DOING THINGS RIGHT & DOING THE RIGHT THING,

OR MANAGEMENT & LEADERSHIP IN CONTEXT

Group Agreements

- Be here and be present
- Think well of each other
- Intent vs. Impact
- Hard on systems, soft on people
- Keep confidentiality
- Share the space
- Expect unfinished business
- Avoid assumptions, ask questions
- Pause, paraphrase, inquire
- Live the values

Session Objectives

Distinguish between leadership and management activities and apply key concepts

Create an Individual Leadership Development Plan

Defining Leadership

Defining Leadership

There are as many definitions of leadership as there are persons who attempt to define it.

Intentional influence over other people

+

To guide activities & relationships

+

In a group or organization

+

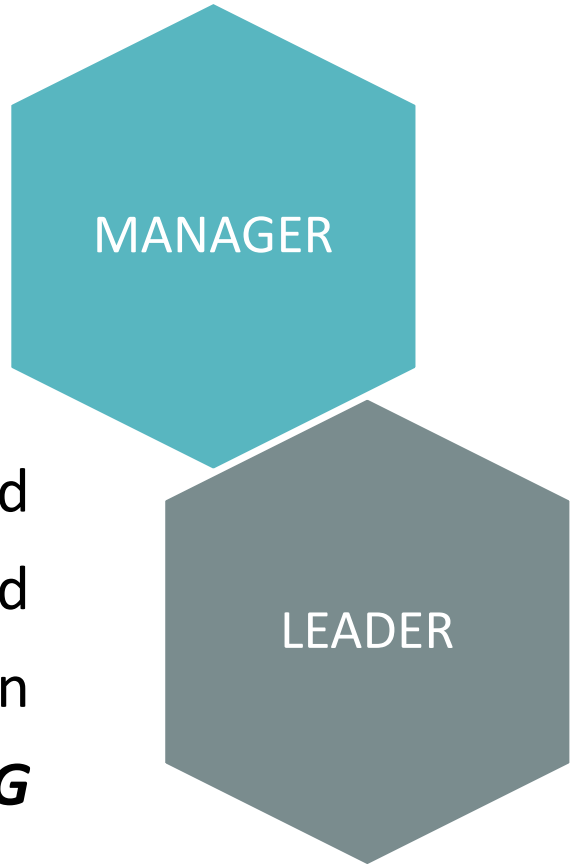
Toward an inspiring vision, mission, and values

=

Leadership

Leadership vs Management

Leadership vs. Management



Task-focused

Short-term oriented

Planning the details

DOING THINGS RIGHT

People-focused

Future oriented

Setting culture, direction

DOING THE RIGHT THING

Leadership vs. Management Sorting Activity

Each group gets its own!

- *Real time*
- *Multi-user*
- *Fun for the whole family!*

Instructions: Sort each card into two piles

Leadership? *or* ***Management****?*

Group A – ***http://scrumblr.ca/LeadvsManageGroupA***
Group B – ***http://scrumblr.ca/LeadvsManageGroupB***
Group C – ***http://scrumblr.ca/LeadvsManageGroupC***
Group D – ***http://scrumblr.ca/LeadvsManageGroupD***
Group E – ***http://scrumblr.ca/LeadvsManageGroupE***
Group F - ***http://scrumblr.ca/LeadvsManageGroupF***

Group A

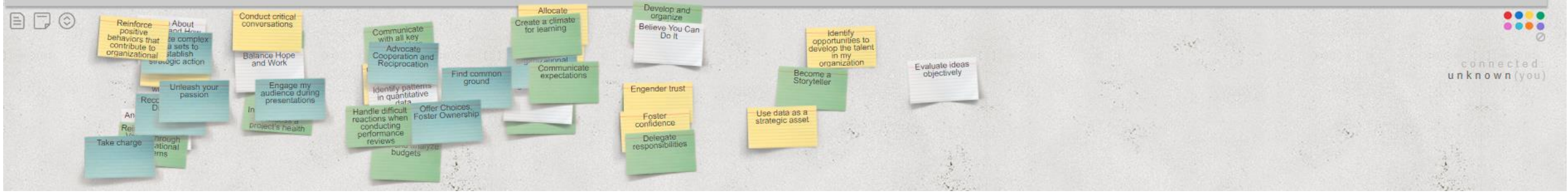
LEADERSHIP

MANAGEMENT

You should see something like THIS on your screen

Having a hard time? It's not you . . .

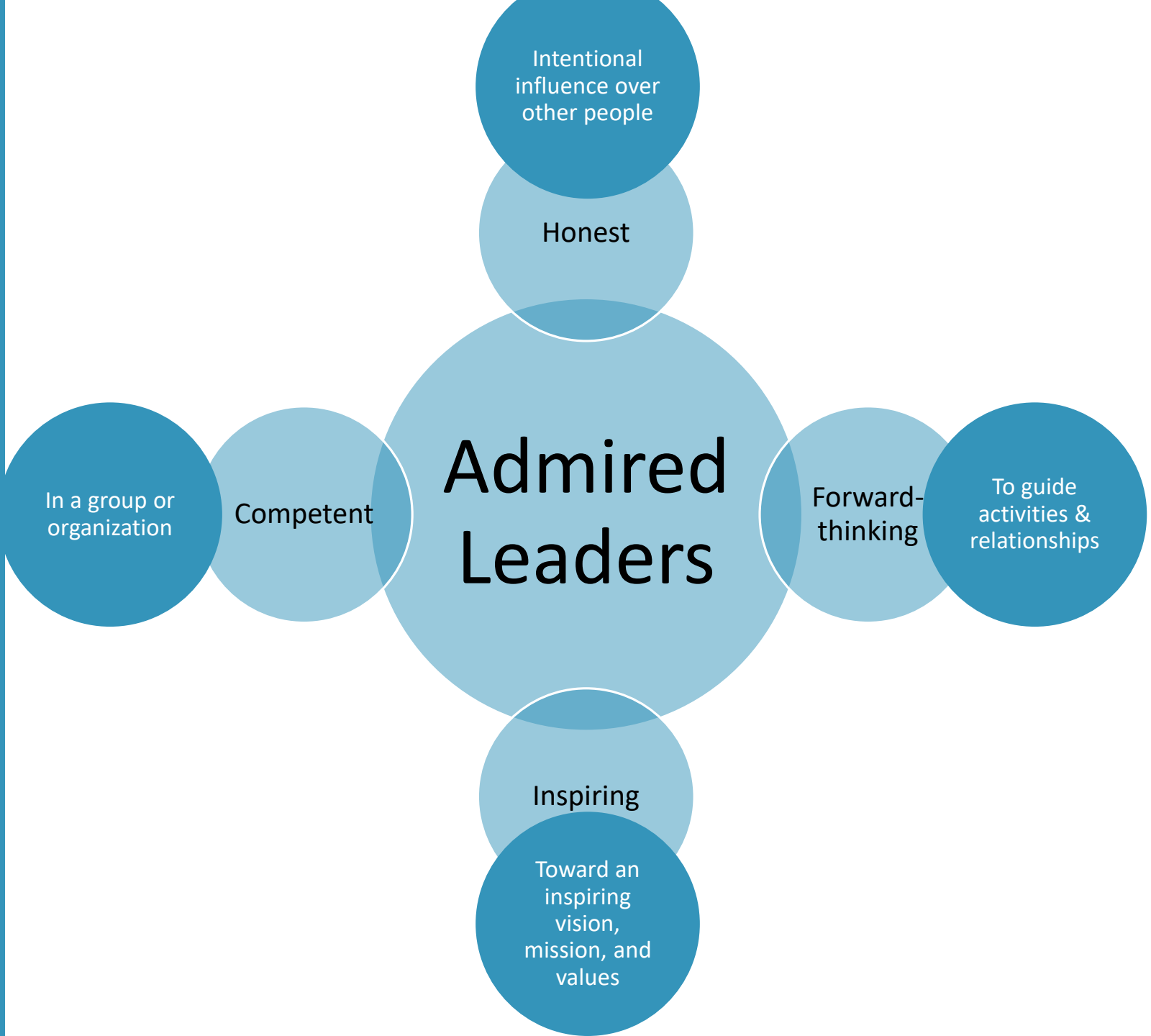
- ✓ scr**U**mbl**r** (not scrAmbler)
- ✓ .ca (not .com … eh)
- ✓ No spaces
- ✓ Not friends with IE, so try Chrome or Firefox



Let’s talk about what ended up in the middle pile . . .

Write about a leader you admire . . .

*The overlap in **admired behaviors** and **leadership definition** is pretty incredible!*



Why Credibility is the Foundation of Leadership

Barry Posner, Co-Author of Leadership Credibility

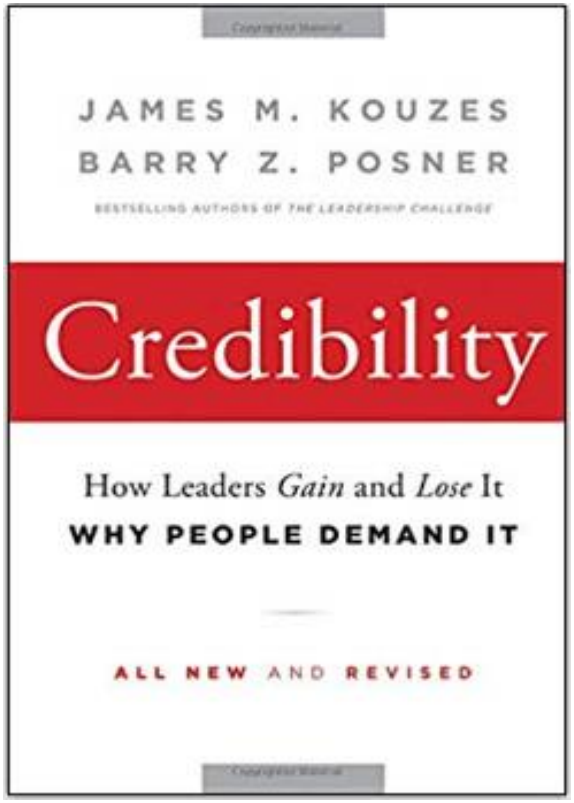
How many of those qualities are present in your admired leaders?

Honest • Forward-looking • Inspiring • Competent

Leaders practice Leadership

The way they do it is to show up with competency as credible leaders

Building Leadership Credibility



Baseline Assessment of Leadership

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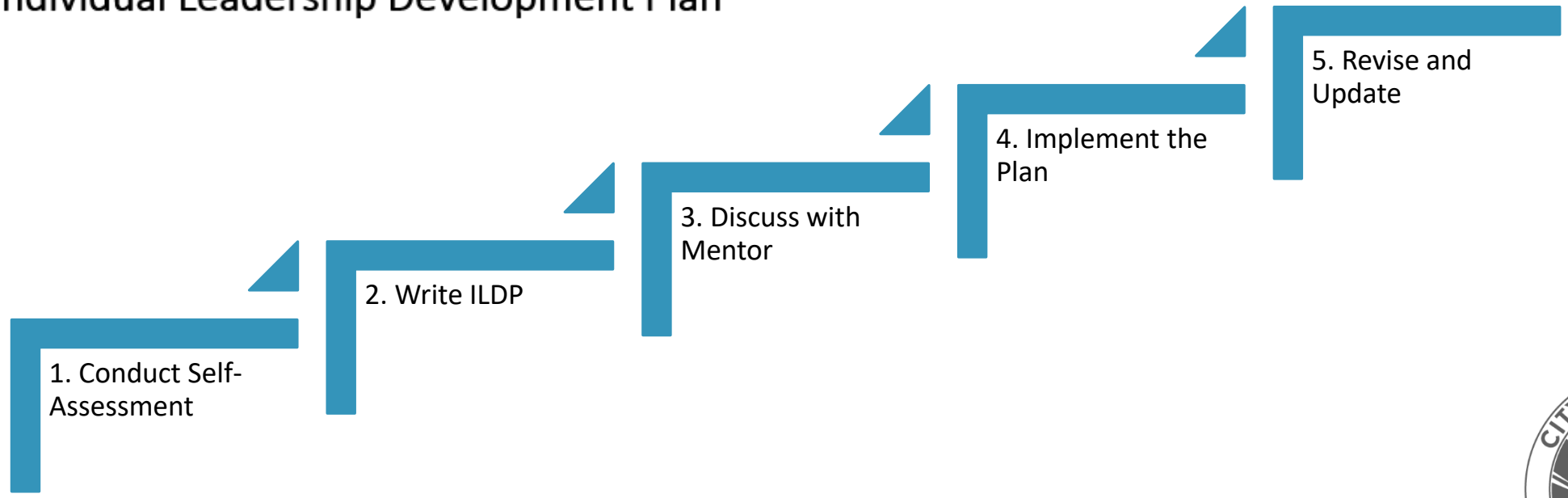
Individual Leadership Development Plan



Defining Competency

Dreyfus Model of Skills Acquisition

Novice

Unlikely to be satisfactory unless highly supervised

Advanced Beginner

Straightforward tasks likely to be performed to acceptable level

Competent

Fit for purpose, although may lack refinement

Proficient

Fully acceptable standard achieved routinely

Expert

Excellence achieved with relative ease

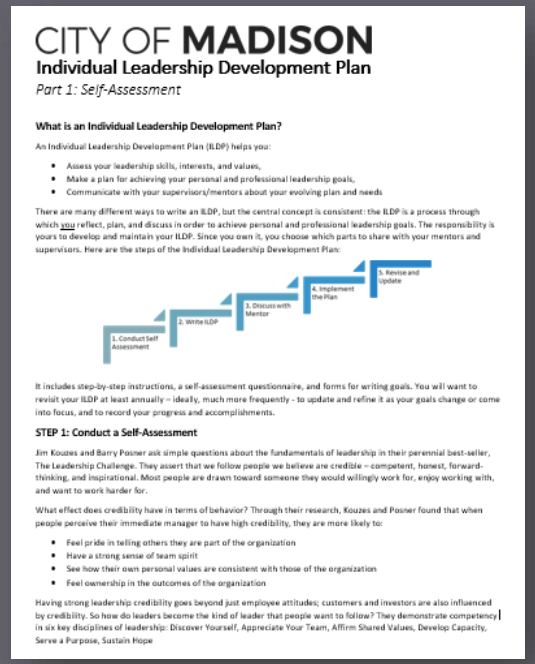
How do we build competency?

GET CLEAR
Define success and get a baseline assessment

PRACTICE
Identify opportunities and build a plan to grow

KEEP LEARNING
Build on strengths
Take on opportunities for growth

Invitation



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Individual Leadership Development Plan

Part 1: Self-Assessment

What is an Individual Leadership Development Plan?

An Individual Leadership Development Plan (ILDP) helps you:

- Assess your leadership skills, interests, and values,
- Make a plan for achieving your personal and professional leadership goals,
- Communicate with your supervisors/mentors about your evolving plan and needs

There are many different ways to write an ILDP, but the central concept is consistent: the ILDP is a process through which you reflect, plan, and discuss in order to achieve personal and professional leadership goals. The responsibility is yours to develop and maintain your ILDP. Since you own it, you choose which parts to share with your mentors and supervisors. Here are the steps of the Individual Leadership Development Plan:

It includes step-by-step instructions, a self-assessment questionnaire, and forms for writing goals. You will want to revisit your ILDP at least annually – ideally, much more frequently - to update and refine it as your goals change or come into focus, and to record your progress and accomplishments.

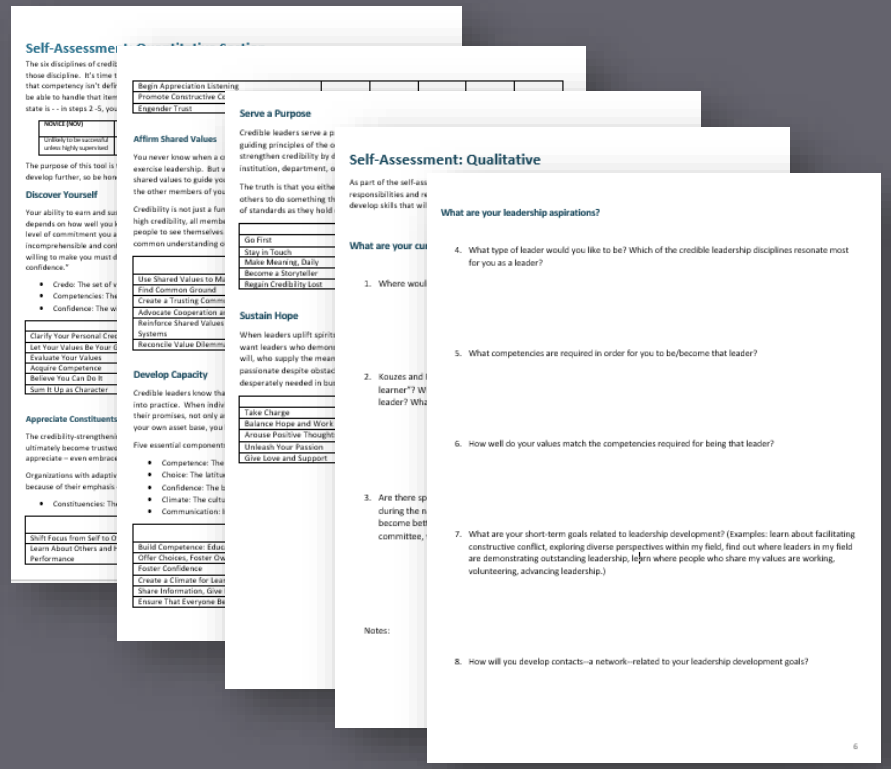
STEP 1: Conduct a Self-Assessment

Jim Kouzes and Barry Posner ask simple questions about the fundamentals of leadership in their perennial best-seller, The Leadership Challenge. They assert that we follow people we believe are credible – competent, honest, forward-thinking, and inspirational. Most people are drawn toward someone they would willingly work for, enjoy working with, and want to work harder for.

What effect does credibility have in terms of behavior? Through their research, Kouzes and Posner found that when people perceive their immediate manager to have high credibility, they are more likely to:

- Feel pride in telling others they are part of the organization
- Have a strong sense of team spirit
- See how their own personal values are consistent with those of the organization
- Feel ownership in the outcomes of the organization

Having strong leadership credibility goes beyond just employee attitudes; customers and investors are also influenced by credibility. So how do leaders become the kind of leader that people want to follow? They demonstrate competency in six key disciplines of leadership: Discover Yourself, Appreciate Your Team, Affirm Shared Values, Develop Capacity, Serve a Purpose, Sustain Hope

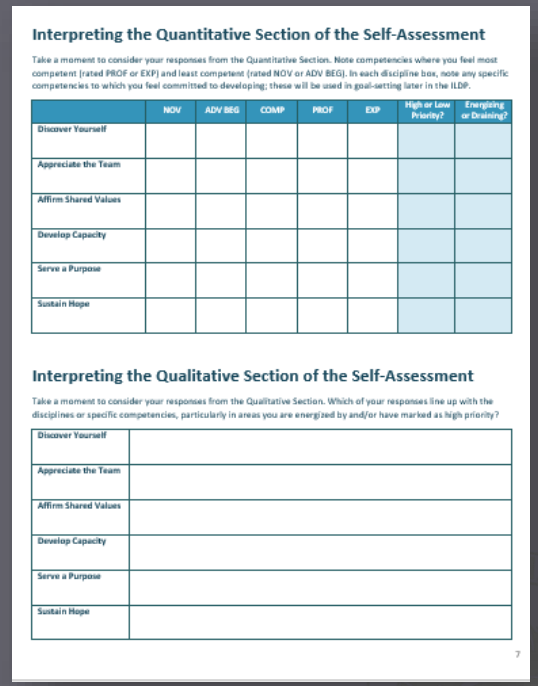


Self-Assessment: Qualitative

What are your leadership aspirations?

4. What type of leader would you like to be? Which of the credible leadership disciplines resonate most for you as a leader?
5. What competencies are required in order for you to be/become that leader?
6. How well do your values match the competencies required for being that leader?
7. What are your short-term goals related to leadership development? (Examples: learn about facilitating constructive conflict, exploring diverse perspectives within my field, find out where leaders in my field are demonstrating outstanding leadership, learn where people who share my values are working, volunteering, advancing leadership.)
8. How will you develop contacts--a network--related to your leadership development goals?

Notes:



Interpreting the Quantitative Section of the Self-Assessment

Take a moment to consider your responses from the Quantitative Section. Note competencies where you feel most competent (rated PROF or EXP) and least competent (rated NOV or ADV BEG). In each discipline box, note any specific competencies to which you feel committed to developing; these will be used in goal-setting later in the ILDP.

	NOV	ADV BEG	COMP	PROF	EXP	High or Low Priority?	Energizing or Draining?
Discover Yourself							
Appreciate the Team							
Affirm Shared Values							
Develop Capacity							
Serve a Purpose							
Sustain Hope							

Interpreting the Qualitative Section of the Self-Assessment

Take a moment to consider your responses from the Qualitative Section. Which of your responses line up with the disciplines or specific competencies, particularly in areas you are energized by and/or have marked as high priority?

Discover Yourself	
Appreciate the Team	
Affirm Shared Values	
Develop Capacity	
Serve a Purpose	
Sustain Hope	

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