* Learned
- \* Relearned

∞ What helped?

∞ What got in the way?

14  **Leadership Dynamics...**

15

16  **"So What... "**

∞ Conduct a personal  
"reality check"

- \* "What's working?"
- \* "What still needs work?"

Personal Notes/Reminders

- ☞ What are you going to work on first/next?

## 17 **Strategies & Resources**

- ☞ What are my options?
- ☞ What has worked for others?
- ☞ What/who is out there to help?
- ☞ How/where do I find it?

## 18 **"Now What..."**

**What are your ACTION PLAN steps going to be?**

- ☞ S.M.A.R.T. goals/objectives
- ☞ Leverage available resources
- ☞ Engage stakeholder support

## 19 **"SECRETS" of a well-done ACTION PLAN...**

- ☞ Focused
- ☞ Written
- ☞ Shared
- ☞ Executed
- ☞ Evaluated

## 20 **JOHARI "window"**

### **PRESENTATIONS...**

- ☞ Background/context
- ☞ Vision: goal(s) & criteria
- ☞ Behaviors needing change
- ☞ Obstacles to overcome
- ☞ Support systems/resources

## 22 **Final (?) Thoughts...**

- ☞ Leadership is not *"one-size fits all"*



# Exploring the Dynamics & Principles of Effective Leadership

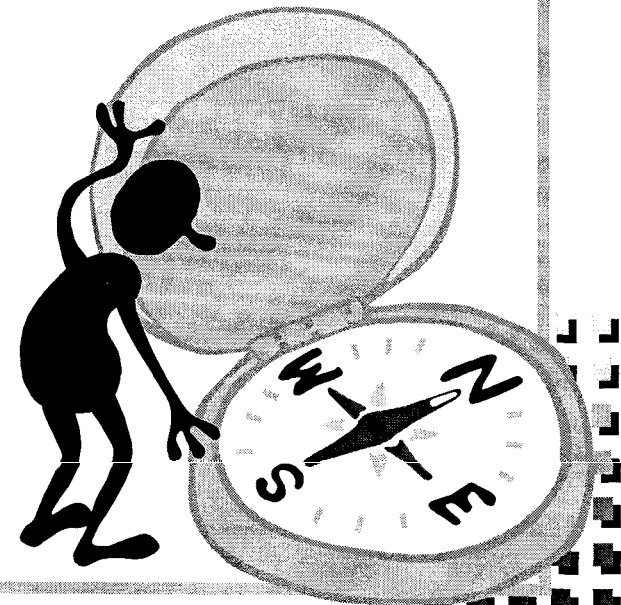
- ☞ Seek progress, not perfection
- ☞ The "HOW" can be more important than the "WHAT" of leadership
- ☞ \_\_\_\_\_ ??

Personal Notes/Reminders



# Exploring the Dynamics and Principles of Effective Leadership

**A quick look at the  
work of a leader &  
how best to do it...**



# GROUND RULES...

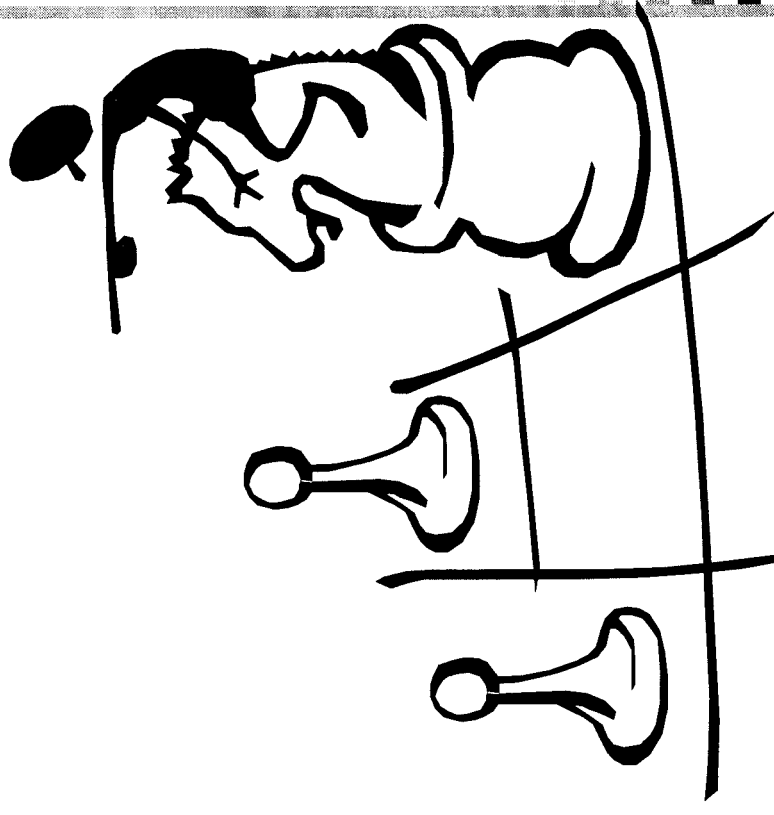
**C** = challenge

**H** = humor

**E** = examine

**S** = share

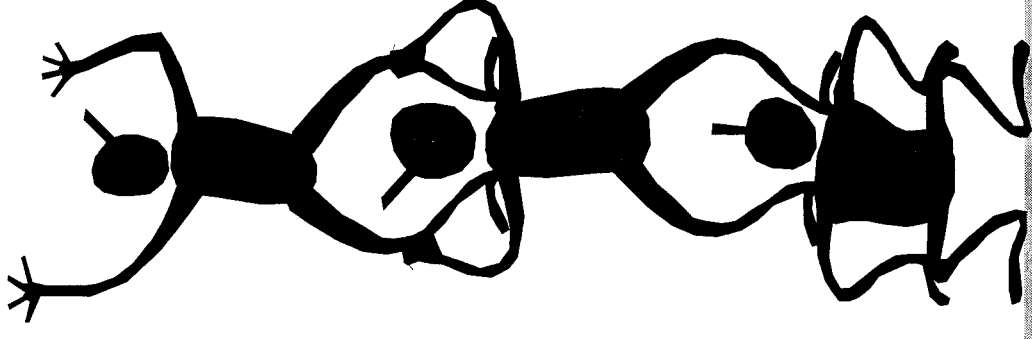
**S** = support





# Workshop Outcomes...

1. Identify the principles of effective leadership and opportunities to apply them in your current position.
2. Identify strategies to address “real world” challenges to your success as a leader.
3. Develop a personal leadership action plan to guide “next steps” in your development as a leader.





# Intro's...

- ∞ Name & position
- ∞ Agency/workplace
- ∞ Previous leadership training

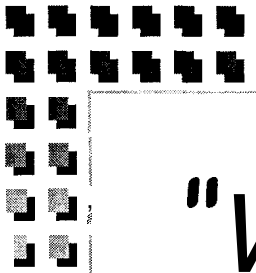
1<sup>st</sup>

few

lots!

- ∞ Personal “gotta-have(s)” ...  
for this workshop





*"Whatever lies at the center  
of who we claim to be is the  
primary source of our  
leadership. Leadership  
principles can be learned,  
however the practice of  
good consistent leadership  
comes from within."*

~ ANONYMOUS ~



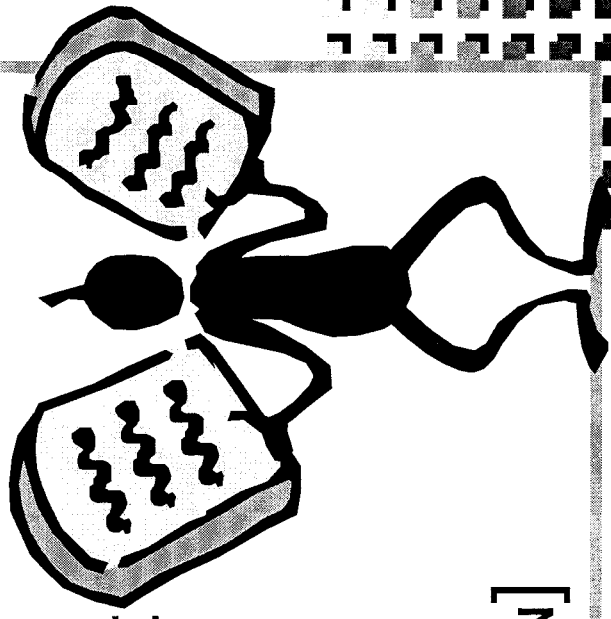
10 minutes

# ACTIVITY DIRECTIONS...

1st... Compare & contrast the work of supervisor/manager and a leader. What each does? How similar/different?

2nd... Can a person be a supervisor/manager without being a leader? [EXPLAIN]

Lastly, can a person be leader without being a supervisor/manager? [EXPLAIN]



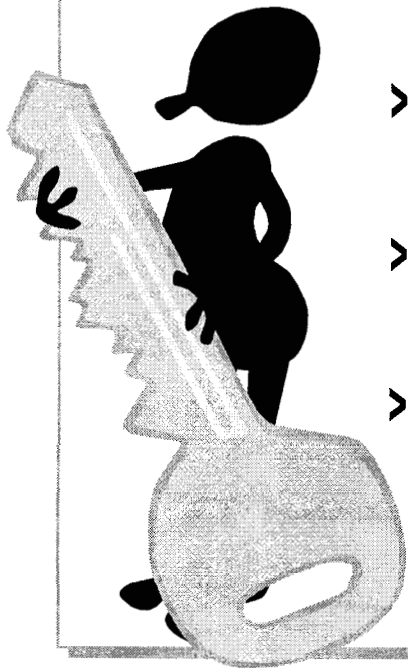
# Leadership basics... #1

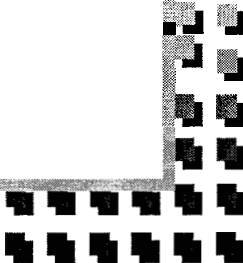
- ∞ Leadership, by definition, is an attempt to influence the behavior of another...  
***effective leaders make things happen!***
- ∞ **Three KEY skills of effective leaders:**
  - » Understand past behavior & motivation of others
  - » Predict future behavior of others
  - » Direct, change, & control behavior... & accept responsibility for influencing the behavior of others in reaching goals



# Leadership basics... #2

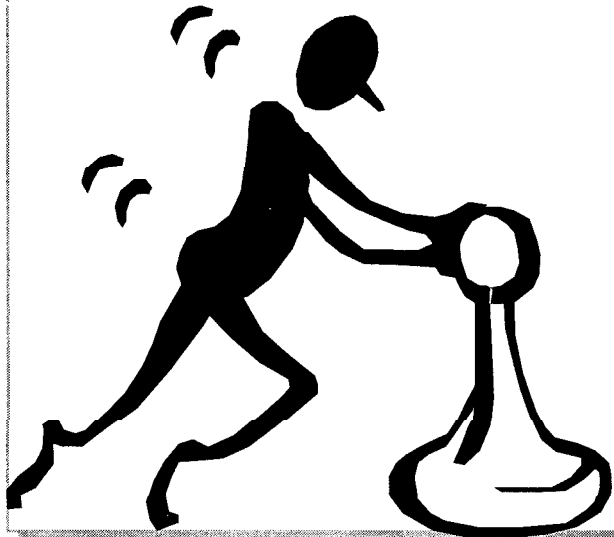
Focus = doing the right thing(s),  
with leadership KEYS:



- » **Gaining & sharing power**
  - » **Generating ideas & energy**
  - » **Moderating workplace tension**
- 

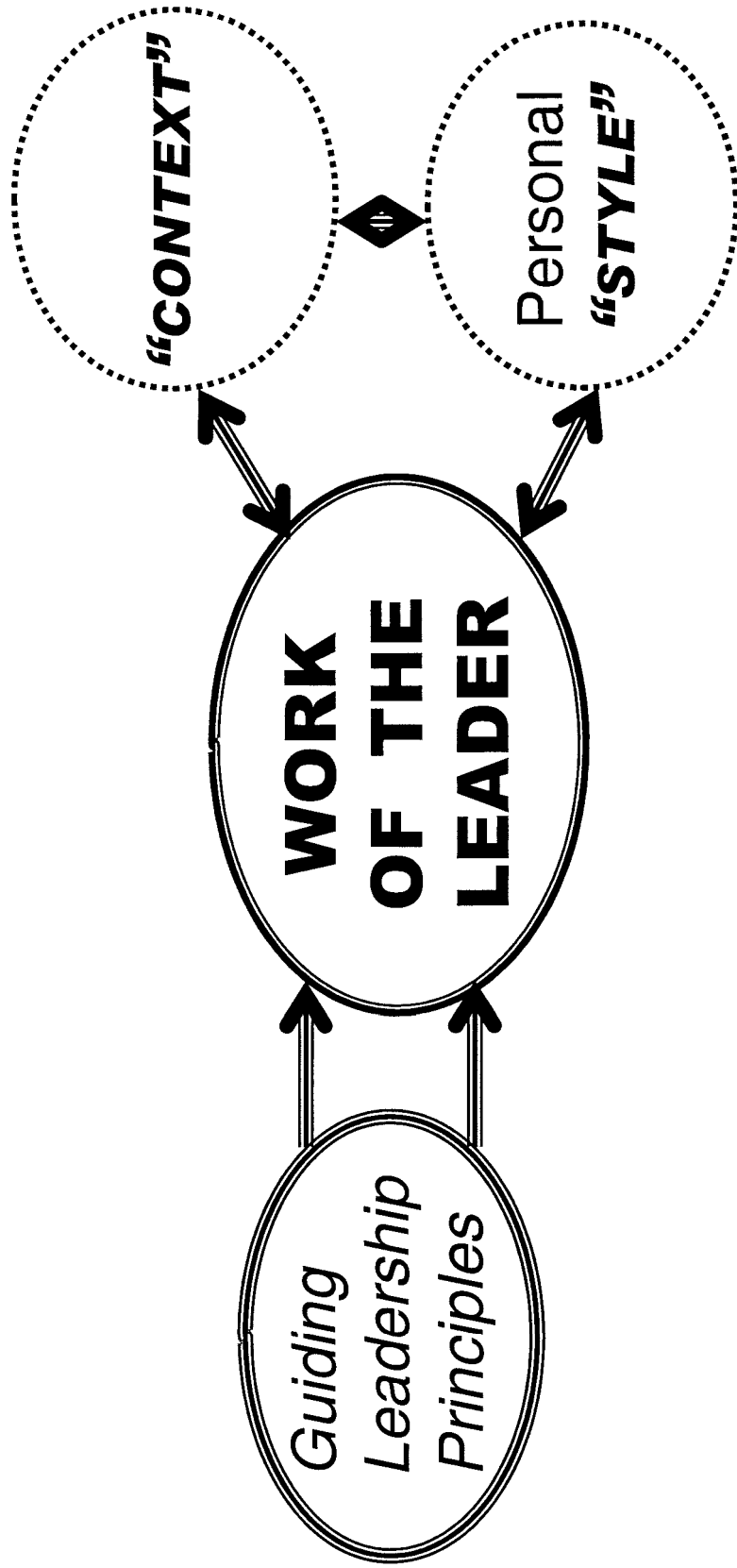
# Leadership Roles...

- ∞ **Direction Setter**
- ∞ **Change Agent**
- ∞ **Spokesperson**
- ∞ **Coach**

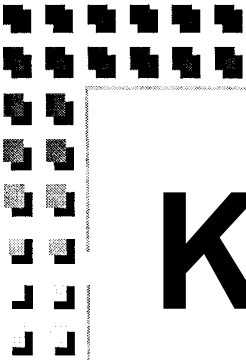


SOURCE: *"Visionary Leadership - Creating a Compelling Sense of Direction for Your Organization"* -- Burt Nanus, Jossey-Bass, Publishers, San Francisco (1992)

# Leadership is about both **WHAT** & **HOW** ...







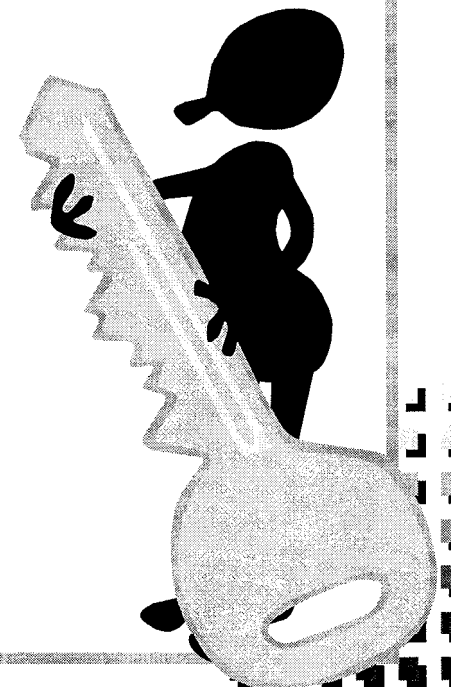
# Keys to the "WORK"



Awareness  
&  
Action

∞ **Principle  
RESPONSIBILITIES**

∞ **Leadership  
COMPETENCIES**



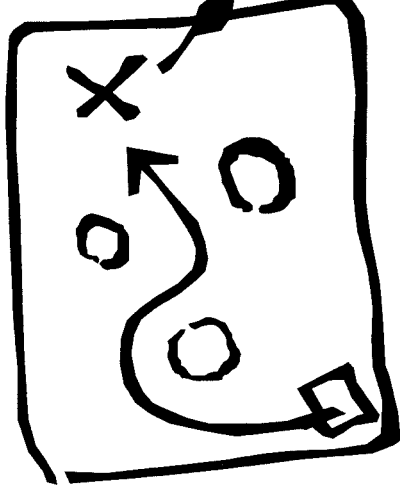
30 minutes

# ACTIVITY DIRECTIONS...

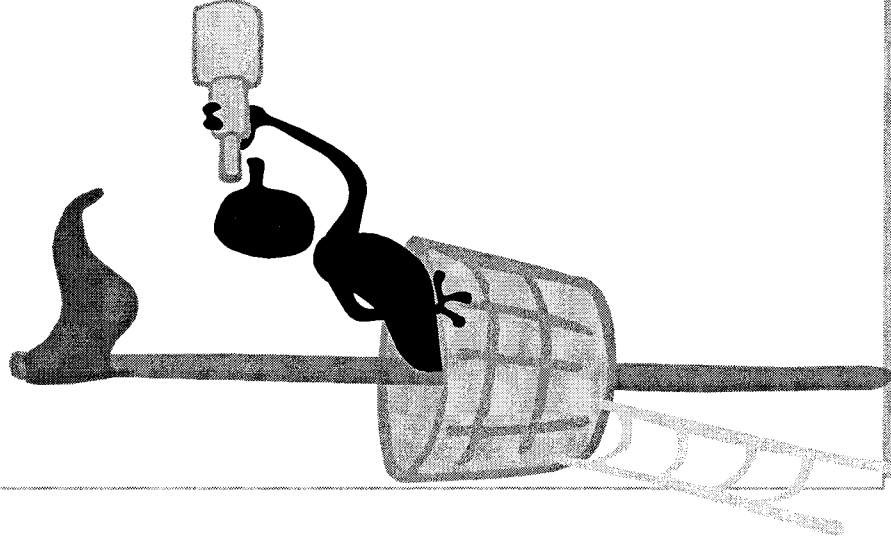
**Part 1:** What would it look like if the leader was applying this principle?

**Part 2:** What might be some positive gains to team relationships & unit productivity?

**Part 3:** What challenges might the leader face when using this principle to shape his/her work as a leader?



# LOOKING... BACK/FORWARDS



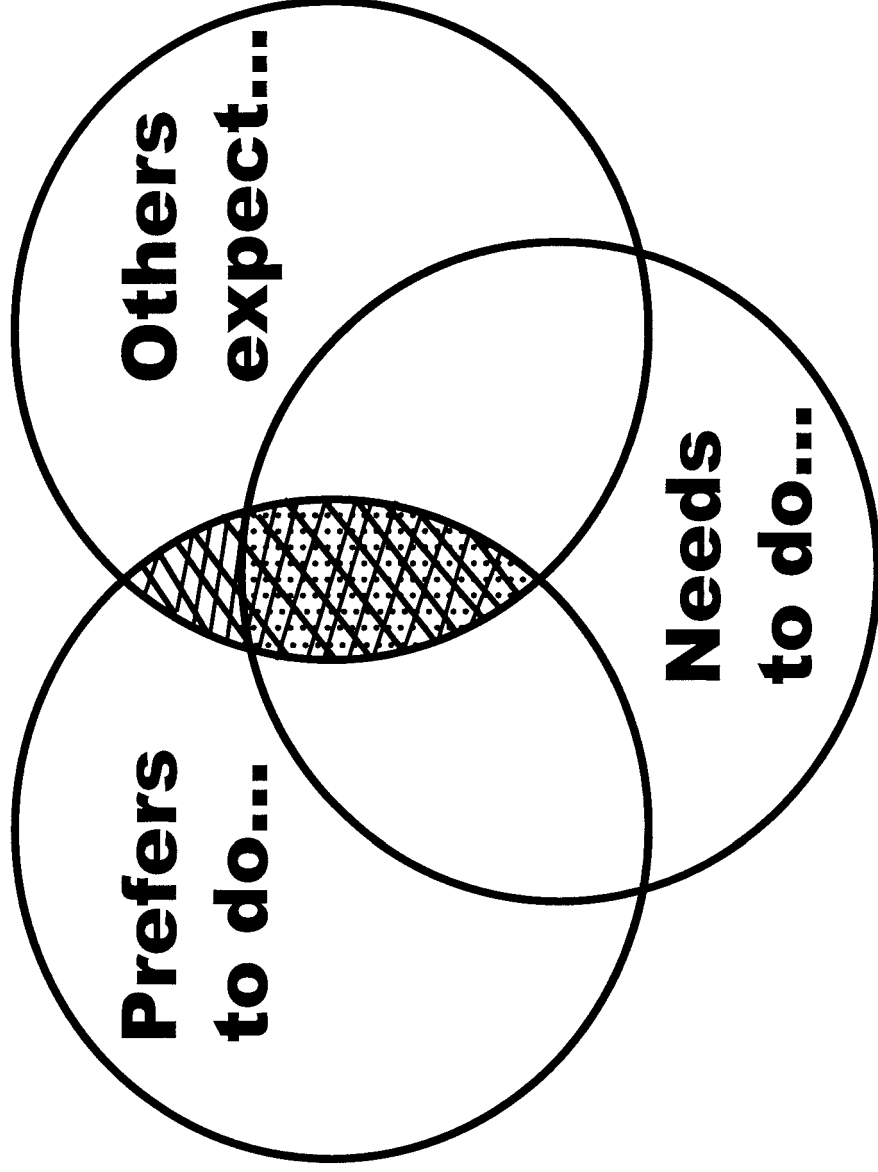
∞ KEY points...

- ⊗ Learned
- ⊗ Relearned

∞ What helped?

∞ What got in the way?

# Leadership Dynamics...



SOURCE: *The 1973 Annual Handbook for Group Facilitators*. University Associates, La Jolla, CA:

# "PINCH MODEL"

START  
X

Shared Information &  
(Negotiated) Expectations

COMMITMENT  
(Role Definitions)

Stability &  
Productivity

"PINCH"

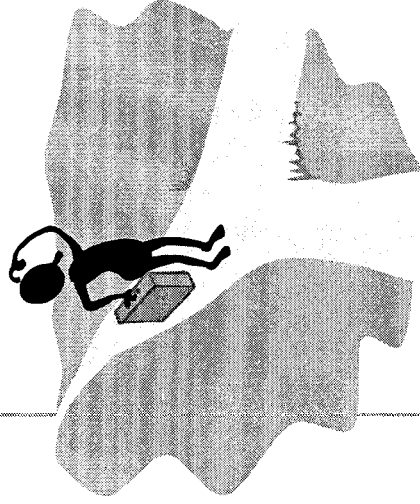
Disruption of  
Shared Expectations

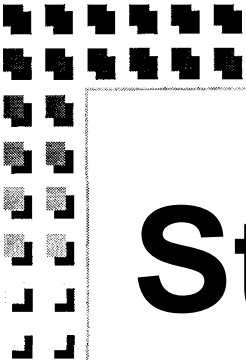
"CRUNCH"

ANXIETY

# "So What..."

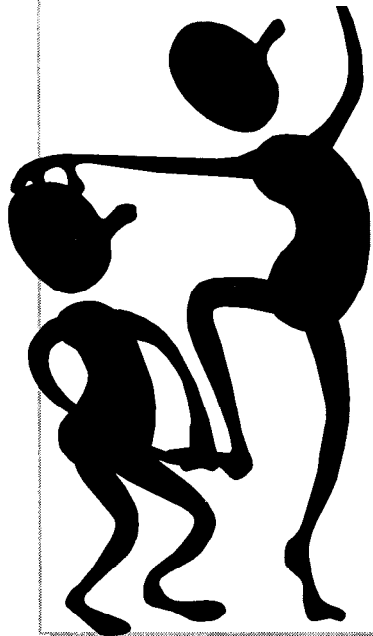
- ∞ Conduct a personal "reality check"
  - ⊗ "What's working?"
  - ⊗ "What still needs work?"
- ∞ What are you going to work on first/next?





# Strategies & Resources

- ∞ What are my options?
- ∞ What has worked for others?
- ∞ What/who is out there to help?
- ∞ How/where do I find it?

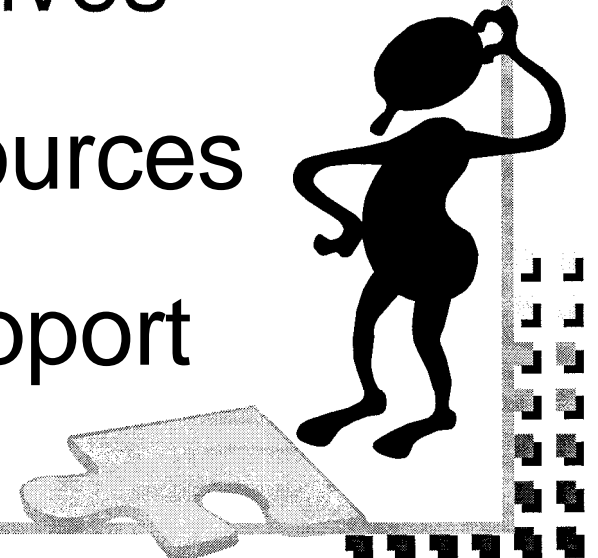




# "Now What..."

**What are your ACTION PLAN steps going to be?**

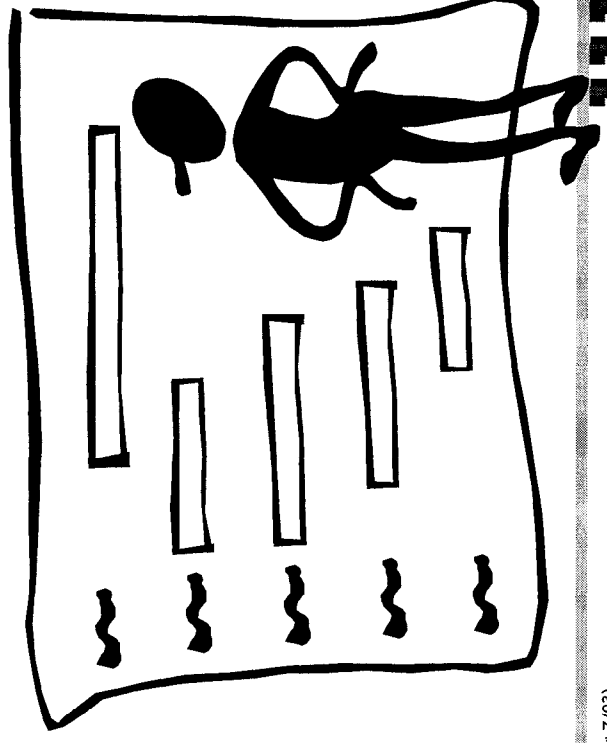
- ∞ S.M.A.R.T. goals/objectives
- ∞ Leverage available resources
- ∞ Engage stakeholder support





# "SECRETS" of a Well-done ACTION PLAN...

- ∞ Focused
- ∞ Written
- ∞ Shared
- ∞ Executed
- ∞ Evaluated



# JOHARI "window"

+ -

<b>ARENA</b>	<b>BLINDSPOT</b>
<b>FASCAD</b>	<b>UNKNOWN</b>

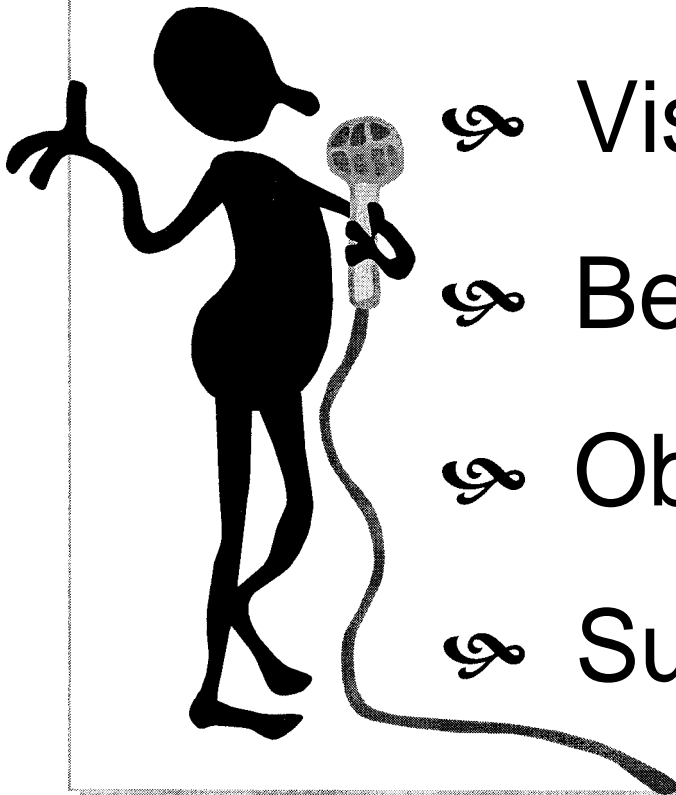
Known to Others

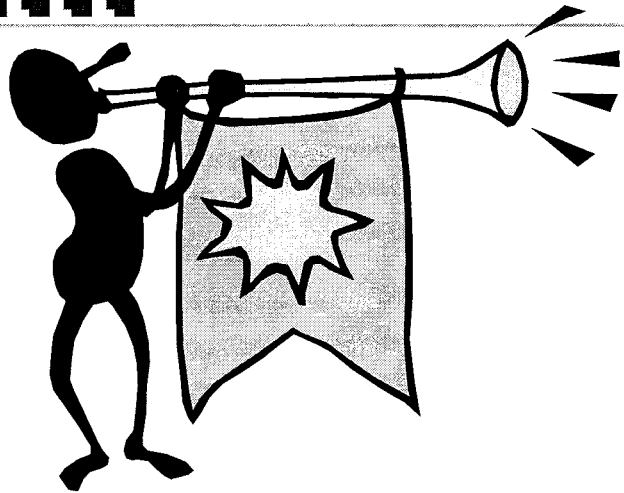
Known to Self

*10-13 minutes each, WITH FEEDBACK*

# PRESENTATIONS...

- ∞ Background/context
- ∞ Vision: goal(s) & criteria
- ∞ Behaviors needing change
- ∞ Obstacles to overcome
- ∞ Support systems/resources





# Final (?) Thoughts...

- ∞ Leadership is not *"one-size fits all"*
- ∞ Seek progress, not perfection
- ∞ The **"HOW"** can be more important than the **"WHAT"** of leadership



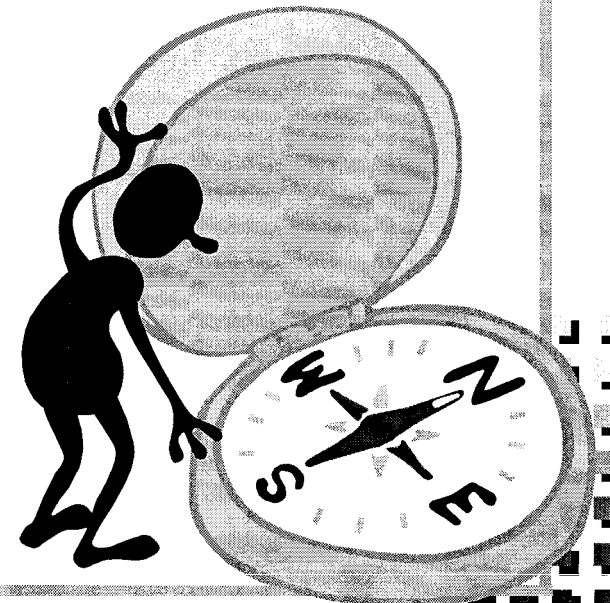
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??



# Exploring the Dynamics and Principles of Effective Leadership

**A quick look at the  
work of a leader &  
how best to do it...**



This handout belongs to:

# Additional Notes/Workspace

# Additional Notes/Workspace

# Additional Notes/Workspace



# Exploring the Dynamics & Principles of Effective Leadership

## This "THING" Called Leadership

*"Leadership is not about getting people to follow you. It's about moving forward, yourself."* **Thomas J. Leonard**

Two distinguishing attributes of a leader are: 1) they know where they are going (i.e., **they have a vision/goal/purpose**) and 2) they take others with them as they transform that vision a reality (i.e., **they have followers.**)

~ ~ ~ ~

Over the years, there have been many books written on the topic of leadership and what it takes to be a leader. Much has been anecdotal or focused on identifying a list of characteristics of a good leader; with the implication that if you could somehow acquire (or fake) most of these characteristics you could be a good leader. Other researchers argue over whether you can learn to be a leader or whether you are either born to be one or you aren't. These naysayers would hold that if you weren't born to be a leader, you would be doomed if you were thrust into a leadership role.

While acknowledging that there may be some attributes that seem to be a factor of NATURE, we believe there are definable skill sets that can be honed with practice and information that can be learned. We believe individuals who are motivated to enhance their leadership skills can do so.

Pundits have focused on the differences between leaders and managers, saying *"leaders do the right things while supervisors and managers are focused on doing things right;"* almost as if the two roles were mutually exclusive. One does not have to be in a formal leadership position to be a leader, but to be effective, supervisor/manager must be leaders.

## The "WORK" of Leadership

*"Lead others, manage yourself."* **Warren G. Bennis**

Clark Aldrich states that the WORK of the leader is to **"get a group of people to productively complete the right work."** (*"The New Core of Leadership"*, Training & Development, March 2003, pages 32-37)

Done properly, this means getting people to see, buy into, and pursue a vision (*the right work*) while maintaining the discipline to avoid being distracted by other things (*the wrong work.*) The leaders' role in making this happen involves the responsible use of power. Leadership requires gaining and using power, it also requires sharing of power.

There is no "cookbook" to doing the work of leadership; it's not a *"one-size fits all"* jacket we can wear when we want to. Leadership is a value-driven lifestyle where the leader assumes responsibility for getting things done through the efforts of others. Leaders must know what makes different employees "tick" – they understand human nature and are willing to use this knowledge to get people to do what's necessary. They are also willing to be held accountable if things don't work out the way they planned.

*"Leadership is a complex interpersonal phenomenon in which a leader and a group of followers act together and cooperate to accomplish a task."*

**Kenneth E. Hamburger**

*"Leadership is the quality that transforms good intentions into positive actions."*

**T. Boone Pickens, Jr.**

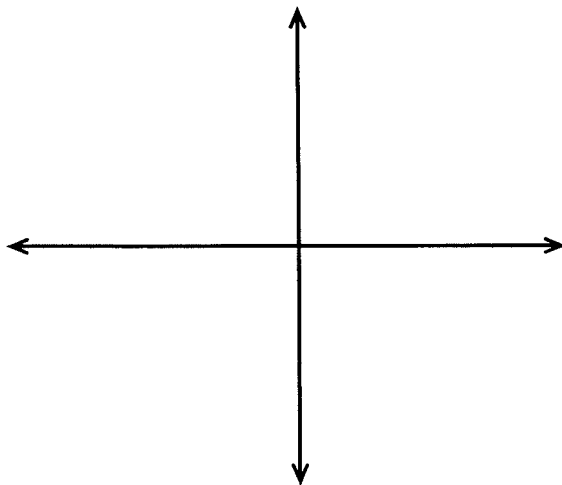
*"The word influence is the best one-word definition of leadership. Leaders are people who influence others to think, feel, or act in certain ways."*

**Hans Finzel**

# Exploring the Dynamics & Principles of Effective Leadership

## Leadership Roles

SOURCE: "Visionary Leadership – Creating a Compelling Sense of Direction for Your Organization."  
-- Burt Nanus (1992)



1. "Direction Setter" (**FIE**) -- the leader sets and articulates the vision (a target in the future, external environment toward which the organization should direct its energies); sets a course that is recognized as real progress
2. "Change Agent" (**F/I**) -- the leader is responsible for catalyzing change in the internal environment; must be able to anticipate developments, assess their implications, create a sense of urgency/priority for change, & empower people to make the changes. (build **flexibility/risk** taking)
3. "Spokesperson" (**C/E**) -- chief advocate & negotiator for the organization & its vision; builder of networks of external relationships to provide useful ideas, support, or information (leader = both the medium & the message)
4. "Coach" (**C/I**) -- team builder who empowers individuals & "lives the vision"; serves as mentor and example for those whose efforts are necessary for the vision to become a reality

### Personal Assessment question

- 1) Have I been fulfilling the roles in my current leadership position? What are some recent behaviors that demonstrate this?
- 2) Which of these do I do well and which one might I need to enhance?

# Exploring the Dynamics & Principles of Effective Leadership

## Leadership Competencies

Competencies are clusters of related knowledge, attitudes and skills that: **1)** affect a major part of one's job (*i.e.*, one or more *key* roles or responsibilities), **2)** correlate with performance on the job; **3)** can be measured against well-accepted standards; and **4)** can be improved via training and development.

While there is not a universally accepted set of leadership competencies; they can/do vary from one organization to another... for those who have made the effort to capture them. However, there are numerous similarities between well-crafted lists. What follows is the set of 14 Leadership Competencies adopted by the Washington State Department of Corrections as part of its on-going leadership development efforts.

The following fourteen competencies form the central core of DOC's leadership development program and give direction to the building of tomorrow's correctional leaders. They do not stand alone (for they must be used in conjunction with job-specific technical knowledge and other competencies which successful leaders also possess) but they do help paint a picture of those qualities the Department sees as critical for correctional leaders to demonstrate.

They help provide clarity to the individual employee who aspires to leadership development. They are the threads that helps tie the results of individual training need assessments to available leadership course offerings and other developmental opportunities.

*The following are DOC's leadership competencies:*

1. DEMONSTRATES POSITIVE PERSONAL QUALITIES
2. PROVIDES STRATEGIC LEADERSHIP
3. DEVELOPS AN ACHIEVEMENT-ORIENTED CULTURE
4. WORKS EFFECTIVELY ACROSS BOUNDARIES
5. BUILDS AND SUSTAINS EFFECTIVE TEAMS
6. COACHES AND DEVELOPS OTHERS
7. COMMUNICATES EFFECTIVELY
8. PERSONAL AND ORGANIZATIONAL LEARNING
9. IMPROVES SERVICE QUALITY AND ORGANIZATIONAL PERFORMANCE
10. LEADS CHANGE
11. DEVELOPS AND IMPLEMENTS EFFECTIVE PLANS
12. SOLVES PROBLEMS AND MAKES EFFECTIVE DECISIONS
13. PUBLIC STEWARDSHIP - ACTS IN THE PUBLIC INTEREST
14. INCORPORATES TECHNICAL KNOWLEDGE

For information on the U.S. Coast Guard's 21 Leadership competencies, visit their web <http://www.uscg.mil/hq/g-w/wt/g-wtl/leadci/encl1.htm>

NOTE: these are just the titles of the leadership competencies. Under each of them are 4-9 "exemplars"... clarifying statements of what behavior effective leader could/should be going to demonstrate competency in this area.

These exemplars serve as standards/benchmarks, as well as guiding performance improvement. We have not included them due to space consideration (TOTAL = 7 pages) ~ ~ ~



# Exploring the Dynamics & Principles of Effective Leadership

## Dynamics of Effective Leadership

***"Whatever lies at the center of who we claim to be is the primary source of our leadership. Leadership principles can be learned, however, the practice of good consistent leadership comes from within."***

***(anonymous)***

*"A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but out to be."*

***Rosalynn Carter***

## PRINCIPLES (TENETS) OF EFFECTIVE LEADERSHIP

- ∞ Principle centered – effective leaders have clear values and principles that others see daily
- ∞ Set clear objectives and priorities to get the right things done – show others the direction they are being lead and create willingness in others to follow
- ∞ Create opportunity rather than control and protect
- ∞ Believe in the value and potential of others throughout the organization – tapping emotional intelligence, maximizing diversity
- ∞ Have a personal commitment to continual learning – allow yourself and others to take risks and make mistakes in the growth process
- ∞ Committed to identifying and breaking down barriers that keep others from performing
- ∞ Value feedback from others at all levels of the organization
- ∞ Share information and opportunity – others-oriented, continually considering and including others (employees, customers and stakeholders)
- ∞ Find balance between their work life and their private life
- ∞ Understand the formal and informal culture of the organization

*"As we make and keep commitments... we begin to establish an inner integrity that gives us the awareness of self control and the courage and strength to accept more of the responsibility for our own lives."*

***Stephen R. Covey***

### **KEY Questions:**

What would it look like if you were using these principles to guide your actions as a leader? What would people see and hear?

What would be the benefits to you as the leader, to the members on your team, the overall organization, and the customers you serve if you

### SOMETHING TO THINK ABOUT

***Are there differences in the application of these principles we're leading people who are different from us [age, gender, race, education, philosophy, etc] If so, what are they and how effective leaders deal with them?***

# Exploring the Dynamics & Principles of Effective Leadership

let these principles guide how you do what you do? What challenges might there be to using these principles?



# Exploring the Dynamics & Principles of Effective Leadership

## Building Relationships

### *Leaders who build effective relationships:*

- ☞ Understand that relationships are valuable at all levels of work both inside and outside the organization.
- ☞ Coach/mentor/encourage/spend time with those they lead (they are not an absent figure-head)
- ☞ Share information (don't hoard it for themselves), especially sharing information that supports their vision
- ☞ Foster collaboration and partnerships
- ☞ Share successes and celebrate accomplishments often
- ☞ Coach others through mistakes or risk taking that may not be "successful" in the end – share the learning from mistakes made by self in positive way
- ☞ Strengthen others by sharing information, giving others choices, assigning critical tasks or duties and supporting others

*"Leadership is understanding people and involving them to help you do a job. That takes all of the good characteristics like integrity, dedication of purpose, selflessness, knowledge, skill, implacability, as well as determination not to accept failure."*

**Admiral Arleigh A. Burh**

### **Trust Binds**

*"One of the major forces in any relationship is trust. Remember the flying trapeze artists in the circus; trust is encoded into the relationship that allows them to work together. It is no different in the business organization. Distrustful employees are less committed and less effective than those who trust their employers. Distrustful managers waste time checking up on employees and are less effective as a result." Sam Geist, "Would You Work For You?"*

Trust is something a leader must never take for granted, it is earned or lost on a daily basis based on a person's behavior and/or perceptions of that behavior. It is often about consistency and reliability AND our perceptions of the other person. Trust is established when one person knows he/she can count on another to do what they say they're going to do (*whether they like what the other person is going to do or not*).

Perceptions are shaped by communications and people's experience. To be effective in building/maintaining trust, a leader needs to be on top of these perceptions and be able to out-communicate the grapevine.

### CONTINUUM OF TRUST

HERO

HUMAN

*(allowed to make mistake.*

TRUST

GUARDED TRUST

*(testing of trust relationships)*

LACK of TRUST

*(don't trust, but don't actively communicate this to other,*

DISTRUST

*(don't trust & it's not a secret)*

## APPENDIX "A" BIBLIOGRAPHY

### **JTNET LINKS:**

"Big Dog's" Leadership PAGE

<http://www.nwlink.com/~donclark/leader/leader.html>

Introduction to Supervision: HYPERLINK BOOK

[http://ollie.dccd.edu/mgmt1374/book\\_intro.html](http://ollie.dccd.edu/mgmt1374/book_intro.html)

Free Management Library PAGE

<http://www.mapnp.org/library/>

Management Learning – Leadership PAGE

<http://www.managementlearning.com/topi/mngtlead.html>

ME96 Leadership PAGES

<http://www.see.ed.ac.uk/~gerard/MENG/ME96/index.html>

Masterful Coaching PAGE

<http://www.masterfulcoaching.com>

### **BOOKS & OTHER REFERENCES:**

*"Getting Things Done When You Are Not In Charge"* by Geoffrey M. Bellman; Berrett-Koehler Publishers, San Francisco (1992)

*"Leaders – Strategies for Taking Charge"* by Warren G. Bennis and Burt Nanus; Perennial Library – Harper and Row Publishers, New York (1985)

*"Influence Without Authority"* by Allen R. Cohen and David L. Bradford; John Wiley & Sons Publishers, New York (1990)

*"Principle-Centered Leadership"* by Stephen R. Covey; A Fireside Book published by Simon & Schuster, New York (1992)

*"Getting to Yes – Negotiating Agreement Without Giving In, 2<sup>nd</sup> Edition"* by Roger Fisher and William Ury; Penguin Books, New York (1991)

*"Coaching for Improved Work Performance, 3rd Edition"* by Ferdinand F. Fournies; McGraw-Hill Trade, New York (1999)

# Exploring the Dynamics & Principles of Effective Leadership

*"Leadership in the Crucible: The Korean War Battles of Twin Tunnels & Chipyong-ni"* by Kenneth E. Hamburger; Texas A& M University Press, College Station, Texas (2003)

*"Masterful Coaching Fieldbook"* by Robert Hargrove; Jossey-Bass/Pfeiffer Publishers, San Francisco (2000)

*"Leadership as a Lifestyle – The Path to Personal Integrity and Positive Influence"* by John L. Hawkins; Executive Excellence Publishing, Provo (2001)

*"The Handbook of Coaching"* by Frederic M. Hudson; Jossey-Bass Publishers, San Francisco (1999)

*"The Strategy of Meetings"* by George David Kieffer; Simon & Schuster Publishers, New York (1988)

*"The Leadership Challenge"* by James M. Kouzes and Barry Z. Posner; Jossey-Bass Publishers., San Francisco (1995)

*"Leading Your Team – How to Involve and Inspire Teams"* by Andrew Leigh and Michael Maynard; Nicholas Brealey Publishing, London (1995)

*"The 21 Irrefutable Laws of Leadership"* by John C. Maxwell; Thomas Nelson Publishers, Nashville (1998)

*"Developing the Leader Within You"* by John C. Maxwell; Thomas Nelson Publishers, Nashville (1993)

*"Visionary Leadership – Creating a Compelling Sense of Direction for Your Organization"* by Burt Nanus; Jossey-Bass Publishers, San Francisco (1992)

*"Leading Systems – Lessons from the Power Lab"* by Barry Oshry; Berrett-Koehler Publishers, San Francisco (1999)

*"Seeing Systems – Unlocking the Mysteries of Organizational Life"* by Barry Oshry; Berrett-Koehler Publishers, San Francisco (1995)

*"Driving Fear Out of the Workplace"* by Kathleen D. Ryan and Daniel K. Oestreich; Jossey-Bass Publishers., San Francisco (1991)

*"Managers as Facilitators"* by Richard G. Weaver and John D. Farrell; Berrett-Koehler Publishers, San Francisco (1997)

*"More Than 50 Ways to Build Team Consensus"* by R. Bruce Williams; IRI/Skylight Training and Publishing, Palatine, Illinois (1993)



## APPENDIX "B"

### MORE QUOTES & OTHER NUGGETS

*"I love quotations because it is a joy to find thoughts one might have, beautifully expressed with much authority by someone recognized wiser than oneself"*

**Marlene Dietrich** [1901-1992]

*"I quote others only to better express myself"*

**Michel de Montaigne** [1533-1592]

*"All truly great wise thoughts have been thought already thousands of time; but to make them really ours we must think them over again honestly, until they take firm root in our personal experience."*

**Johann W. V. Goethe** [1749-1832]

*'Leadership is a dialogue not a monologue.'*

**John Eggers**

*"Part of leadership is risk taking and building confidence in yourself. You have to serve many apprenticeships throughout your life. Show me someone who won't serve an apprenticeship, and I'll show you someone who won't go very far."* **T. Boone Pickens, Jr.**

*"A vision statement is a document around an organization can build its culture, as American culture is built around the Declaration of Independence and the Bill of Rights."* **J. D. Adams**

*"Individuals committed to a vision beyond their self interest find they have energy not available when pursuing narrower goals, as will organizations that tap this level of commitment."* **Peter Senge**

*"The most powerful, driving, unifying visions share several qualities: 1) They are concrete and specific; 2) They are bold, challenging and exciting; and 3) They are attainable."* **L. J. Spencer**

*"The first responsibility of a leader is to define reality. The last is to say thank you."* **Max DePree**

# Exploring the Dynamics & Principles of Effective Leadership

## *Leader characteristics:*

- ☞ View themselves as leaders, not just managers
- ☞ Vision-oriented; target on organization's purpose & general direction (→ are willing to put numbers on their goals)
- ☞ Build trust
- ☞ Turn followers into leaders and leaders into change agents
- ☞ Use interpersonal skills to encourage other to join in search of new ideas (→ are "resource specialists" who pick the brains of other for ideas and don't have to know it all)
- ☞ Are committed
- ☞ Are persistent
- ☞ Are consistent (→ predictability is a great asset in leaders)
- ☞ Share personal uncertainty with other team members
- ☞ Use goal setting to challenge current assumptions and priorities (→ are willing to set "impossible goals" and let others help them achieve these goals)
- ☞ Enhance understanding by testing their own views against colleagues and outside experts
- ☞ Are perpetual learners; regard themselves as "stretching" & growing
- ☞ Willing to take risks and accept losses (→ willing to "go out on a limb" if that's what's needed)
- ☞ Use "mistakes" as learning experiences
- ☞ See learning as essential fuel to keep up momentum, spark new understanding and new ideas
- ☞ Can remember mentors or powerful experiences that shaped them
- ☞ Concentrate on success instead of not failing

Source: "*Creating High-Performance Teams*"  
G. A. Roderick, Ph.D., (Montesano, WA, 1992)

# Exploring the Dynamics & Principles of Effective Leadership

## Ten Commitments of Leadership

### *PRACTICE: Challenging the Process*

1. Search out challenging opportunities to change, grow, innovate, and improve.
2. Experiment, take risks, and learn from the accompanying mistakes

### *PRACTICE: Inspiring a Shared Vision*

3. Envision and uplifting and ennobling future.
4. Enlist others in a common vision be appealing to their values, interests, hopes, and dreams.

### *PRACTICE: Enabling Others to Act*

5. Foster collaboration be promoting cooperative trust and building trust
6. Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.

### *PRACTICE: Modeling the Ways*

7. Set the example by behaving in ways that are consistent with shared values.
8. Achieve small wins that promote consistent progress and build commitment.

### *PRACTICE: Encouraging the Heart*

9. Recognize individual contributions to the success of every project.
10. Celebrate team accomplishments regularly.

Source: “*The Leadership Challenge*” by James M. Kouzes and Barry Z. Posner; Jossey-Bass Publishers, San Francisco (1995)



# Exploring the Dynamics & Principles of Effective Leadership

## ***Communicating A Clear, Focused Vision***

*"To choose a direction, a leader must first have developed a mental image of a possible and desirable future state of the organization. This image, which we call a vision, may be as vague as a dream or as precise as a goal or mission statement. The critical point is that a vision articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important way than it now exists."* Warren G. Bennis & Burt Nanus; ***"Leaders: Strategies for Taking Charge"***

The vision & mission of the organization must be clear, engaging, and attainable. To be motivating, it must touch deeper values and hopes. Both formal and informal leaders communicate their vision by: 1) how they spend their time, 2) what they talk about, 3) what problems they solve first, and 4) what they get excited about. In every act, leaders reinforce the values they hold and the vision they hope to achieve.

*"If your employees don't know what you hope to achieve, they can't help you achieve it. Conversely, a clear vision will challenge and excite your employees. Your vision must be something you and your employees believe in not just intellectually, but emotionally."*

*"A vision statement is just part of how a company defines itself. Every company should have not only a clear vision statement, but a mission statement and a values statement. What is the difference between the three?"*

*"Your mission statement defines what game you're in. Your values statement defines the rules of the game – at least the way your company will play it. And your vision statement defines how you plan to win the game."*

*"A company that fails to define itself clearly lacks direction, and so does its employees."*

Source: David Teplow, Founder & President of Employ of Weston, MA

*"If you want to build a ship, don't drum up people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea."*

**Antoine de Saint-Exupel**

[1900-1944]

*"People want their actions and efforts to make a difference. The possibility that one's own efforts could really transform something is deeply powerful. The process of creating a purposeful vision together often reveals the hopes and yearning of all the teammates. People with very different perspectives and job roles begin to sense their surprising unity with others on the team."*

**R. Bruce Williams**

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## ***Coaching is spelled A-D-A-P-T***

To coach successfully is to help your people adapt their skills to do what they must do. Before you coach, check out the acronym ADAPT, from Paul Birch's "*Instant Coaching*" [Kogan-Page Publishers, London, 2001]:

Assess current performance. Consider not only the person's results but also how he or she performs – style, strategy, and how strong the motivation is.

Develop a plan. Set up specific targets for improvement, a strategy to achieve them, and a schedule of milestones to guide you. Be sure the person helps create – and buys into – every step.

Act on the plan. Observe the person in action and provide feedback.

Progress check. At every milestone, analyze what's worked and what needs improving.

Tell and ask. Move the discussions to a deeper level: share your observations and ask the person what he or she thinks need more work. Here you come back full circle – assess the challenge and help the person commit to a solution.

## ***Keeping From Being Brought Down***

In pursuing his/her goals, it is inevitable that there will be tension/conflict between individuals with different views about what is essential and what is extraneous, not everyone can win. Those who anticipate loss and/or pain from pursuing the course laid out by the leader will not only resist; they may also try to bring the leader down.

Feeling threatened, they may try to throw the leader off of his/her game plan by challenging, pushing buttons, trying to divert attention away for the issue, direct attacks, and even assassination, figurative if not literal.

There are several approaches (*suggested by Toby Tetebaum, Ph.D., and Hillary Tetebaum in the April 2003 issue of **Performance Improvement**, published by the International Society for Performance Improvement [http://www.ispi.org]*) the leader can take to keep from being brought down:

☞ **Be clear about your purpose:** Leadership cannot be separated from purpose. It is the beacon that guides the leader through the process and the attacks. It is what keeps the leader in the game. It



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is important to maintain passion and clarity about the purpose while being flexible about changing it should the need arise.

- ☞ **Gain allies:** Going it alone is dangerous. No leader should venture forth alone. Leaders should identify allies who will be there in voice and deed for support. People who agree with the leader in private but who fail to stand up in public are not useful allies.
- ☞ **Stay close to your enemies:** Machiavelli was on target with the principle that a leader should stay close to his friends and closer to his enemies. Most people tend to avoid those whom they do not like, but that is a mistake. It is critical to know what the opposition is thinking and feeling, to be able to assess the degree to which they are stressed or angry or confused. It is important to ready your enemies and collect data.
- ☞ **Acknowledge your part in the problem:** The leader typically has played some part in the existing situation. Owning up to his/her own culpability disarms people and earns a degree of credibility. If the leader can identify the piece of the situation in which he/she has failed, then he/she also gains the opportunity to set it right.
- ☞ **Recognize that being a leader is a role:** It is important for the person exercising leadership to understand that personal attacks are not necessarily about him/her; rather they are about the leadership role in the organization and the new goals. Separating self from role is difficult but essential. The leader is not his/her role; therefore the leader must learn not to take attacks personally. He/she needs to ask, "*What do I represent to them that causes this attack?*" If the leader fails to do this, his/her focus will turn inward rather than stay on the organization's problem.
- ☞ **Know your own hot buttons:** The easiest way to bring leaders down is to let them do it themselves. We all have normal human hungers, and these make the leader vulnerable. Leaders who have a strong need for **POWER** can be brought down by their need to control others and exert power. Those who have a strong need for **AFFILIATION** can be brought down by their need to be liked and to have others depend on them. Those who have a strong need for **ACHIEVEMENT** can be brought down by their high standards and their inability to relinquish any work to others.



# Exploring the Dynamics & Principles of Effective Leadership

## *Understanding Human Behavior*

- ☞ Everyone sees from his/her own unique perspective, and it is bound to be different from yours.
- ☞ Everyone wants to be fulfilled, satisfied, & happy. They change to gain pleasure. They change to avoid pain.
- ☞ Living and working in different environments causes people to think and act differently, because their experiences, and hence their perception of reality is different.
- ☞ No matter how illogical, strange, or irrational some behavior appears to the observer, it makes sense to the person exhibiting it – and it is, at that moment, fulfilling to that person.
- ☞ True understanding comes primarily from experience. A decided course of action is appreciated by those who assisted in its formation.
- ☞ Feelings and emotions are often more powerful than rational judgment.
- ☞ True cooperation is possible only in a win-win situation. The benefits and the rewards must be appreciated and attainable by all.
- ☞ The methods used to garner cooperation may be more significant than the cooperation itself.
- ☞ Feelings and attitudes change when people convince themselves that change is beneficial to them – not before.
- ☞ The best perspective from which to understand the perceptions, attitudes, and behaviors of those you lead is from each person's internal frame of reference.

Source: *“Would You Work for You?”*

Sam Geist, March 2003 issue of *Performance Improvement*  
by *International Society for Performance Improvement (ISPI)*



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## Organizational Culture

*"Culture is the way in which a group of people solve problems."*  
Edgar Schien

*"Culture is the preferred way a group of people behave."*  
Margaret Mead

Organizational culture is *"the way we do things around Jzere"* and is reflected in our shared:

- 9 Language
- 9 Values
- 9 Policies
- 9 Stories
- 9 Customs, rites, & rituals
- 9 Beliefs
- 9 Procedures ➤ Management practices
- 9 Legends
- 9 Taboos

The effective leader is aware of organizational culture and the impacts it has on the unit he/she is leading. *"Messing with"* organizational culture is not something that should be done lightly. In most scenarios, the leader will try to use organizational culture to implement the change he/she needs.

However, there may be a time when to achieve the vision that some aspect of organizational culture will need to be transformed. If that happens, the effective leader knows that it is not something that can/will happen overnight. Organizational culture is a form of ingrained habit and, like most habits, it resists being changed; temporarily "morphing" until the pressure is off and then returning to its original shape.

## ***The Secret to Motivation***

"How should you motivate others? With a cheerleader's rallying cry? Through Knute Rockne's *"one for the Gipper"* speech? Via fear, carrot dangling, or force of cutthroat competition?

The surprise answer is, none of the above. People must motivate themselves. You, however, can create an environment where self-motivation is not only possible, but probable. Your mission is to INSPIRE others to do their best for their own reasons; personal satisfaction, monetary rewards, advanced responsibility – whatever drives them.

The key to creating this environment is simple business-management sense. Here are seven rules of thumb to follow when you set out to INSPIRE the people you work with:



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Insure that your team members know what is expected of them – in general and on the specifics of a project. Be clear when you give them instructions or outline the results you expect.

Note that people need meaningful work. Nothing can kill a good employee's spirit faster than an overload of "grunt" duties. Variety and responsibility keep workers motivated and teams high in morale.

Stay quiet... listen to the opinions of others. Give them due respect and listen to every word. Don't think silently about why they're wrong or what you're going to say next.

Praise people for their efforts – even if they fall short of your expectations. Explain what should be done better next time.

Include everyone that is appropriate in the decision process. Ask others for their advice and opinions. Give credit where it is due.

Respect your co-workers. Consider everyone's job – and everyone's feelings – as important as your own.

Encourage others to do their best and to reach for their personal goals. Remember, people do things for their own reasons, not yours. Get to know them. Your best bet is to set the pace with a good attitude toward your career and the people that work with you. The payoff is an inspired team that works harder for their own reasons to attain their goals – and ultimately yours."

C. Peter Giuliano and Frank J. Carillo  
[Executive Communications Group]

## *The Seven C's of Success*

"After having studied top achievers and peak performers over the past 25 years, I've concluded that these unique men and women have, in most cases, mastered what I call the *Seven C's of Success*.

1. **Clarity** – Eighty percent of success comes from being clear on who you are, what you believe in, and what you want.
2. **Competence** – You can't climb to the next rung on the ladder until you are excellent at what you do now.

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3. **Constraints** – Eighty percent of the obstacles to success come from within. Find out what is constraining in you or your company and deal with it.
4. **Concentration** – The ability to focus on one thing single-mindedly and see it through until it's done takes more character than anything else.
5. **Creativity** – Flood your life with ideas from many sources. Creativity needs to be exercised like a muscle; if you don't use it, you'll lose it.
6. **Courage** – Most in demand and least in supply, courage is the willingness to do the things you know are right.
7. **Continuous learning** – Read, at the very least, one book a week on business to keep you miles ahead of the competition. Just as you eat and bathe, organize your time so you spend 30 minutes a day exploring e-mails, sending messages, and going through web sites because like exercise, it's the only way you can keep on top of technology. If you get away from it, you lose your edge."

Source: Brian Tracy

## LEADERSHIP DEVELOPMENT ACTION PLAN - PRESENTATION WORKSHEET

**DESIRED OUTCOME:** A **FIVE-TO-SEVEN** minute oral presentation to a small group of your peers and workshop facilitators. This presentation should provide an overview to your leadership development action plan. Elements of your presentation should include: **1)** a brief background/history statement to set the context of your current situation, **2)** your vision of what the successful achievement of your plan will look like (*what's your goal, what's going to be different - more of, less of, etc.?*), **3)** what two or three behaviors you may need to change in order to succeed with your plan, **4)** what obstacles you will need to overcome in order to successfully complete your plan, and **5)** what support systems/resources you currently have in place or will need to obtain in order to succeed.

This worksheet is intended to give you room for your presentation notes . . . & for collecting feedback on your plans from your peers.

### PRESENTATION NOTES

**BACKGROUND/CONTEXT:**

### FEEDBACK/COMMENTS

**GOAL -- VISION OF OUTCOME(S) & HOW SUCCESS WILL BE MEASURED:**

**PRESENTATION NOTES**

**FEEDBACK/COMMENTS**

# LEADERSHIP DEVELOPMENT ACTION PLAN - PRESENTATION WORKSHEET

**BEHAVIORS NEEDING CHANGE:**

**OBSTACLES TO OVERCOME:**

**SUPPORT SYSTEMS/RESOURCES:**

# Leadership Development Action Plan - WORKSHEET

To help get ready to create your **LEADERSHIP DEVELOPMENT ACTION PLAN**, please answer the following questions:

1. Based on what you learned/relearned, what personal leadership development goals do you have? What specific skill areas or challenges have you identified as possible things to work on in the next 4-6 months?  
*[Circle your top 1-2 priority items]*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. For each item you decide to work on, clarify your success criteria. What will be different? How will you know when you have achieved your desired results?  
\_\_\_\_\_  
\_\_\_\_\_
3. What's the point? Why bother doing this? How will you benefit (short & long term) from doing this? Why should you do it?  
\_\_\_\_\_  
\_\_\_\_\_
4. Who else will this benefit? AND who may have a competing agenda and might not want you to achieve your goal(s)?  
\_\_\_\_\_  
\_\_\_\_\_
5. Who can support you in this plan? *(List at least 3 people/resources and identify what you want/need from each of them.)*  
\_\_\_\_\_  
\_\_\_\_\_
6. What habits or practices will you personally need to change in order to do this? How hard is this going to be?  
\_\_\_\_\_  
\_\_\_\_\_

# Leadership Development Action Plan - WORKSHEET

Identified opportunity/challenge: \_\_\_\_\_ Projected Completion Date: \_\_\_\_\_

Description of desired outcome(s) and success criteria/measures: \_\_\_\_\_

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<b>STEPS/TASKS/ACTIVITIES:</b> <i>(THINGS I NEED TO DO, STOP DOING, OR DO DIFFERENTLY)</i>	<b>AVAILABLE RESOURCES</b> <i>(PEOPLE, TOOLS, ETC.)</i>	<b>STAKEHOLDERS</b> <i>(ANYONE WITH A VESTED INTEREST IN THE OUTCOME)</i>	<b>START DATE</b>	<b>GOAL DATE</b>

# The Leadership Challenge... TELL US WHAT TAKES TO BE A LEADER.

Test your ingenuity to come up with appropriate words and phrases that begin with the letters of the word **L-E-A-D-E-R-S-H-I-P**. The following example was provided by Frank Altseimer of Canplas Industries. Ltd., Ontario, Canada.

- L**    **Look back** every once in a while to make sure you're being followed.
- E**    **Enable your people.** Your priority is to give them everything they need to do their jobs.
- A**    **Ask for help** and advice. Being a leader doesn't mean being an island.
- D**    **Demand the best** from everyone, but remember that everyone's best will not be the same.
- E**    **Energy is contagious.** Walk with purpose (even though you've forgotten where you're going.)
- R**    **Respect** should be freely given and constantly earned.
- S**    **Smile.** You get paid the same whether you are having a good time or not. You might as well enjoy it.
- H**    **Help when required.** There are times when you need to get off the wagon and help push.
- I**    **Interest yourself in people.** They will move mountains if they believe your caring is genuine.
- P**    **People,** not the position, will be the key to your success – or the opposite.

L \_\_\_\_\_

E \_\_\_\_\_

A \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

R \_\_\_\_\_

S \_\_\_\_\_

H \_\_\_\_\_

I \_\_\_\_\_

P \_\_\_\_\_

Adapted from "Leadership... *with a human touch*" (12/2001).published by Lawrence Regan Communications, Inc., Chicago

# Exploring the Dynamics & Principles of Effective Leadership

**WHAT WORKED**

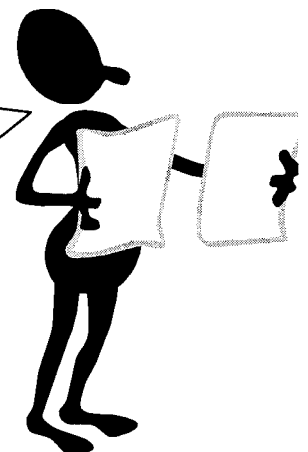
**WHAT STILL NEEDS WORK**



Please be as specific as possible in your feedback...

*"It was wonderful,"* can temporarily make us feel all warm and fuzzy, but **it** won't tell us exactly what was said/done that worked for you. Failure to tell us exactly what needs to change won't help us either. The "devil's in the details", so that's what we need to work with to improve future sessions.

Thanks for your help with this portion of the workshop!!





# Department of Corrections

## Leadership Competencies

### 1. DEMONSTRATES POSITIVE PERSONAL QUALITIES

- a. Demonstrates ethical standards of conduct, integrity and honesty.
- b. Balances self-confidence with healthy humility; realistically appraises own strengths and weaknesses.  
Responds resourcefully to new demands and challenges; is flexible and adaptable to changing organizational requirements.
- d. Maintains a reasonable balance between work life and personal life.
- e. Is self-reliant yet exercises compassion and sensitivity for others and understands the interdependence of people and teams within the agency.
- f. Respects and values others
- g. Balances flexibility, adaptability, and willingness to take risks with systematic planning, decision making and problem solving.
- h. Is motivated by an internal sense of satisfaction by accomplishing worthwhile tasks.  
Continually enhances career development through the transfer of knowledge gained in a variety of settings.
- j. Manages time appropriately.

### 2. PROVIDES STRATEGIC LEADERSHIP

- a. Develops and implements the Department's Vision, Mission, Values and Goals.
- b. Develops goals and strategies that clearly further Department wide goals and are based on timely, accurate information about DOC's customers and offenders.
- c. Exercises wise stewardship of public funds in meeting organizational objectives.
- d. Employs appropriate decision making models, techniques and research that fit the situation and problem.
- e. Takes calculated risks to accomplish important work objectives and support employees.
- f. Balances short and longer term organizational performance.
- g. Identifies and develops sources of information for determining customer service needs.
- h. Develops integrated strategic plans that identify and address near term obligations without unduly "mortgaging the future."

### 3. DEVELOPS AN ACHIEVEMENT-ORIENTED CULTURE

- a. Adds value through personal contributions, technical knowledge, and group achievements.
- b. Sets high standards for self and has high expectations for others.
- c. Maintains an acute awareness of internal and external situations in order to effect change and organizational development.
- d. Makes continuous improvement an essential process in every aspect of his/her job.
- e. Ensures that integrity is the cornerstone of all actions
- f. Measures process performance in meeting customers' expectations and optimizing results.
- g. Develops a continuous learning culture.
- h. Respects the diversity of the workforce and the contributions they make toward achieving departmental goals.

### 4. WORKS EFFECTIVELY ACROSS BOUNDARIES

- a. Builds relationships that enhance solving complex organizational problems.
- b. Earns the respect of key stakeholders by maintaining focus on the customer.
- c. Negotiates collaborative solutions with other stakeholders, whenever possible.
- d. Avoids undermining others for own gain. Promotes the development of partnerships by balancing input from others
- e. Enhances teamwork and trust by developing and employing decision making procedures that value others' perspectives.
- f. Accepts added risk by addressing difficult issues and conflict, especially those that cross organizational boundaries.

- g. Seeks collaborative solutions, but does not sacrifice integrity to generate agreement.
- h. Encourages a collaborative decision making process; avoids undermining others.

### 5. BUILDS AND SUSTAINS EFFECTIVE TEAMS

- a. Understands and values the importance of diversity and encourages/ supports it by selecting diverse staff and team members.
- b. Clearly communicates team members' roles and responsibilities.
- c. Fosters team development by involving team members in making decisions when appropriate.
- d. Fosters diverse participation in decision making groups.  
Respects and appreciates individual differences in perspective and background.  
Creates a sense of shared responsibility among team members for achieving challenging goals and high standards of performance; expects people to be accountable for their actions.
- f. Acts to foster and improve team functioning.
- g. Recognizes and rewards team performance as well as individual contributions.
- h. Shares credit and gives opportunities for visibility to others
- i. Celebrates team and organizational accomplishments
- j. Contributes effectively on a team whether or not he or she leads.

### 6. COACHES AND DEVELOPS OTHERS

- a. Uses coaching and mentoring to develop future leaders.
- b. Provides candid, supportive feedback and employs compassion and sensitivity in addressing individual strengths and weaknesses.
- c. Develops and supports self-directed teams.
- d. Emphasizes shared responsibility among the team members by delegating responsibility and authority and by giving team members appropriate autonomy based on experience, expertise and commitment.
- e. Coaches others in self-development. Helps team members to create development plans and implement them.
- f. Provides opportunities for team members to develop their skills and knowledge.
- g. Encourages and enables team members to evaluate and improve their own processes and performance.
- h. Fosters and promotes "mentoring" as a strategy for professional development throughout the organization.
- i. Establishes an atmosphere of mutual respect and trust; encourages others to freely express themselves without fear of ridicule or reprisal.
- j. Enables team members to understand and take risks appropriately.
- k. Embraces the ideal of total accountability to our customers

### 7. COMMUNICATES EFFECTIVELY

- a. Uses effective communication skills such as active listening, expressing empathy, and states needs clearly and directly.
- b. Establishes an atmosphere of mutual respect.
- c. Encourages fellow employees and individuals outside of the department to communicate clearly, openly and in a manner that promotes unity, productivity and understanding.
- d. Encourages the open exchange of ideas. Expresses opinions and directions without intimidating others and respectfully responds to the ideas and questions of others.
- e. Provides clear and sufficient direction.
- f. Makes oral presentations and produces written communications that are factual, clear, persuasive and tailored to the receiver.
- g. Models respect for the learning culture by emphasizing the shared responsibility of all parties when exchanging ideas and concerns.
- h. Shares information freely, fully and candidly with all potentially affected, as well as interested, parties.
- i. Demonstrates respect for the integrity of all and expresses him/herself in ways that value diversity.

## 8. PROMOTES PERSONAL AND ORGANIZATIONAL LEARNING

- a. Embraces continuous learning and demonstrates up to date proficiency in his/her field and within the DOC operating environment.
- b. Collects and interprets information about the operating environment, with a specific focus on the needs of DOC customers and offenders.
- c. Seeks constructive feedback to improve personal performance.
- d. Recognizes personal and organizational mistakes, learns from them, and moves on to correct and improve the situation.
- e. Employs appropriate techniques, such as team building, socializing, and training to stimulate organizational development and technical improvement.

## 9. IMPROVES SERVICE QUALITY AND ORGANIZATIONAL PERFORMANCE

- a. Implements organizational systems and processes that promote continuous improvement, high achievement, and compliance with applicable laws, policies and regulations.
- b. Uses quality improvement approaches to enhance performance.
- c. Analyzes problems in terms of processes and solves them in a way that identifies possible solutions and integrates diverse perspectives for various customers and constituents.
- d. Creates an environment that encourages innovation, appropriate risk taking, and focused entrepreneurial action.
- e. Uses appropriate decision making and problem solving methods; applies process improvement techniques that best fit the situation.

## 10. LEADS CHANGE

- a. Encourages and implements research based and outcome driven programs using established performance measures.
- b. Orchestrates, to the extent possible, the implementation and pace of change.
- c. Takes appropriate risks to support DOC's vision, mission, goals and values.
- d. Responds to change with flexibility and adaptability by overcoming resistance, obstacles and/or inertia.
- e. Manages and implements change in a way that reduces the threat often experienced by employees; helps employees cope with the ongoing demands of change.
- f. Adds value by linking change to the department's strategic objectives.
- g. Implements change in a visionary, creative, innovative manner.
- h. Promotes acceptance of change by making incremental improvement.
- i. Maintains linkages from agency outcomes to performance measures.

## 11. DEVELOPS AND IMPLEMENTS EFFECTIVE PLANS

- a. Formulates short term plans in a timely manner to carry out projects.
- b. Works closely with customers and suppliers to define expectations and mutual responsibilities.
- c. Develops objectives and strategies in a participative forum that drives planning and leads to implementation.
- d. Translates long term plans and policies into operational plans that fit the level, size and complexity of the organization.
- e. Identifies necessary action steps to carry out a project/activity.
- f. Defines the working relationships, roles, and responsibilities and allocates resources to accomplish the plan.
- g. Monitors progress and then balances immediate requirements with long term responsibilities.
- h. Develops alternatives and contingencies to respond to uncertain and/or unforeseen circumstances.
- i. Creates and implements a dynamic plan that is responsive to changes in the operating environment.

## 12. SOLVES PROBLEMS AND MAKES EFFECTIVE DECISIONS

- a. Maintains a balance between careful analysis and decisive action to resolve problems.

- b. Takes necessary and appropriate actions when employee or offender behavior threatens operations or projects.
- c. Fully understands the objectives and thoroughly considers a wide range of options when making decisions.
- d. Weighs information about the costs, risks and consequences, both positive and negative, that are associated with a decision.
- e. Makes provisions for implementing the chosen course of action, while considering what contingency plans might be required if known risks materialize.
- f. Tailors the decision model or approach to the complexity and significance of the problem.
- g. Proactively takes the initiative in discovering problems and moves decisively to solve them while keeping management informed.
- h. Acknowledges the existence of problems at an early stage, assumes responsibility for solving problems, and takes appropriate action.
- i. Prioritizes issues and focuses efforts on the critical priorities.
- j. Uses the DOC vision, mission, goals and values as guidance when weighing risks and making decisions or solving problems.
- k. Makes decisions based on thorough research

## 13. PUBLIC STEWARDSHIP ACTS IN THE PUBLIC INTEREST

- a. Continuously earns the public trust through his/her actions and deeds.
- b. Demonstrates high, uncompromising ethical standards of personal conduct and acts with integrity and honesty.
- c. Promotes continuous improvement of significant business processes.
- d. Implements organizational structures and systems that emphasize high achievement and compliance with applicable laws, policies and regulations.
- e. Balances concern for the individual employee with commitment to the public.
- f. Respects the diversity of the workforce, the dignity of the individual, and the contributions they make toward department goals.
- g. Ensures the credibility of the organization through regular assessment by significant constituencies.
- h. Completes projects within schedule, budget, and quality requirements.
- i. Reports regularly to the public about the efficiency and effectiveness of our processes, as measured by agency performance measures.
- j. Demonstrates/prudent use of state resources.
- k. Communicates to people the role of corrections in the community and the knowledge, skills and abilities necessary to succeed in the profession.

## 14. INCORPORATES TECHNICAL KNOWLEDGE

Specific technical competencies and knowledge are important to the success of any manager/leader. However, the assumption of this program is managers must gain the technical competence necessary to their individual position. Since technical competencies vary from position to position, there is no benefit gained in listing them here. Specific technical competencies need to be linked with these leadership competencies since both are critical for an effective manager.

- a. Assesses specific technical knowledge, skills and abilities necessary to succeed in the manager's specific position; develop a plan to acquire those where he/she is insufficient.
- b. Understands the specific technical competencies needed by people working within their program area.
- c. Builds support systems to leverage staffs technical competencies to accomplish the goals of the organization.
- d. Communicates to people the role of corrections in the community and the knowledge, skills and abilities necessary to succeed in the profession.

National Institute of Corrections Regional Field  
Coordinator's Western Region Presents

***"Exploring the Dynamics & Principles  
of Effective Leadership"***

Multnomah Juvenile Justice Center,  
1401 NE 68th Ave., Portland, OR

**May 28<sup>th</sup> and 29<sup>th</sup>**  
From 8:30 to 4:00

**Who should attend:** First level through Mid Managers working in Adult and Juvenile Criminal Justice agencies, who are interested in strategizing methods and actions to bring the principles of effective leadership into daily practice.

**By the end of the training the participants will:**

- Identify the principles of effective leadership and opportunities to apply them in your current position.
- Identify strategies to address "real world" challenges to your success as a leader.
- Develop a personal leadership action plan to guide the "next steps" in your development as a leader.

**Reserve a Seat by Contacting: Cindy Whitney at 503-981-2515**

**Maximum of 24 seats on a first to call basis; deadline is May 19<sup>th</sup> 2003. There is no registration charge. The participants responsible for per diem expenses.**

Hosted by Joe Van Meter, NIC Western Regional Field Coordinator  
503-982-4498

[Joe.VanMeter@oya.state.or.us](mailto:Joe.VanMeter@oya.state.or.us)

National Institute of Corrections'  
Western Regional Field  
Coordinator's (RFC's) PRESENT:



# Exploring the Dynamics Principles of Effective Leadership

&

## Who Should Attend?

Corrections,  
Law Enforcement,  
**Juvenile Justice and  
Adult Probation &  
Parole**  
professionals  
interested in  
strategizing methods  
and **actions** to bring  
the principles of  
**effective leadership**  
into daily practice.

Whether you are new  
to leadership, or  
simply wanting to  
join with other  
leaders to build a  
network of new ideas  
and strategies,  
this training is for you.

**\* No registration fee \***

Participants will  
cover their own  
per diem expenses.

Instructors:  
**RFC's from NIC's**  
"Great Western Region"

By the end of the workshop, participants will be able to:

- ∞ **Identify the principles of effective leadership and opportunities to apply the principles in their current position.**
- ∞ **Identify strategies to address 'real world' challenges to their success as a leader.**
- ∞ **Develop a Personal Action Plan to guide 'next steps' in their development as a leader.**

## Dates:

May 28 - 29, 2003 -- 8:30 a.m. to 4:00 p.m.

## Location:

Multnomah Juvenile Justice Center  
1401 NE 68th Avenue  
Portland, Oregon 97213

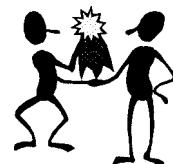
for driving directions, go to <http://www.mapquest.com>

For more information, or to register, call:

Cindy Whitney, (503) 981-2515

Registration Deadline is May 19th, 2003

*Thanks for accepting the Leadership Challenge!*

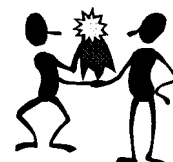


From NIC'S "GREAT WESTERN Regional Field Coordinators'...

**"Exploring the Dynamics & Principles of Effective Leadership"**

Portland, Oregon 3 May 2003

*Thanks for accepting the Leadership Challenge!*

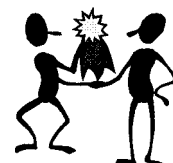


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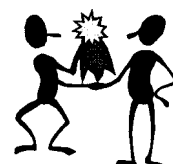


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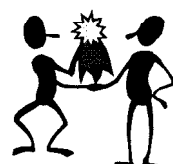


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**"Exploring the Dynamics & Principles of Effective Leadership"**

Portland, Oregon 3 May 2003

National Institute of Corrections Regional Field  
Coordinator's Western Region Presents

***"Exploring the Dynamics & Principles  
of Effective Leadership"***

Multnomah Juvenile Justice Center,  
1401 NE 68th Ave., Portland, OR

**May 28<sup>th</sup> and 29<sup>th</sup>**  
From 8:30 to 4:00

**Who should attend:** First level through Mid Managers working in Adult and Juvenile Criminal Justice agencies, who are interested in strategizing methods and actions to bring the principles of effective leadership into daily practice.

**By the end of the training the participants will:**

- Identify the principles of effective leadership and opportunities to apply them in your current position.
- Identify strategies to address "real world" challenges to your success as a leader.
- Develop a personal leadership action plan to guide the "next steps" in your development as a leader.

**Reserve a Seat by Contacting: Cindy Whitney at 503-981-2515**

**Maximum of 24 seats on a first to call basis; deadline is May 19<sup>th</sup> 2003. There is no registration charge. The participants responsible for per diem expenses.**

Hosted by Joe Van Meter, NIC Western Regional Field Coordinator  
503-982-4498

[Joe.Van.Meter@oya.state.or.us](mailto:Joe.Van.Meter@oya.state.or.us)