Fiscal Management

Grant Writing

Strategic Planning

Needs Assessment

Program Development

Technology Development

Volunteer Management

Human Resources

Surviving an Audit

Program Evaluation

Board Development

Faith-Based Leadership Development

Starting a Nonprofit

Leadership Development

LEADERSHIP DEVELOPMENT

NATIONAL MINORITY AIDS COUNCIL

Dear Colleague,

On behalf of the National Minority AIDS Council (NMAC), thank you for picking up this manual and taking a step toward increasing your capacity in this struggle. As we enter the third decade of HIV/AIDS, it is more important than ever to develop our skills and knowledge to better serve our communities and our constituents.
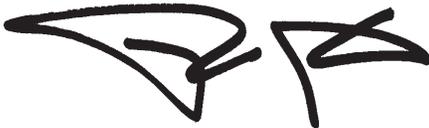
NMAC, established in 1987 as the premier national organization dedicated to developing leadership within communities of color to address the challenge of HIV/AIDS, works proactively to provide skill-building tools for our community. One such tool is the manual that you hold in your hands.

The Technical Assistance, Training and Treatment Division's mission to build the capacity and strength of community-based organizations, community planning groups for HIV prevention and health departments throughout the United States and its territories is supported through a multifaceted approach. This approach includes individualized capacity-building assistance, written information (manuals, publications and information provided through NMAC's website and broadcast e-mail messages) and interactive learning experiences (trainings). All components are integral to providing a comprehensive capacity-building assistance experience, as opposed to offering isolated instances or random episodes of assistance.

After undergoing a revision of existing curricula and publications and an expansion of our current catalog of subject areas to include more organization infrastructure topics, NMAC is proud to present you with this new manual, Leadership Development. One of 15 topic areas in which we provide capacity-building assistance, this manual will provide you with detailed information, resources and the knowledge to enhance your capacity to provide much-needed services in your community.

Our hope is that this revised manual will give you the skills and knowledge to increase your capacity and serve your community at a greater level than ever before. Please feel free to contact us if you would like further information on other services we can provide to you and your community.

Yours in the struggle,

Paul Akio Kawata
Executive Director

Contents

Preface

Organizational Effectiveness

Successful community-based organizations (CBOs) can attribute their success to employing 15 key components that support organizational effectiveness. See the model below.

Ongoing learning and training in each of these areas will allow your organization to meet the needs of your constituents.

For information regarding training in any of these areas, contact the National Minority AIDS Council's Technical Assistance, Training and Treatment Division by telephone at (202) 234-5120 or by e-mail at ta_info@nmac.org.

ORGANIZATIONAL EFFECTIVENESS MODEL

Organizational Effectiveness

Board Development
Faith-Based Leadership Development
Fiscal Management
Grant Writing
HIV Prevention Community Planning
Human Resources
Leadership Development
Needs Assessment
Program Development
Program Evaluation
Starting a Nonprofit
Strategic Planning
Surviving an Audit
Technology Development
Volunteer Management

Introduction

Purpose

The purpose of this manual is to give learners new insight and specific tools to lead their organizations more effectively and develop better relations with employees and partners. It is based on the premise that a community's capacity to effectively coordinate HIV/AIDS efforts depends on skilled leadership.

Learning Objectives:

After working through this manual, learners will be able to:

- ✓ Identify the characteristics of an effective leader.
- ✓ Recognize a person's personal and leadership style.
- ✓ Describe the importance of switching styles to accommodate individual differences.
- ✓ Describe the relationship between leading and following.
- ✓ Explain the importance of empowerment in the community effort.
- ✓ Describe how a shared vision is important to organizational development.

Pre-training Assessment

The Pre-training Assessment is an opportunity for you to check your knowledge against the information that will be addressed in this manual. Check your answers now and again after you finish reading the manual.

Pre-training Assessment

Please circle the following statements as either True or False.

1. **True**   **False**   Leaders are only born.
2. **True**   **False**   My personal leadership style cannot be changed.
3. **True**   **False**   Empowering the follower is important to the leader.
4. **True**   **False**   Leadership has only one style.
5. **True**   **False**   There are many theories in leadership development.
6. **True**   **False**   One needs to understand oneself better to become a good leader.
7. **True**   **False**   The climate of my leadership is not important.
8. **True**   **False**   Leadership is about influencing others to act in a certain way that results in productivity and action.
9. **True**   **False**   Every good leader has a vision statement that they share with their followers.
10. **True**   **False**   I can influence my leadership abilities.

Check answers on page 49 after reading the manual thoroughly.

UNIT 1:
Overview of Leadership

Purpose:

To introduce several leadership theories, the application of which will be discussed in later chapters.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Identify the three components of leadership.

✓ Identify the three leadership theories.

✓ Identify the 11 principles of leadership.

✓ Identify the four factors that influence leadership.

I.   The Attributes of a Leader

Leadership translates vision into reality. To influence followers to jump willingly into change, leaders need a specific set of competencies to guide their actions. These competencies can be thought of as the inner tools for motivating employees, directing systems and processes, and guiding the organization toward common goals that allow it to realize its mission.

This manual addresses leadership competencies — the knowledge and skills that are required to be not only a boss, but also a leader. Particularly, leadership requires:

ATTRIBUTES
Characteristics or qualities or properties. Attributes of the leader fall into three categories: mental, physical, and emotional.

✓ **Character:** Enthusiasm, integrity, self-renewal
✓ **Analysis:** Fortitude, perceiving judgment,
✓ **Accomplishment:** Performance, boldness, team building
✓ **Interaction:** Collaborating, inspiring, serving others

Managers are people who do things right, while leaders are people who do the right thing. — Warren Bennis, Ph.D., "On Becoming a Leader"

Leadership competencies include:

✓ **Leadership Abilities:** Leaders possess attributes (beliefs, values, ethics, character, knowledge, courage and skills) that make people glad to follow them. They provide a feeling of trust. They're able to rally the troops and build morale when the going gets tough.
✓ **Visioning:** Leaders have the ability to increase productiveness in the areas that most need improvement. They create and set goals and can clearly state visions that subordinates and peers are motivated to accomplish.
✓ **Team Building:** Leaders develop high-performance teams that come together to collaborate on a common mission or goal, rather than just letting objectives go unassigned.
✓ **Win-Win Conflict Resolution:** Leaders effectively handle disagreements and conflicts. They settle disputes by focusing on solving the problems without offending egos. They provide support and expertise to other leaders and evaluate the feasibility of alternative dispute resolution mechanisms. A good leader is hard on issues and soft on people.

✓ **Accurate Quick Situation Assessment:** Leaders take charge when the situation demands it and makes the right things happen on time.

✓ **Training/Coaching:** Leaders know than even mistakes can be learning opportunities. They provide performance feedback, coaching and career development assistance to people in a way that maximizes individual and organizational success.

✓ **Commitment to Employee Involvement:** Leaders assume ownership by bringing employees in on the decision-making and planning processes. They empower employees by giving them the authority to get things accomplished in the most efficient and timely manner.

II. Three Leadership Theories

In Bernard Bass' book *From Transactional to Transformational Leadership: Learning to Share the Vision,* he sets out three basic ways people become leaders:

✓ **Trait Theory:** Sometimes personality traits may lead people naturally into leadership roles, though this is extremely. This is also known as the "born leader" theory. We have all met a few people like this, such as a high school coach, scout leader, teacher or good boss. There are a very few people who have a natural talent for leading others.

✓ **Great Events Theory:** A crisis or important event may bring out extraordinary leadership qualities in an ordinary person.

✓ **Transformational Leadership Theory:** People can choose to become leaders by learning leadership skills. This is the most widely accepted theory today and the premise on which this manual is based.

When a person is deciding if they respect you as a leader, they do not think about your attributes. They observe your actions so that they can know who you really are, if you are honorable, if you should be trusted or if you might misuse authority for personal gain.

Good leaders have an honorable character, are flexible in their personal and leadership style, and have placed the organization's mission above their own personal gain and recognition. Respected leaders concentrate on what they are, what they know and what they do.

What makes a person want to follow a leader? Employees want to be guided by people they respect, by people that offer them respect, and by people who have a sense of direction or vision that can be clearly articulated.

III. The Two Most Important
Keys of Leadership

Trust in top leadership is a reliable predictor of employee and partnership satisfaction in an organization. Effective communication by leadership in three critical areas is important to winning organizational and partnership trust:

✓ Helping employees and partners understand the organization's overall strategy.
✓ Helping employees and partners understand how they contribute to achieving key objectives.
✓ Sharing information with employees and partners on both how the organization is doing and how an employee's or partner's own role is relative to the strategic objectives of the organization.

A leader must be trustworthy and able to communicate a vision of the future direction of the organization.

Eleven Principles of Leadership

When it comes to good stewardship, good leaders know the idea of "do, know and be" inherent in these eleven principles:

✓ **Know yourself and seek self-improvement.** You can strengthen your leadership abilities by reading, self-study, taking appropriate classes, etc.
✓ **Be technically proficient.** As a leader, you must know your job and have a solid familiarity with your employees' jobs.
✓ **Seek responsibility and take responsibility for your actions.** Search for ways to guide your organization to new heights. And when things go wrong, do not blame others. Analyze the situation, take corrective action and move on to the next challenge.
✓ **Make sound and timely decisions.** Use good problem-solving, decision-making and planning tools.
✓ **Keep your people informed.** Know how to communicate with employees, senior management and other key people within the organization.
✓ **Develop a sense of responsibility in your people.** Develop good character traits within your people that will help them carry out their professional responsibilities.
✓ **Ensure that tasks are understood, supervised and accomplished.** Communication is the key to this responsibility.
✓ **Train your people as a team.** Although many so-called leaders call their organization, department, section, etc. a "team," they are really just a group of people doing their jobs. Good leaders build solid teams.

MODEL

A person who serves as a target subject for a learner to emulate or a representation of a process or system that show the most important variables in order to provide insights into the system.

✓ **Use the full capabilities of your organization.** By developing a team spirit, you will be able to employ your organization, department, section, etc. to its fullest capabilities.

✓ **Set the example.** Be a good role model for your employees. They must not only hear what they are expected to do, but see you doing it.

✓ **Know your employees and look out for their well-being.** Understand the importance of sincerely caring for your workers.

UNIT 2:

Leadership is Influence

Purpose:

To provide a working definition of leadership and discuss the aspects of self-examination

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Describe transformational leadership.

✓ Identify the three questions in becoming an effective leader.

✓ Identify the three aspects of self-examination.

I.   Leadership Defined

L eadership is a topic that has received much attention in management, business, and community organizations. Everyone knows that leadership exists, but few are able to define it.

Leadership involves influencing employees, members or "followers" of some sort to carry out the goals of the organization or group. According to the *American Heritage Dictionary,* leadership is "the knowledge, attitudes, and behaviors used to influence people in order to achieve a desired mission." In other words, leadership is the act of getting people to buy into a mission or vision so that they work to make it happen.

The key words in this definition are "*people*" and "*mission."*

II. Transforming Leadership

Terry Anderson and other leadership theorists advocate a new style of leadership, referred to as "transforming leadership," that focuses on empowerment and recognizing the value of all individuals. This is necessary as organizations become less hierarchical. In *Transforming Leadership: New Skills for an Extraordinary Future,* Anderson offers an operational definition of effective leadership.

Transforming leadership involves vision, planning, communication and creative action. It has a positive unifying effect on a group of people around a set of clear values and beliefs, to accomplish a clear set of measurable goals. The transforming approach simulta-neously impacts the personal development and organizational productivity of all involved.

According to transforming leadership theory, leaders take actions that:

✓   Have a positive, unifying effect. They help establish vision, values and beliefs.
✓   Lead to the accomplishment of goals. They help set goals and create an empowering environment in which others can succeed in the work activities.
✓   Enhance personal development and organizational productivity by removing obstacles and empowering followers.

UNIT 3:
Personal Styles

Purpose:

To provide an understanding of different personal styles and the general tendencies within each style.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Identify their personal style from an inventory.

✓ State the components of their personal styles.

✓ State the general tendency of their personal style.

I.   Personal Style

Everyone has a preferred way of behaving. However, preferred styles may not be the best way to respond to a particular situation or person. Style flexibility refers to our ability and need to use the style that best meets the needs of a particular situation or person so that we can be more effective as leaders.

Personal style is the way we interact and respond to people, things, situations and time, the filter through which we see the world. It's important to remember that there is no right and wrong way of being. We all have differently "shaped" personalities.

> **CULTURE**
>
> The shared expectations and self-image of the organization. Organizational culture is a system of values, assumptions, beliefs and norms that unite the members of the organization.

A. The Four Dyads

Theory suggest that there are four main dyads or divisions along which personality is divided. Both "sides" of each of the following four pairs of components are present to some degree in all people. The extent to which each side is present varies. Each side of every dyad comes with its own set of strengths and weaknesses; together they make up an individual's personality style.

Introversion/Extroversion

This expresses how important and influential other people are to the individual. People who are more introverted than extroverted tend to make decisions somewhat independently of constraints and prodding from the situation, culture, people or things around them. They are quiet, diligent at working alone and socially reserved. They may dislike being interrupted while working and may tend to forget names and faces.

Extroverted people are attuned to the culture, people and things around them, endeavoring to make decisions congruent with demands and expectations. The extrovert is outgoing, socially free, and interested in variety and in working with people. The extrovert may become impatient with long, slow tasks and does not mind being interrupted by people.

Intuition/Sensing

The intuitive person prefers possibilities, theories, gestalts, the overall, invention and the new and becomes bored with nitty-gritty details, the concrete and actual, and facts unrelated to concepts. The intuitive person thinks and discusses in spontaneous leaps of intuition that may leave out or neglect details. Problem solving comes easily for this individual, although there may be a tendency to make errors of fact.

The sensing type prefers the concrete, real, factual, structured, tangible and here-and-now. A sensing personality becomes impatient with theory and the abstract, mistrusting intuition. The sensing type thinks with careful, detail-by-detail accuracy, remembering real facts and making few errors of fact, but possibly missing a conception of the overall.

Feeling/Thinking

The feeler makes judgments about life, people, occurrences and things based on empathy, warmth and personal values. Consequently, feelers are more interested in people and feelings than in impersonal logic, analysis and things, and in conciliation and harmony more than in being on top or achieving impersonal goals. The feeler gets along well with people in general.

The thinker makes judgments about life, people, occurrences and things based on logic, analysis and evidence, avoiding the irrationality of making decisions based on feelings and values. As a result, the thinker is more interested in logic, analysis and verifiable conclusions than in empathy, values and personal warmth. The thinker may step on others' feelings and needs without realizing it, neglecting to take into consideration the values of others.

Perceiving/Judging

The perceiver is a gatherer of information, always wanting to know more before deciding. Consequently, the perceiver is open, flexible, adaptive, nonjudgmental, able to see and appreciate all sides of issues, and always welcoming of new perspectives and new information about issues. However, perceivers are also difficult to pin down and may be indecisive and noncommittal, becoming involved in so many tasks that do not reach closure that they (and the others around them) may become frustrated at times. Even when they finish tasks, perceivers will tend to look back at them and wonder whether they are satisfactory or could have been done another way. The perceiver wishes to roll with life rather than change it.

The judger is decisive, firm and sure, setting goals and sticking to them. The judger wants to close books, make decisions and get on to the next project. When a project does not yet have closure, judgers will leave it behind and go on to new tasks without looking back.

General Style Tendencies

Each person has strengths and weaknesses as a result of these components. Committees and organizations with a preponderance of one type will have the same strengths and weakness.

General Style	Possible Strengths	Possible Weaknesses
Introvert	Independent	Misunderstands the external
	Works alone	Avoids others
	Is diligent	Is secretive
	Reflects	Loses opportunities to act
	Works with ideas	Is misunderstood by others
	Is careful of generalizations	Needs quiet to work
	Is careful before acting	Dislikes being interrupted
Extrovert	Understands the external	Has less independence
	Interacts with others	Does not work without people
	Is open	Needs change, variety
	Acts, does	Is impulsive
	Is well understood	Is impatient with routine
Intuitor	Sees possibilities	Is inattentive to detail, precision
	Sees gestalts	Is inattentive to the actual and practical
	Imagines, intuits	Is impatient with the tedious
	Works out new ideas	Leaves things out in leaps of logic
	Works with the complicated	Loses sight of the here-and-now
	Solves novel problems	Jumps to conclusions
Senser	Attends to detail	Does not see possibilities
	Is practical	Loses the overall in details
	Has memory for detail, fact	Mistrusts intuition
	Works with tedious detail	Does not work out the new
	Is patient	Is frustrated with the complicated
	Is careful, systematic	Prefers not to imagine the future
Feeler	Considers others' feelings	Is not guided by logic
	Understands needs, values	Is not objective
	Is interested in conciliation	Is less organized
	Demonstrates feelings	Is uncritical, overly accepting
	Persuades, arouses	Bases justice on feelings

General Style	Possible Strengths	Possible Weaknesses
Thinker	Is logical, analytical	Does not notice people's feelings
	Is objective	Misunderstands others' values
	Is organized	Is uninterested in conciliation
	Has critical ability	Does not show feelings
	Is just	Shows less mercy
	Stands firm	Is uninterested in persuading
Perceiver	Compromises	Is indecisive
	Sees all sides of issues	Does not plan
	Is flexible, adaptable	Has no order
	Remains open for changes	Does not control circumstances
	Decides based on all data	Is easily distracted from tasks
	Is not judgmental	Does not finish projects
Judger	Decides	Is unyielding, stubborn
	Plans	Is inflexible, inadaptable
	Orders	Decides with insufficient data
	Controls	Is judgmental
	Makes quick decisions	Is controlled by task or plans
	Remains with a task	Wishes not to interrupt work

III. Inventory of Personal Styles

Below is an exercise you can do to get an understanding of your personal styles. It is reprinted with permission of David W. Champagne and R. Craig Hogan, authors of *Supervisory and Management Skills: A Competency-Based Training Program for Middle Managers of Educational Systems.*

Instructions: The following items are arranged in pairs (a and b), and each member of the pair represents a preference you may or may not hold. Rate your preference for each item by giving it a score of 0 to 5 (0 meaning you feel extremely negative about it or strongly positive about the other member of the pair, 5 meaning you strongly prefer it or do not prefer the other member of the pair). The scores for a and b **must add up to 5** (0 and 5, 1 and 4, 2 and 3, etc.). Do not use fractions such as 2 $\frac{1}{2}$.

I prefer:

1a. _____ Making decisions after finding out what others think.

1b. _____ Making decisions without consulting others.

2a. _____ Being called imaginative or intuitive.

2b. _____ Being called factual and accurate.

3a. _____ Making decisions about people in organizations based on available data and systematic analysis of situations.

3b. _____ Making decisions about people in organizations based on empathy, feelings and an understanding of people's needs and values.

4a. _____ Allowing commitments to occur if others want to make them.

4b. _____ Pushing for definite commitments to ensure that they are made.

5a. _____ Quiet, thoughtful time alone.

5b. _____ Active, energetic time with people.

6a. _____ Using methods I know well that are effective to get the job done.

6b. _____ Trying to think of new methods of doing tasks when confronted with them.

7a. _____ Drawing conclusions based on unemotional logic and careful step-by-step analysis.

7b. _____ Drawing conclusions based on what I feel about life and people from past experiences.

8a. _____ Avoid making deadlines.

8b. _____ Setting a schedule and sticking to it.

9a. _____ Talking for a while and then thinking to myself about the subject.

9b. _____ Talking freely for an extended period and thinking to myself at a later time.

10a. _____ Thinking about possibilities.

10b. _____ Dealing with actualities.

11a. _____ Being thought of as a thinking person.

11b. _____ Being thought of as a feeling person.

12a. _____ Considering every possible angle for a long time before and after making a decision.

12b. _____ Getting the information I need, considering it for a while, and then making fairly quick, firm decisions.

13a. _____ Inner thoughts and feeling others cannot see.

13b. _____ Activities and occurrences in which others join.

14a. _____ The abstract or theoretical.

14b. _____ The concrete or real.

15a. _____ Helping others explore their feelings.

15b. _____ Helping others make logical decisions.

16a. _____ Change and keeping options open.

16b. _____ Predictability and knowing in advance.

17a. _____ Communicating little of my inner thinking and feelings.

17b. _____ Communicating freely my inner thinking and feelings.

18a. _____ Possible views of the whole.

18b. _____ The factual details available.

19a. _____ Using common sense and conviction to make decisions.

19b. _____ Using data, analysis and reason to make decisions.

20a. _____ Planning ahead based on projections.

20b. _____ Planning as necessities arise, just before carrying out the plans.

21a. _____ Meeting new people.

21b. _____ Being alone or with one person I know well.

22a. _____ Ideas.

22b. _____ Facts.

23a. _____ Convictions.

23b. _____ Verifiable conclusions.

24a. _____ Keeping appointments and notes about commitments in notebooks or in appointment books as much as possible.

24b. _____ Using appointment books and notebooks as minimally as possible (although I may use them).

25a. _____ Discussing a new, unconsidered issue at length in a group.

25b. _____ Puzzling out issues in my mind, then sharing the results with another person.

26a. _____ Carrying out carefully laid, detailed plans with precision.

26b. _____ Designing plans and structures without necessarily carrying them out.

27a. _____ Logical people.

27b. _____ Feeling people.

28a. _____ Being free to do things on the spur of the moment.

28b. _____ Knowing well in advance what I am expected to do.

29a. _____ Being the center of attention.

29b. _____ Being reserved.

30a. _____ Imagining the nonexistent.

30b. _____ Examining details of the actual.

31a. _____ Experiencing emotional situations, discussions, movies.

31b. _____ Using my ability to analyze situations.

32a. _____ Starting meetings at a prearranged time.

32b. _____ Starting meetings when all are comfortable or ready.

Personal Style Inventory Scoring Sheet

Instructions: Transfer your scores for each item of each pair to the appropriate blanks. Be careful to check the A and B letters to be sure you are recording scores in the right blank spaces. Then total the scores for each component.

Component

I Item	E Item	N Item	S Item	T Item	F Item	P Item	J Item
1b. _____	1a. _____	2a. _____	2b. _____	3a. _____	3b. _____	4a. _____	4b. _____
5a. _____	5b. _____	6b. _____	6a. _____	7a. _____	7b. _____	8a. _____	8b. _____
9a. _____	9b. _____	10a. _____	10b. _____	11a. _____	11b. _____	12a. _____	12b. _____
13a. _____	13b. _____	14a. _____	14b. _____	15b. _____	15a. _____	16a. _____	16b. _____
17a. _____	17b. _____	18a. _____	18b. _____	19b. _____	19a. _____	20b. _____	20a. _____
21b. _____	21a. _____	22a. _____	22b. _____	23b. _____	23a. _____	24b. _____	24a. _____
25b. _____	25a. _____	26b. _____	26a. _____	27a. _____	27b. _____	28a. _____	28b. _____
29b. _____	29a. _____	30a. _____	30b. _____	31b. _____	31a. _____	32b. _____	32a. _____

Totals

I _____ E _____ N _____ S _____ T _____ F _____ P _____ J _____

Your preferences are those four components for which you had a score of 22 or more. The higher the weight in one direction or another, the stronger your leaning toward that "side" of any given attribute. Scores of 20 or 21 in a pair show relative balance in that attribute.

Your Personality Signature is:

_____   _____   _____   _____

  E or I   N or S   T or F   P or J

UNIT 4:
Styles Flexibility

Purpose:

To provide an understanding of how to be flexibile with your style to empower others to succeed.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Determine the style of someone else.

✓ Select the appropriate style that they should assume in responding to another person.

✓ Act according to the new style.

✓ Observe and evaluate the response.

I. Five Steps to Adapting Styles

In our efforts to lead, develop and create empowerment opportunities for others, we may need to adapt our own styles to accommodate others. As we try to include others from diverse backgrounds who have different styles, it is our role as leaders to behave and communicate in ways that will get the message across to people so that they can succeed and be productive. There are five steps to switch your style to make your organization, employees and partners as effective as possible:

✓ Determine the style for each employee on a given project.
✓ Select the appropriate style with which to respond to them.
✓ Act according to the new style.
✓ Observe and evaluate the response.
✓ Reassess and repeat, if necessary.

II. General Style Tendencies

FEEDBACK

The flow of information back to the learner so that actual performance can be compared with planned performance.

The personal style inventory within this manual can help you better understand employees and partners and identify the tasks, teams and projects for which each will be best suited.

The following rules of thumb can help guide your evaluations for maximum efficiency.

✓ People with similar strengths will seem to "click," to arrive at decisions more quickly and be on the same wavelength. Their decisions, however, may suffer because of their corresponding weaknesses. Blind spots may be missed.
✓ People who have different strengths will not see eye-to-eye on many things and will have difficulty accepting some views, opinions and actions of others. The more components in which the two differ, the greater the potential for conflict and misunderstanding of each other. However, decisions resulting from their interaction will benefit from the differing points of view and strengths of each.
✓ People may be sensitive about criticisms in their areas of weakness and will likely prefer not to use these components. As a result, conflict may occur when they must do so or when others point out deficiencies in these areas.

- ✓ People will normally gravitate toward others who have similar strengths and weaknesses, although people of differing types are often drawn to one another because the strengths of one are admired and needed by the other.
- ✓ People's values, beliefs, decisions and actions will be profoundly influenced by all four of the stronger components in their preference.
- ✓ While a person's preference cannot be changed to its opposite, each person can learn to strengthen the weaker components to some extent and to develop personal life strategies to overcome problems that result from the weaknesses.
- ✓ Individuals, groups and organizations with a preponderance of members whose strengths are in one type should seek out and listen to people of the opposite types when making decisions. Task-oriented groups would often benefit from a mixture of types.
- ✓ People should realize that many differences in beliefs, values and actions are the result of differences in style rather than of being right or wrong. Rather than being concerned about the differences, we need to understand and accept them and value the perspective they give.
- ✓ When people must, of necessity, interact often with the same people, interactions can be more congenial, satisfying and productive if those involved, especially those with greater power, understand the needs of others based on preference differences and adjust to them accordingly.

When interacting to accomplish tasks, people should be careful to label their values as values and then proceed to examine the facts and forces involved without defending the value position.

UNIT 5:
Leadership Styles

Purpose:

To provide an understanding of the five typical leadership styles while helping to identify your personal leadership style.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Determine their leadership style.

✓ Select the appropriate style that they should assume in responding to others.

✓ Act according to the new style.

✓ Observe and evaluate the response.

I. Five Basic Leadership Styles

Just as we have preferred ways of acting in our general behavior, we also have a preferred leadership style. In this unit, you will identify your leadership style. As with the personal styles, there is no right or wrong leadership style.

There are five basic leadership styles:

✓ Authoritative: telling
✓ Political: selling
✓ Evaluative: testing
✓ Participative: consulting
✓ Laissez-faire: joining

> **PARTICIPATIVE LEADERSHIP**
>
> A style of leadership in which the leader involves one or more employees in determining what to do and how to do it. The leader maintains final decision-making authority.

Leader-Centered		Group-Centered		
Authoritative	Political	Evaluative	Participative	Laissez-faire

This diagram relates different kinds of behavior to different balances of power between leader and follower. Behavior at the left of the scale might be called "leader-centered" because the decision depends largely on the leader's analysis of the problem, interests, experience, and motivations. Behavior on the right end of the scale might be called "group-centered" because the actions reflect all the group members' assessment of problems, interest, experience and motivations.

Five Typical Patterns of Leadership Behavior

The experienced leader uses many means to exercise his or her influence and stimulate followers to creative and productive efforts. From the complex range of leader behavior, here are the five most typical patterns, ranging from highly leader-centered to highly group-centered:

✓ **Telling:** The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells others what they are to do. The leader may or may not consider what the group members will think or feel about the decision, but group members clearly do not participate directly in the decision-making process. Coercion may or may not be used or implied.

✓ **Selling:** The leader, as before, makes the decision without consulting the group. How-ever, instead of simply announcing the decision, he or she tries to persuade the group members to accept it. The leader points out how he or she has considered organization goals and the interest of group members and states how the member will benefit from carrying out the decision.

✓ **Testing:** The leader identifies a problem and proposes a tentative solution. Before final-izing it, however, he or she gets the reactions of those who will implement it. The leader says, in effect, "I'd like your frank reactions to this proposal and I will then make the final decision."

✓ **Consulting:** The leader gives the group members a chance to influence the decision from the beginning. Problems and relevant background information are presented, and then the members are asked for their ideas. In effect, the group is invited to increase the number of alternative actions to be considered. The leader then selects the solution he or she regards as most promising.

✓ **Joining:** The leader participates in the discussion as "just another member" — and agrees in advance to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by his or her superiors. (Many research and development teams make decisions this way.)

II.   When to Adjust Your Style

When we are on automatic pilot and not tuned in to those we are leading, we are most likely to choose the leadership style that is our personal preference. But ideally, the leadership style that you use should be based on three factors:

✓   The nature of the situation
✓   The needs and wants of those you are leading
✓   The personal preferences of the leader

Select Your Leadership Style

Adapted from materials used by Leadership Resources Inc. and the American Management Association.

This instrument is designed to help identify your typical pattern of leadership behavior. While leaders must be somewhat flexible in dealing with various situations, most have a primary style of leadership that has proven successful.

Instructions: For each of the six categories listed below, choose the one statement that best describes you. If in one or two situations you cannot indicate only one response, mark your first choice, then your second choice.

Dominance

(a) I lose interest in groups when they go along in the same old rut and don't listen to my suggestions.

(b) I consciously seek, and obtain, leadership in many of my groups' activities.

(c) I belong to several groups but only attend when something especially interests me.

(d) I like to work on committees but don't like to take the chairmanship.

(e) I am often selected as leader of groups without seeking it.

Tact

(a) People frequently misunderstand my comments.

(b) Before I try to get others to accept my point of view, I first try to find how they feel so I can adapt my ideas to theirs.

(c) My acquaintances tell me that I am noted for handling many difficult situations without arousing ill will.

(d) People seldom resent it when I must correct what they are doing or must criticize them.

(e) I consciously study how to handle people tactfully

Communication

(a) I have some definite ideas about the failings and problems of youth and don't hesitate to express them.

(b) I always try to give the other person some incentive or some reason for doing what I want done.

(c) When a conversation lags at a party of strangers, I try to fill in the break by trying to find a topic of general interest.

(d) People tell me they come to me with problems they would not even discuss with their own families.

(e) I always assume that other people will be friendly and take the initiative in meeting them halfway.

Maturity

(a) I want what I want when I want it, regardless of consequences to others or myself.

(b) I believe in telling others the truth if it is for their own good.

(c) After looking into the pros and cons, I take a stand on issues in which I believe, even if my stance is unpopular.

(d) I have been told that I can take well-meant, constructive criticism graciously.

(e) I frequently let others have the last word.

Attitudes

(a) I get annoyed when people don't do things my way. Sometimes, my temper gets the best of me.

(b) I try to show the attitude toward the other person that I want him/her to show toward me.

(c) I vacillate when it comes to making a decision; sometimes I wait so long, circumstances force a decision upon me.

(d) I patiently listen to people with whom I disagree.

(e) I believe I should make every effort to accept change and try to keep changing with the times.

Cooperation

(a) When I need information from others, I feel I have a right to demand it because it is important to completing my work.

(b) If my director says to me, "Tell So-and-So I want this right away," I change both the message and voice tone to, "The director would appreciate this as soon as possible."

(c) In dealing with coworkers, I try to put myself in their shoes and act the way I'd like them to act toward me.

(d) When people have a misunderstanding, I try to intervene and help them resolve it.

(e) I am willing to accept the help of others, provided it does not interfere with their work.

Score

It is most desirable for you to arrive at a final decision on your choice of response in every case. However, if in one or two instances, you found this choice especially difficult to make, add up your score based on the second choice column. Make two lists of your leadership styles.

	1st Choice	2nd Choice
Number of As (Authoritative)		
Number of Bs (Political)		
Number of Cs (Evaluative)		
Number of Ds (Participative)		
Number of Es (Laissez-faire)		

This is your predominant style _____

You have tendencies in this direction _____

UNIT 6:

Creating Empowering Climates

Purpose:

To provide an understanding of the followers' role in leadership and how to use earlier identified styles to create empowering climates for others to succeed.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Identify the role of the follower.

✓ Understand the difference between a follower and leader.

✓ Identify the leader's role as a climate setter.

✓ Identify positive actions to take to create a more empowering climate in your organization.

✓ Identify restraints (anything that seems to prevent people from expressing their power) that could be removed to create a more empowering climate.

✓ Identify one restraint that is particularly troublesome and that you could remove on your own. List one action you could take toward getting this restraint removed.

I.   We Are All Leaders and Followers

Thus far, we have focused on ourselves as leaders with the question, "Who am I?" We also began to look at "Who are you?" in terms of examining the personal styles of others. Next we will further explore the question "Who are you?" by discussing followers, and "Who are we together?" by talking about how leaders and others work together.

Although in some circles "follower" may have negative connotations, followers are key to every successful venture, organization and activity. Some have suggested that the word follower, as a generic term, has assumed such a negative tone that it would be better to use another term like "community people in community work" or "partnership members in partnership work."

Effective followers enthusiastically, intelligently and responsibly participate in the pursuit of organizational or group goals.

Good followers have to be independent, critical thinkers. They take the initiative for their jobs or activities, fix problems or come up with better ways of doing things, and are committed to the organization or to the goals of the group. In many ways, followers have similar characteristics to leaders. We are all followers and leaders.

Right now, you are a follower in this learning activity; but you are not passive, unconcerned or sheepish. You are engaged, involved and working.

Leadership and Empowerment

What is the difference between a follower and a leader? Leaders take on the responsibility to:

✓   Create a vision for the followers (team players, partners, members and associates).
✓   Facilitate and take action to assist the group in defining activities and goals to move toward the stated vision.
✓   Help others to develop commitment, skills and behaviors that increase personal and organizational productivity.

As you can see, anyone can be a leader within this context, and a good leader not only allows and encourages others to take on leadership roles, but also creates the climate and opportunities for them to do so. The designated leader takes on the responsibility of making sure the vision is articulated and communicated, that the group defines goals, and that members develop the tools and resources they need to succeed in realizing the mission. He or she does so regularly and consistently.

CLIMATE

A system of perception about the organization and its leaders, directly attributed to the leadership and management style of the leaders.

Empowerment is a popular buzzword that has come to mean many things. Leaders cannot give people power, but they can try to create a climate in which people feel free to express their power, and can remove restraints that inhibit people from expressing their power.

Research in community-based organizations and programs shows that effective programs and partnerships can only occur when all segments of the community, down to the grass roots, are involved. Involvement and empowerment at the grass-roots level has implications for the role and behavior of leaders. They may become:

✓ Teachers and coaches
✓ Facilitators of others who do the work
✓ Resource providers
✓ Communicators of the vision
✓ Climate setters

Fail to honor people,

They fail to honor you;

But of a good leader, who talks little,

When the work is done, his aim fulfilled,

They will say, "We did this ourselves."

— Lao Tzu

UNIT 7:

Creating a Vision

Purpose:

To learn to work within a group to develop a vision statement,
a key leadership activity.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ List the components of a good vision statement.

✓ Identify a vision statement.

✓ Explain that a critical role of a leader is to create a shared vision.

✓ Have an opportunity to develop a vision statement.

I.   Shared Vision

Each of us has our own vision of how we imagine the world should handle the prevention and treatment of HIV and AIDS and how to create a healthy society. It is the important job of a leader to facilitate the creation a shared vision, which is articulated in writing. This fits into the idea of transformational leadership.

II.   Vision Statement

The definition of transformational leadership — vision, planning, communication and creative action that has a positive unifying effect on a group of people around a set of clear values and beliefs, to accomplish a clear set of measurable goals — implies that vision must come first and drive the organization. The vision itself, if it results from an inclusive process, will have a positive unifying effect on a group of people. It is from the vision that other products of leadership can be developed — goals, objectives, programs and positive outcomes.

A good vision statement, according to Tom Peters in *Thriving on Chaos: Handbook for a Management Revolution,* should be:

✓   A beacon
✓   A challenge
✓   Inspiring/empowering
✓   Short

A vision statement is a powerful motivating force for a group. It is a picture of what everyone is collectively working toward. It defines a cause that is larger than one person; it represents something that could not be accomplished alone. Vision statements are and should be inspiring and change as the shared vision changes. A vision statement answers the question "Who are we?" It defines why people are working together and what they hope to accomplish.

The vision gives people ownership for what the organization is about. In developing a vision statement, it is important that everyone has a chance to contribute if they choose. Good facilitators ensure that participation occurs.

Activity: Creating a Vision

Think about the purpose and goals of your organization, then write out a sample vision statement you feel reflects your group.

_____

_____

_____

_____

_____

_____

_____

Post-training Assessment

The following answers to the Pre-training Assessment that was given at the beginning
of the manual are designed to provide a brief recapitulation of the material.

Post-training Assessment

1. **True** **False** Leaders are only born.
2. **True** **False** My personal leadership style cannot be changed.
3. **True** **False** Empowering the follower is important to the leader.
4. **True** **False** Leadership has only one style.
5. **True** **False** There are many theories in leadership development.
6. **True** **False** One needs to understand oneself better to become a good leader.
7. **True** **False** The climate of my leadership is not important.
8. **True** **False** Leadership is about influencing others to act in a certain way that results in productivity and action.
9. **True** **False** Every good leader has a vision statement that they share with their followers.
10. **True** **False** I can influence my leadership abilities.

APPENDIX A:
Glossary

Attributes: Characteristics, qualities or properties. Attributes of the leader fall into three categories: mental, physical and emotional.

Authoritarian leadership: A style of leadership in which the leader tells the employees what needs to be done and how to perform it without getting their advice or ideas.

Brainstorming: Used to generate ideas on a subject. Each person on the team is asked to think creatively and write down as many ideas as possible. After the writing session, the team discusses the ideas.

Climate: A system of perception about the organization and its leaders, directly attributed to the leadership and management style of the leaders.

Corrective action: The implementation of solutions resulting in the reduction or elimination of an identified problem.

Culture: The shared expectations and self-image of the organization. Organizational culture is a system of shared values, assumptions, beliefs and norms that unite the members of the organization.

Deficiency: Failure to meet a set performance standard.

Empowerment: A condition whereby employees have the authority to make decisions and take action in their work areas, jobs or tasks without prior approval. It allows the employees the responsibility normally associated with staffs. Examples are scheduling, quality or purchasing decisions.

Feedback: The flow of information back to the learner so that actual performance can be compared with planned performance.

Model: A person that serves as a target subject for a learner to emulate, or a representation of a process or system that show the most important variables in the system in order to provide insights into the system.

Participative leadership: A style of leadership in which the leader involves one or more employees in determining what to do and how to do it. The leader maintains final decision-making authority.

APPENDIX B:

Frequently Asked Questions

1. Does a perfect leader exist?

There is no perfect leader. Rather, good leaders can always improve through education, mentoring, experience, etc. There are hundreds of leadership models that have been successful and it is hard to define good leadership exhaustively. But, we can be sure of a few things all good leaders possess:

- ✓ A vision for the organization's future.
- ✓ The ability to encourage followers to jump in and work through the many changes that are required to achieve that vision.
- ✓ A love of self-improvement for themselves and their followers. This love makes them good coaches and mentors.
- ✓ Ability to empower followers to get things done.

2. Does a leader need to be motivated? How can leaders stay motivated?

A leader definitely has to be motivated. Those who are not will quickly be seen as frauds in their followers' eyes.

Good leaders set and achieve goals that allow them to get a healthy balance of both external and intrinsic motivators. Although many people believe that intrinsic motivators are the best, that is not necessarily so. Often, the extrinsic motivators (such as need to do our work to get paid and feed our families) lead us into new situations, then our love for doing it (intrinsic) carries us through and on to new heights.

3. Does every manager need to be a leader?

All good managers are leaders to various degrees. They need to create their own visions that support the larger vision, and then get their workers to accomplish the vision. For example, Howard Schultz of Starbucks Coffee had a vision of 2000 stores by the year 2000. This vision became one of the driving forces behind the organization's success.

But Howard Schultz did not build those 2000 stores himself. His vision was achieved by Starbucks managers and supervisors whose smaller scale visions directly supported the "2000 by 2000" vision. These managers and supervisors also supported their employees by giving them the means and opportunity to grow by coaching and mentoring and providing training, development and educational opportunities.

A chief executive officer cannot be the sole leader of a large organization. There are simply too many leadership tasks that must be accomplished.

4. Are leaders born or can anyone become a leader?

Good leaders develop through a never-ending process of self-study, education, training and experience. Anyone that has the willingness and drive can become a leader

5. How will new technologies affect leadership and leaders?

Good leaders will use technology as a tool to achieve their goals. They will not simply pick a technology and then try to achieve some goal with it.

6. What is the relationship between leaders and followers?

Leaders are change agents who guide their followers on to new heights, while developing them along the way. A leader's two driving goals should be to make the organization a success and to ensure that the right talented, trained people remain and are ready to lead the organization when it's time for the leader to move on.

7. Does a leader need power?

The degree of power that a leader requires is determined by the goals that he or she must achieve. For example, the leader of a country requires different powers than the leader of a church. Power is the possession of control, authority, and/or influence over others that is used to achieve a goal. Some leaders, such as presidents, possess all three aspects of power, while others, such as Mother Theresa, might have only one — influence.

Good leaders have goal-directed visions and then achieve them by inspiring their people to work through change and challenges in order to accomplish tasks. This, in turn, equals a successful organization.

8. What's the worst fault a leader can have?

A failure to see the benefits of diversity. This develops similar styles throughout the organization and leads to one-way thinking. If you do not have a diverse team, you cannot come up with the creative solutions needed to stay competitive. Also, you risk alienatating your customers and consumers, who can be quite diverse.

9. Given the importance of communication, can a shy person become a leader?

Communication, from a leadership perspective, is more than just directing others, which shy people would draw back from. It is about maintaining healthy relationships, which almost every shy person is capable of doing. Leaders use both actions and words to get things done. Bossing others is the act of directing others to get things done without having any concern for the employees. Shy people do not normally become bosses, but many of them do become leaders.

10. If so much material is written about leadership, why are there so few real leaders in companies?

Who says there are so few leaders? The only people who can call a person a leader are the followers. People outside the organization might call a person a leader, yet she might have just been a dictating tyrant who used her power of authority to get things done, making her a boss or manager, but not a leader. Too many people equate leaders with the power of authority, yet it is more about visioning and achieving goals through others. Organizations that are lagging behind their competitors often have a lack of leaders throughout their ranks while great organizations have leaders throughout the organization, from top to bottom. Consider the Starbucks example mentioned earlier.

11. The list of leadership roles is so extensive that it makes one wonder if a leader needs to be superhero. Is being a good leader ever really possible?

Leadership is like many other difficult skills — it takes skill and practice. That is why it is important to develop leaders throughout your organization. Although you can learn the knowledge and the skills in a short period of time, it takes plenty of practice to get it right. Senior leaders should always be coaching and mentoring their subordinates on the leadership continuum.

12. What is better for an organization that does not have huge sums to invest in training: to try to build a team of leaders, given all the possibility of failing at this effort, or to simply concentrate on building a good team of efficient managers?

Why would there be more failure possibilities with a team of leaders than with a team of managers? Managers can get things done, but they have to have leaders and leadership abilities of their own. Otherwise, what will they get accomplished? It takes leaders to have visions. Once you have your vision, it needs to be framed in general terms and communicated to your team. Your team then develops the ends (objectives), ways (concepts), and means (resources) to achieve the vision. Except for developing the means, all of these are leadership tasks.

13. Is there an ideal percentage of leaders in an organization? Can an "excess" of leaders turn into a problem?

Every organization is unique. Hence, it will require a different percentage of leaders. But to be a great organization, every supervisor must display some form of leadership. There is no such thing as an excess of leaders if they are true leaders and not simply bosses. Is there any such thing as an organization having too much profit?

14. Can someone be a good leader, but not a good manager? Which is better for an organization?

Just as there are many managers who cannot lead, there are many leaders who cannot manage. And neither is better for an organization. Both strip the organization of a valuable resource — a leader who can get things done or a manager who can lead employees.

15. Is there any index of success for turning common managers into leaders, i.e., a test of effectiveness?

It's much more difficult to measure leadership skills than it is to measure forklift operation skills or other easily observable talents.

16. How do you keep people's loyalty in an organization that is downsizing? Isn't it asking too much of a leader?

Leadership is more about enabling people to do their best than it is about loyalty. Leaders inspire people, while managers set policies that buy loyalty. Besides, organizations that have effective leaders throughout will find themselves downsizing much less than organizations that are lacking leaders. That is because the leaders will be performing the necessary steps to carry the organization on to the visions they created. Also, if you have good leaders throughout the organization, you are going to find yourself doing the right things, being honest and compassionate if and when it becomes cost-cutting time.

17. One of the main trends in the new economy is people working at home, connected to work by computer. How can one be a leader with much less face-to-face contact?

Most leaders still go to the "office" on a regular basis. In fact, it is extremely important that they be seen around the organization. The majority of people working at home are followers (who are just as important as the leaders). These followers who do work at home are some of the "best-led" as they are being motivated both extrinsically and intrinsically by being well-paid and allowed to perform their job as they best see fit.

Note: If you do encourage employees to work at home, be sure to schedule regular meetings so employees, both leaders and followers, can meet and network.

APPENDIX C:
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APPENDIX D:
Creating Empowering Climates

1. List positive actions you could take right now to create a more empowering climate in your organization. (You need not be in the official or formal role of leader to respond.)

    _____

    _____

    _____

    _____

    ✓   Go back and star those actions you plan to take after completing your review of this training material.

2. List restraints (anything that seems to prevent people from expressing their power) that could be removed to create a more empowering climate.

    _____

    _____

    _____

    _____

    ✓   Star those that could be removed right away by you.

3. Select one restraint that is particularly troublesome and that you could remove on your own. List one action you could take getting this restraint removed.

    _____

    _____

    _____

    _____

APPENDIX E:

Action Planning

1. List three ideas, concepts or pieces of information that you learned in this manual that were significant to you.

2. List at least two changes or actions you will take to improve your leadership style and describe how you will do it.

3. List one action or change you would like to make in your organization or partnership and describe how you will do it.

4. Capture any additional thoughts that you want to remember.

APPENDIX F:

How to Work with Other Types

Style Shifting Guidelines

Extroverts

✓ Give them public relations assignments and find ways for them to work with others in teams and networks inside and outside the organization.
✓ Give them fast-paced and short-term assignments.
✓ Give them projects with a minimum of details.
✓ Give them a variety of assignments.
✓ Project energy and enthusiasm.
✓ Provide chances for them to socialize.
✓ Put them in front-line traffic; don't isolate them from others.

Introverts

✓ Respect their need for silence and a quiet environment.
✓ Give them a rationale for assignments.
✓ Provide them time to be alone.
✓ Don't expect an immediate reaction. Give them time to think when you work with them, such as overnight or between meetings.
✓ Be quiet and pause after presenting an idea.
✓ Allow for their deliberateness. Don't interrupt and always allow them to finish their sentences.
✓ Allow them to be accurate.
✓ Don't push or force their contribution. It's okay to invite them to contribute.
✓ Communicate your ideas in writing.
✓ Be aware of their body language; it may be telling you something.

Sensors

✓ Assign precise work by giving them detail and creating routine tasks.
✓ Do homework before you talk to them. Present your thoughts in an orderly, sequential manner. Start at the beginning and move toward the end of the presentation. Finish your statements and directions.
✓ Give them a rationale for the assignments.
✓ Allow them to establish a set routine.
✓ Give them facts; explain the present reality of the situation.
✓ When giving them assignments, outline realistic expectations, expected results and bottom-line outcomes.
✓ Provide them with a model when you present them with a new problem.
✓ Listen for data you might have forgotten to consider. Revise your idea or plan to take that information into account.

Intuitives

✓ Allow them to continue their learning on the job.
✓ Tolerate their slack periods between enthusiasms for ideas or projects.
✓ Allow for their non-linear way of speaking, thinking, writing and gathering ideas from many sources.
✓ Encourage experimentation through trial-and-error risk taking.
✓ Be available to give them feedback
✓ Offer them suggestions and guidelines (not rules) for assignments.
✓ Be prepared to add precision to their work.
✓ State big ideas first. Know what your main point is.
✓ Give the prospect of an interesting possibility before getting down to facts.
✓ Avoid automatic negative reaction to plans they propose that are not fleshed out.

Thinkers

✓ Be logical when assigning work and provide a rationale for the assignments.
✓ Assign work that allows them to use their objective skills and cause-and-effect analysis.
✓ Give them clear performance expectations, especially quantity, quality and timeliness standards.
✓ Treat them fairly and objectively.
✓ Help them to see the difference between assertiveness and aggressiveness.
✓ Allow them to help resolve conflict.
✓ Be prepared for little outward expression of emotion.
✓ Address tasks up front.
✓ Avoid too much process talk.
✓ Use calm, assertive communication skills to plainly state the feeling aspects of the situation.

Feelers

✓   Give them opportunities to please others.
✓   Give them feedback by saying thanks and rewarding them positively.
✓   Respect their individuality.
✓   Use them to accentuate the positive and let them promote harmony.
✓   Provide opportunities for them to collaborate with others, develop and maintain teams,
    share ideas, build consensus, and promote teamwork.
✓   Appeal to their values.
✓   Respect their roles as diplomats and harmonizers.
✓   Mention points of agreement before bringing up points of difference.
✓   In a presentation, show concern for the people involved and ask for people-oriented
    data ("How do you feel about it? How would others feel?")
✓   Count people's feelings among the causes/facts to be reckoned with.

Judgers

✓   Give them clear assignments.
✓   Allow them to work in a systematic way.
✓   Let them know who's going to do what, when it will be done and how it will be done.
✓   In meetings, provide them with an agenda or structure.
✓   Try to bring closure to projects, assignments, conversations or decisions.
✓   Give them time deadlines or timetables for projects.
✓   Be ready to make decisions when necessary.

Perceivers

✓   Provide them with guidelines rather than systems or prescriptions.
✓   Leave room for them to be innovative.
✓   Allow for the fact that they regard timeliness as a guideline, not a rule.
✓   Allow for their spontaneity.
✓   Be flexible and listen for new information. Re-adjust your thinking.
✓   Don't demand immediate answers. Leave matters open-ended as long as you can.

APPENDIX G:

Characteristics by Myers-Briggs Type

Characteristics Frequently Associated with Extrovert Types

ESTP — Doer

Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Can do math or science when they see the need. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put together. Hearty and outgoing. Resourceful. Love activity. Good observers. Good negotiators and manipulators.

ESTJ — Stabilizer

Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects for which they see no use, but can apply themselves when necessary. Like to organize and run activities. Responsible and orderly. Loyal and steadfast. May be impatient with others or impetuous. Like to be involved in community activities.

ENFP — Clarifier

Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution to any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want. Gifted observers and enterprisers. Charming and likable. Not interested in routine living patterns.

ENFJ — Energizer

Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for other people's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, active, but put time enough into their work to perform well. Natural leaders. Effective in interpersonal relationships and skills. Tolerant, trusting and forgiving.

ESFP — Performer

Outgoing, easygoing, accepting, friendly. Enjoy everything and make things more fun for others by their enjoyment. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things. Charming and open to others. Generous and optimistic. Like company and excitement. Conventional.

ESFJ — Socializer

Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members, need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives. Sociable and outgoing. Responsible, attentive and traditional. Loyal and hardworking. Dislike obstructions.

ENTP — Innovator

Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want. Inspiring and enthusiastic, Analytical. Like novelty and uncertainty. Pragmatic and goal-oriented. Love challenges.

ENTJ — Trailblazer

Hearty, frank, able in studies and work. Seek leadership roles. Are usually well-informed and enjoy adding to their pool of knowledge. May sometimes be more positive and confident than their experience in an area warrants. Outgoing and outspoken. Like to organize people and projects. Desire to give structure. Natural leaders. Strive for efficiency and effectiveness.

Characteristics Frequently Associated with Introvert Types

ISTJ — Systematizer

Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily regardless of protests or distractions. Detail-oriented and stable. Patient and sensible. Dislike novelty and frivolity.

ISTP — Strategizer

Cool onlookers. Quiet and reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, how and why mechanical things work. Exert themselves no more than they think necessary because any waste of energy would be inefficient. Action-oriented, precise and tireless. Can be impulsive. Challenged by complex equipment. Somewhat solitary.

INFJ — Harmonizer

Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good. Gifted and effective communi-cators. Imaginative and intuitive. Good interpersonal skills. Excel at problem solving.

INFP — Idealizer

Full of enthusiasms and loyalties but seldom talk of it until they know you well. Care about learning, ideas, language and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly but often too absorbed in what they are doing to be sociable. Little concern for possessions or physical surroundings. Idealistic and commit-ted. Adaptable. Respond well to the needs of others. Dislike detail.

ISFJ — Preserver

Quiet, friendly, responsible and conscientious. Work devoutly to meet their obligations and serves their friends and fellow workers. Thorough, painstaking, accurate. May need time to master technical subjects. Patient with details and routine. Loyal, considerate, concerned with how other people feel. Dedicated and service-oriented, dependable and orderly. Relate well to individual needs. Traditional and procedural.

ISFP — Experiencer

Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. More relaxed about getting things done because they enjoy the present moment and do not want to spoil it by undue haste or exertion. Solitary. Seek simplicity and freedom. Digest experience deeply.

INTJ — Designer

Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important. Builders and designers of both systems and products. Logical, evaluative, with a positive outlook. Theoretical and somewhat impersonal.

INTP — Theorizer

Quiet and reserved. Brilliant in exams, especially in theoretical or scientific subjects. Logical to the point of hair-splitting. Mainly interested in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need to choose careers focused around a strong interest. Logical and precise. Persevering and thorough, somewhat impersonal. Not impressed with authority. Theoretical.

APPENDIX H:

Ten Commitments of Leadership

Practices	Commitments
Challenging the Process	1. **Search out** challenging opportunities to change, grow, innovate and improve.
	2. **Experiment**, take risks and learn from the accompanying mistakes.
Inspiring a Shared Vision	3. **Envision** an uplifting, ennobling future
	4. **Enlist** others in a common vision by appealing to their values, interests, hopes and dreams.
Enabling Others to Act	5. **Foster** collaboration by promoting cooperative goals and building trusts.
	6. **Strengthen** people by giving power away, providing choice, developing competence, assigning critical tasks and offering visible support.
Modeling the Way	7. **Set** the example by behaving in ways that are consistent with shared values.
	8. **Achieve** small wins that promote consistent progress and build commitment.
Encourage the Heart	9. **Recognize** individual contributions to the success of every project.
	10. **Celebrate** team accomplishments regularly.

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