

# DFCS Training for New County Directors

## Workshop No. 1 Leadership Trainer's Guide

**The Mission of the Department of Human Resources: To strengthen Georgia's families by supporting their self-sufficiency and helping them protect their vulnerable children and adults by being a resource to their families, not a substitute.**

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## Workshop Overview

<b>Intended Audience</b>	This workshop is for new DFCS County Directors.
<b>Background Information</b>	This workshop identifies and explores the leadership qualities that will contribute to the success of new County Directors. The content enhances and supports participants' ability to lead in the areas that will be discussed in Workshops 2 through 4 of the New County Director Curriculum: Program and Workload Management, Personnel Management, and Budget and Fiscal Management.
<b>Workshop Goal</b>	By the end of this workshop, participants will have the ability to achieve the following goal: <ul style="list-style-type: none"><li>➤ <i>Apply principle-centered leadership to achieve County goals and to support the mission and vision of DFCS.</i></li></ul>
<b>Workshop Objectives</b>	Participants must master the following objectives to achieve the course goal: <ul style="list-style-type: none"><li>➤ Define leadership.</li><li>➤ Explain the distinction between management and leadership.</li><li>➤ List the traits and characteristics of leaders.</li><li>➤ Identify the characteristics of principle-centered leaders.</li><li>➤ Discuss different types of leadership styles and theories.</li><li>➤ Describe types of power.</li><li>➤ Discuss the importance of integrity and ethics in the workplace.</li><li>➤ List strategies for establishing credibility.</li><li>➤ Describe the factors to consider when transitioning into a leadership position.</li><li>➤ Explain the process and guidelines you should use when faced with immediate or big decisions.</li><li>➤ Discuss guidelines for appropriate, effective delegation.</li><li>➤ Identify strategies for promoting teamwork.</li><li>➤ List three principal ways to positively and ethically influence people.</li><li>➤ Discuss "leading by example," and provide examples of specific desirable leadership behaviors.</li><li>➤ Identify strategies for building relationships and collaborating with community partners to help children.</li></ul>

**Workshop Objectives,**  
*continued*

- Identify strategies for prioritizing, setting and communicating goals.
- Identify strategies for leading through change.
- Develop a leadership action plan, including prioritized goals and strategies for achieving them.

**Required Prerequisite Training**

*Leadership* is the first in a series of four workshops that comprise the New County Director Training Curriculum. Whenever possible, participants are encouraged to complete these workshops in chronological order:

- Workshop 1: Leadership
- Workshop 2: Program Management and Workload Management
- Workshop 3: Personnel Management
- Workshop 4: Budgeting and Fiscal Management

Each workshop is a complete, stand-alone module. New County Directors may begin the series at any point.

## Workshop Pre-work Requirements for Overview

This workshop has the following pre-work requirements. Participants are required to:

- Read the following chapters of *Principle-Centered Leadership*, by Stephen Covey, prior to attending the workshop:
  - Chapter 1: Characteristics of Principle-Centered Leaders
  - Chapter 9: Principle-Centered Power
  - Chapter 11: Thirty Methods of Influence
  - Chapter 23: Completed Staff Work (*This chapter is about delegation.*)
  - Chapter 24: Manage From the Left, Lead From the Right
- Bring their copies of *Principle-Centered Leadership* with them to the workshop.
- Identify an admired leader (living or deceased, famous or not). This person could be a boss, coach, friend, relative, co-worker, historic figure, etc. Select someone who you would follow, listen to, seek advice from or go the extra mile for. Identify the leadership qualities that make this person stand out. Be ready to share this information with the class.

## Module Design

This is a two and one-half day workshop. It is a traditional instructor-led course with a significant number of activities, which support the information presented and provide participants with an opportunity to apply what they have learned. The focus of this workshop is on *individual* development; consequently, many of the activities are individual activities.

## Trainer Roles and Responsibilities

You will be required to present information, facilitate and debrief the many activities that are interspersed throughout the workshop. Some probing questions are provided for you; however, you must remain alert so that you can add relevant thought-provoking questions and provide insights during the debrief discussions. Your role is to serve as presenter, facilitator and coach.

Discussion and the exchange of thoughts and ideas are an important part of the learning process and are encouraged in this workshop. If an interesting, beneficial discussion is occurring, do not cut it short in favor of a strict timeline; however, be aware that you may need to make up time in another section of the workshop.

## Workshop Preparation

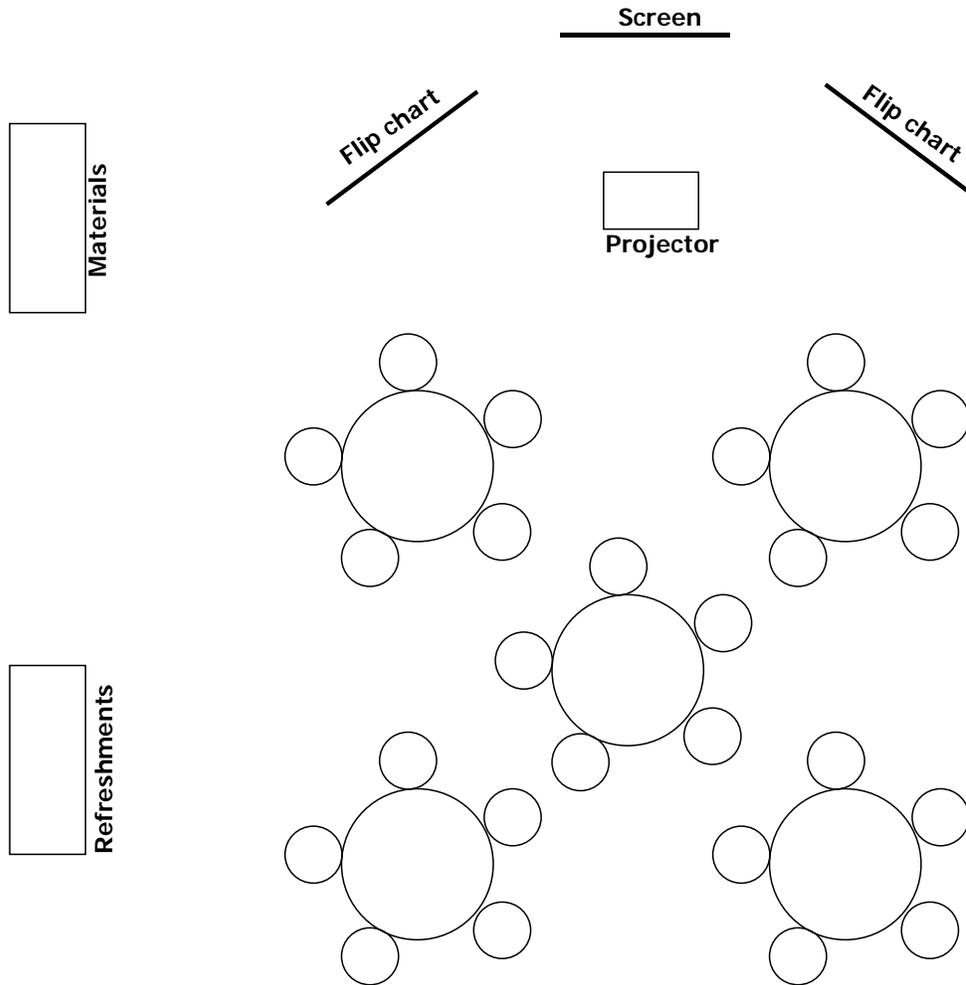
Preparation is critical to a successful training session. Listed below are some tips that will help you prepare for your session.

1. Read the Trainer's Guide thoroughly and review all materials and activity sheets contained in the Participant Guide.
2. Read and thoroughly familiarize yourself with all of the chapters in *Principle-Centered Leadership* (Covey) that are identified as required pre-course reading for participants.
  - **Note:** *This preparation is critical to your ability to lead in-depth, meaningful discussions on the topics covered by these chapters. It would also be helpful to read the Preface to the book and the Introduction to Chapter 1.*
3. Gather all materials listed in the "Module Materials" list on Page ix.
4. Gather information about your training site:
  - Mailing address, contact person with phone number (Participant materials need to be shipped to a specific location and someone needs to receive the materials.)
  - Size of room to make sure there is adequate space for number of participants to work in small groups
  - Audio visual equipment
  - LED projection system and laptop
  - Two flipcharts with pads and markers
  - Table and chairs: One table for facilitator (in front), round tables for participant teams, and one for coffee and breaks
  - Wall space for your posters and flipcharts
  - Arrange for food and drinks
  - Coffee, juice, and rolls
  - Lunch
  - Breaks (soda, cookies)

## Training Setup

1. Review the graphic of the ideal site setup on the following page. Try to arrange the room so that you have no more than four to five participants per table. Fifteen participants is the recommended maximum total number.
2. Set up your training room the night before the training. If you have never seen the room, this is especially important.
3. Test all equipment and make sure you have all of your materials organized for efficient distribution.

Recommended Training Setup Graphic



## Module Materials

- Trainer's Guide (one for each trainer)
- Complete set of overhead transparencies or PP file
- Participant's Guide (one per participant)

Make copies of the following handout:

- Standards of Conduct and Ethics in Government, located on line *at*:  
<http://www2.state.ga.us/departments/dhr/ohrmd/index.html>
- Course evaluation

Other materials needed:

- Flipchart paper and stand
- Markers
- Tape
- Sign-in sheet
- Index cards for review activity called "Giving Questions and Getting Answers" (two per participant)
- Name tags (one per participant)
- A variety of colored markers for flip charts
- Masking tape to post flip charts
- Flip chart paper and stand (two sets)
- Sign-in sheet
- Watch to keep track of topic timeframes
- "Graduation" certificates (one per participant)\*

***\*Trainer Note:** Please check with Education and Training Services Section to determine if graduation certificates will be given for completion of the New County Director Leadership Curriculum. If so, you will need to arrange to have these on the final day of this workshop.*

Equipment:

- Projection system for slides/overhead transparencies
- Computer

## Record Keeping

The Education and Training Services Section will maintain a record of each person's participation in this training. Certificates will be provided to staff that successfully complete training.

## Agenda and Delivery Time Estimates for Workshop No. 1

This is a 2 ½ day course with approximately 15 hours of instructional time. This provides for approximately six hours of instruction per full day. The times below are *estimated* instructional time for each section, and they do not include breaks or lunches. Generally, for each training day, two fifteen-minute breaks should be given (one in the morning, one in the afternoon) plus a 60-minute lunch break.

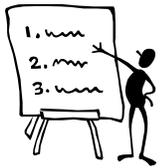
Sharing (trainer and participant experiences) is important and valuable to the learning process. Please try to balance the amount of sharing with the need to proceed with content and activities. If you go over in one section, you will need to make adjustments in sections that follow.

Day One	Section & Total Time	Topic Estimates
	What Does it Mean to be a Leader? (2 hour, 45 minutes)	<ul style="list-style-type: none"> <li>Welcome &amp; Introductions (0:30)</li> <li>What is Leadership? (0:20)</li> <li>Leadership vs. Management (0:40)</li> <li>Characteristics of Leaders (0:30)</li> <li>What is Principle-Centered Leadership? (0:45)</li> </ul>
	Tapping Into Your Potential (3 hours, 20 minutes)	<ul style="list-style-type: none"> <li>Inside Out Development (0:45)</li> <li>Leadership Theories and Styles (0:50)</li> <li>Power (0:40)</li> <li>The Big 4—Trust, Integrity, Credibility and Ethics (0:50)</li> <li>Review and Preview (0:15)</li> </ul>
Day Two	Section & Total Time	Topic Estimates
	Transitioning Into Leadership (2 hours, 5 minutes)	<ul style="list-style-type: none"> <li>Welcome Back (0:25)</li> <li>Taking Over—The Transition to Leadership (1:00)</li> <li>Decision-making (0:40)</li> </ul>
	Bringing Out the Best in Your Staff (2 hours, 15 minutes)	<ul style="list-style-type: none"> <li>Delegation (1:15)</li> <li>Teamwork (1:00)</li> </ul>
	Leadership Strategies (2 hours, 30 minutes)	<ul style="list-style-type: none"> <li>Methods of Influence (0:05)</li> <li>Leading by Example (0:50)</li> <li>Building Relationships (1:20)</li> <li>Review and Preview (0:15)</li> </ul>

## Agenda and Delivery Time Estimates, *continued*

Day Three	Section & Total Time	Topic Estimates
	Leadership Strategies, <i>continued</i> (2 hours, 5 minutes)	<ul style="list-style-type: none"> <li>• Welcome Back (0:05)</li> <li>• Communication / Instruction (1:00)</li> <li>• Leading Through Change (1:00)</li> </ul>
	Workshop Summary and Wrap Up (1 hour, 15 minutes)	<ul style="list-style-type: none"> <li>• Finalizing Your Personal Development Plan &amp; Discussion (0:45)</li> <li>• Workshop Evaluation and Conclusion (0:30)</li> </ul>

## Icons Used in this Trainer's Guide



Create / show flipchart



Distribute / handout



Small group activity



Individual activity



Large group activity / discussion



Refer participants to Participant Guide



Ask these questions

## IMPORTANT Trainer Information: Making Training Active

Dear Trainer:

The workshop you are about to present is the result of an identified need for a New County Director curriculum and many hours of collaborative effort. The content is relevant and solid, and every effort has been made to convey it in an interesting manner. Care has been taken to include activities and events throughout that will contribute to participants' learning and retention.

That being said, however, it is important to realize that you, the trainer, are an integral, critical factor in the success of this curriculum. Your enthusiasm and effort to involve participants in the learning event are what makes the difference between an average course and an outstanding one that will impact and improve performance and results.

If training is not your "everyday" job, please review and remember these important points / suggestions and try to incorporate them throughout your delivery.

- There is more to training than *telling*. People don't automatically learn by pouring out everything you know at them. The learner needs to become mentally and physically involved in the learning event.
- Learning activities are *important!* Please avoid skipping the activities provided in the materials in favor of further lecture. The activities are designed to reinforce key points and / or to produce specific learning results.
- People learning by *doing*. This includes discussing, figuring out, rehearsing, answering questions, thinking aloud and coming up with examples.
- Involve participants by *asking open-ended questions* and encouraging participants to *share* their thoughts and ideas.
- Keep training *lively*. Get people (including yourself!) up and moving around on a regular basis. Don't be afraid to throw in a silly activity from time to time, such as: "Everyone stand up. Now line up by height (shortest to tallest). OK, turn to the person next to you and tell him / her the best advice you ever got about how to succeed in your job." Even short bursts of activity can keep participants more engaged and receptive to all of the new information you are sending their way.
- Relax and *have fun*. Training does not have to be serious 100% of the time in order to get results. In fact, a little well-placed levity can promote a positive training atmosphere and a sense of teamwork that can help you get through "dryer" or more challenging content.

## What Does it Mean to be a Leader?

**Total Time** 2 hours, 45 minutes

**Overview** This section lays the groundwork for the leadership workshop. It includes discussions of fundamental issues such as: What is leadership? How do leadership and management compare? What are the characteristics of leaders? What exactly is *principle-centered* leadership? Participants also receive an overview of the course objectives, training agenda, housekeeping issues, etc.

**Objectives**

- Define leadership.
- Explain the distinction between management and leadership.
- List the traits and characteristics of leaders.
- Explain principle-centered leadership.
- Identify the characteristics of principle-centered leaders.

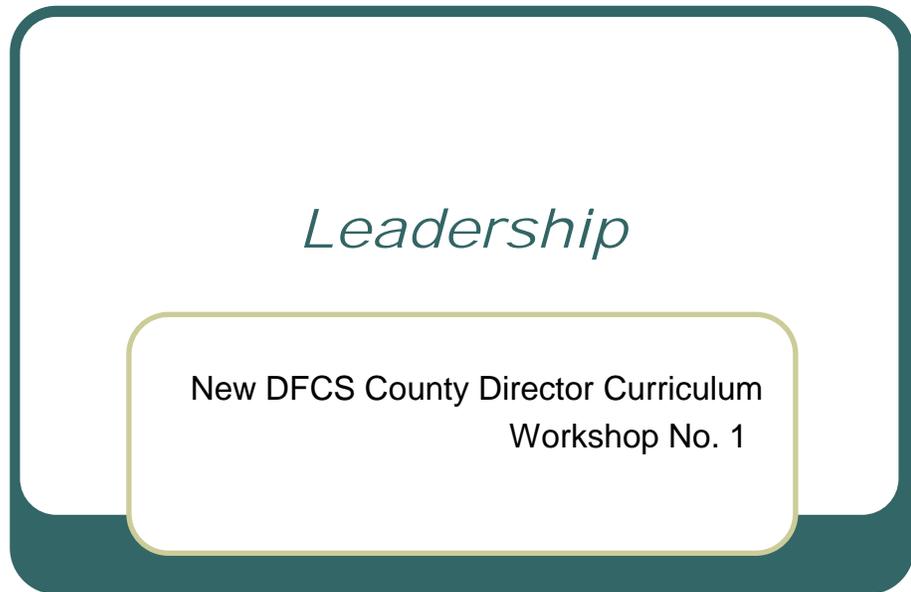
**Activities**

- Welcome & Introductions (0:30)
  - Trainer Introduction(s)
  - Participant Introductions/Icebreaker Activity: Describe a Leader You Admire
  - Workshop Goal & Expectations
  - Workshop Agenda
  - Housekeeping
- What is Leadership? (0:20)
  - Small group activity – How Is Management Different from Leadership?
- Leadership vs. Management (0:40)
- Characteristics of Leaders (0:30)
  - Individual activity – What Makes a Great Leader?
- What is Principle-Centered Leadership? (0:45)
  - Individual/small group activity: Definition of Principle-Centered Leadership

**Materials**

- Participant Guides (one per participant)
- Flip chart paper, markers and tape

## Introduction



**Show** OH 1 (Workshop title slide) as participants enter the training room.

**Introduce** yourself and briefly describe your background.

## Welcome

Welcome

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	<b>Leadership</b>
	Program and Workload Management
	Personnel Management
	Budgeting and Fiscal Management

2

**Show** OH 2 (Welcome).

**Provide** some welcoming comments and state that this is the first in a series of four workshops that comprise the DFCS New County Director Training Curriculum.

## Icebreaker Activity: Your Most Admired Leader



**Icebreaker Activity: Your Most Admired Leader**

- Introduce yourself (name, county, time in this position).
- “Introduce” the admired leader you identified as pre-work.
- Name one specific leadership quality that makes him / her stand out.

3

**Show** OH 3 (Icebreaker Activity).

**Present:** As a pre-work assignment for this workshop, you were asked to identify an individual that you consider to be a great leader (living or deceased, famous or not). You were also asked to consider the traits that make this person such an admirable leader. I would like each of you to introduce yourself and also to “introduce” us to the leader you identified. Include one specific leadership quality that makes him/her stand out.

**Facilitate** icebreaker according to instructions on the slide.

**Debrief** activity:

- Draw two columns on a flip chart. As participants make their introductions, record the name of the leader identified in one column and the one leadership quality identified in the other.

**Transition:** Looking at the list we have created, let's consider the age-old question: Are leaders born, or are they made?



## Are Leaders Born or Are They Made?



**Facilitate** a brief discussion, encouraging participants to express their viewpoints and opinions.

**Emphasize** these points:

- This question has been debated for centuries with no definite, widely accepted conclusion.
- History holds many examples of sons/daughters of famous leaders who failed miserably in life, losing family fortunes or embarrassing the family with unattractive behaviors. This could be considered evidence that leadership is *not* genetic.

## Mastery of Leadership



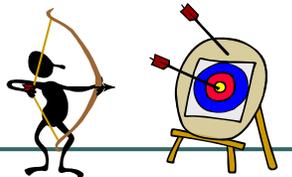
**Show** OH 4 (Mastery of Leadership).

**Say:** This sentiment reflects the viewpoint of DFCS, this workshop and the Stephen Covey book, *Principle-Centered Leadership*, which will be a key point of reference throughout this workshop.

- There are many leadership qualities and characteristics that can be cultivated and developed. They will be the focus of this workshop.

## Workshop Goal & Expectations

### Workshop Goal



*Apply principle-centered leadership to achieve County goals and to support the mission and values of DHR.*

5

**Show** OH 5 (Workshop Goal).



**Refer** participants to workshop objectives on Page 5 of the Participant Guide and review them together.

**Ask** participants what they expect to learn from this workshop, and clarify what will and will not be covered.

**Say:** There are many, many aspects of what it takes to be a great leader. It would be impossible to cover everything in a two and a half-day workshop, but we will do our best to provide a good foundation.

## Workshop Agenda

Agenda	
Day One	<ul style="list-style-type: none"> <li>● What Does it Mean to be a Leader?</li> <li>● Tapping Into Your Potential</li> <li>● Review and Preview</li> </ul>
Day Two	<ul style="list-style-type: none"> <li>● Transitioning Into Leadership</li> <li>● Bringing Out the Best in You and Your Staff</li> <li>● Leadership Strategies</li> <li>● Review and Preview</li> </ul>
Day Three (1/2 day)	<ul style="list-style-type: none"> <li>● Leadership Strategies, <i>continued</i></li> <li>● Your Personal Leadership Action Plan</li> <li>● Wrap-Up/Workshop Conclusion</li> </ul>

6

**Show** OH 6 (Agenda).

**Describe** the type of content that is in each major section. Topics include:

- Leadership theories and styles
- Types of power
- Integrity, trust and credibility
- Decision-making
- Delegation
- Teamwork
- Methods of influence
- Leading by example
- Building relationships
- Setting and communicating goals
- Leading through change

## Ground Rules / Housekeeping



*Prepared  
"Ground Rules"  
flip chart*

**Refer** participants to the prepared "Ground Rules" flip chart.

**Present** ground rules / housekeeping items, such as:

- Confidentiality agreement
- Class start and end times
- Breaks, meals
- Policies (smoking, cell phone and pagers to silent or vibrate)
- Contact phone numbers for participants during training
- Evacuation procedures, location of restrooms, etc.
- Place cell phones on vibrate or silent.



*Prepared  
"Parking Lot"  
flip chart*

**Ask** participants to suggest additional "ground rules" for the training (e.g., maintain confidentiality, provide constructive feedback, etc.) and add their responses to the flip chart. Post it prominently.

**Refer** to the prepared "parking lot" flip chart (title only at this point). Invite participants to note any relevant concerns during class that are outside the scope of the training on Post-it notes and put them in the parking lot. We'll discuss them at the end of the course.



*Personal  
Development  
Plan*

**Transition:** We're ready to begin, and where else to begin but at the beginning. What *is* leadership?

**Remind** / inform participants that, as in the other workshops, participants will have an opportunity to create a "Personal Development Plan," a tool to take out of the workshop, on which they can identify future areas of work / focus. The Personal Development Plan form for Leadership can be found on Pages 41-43 of the Participant Guide.

## What is Leadership?

### What *is* Leadership?



Take a few moments to consider several definitions of leadership in your Participant Guide, page 7.

7

**Show** OH 7 (What is Leadership?).



**Refer** participants to "Leadership Definitions" on Page 7 of the Participant Guide.

**Allow** a few minutes for participants to read them.

**Facilitate** a large group discussion.

- What do the definitions have in common?
- Which is the "best?"
- Will one suffice, or do we need parts of all of them to adequately describe what a leader does?

## One Thing is Certain

One Thing is Certain:

"If people do not do anything differently from what they would have done without your presence, you have not exerted leadership."

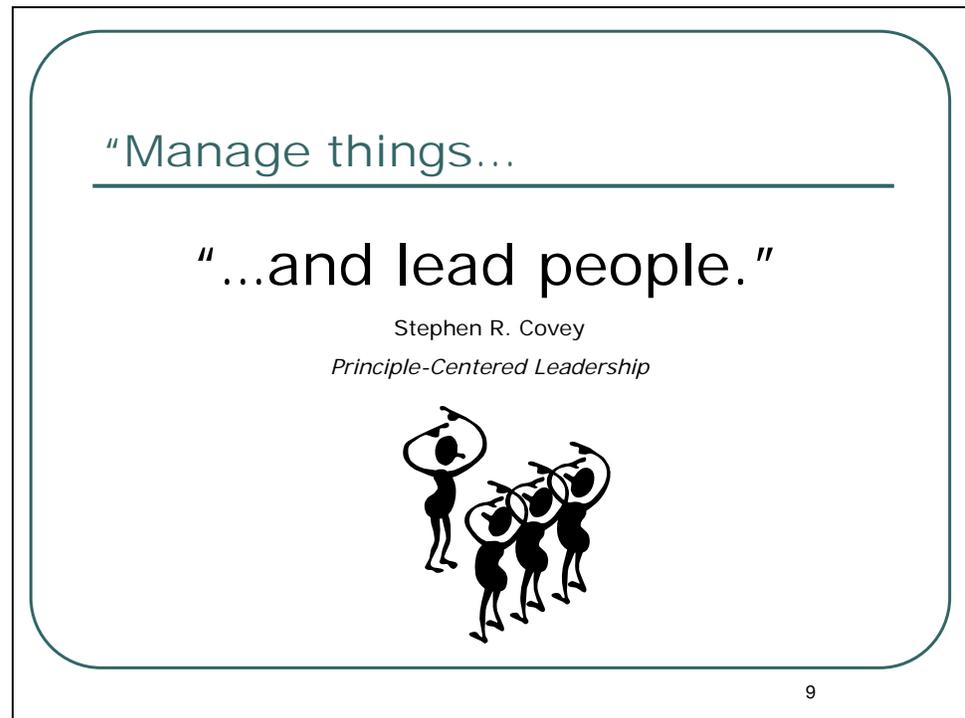
Andrew J. DuBrin  
*The Complete Idiot's Guide to Leadership*

8

**Show** OH 8 (One Thing is Certain).

**Transition:** In all of the workshops for new County Directors, the focus is on management: Program and Workload *Management*, Personnel *Management*, and Budget and Fiscal *Management*. The position of County Director requires that you be *both* manager *and* leader. What is the difference?

## Leadership vs. Management



**Show** OH 9 (Covey quote: Manage things, lead people).

**Say:** Once again, there are many viewpoints and opinions on the distinctions between leadership and management. You read Covey's viewpoint in Chapter 24, "Manage From the Left, Lead From the Right."

**Say:** This is one of his more memorable quotes.

- Warren Bennis included his viewpoint on the differences between management and leadership in a presentation he did called "Leadership Excellence in DFCS." An excerpt is included on Page 8 of your Participant Guides.

## Activity: How is Management Different from Leadership?

### Activity: How is Management Different from Leadership?

- This is a small group activity.
- Complete the activity worksheet in the Participant Guide, page 9.
- You will have about 20 minutes to consider and respond to the questions there.
- Be prepared to discuss your responses.

10

**Show** OH 10 (Activity: How is Management Different From Leadership?).

**Say:** Let's see how many differences between management and leadership you can come up with.



**Refer** participants to the worksheet for this activity on Page 9 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Debrief** activity:

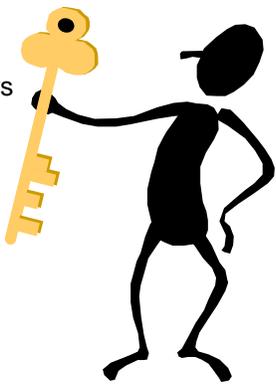
- Using the activity sheet as a guide, lead participant in a discussion of management vs. leadership.
- Allow about 20 minutes for the discussion.

## Remember These Key Points

### Remember These Key Points

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- Don't go overboard!
  - Extremes turn leaders into mythical figures and managers into plodding bureaucrats.
- Successful leaders must be good managers or have the support of good managers.
- Both management and leadership are vital to successful organizations.



11

**Show** OH 11 (Remember These Key Points).

**Transition:** Now that we've clarified the distinction between managers and leaders (at least *somewhat*), let's return our focus to leadership and answer another burning question: What makes a great leader?

## Characteristics of Leaders

### Activity: What Makes a Great Leader?

- This is an individual activity.
- Brainstorm a list of *simple words or phrases* that describe your role model leader.
- Next, prioritize your list so that you will be able to share your “top ten.”
- You will have approximately 10 minutes to complete your lists.

12

**Show** OH 12 (Activity: What Makes a Great Leader?).

**Say:** We're going to use our role model leaders again (the leaders that participants selected in pre-work and cited in the introduction) to help us determine what makes a great leader.

**Refer** participants to the worksheet for this activity on Page 10 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.

**Debrief** activity:

- Ask participants to share the “top ten” characteristics of the leader they admire.
- Create a flip chart list of participants' responses.

**Transition:** We've asked and answered several key questions about leadership: What is leadership? What is the difference between management and leadership? What makes a great leader? Now let's tackle another question: What is principle-centered leadership?



*“Characteristics of Leaders”*

## What is Principle-Centered Leadership?

### Activity: What is Principle-Centered Leadership?

- Individually, on the worksheet in your Participant Guide, page 11, write a definition of principle-centered leadership *in 25 words or less*.
- Share your responses with your small group.
- Each small group will select the best definition produced within the group and write it on a piece of flip chart paper.
- The writer of each “winning” definition will post the definition on the wall and present it to the large group.

13

**Show** OH 13 (Activity: What is Principle-Centered Leadership?).

**Say:** You have all read a significant portion of Stephen Covey's book, *Principle-Centered Leadership*, prior to attending this course; so you must have a good idea of what principle-centered leadership is. Let's see who can come up with the best definition.



**Refer** participants to the worksheet for this activity on Page 11 of the Participant Guide.



**Facilitate** activity according to instructions on the slide.

**Debrief** according to slide instructions. Encourage applause for each definition presented.



**Trainer's Note:** Participants will likely come up with very good definitions of principle-centered leadership. One possible response is: *Principle-centered leadership is leadership that is based on certain unchanging principles that promote personal and organizational stability, growth and success.*

**Ask:** Now that we know what principle-centered leadership is, what do you think its *goal* is?

- Solicit responses.

## The Goal of Principle-Centered Leadership

The Goal of Principle-Centered Leadership



- To provide a rock-solid foundation for long-term successful leadership.
- This is accomplished via strategies built on principles, i.e., basic truths, laws, standards, fixed policies, unchanging rules.

14

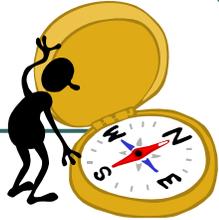
**Show** OH 14 (The Goal of Principle-Centered Leadership).

**Present** the following points:

- Bookstore shelves are full of leadership books promising to make you an exemplary leader in five days or less.
- Covey's approach stands out because it does *not* offer a "quick fix." In fact, he indicates that the road to principle-centered leadership is not easy *or* quick.
- You have to get "under the hood" and do some serious personal development to become a principle-centered leader.
- Principle-centered leadership is a very *supportive* strategy. If we let certain principles guide us, we will never go far astray

## Correct Principles Are Like Compasses

“Correct principles are like compasses...”



They are always pointing the way. And if we know how to read them, we won't get lost, confused, or fooled by conflicting voices and values.”

Stephen R. Covey  
*Principle-Centered Leadership*

15

**Present** OH 15 (“Correct principles are like Compasses...”).

**Transition:** Next, let's turn our attention to creating a Personal Development Plan to strengthen our skill and knowledge in all of the topics we discuss during this workshop.

**Refer** participants to the Personal Development Plan forms beginning on Page 41 of their Participant Guides and **remind** them that we will be creating their Personal Development Plans throughout this workshop.



*Personal  
Development  
Plan*

**Ask** participants to take a few moments to reflect on the information we have covered so far and make any notations they would like to on their Personal Development Plan forms.

**Explain** that, although we will have a few moments designated to the Personal Development Plan throughout the workshop, participants are free to make notations on this form at any time they like throughout the workshop if they need to jot something down before they forget it.

**Transition:** Personal development will be a key focus throughout this workshop. It begins with our next section, “Tapping Into Your Potential.”

## Tapping Into Your Potential

**Total Time** 3 hours, 20 minutes

**Overview** In this section, participants will learn about leadership theories and styles and the role of power in leadership. There will be a focus on integrity, trust and credibility and an “ethics inventory” self-assessment that will encourage participants to consider what they “stand for” and how they communicate it to their staff.

**Objectives**

- Describe different types of leadership styles and theories.
- Describe types of power.
- Discuss the importance of integrity and ethics in leadership.
- List strategies for establishing credibility.

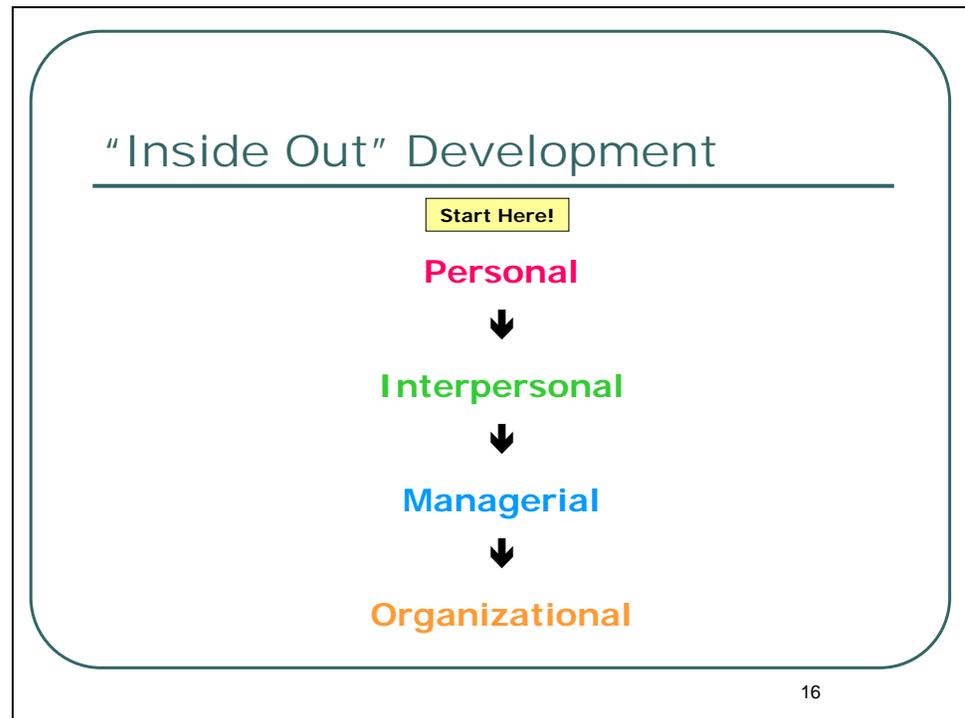
**Activities**

- Inside Out Development (0:45)
  - Individual activity: Self-Assessment—How Do *You* Embody These Characteristics?
  - Individual activity: Personal Leadership Inventory
- Leadership Theories and Styles (0:50)
  - Individual activity: Your Leadership Style
- Power (0:40)
  - Individual activity: Self-Assessment on Covey's “Ten Power Tools”
- The Big 4—Trust, Integrity, Credibility and Ethics (0:50)
  - Individual activity: What Do You Stand For? (Ethics Inventory)
  - Tools”
- Review and Preview (0:15)

**Materials**

- Flip chart paper and markers

## Inside Out Development



**Show** OH 16 ("Inside Out" Development).

**Say:** Principle-centered leadership requires "inside out development" in which change is initiated by you and begins with you. The four levels (personal, interpersonal, managerial and organizational) are interdependent. Each level is "necessary but insufficient," meaning that you will have to work at all levels to achieve and sustain principle-centered leadership.

**Transition:** So, let's begin some of that inside out development now

## Activity: How Do *You* Embody These Characteristics?

### Activity: How Do *You* Embody These Characteristics?

- This is an individual activity.
- Complete the self-assessment.
- You will have approximately 15 minutes to complete it.

17

**Show** OH 17 (Activity: How Do *You* Embody These Characteristics).

**Say:** You read Chapter 1, Characteristics of Principle-Centered Leaders, for pre-work. Let's assess how well you embody these characteristics.



**Refer** participants to the worksheet for this activity beginning on Page 12 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Debrief** activity.

- Ask: Did everyone get all "5's?" What areas did you identify in which you could use some "inside out" development?

**Trainer's Note:** Encourage interaction but remember that results of self-assessments are personal. Don't dig too deep here.

## We Must Become the Change We Want to See

*“We must become the  
change we want to see.”*

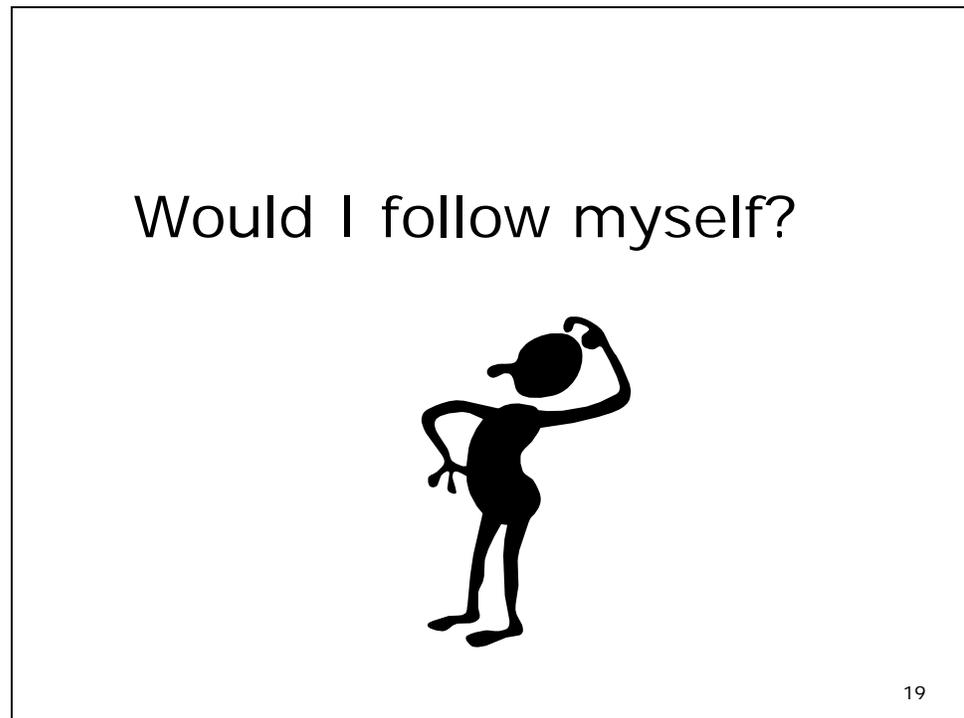
Mahatma Gandhi

18

**Show** OH 18 (“We Must Become the Change We Want to See”).

**Say:** As we go through the self-assessments and identify some areas you may need to work on, it may help to remember this simple quote. It compliments Covey’s “inside out” development and encourages you to model the leadership behaviors you aspire to—try them on, show them off until they become part of who you are.

## Would I Follow Myself?



**Show** OH 19 (Would I Follow Myself?).

**Transition and say:** Have you ever asked yourself this simple question: "Would I follow myself?"

- It is not unusual for people to feel concern over a new role in their lives and to experience low self-confidence. One way to increase confidence in your ability to lead is to take an inventory of your personal assets, accomplishments and liabilities. Most people overlook many good things about themselves and focus too much on negatives.

## Activity: Your Personal Leadership Inventory

### Activity: Your Personal Leadership Inventory

- Complete the “inventory” on the worksheet provided.
  - Include assets related to personal characteristics and behaviors—*not* to property and investments.
  - List “liabilities,” things you think may keep you from being the best leader you can be.
- Be honest in your assessment, and don’t be humble.
  - Consider all aspects of your life, because outstanding leaders know that there must be balance in both their personal and professional lives.
  - Items such as “good sense of humor,” “organized a successful fund-raiser for the church,” and “parent of well-adjusted, happy children” are as important as “good problem solver” and “work well under pressure.”
  - On the flip side, if you know that you sometimes tend to procrastinate, micromanage or show favoritism toward certain employees, include those on your liability list.
- You will have about 15 minutes to complete your lists.

20

**Show** OH 20 (Activity: Your Personal Leadership Inventory).



**Refer** participants to the worksheet for this activity on Page 15 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Debrief:**

- Ask: Do you need more paper to record your assets?
- Ask: Raise your hand if your list of assets and accomplishments is longer than your list of liabilities. (*Hopefully, the entire class will raise their hands!*)
- Ask: Did this activity help you to appreciate yourself more?
- Keep this list and refer to it. Add to your list of assets and accomplishments. Work on and whittle away the items in the liability list.

**IMPORTANT TRANSITION:** This workshop is based on Covey's Principle-Centered Leadership. Principle-Centered Leadership was chosen as the foundation for the workshop because Governor Purdue embraces it and wants his administration to be run accordingly. As you know, there are many theories and styles of leadership. We are going to do a quick overview of several leadership theories and styles to see how they compare to principle-centered leadership.

## Leadership Theories and Styles

### Leadership Theories



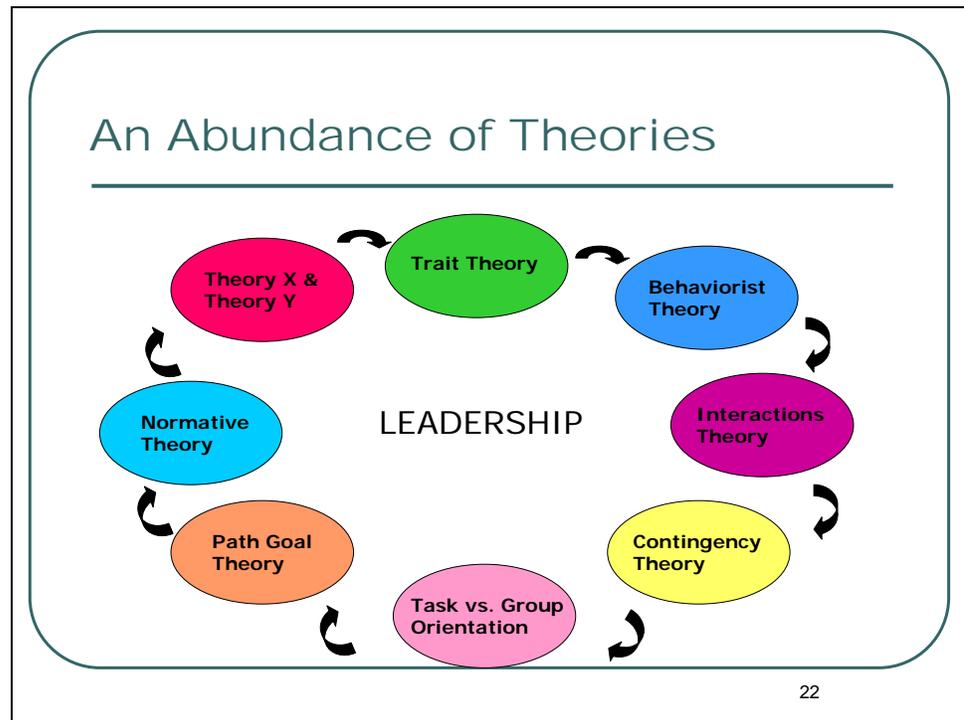
- What makes a leader successful?
- Why are some more successful than others?
  - Various theories explain what makes leaders successful.
  - Theories come and go in popularity.
  - You should be familiar with the terms.

21

**Present** OH 21 (Leadership Theories).

**Say:** When we talked about our role model leaders earlier, we discussed some of the traits that make them “stand out.” For years, researchers have tried to pinpoint what makes leaders successful and why some are more successful than others.

## An Abundance of Theories



**Show** OH 22 (An Abundance of Theories).

**Say:** The theories are shown here in the order in which they have evolved, beginning with the Trait Theory.



**Refer** participants to the descriptions of each theory on the page entitled "Leadership Theories" on Page 16 of the Participant Guide.

**Allow** a few minutes for participants to review the information.



**Ask:** Can you think of situations that seem to support one of these theories over others?

**Facilitate** discussion.



**Transition:** No theory can entirely explain successful leadership. You need to be sensitive to different situations and flexible in your approach.

**Say:** Just as there are many different theories about leadership, there are also different models of leadership *styles*. Unfortunately, there isn't time in this workshop to learn about and discuss every one; but there *is* time to look at one model and see what it says about each of you.

## Leadership Style Models

### Leadership Style Models

- Help us to understand why leaders are successful in various situations
- Help you to determine:
  - Your strengths
  - Your tendencies
  - When and how you might have to switch from your preferred way of doing things

23

**Present** OH 23 (Leadership Style Models).

**Transition** to activity: We're going to use a simple model called the "Four Framework Approach," by Bolman and Deal.

## Activity: The Four Framework Approach

### Activity: The Four Framework Approach

- This is an individual activity.
- Complete the questionnaire and the scoring sheet in the Participant Guide, pages 17&18, and we'll discuss your results.

24

**Show** OH 24 (Activity: The Four Framework Approach).



**Refer** participants to the worksheet for this activity on Page 17 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Debrief** activity: Lead large group discussion.

- Ask how many of each style of leader we have (*“raise your hand if you are a structural leader,” “raise your hand if you are a human resource leader,” ...a political leader, a symbolic leader*).
- Ask in what type of situations each style of leader might excel.
- Ask in what type of situations you might need to change from your preferred style of doing things?
- How compatible are these styles with principle-centered leadership?

## Remember This Key Point

Remember this Key Point

*You may have a tendency toward one style or another. The tendency may be strong or weak; however, it will not work well in all situations. Take steps to develop other approaches so that you are more flexible.*



25

**Show** OH 25 (Remember this Key Point).

**Transition:** There is one key aspect of leadership style that we haven't discussed yet—power. Let's take a closer look at that now.

## Power

### POWER!

---

- The ability to influence others in their thinking or actions
- Leaders want to have influence
- Different types of power
  - Some are more desirable than others
  - Power may be given due to:
    - Position
    - Skill
    - Personality



A black stick figure is suspended by several thin vertical lines that connect to a yellow 'X' shaped rod positioned above it. The figure's arms and legs are spread out, suggesting it is being manipulated or controlled, which is a metaphor for power.

26

**Show** OH 26 (Power!).

**Say:** Let's do an activity based on the chapter about power (Chapter 9) you read for pre-work.

## Activity: Power, Influence and Principles

### Activity: Power, Influence and Principles

- This is a small group activity.
- Complete the table on the worksheet in the Participant Guide, page 19.
  - From your pre-work reading in *Principle-Centered Leadership (Chapter 9)*, recall the definition of each type of power.
  - Provide specific examples of what each type of power "looks like."
  - You may refer to your books, if necessary, to complete the table.
- You will have 10 minutes to complete the worksheet.
- We will discuss your results.

27

**Show** OH 27 (Activity: Power, Influence and Principles).



**Refer** participants to the worksheet for this activity on Page 19 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Debrief** activity.

- Facilitate a large group discussion of the information on the worksheet.
- Ask: How do you think the type of power a leader favors reflects the character of the leader?
- Have you witnessed the use of these types of power? Which one(s)? How did it impact the organization?

**Transition:** Covey makes ten suggestions for processes and principles that he believes will increase a leader's power. Let's see how you rate yourself on the use of these "power tools."

## Activity: Have You Mastered These Ten Power Tools?

### Activity: Have You Mastered These Ten Power Tools?

- This is an individual activity.
- Complete the worksheet in the Participant Guide, page 20.
- You will have about 10 minutes to complete your worksheets.
- We will discuss your responses together.

28



**Show** OH 28 (Activity: Have You Mastered These Ten Power Tools?).

**Refer** participants to the worksheet for this activity on Page 20 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.

**Debrief:**

- Ask: Did you find this activity to be revealing about yourself?
- Ask: Did you notice that many of Covey's "power tools" don't sound like characteristics usually associated with power (gentleness, patience, kindness)? What do you think that says about principle-centered leadership?

**Trainer's Note:** Encourage a little interaction but remember that results of self-assessments are personal. Don't dig too deep here.

## Power is Not an End in Itself...

*“Power is not an end in itself, but an instrument that must be used toward an end.”*

Jeanne Kirkpatrick

29

**Show** OH 29 (“Power is Not an End in Itself...”).

**Say:** This is an interesting quote, which directly supports a “Best Practice” about power, which was offered by an experienced County Director.

## Remember This Best Practice

Remember this Best Practice

*“Don’t get caught up in power and position.  
Remember that your staff has more  
ultimate power than you do. They can  
walk out the door, leaving you to take care  
of the County’s children.  
Use your power to take care of the children  
by treating your employees with respect  
and retaining staff.”*

An experienced DFCS County Director

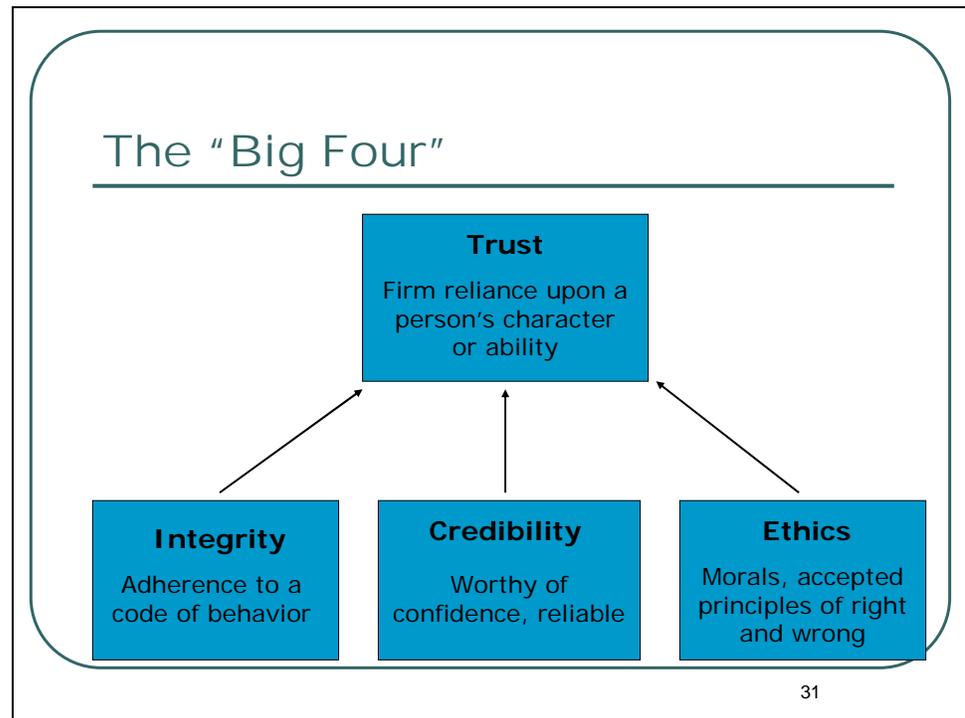
30

**Show** OH 30 (Remember This Best Practice).

**Transition:** As we have discussed, there are many, many books on leadership development; and there are many, many viewpoints on the topic. There is, however, one recurring theme that you can find in all of them. People want leaders they can \_\_\_\_\_ (*ask participants to fill in the blank*).

- Say: People want leaders they can *trust*, and they want leaders *who trust them*.
- Point out that this might sound familiar. You cannot be successful at coaching people who don't trust you. Trust is an integral factor in successful management *and* successful leadership.
- This leads us to our next topic, which we are calling “The Big Four: Trust, Integrity, Credibility and Ethics.”

## The Big 4—Trust, Integrity, Credibility and Ethics

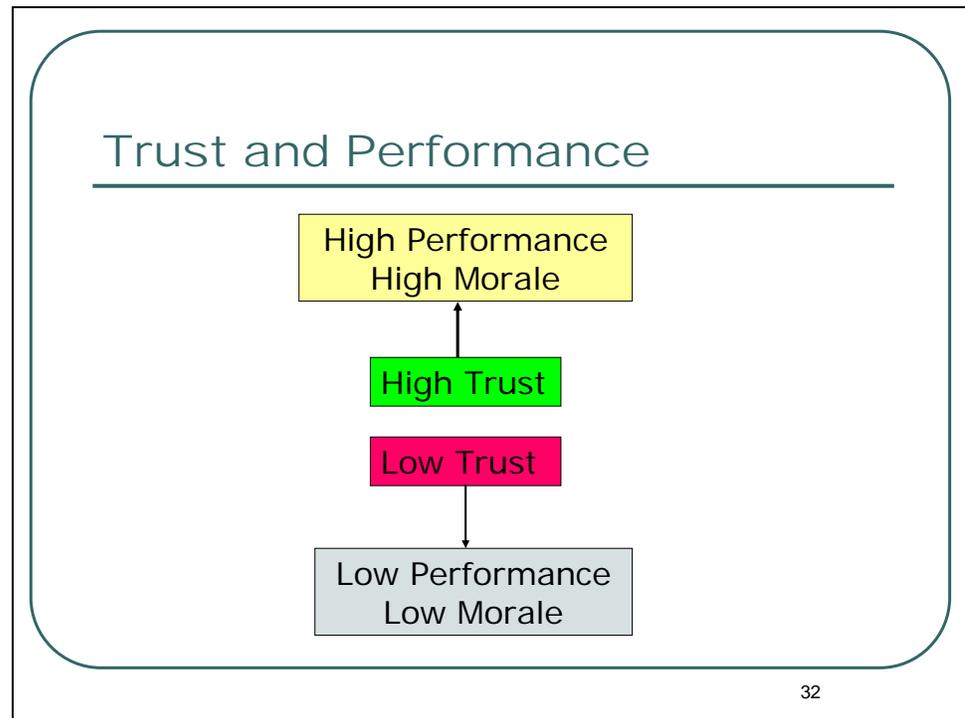


**Show** OH 31 (The Big Four).

**Say:** Is it any wonder that trust is a major workplace issue today? We are living in a world forever changed by news events like the Enron, WorldCom and Tyco scandals.

- Trust, integrity, credibility and ethics have always been important, but they are in the spotlight now more than ever.
- This overhead shows how they are totally interrelated: Integrity, credibility and ethics support trustworthiness and are vital to its existence.

## Trust and Performance



**Show** OH 32 (Trust and Performance).

- Trust, performance and morale are directly related.
- Really trusting staff may be a difficult transition for leaders with power and control issues, but the rewards or consequences can be great.

## You May Be Deceived...

*“You may be deceived if you trust too much, but you will live in torment if you do not trust enough.”*

Frank Crane

33

**Show** OH 33 (“You May be Deceived...”).

**Transition:** We have said that the “Big Four” are interrelated concepts, but let’s focus for a moment on one in particular—ethics.



*Standards of  
Conduct and  
Ethics in  
Government*

- **Distribute** hand out and **say:** I want to call your attention to a 2003 Governor’s Executive Order called “Standards of Conduct and Ethics in Government,” which is located at #1201 in the Human Resources Personnel Policy Manual.
- This underscores, once again, the need for everyone in DFCS, but especially its leaders, to model ethical behavior.
- Even if you have never been accused of or done anything unethical, you must ensure that you *appear* ethical at all times. Let’s do an exercise to help you determine what you “stand for.”

## Activity: What Do You Stand For?

### Activity: What Do You "Stand For?"

- This is an individual activity.
- Complete the Ethics Inventory in the Participant Guide, page 22.
- You will have about 15 minutes to complete your work.

34



**Show** OH 34 (Activity: What Do You Stand For).

**Refer** participants to the worksheet for this activity in the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Debrief:**

- Ask: Was this difficult to do?
- Ask: Do you think your ethics are evident to your staff? In what ways?
- How can we ensure that we are showing staff our authentic selves?

**Trainer's Note:** *Encourage interaction but remember that results of self-assessments are personal.*

**Transition:** This concludes our topics for Day One of the workshop. Let's review what we've covered and find out what we'll be covering tomorrow.

## Review and Preview – Day One Key Points

### “Popcorn Style” Review Activity: Day One Key Topics

- The definition of leadership
- Leadership vs. management
- Characteristics of leaders
- What is principle-centered leadership?
- Inside-out development
- Leadership theories and styles
- Power
- The “Big 4”



35

**Show** OH 35 (Activity: Day One Key Topics).



**Explain** that we are going to do a “popcorn style” review of Day One key topics. One person will stand and give a key point on the first topic on the slide, then call out the name of another participant, who will offer his/her point next, and so on until all of the points are covered.

**Select** one person to begin.

**Transition:** Before we do a preview of tomorrow’s topics, let’s return to the Personal Development Plans you have worked on today.



*Personal  
Development  
Plan*

Refer participants to the Personal Development Plan forms beginning on Page 41 of their Participant Guides.

Ask participants to take a few moments to reflect on the information we have covered today and make any notations they would like to on their Personal Development Plan forms.

## Preview – Day Two

Preview – Day Two

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- Transitioning Into Leadership
  - Taking Over
  - Decision Making
- Bringing Out the Best in You and Your Staff
  - Delegation
  - Teamwork
- Leadership Strategies
  - Methods of Influence
  - Leading by Example
  - Building Relationships

36

**Show** OH 36 (Preview – Day Two).

**Wish** everyone a good evening!

## Transitioning Into Leadership

**Total Time** 2 hours, 5 minutes

**Overview** This section addresses the transition participants go through as they assume the position of County Director. Topics include the challenge of transitioning from supervision to leadership and decision-making.

**Objectives**

- Describe the factors to consider when transitioning into a leadership position.
- Explain the process and guidelines you should use when faced with immediate or big decisions.

**Activities**

- Welcome Back (0:25)
  - Review of Day 1: Giving Questions and Getting Answers
- Taking Over—The Transition to Leadership (1:00)
  - Small group activity – What Have I Gotten Myself Into?
  - Individual activity – What Am I Going to Do About It?
- Decision-making (0:40)
  - Individual activity – The Buck Stops Here

**Materials**

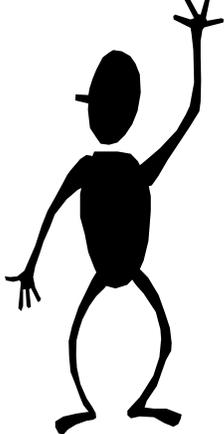
- Flip chart paper and markers

## Welcome Back – Day Two

### Welcome Back – Day Two

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- Transitioning Into Leadership
  - Taking Over
  - Decision Making
- Bringing Out the Best in You and Your Staff
  - Delegation
  - Teamwork
- Leadership Strategies
  - Methods of Influence
  - Leading by Example
  - Building Relationships



37

**Show** OH 37 (Welcome Back – Day Two).

**Remind** participants of the agenda for Day Two.

**Transition:** Before we begin with new material, though, let's do a quick review of what we covered yesterday.

## Review of Day 1: Giving Questions and Getting Answers

### Review of Day 1: Giving Questions and Getting Answers

- Thinking about the information we covered in yesterday's class, individually complete the following sentences on the 2 index cards provided:
  - I still have a question about \_\_\_\_\_.
  - I can answer a question about \_\_\_\_\_.
- Then, in small groups, select the most pertinent question and the most interesting answer from the group members' cards.
- Each group will report the question it has selected and ask the full group to answer or discuss.
- Then, each group will report the answer it has selected and share it with the full group.

38



**Show** OH 38 (Review – Day One Key Points).

**Distribute** two index cards per participant.

**Facilitate** activity according to slide instructions.

**Allow** about 20 minutes for this activity.

**Transition:** OK, ready to begin? Let's start with a discussion about transitioning into leadership.

## Taking Over – The Transition to Leadership

**Say:** We need to discuss helping employees adjust to the change in County leadership. It's also important to talk about how *you* manage the change in your role.



- One of the most common challenges for some new County Directors is the transition from supervision to leadership.

**Facilitate** large group discussion:

- Ask: What are some of the challenges you have faced in making the transition?
- Ask: How have you made the shift in mindset?



**Say:** It is important not to underestimate the advantages of a smooth transition into leadership. Approaching the transition carefully and systematically can help you to gain the support and respect of your staff and contribute to the future performance of your organization.

## Best Practices – Taking Over

### Best Practices – Taking Over

- Give yourself time to think through the transition.
- Refrain from making immediate decisions and changes.
- Take time to get to know your staff, your County, its strengths and challenges.
- Determine what you want to do, when and how to do it.
- Make gaining the respect and trust of staff a priority.

39

**Present** OH 39 (Best Practices – Taking Over).

**Say:** Here are some best practices offered by experienced County Directors. Have you followed them so far?

**Ask:** Are there any others you would add?

## Are You Starting Out...

### Are You Starting Out With a Clean Slate or not Playing With a Full Deck?

- Learning as much as you can from your predecessor regarding morale, employee strengths & challenges, etc. may help you avoid mistakes that can harm the organization.
- Taking an objective look at the person you are replacing can also provide helpful information and direction.



**Show** OH 40 (Are You Starting Out...).

**Say:** Another question you might ask yourself is this: "Are you starting out with a clean slate or not playing with a full deck?"

- These suggestions can help you to get a good picture of your new environment and offer valuable clues as to what your strategies should be. Let's look at what kind of information you can uncover with a little analysis.

## Activity: What Have I Gotten Myself Into?

### Activity: What Have I Gotten Myself Into?

- This is a small group activity.
- Complete the worksheet for this activity in the Participant Guide, page 23.
  - Consider each “condition” and brainstorm additional “prescriptions” or strategies that a new County Director in each situation might want to consider.
- Groups will have 10 minutes to formulate strategies.
- Be prepared to share your ideas with the large group.

41



**Show** OH 41 (Activity: What Have I Gotten Myself Into?).

**Facilitate** activity according to instructions on the slide.

**Debrief:**

- Ask participants to share their responses.

**Transition:** Now let's take a moment to apply what you have learned to your individual situations.

## Activity: What Am I Going to Do About It?

### Activity: What Am I Going to Do About It?

- This is an individual activity.
- Reflect on your individual situation.
  - Which conditions exist in your County?
  - What should your strategies be? (*Draw on the strategies from the previous activity.*)
- You will have about 5 minutes to complete your work.

42

**Show** OH 42 (Activity: What Am I Going to Do About It?).



**Refer** participants to the worksheet for this activity in the participant Guide, page 24.

**Facilitate** activity according to instructions on the slide.



**Debrief** activity:

- Ask: Had you ever looked at your situation from this perspective?
- Ask: Was it helpful? How?

**Trainer's Note:** *Encourage interaction but remember that specific county information may be sensitive. Keep the interaction at a high-level, if possible.*

**Transition:** One of the best practices for taking over was to refrain from making immediate changes and decisions. Decision-making is a critical skill from the very beginning of your new position—knowing when and how to make them *and* knowing when not to. Let's take a closer look at decision-making now.

## Decision-making

Decision-making



- Set priorities
- Adhere to your goals
- Use a systematic approach

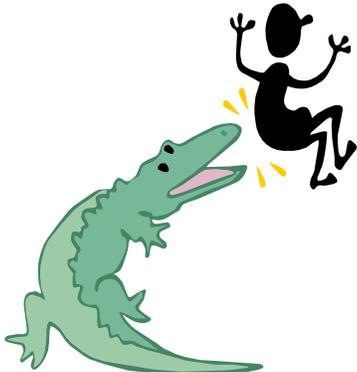
43

**Show** OH 43 (Decision-making).

**Say:** Successful decision-making has many similarities to workload management. In order to do it properly, you must be able to set priorities, adhere to your goals and employ a systematic approach.

## Quick Decisions Can Come Back to Bite You

Quick Decisions Can Come Back to Bite You



- Early on, avoid responding to requests for immediate decisions.
  - This requires self-discipline.

44

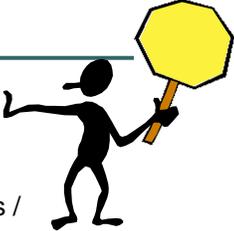
**Show** OH 44 (Quick Decisions Can Come Back to Bite You).

## Responding to Requests for Quick Decisions

### Responding to Requests for Quick Decisions

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- Here's how:
  - Listen carefully.
  - Get all the facts from relevant sources.
  - Ask the person making the request for his / her recommendations.
  - Decline the opportunity to make the decision until you can do it appropriately.
  - Provide an estimated timeframe for your decision.
- CAUTION!
  - Be receptive, but remember that even a response like "that sounds interesting" can be interpreted as agreement.



45

**Show** OH 45 (Responding to Requests for Quick Decisions).

**Point** out that you should respond quickly to *obviously good ideas*. This will encourage creativity and innovation.

## If A Leader Tries To Do Too Much

*“If a leader tries to do too much, he or she will, in the long run, accomplish too little.”*

Stephen R. Covey  
*Principle-Centered Leadership*

46

**Show** OH 46 (If a Leader Tries to do too much...).

**Say:** Very often, leaders (particularly new ones) try to make too many decisions.

- Many decisions can be more appropriately made at levels below the top.

**Say:** So, a key question to ask yourself about any decision is: “Should I be the one making this decision?” There are also several others questions (or guidelines) that will help you make the best possible decisions.



**Refer** participants to the information entitled “Decision-Making Checklist” on Page 25 of your Participant Guide.

- Ask participants to take a few moments to review it.
- Ask: Is there anything you would add to this list?

**Transition:** Let's apply the checklist to a current decision you are facing.

## Activity: The Buck Stops Here

### Activity: The Buck Stops Here

- In this activity, you will apply the “Decision Checklist” to a decision you are currently facing or a recent decision you have made.
- Complete the worksheet in the Participant Guide, page 26.
- You will have about 20 minutes to complete the worksheet.
- We will discuss your results / conclusions as a large group.

47



**Show** OH 47 (Activity: The Buck Stops Here).

**Refer** participants to the worksheet for this activity on Page 26 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.

**Debrief:**

- Ask participants to share how the decision checklist impacted how they looked at their decisions.



*Personal  
Development  
Plan*

**Transition:** This would be a good place to take the opportunity to return to the Personal Development Plans you have been working on.

Refer participants to the Personal Development Plan forms beginning on Page 41 of their Participant Guides.

Ask participants to take a few moments to reflect on the information we have covered so far today and make any notations they would like to on their Personal Development Plan forms.

**Transition:** We've touched on the fact that it is not appropriate for leaders to make *every* decision or do *everything*. In order for you to do your best job as a leader and to develop your staff to their fullest potential, you must be willing to delegate. Delegation is the first topic in our next section, "Bringing Out the Best in You and Your People."

## Bringing Out the Best in Your Staff

**Total Time** 2 hours, 15 minutes

**Overview** Effective delegation and teamwork bring out the best in both the leader and his/her staff. This section focuses on these two topics and contains specific information and strategies to help new County Directors succeed in both areas.

**Objectives**

- Discuss strategies for appropriate, effective delegation.
- Identify strategies for promoting teamwork.

**Activities**

- Delegation (1:15)
  - Small group activity – Steps to Effective Delegation
  - Small group activity – To Delegate or Not to Delegate
- Teamwork (1:00)
  - Small group activity – County Director Teamwork Strategies
  - Individual activity – Assess Your County's Culture of Teamwork

**Materials**

- Flip chart paper and markers

## Delegation

*“Time spent delegating,  
in the long run, is our  
greatest time saved.”*

Stephen R. Covey  
*Principle-Centered Leadership*

48

**Show** OH 48 (“Time spent delegating...”).

**Say:** We said earlier that trust is an integral component of leadership—our employees need to trust us, and we need to trust *them*. Trust is also a fundamental aspect of delegation, isn't it? Covey says, “Effective delegation requires emotional courage.”



*“Risks /  
Benefits”*

**Trainer's Note:** Covey uses the term “completed staff work” to refer to tasks that have been delegated. Participants should have read Chapter 23, “Completed Staff Work” prior to attending the workshop.

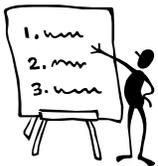
**Draw** a line down the center of a flip chart. Write “Risks” on one side and “Benefits” on the other.

First **ask**: What are you risking when you delegate? Then ask: What are the potential benefits of delegation?



- Flip chart participants' responses. Bring the following potential responses into the discussion if participants do not mention them.
- Potential responses regarding risk include:
  - Allowing others to make mistakes on our time
  - Possible poor reflection on us or the organization if the employee doesn't perform well
  - Loss of control over a situation
  - Having things done differently
  - Money
- Potential responses regarding benefits include:
  - Frees up our time to do higher-level tasks
  - Makes the most of everyone's time and talents
  - Offers the employee the opportunity to "grow"
  - Increases employee confidence, motivation and job satisfaction
  - Sets a good example when the leader does not try to do everything ("control freak")
  - Delegating models and promotes teamwork
  - Develops employees who show potential or desire for advancement (a key responsibility of County Directors)

**Say**: Delegation is (or should be) a "good thing." But one of the most frequent complaints that employees have about delegation is that they feel they have been "dumped on" instead of delegated to. We know the appropriate reasons to delegate from our discussion of benefits.



"Dumping, not delegation"

**Ask**: What are *inappropriate* reasons to delegate?

**Title** a flip chart page, "Dumping not delegation."



- Record participants' responses to your question.
- Bring the following potential responses into the discussion if participants do not mention them.
  - To free yourself of unpleasant or confusing tasks
  - To "punish" an employee by giving him/her too much work or "grunt work"
  - Anything key or sensitive to the organization that should remain strictly in your realm of responsibility
  - Anything you drop on an employee as you walk out the door with little or no explanation

## Steps to Effective Delegation

### Steps to Effective Delegation

- 1) The Initial Agreement
- 2) Sustaining the "Delegatee"
- 3) Accountability



The illustration shows a manager on the left, wearing a cap and holding a folder, handing a document to the first of three team members. The team members are also wearing caps and standing in a line, looking towards the manager.

49

**Show** OH 49 (Steps to Effective Delegation).

**Say:** Delegation is a relatively simple process; but, as with so many things in life, "little things mean a lot." How you go about *implementing* these steps can make the difference between effective delegation and potential disaster.

## Activity: Steps to Effective Delegation

### Activity: Steps to Effective Delegation

- This is a small group activity.
- Take 10 minutes in your small groups to “fill in the blanks” and describe the types of things a leaders should do to support each step of delegation.
- Be prepared to share your responses.

50

**Show** OH 50 (Activity: Steps to Effective Delegation).



**Say:** The steps to effective delegation are listed in the activity entitled “Steps to Effective Delegation” on Page 27 of the Participant Guide. You will notice, though, that the actions that support each step are missing. There are several things a leader should do to support each step.



**Facilitate** activity according to instructions on the slide.

**Debrief** activity:

- Ask participants to volunteer the types of actions they determined should support each step of delegation.

- Include the following responses if they are not offered by participants:
- Step 1: The Initial Agreement
  - Two-way communication: Responsibility given and responsibility received
  - Provide a clear understanding of what is expected (objectives, vision, goal)
  - Describe resources, latitude and guidelines
  - Explain why the task is important
  - Check for understanding: Do you have any questions about this?
- Step 2: Sustaining the "Delegatee"
  - Be an advocate, not an adversary
  - Provide resources
  - Remove obstacles
- Step 3: Accountability
  - Evaluate performance
  - Provide feedback
  - Discuss results
  - Provide recognition for a job well done



**Refer** employees to "Delegation Do's and Don'ts" on Page 28 of the Participant Guide.

- Allow a few moments for participants to review it.
- Ask if there are any "Do's" or "Don'ts" they would like to add.

**Transition:** Now that we have thoroughly discussed many aspects of delegation, let's do an activity to determine what types of tasks should and should not be delegated.

## Activity: To Delegate or Not to Delegate?

### Activity: To Delegate or Not to Delegate?

- This is a small group activity.
- On the worksheet, page 29 in the Participant Guide, look at each task and determine whether you would or would not delegate it and why or why not.
- Be prepared to share your responses.
- You will have 10 minutes to complete the worksheet.

51

**Show** OH 51 (Activity: To Delegate or Not to Delegate?).



**Refer** participants to the worksheet for this activity in the Participant Guide, page 29.

**Facilitate** activity according to instructions on the slide.



**Debrief** activity:

- Ask participants to indicate their responses and reasoning for each item.
- Ask: Are there any tasks that you could have delegated prior to this workshop that you will now reconsider? Describe.

**Say:** Before we leave this topic, let's look at some words from the wise.

## Strive for Balance

Strive for Balance



“Do it all leaders  
burn out.  
Delegate it all  
leaders lose  
touch.”

Perry M. Smith  
*Rules & Tools for Leaders*

52

**Present** OH 52 (Strive for Balance).

## Best Practice

**Best Practice: Delegation**

Have faith in your people and accept the risk of having things done differently—and sometimes wrong.

An experienced DFCS County Director

53

**Present** OH 53 (Best Practice).

**Transition:** We said earlier that delegation promotes teamwork, which is another important responsibility of leadership. Let's focus on teamwork now.

## Teamwork

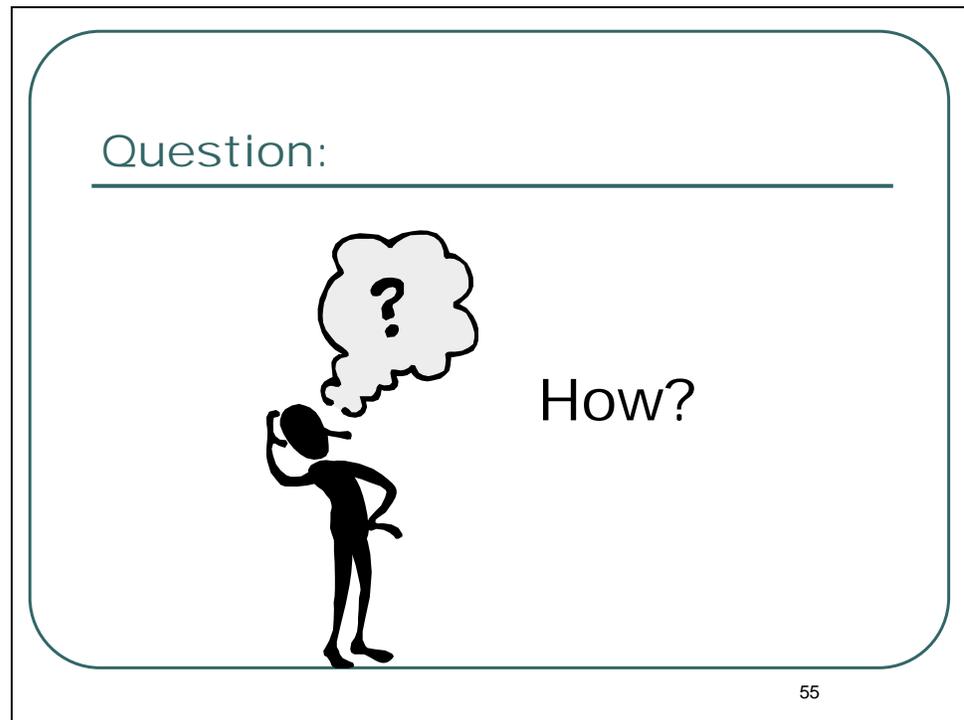
Given:

As County Director, as a leader,  
it is your responsibility to  
create an atmosphere that  
fosters teamwork.



**Present** OH 54 (Given...).

## Question: How?



**Show** OH 55 (Question: How?).

**Say:** To begin, you can build on many leadership characteristics and skills that have already been discussed in the New County Director Curriculum.

**Ask:** What has been discussed so far that would provide the foundation for an atmosphere that is conducive to teamwork?



*“Foundation for Teamwork”*

- Board responses on a flip chart.
- Goal responses:
  - Trust
  - Credibility
  - Delegation
  - Conflict resolution skills
  - Retention

**Transition:** There are several ways for a leader to contribute to a culture of teamwork. I would like to challenge your groups to brainstorm specific strategies County Directors can use to create and support a culture of teamwork in their counties. We'll do this in small groups, because an activity on teamwork should be done in teams, right?

## Activity: County Director Teamwork Strategies

### Activity: County Director Teamwork Strategies

- This is a small group activity.
- On the worksheet provided in the Participant Guide, page 30, generate a list of specific strategies County Directors can use to create and support a culture of teamwork.
- These strategies should include:
  - What you emphasize
  - What you recognize
  - What you communicate
  - What you model
  - What you require
  - What you provide
- There is an example provided on the worksheet.
- A recorder from each group should write group strategies on a piece of flip chart paper for presentation to the class.

56

**Show** OH 56 (Activity: County Director Teamwork Strategies).



**Refer** participants to the worksheet on Page 30 of the Participant Guide.

**Distribute** flip chart paper and markers to each group.

**Facilitate** activity according to slide instructions.



**Allow** about 15-20 minutes for groups to create their strategies.

**Debrief** activity:

- Ask a representative from each group to present their strategies and post their flip chart on the classroom wall.
- Encourage applause for each small group's efforts.

**Include** the following strategies in the discussion if they are not mentioned by the groups:

- Emphasize accomplishments.
- De-emphasize words like "subordinates," "employees" and "direct reports."

- Recognize / praise team behaviors (working together, supporting each other).
- Communicate that working together effectively is a required standard of conduct.
- Use "team speak," i.e., "we," "our," "us," "the team," "team members," "teammates."
- Model polite, cooperative behavior.
- Provide the resources needed to make teamwork a success.
- Celebrate good news.
- Endorse the "quality" viewpoint that everyone is a "customer," not just external clients and contacts.
- Encourage the sharing of information and ideas.

**Transition:** Now let's take a few minutes for you to assess your county's current "culture of teamwork." This activity will give you an idea of how much work you have ahead of you.

## Activity: Assess Your County's Culture of Teamwork

### Activity: Assess Your County's Culture of Teamwork

- This is an individual activity.
- Read each item on the worksheet and determine whether you have witnessed these team behaviors in your county.
- You will have about 5 minutes for to complete the assessment.

57

**Show** OH 57 (Activity: Assess Your County's Culture of Teamwork).



**Refer** participants to the activity worksheet on Page 31 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Debrief** activity:

- Say: If you have a lot of check marks in the "Mostly True" column, chances are you've got a good foundation for teamwork and productivity. Use your negative responses to help you identify specific areas that you need to focus on. Even if you scored your staff well on this assessment, keep the characteristics in this activity in mind as you go forward. A change in response to any of the items may signal some "slippage" in your teamwork environment.
- Ask: Are you pleased with your results? Why? Why not?

Continue to debrief activity and **facilitate** a large group discussion:



**Trainer Note:** *You may want to board participants' responses to the following on a flip chart.*

- **Ask:** Which of the characteristics on the worksheet do you think are most destructive or dangerous to a culture of teamwork? Why? *(In the interest of time, try to focus on the top 3 to 5 most destructive.)*
- What are some strategies to respond to these negative influences?

**Transition:** Our next section is called "Leadership Strategies." In it, we will focus on ways to positively and ethically influence people, which is the very core of leadership.

## Leadership Strategies

**Total Time** 2 hours, 15 minutes

**Overview** This topic focuses on the three ways to positively and ethically influence people mentioned in Covey's *Principle-Centered Leadership*.

- Model by example (what others *see*)
- Build caring relationships (what others *feel*)
- Mentor by instruction (what others *hear*, communication)

The three methods will be explored through discussion and activities. "Building Relationships" will include relationships of particular interest to DFCS County Directors, such as the Board, Foster Parents, community groups and the media.

The topic wraps up with a section on leading through change.

"Leadership Strategies" is a large module, which begins on Day Two and concludes on Day Three.

- Objectives**
- List three principal ways to positively and ethically influence people.
  - Explain "leading by example," and provide examples of specific ways to do so.
  - Identify strategies for building relationships and collaborating with community partners to help children.
  - Identify strategies for prioritizing and communicating information.
  - Identify strategies for leading through change.

- Activities**
- Methods of Influence (0:05)
  - Leading by Example (0:50)
    - Individual activity: Self-assessment, Interpret Your Influence
    - Individual activity - How Do You Do?
  - Building Relationships (1:20)
    - Individual activity: Self-assessment, Rate Your Relationship Building Skills
    - Small group activity - Strategies for Specific Relationships
  - Review and Preview (0:15)
    - Day 2 review activity: Bumper Stickers

- Materials**
- Flip chart paper and markers

## Methods of Influence

*“The basis of leadership is the capacity of the leader to change the mindset, the framework of another person.”*

Warren Bennis

58

**Show** OH 58 (Warren Bennis quote).

**Say:** What Warren Bennis is really talking about in this quote is *influence*. When we looked at all of the definitions of leadership, we noted that influence is a common, underlying theme. For prework, you read “Thirty Methods of Influence,” which is Chapter 11 in *Principle-Centered Leadership*.

**Label** a flip chart page: “Three Ways to Positively and Ethically Influence People.”

**Ask:** What did Covey say are the three basic ways to positively and ethically influence people?

- Record participants' responses (*lead participants to the correct responses, if necessary*). The three basic methods of influence are:
  - Model by example (a.k.a., “leading by example,” what others *see*, who you are and how you act)
  - Build caring relationships (what others *feel*, do you understand and care?)
  - Mentor by instruction (communication, what others *hear*, what you tell me)



*“3 Ways to Positively and Ethically Influence People”*

**Transition:** These are going to serve as the key topics for this section. We'll begin with leading by example.

## Leading by Example

### Leadership by Example



- Who you are and how you act
- A simple, powerful and effective method of influence
- Helps to set the tone and determine the direction of the organization—both good and bad

59

**Show** OH 59 (Leadership by Example).

**Facilitate** large group discussion:

- Ask: What examples can you cite of leading by example? How did your most admired leader from earlier in the workshop (and pre-work) lead by example?

## Specific Areas to Lead by Example

### Specific Areas to Lead by Example

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- Adherence to policy
- Demonstrating professionalism
- Work habits
- Modeling customer service
- Communicating organizational values and expectations (service, loyalty, etc.)
- Professional appearance
- Tackling unpleasant tasks
- Interpersonal communication
- Taking care of your own health
- Balancing personal and professional lives

60

**Show** OH 60 (Specific Areas to Lead by Example).

**Transition:** We're going to be doing a self-assessment for each of the three basic methods of influence. These self-assessments are for your personal use—we won't be discussing your results in class. They are simply tools to help you identify areas you may need to improve. We'll do the first one on leading by example now.

## Activity: Interpret Your Influence

### Activity: Interpret Your Influence

- This is an individual activity.
- Read each of the descriptions of leading by example from Covey's *Principle-Centered Leadership*.
- Rate yourself by placing a check (✓) in the column that most closely describes how often you do this.
- You will have 5 minutes to complete this.

61

**Show** OH 61 (Activity: Interpret Your Influence).



**Refer** participants to the worksheet for this activity on Page 32 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Trainer's Note:** *No formal debrief of this self-assessment is necessary.*

**Transition:** The self-assessment you just completed gives you a good picture of principle-centered leading by example. Now let's do another activity to get to a more detailed and specific level of information.

## Activity: "How Do You Do?"

### Activity: "How Do You Do?"

- This is an individual activity.
- Develop a list of specific actions you *currently* take to lead by example.
  - How do you communicate what is important? Write down as many as you can think of.
  - Next, determine at least three new ways in which you will strive to lead by example.
- You will have 15 minutes to complete this activity.

62

**Show** OH 62 (Activity: "How Do You Do?").



**Refer** participants to the activity worksheet on Page 33 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



- Ask participants to share a few examples of ways in which they currently lead by example.
- Ask: How effective do you think your example has been?
- Ask participants to share a few examples of ways in which they will strive to lead by example in the future.

**Transition:**

- Refer participants back to the flip chart you created: "Three Ways to Positively and Ethically Influence People."
- Say: We've concluded "leading by example." Next, let's talk about "building relationships."

## Building Relationships

### Building Relationships from a Principle-Centered Core

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- Relationships are guided by:
  - Ethics
  - Integrity
  - Honesty
  - Trust



63

**Show** OH 63 (Building Relationships from a Principle-Centered Core).

**Say:** Just as it is vital for a leader to develop a trusting, productive relationship with his or her staff, it is also vital for a leader to spend time building relationships within the community.

**Transition:** Let's do another self-assessment, similar to the one we did on leading by example, in which you rate your relationship building skills using behaviors Covey identifies in his book.

## Activity: Rate Your Relationship Building Skills

### Activity: Rate Your Relationship Building Skills

- This is an individual activity.
- Read each of the descriptions of relationship building skills from Covey's *Principle-Centered Leadership*.
- Rate yourself by placing a check (✓) in the column that most closely describes how often you do this.
- You will have 5 minutes to complete this.

64

**Show** OH 64 (Activity: Rate Your Relationship Building Skills).



**Refer** participants to the worksheet for this activity on Page 34 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Trainer's Note:** *No formal debrief of this self-assessment is necessary.*

**Transition:** Leaders have relationships with many different people. For the next few minutes, though, let's focus on the professional relationships that are specific to your role as County Director.

## Principle-Centered Professional Relationships

Principle-Centered Professional Relationships

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- Valid requests from all sources should be treated with respect and responded to quickly:
  - The Board
  - Foster Parents
  - Community Groups
  - The Media

65

**Show** OH 65 (Principle-Centered Professional Relationships).

**Transition** to activity: Covey provided some high-level strategies for building relationships. Once again, let's do an activity to get to a more detailed level of information, specific to your role as a County Director.

## Activity: Strategies for Specific Relationships

### Activity: Strategies for Specific Relationships

- We will do this activity in four small groups.
- Each group will be assigned one of the groups indicated: community groups, foster parents, the media or the Board.
- Brainstorm specific strategies for building relationships with your assigned group.
  - Your strategies might include what you should and should not do, how accessible you should be, who you should contact, what you should do early-on to establish rapport and create a good foundation, what you should do ongoing, etc.
- Elect one member of your group to be the recorder (on flip chart paper) and one to be the speaker, who will present your strategies to the large group.
- You can use the space in your Participant Guide, page 35, to take notes on strategies the other groups present.
- You will have 15 minutes to create your strategies.

66

**Show** OH 66 (Activity: Strategies for Specific Relationships).



**Refer** participants to the worksheet for this activity on Page 35 of the Participant Guide.

**Distribute** flip chart paper and markers to each of the four small groups.



**Facilitate** activity according to instructions on the slide.

**Debrief:**

- Ask the speaker for each group to stand and present the group's strategies.

**Trainer's Note:** *During each presentation, check what is presented against the proposed strategies on the next page of this Trainer's Guide. When each presenter is finished, thank the group for their good ideas. If any of the strategies on the next page have not been mentioned, introduce them as "additional strategies to consider."*

- Strategies for Working with the Board
- Do your homework:
    - Learn who the members are/their backgrounds.
    - Know how the previous Director worked with them.
    - Discuss the level of detail they have been receiving, and ask what they'd like to see in the future.
  - Get to know Board members as people.
  - Let them get to know you.
  - Don't make changes too quickly.
  - Explain programs and limitations, strengths and issues.
  - Don't inundate with too much information.
  - Explain information you give them.
  - Explain how the needs of the office translate to the community.
- Strategies for Working with Foster Parents
- Make sure you understand the Foster Care system and appreciate what foster parents do for us.
  - Treat them like Very Important People, because they *are*.
  - Be accessible and responsive.
  - Respond to their needs, listen to their complaints and clarify misunderstandings.
  - Meet with them at least twice a year.
  - Call them occasionally (once a week, pick one or two and telephone to see how it's going).
  - Attend county/region annual Foster Parent Association Meeting.
- Strategies for Working with Community Groups
- Be proactive.
  - Extend your hand, go out and introduce yourself to community partners who can help you help children.
    - Police chief, sheriff, editor or local newspaper, local politicians, food and clothing banks, hospital CEO/CFO, Family Connection coordinator for your County, faith organizations
  - Collaborate with community groups to gain resources and assistance.
  - Be accessible and responsive to their requests for speakers or suggestions for projects.
- Strategies for Working with the Media
- Follow DHR Office of Communication guidelines (review guidelines).
  - Accuracy – “never talk off the top of your head”
  - Don't say “no comment” (negative connotation)
  - Contact the media with good news (what you are doing to support families every day).
  - Assist them with feature stories.
    - If something bad does happen, the community will also remember reading about the good that has been accomplished.

**Transition:** We have just focused on building *professional* relationships, but healthy personal relationships are also critical to principle-centered leadership. Before we leave this subject, let's take a few minutes to talk about our personal relationships.

**Say:** Our work is building healthy families, but all too often it is tempting to shortchange our own families.

## Principle-Centered Personal Relationships

Principle-Centered Personal Relationships

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- Don't forget about the importance of family and friends.
  - Make it a priority to take care of the people and things near and dear to you.
- Read Chapter 12 in *Principle-Centered Leadership*, "Eight Ways to Enrich Marriage and Family."

67

**Show** OH 67 (Principle-Centered Personal Relationships).

**Lead** a brief discussion:

- Ask: Have you found this to be challenging for you?
- Ask: What strategies do you have to avoid bringing work home with you?

**Transition:** This concludes our topics for Day Two of the workshop. Let's review what we've covered and find out what we'll be covering tomorrow.

## Review of Day 2: “Bumper Stickers”

**FOLLOW ME**  
 Georgia Jun05

### Review of Day 2: “Bumper Stickers”

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- Following are the key topics we have covered today.
  - Taking Over (Transitioning Into Leadership)
  - Decision Making
  - Delegation
  - Teamwork
  - Methods of Influence
  - Leading by Example
  - Building Relationships
- On the paper provided, create a “bumper sticker” that advertises something about today’s content, such as:
  - One thing you have learned
  - A key thought you will keep in mind to guide you in the future
  - An action step you will take
  - A question to think about
- Each person will share his / her “bumper sticker” and tape it to the classroom wall.

68



**Show** OH 68 (Activity: Day Two Key Topics).

**Distribute** blank paper and colored markers to each participant.

**Facilitate** activity according to instructions on the slide.

**Transition:** Before we do a preview of tomorrow’s topics, let’s return to the Personal Development Plans you have worked on today.



*Personal  
Development  
Plan*

Refer participants to the Personal Development Plan forms beginning on Page 41 of their Participant Guides.

Ask participants to take a few moments to reflect on the information we have covered today and make any notations they would like to on their Personal Development Plan forms.

## Day Three Preview

Preview - Day Three

- Leadership Strategies, *continued*
  - Communicating/Teaching
- Leading Through Change
- Finalizing Your Personal Development Plan

69

**Show** OH 69 (Preview - Day Three).

**Point** out that tomorrow's activities will take approximately a half-day.

**Ask:** What questions or comments do you have regarding what has been covered so far?

**Wish** everyone a good evening!

## Leadership Strategies, *continued from Day 2*

**Total Time** 2 hours, 5 minutes

**Overview** This material is a continuation of the strategies that began on Day Two.

- Activities**
- Welcome back (0:05)
  - Communication/Instruction (1:00)
    - Individual activity - Rate Your Communication/Teaching Skills
    - Individual activity - I Wish I'd Said That!
    - Small group activity - You Inspire Me
  - Leading Through Change (1:00)
    - Individual activity – Making the Most of Change
    - Individual activity – Headline News

**Materials** ➤ Flip chart and markers

## Welcome Back – Day Three

### Welcome Back – Day Three

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- Leadership Strategies, *continued*
- Communicating/ Teaching
- Leading Through Change
- Your Personal Leadership Action Plan



70

**Show** OH 70 (Welcome Back – Day Three).

**Facilitate** a quick, upbeat icebreaker activity to get things going.

- Ask participants to turn to a partner and complete the following sentence: “After completing this workshop, I hope that you \_\_\_\_\_.”

**Remind** participants of the agenda for Day Three.

**Refer** participants back to the flip chart you created in Day Two: “Three Ways to Positively and Ethically Influence People.”

**Say:** Yesterday, we discussed “leading by example” and “building relationships.” Let’s talk about “mentoring by instruction,” which can be more simply referred to as *communication*.

## Communicating Instruction

### Activity: Rate Your Communication/Teaching Skills

- This is an individual activity.
- Read each of the descriptions skills from Covey's *Principle-Centered Leadership*.
- Rate yourself by placing a check (✓) in the column that most closely describes how often you do this.
- You will have 5 minutes to complete this.

71

**Show** OH 71 (Activity: Rate Your Communication/Teaching Skills).



**Say:** We're going to begin with a self-assessment. This one is similar to the ones you did yesterday, except this time you are rating yourself on communication / teaching skills.



**Refer** participants to the worksheet for this activity on Page 36 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.

**Trainer's Note:** *No formal debrief of this self-assessment is necessary.*

**Transition:** The self-assessment you just completed gives you a good picture of principle-centered communication and instruction. Once again, though, the actions are at a higher level. Let's look at some detailed "pointers" on communication.

## Talking Points

### Talking Points

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- **Prioritize your communication:**
  - What are the distinct “headlines?”
- **Ask yourself:**
  - What is the appropriate method for this communication?
  - What is the appropriate time for this message?

72

**Show** OH 72 (Talking Points).

**Add** the following points:

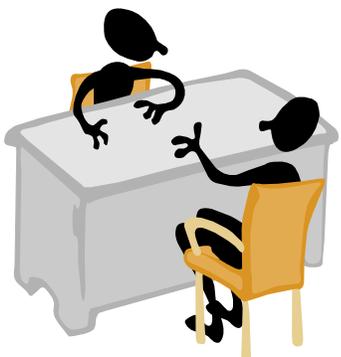
- Determine your “headlines.” Your communication should be goal-directed. Know your point.
- Communication options include: Memo, face-to-face, telephone, handwritten note, e-mail.

## Speak Easy

### Speak Easy

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- Speak directly
- Speak with optimism
- Speak descriptively
- Speak with conviction
- Speak with data and conclusions to back yourself up



73

**Show** OH 73 (Speak Easy).

**Support** bullet points with the following information:

- Speak directly: "I need your input by tomorrow;" instead of "Do you think you could give me your input by tomorrow?"
- Speak with optimism: *Tie this to the principle of assuming the best about people and situations that has been presented in this workshop.* Talk about what *can* be done, instead of what can't be done.
- Speak descriptively: Use powerful words that paint a picture of what you want to convey.
- Speak with data and conclusions to back yourself up: For example: "Research has shown that implementing this new policy will reduce our potential error significantly and increase safety to children."

## Don't Forget!

### Don't Forget!

- To monitor your own non-verbals:
  - Eye contact (maintain it)
  - Posture (no slouching)
  - Actions (tics, twiddling, scratching, yawning, etc.!)
- To avoid “junk” words (like, you know, um, uh, you know what I'm saying?)
- To be as prepared to listen as you are to speak.

74

**Show** OH 74 (Don't Forget!).

**Emphasize:** What you don't say *can* hurt you. There are several non-verbal behaviors that can seriously detract from your leadership image.

**Say:** There is another interesting communication/teaching tip that can add impact, inspiration and understanding to your words and make them more memorable.

## The Power of (the Right) Words

The Power of (the right) Words

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- “The time is always right to do what is right.” *Martin Luther King*
- “You can’t build a reputation on what you are going to do.” *Henry Ford*
- “Never let the fear of striking out get in your way.” *Babe Ruth*

75

**Show** OH 75 (The Power of (the right) Words).

**Say:** Using powerful quotes or success stories can really reinforce the viewpoint that you are presenting. Speechwriters use this tactic all the time to add interest or to drive home a point. Compare these two statements:

- “Keep trying.”
- “Don’t give up. Even Michael Jordan didn’t make his high-school basketball team on the first try.”

## Activity: I Wish I'd Said That!

### Activity: I Wish I'd Said That!

- This is an individual activity.
- Identify your favorite motivational quote or success story.
  - Describe why it inspires you and why you think it can inspire others.
- Be prepared to share your answers with the large group.
- You will have 5 minutes to complete your responses.

76

**Show** OH 76 (Activity: I Wish I'd Said That!).



**Refer** participants to the worksheet for this activity on Page 37 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Debrief** activity:

- Ask participants to share their responses.

**Transition:** Let's put all this together in an activity.

## Activity: You Inspire Me

### Activity: You Inspire Me

- This is a small group activity.
- You need to communicate some news, some of which is less-than-great, to your staff in a team meeting.
  - Read the information on the worksheet in your Participant Guide, page 38.
  - Develop a short presentation that will communicate all of the information and encourage employees to go forward with a positive attitude.
- Identify one person in your group to share your presentation with the large group.
- You will have 10 minutes to complete your work.

77

**Show** OH 77 (Activity: You Inspire Me).



**Facilitate** activity according to instructions on the slide.

**Refer** participants to the worksheet for this activity on Page 38 of the Participant Guide.



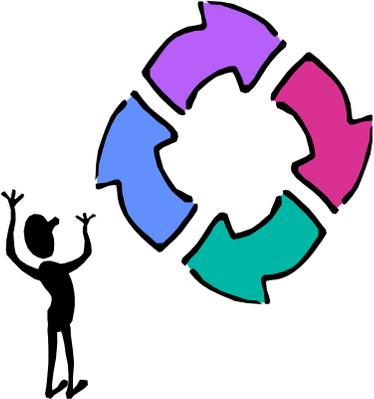
**Debrief** activity:

- Ask participants to share their responses.
- Encourage applause for each group's presentation.

**Transition:** Before we leave the topic of leadership strategies, there is one more important subject we need to talk about. This subject requires the use of all of the strategies we have discussed in this section combined—leading by example, building relationships and communicating/instructing. The subject is “leading through change.”

## Positive Aspects of Change

### Positive Aspects of Change



- Stress produces energy in people
- Effective leaders can channel the energy toward productive actions

78

**Show** OH 78 (Positive Aspects of Change).

**Say:** If **there** is anything you can count on, it's change.

- Ask: What kinds of changes have you experienced at DFCS?
- Flip chart responses. Potential responses include:
  - State government (politics and priorities change with each administration)
  - DFCS leadership
  - Budget
  - Policy
  - Staff

**Expand** on slide information: Negativity, complaining, infighting and resistance to productive action are not uncommon responses. This same energy can be redirected into positive activities.

- Teamwork is key: Enlist staff to take the initiative and accept responsibility for overcoming challenges.

## What Leaders Communicate About Change

### What Leaders Communicate About Change

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- A mission/vision worth achieving
- A sense of urgency that we need to respond appropriately to the change
- Goals that challenge people's abilities
- A "we're all in this together" spirit of teamwork
- Confidence and a realistic expectation that staff will succeed

79

**Show** OH 79 (What Leaders Communicate About Change).

**Transition:** Let's do an activity to identify changes that may be affecting you and your staff now and begin to develop strategies to address them.

## Activity: Making the Most of Change

### Activity: Making the Most of Change

- This is an individual activity.
- Respond to the questions on the worksheet in the Participant Guide, page 39.
- Be prepared to share your responses with the large group.
- You will have 10-15 minutes to complete the worksheet.

80



**Show** OH 80 (Activity: Making the Most of Change).

**Refer** participants to the worksheet for this activity on Page 39 of the Participant Guide.



**Facilitate** activity according to instructions on the slide.

**Debrief** activity:

- Focusing on one question at a time, review participants' answers.
- Facilitate large group discussion of the issues and ideas.



**Transition** to activity: Now let's take it a step further and apply the communication/instruction techniques we learned in the last topic.

## Activity: **Headline News**

### Activity: **Headline News**

- This is an individual activity.
- Respond to the questions on the worksheet in your Participant Guide, page 40, regarding the changes you identified in the previous activity.
- Be prepared to share your responses with the large group.
- You will have 10-15 minutes to complete the activity.

81

**Show** OH 81 (Activity: **Headline News**).



**Refer** participants to the worksheet for this activity on Page 40 of the Participant Guide.

**Facilitate** activity according to instructions on the slide.



**Debrief** activity:

- Focusing on the “headlines,” ask participants to share their responses.
- Facilitate large group discussion of the issues and ideas.

**Transition:** We’ve covered a lot of leadership territory in the past two days. It is time to put it all together and summarize what we’ve learned and what we will do when we return to the job.

## Workshop Summary and Wrap

**Total Time**      1 hour, 15 minutes

**Overview**        In this section, we wrap up Workshop 1 by finalizing Personal Development Plans, summarizing key points and distributing course evaluations.

**Activities**        ➤ Finalizing Your Personal Development Plan (0:45)  
                          ➤ Workshop 1 Evaluation and Conclusion (0:30)

**Materials**        ➤ Overheads or PP file  
                          ➤ Course evaluations (one per participant)

## Activity: Finalize Your Personal Development Plan

### Finalizing Your Personal Development Plan: Leadership

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What will you do to improve your knowledge and performance as a Leader?



82

**Show** OH 82 (Activity: Personal Development Plan).



*Personal Development Plan*

**Ask** participants to return to the Leadership Personal Development Plan (PG, Pages 41-43) they have been working on throughout today's workshop.

**Ask** participants to review and finalize the plan, then partner with another participant and share plans to gain feedback and compare strategies.

**Allow** 15 minutes for participants to finalize their plans and 15 minutes for them to exchange information with a partner.

**Debrief** activity:



- Ask: Overall, what will you do differently as a result of this class?
- Ask: Did any of your Leadership Development Plan strategies relate to strategies you identified in the other New County Director Curriculum workshops (program management, workload management, budget and fiscal management, personnel management)? How? (*Facilitate discussion around the point that leadership impacts all of the other areas covered in the New County Director Curriculum.*)
- Remind participants to share the plan with their mentors and Field Directors when they return to their offices.

## Wrap-Up and Conclusion – Lessons Learned and Course Evaluation

### Wrap Up



- If you haven't completed it already, please finish reading *Principle-Centered Leadership*.
- Check out the additional resources on leadership on the last page of the Participant Guide.
  - Leaders keep developing themselves!
- Congratulations, and thank you for all of your hard work!

83

**Show** OH 83 (Review and Wrap Up).

**Wrap up** this workshop using the slide contents to guide you.

**Thank** participants for their participation and hard work.

**Hand out** the course evaluation.

**Stress** the importance of participant feedback in our efforts to improve this workshop for future participants.

**Collect** evaluations and **conclude** workshop.



*Course  
Evaluations*