

The Future of Nonprofit
Leadership: Building a
Winning Team

June 12, 2014

Dr. Heather Carpenter

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AGENDA

- ❖ 9:00AM Forces of Nonprofit Leadership
- ❖ 10:00AM Intergenerational Leadership
- ❖ 11:00AM Intercultural Leadership
- ❖ 12:00PM Lunch Break
- ❖ 1:00PM Leadership in Teams
- ❖ 2:00PM Transformational Leadership & Talent Development Platform
- ❖ 3:30PM Reflection Exercise



INTRODUCE YOURSELF



- ❖ Brainstorm and list groups that we may belong to, whether we belong by choice or not. Some examples include: oldest child, son, Jewish, Spanish speaker, Hmong, football player, etc.
- ❖ Write four groups that they feel are most significant to you on the card, one in each corner.
- ❖ Find someone who has none of the same groups as you. Get to know each other and find at least three things you have in common. Write those things in the center of your cards.
- ❖ At the end of the time allotted, introduce each other to the large group and what you have in common.



CREATING A SAFE SPACE

- ❖ Demonstrate respect for others at all times
- ❖ Include everyone in the circle
- ❖ Ask questions early and often
- ❖ Embrace a spirit of sharing
- ❖ Share first, debate later
- ❖ Help us to realize the full potential of this gathering

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Leadership

is a process whereby an individual influences a group of individuals to achieve a common goal.

COMPONENTS CENTRAL TO THE
PHENOMENON OF LEADERSHIP

Leadership

Leaders

- ❖ Is a process
- ❖ Involves influence
- ❖ Occurs within a group context
- ❖ Attends to common goals
- ❖ And followers are involved together
- ❖ And followers need each other
- ❖ Often initiate and maintain the relationship
- ❖ Are not above or better than followers



MODULE 1: FORCES OF NONPROFIT LEADERSHIP

- ❖ New Forms of Capital
- ❖ Global Reach
- ❖ Advances in Technology
- ❖ Diversity and Intercultural Competency
- ❖ Increased Civic Engagement
- ❖ Collaboration with Government




NEW FORMS OF CAPITAL

- ❖ New Types of Donors
- ❖ Evaluation Requirements
- ❖ Program Outcomes & Effectiveness



GLOBAL REACH

- ❖ NGOs
- ❖ Domestic Nonprofits with an International Focus
- ❖ Cross Border Philanthropy



ADVANCES IN TECHNOLOGY

- ❖ Online Fundraising
- ❖ Advocacy Efforts
- ❖ Digital Divide
- ❖ Social Networking Sites




DIVERSITY AND INTERCULTURAL COMPETENCY

- ❖ Diversity in Nonprofits
- ❖ US Population is Aging
- ❖ More Women in the Workforce and Dual-Earning Couples
- ❖ More Single Parent Families
- ❖ More People who Report a Disability



INCREASED CIVIC ENGAGEMENT

- ❖ National Service
- ❖ Volunteerism
- ❖ Experiential Education



COLLABORATION WITH GOVERNMENT

- ❖ Government cutbacks to key nonprofit programs
- ❖ Nonprofits and service delivery
- ❖ Nonprofits advocating for Public Policy
- ❖ Regulation of Nonprofits

FORCES ACTIVITY

- ❖ Please write the 2 most important forces that directly impact your work.
- ❖ Please break into pairs and create 140 characters (E.g., a short phrase or sentence) to describe the forces you listed above. Use the flip chart to record the 140 characters. If you have a twitter account please tweet those forces using the hash tag #futureleadership



MODULE 2: INTERGENERATIONAL LEADERSHIP

- ❖ Four Generations and their Values
- ❖ On the Job Strengths
- ❖ Challenges in the Workplace

TRADITIONALISTS



- ❖ Born 1925 to 1945
- ❖ 49 million people
- ❖ Grew up with many rules and pressure to conform
- ❖ Increased prosperity over their lifetime; however, they remember the Depression
- ❖ “Work First!”
- ❖ Children should be seen and not heard
- ❖ Expected lifetime career with one employer
- ❖ Prefer communication in writing
- ❖ Desire to leave a lasting legacy

COMMON VALUES

❖ Traditionalists

- Hard work
- Dedication and sacrifice
- Respect for rules
- Duty before pleasure
- Honor
- Conformity
- Loyalty
- Frugality



BABY BOOMERS



- ❖ Born 1946 to 1964
- ❖ 79 million
- ❖ Grew up with fewer rules and a more nurturing environment
- ❖ Lived in generally prosperous times, but experienced layoffs
- ❖ Women entered workforce in record numbers
- ❖ “Live to Work!”
- ❖ Spend “quality time” with children
- ❖ Excelling in their career is important
- ❖ Prefer telephone or face-to-face communication
- ❖ Desire challenge and opportunity

COMMON VALUES



❖ Baby Boomers

- Optimism
- Team orientation
- Personal gratification
- Involvement
- Personal growth
- Workaholics
- Competitors

GENERATION X



- ❖ Born 1965 to 1981
- ❖ 49 million
- ❖ Grew up as latchkey or day care children
- ❖ Turbulent economic times – downturn in 80s, upswing in 90s
- ❖ “Work to Live!”
- ❖ Friends with their child, want to spend quantity time
- ❖ Expect their career to keep moving forward or they will leave
- ❖ Prefer electronic communications
- ❖ Change from job security to career security

COMMON VALUES



❖ Generation X

- Diversity
- Techno-literacy
- Fun and informality
- Self-reliance
- Pragmatism – realists
- Results oriented
- Individualism
- Challenge the system

MILLENNIALS



- ❖ Born 1982 to 2000
- ❖ 75 million
- ❖ Attended day care, very involved “helicopter” parents
- ❖ Prosperity has increased over their lifetime
- ❖ “Live, then Work!”
- ❖ Achievement oriented
- ❖ Prefer instant or text messaging
- ❖ Want to build parallel careers – experts in multitasking

COMMON VALUES



❖ Millennials

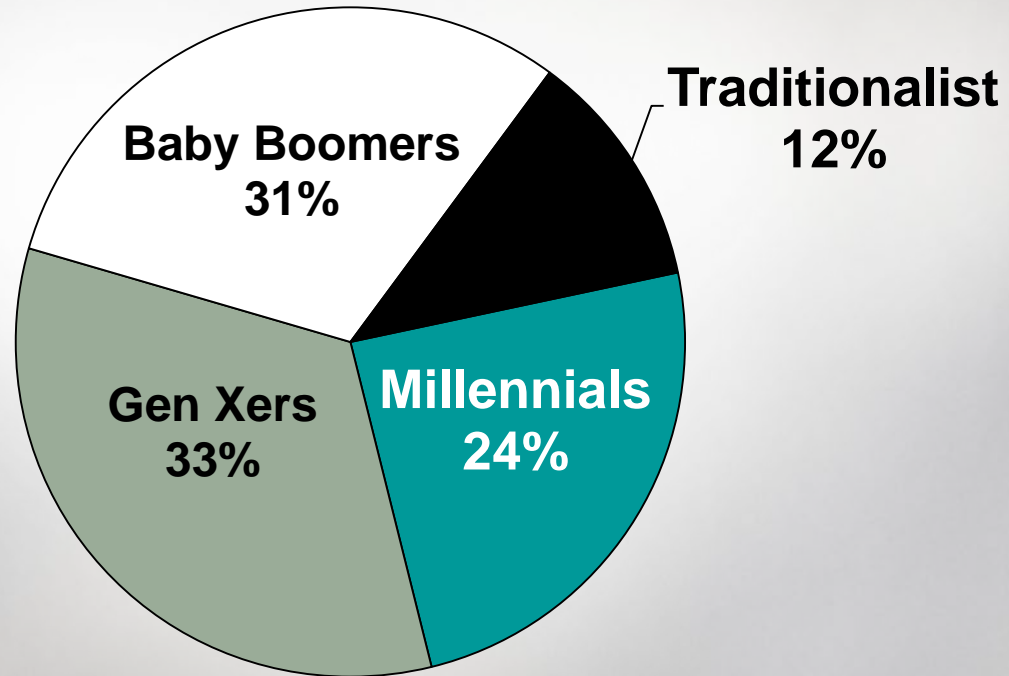
- Optimistic
- Civic duty
- Confident
- Achievement oriented
- Respect for diversity
- Informal
- Tenacious
- Social consciousness



TRUST ACTIVITY

- ❖ Think of a few people you trust (from your work and personal lives). Then complete Step 1 in the *Understanding Trust* handout.
- ❖ When you are done with Step 1, we'll discuss Step 2

GENERATIONS IN THE WORKPLACE



154,975,000 in 2012

ON-THE-JOB STRENGTHS

	Trads	Boomers	Xers	Millennial
Job Strength	Stable	Service Oriented/Team Players	Adaptable and Techno-Literate	Multitaskers and Techno-Savvy
Outlook	Practical	Optimistic	Skeptical	Hopeful
View of Authority	Respectful	Love/Hate	Unimpressed and Unintimidated	Polite
Leadership	By Hierarchy	By Consensus	By Competence	By Pulling Together
Relationships	Personal Sacrifice	Personal Gratification	Reluctant to Commit	Inclusive

ON-THE-JOB STRENGTHS

	Trads	Boomers	Xers	Millennial
Time on the job	Punched the clock	Visibility is key "Face Time"	As long as I get the job done, who cares	It's quitting time – I have a real life to live
Diversity	Ethnically segregated	Integration began	Integrated	No majority race
Feedback	No news is good news	Once a year with documentation	Interrupts and asks how they are doing	Wants feedback at the push of a button
Work/Life Balance	Needs help shifting	Balances everyone else and themselves	Wants balance now	Need flexibility to balance activities



GENERATIONAL CHALLENGES WE FACE IN THE WORKPLACE

- ❖ Poor communication
- ❖ Decreased productivity, quality, & innovation
- ❖ Misunderstood attitudes, relationships & working environments
- ❖ Less engaged volunteers & coworkers
- ❖ Lack of motivation, initiative, and team work

❖ <https://www.youtube.com/watch?v=V2k3Mx07B9I>



ON-THE-JOB CHALLENGES

Traditionalists and Boomers generally do not question or challenge authority.

Xers and Millennials have been taught to speak up.

ON-THE-JOB CHALLENGES



❖ *Xers and Millennials*

- Prefer electronic communication.
- Do not like meetings.
- Many have not developed listening skills.

❖ *Traditionalists and Boomers*

- Prefer face-to-face communication.
- Boomer bosses like to have at least one meeting each week with employees.

POWERFUL PARTNERSHIPS ACTIVITY

- ❖ We all have something to offer to advance the leadership of others, and we all have something we need to enhance our own leadership growth. Here is a simple tool to help us plan our own trajectories for growth and to support the growth of others.
- ❖ Please start this exercise by following the instructions on the *Individual Planning Tool Sheet Side 1*. Look to *Side 2* for Examples of Strengths and Needs.
- ❖ After is done writing 5 strengths and 5 needs, write 2 strengths and 2 needs on post it notes.
- ❖ Then match up some needs and strengths. E.g. someone may have a strength where you have a need.
- ❖ Please try to pair up with someone who you don't know, or is with a different organization or different age group. Please now sit next to your peer-learning partner.
- ❖ One person will now peer “coach” the other for 15 minutes, using the prompts on the *Peer Learning Tool Sheet*. Then switch roles for 15 minutes. Use the *Peer Coaching and Learning Tips You Can Use Sheet* as your guide.



BRIDGING THE GENERATION GAPS - IDEAS



- ❖ Focus on goals to resolve problems without dampening enthusiasm.
- ❖ Make everyone feel included. Keep an open mind. Encourage each generation to mentor the other.
- ❖ Break the bonds of tradition. If there is a better way to do something take the suggestion.
- ❖ Show employees the future. Tell them where the organization is going, how they fit in, and how to prepare.
- ❖ Encourage balance. Employees of all ages place a high value on balancing their work and personal lives.

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MODULE 3 - INTERCULTURAL LEADERSHIP

- ✦ Culture and Leadership Description
- ✦ Culture Defined
- ✦ Dimensions of Culture
- ✦ Gender Differences

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CULTURE & LEADERSHIP DESCRIPTION

Five cross-cultural competencies for Leaders (Adler Bartholomew, 1992)

1. Understand business, political, & cultural environments worldwide
2. Learn the perspectives, tastes, trends, & technologies of many cultures
3. Be able to work simultaneously with people from many cultures
4. Be able to adapt to living & communicating in other cultures
5. Need to learn to relate to people from other cultures from a position of equality rather than superiority

CULTURE DEFINED

- ❖ Culture:
 - learned beliefs, values, rules, norms, symbols, & traditions that are common to a group of people
 - shared qualities of a group that make them unique
 - is the way of life, customs, & scripts of a group of people

- ❖ Terms related to culture –
 - **Multicultural** – approach or system that takes more than one culture into account
 - **Diversity** – existence of different cultures or ethnicities within a group or organization

ETHNOCENTRISM

- The tendency for individuals to place their own group (ethnic, racial, or cultural) at the center of their observations of the world
 - Perception that one's own culture is better or more natural than other cultures
 - Is a universal tendency and each of us is ethnocentric to some degree
- ❖ Ethnocentrism can be a major obstacle to effective leadership
- Prevents people from understanding or respecting other cultures
 - VIDEO <https://www.youtube.com/watch?v=-Giwujxh2No>



CHATTER ACTIVITY

- ❖ For this activity you will experience the challenge of using and interpreting unfamiliar communication patterns. You will identify strategies for successful cross-cultural communication.
- ❖ You have been provided an etiquette sheet that defines a specific role you will take on during a hypothetical cocktail party. When I say go you will move about the room and mingle using the conversational rules described on the etiquette sheet. You should not divulge the contents of your sheet.
- ❖ After 7 minutes we will debrief.

PREJUDICE

- a largely fixed attitude, belief, or emotion held by an individual about another individual or group
 - based on faulty or unsubstantiated data
- Involves inflexible generalizations that are resistant to change or evidence
- Is self-oriented rather than other-oriented
- Leaders face the challenge of dealing with their own prejudices and those of followers
 - Can be toward the leader or leader's culture
 - Can face followers who represent culturally different groups and they may have their own prejudices toward each other
- A skilled leader needs to find ways to negotiate with followers from various cultural backgrounds



MIRROR EXERCISE

❖ Complete and Score the Holding up the Mirror Exercise and then think through the following questions.

- What did this self-assessment bring up for you?
- How might your responses help you in your career? How might they hold you back?
- What steps can you take in the next one to three weeks to create space for further introspection?
- How are your responses similar or different from your colleagues?

NINE CULTURAL DIMENSIONS (HOUSE, 2004)

Uncertainty Avoidance

- extent to which a society, organization, or group relies on established social norms, rituals, and procedures to avoid uncertainty

Power Distance

- degree to which members of a group expect and agree that power should be shared unequally

Institutional Collectivism:

- degree to which an organization or society encourages institutional or societal collective action

In-Group Collectivism:

- degree to which people express pride, loyalty, and cohesiveness in their organizations or families

Gender Egalitarianism:

- degree to which an organization or society minimizes gender role differences and promotes gender equality

Assertiveness:

- degree to which people in a culture are determined, assertive, confrontational, and aggressive in their social relationships

Future Orientation:

- extent to which people engage in future-oriented behaviors such as planning, investing in the future, and delaying gratification

Performance Orientation:

- extent to which an organization or society encourages and rewards group members for improved performance and excellence

Humane Orientation:

- degree to which a culture encourages and rewards people for being fair, altruistic, generous, caring, and kind to others

LEADERSHIP BEHAVIOR & CULTURE CLUSTERS

❖ GLOBE research identified six global leadership behaviors

- ***Charismatic/value-based leadership*** reflects the ability to inspire, to motivate, and to expect high performance from others based on strongly held core values.
- ***Team-oriented leadership*** emphasizes team building and a common purpose among team members.
- ***Participative leadership*** reflects the degree to which leaders involve others in making and implementing decisions.

LEADERSHIP BEHAVIOR & CULTURE CLUSTERS

❖ Six global leadership behaviors, cont.

- ***Humane-oriented leadership*** emphasizes being supportive, considerate, compassionate, and generous.
- ***Autonomous leadership*** refers to independent and individualistic leadership, which includes being autonomous and unique.
- ***Self-protective leadership*** reflects behaviors that ensure the safety and security of the leader and the group.

GENDER AND LEADERSHIP STYLES

- Women were not found to lead in a more interpersonally oriented & less task-oriented manner than men in organizations (**Eagly & Johnson, 1990**)
- Only gender difference - women use a more *participative* or *democratic* style than men
- Additional meta-analysis (van Egen, 2001) examining research between 1987-2000 found similar results
- Women were *devalued* when they worked in male-dominated environments and when the evaluators were men (**Eagly, Makhijani, & Klonsky, 1992**)
- Females evaluated *unfavorably* when they used a directive or autocratic style (stereotypically male)
- Female and male leaders evaluated *favorably* when they used a democratic leadership style (stereotypically feminine)
- Women are adapting by using the style that produces most favorable evaluations

GENDER AND LEADERSHIP EFFECTIVENESS

- Women were less effective than men in military positions
- Women were somewhat more effective than men in education, government, and social service organizations
- Women were substantially more effective than men in middle management positions
- Women were less effective when they were supervised or rated by a high number of males
- Video <https://www.youtube.com/watch?v=z7ihNLEDiuM>
- <https://www.youtube.com/watch?v=381belOZreA>



LUNCH

MODULE 4 - TEAM LEADERSHIP

Team research (Ilgen, Hollenbeck Johnson & Jundt, 2005)

❖ *Focus on team variables*

- Role of affective, behavioral, & cognitive processes in team success
- Team performance & viability
- Role of mediating processes such as:
 - Trusting, bonding, planning, adapting, structuring, & learning

❖ *Function of Leadership in Teams*

- Focus on leader-team interactions
- Focus on process by which teams develop critical capabilities
- Role of leadership to ensure team success
- Distributed leadership = team leadership capacity

TEAM LEADERSHIP MODEL

❖ Model provides leader or designated team member with a *mental road map* to help

- Diagnose team problems, and
- Take appropriate action to correct team problems

❖ Effective team performance begins with leader's *mental model* of the situation

❖ Mental model reflects

- Components of the problem
- Environmental & organizational contingencies

Figure 12.1 Hill's Model for Team Leadership



LEADERSHIP DECISION 1

SHOULD I MONITOR THE TEAM OR TAKE ACTION?

❖ Leaders can:

- Diagnose, analyze, or forecast problems (monitoring) or take immediate action to solve a problem
- Focus on problems within the group (internal) or which problems need intervention
- Make choices about which solutions are the most appropriate

❖ **Effective leaders** have the ability to determine what interventions are needed, if any, to solve team problems

❖ **All members** of the team can engage in monitoring

❖ **Leaders** differ in timing of taking action

LEADERSHIP DECISION 2

SHOULD I INTERVENE TO MEET TASK OR RELATIONAL NEEDS?

Task

- Getting job done
- Making decisions
- Solving problems
- Adapting to change
- Making plans
- Achieving goals

Maintenance Functions

- Developing positive climate
- Solving interpersonal problems
- Satisfying members' needs
- Developing cohesion

Even more challenging in virtual teams



LEADERSHIP DECISION 3 SHOULD I INTERVENE INTERNALLY OR EXTERNALLY?

❖ Leader must:

- Determine what level of team process needs leadership attention:
- **Internal task or relational team dynamics, if:**
 - Conflict between group members
 - Team goals unclear
- **External environmental dynamics, if:**
 - Organization not providing proper support to team

INTERNAL RELATIONAL LEADERSHIP ACTIONS


❖ Set of actions leader needs to implement to improve team relationships:

- Coaching team members in interpersonal skills
- Collaborating (including, involving)
- Managing conflict and power issues (avoiding confrontation, questioning ideas)
- Building commitment and esprit de corps (being optimistic, innovating, envisioning, socializing, rewarding, recognizing)
- Satisfying individual member needs (trusting, supporting, advocating)
- Modeling ethical and principled practices (fair, consistent, normative)

EXTERNAL ENVIRONMENTAL LEADERSHIP ACTIONS

❖ **Set of skills or behaviors leader needs to implement to improve environmental interface with team:**

- Networking and forming alliances in environment (gather information, increase influence)
- Advocating and representing team to environment
- Negotiating upward to secure necessary resources, support, and recognition for team
- Buffering team members from environmental distractions
- Assessing environmental indicators of team's effectiveness (surveys, evaluations, performance indicators)
- Sharing relevant environmental information with team



MODULE 5 – TRANSFORMATIONAL LEADERSHIP & THE TALENT DEVELOPMENT PLATFORM

- ❖ Types of Leadership
- ❖ Transformational Leadership Factors
- ❖ Talent Development Platform
- ❖ Emotional Intelligence

TYPES OF LEADERSHIP DEFINED BURNS (1978)

Focuses on the exchanges that occur between leaders and their followers

TRANSACTIONAL

Process of engaging with others to create a connection that increases motivation and morality in both the leader and the follower

TRANSFORMATIONAL

Focuses on the leader's own interests rather than the interests of his or her followers


PSEUDOTRANSFORMATIONAL

TRANSFORMATIONAL LEADERSHIP & CHARISMA

❖ *Charisma* - A special personality characteristic that gives a person superhuman or exceptional powers and is reserved for a few, is of divine origin, and results in the person being treated as a leader (Weber, 1947)

❖ *Charismatic Leadership Theory (House, 1976)*

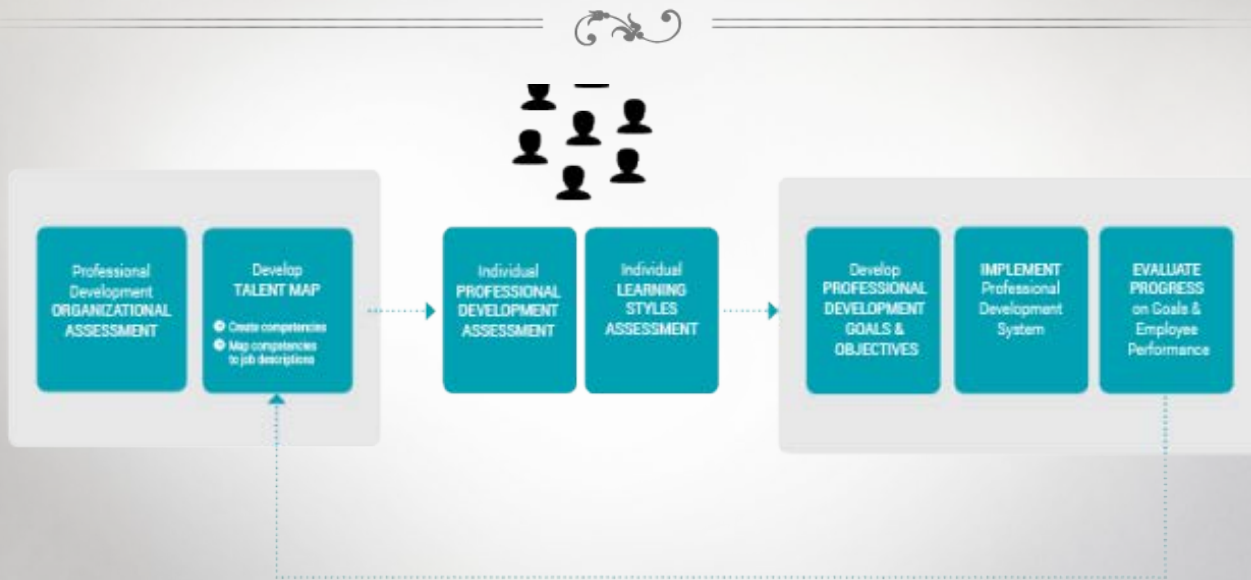
- Charismatic leaders act in unique ways that have specific charismatic effects on their followers



TRANSFORMATIONAL LEADERSHIP FACTORS THE 4 “I”S

- ❖ Idealized Influence
- ❖ Inspirational Motivation
- ❖ Intellectual Stimulation
- ❖ Individualized Consideration

Talent Development Platform Overview



THE RESEARCH

Professional Development is really only successful if the intrinsic motivations of staff are tapped.

- Pursuing goals with personal meaning
- An environment that peaks curiosity
- Control over themselves and what they pursue
- Satisfaction over helping others
- Comparing their own performance favorably to others
- Recognition of accomplishments

Intrinsic motivation (internal motivation) ends with positive reciprocation for doing better work.



THE RESEARCH

“Informal learning is often haphazard and triggered by external events. But you can support and enhance informal learning significantly. Leaders can engage in more critical reflection to surface tacit knowledge.”

Center for Creative Leadership

THE RESEARCH

70-20-10 - The Center for Creative Leadership

“leaders learn within three clusters of experience: challenging assignments (70%), developmental relationships (20%), and coursework and training (10%)”

- Learning should be part of your day-to-day.
- Seventy percent of learning happens on the job and 20 percent happens in coaching and mentor relationships, often in the workplace.



TALENT MAPPING

Components of a job description:

- Information about the job
 - Title
 - Department
 - Exempt/Non-exempt (FLSA, n.d.)
 - Salary Range
- Information about the organization
- Supervision given/Supervision Received
- Position Information
- Responsibilities mapped to nonprofit competencies
- Qualifications
- Education Requirements
- Work Environment



TALENT MAPPING

Mapping Job Description to Nonprofit Competencies

- Proficiency Levels:
 - Fundamental Awareness,
 - Novice,
 - Intermediate,
 - Advanced, and
 - Expert.

INDIVIDUAL PROFESSIONAL DEVELOPMENT

The background of the slide is a light gray color. On the right side, there is a close-up, angled view of a red pencil with a gold-colored eraser and a sharpened lead tip. On the left side, there is a black and white grid pattern that appears to be part of a larger graphic or document.

- Assess your competencies and proficiency levels within your job
- Where you want to be in a year
- Tips for administering the assessment



INDIVIDUAL PROFESSIONAL DEVELOPMENT ASSESSMENT

- ❖ This is a continuation of the powerful partnerships activity and provides a deeper dive for understanding your own professional development needs.
- ❖ Complete the *Professional Development Assessment Survey* to assess your professional development needs based on your job or role as an employee, volunteer or board member.
- ❖ Discuss with the group: Name 1-2 competencies you rated as advanced and/or expert and 1-2 competencies you rated as fundamental awareness or novice. Did you learn something new about yourself? Was it hard or easy to identify yourself as an expert in a certain area? From what you've learned so far today, why do you think this is? Do any of the competencies relate to the forces that affect your work? Why or why not?

LEARNING STYLES ASSESSMENT

- Gauges employee/volunteer learning style preferences.
- Learning style possibilities are avoidant, participative, competitive, collaborative, dependent, and independent.
- Implement professional development possibilities that will be most beneficial to employee/volunteer learning.



LEARNING STYLES ASSESSMENT

❖ This exercise will help you identify your preferred learning style. Complete the *Learning Styles Assessment Survey*. After you complete the survey, complete the *Learning Styles Scoring Sheet*.

❖ After you complete the scoring sheet please discuss: Were you surprised by your primary learning style identified in the *Learning Styles Scoring Sheet*? How well do the identified learning styles match up with the learning activities that you prefer? What types of learning would you like to pursue to address your proficiency and competency improvement needs?

Avoidant

Does not like learning opportunities.

- **Mentoring:** An individual with higher proficiency levels support an individual with a lower proficiency level in their learning.
- **Coaching:** External, professional coaches work directly with an individual to increase proficiency levels.
- **Online Videos/Tutorials:** Short video-based lessons that individuals can watch on their own time.
- **Self-Learning:** Individuals structure their own learning based on their goals.

Participant

Likes to be active in the learning experience.

- **Conferences:** Attending off-site, targeted trainings based on proficiencies needed.
- **Week long trainings:** On-site or off-site these long workshops provide participants with an immersive experience that takes them out of their daily work flow.
- **Service-learning:** Learning through experiences of giving to others and reflecting on that experience.
- **Increased community involvement:** Allowing time for an individual to participate in volunteer experiences in their community or area of passion.

Independent

Likes to learn on his or her own.

- **Self-Learning:** Individuals structure their own learning based on their goals.
- **Computer directed:** Structured curriculum individuals can participate in on their own time. This type of learning involves software guiding participants through each step.
- **Coaching:** External, professional coaches work directly with an individual to increase proficiency levels.
- **Special Assignment:** On-the-job assignments that give individuals a role outside of their current position.
- **Study Manual:** A book or guided curriculum individuals can do off-line.

Dependent

Needs assistance and guidance in learning.

- **Webinars:** Short online video sessions, often live and done with large groups.
- **Workshops:** Short, in-person trainings done on specific topics.
- **Retreats:** Long, extended periods of time that allow individuals to step outside of their regular environment and reflect on their work and growth.
- **Increased Supervision:** An individual's regular supervisor schedules extra time with them to check in on tasks and discuss challenges and improvement areas.
- **Job Shadowing:** An individual with a lower proficiency level works closely with and learns from someone with a higher proficiency level during their regular work day.

Competitive

Likes to compete when learning.

- **On-site Trainings:** Bringing in external trainers or high proficiency individuals internally to provide a session on a specific topic.
- **Webinars:** Short online video sessions, often live and done with large groups.
- **Computer Testing:** Software that guides individuals through sessions that test their skills and proficiency levels.

Collaborative

Likes to co-create knowledge.

- **On-site Trainings:** Bringing in external trainers or high proficiency individuals internally to provide a session on a specific topic.
- **Group Learning:** Individuals with common needs and learning styles connect to learn a topic together, often through peer-coaching and sharing reading materials.
- **Role playing or modeling:** A type of learning that puts the learner in the role of testing out new skills through practice in a controlled environment.

EMOTIONAL INTELLIGENCE

	<i>Self</i>	<i>Other</i>
<i>Awareness</i>	<p>Self-Awareness</p> <ul style="list-style-type: none">➤ Emotional Self Awareness➤ Accurate Self Assessment➤ Personal Power	<p>Other Awareness</p> <ul style="list-style-type: none">➤ Empathy➤ Situational/Organizational Awareness➤ Service Ethic
<i>Management</i>	<p>Self Management</p> <ul style="list-style-type: none">➤ Behavioral Self Control➤ Integrity➤ Innovation & Creativity➤ Initiative & Bias for Action➤ Achievement Drive➤ Realistic Optimism➤ Resilience➤ Stress Management➤ Personal Agility➤ Intentionality	<p>Relationship Management</p> <ul style="list-style-type: none">➤ Communication➤ Interpersonal Effectiveness➤ Powerful Influencing Skills➤ Conflict Management➤ Inspirational Leadership➤ Catalyzing Change➤ Building Bonds➤ Teamwork & Collaboration➤ Coaching & Mentoring Others➤ Building Trust

[Show the previous page](#)

TRANSFORMATIONAL LEADERSHIP ACTIVITY

- ❖ Read the case
- ❖ Where is the manager exhibiting transformational leadership?
- ❖ Where is he lacking in emotional intelligence?





DISCUSSION

- ❖ Discuss Leadership labyrinth
- ❖ From what you have learned so far, how can we address differences in the workplace?

Figure 14.2 Understanding the Leadership Labyrinth

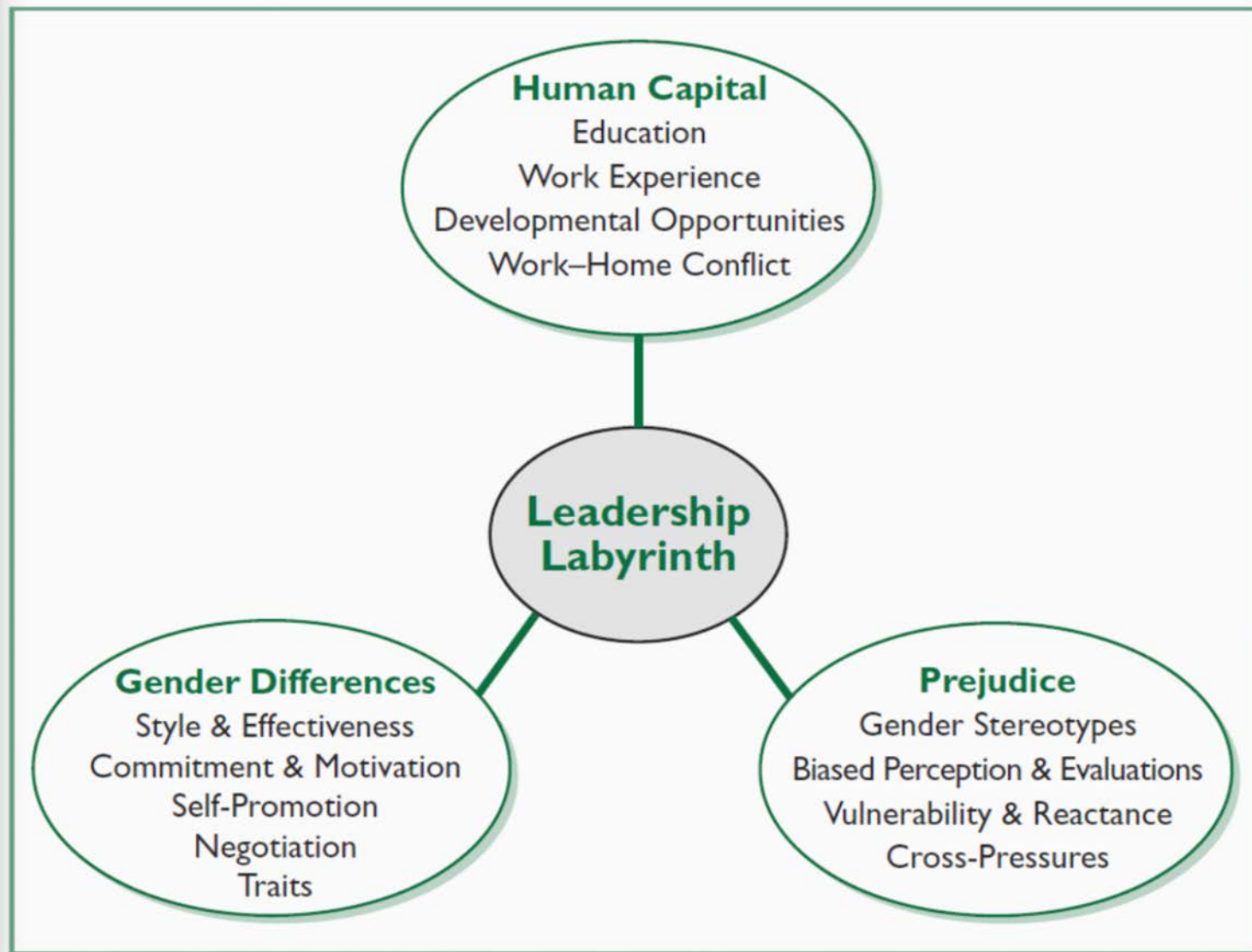
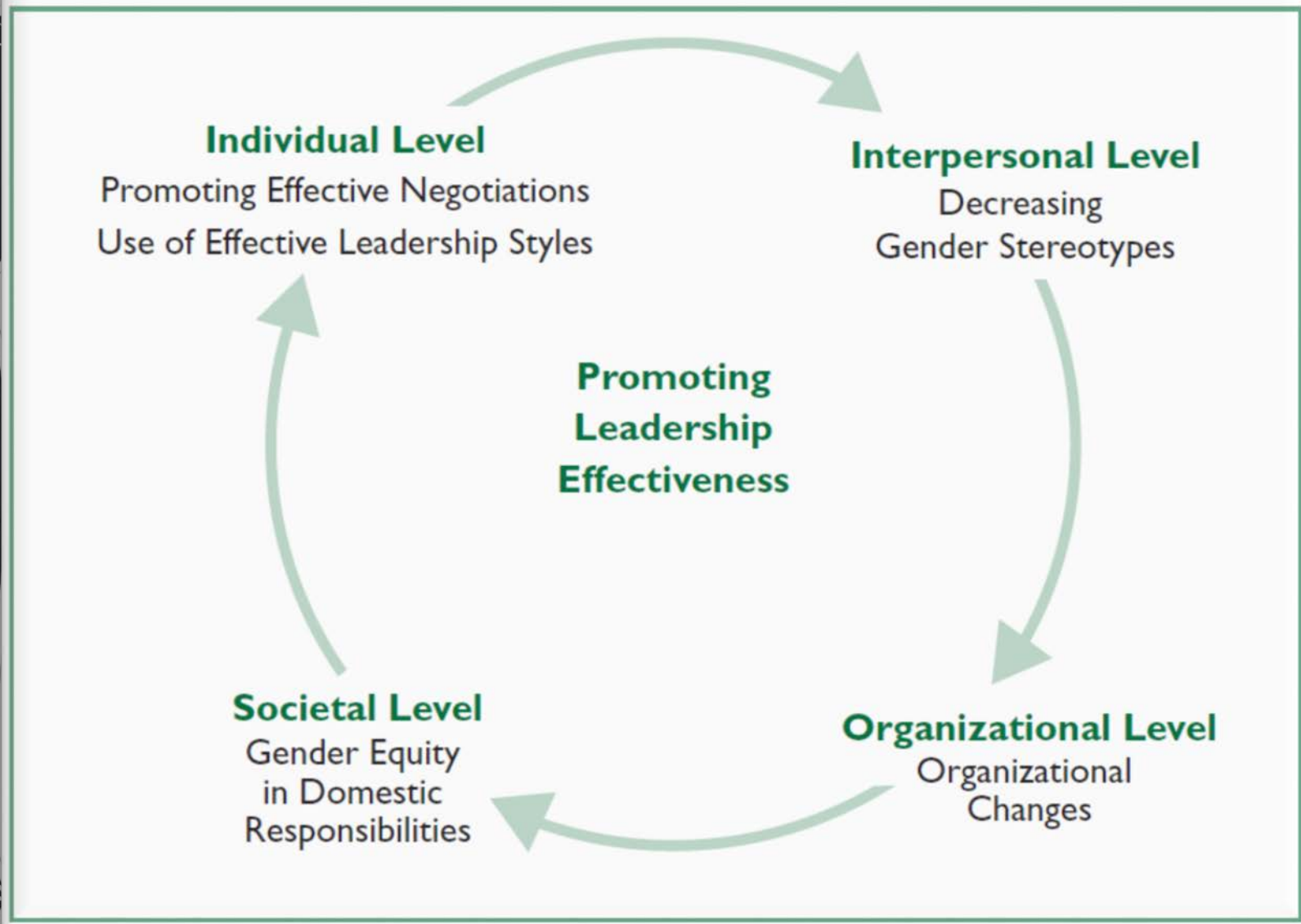


Figure 14.3 Leadership Effectiveness





REFLECTION

- ❖ 1 thing experienced today
- ❖ 1 thing learned today
- ❖ 1 thing you will apply to your workplace