Table of Contents



**Leadership and Influence**

**Instructor Guide**

**Global Courseware**

[Thank you for choosing Global Courseware! 6](#_Toc115246973)

[How Do I Customize My Course? 6](#_Toc115246974)

[Materials Required 7](#_Toc115246975)

[Maximizing Your Training Power 7](#_Toc115246976)

[Module One: Getting Started 9](#_Toc115246977)

[Housekeeping Items 10](#_Toc115246978)

[The Parking Lot 10](#_Toc115246979)

[Workshop Objectives 11](#_Toc115246980)

[Action Plans and Evaluation Forms 12](#_Toc115246981)

[Action Plan 13](#_Toc115246982)

[Evaluation Form 14](#_Toc115246983)

[Pre-Assignment 15](#_Toc115246984)

[Pre-Test 16](#_Toc115246985)

[Pre-Test Answers 20](#_Toc115246986)

[Module Two: The Evolution of Leadership 25](#_Toc115246987)

[Defining Leadership 25](#_Toc115246988)

[Characteristics of a Leader 26](#_Toc115246989)

[Leadership Principles 27](#_Toc115246990)

[A Brief History of Leadership 28](#_Toc115246991)

[Three Theories of Leadership 30](#_Toc115246992)

[Practical Illustration 32](#_Toc115246993)

[Module Two: Review Questions 33](#_Toc115246994)

[Module Three: Situational Leadership 36](#_Toc115246995)

[Situational Leadership: Telling 36](#_Toc115246996)

[Situational Leadership: Selling 38](#_Toc115246997)

[Situational Leadership: Participating 39](#_Toc115246998)

[Situational Leadership: Delegating 40](#_Toc115246999)

[Practical Illustration 42](#_Toc115247000)

[Module Three: Review Questions 43](#_Toc115247001)

[Module Four: A Personal Inventory 46](#_Toc115247002)

[An Introduction to Kouzes and Posner 46](#_Toc115247003)

[A Personal Inventory 48](#_Toc115247004)

[Creating an Action Plan 49](#_Toc115247005)

[Practical Illustration 50](#_Toc115247006)

[Module Four: Review Questions 51](#_Toc115247007)

[Module Five: Modeling the Way 54](#_Toc115247008)

[Determining Your Way 54](#_Toc115247009)

[Being an Inspirational Role Model 55](#_Toc115247010)

[Influencing Others’ Perspectives 56](#_Toc115247011)

[Practical Illustration 57](#_Toc115247012)

[Module Five: Review Questions 58](#_Toc115247013)

[Module Six: Inspiring a Shared Vision 61](#_Toc115247014)

[Choosing Your Vision 61](#_Toc115247015)

[Communicating Your Vision 62](#_Toc115247016)

[Identifying the Benefit for Others 63](#_Toc115247017)

[Practical Illustration 64](#_Toc115247018)

[Module Six: Review Questions 65](#_Toc115247019)

[Module Seven: Challenging the Process 68](#_Toc115247020)

[Think Outside the Box 68](#_Toc115247021)

[Developing Your Inner Innovator 69](#_Toc115247022)

[Seeing Room for Improvement 70](#_Toc115247023)

[Lobbying for Change 71](#_Toc115247024)

[Practical Illustration 72](#_Toc115247025)

[Module Seven: Review Questions 73](#_Toc115247026)

[Module Eight: Enabling Others to Act 76](#_Toc115247027)

[Encouraging Growth in Others 76](#_Toc115247028)

[Creating Mutual Respect 77](#_Toc115247029)

[The Importance of Trust 78](#_Toc115247030)

[Practical Illustration 79](#_Toc115247031)

[Module Eight: Review Questions 80](#_Toc115247032)

[Module Nine: Encouraging the Heart 83](#_Toc115247033)

[Sharing Rewards 83](#_Toc115247034)

[Celebrating Accomplishments 84](#_Toc115247035)

[Making Celebration Part of Your Culture 85](#_Toc115247036)

[Practical Illustration 86](#_Toc115247037)

[Module Nine: Review Questions 87](#_Toc115247038)

[Module Ten: Basic Influencing Skills 90](#_Toc115247039)

[The Art of Persuasion 90](#_Toc115247040)

[The Principles of Influence 91](#_Toc115247041)

[Creating an Impact 93](#_Toc115247042)

[Practical Illustration 94](#_Toc115247043)

[Module Ten: Review Questions 95](#_Toc115247044)

[Module Eleven: Setting Goals 98](#_Toc115247045)

[Setting SMART Goals 98](#_Toc115247046)

[Creating a Long-Term Plan 99](#_Toc115247047)

[Creating a Support System 100](#_Toc115247048)

[Practical Illustration 101](#_Toc115247049)

[Module Eleven: Review Questions 102](#_Toc115247050)

[Module Twelve: Wrapping Up 105](#_Toc115247051)

[Words from the Wise 105](#_Toc115247052)

[Lessons Learned 105](#_Toc115247053)

[Parking Lot 106](#_Toc115247054)

[Action Plans and Evaluation Forms 106](#_Toc115247055)

[Appendix 107](#_Toc115247056)

[Worksheet 1 107](#_Toc115247057)

[Worksheet 2 108](#_Toc115247058)

[Post-Assessment 109](#_Toc115247059)

[Post-Assessment Answers 113](#_Toc115247060)

[Recommended Reading List 118](#_Toc115247061)

# Thank you for choosing Global Courseware!

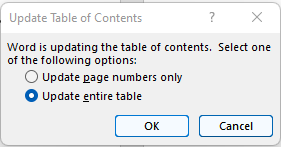
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide instructor guides, training manuals, PowerPoint slides, activities, exercises, quick reference sheets, and more. All you need to do is add your final preparations and deliver your training workshop!

Our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint (most word processing and presentation programs support these formats too). This means that you can customize the content, re-brand with your logo, change the color scheme and fonts and then easily print/e-mail your training materials as needed.

## How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants’ industry, or additional information. You can also use all of your word processor’s other features, including text formatting and editing tools (such as cutting and pasting).

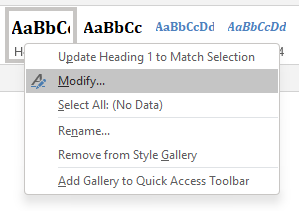
To remove modules, simply select the text and press **Delete** on your keyboard. Then, navigate to the **Table of Contents**, right-click, and click **Update Field**. You may see a dialog box; if so, click **Update entire table** and press **OK**. You will also want to perform this step if you add modules or move them around.



You can format any piece of text any way you want. However, to make it easy, you can use **styles** to update all the text at once.

In Word under the **Home tab**, right-click on your chosen style and click **Modify**. That will then produce the **Modify Style** options window where you can set your preferred style options.

For example, if you wanted to change our Heading 1 style, used for Module Titles, this is what you would do:



Now, you can change the formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to our Word Essentials course.

## Materials Required

All of our courses use a flip chart or whiteboard/chalkboard.

We recommend that each participant have a copy of the training manual and that you review each module before training to ensure you have any special materials required. Worksheets are included within the Appendix and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

* Laptop with projector, for PowerPoint slides
* Quick Reference Sheets for trainees to take with them
* Timer or watch (separate from your laptop)
* Masking tape
* Blank paper

## Maximizing Your Training Power

Our company is built for trainers, by trainers. Here are some of our tips to help you create an engaging and unforgettable experience for your participants.

* **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
  + Use examples, case studies, and stories that are relevant to the group.
  + Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
  + Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn through group discussions, and others need a hands-on approach. For more information, we suggest *Experiential Learning* by David Kolb.)
* **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of these tips and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
* **Make it relevant**. Participants are much more receptive to learning if they understand why they are learning it and how they can apply it to their work. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to the context of your participants’ jobs or daily lives.
* **Keep an open mind**. Many trainers find that they learn something each time they teach, so encourage two-way communication. Enjoy it, learn from it, and make the most of it in your workshops.

**And now, time for the training!**

# Module One: Getting Started

Welcome to the Leadership and Influence workshop! They say that leaders are born, not made. While it is true that some people are born leaders, some leaders are born in the midst of adversity. Often, simple people who have never had a leadership role will stand up and take the lead when a situation they care about requires it. A simple example is parenting. When a child arrives, many parents discover leadership abilities they never knew existed in order to guide and protect their offspring. There are countless war stories of simple GI’s and sailors who rose to a challenge on their own in the heat of battle.

*A leader leads by example not by Force.*

***Sun Tzu***

Clearly, leadership potential exists within each of us. That potential can be triggered by outside events, or it can be learned by exploring ourselves from within. This training takes the latter approach. Once you learn the techniques of true leadership, you will be able to build the confidence it takes to take the lead. The more experience you have acting as a genuine leader, the easier it will be for you. It is never easy to take the lead, as you will need to make decisions and face challenges, but it can become natural and rewarding.

Leadership is not telling others what to do. Leadership is inspiring others to do what needs to be done. Many people around the world who are in leadership positions are not leaders. Dictators call themselves leaders but they are not – they are tyrants. There have been many presidents of the United States, but few were real leaders. Genuine leaders take a stand and motivate others to join them in a noble purpose. One such leader was Abraham Lincoln, who ended slavery in the United States. Another was John F. Kennedy, who inspired a nation to go to the moon within a decade, and it did. General Patton had a completely different but no less effective leadership style. What is it that makes a leader, and what separates the good from the great? This workshop will explore different leadership theories and examine what makes a great leader.

Influence is subtle, yet incredibly powerful. You can order someone to do a task, but you cannot order them to do their best. It simply does not work and usually has the opposite effect. You can influence people to do their best by providing a strong, motivating example in addition to positive reinforcement. Leadership addresses tasks, while influence addresses attitudes and awareness. Influence is the soul of leadership.

## Housekeeping Items

Take a few moments to cover basic housekeeping items.

* If you need an opening or a way to introduce the participants to each other, utilize the Icebreakers folder to begin or between breaks during the day.
* Let participants know where they can find washrooms, break facilities, and fire exits.
* Ask participants to turn off their cell phones or at least turn them to vibrate. If they must take a call, request that they do it outside.
* Take this time to encourage the group to ask questions and make this an interactive workshop.
* Write the words Respect, Confidentiality, and Practice on a piece of flip chart paper and tape it to the wall. Explain to participants that in order to get the most out of this workshop, we must all work together, listen to each other, explore new ideas, and make mistakes. After all, that’s how we learn!

## The Parking Lot

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MP321RS9\MC900057299[1].wmfExplain the concept of The Parking Lot to participants.

* The Parking Lot is a visible place where you will “park” ideas that arise which are not on the agenda, may be off topic, or are better addressed outside of the program.
* At the end of the session, we will review parked ideas and follow up, or make suggestions for your own investigation when you are back at work.

Suggestions for the trainer:

1. If you are working with a large group of participants, you may wish to nominate a recorder to park items as you are facilitating.
2. It’s a good idea to note the name of the contributor along with the parked item.
3. Items noted on the parking lot can be useful to you later as you plan future training sessions.

## Workshop Objectives

C:\Users\Kimmi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JVU559D0\MCj02934740000[1].wmfResearch has consistently demonstrated that when clear goals are associated with learning that the learning occurs more easily and rapidly. With that in mind, let’s review our goals for today.

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

* Define “leadership”
* Explain the Great Man Theory
* Explain the Trait Theory
* Understand Transformational Leadership
* Understand the people you lead and how to adapt your leadership styles
* Explain leading by Directing
* Explain leading by Coaching
* Explain leading by Participating
* Explain leading by Delegating
* Kouzes and Posner
* Conduct a personal inventory
* Create an action plan
* Establish personal goals

## Action Plans and Evaluation Forms

Participant Action Plans and course Evaluation Forms are located on the following pages and in the Training Manual. Ask participants to fill these out throughout the day as they learn new things and have ideas on how to incorporate the topics discussed into their lives.

The action plan uses the SMART system. This means that your goals must be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely.

## Action Plan

| Module | Goal | Specific? | Measurable? | Achievable? | Relevant? | Timed? | Next Steps |
| --- | --- | --- | --- | --- | --- | --- | --- |
| One |  |  |  |  |  |  |  |
| Two |  |  |  |  |  |  |  |
| Three |  |  |  |  |  |  |  |
| Four |  |  |  |  |  |  |  |
| Five |  |  |  |  |  |  |  |
| Six |  |  |  |  |  |  |  |
| Seven |  |  |  |  |  |  |  |
| Eight |  |  |  |  |  |  |  |
| Nine |  |  |  |  |  |  |  |
| Ten |  |  |  |  |  |  |  |
| Eleven |  |  |  |  |  |  |  |
| Twelve |  |  |  |  |  |  |  |

## Evaluation Form

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Workshop Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | Workshop Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
|  | | |  | | | | |  | | | | |
| Please rate the following items on a scale of one to ten, with one being abysmal, five being acceptable, and ten being perfect. | | | | | | | | | | | | |
| Workshop Room | 1 | 2 | | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 |
| Comments: | | | | | | | | | | | | |
| Workshop Facilities | 1 | 2 | | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 |
| Comments: | | | | | | | | | | | | |
| Instructor Knowledge | 1 | 2 | | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 |
| Comments: | | | | | | | | | | | | |
| Interactivity of Workshop | 1 | 2 | | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 |
| Comments: | | | | | | | | | | | | |
| Would you recommend this course to others? Why or why not? | | | | | | | | | | | | |

## Pre-Assignment

Description: Description: C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0234131.wmfThe purpose of the Pre-Assignment is to get participants thinking about their current set of Leadership and Influence skills.

List some skills or qualities you feel make up a good leader.

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The debate in regard to leaders being born or made has been around for a long time, what are your thoughts on it?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Pre-Test

1. Which of these statements about the evolution of leadership is true?
2. As long as there have been leaders, it has been impossible to determine how and why they were successful
3. Leadership itself has evolved, and our understanding of it has
4. It is important to understand why very different leadership styles can be effective
5. It is important to understand that not everyone has leadership potential within them
6. What is the mark of a true leader?
7. The position held
8. The title held
9. How many people need to be lead
10. How many people are willing to follow them
11. Which of these is the key to practical leadership development in the Hersey-Blanchard model?
    1. The attributes
    2. The styles
    3. The followers
    4. All of the above
12. Who do communication experts consider it critical to tailor your message to?
13. Stakeholders
14. Community
15. Target audience
16. Sales team
17. What is the name of the book published in 2002 and written by James Kouzes and Barry Posner?
18. How Leadership Changed My Life and Will Change Yours, Too
19. The Leadership Inventory.
20. The Leadership Challenge
21. The Delegating Leader: The Ultimate Goal
22. What did James Kouzes and Barry Posner ask thousands of people to do?
23. They challenged them to take on a leadership role for two months and document their experiences
24. They asked them to rank a list of characteristics associated with leadership, including the seven top qualities that motivated them to follow willingly
25. They told them to record themselves in leadership meetings and from there, they denoted what the seven top qualities of motivation were
26. They asked them to follow a leadership inventory to rank their qualities and how they affected their day-to-day work-life
27. Which of these statements is true about modeling the way as a leader?
28. A true leader takes the blame, and then addresses how to correct the problems that arose
29. The best followers are examples of what they want their leaders to be
30. You can lead from the rear and send your troops out to take the heat and face the challenges
31. If something does go wrong, a true leader blames his followers especially if in fact they failed
32. Once you have chosen your role model, what should you do?
33. Be willing to listen to criticism, but also consider the source
34. Imagine your legacy
35. Determine how you will accomplish your goals
36. Study what qualities made them successful
37. What is the key to true leadership?
38. Hiding in your office
39. Inspiring a shared vision among your staff
40. Not seeing your staff regularly
41. Disengaging yourself from your vision
42. Before you can convey a vision, what must you do first?
43. Choose a role model
44. Develop your vision
45. Imagine your legacy as a leader
46. Write down your vision
47. Which law governs most large groups?
48. Law of comparative judgment
49. Law of sociology
50. Law of inertia
51. Boyle’s law
52. What can be defined as an established model or structure?
53. Paradigm
54. Brainstorming
55. Stereotype
56. Paragon
57. What is the ultimate goal of the Hersey-Blanchard situational Leadership model?
58. To know that all members and all teams are created equal
59. To develop your staff to the point where you can delegate tasks without a lot of oversight
60. To be an effective leader by using a friendship style based on the individuals or groups they're leading
61. To develop one style of leadership and use that style always
62. What is good advice when enabling others to act?
63. You must enable others to act by coming to you first for advice
64. You cannot berate someone for trying hard but making an honest mistake.
65. The goal of a leader is to empower others to work by micromanagement
66. You should enable good habits by compensating for the bad habits of others or overlooking them
67. What was one of the worst developments in the workplace?
68. Leadership in the workplace
69. The creation of email and the use of technology
70. Deadlines and time management practices
71. The creation of the term “Human Resources”
72. 16.) What was the term Human Resources formerly known as?
73. Personnel Department
74. Sales and Accounting Departments
75. Accounts Bill-able
76. Human Relationship Department
77. As a leader, when do you get credit?
78. All the time
79. Only when your plan ultimately succeeds
80. Whenever your followers succeed
81. Whenever you save the company time and money
82. Who in history was a master of the art of persuasion?
83. Descartes
84. Socrates
85. Aristotle
86. Plato
87. What is a vision without specific, targeted goals?
88. A committed, important legacy
89. A plan for the future
90. Just a wish or a hope
91. A system of gaining followers
92. What does the ‘A’ in the SMART acronym stand for?
93. Accomplishment
94. Attainable
95. Achievable
96. Applicable

## Pre-Test Answers

1. Which of these statements about the evolution of leadership is true?
2. As long as there have been leaders, it has been impossible to determine how and why they were successful
3. Leadership itself has evolved, and our understanding of it has
4. It is important to understand why very different leadership styles can be effective
5. It is important to understand that not everyone has leadership potential within them

It is important to understand why very different leadership styles can be effective, why the same leadership techniques will not work in every situation, and which leadership style fits your personality best

1. What is the mark of a true leader?
2. The position held
3. The title held
4. How many people need to be lead
5. How many people are willing to follow them

The mark of a true leader is not a position or title held, but it is how many people are willing to follow them

1. Which of these is the key to practical leadership development in the Hersey-Blanchard model?
   1. The attributes
   2. The styles
   3. The followers
   4. All of the above

The Hersey-Blanchard model addresses the key to practical leadership development: the attributes and styles of the *followers*.

1. Who do communication experts consider it critical to tailor your message to?
2. Stakeholders
3. Community
4. Target audience
5. Sales team

Communications experts consider it critical to tailor your message to your “target audience.”

1. What is the name of the book published in 2002 and written by James Kouzes and Barry Posner?
2. How Leadership Changed My Life and Will Change Yours, Too
3. The Leadership Inventory.
4. The Leadership Challenge
5. The Delegating Leader: The Ultimate Goal

In 2002, Jossey Bass published a book by James Kouzes and Barry Posner called *The Leadership Challenge*

1. What did James Kouzes and Barry Posner ask thousands of people to do?
2. They challenged them to take on a leadership role for two months and document their experiences
3. They asked them to rank a list of characteristics associated with leadership, including the seven top qualities that motivated them to follow willingly
4. They told them to record themselves in leadership meetings and from there, they denoted what the seven top qualities of motivation were
5. They asked them to follow a leadership inventory to rank their qualities and how they affected their day-to-day work-life

James Kouzes and Barry Posner asked thousands of people to rank a list of characteristics associated with leadership, including the seven top qualities that motivated them to follow willingly.

1. Which of these statements is true about modeling the way as a leader?
2. A true leader takes the blame, and then addresses how to correct the problems that arose
3. The best followers are examples of what they want their leaders to be
4. You can lead from the rear and send your troops out to take the heat and face the challenges
5. If something does go wrong, a true leader blames his followers especially if in fact they failed

A true leader takes the blame, and then addresses how to correct the problems that arose.

1. Once you have chosen your role model, what should you do?
2. Be willing to listen to criticism, but also consider the source
3. Imagine your legacy
4. Determine how you will accomplish your goals
5. Study what qualities made them successful

Once you have chosen your role model, study what qualities made them successful.

1. What is the key to true leadership?
2. Hiding in your office
3. Inspiring a shared vision among your staff
4. Not seeing your staff regularly
5. Disengaging yourself from your vision

The key to true leadership is to inspire a shared vision among your staff

1. 10.) Before you can convey a vision, what must you do first?
2. Choose a role model
3. Develop your vision
4. Imagine your legacy as a leader
5. Write down your vision

Before you can convey a vision, however, you have to develop it.

1. Which law governs most large groups?
2. Law of comparative judgment
3. Law of sociology
4. Law of inertia
5. Boyle’s law

Most large groups are governed by the law of inertia: if it takes effort to change something, nothing will change.

1. What can be defined as an established model or structure?
2. Paradigm
3. Brainstorming
4. Stereotype
5. Paragon

A *paradigm* is an established model or structure.

1. What is the ultimate goal of the Hersey-Blanchard situational Leadership model?
2. To know that all members and all teams are created equal
3. To develop your staff to the point where you can delegate tasks without a lot of oversight
4. To be an effective leader by using a friendship style based on the individuals or groups they're leading
5. To develop one style of leadership and use that style always

The ultimate goal of the Hersey-Blanchard situational Leadership model: to develop your followers to the point where you can delegate tasks without a lot of oversight.

1. What is good advice when enabling others to act?
2. You must enable others to act by coming to you first for advice
3. You cannot berate someone for trying hard but making an honest mistake.
4. The goal of a leader is to empower others to work by micromanagement
5. You should enable good habits by compensating for the bad habits of others or overlooking them

You cannot berate an employee for trying hard, but making an honest mistake.

1. What was one of the worst developments in the workplace?
2. Leadership in the workplace
3. The creation of email and the use of technology
4. Deadlines and time management practices
5. The creation of the term “Human Resources”

One of the worst developments in the workplace was the creation of the term “Human Resources.”

1. What was the term Human Resources formerly known as?
2. Personnel Department
3. Sales and Accounting Departments
4. Accounts Bill-able
5. Human Relationship Department

Formerly known as the “Personnel Department,” the focus was on dealing with people as *persons*.

1. As a leader, when do you get credit?
2. All the time
3. Only when your plan ultimately succeeds
4. Whenever your staff succeed
5. Whenever you save the company time and money

As the leader, you get credit whenever your staff succeed because you created the environment that allowed their success.

1. Who in history was a master of the art of persuasion?
2. Descartes
3. Socrates
4. Aristotle
5. Plato

Aristotle was a master of the art persuasion, and he outlines his thinking in his work, Rhetoric

1. What is a vision without specific, targeted goals?
2. A committed, important legacy
3. A plan for the future
4. Just a wish or a hope
5. A system of gaining followers

A vision without specific, targeted goals is just a wish or a hope.

1. What does the ‘A’ in the SMART acronym stand for?
2. Accomplishment
3. Attainable
4. Achievable
5. Applicable

**Attainable***:* A goal which cannot be met, is not a goal, it is an ideal. If you know you need certain infrastructure in place to accomplish your vision, you should break down your goals into attainable steps you can monitor as each step is put into place.

# Module Two: The Evolution of Leadership

MC900383510[1]As long as there have been leaders, there have been those who tried to determine how and why they were successful. Leadership itself has not evolved, but our understanding of it has. It is important to understand why very different leadership styles can be effective, why the same leadership techniques will not work in every situation, and which leadership style fits your personality best. Everyone has leadership potential within them, but understanding these concepts will help you maximize your leadership ability.

*Define success on your own terms, achieve it by your own rules, and build a life you are proud to live.*

***Anne Sweeney***

## Defining Leadership

MC900071116[1]Simply speaking, “leadership” is defined as “the ability to lead.” Unfortunately, this is not very helpful. A better definition comes from the BNET online Business Dictionary: *“The capacity to establish direction and to influence and align others toward a common goal, motivating and committing them to action and making them responsible for their performance.”* Although this is more descriptive, it is not substantial. It does not tell us what leadership actually *is*, but rather what it *does*.

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To understand what is meant by the term “leadership.” |
| Topic Summary | To know what true leadership is, we need to examine the characteristics of a leader. |
| Materials Required | Flipchart and markers  [Worksheet 1-Goal Card](#_Worksheet_1) |
| Planning Checklist | At the beginning of the exercise, write the word “Leadership” at the top of the flipchart page. |
| Recommended Activity | * Ask everyone for qualities that they identify with leadership. Write these on the flipchart at the front of the room (be sure to post the paper in a visible spot in the room when done). Try to get at least 10 to 15 qualities, traits, or attributes. * Have the class rank the list in order on another flipchart paper. * In the notes area below, have participants list 5 leadership qualities that they believe they already possess, even if they feel they need to develop it more. * Create a Goal Card with the name of the leader, they want to emulate, have participants write five leadership traits they most want to develop. Have them place the card in a visible place in from of them. |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | What are the characteristics of a leader? |

## Characteristics of a Leader

MC900290840[1]The mark of a true leader is not a position or title held, but it is how many people are willing to follow them. Santa Clara University and the Tom Peters group outline the following leadership characteristics:

* **Honest**
* **Competent**
* **Forward-looking**
* **Inspiring**
* **Intelligent**
* **Fair-minded**
* **Broad-minded**
* **Courageous**
* **Straightforward**
* **Imaginative**

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss the characteristics of a leader |
| **Topic Summary** | This exercise asks participants to discuss the specific characteristics of a leader |
| **Materials Required** | Flip chart/markers |
| **Planning Checklist** | None |
| **Recommended Activity** | Brainstorm words/characteristics that make a great leader |
| **Stories to Share** | “Your reputation is what others think of you; your character is what you truly are. Reputations can be manipulated; character can only be developed and maintained.” – ***Bohdi Sanders*** |
| **Delivery Tips** | None |
| **Review Questions** | What leader characteristics do you possess? |

## MC900301210[1]Leadership Principles

The United States Army offers 11 Leadership Principles:

* Be tactically and technically proficient
* Know yourself and seek self-improvement
* Know your soldiers and look out for their welfare
* Keep your soldiers informed
* Set the example
* Ensure the task is understood, supervised and accomplished
* Train your soldiers as a team
* Make sound and timely decisions
* Develop a sense of responsibility in your subordinates
* Employ your unit in accordance with its capabilities
* Seek responsibility and take responsibility for your actions

You will notice that none of the above actually tells you *how to lead* in a practical manner. They don’t address what to do or say in any given situation. That is because there is no real formula to being a leader. Leadership must come from within and it is based on your personality. In this training, you will learn how to develop your innate leadership abilities and build the confidence required in being a true leader.

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To compare what is considered “leadership.” |
| Topic Summary | Comparing our instincts about leadership with characteristics considered important by others. |
| Materials Required | Flipchart and markers |
| Planning Checklist | Maintain the previous Leadership lists in a visible location. |
| Recommended Activity | * Go through the Characteristics of a Leader and the Army Leadership Principles and compare them with the previous two lists posted on the flipchart paper. * Note where each is on the lists developed by the class. * Note the similarities and differences and discuss them. |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | What are the most commonly agreed upon characteristics of a leader? |

## A Brief History of Leadership

MC900353603[1]**Historical Leaders**

Throughout the centuries, there have been leaders. We are social animals who bond together, but we look for order against the chaos of life. We look to be organized to accomplish tasks as a society that we cannot perform individually. As a result, someone inevitably ends up in charge.

Leaders in the past have generally belonged to one of three categories: Political, Military or Religious.

* Political: Around 1790 B.C., Babylonian ruler Hammurabi created the codified laws, which unified his empire in what was seen as a fair order as all people were subject to the same rules.
* Military: Sun Tzu was a military general in China from 500 B.C. He wrote the Art of War, and although he was a great military leader, his book is actually about how to *not* use armies except as a last resort, focusing more on wise political policies and strategies to prevent war.
* Religious: It may be said that religious leaders have had the greatest impact on their societies, with results that last for centuries.

**Modern Leaders**

With the rise of the industrial revolution, a new kind of leader emerged: Economic. The so-called Captains of Industry found they could build an empire based on modern technology instead of swords. Oil Barons, railroad magnates, and factory owners built large fortunes without the benefit of armies; it was often at the expense of the people they employed. This gave rise to Union leaders and various movements designed to promote justice where abuses were perceived to exist.

The Industrial Revolution also increased the number of Scientific Leaders, as scientists now had easy access to a wide range of new materials for their work. Psychiatry and Psychology came into prominence with studies on the workplace, in regard to improving productivity and the effect on the workforce.

Studies have shown consistently that workers are more productive when they are in a “positive work environment.” The attitude and influence of the boss is a major factor in this productivity. If employees feel they are listened to, respected, and treated fairly, they are happier in their work and perform better than those who feel they are disrespected and unappreciated. Which kind of work environment would *you* prefer?

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss the historical leaders |
| **Topic Summary** | This exercise asks participants to discuss leaders of the past |
| **Materials Required** | Flip chart/markers |
| **Planning Checklist** | None |
| **Recommended Activity** | Brainstorm leaders of the past – jot ideas down on flip chart |
| **Stories to Share** | “Those who do not remember the past are condemned to repeat it.” |
| **Delivery Tips** | None |
| **Review Questions** | Who said the above quote? |

## Three Theories of Leadership

**The Great Man Theory**

MC900432121[1]The Great Man Theory was abandoned in favor of the theories of behavioral science. It’s easy to be inspired by stories of great men and women who did great things in their lives. Alexander the Great conquered the known world. Genghis Khan then ravaged most of it. Abraham Lincoln freed the slaves. Harriet Tubman saved hundreds from slavery in the Underground Railroad. Mother Theresa aided and comforted thousands in Calcutta who were abandoned by society. Theory goes that these people did great things because they were simply great people determined by fate and fulfilling their destiny.

**The Trait Theory**

It has often been said, *“Great leaders are born, not made.”* The *Trait Theory* takes this saying literally. If you have the ability to lead, you were born with it, with no way to learning those skills. This theory expands on the Great Man Theory by defining what makes great leaders “great.”

Today, we recognize that true leadership seems to come from a combination of both theories – and more. As we have seen, there are wide varieties of leadership qualities. Everyone has some ability in at least one or more of these areas. This means that under the right circumstances, anyone can rise to a leadership role and be successful based on the leadership style that best matches their personality, if they know how to use that ability to properly address the situation at hand. Other leadership skills can indeed be learned, developed, and mastered.

**Transformational Leadership**

In 1978, James MacGregor Burns introduced the idea of transformational leadership as he researched political leaders. Burns theorized that “transformational leadership” is actually a process where leaders interact with their followers and inspire each other to advance together. His characteristics and behaviors demonstrated the differences between “management” and “leadership.” People and organizations are transformed due to the leadership style and abilities of the leader, who is able to convey a vision and guide the transformation.

Bernard M. Bass, in 1985, added to Burns’ transformational leadership theory by shifting the focus to the followers. It is not the individual traits and vision of the leader that matter as much as it is their ability to influence the feelings, attitudes, and commitment of their followers. If people feel they can trust a leader (or better yet, if they admire a leader who can stimulate a sense of loyalty and respect) they will go beyond what was originally expected of them, do so happily. As a result, productivity and unity increase. The followers are transformed by a charismatic, motivational leader.

**Summary**

Through all of the studies, we have seen that there are a variety of attributes and abilities associated with leadership, and these vary from leader to leader. Some leaders are great orators, others great writers. Some leaders are very quiet, but the force of their logic or passion wins the day. The difference between a good leader and a great leader is partly the number of leadership skills they have developed. The other part is their ability to apply those skills properly to those who would follow. We will address these issues in the next section.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To define and explain the three leadership theories. |
| Topic Summary | The Great Man, Trait, and Transformation Leadership theories. |
| Materials Required | Flipchart and markers. |
| Planning Checklist | At the beginning of each discussion, write the title of the theory under discussion at the top of the flipchart page. |
| Recommended Activity | * **The Great Man Theory**: Ask the participants to define it and write their answers on the paper, then ask for examples of great leaders not already given. Why is this theory now discredited? Post the results on the wall. * **The Trait Theory**: Ask the participants to define it and write their answers on the paper, then ask for examples of great leadership traits that people seem to be born with. Why is this theory now discredited? Post the results on the wall. * **The Transformation Leadership Theory**: Ask the participants to define it and write their answers on the paper then draw a line down the middle and put the words “Management” and “Leadership” on either side of the line. Ask for a discussion on the differences between the two. Post the results on the wall. |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | What are the three leadership theories? |

## Practical Illustration

Julie and Mindy had worked side by side for over five years. They chatted between projects and took lunch breaks together. When the company restructured, Julie was given a management position and Mindy became her subordinate. Mindy felt that it was unfair that she now had to take instructions from Julie and her negative attitude caused the department to lose productivity. Julie understood that it would take time to earn back Mindy’s respect. She kept a positive attitude when working with Mindy and always kept Mindy informed of things that were relevant to Mindy’s job. She assigned tasks to Mindy that she knew Mindy could accomplish and she gave appropriate feedback when work was delivered. Julie took responsibility for her decisions and didn’t blame others when things went wrong. Over time, she gained Mindy’s respect and the department’s productivity soared.

## Module Two: Review Questions

1. Which of these statements about the evolution of leadership is true?
2. As long as there have been leaders, it has been impossible to determine how and why they were successful
3. Leadership itself has evolved, and our understanding of it has
4. It is important to understand why very different leadership styles can be effective
5. It is important to understand that not everyone has leadership potential within them

It is important to understand why very different leadership styles can be effective, why the same leadership techniques will not work in every situation, and which leadership style fits your personality best

1. What is the mark of a true leader?
2. The position held
3. The title held
4. How many people need to be lead
5. How many people are willing to follow them

The mark of a true leader is not a position or title held, but it is how many people are willing to follow them

1. Which of these is not a characteristic of a leader outlined by the Santa Clara University and the Tom Peters group?
2. Honest
3. Imaginative
4. Straightforward
5. Closed-minded

A closed-minded person will not be a good leader

1. Which of these is a leadership principle of the United States Army?
2. Ensure the task is understood, supervised, and accomplished
3. Seek to improve others, not yourself
4. Keep your superiors informed
5. Seek responsibility and take responsibility for others’ actions

The United States Army offers 11 Leadership Principles: Answer a is not one of them.

1. Why do the United States Army leadership principles not address what to do or say in any given situation?
2. There would be too many variables.  The list would be too long and complicated
3. Because there is a real formula for being a leader that is taught at higher ranks
4. Leadership cannot be taught.  It can only be learned through personal experience
5. Leadership must come from within and it is based on your personality

There is no real formula to being a leader. Leadership must come from within and it is based on your personality

1. Which of these categories have leaders typically belonged to in the past?
2. Police
3. Religion
4. Family
5. School system

Historical Leaders were either Political, Military, **Religious**

1. Which of these statements is not true about the military leader, Sun Tzu?
2. He wrote the Art of War
3. His book is about how to use armies by any means necessary
4. He was a great military leader
5. His book focuses more on wise political policies and strategies to prevent war

Sun Tzu was a military general in China from 500 B.C. He wrote the Art of War, and although he was a great military leader, his book is actually about how to *not* use armies except as a last resort, focusing more on wise political policies and strategies to prevent war.

1. With the rise of the Industrial Revolution, what new kind of leader emerged?
2. Economic
3. Military
4. Political
5. Family

Modern Leadership: **Economic**, Scientific

1. Which theory takes the phrase “Great men are born, not made” literally?
2. The Great Man Theory
3. The Generational Theory
4. The Trait Theory
5. The Leadership Principle Theory

It has often been said, *“Great leaders are born, not made.”* The *Trait Theory* takes this saying literally.

1. Which of these is the difference between a good leader and a great leader?
2. The amount of political clout they have
3. Writing ability
4. Military tactical thinking
5. The number of leadership skills they have developed

The difference between a good leader and a great leader is partly the number of leadership skills they have developed

# Module Three: Situational Leadership

MC900198797[1]Now we get to the nuts and bolts of leadership. The definitive leadership style research comes from Paul Hersey and Kenneth Blanchard, which they expressed in their Situational Leadership Model. The Hersey-Blanchard model addresses the key to practical leadership development: the attributes and styles of the *followers*.

*You manage things; you lead people.*

***Murray Hopper***

Not everyone is on the same intellectual, maturity, compliance, or motivational level. Different people are motivated by different things, and this must be taken into account if one is to be a great leader. Communications experts consider it critical to tailor your message to your “target audience.” It is the followers that you want to motivate and influence and you cannot do that if you don’t know who you are trying to motivate or influence.

The Situational Leadership model addresses four types of leadership styles, based on the follower:

* Telling
* Selling
* Participating
* Delegating

The goal is to develop followers to the Delegating level as seen below:

## HB01Situational Leadership: Telling

MC900237116[1]Telling is the lowest level of leadership style. Most new employees require direct instructions, so this is called the “Telling” or “Directing” style. The follower, or employee, is characterized by low competence and high commitment, being unable to comply, with possible feelings of insecurity.

The leader must focus highly on tasks, rather than a relationship with the employee, as a relationship does not yet exist.

When an employee can’t do the job because they are unknowledgeable, the leader must spend much more time working with the employee, offering clear instructions and regular follow up. The leader must be encouraging and motivational, offering praise for positive results and correction for less than positive results. The idea is to motivate the employee to rise to the next level of ability.

This is a very leader-driven stage.

|  |  |
| --- | --- |
| Estimated Time | 25 minutes |
| Topic Objective | To learn and understand the Situational Leadership Model. |
| Topic Summary | Adapt your leadership style as appropriate to the employee’s capabilities through Telling, Selling, Participating, and Delegating. |
| Materials Required | Flipchart and markers |
| Recommended Activity | * Draw a large box and divide it into four sections with a line down the middle from top to bottom and across. * Ask for the first step (Telling) and write it in the lower right box. Ask for characteristics of this type of Leadership Style (directing, low competence, low confidence, high commitment, leader-driven, etc.). * Ask for the second step (Selling) and write it in the upper right box. Ask for characteristics (suggesting, recognizing progress, some competence, some confidence, leader-driven, building trust, etc.). * Ask for the third step (Participating) and write it in the upper left box. Ask for characteristics (working together, follower-driven, relationship-focused, etc.). * Ask for the fourth step (Delegating) and write it in the lower left box. Ask for characteristics of this type of Leadership Style (empowered, competent, committed, motivated, etc.). * Ask which is the ultimate goal? [Delegating] |
| Delivery Tips | * This activity can be performed in small or large groups. |
| Review Questions | What are the four Situational Leadership styles and which is the ultimate goal? |

## Situational Leadership: Selling

MC900221841[1]Selling addresses the employee who has developed some competence with an improved commitment. The employee is not convinced yet, but is open to becoming cooperative and motivated.

The leader must still focus highly on tasks and this still requires much of the leader’s time, but the focus now also includes developing a relationship with the employee. Build upon the trust that has begun to develop and the encouragement that has been demonstrated. The leader must spend more time listening and offering advice, scheduling the employee for additional training if the situation requires it.

The goal is to engage the employee so they can develop to the next level. There is less “telling” and more “suggesting” which leads to more encouragement, acting as a coach. It is recognition that they have progressed and motivates them to progress even further.

This is a very leader-driven stage.

|  |  |
| --- | --- |
| Estimated Time | 25 minutes |
| Topic Objective | To learn and understand the Situational Leadership Model. |
| Topic Summary | Adapt your leadership style as appropriate to the employee’s capabilities through Telling, Selling, Participating, and Delegating. |
| Materials Required | Flipchart and markers |
| Recommended Activity | * Draw a large box and divide it into four sections with a line down the middle from top to bottom and across. * Ask for the first step (Telling) and write it in the lower right box. Ask for characteristics of this type of Leadership Style (directing, low competence, low confidence, high commitment, leader-driven, etc.). * Ask for the second step (Selling) and write it in the upper right box. Ask for characteristics (suggesting, recognizing progress, some competence, some confidence, leader-driven, building trust, etc.). * Ask for the third step (Participating) and write it in the upper left box. Ask for characteristics (working together, follower-driven, relationship-focused, etc.). * Ask for the fourth step (Delegating) and write it in the lower left box. Ask for characteristics of this type of Leadership Style (empowered, competent, committed, motivated, etc.). * Ask which is the ultimate goal? [Delegating] |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | What are the four Situational Leadership styles and which is the ultimate goal? |

## Situational Leadership: Participating

MC900384386[1]Participating addresses the employee who is now competent at the job, but remains somewhat inconsistent and is not yet fully committed. The employee may be uncooperative or performing as little work as possible, despite their competence with the tasks.

The leader must participate with and support their employee. The leader no longer needs to give detailed instructions and follow up as often, but does need to continue working with the employee to ensure the work is being done at the level required.

The employee is now highly competent, but is not yet convinced of their ability or not fully committed to do their best and excel. The leader must now focus less on the tasks assigned and more on the relationship between the employee, the leader, and the group.

This is a very follower-driven, relationship-focused stage.

|  |  |
| --- | --- |
| Estimated Time | 25 minutes |
| Topic Objective | To learn and understand the Situational Leadership Model. |
| Topic Summary | Adapt your leadership style as appropriate to the employee’s capabilities through Telling, Selling, Participating, and Delegating. |
| Materials Required | Flipchart and markers |
| Recommended Activity | * Draw a large box and divide it into four sections with a line down the middle from top to bottom and across. * Ask for the first step (Telling) and write it in the lower right box. Ask for characteristics of this type of Leadership Style (directing, low competence, low confidence, high commitment, leader-driven, etc.). * Ask for the second step (Selling) and write it in the upper right box. Ask for characteristics (suggesting, recognizing progress, some competence, some confidence, leader-driven, building trust, etc.). * Ask for the third step (Participating) and write it in the upper left box. Ask for characteristics (working together, follower-driven, relationship-focused, etc.). * Ask for the fourth step (Delegating) and write it in the lower left box. Ask for characteristics of this type of Leadership Style (empowered, competent, committed, motivated, etc.). * Ask which is the ultimate goal? [Delegating] |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | What are the four Situational Leadership styles and which is the ultimate goal? |

## Situational Leadership: Delegating

MC900198326[1]Delegating is the ultimate goal: an employee who feels fully empowered and competent enough to take the ball and run with it, with minimal supervision. The employee is highly competent, highly committed, motivated, and empowered.

The leader can now delegate tasks to the employee and observe with minimal follow up, knowing that acceptable or even excellent results will be achieved. There is a low focus on tasks and a low focus on relationships. There is no need to compliment the employee on every task, although continued praise for outstanding performance must be given as appropriate.

This is a very follower-driven stage.

|  |  |
| --- | --- |
| Estimated Time | 25 minutes |
| Topic Objective | To learn and understand the Situational Leadership Model. |
| Topic Summary | Adapt your leadership style as appropriate to the employee’s capabilities through Telling, Selling, Participating, and Delegating. |
| Materials Required | Flipchart and markers |
| Recommended Activity | * Draw a large box and divide it into four sections with a line down the middle from top to bottom and across. * Ask for the first step (Telling) and write it in the lower right box. Ask for characteristics of this type of Leadership Style (directing, low competence, low confidence, high commitment, leader-driven, etc.). * Ask for the second step (Selling) and write it in the upper right box. Ask for characteristics (suggesting, recognizing progress, some competence, some confidence, leader-driven, building trust, etc.). * Ask for the third step (Participating) and write it in the upper left box. Ask for characteristics (working together, follower-driven, relationship-focused, etc.). * Ask for the fourth step (Delegating) and write it in the lower left box. Ask for characteristics of this type of Leadership Style (empowered, competent, committed, motivated, etc.). * Ask which is the ultimate goal? [Delegating] |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | What are the four Situational Leadership styles and which is the ultimate goal? |

## Practical Illustration

Jackie became frustrated with her staff members. She said to her manager, “I feel like I’m putting in 120%. I’m exhausted!”

Paulette frowned a little. “Whenever I hear that, I feel that perhaps you are working so hard because you are doing the jobs of other staff members.”

Jackie admitted, “I give a lot of detailed information and follow up with my employees very frequently, just to make sure everything goes perfectly.”

Paulette was honest with her.  “While it’s great that you’re so attentive, perhaps your staff is feeling micromanaged. Even if you’re afraid that something might go awry, if you step back and let them carry out tasks on their own, you may ultimately see better results.”

Jackie took Paulette’s advice. When she trusted her employees, things went much more smoothly.

## Module Three: Review Questions

1. Which of these is the key to practical leadership development in the Hersey-Blanchard model?
2. The attributes
3. The styles
4. The followers
5. All of the above

The Hersey-Blanchard model addresses the key to practical leadership development: the attributes and styles of the *followers*.

1. Who do communication experts consider it critical to tailor your message to?
2. Stakeholders
3. Community
4. Target audience
5. Sales team

Communications experts consider it critical to tailor your message to your “target audience.”

1. Which model addresses four types of leadership styles?
2. The Confident Model
3. The Situational Leadership Model
4. The Motivational Leader Model
5. The Authoritarian Leadership Model

The Situational Leadership model addresses four types of leadership styles, based on the follower

1. In the Situational Leadership Model, to which level do employees need to be developed?
2. The Delegating Level
3. The Selling Level
4. The Participating Level
5. The Telling Level

Delegating is the ultimate goal: an employee who feels fully empowered and competent enough to take the ball and run with it, with minimal supervision.

1. What is the lowest level of leadership style?
2. The Delegating Level
3. The Selling Level
4. The Participating Level
5. The Telling Level

Telling is the lowest level of leadership style.

1. What are characteristics of the employee of a Telling Leader?
2. The employee has low competence and high commitment, being unable to comply, with possible feelings of insecurity
3. The employee may be uncooperative or performing as little work as possible, despite their competence with the tasks
4. The employee is not convinced yet, but is open to becoming cooperative and motivated
5. The employee is highly competent, highly committed, motivated, and empowered

The employee is characterized by low competence and high commitment, being unable to comply, with possible feelings of insecurity.

1. Which of these statements is true about a Selling Leader?
2. The employee of a selling leader is convinced and is open to becoming cooperative and motivated
3. The leader must still focus highly on tasks and this still requires much of the leader’s time, but the focus now also includes developing a relationship with the employee
4. The employee must spend more time listening and offering advice, scheduling the leader for additional training if the situation requires it
5. The goal is to engage the leader so they can develop to the next level

The leader must still focus highly on tasks and this still requires much of the leader’s time, but the focus now also includes developing a relationship with the employee.

1. What does a participating leader need to focus more on?
2. On the tasks assigned
3. On getting the “buy in” of the employee from the start
4. On the relationship between the employee, the leader, and the group.
5. On building the employee into a leader

The leader must now focus less on the tasks assigned and more on the relationship between the employee, the leader, and the group.

1. What is the ultimate goal of the delegating leader?
2. Complementing the employee on every task, as continued praise for outstanding performance must be given
3. An employee who feels fully empowered and competent enough to take the ball and run with it, with minimal supervision.
4. Delegating tasks to the employee with utmost supervision, for liability reasons
5. An employee who requires high levels of supervision and task assignment

Delegating is the ultimate goal: an employee who feels fully empowered and competent enough to take the ball and run with it, with minimal supervision.

1. Which of these are the follower-driven stages?
2. Delegating and Participating
3. Selling and Telling
4. Telling and Participating
5. Delegating and Selling

The Delegating and Participating are follower driven, rather than leader driven.

# Module Four: A Personal Inventory

MC900149747[1]In 2002, Jossey Bass published a book by James Kouzes and Barry Posner called *The Leadership Challenge (Copyright © 2000-2012 by John Wiley & Sons Canada, Ltd, or related companies. All rights reserved.)* Building upon the Hersey-Blanchard model and other transformational leadership models, they went to the heart of what skills are required by the leader to stimulate such a transformation. What abilities are able to influence followers and bring them to accept the leader’s vision as their own?

*I always did something I was a little not ready to do. I think that’s how you grow.*

***Melissa Mayer***

## An Introduction to Kouzes and Posner

MC900335472[1]James Kouzes and Barry Posner asked thousands of people to rank a list of characteristics associated with leadership, including the seven top qualities that motivated them to follow willingly. They gave this survey to over 75,000 people over a 20-year period.

In their book, *The Leadership Challenge (Copyright © 2000-2012 by John Wiley & Sons Canada, Ltd, or related companies. All rights reserved.)* the authors identified five abilities that were crucial to successful leadership:

* **Model the Way**: You must lead by example. You can’t come into work 10 minutes late every day if you want your employees to arrive on time.
* **Inspire a Shared Vision**: If you capture the imagination, you will inspire creative thought and increase loyalty. The vision doesn’t need to be grandiose, but it needs to be communicated effectively for others to adopt it as one of their own.
* **Challenge the Process**: Don’t continue doing something just because “We’ve always done it that way.” Situations change, and sometimes a policy or procedure never worked well in the first place. Think outside the box.
* **Enable Others to Act**: Truly empower people to act on their own within their level of authority. The famed Ritz-Carlton hotel empowers every employee at all levels by allowing them to spend up to $2,000, making any single guest satisfied.
* **Encourage the Heart**: A positive attitude is infectious. If the leader appears passionate or excited about the vision, others will catch the enthusiasm as well.

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| --- | --- |
| Estimated Time | 25 minutes |
| Topic Objective | To explore the 5 Leadership Abilities |
| Topic Summary | Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Ask, Encourage the Heart. |
| Materials Required | Flipchart and markers |
| Planning Checklist | Write each topic on the flipchart as you go. |
| Recommended Activity | * Model the Way: explore examples and add them to the flipchart. * Inspire a Shared Vision: explore examples and add them to the flipchart. * Challenge the Process: explore examples and add them to the flipchart. * Enable Others to Ask: explore examples and add them to the flipchart. * Encourage the Heart: explore examples and add them to the flipchart. |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | What are the 5 Leadership Abilities? |

## A Personal Inventory

MC900198569[1]The results of the Kouzes/Posner study, with the most important quality at the top:

|  |  |
| --- | --- |
| * Honest * Forward-looking * Competent * Inspiring * Intelligent * Fair-minded * Broad-minded * Supportive * Straightforward * Dependable | * Cooperative * Determined * Imaginative * Ambitious * Courageous * Caring * Mature * Loyal * Self-controlled * Independent |

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| Estimated Time | 15 minutes |
| Topic Objective | Assess your personal strengths and opportunities for growth. |
| Topic Summary | Use the Kouzes/Posner study results to assess your leadership qualities. |
| Materials Required | [Worksheet 2-Personal Inventory](#_Worksheet_2) |
| Planning Checklist | Have enough copies of *Personal Inventories* for each participant. |
| Recommended Activity | * Pass out a Personal Inventory to each participant. * Ask participants to rate themselves in the Self-Assessment Rank column from 1 to 10 from top to bottom (with 1 being low importance and 10 being high importance). * Ask participants to place a checkmark in each of the following columns as appropriate according to whether they ranked themselves above 5 or below 6 and total them on the bottom line. * Ask participants to check their Goal Card to see how many of these qualities are already listed there. This may show that the participant already has these qualities. * Ask participants to add any additional traits they feel should be added to the Goal Card which would be rated 5 or below from Personal Inventory activity. |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | How has each participant’s self-assessment changed (if at all) since the Icebreaker and Exercise 1? |

## Creating an Action Plan

MC900238239[1]Now that you understand the various concepts, it’s time to plan how to put them into action by incorporating them into your life.

**Set Leadership Goals:** In leadership, as in life, you will never come to the end of your learning, but you want to rank in priority those qualities you want to develop.

**Address the Goals:** Determine how you will accomplish your goals. Do you feel you need to learn more about teamwork so you can better lead a team? Join a team sport. Do you want to communicate better? Take a creative writing class or join Toastmasters and get some public speaking experience. Toastmasters are also great if you are shy and want to feel more comfortable in social situations.

**Seek Inspiration**: Learn about a variety of leaders, including their approach to dealing with challenges. Read books and conduct research on the internet or at libraries.

**Choose a Role Model:** Based on your research, choose a role model that fits your personality. You might choose a dynamic leader like Teddy Roosevelt, or an intellectual leader like Albert Schweitzer or Albert Einstein. Read several biographies and find videos of their life.

**Seek Experience:** Take a leadership role on a social group or club. Gain experience working with people on many levels.

**Create a Personal Mission Statement**: Imagine your legacy. How do you want to be remembered? What do you want people to think of you? What typeof leader are you determined to be? Write a statement that defines who you will become.

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss the idea of creating an action plan |
| **Topic Summary** | This exercise asks participants to discuss creating an action plan |
| **Materials Required** | Flip chart/markers |
| **Planning Checklist** | None |
| **Recommended Activity** | Create a personal action plan – refer to the action plan included with this course, as a reference |
| **Stories to Share** | “When you do the things in the present that you can see, you are shaping the future that you are yet to see.” ―***Idowu Koyenikan*** |
| **Delivery Tips** | None |
| **Review Questions** | Have you ever created a personal action plan – perhaps you have, but didn’t have a title for it. |

## Practical Illustration

Yolanda wasn’t sure why the morale of her employees was down. She’d modeled the way. She had communicated their shared vision. Yolanda had made changes and fostered a workplace where ingenuity was rewarded. She definitely worked on enabling others to act, in order to have her employees exert their authority. It was only when she went back to her training manual on Leadership that she realized what she’d been missing.

Yolanda entered into the meeting room with a new, more positive attitude. She started by showing enthusiasm and passion for their tasks. She made sure to smile during the meeting, and while of course she had to be an authority figure, when it was realistic, she found ways to genuinely compliment others to show them that their work was appreciated. It was clear that the manual was right. ‘A positive attitude is infectious.’

## Module Four: Review Questions

1. What is the name of the book published in 2002 and written by James Kouzes and Barry Posner?
2. How Leadership Changed My Life and Will Change Yours, Too
3. The Leadership Inventory.
4. The Leadership Challenge
5. The Delegating Leader: The Ultimate Goal

In 2002, Jossey Bass published a book by James Kouzes and Barry Posner called *The Leadership Challenge*

1. What did James Kouzes and Barry Posner ask thousands of people to do?
2. They challenged them to take on a leadership role for two months and document their experiences
3. They asked them to rank a list of characteristics associated with leadership, including the seven top qualities that motivated them to follow willingly
4. They told them to record themselves in leadership meetings and from there, they denoted what the seven top qualities of motivation were
5. They asked them to follow a leadership inventory to rank their qualities and how they affected their day-to-day work-life

James Kouzes and Barry Posner asked thousands of people to rank a list of characteristics associated with leadership, including the seven top qualities that motivated them to follow willingly.

1. Which of these is one of Kouzes’ and Posner’s abilities that are crucial to successful leadership?
2. Enable Others to Act
3. Lead the way
4. Enforce the process
5. Encourage the imagination

**Enable Others to Act**: Truly empower people to act on their own within their level of authority. The famed Ritz-Carlton hotel empowers every employee at all levels by allowing them to spend up to $2,000, making any single guest satisfied.

1. What does Kouzes’ and Posner’s ability “Model the Way” mean?
2. If you capture the imagination, you will inspire creative thought and increase loyalty
3. You must lead by example
4. Truly empower people to act on their own within their level of authority
5. A positive attitude is infectious

**Model the Way**: You must lead by example. You can’t come into work 10 minutes late every day if you want your employees to arrive on time.

1. Which ability means “Think outside the box.”?
2. Lead the Way
3. Challenge the Process
4. Enable Others to Act
5. Inspire a Shared Vision

**Challenge the Process**: Don’t continue doing something just because “We’ve always done it that way.” Situations change, and sometimes a policy or procedure never worked well in the first place. Think outside the box.

1. Which of these statements is true of “Inspiring a Shared Vision”?
2. You can’t come into work 10 minutes late every day if you want your employees to arrive on time
3. Situations change, and sometimes a policy or procedure never worked well in the first place
4. If the leader appears passionate or excited about the vision, others will catch the enthusiasm as well
5. If you capture the imagination, you will inspire creative thought and increase loyalty

**Inspire a Shared Vision**: If you capture the imagination, you will inspire creative thought and increase loyalty. The vision doesn’t need to be grandiose, but it needs to be communicated effectively for others to adopt it as one of their own.

1. In the results of the Kouzes/Posner study, what was reported as the most important quality in a leader?
2. Independent
3. Supportive
4. Honest
5. Determined

Honest and Cooperative are at the top of the list.

1. Which of these is the first step to creating an action plan?
2. Seek experience
3. Set leadership goals
4. Choose a role model
5. Create a personal mission statement

**Set Leadership Goals:** In leadership, as in life, you will never come to the end of your learning, but you want to rank in priority those qualities you want to develop.

1. Which of these is a way to seek inspiration?
2. Imagining your legacy
3. Choose a role model that fits your personality
4. Read books and conduct research on the internet or at libraries.
5. Determine how you will accomplish your goals

**Seek Inspiration**: Learn about a variety of leaders, including their approach to dealing with challenges. Read books and conduct research on the internet or at libraries.

1. Which of these is not a question you would ask yourself before preparing a mission statement?
2. Do you want to communicate better?
3. How do you want to be remembered?
4. What do you want people to think of you?
5. What typeof leader you determined to be?

**Create a Personal Mission Statement**: Imagine your legacy. How do you want to be remembered? What do you want people to think of you? What typeof leader are you determined to be? Write a statement that defines who you will become.

# Module Five: Modeling the Way

MC900231389[1]Remember that the best leaders are examples of what they want their followers to be. George Washington rode into battle with his troops. You cannot lead from the rear, and sending your troops out to take the heat and face the challenges while you remain in an ivory tower will eliminate any possibility of respect.

*Some look at things that are, and ask why. I dream of things that never were and ask why not?*

***George Bernard Shaw***

By definition, a leader is in the *lead*, right up front, ready to take the heat if something goes wrong. If something does go wrong, a true leader never blames his followers even if in fact they failed. A true leader takes the blame, and then addresses how to correct the problems that arose.

## Determining Your Way

MC900053945[1]Once you have chosen your role model, study what qualities made them successful. Learn about what challenges they faced and how the challenges were met. Learn about the ideas and philosophies that drove them and made them successful. Study again the Hersey- Blanchard model and see how different situations called for different styles of leadership.

Since there is no leader in history who has not had failures, pay particular attention to how your hero deals with adversity. George Washington nearly lost the American Revolution through major hesitations in leadership and in fact, he lost New York to the British general William Howe, but he learned from his mistakes and the rest, as they say, is history.

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss your role model |
| **Topic Summary** | This exercise asks participants to share ideas of their role model |
| **Materials Required** | Flip chart/markers |
| **Planning Checklist** | None |
| **Recommended Activity** | Brainstorm qualities of role models |
| **Stories to Share** | “Pick your role models wisely.” - ***Lana Del Rey*** |
| **Delivery Tips** | Ask participants to share specific qualities they see in their role models |
| **Review Questions** | What quality do you possess that might be attributed to being a role model for someone else? |

## Being an Inspirational Role Model

MC900197961[1]Leadership is neither for the timid nor for the arrogant. Confidence is often resented or misinterpreted for arrogance. People who lack self-confidence often feel intimidated by a true leader. This should never hold you back. If you have honesty, integrity and deal with everyone fairly, then others will see that. Be willing to listen to criticism, but also consider the source. If you are too afraid of what others might say about you, or you ignore legitimate complaints insisting on respect solely because of your position, you will lose the respect and cooperation of your supporters and peers.

President Theodore Roosevelt said it best:

*“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood, who strives valiantly; who errs and comes short again and again; because there is not effort without error and shortcomings; but who does actually strive to do the deed; who knows the great enthusiasm, the great devotion, who spends himself in a worthy cause, who at the best knows in the end the triumph of high achievement and who at the worst, if he fails, at least he fails while daring greatly. So that his place shall never be with those cold and timid souls who know neither victory nor defeat.”*

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss accepting criticism |
| **Topic Summary** | This exercise asks participants to discuss times when they’ve had to accept criticism, be it constructive or otherwise. |
| **Materials Required** | Flip chart/markers – pen/paper |
| **Planning Checklist** | None |
| **Recommended Activity** | Give participants the sheet of paper and pen/pencil, and allow them to work individually.   * Instruct participants to be honest about a time they were criticized. How did they react to it. What did they learn from it? Would they react differently today? …… * Once each person has completed the task, ask one or two volunteers to stand in front of the group and share their results. |
| **Stories to Share** | “Any fool can criticize, condemn, and complain but it takes character and self-control to be understanding and forgiving.” **– Dale Carnegie** |
| **Delivery Tips** | This could be an individual assignment that allows participants a time to reflect. |
| **Review Questions** | Was the criticism you received constructive? |

## Influencing Others’ Perspectives

MC900383284[1]You may have heard that perception is reality. You must always present an honest, caring, dedicated attitude to inspire others. To inspire loyalty, you must have a track record of honesty and fairness. If any of your employees do feel they have been wronged, for whatever reason, you need to address the issue immediately. People talk, and a problem ignored is a problem that grows.

Believe it or not, the most powerful influence you can have, is often not trying to influence someone. When people believe you are open to their suggestions and believe they have been heard, they will work harder even if they disagree with the methods or goals. That is the power of listening. Simply listening to others makes them feel empowered, even if you don’t accept their suggestions. If an employee feels there’s no point talking to you, they won’t; they will disengage from your vision and follow your directions begrudgingly.

If you are seen as going the extra mile, your employees are more likely to go the extra mile. If you hide in your office and people never see you, you will be perceived as out of the loop, uninformed, uninterested, and therefore unworthy to lead. Many a successful corporate executive makes it a point to be seen by their employees every day. If an employee is to be commended for something, it is done publicly, often right in the middle of their workplace while they are surrounded by their coworkers. That sends a powerful message to everyone.

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| Estimated Time | 20 minutes |
| Topic Objective | Becoming a Role Model |
| Topic Summary | Inspire and influence others. |
| Materials Required | Flipchart and markers |
| Planning Checklist | Write each topic on the flipchart as you go. |
| Recommended Activity | * Inspiration: Explore examples and add them to the flipchart. Ask the participants who has inspired them in the past. What were some of the qualities that inspired them? * Influence: Explore examples and add them to the flipchart. Ask the participants who or what has influenced them. Are they influenced by religion, politics, a loved one, a philosophy? What influences their life choices? * Discussion: How can the participants use what they have learned to influence others? |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | What are the 5 Leadership Abilities? |

## Practical Illustration

Justin had a difficult time being a leader lately. Things had just felt monotonous and stale, and he was wondering why he’d ever wanted to be a leader in the first place. He sat down to talk with the leader of another group of employees to refocus.

Amy listened to Justin, and then she asked him, “In the past, when you dreamed about becoming a leader, what other leaders inspired you?”

Justin thought about this for a moment, and then he said, “I’ve always been inspired by Martin Luther King, Jr. He was powerful and peaceful at the same time. He was courageous, and he stood up for his beliefs.”

Amy smiled. “How can you use his example to inspire and influence your employees?”

This got Justin thinking, and before he knew it, he had a list of ideas of how he could reinvigorate his staff and himself.

## Module Five: Review Questions

1. Which of these statements is true about modeling the way as a leader?
2. A true leader takes the blame, and then addresses how to correct the problems that arose
3. The best followers are examples of what they want their leaders to be
4. You can lead from the rear and send your troops out to take the heat and face the challenges
5. If something does go wrong, a true leader blames his followers especially if in fact they failed

A true leader takes the blame, and then addresses how to correct the problems that arose.

1. Once you have chosen your role model, what should you do?
2. Be willing to listen to criticism, but also consider the source
3. Imagine your legacy
4. Determine how you will accomplish your goals
5. Study what qualities made them successful

Once you have chosen your role model, study what qualities made them successful.

1. Why should you pay particular attention to how your hero deals with adversity?
2. Because you can learn about the ideas and philosophies that drove them and made them successful
3. Because there is no leader in history who has not had failures
4. Since that is the best way to see how different situations called for different styles of leadership
5. Since your own staff will be looking for the mistakes that you might make

Since there is no leader in history who has not had failures, pay particular attention to how your hero deals with adversity

1. Who is leadership not for?
2. The self-confident and self-assured
3. The bold and the self-starter
4. The timid or the arrogant
5. Those who have honesty and integrity

Leadership is neither for the timid nor for the arrogant.

1. Which of these is not helpful advice for being an inspirational role model?
2. Be an arrogant leader. People will see it as being powerful
3. Be willing to listen to criticism, but also consider the source
4. Don’t be too afraid of what others might say about you
5. People who lack self-confidence often feel intimidated by a true leader. Don’t let these types of people hold you back

Leadership is neither for the timid nor for the arrogant. Confidence is often resented or misinterpreted for arrogance. People who lack self-confidence often feel intimidated by a true leader.

1. Who said, ““It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood, who strives valiantly”?
2. George Washington
3. Theodore Roosevelt
4. William Howe
5. Hershey-Blanchard

President Theodore Roosevelt said it best: *“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better.*

1. What type of attitude must you always have to inspire others?
2. Autonomous, demanding, arrogant
3. Loud, boisterous, flighty
4. Quiet, timid, soft-spoken.
5. Honest, caring, dedicated

You must always present an honest, caring, dedicated attitude to inspire others.

1. If any of your employees do feel they have been wronged, what do you need to do?
2. Ignore the problem
3. Hold back, as acting quickly will be misinterpreted as arrogance
4. Seek counsel from your mentors
5. Address the issue immediately

If any of your employees do feel they have been wronged, for whatever reason, you need to address the issue immediately.

1. Believe it or not, what’s the best influence you can have?
2. Using writing and speeches to persuade others
3. A large company of followers
4. Not trying to influence someone
5. Not leading someone

Believe it or not, the most powerful influence you can have, is often not trying to influence someone.

1. What makes others feel empowered?
2. Listening to them
3. Having a leader in charge
4. Being given a compliment in private
5. Disengaging yourself from your staff

Simply listening to others makes them feel empowered, even if you don’t accept their suggestions

# Module Six: Inspiring a Shared Vision

MC900297401[1]The key to true leadership is to inspire a shared vision among your followers. Before you can convey a vision, however, you have to develop it. You must be clear in your vision, live it before others can see it, and model it from your behavior.

*I suppose leadership at one time meant muscles; but today it means getting along with people.*

***Mohandas K. Gandhi***

## Choosing Your Vision

MC900340136[1]What do you want to accomplish, and what do you need to do to get there? Determine attainable goals and focus on them. King Arthur sought the Holy Grail. Lewis and Clark mapped much of the United States. NASA took us to the moon. What is your vision?

Your vision will provide a sense of direction for you and your followers. In the military, focus is on “the mission.” Whatever the mission is, everyone is dedicated to it. Let your vision be like a lighthouse on a hill, guiding ships to safety and warning them away from the rocks.

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss choosing your vision |
| **Topic Summary** | This exercise asks participants to consider what their vision is |
| **Materials Required** | Notes can be taken down, or this can be used as a discussion |
| **Planning Checklist** | None |
| **Recommended Activity** | Give participants the sheet of paper and pen/pencil, and allow them to work individually.   * Instruct participants to use their creativity to come up with an idea of their personal vision. * Once each person has completed the task, ask one or two volunteers to stand in front of the group and share their results. |
| **Stories to Share** | “When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.” ―Audre Lorde |
| **Delivery Tips** | This will be an individual exercise; some participants may need a little more time to discover their true vision. |
| **Review Questions** | Discuss Audre Lorde’s quote |

## Communicating Your Vision

MC900215488[1]Communication is more than just the words you say or the memos you write. Remember, actions speak louder than words. Take every opportunity to communicate your vision in words and deeds. One of the best ways to communicate a vision is to sum it up in a simple catch phrase.

Post your slogan, catch phrase and mission statement in prominent locations. When you send out emails, list it in quotes below your signature block. Hold meetings occasionally or hand out “Visionary Awards” to people who exemplify your vision. Above all, lead by example.

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss how you will communicate your vision |
| **Topic Summary** | This exercise asks participants to create ways they can share their vision with the rest of the world |
| **Materials Required** | Pen/pencil paper |
| **Planning Checklist** | None |
| **Recommended Activity** | Give participants the sheet of paper and pen/pencil, and allow them to work individually.   * Instruct participants to use their creativity to come up with a list of ways they can “advertise” their vision…… * Once each person has completed the task, ask one or two volunteers to stand in front of the group and share their results. |
| **Stories to Share** | “The most pathetic person in the world is someone who has sight but no vision.” ―Helen Keller |
| **Delivery Tips** | This could be a group discussion; this method may inspire creativity within the group. |
| **Review Questions** | What did Hellen Keller mean? |

## Identifying the Benefit for Others

MC900191779[1]Answer the question, “What’s in it for me?” as if you were one of your own employees. The answer might not always be obvious. Certainly, performance bonuses and awards work, but most employees enjoy being part of a larger, successful organization. Everyone loves a winner. When the home team wins at the stadium, you would think the fans in the stand were the players by the way they share in the victory and excitement.

We are social creatures who like to feel like we belong. We crave acceptance. If you can get your employees to accept your vision as their own, and excite them about being part of it, they will often excel beyond what you (or they) thought possible. Be sure to reward loyalty and performance above and beyond the call of duty.

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| --- | --- |
| Estimated Time | 20 minutes |
| Topic Objective | To explore ways to communicate your vision |
| Topic Summary | Use the Situational Leadership Model to convey your vision. |
| Materials Required | Flipchart and markers |
| Planning Checklist | Draw the Situational Leadership boxes on the flipchart with the headings Telling, Selling, Participating, and Delegating at the top of each square as appropriate. |
| Recommended Activity | Discuss how you can convey your vision using the following styles:   * Telling [minimal communication; simply state the vision] * Selling [give reasons for the vision; what’s in it for them] * Participating [share the vision; get them involved] * Delegating [let them take ownership of the vision and run with it] |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | How did we us the Situational Leadership Model ins a practical application? |

## Practical Illustration

Bruce spoke passionately about his company’s vision. He believed in their product, and he wanted his employees to feel the same enthusiasm. He’d been wracking his brain for a way to instill this in his employees. One day, the answer came to him.

He got nice paper and printed out certificates. He also bought small prizes, like candies, brightly colored office supplies, and lottery tickets. He waited until Sean, one of his newer employees, used his own enthusiasm and passion to secure a new client.

Bruce announced to the office. “I’d just like to take a moment to congratulate Sean on his new client. He used his enthusiasm for our product to sign them on. I’d like to give him this Visionary Award for exemplifying our vision.”

Bruce continued to give out these awards, inspiring his employees to become excited about their vision.

## Module Six: Review Questions

1. What is the key to true leadership?
2. Hiding in your office
3. Inspiring a shared vision among your staff
4. Not seeing your staff regularly
5. Disengaging yourself from your vision

The key to true leadership is to inspire a shared vision among your staff.

1. Before you can convey a vision, what must you do first?
2. Choose a role model
3. Develop your vision
4. Imagine your legacy as a leader
5. Write down your vision

Before you can convey a vision, however, you have to develop it.

1. What is a question you can ask yourself to help choose your vision?
2. What’s in it for me?
3. Why are things the way they are?
4. What do you want to accomplish, and what do you need to do to get there?
5. What is most important in my life?

Ask yourself - What do you want to accomplish, and what do you need to do to get there?

1. Which of these is an example of a vision that had an attainable goal?
2. King Arthur sought the Holy Grail
3. Lewis and Clark mapped much of the United States
4. NASA took us to the moon
5. All of the above

King Arthur sought the Holy Grail. Lewis and Clark mapped much of the United States. NASA took us to the moon.

1. What will your vision provide for you and your employees?
2. A monetary source
3. A sense of accomplishment
4. A series of ideas
5. A sense of direction

Your vision will provide a sense of direction for you and your employees

1. Which of these analogies best describes what a vision should be?
2. Like the tortoise and the hare, be like the tortoise.  Slow and steady
3. Be like a lighthouse on a hill, guiding ships to safety and warning them away from the rocks
4. Be like a car, able to accomplish things at incredible speed
5. Like the military, have your employees sign up and commit to a decided upon time of service

Let your vision be like a lighthouse on a hill, guiding ships to safety and warning them away from the rocks.

1. What should you take every opportunity to do?
2. Communicate your vision in words and deeds
3. Gain more followers
4. Re-assess the loyalty of your employees
5. Have your words speak louder than your actions

Take every opportunity to communicate your vision in words and deeds.

1. What is one of the best ways to communicate a vision?
2. Verbal repetition
3. Sum the vision up in a simple catch phrase.
4. Posting flyers with lengthy paragraphs explaining your vision
5. Have your employees recite the vision daily

One of the best ways to communicate a vision is to sum it up in a simple catch phrase.

1. What do most employees enjoy?
2. Constructive criticism given at regular intervals
3. Hard work and little involvement from you in working towards the vision
4. Being part of a larger, successful organization
5. Giving their loyalty to you

Most employees enjoy being part of a larger, successful organization.

1. If you can get your employees to accept your vision as their own, and excite them about being part of it, what will they most likely do?
2. Excel beyond what you (or they) thought possible
3. Want performance bonuses and awards for validation
4. Ask the question “What in it for me?”
5. Crave acceptance

If you can get your employees to accept your vision as their own, and excite them about being part of it, they will often excel beyond what you (or they) thought possible

# Module Seven: Challenging the Process

MC900071016[1]Far too often, we cling to what is familiar, even if what we cling to is known to be inadequate. Most large groups are governed by the law of inertia: if it takes effort to change something, nothing will change. As a leader, you must search out opportunities to change, grow, innovate, and improve.

*Leadership: the art of getting someone else to do something you want done because he wants to do it.*

***Dwight D. Eisenhower***

There is no reward without risk however, so you must be willing to experiment, take risks, and learn from any mistakes. Ask questions, even if you fear the answers. Start with the question, “Why?” Why are things the way they are? Why do we do things the way we do?

## Think Outside the Box

MC900441930[1]A *paradigm* is an established model or structure. Sometimes they work quite well, but often they are inadequate or even counterproductive. Sometimes it is necessary to “think outside the box” and break the paradigm. Don’t be afraid to ask the question “Why?” Ask questions of your employees, customers, former leaders. Answers and ideas can be found in the least likely places. Often the lowest ranking persons in an organization can tell you exactly what is wrong because they see it daily from their vantage points.

|  |  |
| --- | --- |
| Estimated Time | 20 minutes |
| Topic Objective | To stimulate the mind and get participants to think “outside the box.” |
| Topic Summary | How to break the paradigm |
| Materials Required | Flipchart and markers |
| Planning Checklist | Draw a circle in red, a square in blue, and a triangle in green on the flipchart. |
| Recommended Activity | One at a time, ask each participant to “Describe what is on the paper.” **They cannot use the same description as anyone who went before them.** They might name the shapes, or colors, but eventually will have to get creative, mentioning straight and curved lines, geometric representations, etc.  [NOTE the order of participants as they answer] |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | How did the situation force us to see what was drawn on the paper in different ways? |

## Developing Your Inner Innovator

Innovation is more than just improvement on a process or procedure; it is a total redirection or restructuring based upon stated goals and research. While it can be helpful to adapt an outdated procedure or task to today’s standards, often the procedure itself is the problem, not the manner in which it is implemented. Innovators reverse engineer policies and procedures based on the new vision and goals, working from the target backwards, rather than from the status quo looking forward.

To be sure, not all innovative strategies will be feasible or cost effective. Requiring an entirely new computerized network and infrastructure, for example, may cost hundreds of thousands of dollars and produce little improved efficiency over the old one. However, if you don’t start thinking “outside the box," you will miss many valuable solutions that can and will work.

Note that change should never be made simply for the sake of change. Change can be exciting, but it can also be unnerving and difficult for employees. Constant change causes frustration. Moreover, if you seem to change too many things too often, you will lose respect, as your employees perceive you don’t really know what you are doing, so be sure to plan your innovations carefully. There should be solid evidence that a new way of doing things is likely to work before you invest money and everyone’s time.

Keep focused on the goals and be willing to break the rules if they need to be broken. Just make sure they really need to be broken and you don’t break something that needs to keep working! With proper research and planning, you can dare to be bold!

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| Estimated Time | 15 minutes |
| Topic Objective | To stimulate the mind and get participants to think “outside the box.” |
| Topic Summary | How to break the paradigm |
| Materials Required | Flipchart and markers with as enough paper for each participant |
| Planning Checklist | Draw a medium-sized circle in the center of the flipchart paper. |
| Recommended Activity | One at a time, in reverse order from the last exercise, ask each participant to turn the circle into a drawing. **They cannot draw the same thing as anyone who went before them.** The circle might turn into a happy face, part of a music note, the tire of a car, the front of an airplane with wings drawn out to the side, etc. |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | How did the situation force us to see beyond what was drawn on the paper? |

## Seeing Room for Improvement

MC900280739[1]A strong vision does not lend itself to mediocrity. A drive to excellence always seeks improvement. If you accept 95% efficiency as a goal, the efficiency will inevitably slip to 90%. If that’s considered “good enough,” it will become hard to keep it above 85% and so on. A vision is a goal that is strived to achieve.

Goals must not be unrealistic or unattainable, or people will simply give up trying altogether, becoming dispirited and demoralized in the process. If 95% of people fail to meet a standard, then that standard is likely too high and must be changed. On the other hand, the bar must not be set so low that little or no effort is required to meet it.

Based on your vision, set high goals that are attainable but with some degree of difficulty, and reward those who meet the goals. If a large number of people are meeting the goal, raise the target. If only a very few are meeting it, lower it somewhat.

Investigate any potential bottlenecks that might be stifling progress and resolve them. Talk to your staff about possible solutions. The people who actually do the work are far more likely to be able to tell you why they are having difficulty accomplishing a task than their supervisors.

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To open the mind to new and improved ways |
| **Topic Summary** | This exercise asks participants to set new goals |
| **Materials Required** | Notes can be taken down, or this can be used as a discussion |
| **Planning Checklist** | None |
| **Recommended Activity** | Give participants the sheet of paper and pen/pencil, and allow them to work individually.   * Instruct participants to use their creativity to come up with a list of goals based on your vision * Once each person has completed the task, ask one or two volunteers to stand in front of the group and share their results. |
| **Stories to Share** | “If you want to be happy, set a goal that commands your thoughts, liberates your energy and inspires your hopes.”  -Andrew Carnegie |
| **Delivery Tips** | Instead of allowing participants to work individually, this assignment can be completed cooperatively. |
| **Review Questions** | Discuss Andrew Carnegie’s quote. |

## Lobbying for Change

MC900071143[1]To lobby for change, you need to influence people and excite them about your vision. You may need to persuade a reluctant boss or fight a corporate culture that doesn’t understand what you are trying to do. In that case, you need to demonstrate why your requested change needs to occur.

Do your research, and always enter a meeting by being prepared. Study the situation and present all of your findings in a short report, preferably with simple charts or graphs. Give them something they can easily understand. Have the details ready in case you are asked a question, but don’t overload people with facts. Show as clearly as possible how your plan will promote positive change.

You may want to revolutionize a cultural change. Perhaps you are a shop manager and people are unmotivated. You may need to bring about change slowly, rather than with one big dramatic gesture. On the other hand, you may need to shake things up in a big way. Whatever the situation, you can successfully lobby for change if you attack the problem with a plan, sound reasoning, and infectious enthusiasm!

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss the lobbying for change |
| **Topic Summary** | This exercise asks participants to prepare to lobby for change |
| **Materials Required** | Notes can be taken down, or this can be used as a discussion |
| **Planning Checklist** | None |
| **Recommended Activity** | Give participants the sheet of paper and pen/pencil, and allow them to work individually.   * Instruct participants to decide on one change they would like to see, either at work, or in the world. Ask them to persuade people to join their thought process by writing a convincing statement that will inspire employees. * Once each person has completed the task, ask volunteers to share their results. |
| **Stories to Share** | Share any personal stories of fighting for change. |
| **Delivery Tips** | Instead of allowing participants to work individually, this assignment can be completed cooperatively. |
| **Review Questions** | Who makes the changes in your life? |

## Practical Illustration

David entered into his manager’s office. Kaitlyn welcomed him inside, and the two of them sat down. David asked, “I was wondering why you wanted to see me. I hope nothing’s wrong.”

Kaitlyn said, “Absolutely not. Things are going wonderfully. You met your sales goals for this quarter, and as a whole, we’re meeting the goals we set.”

David nodded, not understanding why he had been called to her office.

Kaitlyn said. “The best time to plan for the future is when things are going well; we need to plan our next step. Now that we have met this goal, we need to challenge ourselves with another one. I called you here today so that you could help set a measurable, attainable goal for our team.”

David was more than happy to pitch in and give his input. This helped Kaitlyn build a relationship with her employee, and challenging the team with another goal also set an example for her staff.

## Module Seven: Review Questions

1. Which law governs most large groups?
2. Law of comparative judgment
3. Law of sociology
4. Law of inertia
5. Boyle’s law

Most large groups are governed by the law of inertia: if it takes effort to change something, nothing will change.

1. What can be defined as an established model or structure?
2. Paradigm
3. Brainstorming
4. Stereotype
5. Paragon

A *paradigm* is an established model or structure.

1. Which of these is not good advice about “thinking outside the box”?
2. Ask questions of your employees, customers, former leaders
3. Don’t be afraid to ask the question “Why?”
4. Often the lowest ranking persons in an organization can’t tell you exactly what is wrong because they don’t see it daily from their vantage points
5. Sometimes it is necessary to “think outside the box” and break the paradigm

Often the lowest ranking persons in an organization **can** tell you exactly what is wrong because **they see it** daily from their vantage points.

1. Which of these is the best definition for innovation?
2. An improvement on a process or procedure
3. An earlier event or action that is regarded as an example or guide to be considered in subsequent similar circumstances
4. The faculty or action of forming new ideas, or images or concepts of external objects not present to the senses
5. A total redirection or restructuring based upon stated goals and research

Innovation is more than just improvement on a process or procedure; it is a total redirection or restructuring based upon stated goals and research.

1. Which of these is a helpful tip about using innovation?
2. There should be solid evidence that a new way of doing things is likely to work before you invest money and everyone’s time
3. To be sure, all innovative strategies will be feasible or cost effective
4. Change should often be made, just for the sake of change
5. Keep focused on the goals and be unwilling to break rules if they need to be broken

There should be solid evidence that a new way of doing things is likely to work before you invest money and everyone’s time.

1. What does a drive to excellence always seek?
2. Innovation
3. Improvement
4. Imagination
5. Immunity

A strong vision does not lend itself to mediocrity. A drive to excellence always seeks improvement.

1. When will people simply give up trying altogether?
2. When their leader is honest, open, and willing to listen to their ideas
3. When your employees are looked upon as “good enough.”
4. When innovation first begins
5. When goals are unrealistic or unattainable

Goals must not be unrealistic or unattainable, or people will simply give up trying altogether, becoming dispirited and demoralized in the process.

1. If only a few staff members are reaching the goal you set, what should you do?
2. Raise the target
3. Strive to achieve more
4. Stifle progress
5. Lower the goal somewhat

If 95% of people fail to meet a standard, then that standard is likely too high and must be changed.

1. To lobby for change, what do you need to do?
2. Talk to your staff about possible solutions.
3. Influence people and excite them to your vision
4. Set high goals that are attainable but with some degree of difficulty
5. Investigate any potential bottlenecks that might be stifling progress

To lobby for change, you need to influence people and excite about your vision.

1. Which of these is not good advice for successfully lobbying for change?
2. Bring about change with one big dramatic gesture, instead of bringing about change slowly
3. Do your research, and always enter a meeting by being prepared
4. Show as clearly as possible how your plan will effect positive change
5. Attack the problem with a plan, sound reasoning, and infectious enthusiasm

You may need to bring about change slowly, rather than with one big dramatic gesture.

# Module Eight: Enabling Others to Act

As mentioned before, you cannot do your staff’s work for them. Besides, if you do their work, what are they getting paid for? You have your own work to do. This is the ultimate goal of the Hersey-Blanchard situational Leadership model: to develop your staff to the point where you can delegate tasks without a lot of oversight.

*The only man who makes no mistakes is the man who never does anything.*

***Theodore Roosevelt***

To be a true leader, you must enable others to act responsibly and not encourage bad work habits by compensating for them or overlooking them. At the same time, you cannot berate an employee for trying hard, but making an honest mistake. The goal of a leader is to empower others. Your success will be dependent on the extent to which you can encourage staff.

## Encouraging Growth in Others

MC900295545[1]A positive attitude is essential to encouragement. No one likes to fail and many take it very personally. While failure should never be rewarded, an understanding attitude and positive outlook can work wonders. A child only learns to walk by falling down many times. The focus is not on the fall, but on getting up. The goal is to walk…then to run.

Meeting with an employee one-on-one is important to positive motivation. Here again, you must use the power of listening. Avoid blame when something goes wrong and focus on the reason for the failure. You may learn someone needs more training, more self-confidence, or more freedom. You may learn someone does not have the tools needed to be successful. You will never know if you don’t ask questions and listen – or worse, if you berate someone for a failure.

If someone is willfully defiant, then feel free to be stern and resolute. Take disciplinary action if necessary and document the conversation. If you allow someone to be defiant or lazy out of a misplaced concern for their feelings, you will be performing a great injustice against the rest who are working hard. In most cases, people really do want to do a good job and they have a sense of pride when they meet a challenge.

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss encouraging growth in others |
| **Topic Summary** | This exercise asks participants to discuss ways of encouraging growth in others |
| **Materials Required** | Notes can be taken down, or this can be used as a discussion |
| **Planning Checklist** | None |
| **Recommended Activity** | Give participants the sheet of paper and pen/pencil, and allow them to work individually.   * Instruct participants to use their creativity to come up with a list of ways to encourage growth in others. * Once each person has completed the task, ask one or two volunteers to stand in front of the group and share their results. |
| **Stories to Share** | “Our chief want is someone who will inspire us to be what we know we could be.” ―Ralph Waldo Emerson |
| **Delivery Tips** | Instead of allowing participants to work individually, this assignment can be completed cooperatively, as a discussion. |
| **Review Questions** | Discuss the quote by Emerson |

## Creating Mutual Respect

MC900059041[1]You will never be worthy of respect if you don’t give respect. Respect should be given to everyone at all levels unless they deliberately do something to lose that respect.

You need to build respect in other ways as well. Be visible to your staff. Show them you are available and interested in knowing everything about what they do. Develop and demonstrate your knowledge of the organization and details of the product, service, or operation. If you are perceived as being knowledgeable and can answer questions, you will not only earn respect, but will motivate others to learn as well.

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| Estimated Time | 15 minutes |
| Topic Objective | To encourage respect |
| Topic Summary | How to transform conflict into a productive situation |
| Materials Required | Flipchart and markers |
| Planning Checklist | Draw a line down the center of the paper, creating two columns. |
| Recommended Activity | * Ask for examples of a difficult situation at work with a fellow employee because of their behavior. * List these items one at a time on the left side of the paper. * Ask for creative ways to address the situation with respect and without conflict. * List these items one at a time on the right side of the paper. |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | How did the situation force us to see beyond what was drawn on the paper? |

## The Importance of Trust

MC900383284[1]Respect inevitably leads to trust. Do what you say and say what you mean. Under-promise and over-deliver to help manage expectations. If you are given a task you know will take you one hour, say you “should” have it done in two hours. You never know when you’ll get a phone call that eats into your time or when an emergency may pop up. If you complete it in less than two hours, you will be perceived as a hero. If not, you can call and apologize that it will be “a little later” without much trouble because you said you *should* have it done. You didn’t promise that you *would* have it done. If people feel they can rely on you, they will trust you.

Also let people know that you are not asking them to do anything you would not do yourself, or have not done. Work hard and be seen working hard. If you come in early and see others who are there early as well, stop by and simply mention that fact positively. A simple word of recognition will go a long way to earning respect. Without respect, you will never have loyalty and without loyalty, you cannot trust. Without mutual trust and respect, you cannot accomplish great things.

Remember: while your people need to be able to trust you, you need to also trust them.

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| Estimated Time | 15 minutes |
| Topic Objective | To build trust |
| Topic Summary | To build trust |
| Materials Required | Cloth for blindfolds |
| Planning Checklist | Prepare enough blindfolds for half the participants. |
| Recommended Activity | * Set the participants into pairs. * Blindfold one person in each pair. * Have the blindfolded participant led around the room by their partner, slowly at first, then building up speed. * Have the partners swap blindfolds and repeat the procedure. |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | How did the participants feel when blindfolded? How did they increase their trust? How did the leaders foster a trusting relationship (talking them through, etc.)? |

## Practical Illustration

Adam worked on building respect with his staff from the beginning. He came back from lunch, and he waved to Catherine. He stopped by her cubicle and asked her, “How are things going?”

Catherine sighed and said, “I’ve been trying to be innovative about this next product launch like you said, but I’m really struggling with finding a new angle.”

Adam said, “Is that the same one due by the end of the week?”

“Yes. Do you think you could get me some help with brainstorming?”

Adam assigned another staff member to collaborate with Catherine who he knew excelled at fresh ideas and innovation. Because he showed respect to his staff, they trusted him enough to let him know how projects were going; good or bad. The problem was addressed in a quick and effective manner.

## Module Eight: Review Questions

1. What is the ultimate goal of the Hersey-Blanchard situational Leadership model?
2. To know that all members and all teams are created equal
3. To develop your staff to the point where you can delegate tasks without a lot of oversight
4. To be an effective leader by using a friendship style based on the individuals or groups they're leading
5. To develop one style of leadership and use that style always

The ultimate goal of the Hersey-Blanchard situational Leadership model: to develop your staff to the point where you can delegate tasks without a lot of oversight.

1. What is good advice when enabling others to act?
2. You must enable others to act by coming to you first for advice
3. You cannot berate someone for trying hard but making an honest mistake.
4. The goal of a leader is to empower others to work by micromanagement
5. You should enable good habits by compensating for the bad habits of others or overlooking them

You cannot berate an employee for trying hard, but making an honest mistake.

1. What is essential to encouragement?
2. A positive attitude
3. A no-tolerance policy for mistakes
4. A perfect work ethic and demanding the same from others
5. An attitude of forgiveness for all mistakes

A positive attitude is essential to encouragement.

1. What is something you could learn from your employee in one-on-one meetings?
2. That they need more freedom
3. That they need more training
4. That they need more self-confidence
5. All of the above

You may learn someone needs more training, more self-confidence, or more freedom.

1. When is it an appropriate time to be stern a resolute?
2. When someone questions your practices
3. When someone is willfully defiant
4. When someone makes a mistake
5. All of the above

If someone is willfully defiant, then feel free to be stern and resolute.

1. If you allow someone to be defiant or lazy out of a misplaced concern for their feelings, what will be the consequence?
2. That person will appreciate your gentle nature and change their behaviors
3. You will develop a safe, trusting relationship with your employee
4. You will be performing a great injustice against the rest who are working hard
5. Your staff will retaliate and your behavior as a leader will be called into question

If you allow someone to be defiant or lazy out of a misplaced concern for their feelings, you will be performing a great injustice against the rest who are working hard.

1. What should typically be given to everyone at all levels?
2. The same monetary pay
3. Respect
4. Task lists
5. Statement of Work

Respect should be given to everyone at all levels unless they deliberately do something to lose that respect.

1. Which of these is not a way to build respect with your staff?
2. Do not seek them out. Let them seek you
3. Be visible to your staff
4. Show them you are available and interested in knowing everything about what they do
5. Develop and demonstrate your knowledge of the organization and details of the product, service, or operation

Be visible to your staff. Show them you are available and interested in knowing everything about what they do

1. What can help manage expectations when it comes to trust?
2. Promising frequently, to look trustworthy
3. Never making a promise, in order not to disappoint anyone
4. Over-promising and under-delivering
5. Under-promising and over-delivering

Under-promise and over-deliver to help manage expectations.

1. What goes a long way to earning respect?
2. Coming in as early as possible
3. A simple word of recognition
4. Over-complimenting
5. Never raising your voice to an employee

A simple word of recognition will go a long way to earning respect.

# Module Nine: Encouraging the Heart

MC900286851[1]One of the worst developments in the workplace was the creation of the term “Human Resources.” Formerly known as the “Personnel Department,” the focus was on dealing with people as *persons*. At a time when industry was supposedly focused on making the workplace more humane in order to increase job satisfaction and productivity, it took a major step backwards.

*A good goal is like strenuous exercise – it makes you stretch.*

***Mary Kay Ash***

No one wants to be considered a “human resource.” A resource is something you use as long as it is functional. When the shelf life expires or is no longer as effective as it once was, you throw it away without a thought. It would be a glorious thing if every Human Resource department was abolished and the name Personnel made resurgence.

Employees are not robots. Human beings have intellect and emotions. Failing to deal with them on those levels will ultimately backfire. You cannot program loyalty.

## Sharing Rewards

MC900370222[1]If your staff are going to share in the work, make certain they share in the rewards. If you are going to get a bonus for a successful task, share at least a portion of it with your staff. More than one employee has felt betrayed by leadership when the boss gets a big bonus and those who do all the work get nothing. You don’t need to give them half or divide it all up among your staff, but you should at least throw them a party, provide a free lunch, or give everyone a pair of movie tickets or a lottery ticket. Do something to show they didn’t work hard only to see you take all the credit.

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss the sharing rewards |
| **Topic Summary** | This exercise asks participants to discuss a time when they were included in a reward at work. |
| **Materials Required** | Notes can be taken down, or this can be used as a discussion |
| **Planning Checklist** | None |
| **Recommended Activity** | As a group discuss times that the whole staff was rewarded. Or perhaps, a time when they weren’t, but felt they should have been.   * Consider a time you and your co-workers were rewarded. What was it for? Was it a sincere effort? |
| Stories to Share | “Persistence and determination are always rewarded.” ―**Christine Rice** |
| **Delivery Tips** | A great discussion topic |
| **Review Questions** | How important is it to you to be recognized and rewarded at work? |

## Celebrating Accomplishments

MC900231739[1]Set both personal and team goals and milestones. Nothing motivates someone like public recognition. Although some may seem somewhat embarrassed by a public display, inside they are proud they have been recognized. There has never been a recorded study that quoted an employee who was honored in public as saying that they never wanted that to happen again. Celebrate team milestones as well. It breaks up the routine of the workday, gives a well-deserved break, and motivates people to work harder when they return to work refreshed.

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| **Estimated Time** | 15 minutes |
| **Topic Objective** | To show encouragement and reward benefits. |
| **Topic Summary** | Discussion on rewarding staff |
| **Materials Required** | Flipchart, markers, and a variety of candy |
| **Planning Checklist** | Have enough candy of several varieties for all participants. |
| **Recommended Activity** | * Discuss ways to show encouragement. * Discuss creative ways to reward workers for a job well done. * Write all answers on the flipchart. * After the exercise, pass out candy to everyone as a reward for participating. |
| **Delivery Tips** | This activity can be performed in small or large groups. |
| **Review Questions** | How did the participants appreciate being rewarded? |

## Making Celebration Part of Your Culture

MC900060157[1]You don’t need to decorate the office each day or have morning pep rallies, but the workplace should never be dreaded by employees. People spend most of their waking lives at work, with substantially less time for family, friends and activities they would much rather be doing. By the very definition, they come to “work” and you have to pay them to be there. People have to feel motivated by more than just a paycheck.

Be sure to have a welcoming environment where people feel respected. Celebrate special occasions to break up the routine, but don’t make celebration itself the routine or no work will get done.

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| **Estimated Time** | 10 minutes |
| **Topic Objective** | To discuss celebrating work |
| **Topic Summary** | This exercise asks participants to what types of things go on in their workplace that make it fun. |
| **Materials Required** | Notes can be taken down, or this can be used as a discussion |
| **Planning Checklist** | None |
| **Recommended Activity** | Give participants the sheet of paper and pen/pencil, and allow them to work individually.   * Instruct participants list what thing go on at work that make it enjoyable. * Once each person has completed the task, ask volunteers to share |
| **Stories to Share** | Dale Carnegie says, “People rarely succeed unless they have fun in what they are doing.” |
| **Delivery Tips** | This could be a group discussion – jot some interesting points on the flip chart |
| **Review Questions** | Do you enjoy going to work? |

## Practical Illustration

Eric’s team worked all quarter, sometimes pulling late nights, to meet all their metrics and goals. Eric’s supervisors saw this, and they rewarded him with a bonus for a job well done as a leader. Eric was proud of himself, but he was equally proud of his staff. While it wasn’t necessary to split the bonus with all his employees, he did come up with a way to reward them for their hard work.

Eric called his team together and said, “I’d like to announce that this quarter we didn’t just meet our goals, we exceeded them! Because we all did such a fantastic job, I’m having lunch catered on Friday by our favorite place. Don’t bring lunch from home. Just bring your appetites!”

Eric made sure not to plan anything pressing or important that day so that his employees could celebrate and enjoy a job well done.

## Module Nine: Review Questions

1. What was one of the worst developments in the workplace?
2. Leadership in the workplace
3. The creation of email and the use of technology
4. Deadlines and time management practices
5. The creation of the term “Human Resources”

One of the worst developments in the workplace was the creation of the term “Human Resources.”

1. What was the term Human Resources formerly known as?
2. Personnel Department
3. Sales and Accounting Departments
4. Accounts Bill-able
5. Human Relationship Department

Formerly known as the “Personnel Department,” the focus was on dealing with people as *persons*.

1. What will failing to deal with workers on the levels of intellect and emotion ultimately do?
2. Program loyalty
3. Increase job satisfaction
4. Backfire
5. Promote loyalty

Employees are not robots. Human beings have intellect and emotions. Failing to deal with them on those levels will ultimately backfire.

1. If your staff are going to share in the work, what else should they share in?
2. The productivity
3. The deadlines
4. The rewards
5. The paychecks

If your staff are going to share in the work, make certain they share in the rewards.

1. If you get a bonus for a successful task, which of these is not a good way to share that bonus with your staff?
2. A party
3. A free lunch
4. Give everyone a pair of movie tickets or a lottery ticket
5. Give everyone half of your bonus

You don’t need to give them half or divide it all up among your staff, but you should at least throw them a party, provide a free lunch, or give everyone a pair of movie tickets or a lottery ticket.

1. What is the best way to motivate someone?
2. Money
3. Many compliments
4. Public recognition
5. Giving them space to work

Nothing motivates someone like public recognition.

1. What is the benefit of celebrating team milestones?
2. It helps solidify the routines of the day
3. It motivates people to work harder when they return to work refreshed
4. It gives them a day off work
5. All of the above

Celebrate team milestones as well. It breaks up the routine of the workday, gives a well-deserved break, and motivates people to work harder when they return to work refreshed.

1. How would you never want employees to feel about their workplace?
2. You would never want them to dread the workplace
3. You would never want them to feel stress in the workplace
4. You would never want them to get frustrated in the workplace
5. You would never want them to experience conflict in the workplace

The workplace should never be dreaded by employees.

1. Where do people spend most of their waking lives?
2. With family
3. With friends
4. At work
5. Doing things they enjoy

People spend most of their waking lives at work, with substantially less time for family, friends and activities they would much rather be doing

1. What is a way to make celebration a part of the work culture?
2. Make celebration itself the routine
3. Have a welcoming environment where people feel respected
4. Decorate the office each day
5. Have morning pep rallies

Be sure to have a welcoming environment where people feel respected. Celebrate special occasions to break up the routine.

# Module Ten: Basic Influencing Skills

MC900289957[1]The best leaders are able to influence others to do something and allow them to think it was all their idea. Don’t worry about taking credit for every good thing that happens on your watch. As the leader, you get credit whenever your staff succeed because you created the environment that allowed their success.

*The country is full of good coaches. What it takes to win is a bunch of interested players*.

***Don Coryell***

## The Art of Persuasion

MC900233986[1]Aristotle was a master of the art persuasion, and he outlines his thinking in his work, Rhetoric, where he identifies three important factors: ethos, pathos, and logos.

* **Ethos** (credibility) persuades people by using character. If you are respectful and honest, people will be more likely to follow you because of your character. Your character convinces the follower that you are someone who is worth listening to for advice.
* **Pathos** (emotional) persuades people by appealing to their emotions. For example, when a politician wants to gain support for the bill, it inevitably is argued, “it’s for the children!” Babies, puppies, and kitties abound in advertising for a reason. Although a car is neither male nor female, they are sometimes called “sexy” in car commercials. Pathos allows you to tie into emotional triggers that will capture a person’s attention and enlist their support, but it can be easily abused, leading to a loss of Ethos, as described above.
* **Logos** (logical) means persuading by appealing to a person’s intellect. This was Aristotle's favorite and his forte’, but not everyone reacts on a rational level.

Of the three, Ethos must always come first. Ideally, you want to appeal to Pathos, back your arguments up with Logos, and never lose Ethos. President Bill Clinton appealed to people using Pathos, saying often, “I feel your pain,” but there were serious questions raised about his Ethos, and he often did not back up his appeals with Logos. There is no doubt that he was successful, but there is also no doubt that he was not as successful as he could have been.

|  |  |
| --- | --- |
| **Estimated Time** | 25 minutes |
| **Topic Objective** | To demonstrate understanding of Ethos, Pathos and Logos |
| **Topic Summary** | Aristotle’s Art of Persuasion in the modern world |
| **Materials Required** | Flipchart and markers |
| **Planning Checklist** | Flipchart and markers |
| **Recommended Activity** | * Ethos: Define and discuss. * Pathos: Define and discuss. * Logos: Define and discuss. * Discussion: How do the three works together? [Cite examples] * Discussion: Which is most important (Ethos) and why? |
| **Delivery Tips** | This activity can be performed in small or large groups. |
| **Review Questions** | How do Ethos, Pathos, and Logos relate to leadership today? |

## The Principles of Influence

MC900197786[1]Robert B. Cialdini, Ph. D. once said, "It is through the influence process that we generate and manage change.”search%3Fhl%3Den%26source%3Dhp%26q%3DThe+Principles+of+Influence%26btnG%3DGoogle+Search%26aq%3Df%26oq%3D%26aqi%3D&kw=The%20Principles%20of%20Influence&eng=www In his studies, he outlined five universal principles of influence, which are useful and effective in a wide range of circumstances.

**Reciprocation***:* People are more willing to do something for you if you have already done something for them first. Married couples do this all the time, giving in on little things so they can ask for that big night out or a chance to watch the game later.

**Commitment***:* You cannot get people to commit to you or your vision if they don’t see your commitment. Once you provide a solid, consistent example, they will feel they have to do the same.

**Authority***:* If people believe you know what you are talking about and accept your expertise, they are far more likely to follow you. Despite the rebel cry, “Question Authority,” when people need help with something, they will seek out an authority figure. If you place a man in a tie next to a man in jeans and a ratty T-shirt, people will invariably ask the man in the tie for advice on a technical subject first, simply because he *looks* like an authority.

**Social Validation***:* As independent as we like to consider ourselves, we love to be part of a crowd. It will always be a part of us, that school-age desire to be accepted, no matter how many times our parents tell us, “If everyone jumped off a cliff, would you join them?” People will always jump on a bandwagon if their friends like the band.

**Friendship***:* People listen to their friends. If they know you and like you, they are far more likely to support you. A pleasant personality can make up for a multitude of failures. More than one leader has been abandoned at the first sign of trouble because they were not very well liked.

|  |  |
| --- | --- |
| **Estimated Time** | 15 minutes |
| **Topic Objective** | To demonstrate understanding of Cialdini’s principles |
| **Topic Summary** | Understanding the Principles of Influence |
| **Materials Required** | Flipchart and markers |
| **Planning Checklist** | Flipchart and markers |
| **Recommended Activity** | * Reciprocation: Define and discuss. * Commitment: Define and discuss. * Authority: Define and discuss. * Social Validation: Define and discuss. * Friendship: Define and discuss. * Discussion: How do the five work together? [Cite examples] |
| **Delivery Tips** | This activity can be performed in small or large groups. |
| **Review Questions** | What are Cialdini’s principles and how do they relate to leadership today? |

## Creating an Impact

MC900084246[1]As mentioned before, communication is accomplished with more than just words. The more of the previous leadership skills you develop, the more you will make an impact. In addition, the bigger the impact, the greater the positive change you can create.

Impact is created by a number of intangible factors:

* A confident bearing, tempered by a kindly manner
* A strong sense of justice, tempered by mercy
* A strong intellect, tempered by the willingness to learn
* A strong sense of emotion, tempered by self-control
* A strong ability to communicate, tempered by the ability to listen
* A strong insistence on following the rules, tempered by flexibility
* A strong commitment to innovation, tempered by situational reality
* A strong commitment to your followers, tempered by the ability to lead

Above all: maintain a strong personal commitment to your vision.

|  |  |
| --- | --- |
| **Estimated Time** | 15 minutes |
| **Topic Objective** | To demonstrate understanding of Cialdini’s principles |
| **Topic Summary** | Understanding the Principles of Influence |
| **Materials Required** | Flipchart and markers |
| **Planning Checklist** | Flipchart and markers |
| **Recommended Activity** | * Reciprocation: Define and discuss. * Commitment: Define and discuss. * Authority: Define and discuss. * Social Validation: Define and discuss. * Friendship: Define and discuss. * Discussion: How do the five work together? [Cite examples] |
| **Delivery Tips** | This activity can be performed in small or large groups. |
| **Review Questions** | What are Cialdini’s principles and how do they relate to leadership today? |

## Practical Illustration

Sarah was nervous about going to see her boss, Robyn. Robyn was stern, strict, and always carried an air of authority. Sarah lightly knocked on Robyn’s door, and was invited inside.

After some small talk, Sarah cut to the chase. “Robyn, the reason I came to see you today is that I think our client would benefit from holding our next meeting at a more casual location. I know the rule is that we go to business offices, hotels, and other professional places; however, I can see this particular client being more suited to a casual, friendly dining spot. I think it would have a positive influence on the sale.”

Robyn listened and then said, “It looks like you’ve given this a lot of thought. Follow through with the idea, Sarah.”

She was surprised. “Really? Thanks!”

While Robyn was a strict authority figure by nature, she also knew when to be flexible.

## Module Ten: Review Questions

1. As a leader, when do you get credit?
2. All the time
3. Only when your plan ultimately succeeds
4. Whenever your staff succeed
5. Whenever you save the company time and money

As the leader, you get credit whenever your staff succeed because you created the environment that allowed their success.

1. Who in history was a master of the art of persuasion?
2. Descartes
3. Socrates
4. Aristotle
5. Plato

Aristotle was a master of the art persuasion, and he outlines his thinking in his work, Rhetoric

1. Which of these is not one of the three important factors in the art of persuasion?
2. Ethos
3. Logos
4. Pathos
5. Mythos

Aristotle identifies three important factors: ethos, pathos, and logos.

1. Which of three important factors stands for “credibility’?
2. Ethos
3. Logos
4. Pathos
5. Mythos

**Ethos** (credibility) persuades people by using character. If you are respectful and honest, people will be more likely to follow you because of your character. Your character convinces the follower that you are someone who is worth listening to for advice.

1. Which of the three important factors persuades people by appealing to their intellect?
2. Ethos
3. Logos
4. Pathos
5. Mythos

**Logos** (logical) means persuading by appealing to a person’s intellect. This was Aristotle's favorite and his forte’, but not everyone reacts on a rational level.

1. Who said "It is through the influence process that we generate and manage change”?
2. Aristotle
3. Plato
4. Hersey-Blanchard
5. Robert B. Cialdini, Ph. D.

Robert B. Cialdini, Ph. D. once said, "It is through the influence process that we generate and manage change.”search%3Fhl%3Den%26source%3Dhp%26q%3DThe+Principles+of+Influence%26btnG%3DGoogle+Search%26aq%3Df%26oq%3D%26aqi%3D&kw=The%20Principles%20of%20Influence&eng=www

1. If you want to get people to commit to you and your vision, what do they need to see?
2. Your validation
3. Your gratitude
4. Your commitment
5. Your reciprocity

**Commitment***:* You cannot get people to commit to you or your vision if they don’t see your commitment. Once you provide a solid, consistent example, they will feel they have to do the same.

1. When people need help, who do they usually seek out?
2. A co-worker
3. Their lower level employees
4. Their friends
5. An authority figure

When people need help with something, they will seek out an authority figure.

1. What can make up for a multitude of failures?
2. A pleasant personality
3. Reciprocity
4. Commitment
5. Social validation

A pleasant personality can make up for a multitude of failures

1. Which of these is not an intangible factor that creates impact?
2. A strong sense of justice, tempered by mercy
3. A strong commitment to innovation, tempered by creativity
4. A strong sense of emotion, tempered by self-control
5. A strong insistence on following the rules, tempered by flexibility

Impact is created by a number of intangible factors: A strong commitment to innovation, tempered by situational reality

# Module Eleven: Setting Goals

MC900367538[1]A vision without specific, targeted goals is just a wish or a hope. Without targeted goals, how will you ever know if your vision is being accomplished? A vision needs a project roadmap with milestones, but how do you determine what those goals are? First, we will discuss goals themselves, then how to determine what your goals should be and how to support them.

*Good plans shape good decisions. That's why good planning helps to make elusive dreams come true.*

***Lester R. Bittel***

## Setting SMART Goals

MC900335661[1]SMART goals are:

* **Specific:** The vision itself is general while the goals are specific targets to be met. Specific goals answer the questions of who, what, when, where, why and how questions as specifically as possible.
* **Measurable***:* Goals must be measurable in terms of progress and attainment. They must be tracked according to the amount of time or money spent, or results achieved as appropriate.
* **Attainable***:* A goal which cannot be met, is not a goal, it is an ideal. If you know you need certain infrastructure in place to accomplish your vision, you should break down your goals into attainable steps you can monitor as each step is put into place.
* **Realistic***:* A goal may be attainable, but not with the resources at hand. In that case, you need other goals to build up to the level where the attainable goal becomes realistic. A goal may be possible, but you need the right people with the right amount of time and support to make it happen.
* **Timed***:* All goals need to be accomplished within a given time frame. Deadlines may indeed be missed, but without any timetable, there will be no sense of urgency and no reason not to put it off until “later.”

Each goal should lead to the “next step” in the overall plan until the ultimate vision is reached.

|  |  |
| --- | --- |
| Estimated Time | 20 minutes |
| Topic Objective | To understand how to use the SMART Goal strategy |
| Topic Summary | Using SMART Goals to achieve your vision |
| Materials Required | Flipchart, markers and Action Plan |
| Planning Checklist | Print up enough Action Plans for each participant. |
| Recommended Activity | * Pass out an Action Plan to each participant. * Ask for a strategic goal, vision, or mission from the participants and write it at the top of the flipchart. * On the left side of the paper, write in a column: Specific, Measurable, Attainable, Realistic, and Timed. * Ask for a specific first goal to attain the vision/mission and write it under the vision. * Go down the SMART list on the left and assess each aspect of the goal, writing next to the appropriate category as you go. * Ask participants how this leads to the next goal and repeat. |
| Delivery Tips | This activity can be performed in small or large groups. |
| Review Questions | What does SMART stand for? |

## Creating a Long-Term Plan

MC900367812[1]Also called Strategic Planning, the long-term plan is the road map that guides you to the ultimate realization of your vision. As discussed in the previous module. A goal may be possible, but not attainable or realistic – now. You may be missing a quality person for a key position, you may lack the funds, or time to achieve the higher-level goals, so lower-level stepping stone goals must be planned.

If your goal is to unify a modern computer network throughout your organization, but you only have a few outdated computers and older shared printers, your ultimate goal will be possible and attainable, but not realistic. If you do not have the money for the new equipment and do not have a strong IT person on staff, your goal will be unattainable. If you need everything done in a week, your goal cannot be timely, as it will take much longer. Intermediate goals, however, can make your ultimate goal realistic, attainable, and timely.

You might first want to increase your revenue through increased sales, a fundraiser, long-term business loan, or by other means. You can make a goal to hire a network guru for a reasonable cost who can analyze your current systems and determine what needs to be upgraded according to modern networking technology. That analysis will provide you the information to set new goals of buying, configuring and implementing the equipment, then adding the infrastructure to network it all together. In the end, the goal that seemed impossible will become a reality, according to your original vision.

|  |  |
| --- | --- |
| **Estimated Time** | 15 minutes |
| **Topic Objective** | To demonstrate importance of strategic planning |
| **Topic Summary** | Understanding the benefit of strategic planning |
| **Materials Required** | Flip chart/markers |
| **Planning Checklist** |  |
| **Recommended Activity** | Ask for input about strategic planning participants have been involved with in their workplace; ask them to explain the steps in detail. |
| **Delivery Tips** | Work with the group as a whole |
| **Review Questions** | When have you used strategic planning in your personal lives? |

## Creating a Support System

MC900198359[1]Once your goals are established you need a way to ensure they are set into motion. Duties must be assigned and documentation must be established to support and track progress. A Gantt Chart, a type of bar chart that illustrates a project schedule, is a great way to track milestones over a period of time. You need to establish the tools necessary to track progress or development as appropriate. These might include a simple checklist for some tasks and complicated advanced software tracking systems for others.

Monitoring and oversight are the keys to achieving all goals.

|  |  |
| --- | --- |
| **Estimated Time** | 15 minutes |
| **Topic Objective** | To demonstrate the importance of a support system |
| **Topic Summary** | Understanding who/what your support system is |
| **Materials Required** | Flipchart and markers |
| **Planning Checklist** | Flipchart and markers |
| **Recommended Activity** | Ask for examples of how participants stay on track. Who or what helps them? |
| **Delivery Tips** | Discuss with the group as a whole. Jot notes on flip chart. |
| **Review Questions** | When not at work, who or what acts as your support system? |

## Practical Illustration

Sophie presented her goals to Thomas, the leader, and she said, “What do you think of the plan that we have laid out?”

Thomas said, “I think that your goal of updating our technology is specific, measurable, attainable, and timed. However, the only thing that is unrealistic about the goal is how much it is going to cost.”

Sophie said, “I was hoping that you could help me brainstorm ways to come up with the revenue.”

Thomas nodded. “In the past, we’ve tried new ways of increasing sales to pay for equipment that we needed, or taken out a business loan. But given the time frame, I feel like our best bet is a fundraiser.”

They included the fundraiser idea in the final goal, making sure once again that the goal was SMART: specific, measurable, attainable, realistic, and timed.

## Module Eleven: Review Questions

1. What is a vision without specific, targeted goals?
2. A committed, important legacy
3. A plan for the future
4. Just a wish or a hope
5. A system of gaining followers

A vision without specific, targeted goals is just a wish or a hope.

1. What does the ‘A’ in the SMART acronym stand for?
2. Accomplishment
3. Attainable
4. Achievable
5. Applicable

**Attainable***:* A goal which cannot be met, is not a goal, it is an ideal. If you know you need certain infrastructure in place to accomplish your vision, you should break down your goals into attainable steps you can monitor as each step is put into place.

1. What answers the questions of “who, what, when, where, why and how”?
2. Specific goals
3. Measurable goals
4. Applicable goals
5. Timed goals

**Specific:** The vision itself is general while the goals are specific targets to be met. Specific goals answer the questions of who, what, when, where, why and how questions as specifically as possible.

1. How can measurable goals be tracked?
2. According to the amount of time spent
3. According to the amount of money spent
4. According to the results achieved
5. All of the above

**Measurable***:* Goals must be measurable in terms of progress and attainment. They must be tracked according to the amount of time or money spent, or results achieved as appropriate.

1. While a goal may be possible, what do you need for it to be realistic?
2. A group of dedicated employees who will obey your authority no matter what
3. Goals that are measurable in time and attainment
4. The right people with the right amount of time and support to make it happen
5. The funding by stakeholders

**Realistic***:* A goal may be attainable, but not with the resources at hand. In that case, you need other goals to build up to the level where the attainable goal becomes realistic. A goal may be possible, but you need the right people with the right amount of time and support to make it happen.

1. What should each goal lead to?
2. A successful completion every time
3. The next step in the overall plan until the ultimate vision is reached
4. Dedication and commitment from your employees
5. A bigger, more important goal

Each goal should lead to the “next step” in the overall plan until the ultimate vision is reached.

1. What is the road map that guides you to the ultimate realization of your vision?
2. An attainable goal
3. A measurable goal
4. A short-term plan
5. Strategic planning

Strategic Planning - the long-term plan is the road map that guides you to the ultimate realization of your vision

1. What can make your ultimate goal realistic, attainable, and timely?
2. Followers
3. Upper management
4. Strategic planning
5. Intermediate goals

Intermediate goals can make your ultimate goal realistic, attainable, and timely.

1. Which tool is a great way to track milestones over a period of time?
2. A RACI chart
3. A Gantt chart
4. An electronic whiteboard
5. A flip-chart

A Gantt Chart is a great way to track milestones over a period of time.

1. What is the key to achieving all goals?
2. Monitoring and oversight
3. Delegation and covering yourself as often as possible
4. Timely and attainable
5. Meeting deadlines

Monitoring and oversight are the keys to achieving all goals.

# Module Twelve: Wrapping Up

To be a leader, you must first see yourself as a leader. Based on what you have learned so far, you now know what qualities are important in a leader and you have prioritized them as they apply to you. Experience is the greatest teacher, however, and there is no substitute. If you ever had a boss that infuriated you and made you want to quit your job, you know what not to do. If you ever had a parent, teacher, coach, or supervisor who inspired you, you have a good example to follow.

*A work well begun is half ended.*

***Plato***

## Words from the Wise

* **Thucydides:** The bravest are surely those who have the clearest vision of what is before them, glory and danger alike, and yet notwithstanding, go out and meet it.
* **Woodrow Wilson:** The ear of the leader must ring with the voices of the people.
* **Theodore Roosevelt**: The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint to keep from meddling with them while they do it.

## Lessons Learned

* Define “leadership”
* Explain the Great Man Theory
* Explain the Trait Theory
* Understand Transformational Leadership
* Understand the people you lead and how to adapt your leadership styles
* Explain leading by Directing
* Explain leading by Coaching
* Explain leading by Participating
* Explain leading by Delegating
* Kouzes and Posner
* Conduct a personal inventory
* Create an action plan
* Establish personal goals

## Parking Lot

Review the items on the parking lot. Some items may need one-to-one participant follow up. You may be able to clear other items up now. Follow-up workshops may even be appropriate.

## Action Plans and Evaluation Forms

Do a quick round robin and ask everyone to share one thing that was learned today. Then, ask participants to make sure their Action Plans and Evaluation Forms are complete.

If possible, ask participants to buddy up and set up a follow-up system, so that they can check up on each other in the coming days, weeks, and months. If appropriate, provide your contact information in case they have any questions.

# Appendix

## Worksheet 1

***Goal Card***

Leader to emulate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Leadership traits to develop:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Worksheet 2

***Personal Inventory***

(with 1 being low importance and 10 being high importance)

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality** | **Self-Assessment Rank (1 – 10)** | **5 or below? (check)** | **Above 5? (check)** |
| Honest |  |  |  |
| Inspiring |  |  |  |
| Broad-minded |  |  |  |
| Dependable |  |  |  |
| Imaginative |  |  |  |
| Caring |  |  |  |
| Self-controlled |  |  |  |
| Forward-looking |  |  |  |
| Intelligent |  |  |  |
| Supportive |  |  |  |
| Cooperative |  |  |  |
| Ambitious |  |  |  |
| Mature |  |  |  |
| Independent |  |  |  |
| Competent |  |  |  |
| Fair-minded |  |  |  |
| Straightforward |  |  |  |
| Determined |  |  |  |
| Courageous |  |  |  |
| Loyal |  |  |  |
|  |  |  |  |
|  | **TOTALS:** |  |  |

## Post-Assessment

1. Which theory takes the phrase “Great men are born, not made” literally?
2. The Great Man Theory
3. The Generational Theory
4. The Trait Theory
5. The Leadership Principle Theory
6. Which of these is the difference between a good leader and a great leader?
7. The amount of political clout they have
8. Writing ability
9. Military tactical thinking
10. The number of leadership skills they have developed
11. What is the ultimate goal of the delegating leader?
12. Complementing the employee on every task, as continued praise for outstanding performance must be given
13. An employee who feels fully empowered and competent enough to take the ball and run with it, with minimal supervision.
14. Delegating tasks to the employee with utmost supervision, for liability reasons
15. An employee who requires high levels of supervision and task assignment
16. Which of these are the follower-driven stages?
17. Delegating and Participating
18. Selling and Telling
19. Telling and Participating
20. Delegating and Selling
21. Which of these is a way to seek inspiration?
22. Imagining your legacy
23. Choose a role model that fits your personality
24. Read books and conduct research on the internet or at libraries.
25. Determine how you will accomplish your goals
26. Which of these is not a question you would ask yourself before preparing a mission statement?
27. Do you want to communicate better?
28. How do you want to be remembered?
29. What do you want people to think of you?
30. What typeof leader you determined to be?
31. Believe it or not, what’s the best influence you can have?
32. Using writing and speeches to persuade others
33. A large company of followers
34. Not trying to influence someone
35. Not leading someone
36. What makes others feel empowered?
37. Listening to them
38. Having a leader in charge
39. Being given a compliment in private
40. Disengaging yourself from your staff
41. What do most employees enjoy?
42. Constructive criticism given at regular intervals
43. Hard work and little involvement from you in working towards the vision
44. Being part of a larger, successful organization
45. Giving their loyalty to you
46. If you can get your employees to accept your vision as their own, and excite them about being part of it, what will they most likely do?
47. Excel beyond what you (or they) thought possible
48. Want performance bonuses and awards for validation
49. Ask the question “What in it for me?”
50. Crave acceptance
51. To lobby for change, what do you need to do?
52. Talk to your staff about possible solutions.
53. Influence people and excite them to your vision
54. Set high goals that are attainable but with some degree of difficulty
55. Investigate any potential bottlenecks that might be stifling progress
56. Which of these is not good advice for successfully lobbying for change?
57. Bring about change with one big dramatic gesture, instead of bringing about change slowly
58. Do your research, and always enter a meeting by being prepared
59. Show as clearly as possible how your plan will effect positive change
60. Attack the problem with a plan, sound reasoning, and infectious enthusiasm
61. What can help manage expectations when it comes to trust?
62. Promising frequently, to look trustworthy
63. Never making a promise, in order not to disappoint anyone
64. Over-promising and under-delivering
65. Under-promising and over-delivering
66. What goes a long way to earning respect?
67. Coming in as early as possible
68. A simple word of recognition
69. Over-complimenting
70. Never raising your voice to an employee
71. Where do people spend most of their waking lives?
72. With family
73. With friends
74. At work
75. Doing things they enjoy
76. What is a way to make celebration a part of the work culture?
77. Make celebration itself the routine
78. Have a welcoming environment where people feel respected
79. Decorate the office each day
80. Have morning pep rallies
81. What can make up for a multitude of failures?
82. A pleasant personality
83. Reciprocity
84. Commitment
85. Social validation
86. Which of these is not an intangible factor that creates impact?
87. A strong sense of justice, tempered by mercy
88. A strong commitment to innovation, tempered by creativity
89. A strong sense of emotion, tempered by self-control
90. A strong insistence on following the rules, tempered by flexibility
91. Which tool is a great way to track milestones over a period of time?
92. A RACI chart
93. A Gantt chart
94. An electronic whiteboard
95. A flip-chart
96. What is the key to achieving all goals?
97. Monitoring and oversight
98. Delegation and covering yourself as often as possible
99. Timely and attainable
100. Meeting deadlines

## Post-Assessment Answers

1. Which theory takes the phrase “Great men are born, not made” literally?
2. The Great Man Theory
3. The Generational Theory
4. The Trait Theory
5. The Leadership Principle Theory

It has often been said, *“Great leaders are born, not made.”* The *Trait Theory* takes this saying literally.

1. Which of these is the difference between a good leader and a great leader?
2. The amount of political clout they have
3. Writing ability
4. Military tactical thinking
5. The number of leadership skills they have developed

The difference between a good leader and a great leader is partly the number of leadership skills they have developed

1. What is the ultimate goal of the delegating leader?
2. Complementing the employee on every task, as continued praise for outstanding performance must be given
3. An employee who feels fully empowered and competent enough to take the ball and run with it, with minimal supervision.
4. Delegating tasks to the employee with utmost supervision, for liability reasons
5. An employee who requires high levels of supervision and task assignment

Delegating is the ultimate goal: an employee who feels fully empowered and competent enough to take the ball and run with it, with minimal supervision.

1. Which of these are the follower-driven stages?
2. Delegating and Participating
3. Selling and Telling
4. Telling and Participating
5. Delegating and Selling

The Delegating and Participating are follower driven, rather than leader driven.

1. Which of these is a way to seek inspiration?
2. Imagining your legacy
3. Choose a role model that fits your personality
4. Read books and conduct research on the internet or at libraries.
5. Determine how you will accomplish your goals

**Seek Inspiration**: Learn about a variety of leaders, including their approach to dealing with challenges. Read books and conduct research on the internet or at libraries.

1. Which of these is not a question you would ask yourself before preparing a mission statement?
2. Do you want to communicate better?
3. How do you want to be remembered?
4. What do you want people to think of you?
5. What typeof leader you determined to be?

**Create a Personal Mission Statement**: Imagine your legacy. How do you want to be remembered? What do you want people to think of you? What typeof leader are you determined to be? Write a statement that defines who you will become.

1. Believe it or not, what’s the best influence you can have?
2. Using writing and speeches to persuade others
3. A large company of followers
4. Not trying to influence someone
5. Not leading someone

Believe it or not, the most powerful influence you can have, is often not trying to influence someone.

1. What makes others feel empowered?
2. Listening to them
3. Having a leader in charge
4. Being given a compliment in private
5. Disengaging yourself from your staff

Simply listening to others makes them feel empowered, even if you don’t accept their suggestions

1. What do most employees enjoy?
2. Constructive criticism given at regular intervals
3. Hard work and little involvement from you in working towards the vision
4. Being part of a larger, successful organization
5. Giving their loyalty to you

Most employees enjoy being part of a larger, successful organization.

1. If you can get your employees to accept your vision as their own, and excite them about being part of it, what will they most likely do?
2. Excel beyond what you (or they) thought possible
3. Want performance bonuses and awards for validation
4. Ask the question “What in it for me?”
5. Crave acceptance

If you can get your employees to accept your vision as their own, and excite them about being part of it, they will often excel beyond what you (or they) thought possible

1. To lobby for change, what do you need to do?
2. Talk to your staff about possible solutions.
3. Influence people and excite them to your vision
4. Set high goals that are attainable but with some degree of difficulty
5. Investigate any potential bottlenecks that might be stifling progress

To lobby for change, you need to influence people and excite about your vision.

1. Which of these is not good advice for successfully lobbying for change?
2. Bring about change with one big dramatic gesture, instead of bringing about change slowly
3. Do your research, and always enter a meeting by being prepared
4. Show as clearly as possible how your plan will effect positive change
5. Attack the problem with a plan, sound reasoning, and infectious enthusiasm

You may need to bring about change slowly, rather than with one big dramatic gesture.

1. What can help manage expectations when it comes to trust?
2. Promising frequently, to look trustworthy
3. Never making a promise, in order not to disappoint anyone
4. Over-promising and under-delivering
5. Under-promising and over-delivering

Under-promise and over-deliver to help manage expectations.

1. What goes a long way to earning respect?
2. Coming in as early as possible
3. A simple word of recognition
4. Over-complimenting
5. Never raising your voice to an employee

A simple word of recognition will go a long way to earning respect.

1. Where do people spend most of their waking lives?
2. With family
3. With friends
4. At work
5. Doing things they enjoy

People spend most of their waking lives at work, with substantially less time for family, friends and activities they would much rather be doing

1. What is a way to make celebration a part of the work culture?
2. Make celebration itself the routine
3. Have a welcoming environment where people feel respected
4. Decorate the office each day
5. Have morning pep rallies

Be sure to have a welcoming environment where people feel respected. Celebrate special occasions to break up the routine.

1. What can make up for a multitude of failures?
2. A pleasant personality
3. Reciprocity
4. Commitment
5. Social validation

A pleasant personality can make up for a multitude of failures

1. Which of these is not an intangible factor that creates impact?
2. A strong sense of justice, tempered by mercy
3. A strong commitment to innovation, tempered by creativity
4. A strong sense of emotion, tempered by self-control
5. A strong insistence on following the rules, tempered by flexibility

Impact is created by a number of intangible factors: A strong commitment to innovation, tempered by situational reality

1. Which tool is a great way to track milestones over a period of time?
2. A RACI chart
3. A Gantt chart
4. An electronic whiteboard
5. A flip-chart

A Gantt Chart is a great way to track milestones over a period of time.

1. What is the key to achieving all goals?
2. Monitoring and oversight
3. Delegation and covering yourself as often as possible
4. Timely and attainable
5. Meeting deadlines

Monitoring and oversight are the keys to achieving all goals.

## Recommended Reading List

Stephen Eggleston. On Public Speaking, © 1995-2005, http://www.smartalek.com/resume/spkrsum.html

Susan M. Heathfield, Your Guide to Human Resources. http://humanresources.about.com/

Stephen Lieb, “Principles of Adult Learning,” article published in VISION, Fall 1991, South Mountain Community College

Morton C. Orman, M.D., How To Conquer Public Speaking Fear, © 1996-2002, M. C. Orman, MD, FLP

James M. Kouzes, Barry Z. Posner The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, 5th Edition