

# DFCS Training for New County Directors

## Workshop No. 1 Leadership Participant'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.**

# Table of Contents

Table of Contents ..... 2

Leadership for New County Directors ..... 4

Workshop Objectives ..... 5

Agenda ..... 6

Leadership Definitions ..... 7

Leadership Excellence in DFCS – Warren Bennis ..... 8

How is Management Different From Leadership? ..... 9

What Makes a Great Leader? ..... 10

What is Principle-Centered Leadership? ..... 11

How Do *You* Embody These Eight Characteristics of Principle-Centered Leaders? ..... 12

How Do *You* Embody These Eight Characteristics of Principle-Centered Leaders? *continued* ..... 13

How Do *You* Embody These Eight Characteristics of Principle-Centered Leaders? *continued* ..... 14

Your Personal Leadership Inventory ..... 15

Leadership Theories ..... 16

What’s Your Leadership Style? – Four Framework Approach ..... 17

Four Framework Approach Scoring ..... 19

Power, Influence and Principles ..... 20

Have You Mastered These Ten “Power Tools?” ..... 21

The “Big Four:” Trust, Integrity, Credibility and Ethics ..... 22

What Do You “Stand For?” – An Ethics Inventory ..... 23

What Have I Gotten Myself Into? ..... 24

What Am I Going To Do About It? ..... 25

Decision-Making Checklist ..... 26

The Buck Stops Here: Applying the Decision-Making Checklist ..... 27

Steps to Effective Delegation ..... 28

Delegation Do’s and Don’ts ..... 29

To Delegate or Not to Delegate? ..... 30

Activity: County Director Teamwork Strategies ..... 31

Activity: Assess Your County’s Culture of Teamwork ..... 32

Interpret Your Influence ..... 34

How Do You Do? ..... 35

Rate Your Relationship Building Skills .....	36
Strategies for Specific Relationships.....	37
Rate Your Communication/Teaching Skills.....	38
I Wish I'd Said That! .....	39
You Inspire Me.....	40
Making the Most of Change.....	41
Headline News .....	42
My Personal Development Plan: Leadership .....	43
My Personal Development Plan: Leadership .....	44
My Personal Development Plan: Leadership .....	45
References Consulted for This Workshop .....	46

## Leadership for New County Directors

This workshop identifies and explores the leadership qualities that will contribute to your success as a County Director. The content enhances and supports your ability to lead in the areas that will be discussed in Workshops 2-4 of the New County Director Curriculum: Program and Workload Management, Personnel Management, and Budget and Fiscal Management.

This workshop includes information on:

- The definition of leadership
- Leadership vs. management
- Characteristics of leaders
- Principle-centered leadership
- Leadership theories and styles
- Power
- Decision making
- Delegation
- Teamwork
- Methods of influence
- Leading through change

The workshop concludes with the development of Your Personal Leadership Action Plan.

## Workshop Objectives

Upon completion of this workshop, new County Directors will be able to:

- Define leadership.
- Explain the distinction between management and leadership.
- List the traits and characteristics of leaders.
- Identify the characteristics of principle-centered leaders.
- Discuss different types of leadership styles and theories.
- Describe types of power.
- Discuss the importance of integrity and ethics in the workplace.
- List strategies for establishing credibility.
- 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.
- Discuss guidelines for appropriate, effective delegation.
- Identify strategies for promoting teamwork.
- List three principal ways to positively and ethically influence people.
- Discuss “leading by example,” and provide examples of specific desirable leadership behaviors.
- Identify strategies for building relationships and collaborating with community partners to help children.

# Agenda

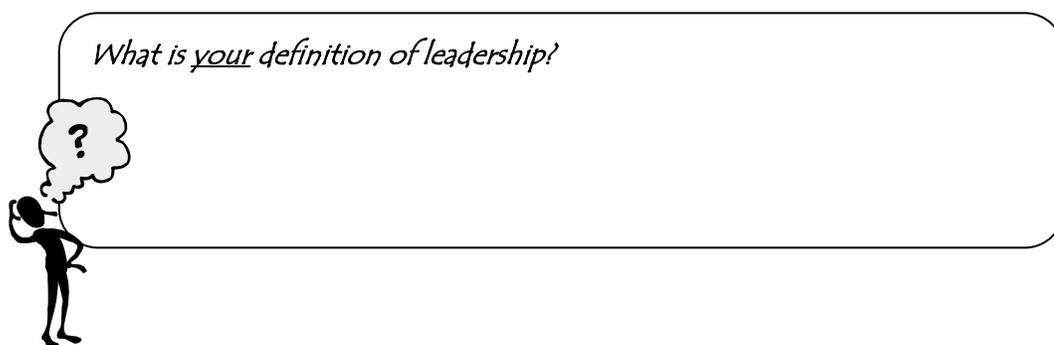
Day 1	Section	Topics
	What Does it Mean to be a Leader?	<ul style="list-style-type: none"> <li>• Welcome &amp; Introductions</li> <li>• What is Leadership?</li> <li>• Leadership vs. Management</li> <li>• Characteristics of Leaders</li> <li>• What is Principle-Centered Leadership?</li> </ul>
	Tapping Into Your Potential	<ul style="list-style-type: none"> <li>• Inside Out Development</li> <li>• Leadership Theories and Styles</li> <li>• Power</li> <li>• The Big 4—Trust, Integrity, Credibility and Ethics</li> </ul>
Day 2	Section	Topics
	Transitioning Into Leadership	<ul style="list-style-type: none"> <li>• Welcome Back</li> <li>• Taking Over—The Transition to Leadership</li> <li>• Decision-making</li> </ul>
	Bringing Out the Best in Your Staff	<ul style="list-style-type: none"> <li>• Delegation</li> <li>• Teamwork</li> </ul>
	Leadership Strategies	<ul style="list-style-type: none"> <li>• Methods of Influence</li> <li>• Leading by Example</li> <li>• Building Relationships</li> </ul>
Day 3	Section	Topics
	Leadership Strategies, <i>continued</i>	<ul style="list-style-type: none"> <li>• Welcome Back</li> <li>• Communication / Instruction</li> <li>• Leading Through Change</li> </ul>
	Wrap Up / Conclusion	<ul style="list-style-type: none"> <li>• Finalize Your Personal Development Plan</li> <li>• Course Evaluations</li> </ul>

## Leadership Definitions

There are many definitions of leadership. Here is a sample.

### Leadership is:

- A process by which an individual is able to gain the willingness of individuals to support the group's goals.
- An act that causes others to act or respond in a shared direction.
- Interpersonal influence directed toward attaining goals and is achieved through communication.
- The incremental influence that a person has beyond his or her formal authority.
- The process of developing a vision and motivating and guiding others to reach it.
- The art of getting other people to follow you and to do willingly the things that you want them to do.
- A complex process by which a person influences others to accomplish a mission, task or objective and directs an organization in a way that makes it more cohesive.
- The process of influence between a leader and his followers to attain group, organizational and societal goals.
- The key dynamic force that motivates and coordinates the organization in the accomplishment of its objectives.



## Leadership Excellence in DFCS – Warren Bennis

### **MANAGERS:**

Administer

Copy

Maintain

Look at Systems and Structures

Control

Look at the Bottom Line

Status-Quo

Do Things Right

### **LEADERS:**

Innovate

Originate

Develop

Look at People

Trust

Look at the Horizon

Challenge

Do the Right Things

# How is Management Different From Leadership?

**Directions:** Complete the information below. Be prepared to discuss your responses with the large group.

Key Roles of Managers	Key Roles of Leaders

**Where are the roles similar?**

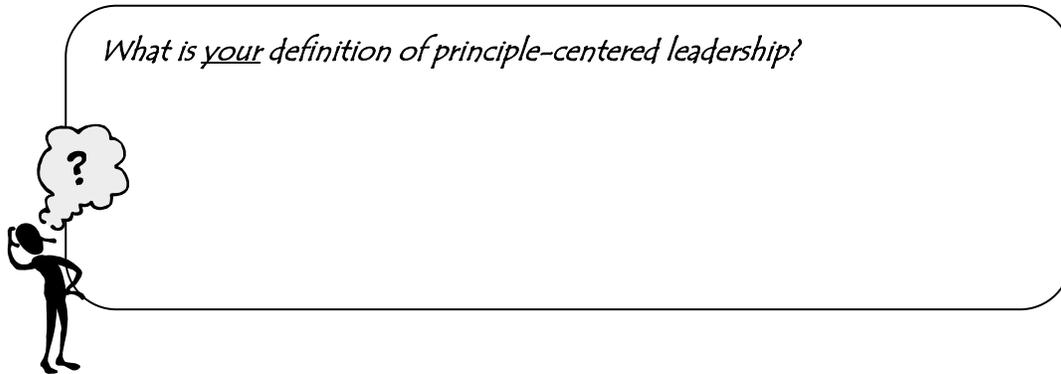
**Where do the roles diverge?**

**Which is more important, management or leadership? Why?**



## What is Principle-Centered Leadership?

**Directions:** Write a definition of principle-centered leadership *in 25 words or less.*



## How Do *You* Embody These Eight Characteristics of Principle-Centered Leaders?

### Directions:

1. Read each characteristic and the traits that describe it.
2. List a few examples of how you embody this characteristic.
3. Rate yourself on each characteristic, using a scale of 1 through 5—with 5 being the best.

Characteristic	Traits	Examples	Rating
Continually Learning	<ul style="list-style-type: none"> <li>- Read</li> <li>- Seek training</li> <li>- Take classes</li> <li>- Listen to others</li> <li>- Curious</li> <li>- Ask questions</li> <li>- Develop new skills and interests</li> <li>- Most learning is self-initiated</li> </ul>		
Service-Oriented	<ul style="list-style-type: none"> <li>- See life as a mission</li> <li>- Stewardship</li> <li>- Sense of responsibility, service and contribution</li> <li>- Nurturing</li> <li>- Pull or push together with other people</li> </ul>		
Radiate Positive Energy	<ul style="list-style-type: none"> <li>- Cheerful, pleasant</li> <li>- Happy</li> <li>- Optimistic, upbeat</li> <li>- Enthusiastic</li> <li>- Hopeful</li> <li>- Believer</li> <li>- "Contagious" in your positive viewpoints</li> <li>- Neutralize negative energy around you</li> <li>- Attract positive people</li> <li>- Sense of humor</li> </ul>		

## How Do *You* Embody These Eight Characteristics of Principle-Centered Leaders? *continued*

Characteristic	Traits	Examples	Rating
Believe in Other People	<ul style="list-style-type: none"> <li>- Don't overreact to negative behaviors, criticism or human weakness</li> <li>- Don't feel "built up" by another's weakness</li> <li>- Believe in the unseen potential of all people</li> <li>- Grateful for blessings</li> <li>- Compassionate</li> <li>- Forgive and forget</li> <li>- Don't carry grudges</li> <li>- Don't label, stereotype, categorize or prejudice</li> </ul>		
Lead a Balanced Life	<ul style="list-style-type: none"> <li>- Read good literature</li> <li>- Keep up with current affairs and events</li> <li>- Active socially: Many friends and a few confidants</li> <li>- Active intellectually: Many interests, read, watch, observe, learn</li> <li>- Active physically</li> <li>- Have fun, but not at the expense of others</li> <li>- Laugh at yourself</li> </ul>		
See Life as an Adventure	<ul style="list-style-type: none"> <li>- Savor life, involved</li> <li>- Courageous explorer</li> <li>- Confident in new endeavors</li> <li>- Creative</li> <li>- Live "in the moment"</li> <li>- Don't label past successes or failures</li> <li>- Unflappable</li> <li>- Capable</li> <li>- Flexible</li> <li>- Have an abundant life</li> </ul>		

## How Do *You* Embody These Eight Characteristics of Principle-Centered Leaders? *continued*

Characteristic	Traits	Examples	Rating
Synergistic	<ul style="list-style-type: none"> <li>- Change catalyst</li> <li>- Productive in new and creative ways</li> <li>- Improve almost any situation in which you participate</li> <li>- Work smart, work hard</li> <li>- Good team player</li> <li>- Delegate easily</li> <li>- Need little supervision</li> <li>- Not threatened by other smart, talented people</li> <li>- Distinguish the person from the problem</li> <li>- Good problem-solver</li> </ul>		
Exercise for Self-Renewal	<ul style="list-style-type: none"> <li>- Participate in regular aerobic exercise</li> <li>- Exercise your mind via reading, creative problem solving, writing and visualizing</li> <li>- Exercise patience, listen with real empathy, show unconditional love, accept responsibility for your own life, decisions and reactions</li> <li>- Develop and nurture your spiritual side via prayer, study, mediation, etc.</li> <li>- Spend at least 1 hour per day on all of these types of exercise</li> </ul>		



## Leadership Theories

Theory	Description
Trait Theory	There are personal characteristics (which might include everything from personality factors, intelligence and communication skills to height and weight) that make one person more likely than another to be a leader.
Behaviorist Theory	One's leadership style is determined by his/her actions. The most famous behaviorist theory is Blake and Mouton's Managerial Grid, which divides leaders into four types based on their concern for production (high-low) and their concern for people (high-low).
Interactions Theory	The effectiveness of the leader is determined by the interaction between the leader's personal characteristics and the demands of the situation.
Contingency Theory	Similar to interactions theory, this theory holds that the effectiveness of the leader is determined by task structure, the leader's personal relationships with members of the group, and the leader's power base. Based on these factors, various styles would be more or less effective.
Task vs. Group Orientation	A task-oriented approach is most appropriate when conditions are either highly favorable or highly unfavorable. When conditions are stable and more typical, a group orientation is best to avoid conflict and inefficiencies that result from disharmony in the group.
Path Goal Theory	A leader's effectiveness depends on his or her ability to motivate and satisfy team members through the use of rewards and punishment.
Normative Theory	Leaders must vary the degree of participation of group members in decision-making based on the functioning of the group.
Theory X and Theory Y	Theory X is the more traditional. It assumes that people have little ambition or enthusiasm for work and must be controlled and rewarded/punished to get things done. Theory Y is more current and says that people seek work and responsibility when they have objectives to which they are committed, especially if they can be creative and innovative in their approaches.

**Key Point:** *No single theory completely explains why some leaders succeed or why leaders succeed in some situations but not others. A combination of factors, including style, behaviors, and situation, influence a leader's success. To increase our chances of success, we must be sensitive to these factors and flexible in our approaches.*



## What's Your Leadership Style? – Four Framework Approach

This questionnaire asks you to describe your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:
  - a. Analytic skills
  - b. Interpersonal skills
  - c. Political skills
  - d. Flair for drama
  
2. The best way to describe me is:
  - a. Technical expert
  - b. Good listener
  - c. Skilled negotiator
  - d. Inspirational leader
  
3. What has helped me the most to be successful is my ability to:
  - a. Make good decisions
  - b. Coach and develop people
  - c. Build strong alliances and a power base
  - d. Inspire and excite others
  
4. What people are most likely to notice about me is my:
  - a. Attention to detail
  - b. Concern for people
  - c. Ability to succeed
  - d. Charisma
  
5. My most important leadership trait is:
  - a. Clear, logical thinking
  - b. Caring and support for others
  - c. Toughness and aggressiveness
  - d. Imagination and creativity
  
6. I am best described as:
  - a. An analyst
  - b. A humanist
  - c. A politician
  - d. A visionary



# Four Framework Approach Scoring

Total your points for each letter (A, B, C, and D) and place them here.

A = \_\_\_\_\_      B = \_\_\_\_\_      C = \_\_\_\_\_      D = \_\_\_\_\_

- If you had the most points in "A," then you are a "structural leader."
- If you had the most points in "B," then you are a "human resource leader."
- If you had the most points in "C," then you are a "political leader."
- If you had the most points in "D," then you are a "symbolic leader."

Definition	In favorable situations	In unfavorable situations
<b>Structural</b> leaders emphasize rationality, analysis, logic, facts and data. They are likely to believe strongly in the importance of clear structure and well-developed management systems.	He is a social architect who leads the team through analysis and design.	She is a petty tyrant who gets bogged down in details.
<b>Human resource</b> leaders emphasize the importance of people. They endorse the view that the central task of management is to develop a good fit between people and organizations. They believe in the importance of coaching, participation, motivation, and teamwork.	She is a catalyst and servant, who supports and empowers others.	He is a pushover who won't step in to make a decision.
<b>Political</b> leaders believe that managers and leaders live in a world of conflict and scarce resources. The central task of management is to mobilize the resources needed to advocate and fight for the unit's or organizations' goals and objectives. Political leaders emphasize the importance of building a power base, allies, networks and coalitions.	He is an advocate who builds coalitions and resolves conflicts.	She is a hustler and manipulator.
<b>Symbolic</b> leaders believe that the central task of management is to provide vision and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organizational mission. They frame experiences in ways that give people hope and meaning.	She is a prophet who inspires others.	He is a fanatic or fool, specializing in smoke and mirrors.

# Power, Influence and Principles

**Directions:** Complete the table below. You may use your copy of Covey's book for reference, if necessary.

Type of Power	Definition	Examples
Coercive Power		
Utility Power		
Principle-Centered Power		

**Key Point:** *“The essential leadership choice is to decide on a power base—coercion, utility or principles. The choice will be limited by the character of the leader (who he/she really is and what he/she has become by past choices) and by interactive skills, capacity and history.”*

**Stephen Covey**



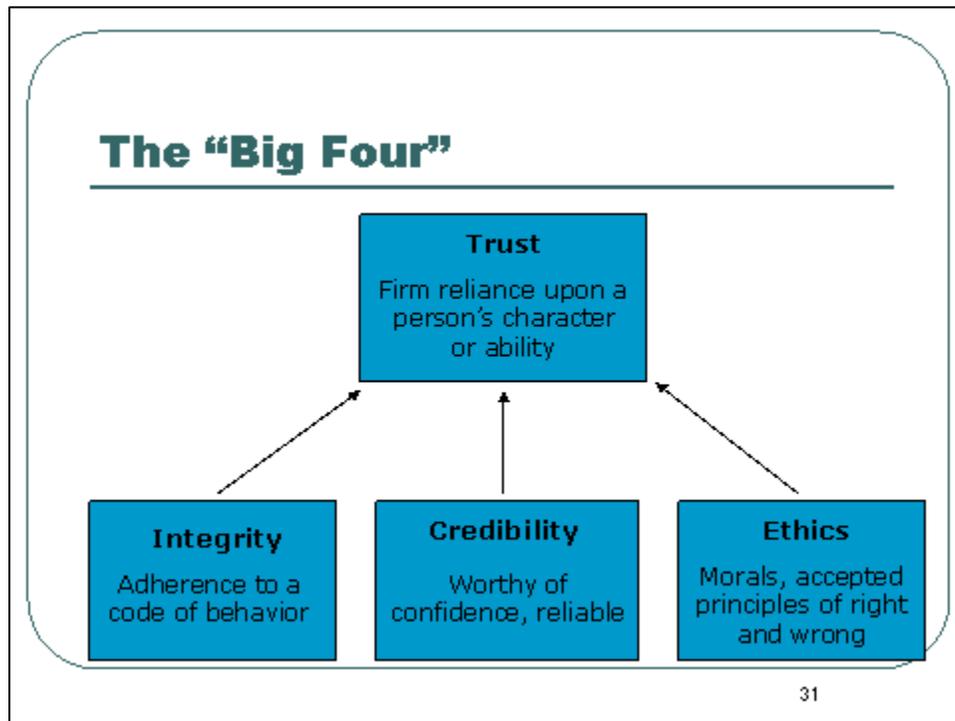
## Have You Mastered These Ten “Power Tools?”

### Directions:

1. Read each “Power Tool” and its description.
2. Rate your mastery of each tool, using a scale of 1 through 5—with 5 being mastery.

No.	Power Tool	Description	Rating
1	Persuasion	Sharing reasons and rationale, making a strong case for your position or desire while maintaining genuine respect for followers’ ideas and perspective, telling why as well as what, committing to communicate until mutually beneficial and satisfying outcomes are reached.	
2	Patience	Displaying patience with processes and people, maintaining a long-term perspective, staying committed to goals in the face of obstacles and resistance.	
3	Gentleness	Avoidance of harshness, hardness or forcefulness; sensitivity when dealing with employees’ feelings, vulnerabilities or personal and private disclosures.	
4	“Teachableness”	Operating with the assumption that you do not have all of the answer and insights; valuing employees’ different viewpoints, judgments and experiences.	
5	Acceptance	Withholding judgments, giving the benefit of the doubt, not requiring evidence or specific performance to hold your employees in high esteem.	
6	Kindness	Remembering the little things, showing sensitivity, care and thoughtfulness in your relationships.	
7	Openness	Showing respect for who your employees are now, remaining open to new information and perspectives, giving full consideration to people’s intentions, desires, values and goals <i>rather than</i> focusing on their behavior.	
8	Compassionate confrontation	Acknowledging your own and others’ errors in an atmosphere that acknowledges the need for “course corrections;” making it safe for everyone to correct missteps and take risks in a context of care, concern, warmth and safety.	
9	Consistency	Consistency, even in the face of crisis or challenge and when you don’t “get your way;” not manipulative.	
10	Integrity	Matching of thoughts, feelings, words and actions; sincere desire for the best for others without deception, manipulation or control; constantly reviewing your intent to ensure consistency and alignment.	

# The "Big Four:" Trust, Integrity, Credibility and Ethics





## What Have I Gotten Myself Into?

**Directions:** Consider each “condition” below and brainstorm additional “prescriptions” or strategies that a new County Director in each situation might want to consider.

Condition	Prescription	Additional Ideas/Strategies to Consider
Good Condition Popular Leader	<ul style="list-style-type: none"> <li>➤ Ask yourself: What policies are worth keeping?</li> </ul>	
Poor Condition Popular Leader	<ul style="list-style-type: none"> <li>➤ This is the trickiest situation. You must require higher standards while never denigrating your predecessor.</li> </ul>	
Good Condition Unpopular Leader	<ul style="list-style-type: none"> <li>➤ Build rapport with employees (reach out, thank, compliment).</li> </ul>	
Poor Condition Unpopular Leader	<ul style="list-style-type: none"> <li>➤ Time for a change! Build both performance and teamwork.</li> </ul>	

## What Am I Going To Do About It?

**Directions:** Take a moment to reflect on the situation in your county and apply what you have learned by answering the following questions.

1. Which conditions exist in your county?

2. What should your strategies be?

## Decision-Making Checklist

Consult this checklist before concluding any major decisions. Doing so may help to improve the value of the decisions you make and prevent mistakes that could have been avoided.

- Is it appropriate for me to make this decision? (Is it a key or sensitive issue?)
- Is it appropriate to make this decision at this time? (Are there other, interdependent decisions that may need to be made first?)
- Do I have all relevant information from all appropriate sources?
- Have all key, appropriate people had an opportunity to express their comments, criticisms or viewpoints regarding this issue?
- Would delaying this decision benefit or harm our organization?
- Do I have complete clarity about the desired end result?
- Have I analyzed all of my options?
- Does the decision align with our goals and priorities?
- Is this decision consistent with previous decisions I have made?
- Will this decision hurt or improve morale?
- Do I need to give additional consideration to how this decision will be implemented?
- Do I need to consider how this decision will be announced?
- Can I provide a complete rationale for the decision?
- Does the decision make sense?
- Could the decision harm employees or clients in any way (safety issues)?
- Is the decision ethical?
- Will the decision enhance my leadership position (i.e., will I be perceived as credible and trustworthy)?

## The Buck Stops Here: Applying the Decision-Making Checklist

1. Write down a major decision that you are contemplating right now or one you recently made.
2. Use the Decision-Making Checklist to consider your decision.
3. In what way(s) does this change or influence the way you will make (or made) this decision?

# Steps to Effective Delegation

**Directions:** The key steps to effective delegation are listed below, but the activities that a leader should do to support each step are missing. "Fill in the blanks" to describe what a leader should do to support each step.

## 1. The Initial Agreement

---

---

---

---

---

---

---

---

---

---

## 2. Sustaining the "Delegatee"

---

---

---

---

---

---

---

---

---

---

## 3. Accountability

---

---

---

---

---

---

---

---

---

---

## Delegation Do's and Don'ts

### Do:

- Delegate meaningful projects when possible.
- Delegate the whole task, when feasible. It shows trust.
- Give as much instruction as is appropriate for the person or people involved. Tailor your actions to the individual(s). Some people need more detailed instructions than others.
- Delegate to the right people. Delegating is not simply a “to do.” “Delegates” should be capable, responsible performers.
- Step away from the details.
- Allow people to work through the issues/problems they encounter with a delegated task.
- Retain all tasks that are key or sensitive within the organization.

### Do not:

- Be a leader who says, “I can't delegate this because I don't have time to explain it.”
- Be a leader who says, “No one can do this as well as I do.”
- Change the objectives or goal in mid-stream.
- Keep the employee guessing about what the objectives are. (No one can hit a moving or invisible target.)
- Parcel out little bits of a project, making it clear that you do not trust the individual enough to handle the issue.
- Delegate only unpleasant tasks.
- Hover over the “delegatee.”
- Allow reverse delegation. The employee should not be allowed to pass the issue back to you. Clarify and sustain, but hold the employee responsible once a task has been delegated.

## To Delegate or Not to Delegate?

**Directions:** Complete the table below.

Task	Delegate		Why?
	Yes	No	
An urgent request by local media for a comment on a current child neglect case in which the child is hospitalized			
A special project, such as Child Abuse Prevention Month, in your community			
A request from local media for a human-interest story			
Requests from State Office			
Staff allocation in a unit			
Approving Special Foster Care per diem			
Checking on correct coding on invoices			
Assignments of responsibilities within a unit			
Client / constituent complaints			
Surveys			



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

**Directions:** Read each statement and put a check (✓) in the column that most closely reflects the culture of teamwork in your county. This assessment will help you to identify areas that need improvement and focus on specific strategies to accomplish desired changes.

	Mostly True	Mostly False
There is very little "back-stabbing" behavior among my staff.		
I frequently see one employee helping another who is overloaded with work.		
There is an atmosphere of trust and respect.		
Employees communicate openly with each other, sharing ideas, knowledge and information.		
Employees are very welcoming to new staff members.		
There is little to no "turf guarding."		
There is a degree of tolerance for mistakes that are made (no "blame games").		
Employees frequently use "team speak," such as "we," "us," "our."		
There is a reasonable, appropriate amount of humor, laughing and kidding around.		
Employees turn to each other for support or information when faced with challenging or troubling situations.		
No cliques.		
Employees support each other emotionally and provide encouragement when one is experiencing work or personal difficulty.		
Employees do not exhibit jealousy toward other's accomplishments.		
Employees congratulate each other for work well done.		



## Interpret Your Influence

**Directions:** The following descriptions of leading by example are from Covey's *Principle-Centered Leadership*. Read each one and rate yourself by placing a check (✓) in the column that most closely reflects what you do.

Description of Action	I Do This:		
	Most of the time	Sometimes	Rarely
I keep promises that I make to others.			
I perform anonymous service for others.			
I am patient with others.			
I choose my responses (i.e., I act instead of reacting, I accept responsibility for what I do, I do not blame others or circumstances, I think before I act).			
I do not say unkind or negative things, even when tired or aggravated.			
I differentiate between the person and his/her behavior or performance (i.e., I show faith and confidence in the individual, even when he/she has exhibited bad behavior or poor performance).			
I listen with my "third ear" (my heart) and show love, care and concern for others.			



## Rate Your Relationship Building Skills

**Directions:** The following descriptions of relationship building skills are from Covey's *Principle-Centered Leadership*. Read each one and rate yourself by placing a check (✓) in the column that most closely reflects what you do.

Description of Action	I Do This:		
	Most of the time	Sometimes	Rarely
I assume the best of others			
I worry about understanding the other person <i>before</i> I worry about them understanding me.			
I accept people for what they are. I do not judge, compare or reject.			
I nurture my existing relationships, showing my ongoing commitment to friends, family and co-workers.			
I have a deep, meaningful relationship with my spouse (significant other) and family. I do not neglect key relationships in favor of work commitments. I set aside time to spend, <u>one on one</u> , with those I hold dear.			
I reward open, honest expressions or questions.			
I respond to people with understanding, using the reflection technique with sincerity.			
I take the initiative to clear up misunderstandings or hurt feelings (no brooding, grudges or defensive behavior).			
I do not allow myself to be drawn in by contentious arguments or irresponsible accusations. I let them "fly out open windows."			
When I make a mistake, I admit it, apologize and ask forgiveness.			
I let people know that they influence me, too.			

# Strategies for Specific Relationships

**Directions:** Your small group will be assigned one of the groups below. Brainstorm specific strategies for building relationships with your assigned group.

<p style="text-align: center;"><b>The Board</b></p>	<p style="text-align: center;"><b>Foster Parents</b></p>
<p style="text-align: center;"><b>Community Groups</b></p>	<p style="text-align: center;"><b>The Media</b></p>

## Rate Your Communication/Teaching Skills

**Directions:** The following descriptions of communication/teaching skills are from Covey's *Principle-Centered Leadership*. Read each one and rate yourself by placing a check (✓) in the column that most closely reflects what you do.

Description of Action	I Do This:		
	Most of the time	Sometimes	Rarely
I let natural/logical consequences teach responsible behavior.			
I endorse and communicate the "reap what you sow" viewpoint (i.e., I make sure that people understand DFCS personnel policies and processes for recognizing good performance and for advancement).			
I am logical and patient in my communication to my staff.			
I delegate appropriately and effectively.			
I involve people in meaningful projects.			
I meet people where they are (i.e., I try to understand "where they are coming from").			
I do not ignore, excuse or sympathize with irresponsible behavior. I do not take the course of least resistance. I "don't give up and don't give in."			
I think about what I am going to do and how I am going to say things. I "plumb my resources" and prepare myself.			
I avoid "fight or flight" responses, and I talk through differences with people. I do not withdraw or sulk.			
I recognize and take advantage of "teachable moments." I avoid teaching when I am angry or frustrated.			
I clearly establish, gain agreement on and enforce limits, rules, expectations and consequences.			



## You Inspire Me

**Directions:** You need to communicate all of the information below to your staff in a team meeting. Develop a short presentation that will communicate the information and encourage employees to go forward with a positive attitude.

- Despite the county's population growth, there will be no caseworker positions added this fiscal year. There is a new policy that will require an additional form to be completed for every case. Mary, a well-respected, very productive caseworker, has been promoted and had to leave quickly for her new position as a supervisor in another county.

## Making the Most of Change

1. What changes is your county currently facing?
2. How are these changes affecting performance?
3. What reactions do you see (or anticipate) in your staff?
4. What are the potential consequences of not responding appropriately to the changes?
5. What are some steps you can take to channel potentially negative responses into productive responses?

## Headline News

1. What needs to be communicated to staff about the changes you identified in the previous activity?
2. List what needs to be communicated in order of priority?
3. What are your "headlines?"

# My Personal Development Plan: Leadership

Knowledge / Competencies Needed	Activities	Deadline for Completion	Measure of Success	Method for Tracking Progress
	1.			
	2.			
	3.			
	1.			
	2.			
	3.			
	1.			
	2.			

# My Personal Development Plan: Leadership

Knowledge / Competencies Needed	Activities	Deadline for Completion	Measure of Success	Method for Tracking Progress
	1.			
	2.			
	3.			
	1.			
	2.			
	3.			
	1.			
	2.			

# My Personal Development Plan: Leadership

Knowledge / Competencies Needed	Activities	Deadline for Completion	Measure of Success	Method for Tracking Progress
	1.			
	2.			
	3.			
	1.			
	2.			
	3.			
	1.			
	2.			

## References Consulted for This Workshop

- Covey, Stephen R. Principle-Centered Leadership. New York: First Free Press, 2003.
- DuBrin, Andrew J. The Complete Idiot's Guide to Leadership. New York: Macmillan Spectrum/Alpha Books, 1998.
- Dubrin, Andrew J. 10-Minute Guide to Leadership. New York: Macmillan Spectrum/Alpha Books, 1997.
- Giuliani, Rudolph W. Leadership. New York: Hyperion, 2002.
- Giuliani, Rudolph W. Leadership Through the Ages, A Collection of Favorite Quotations. New York: Miramax, 2003.
- O'Connor, Carol A. Successful Leadership. New York: Barron's Educational Series, Inc., 1997.
- Smith, Perry M. Rules & Tools for Leaders. New York: Avery Publishing Group, 1998.
- Tichy, Noel and Cohen, Eli. The Leadership Engine. Texas: Pritchett & Associates, 1998.