Leadership

"How to" Lead in the Present

This brief was adapted from a combination of sources:
Jim Clawson's, Level Three Leadership
FM 6-22 Army Leadership,
and Pete Rooks

Leadership – What is it?

Managers are people who do things right, while leaders are people who do the right thing. - Warren Bennis

Congregation of Holy Cross Foundation

Blessed Basil Moreau's Big Idea:
Education is a work of *resurrection*. It is more than education it is *transformation.*

Blessed Basil Moreau's The Big Idea

1. Forming the whole person
(The art of bringing young people to completion.)

2. Raise to new life (resurrection)
(Education raises people up to new life.)

Holy Cross Values

1. Education of Mind and Heart (cultivate)

2. Zeal
(spare no expense or sacrifice)

3. The Cross our Only Hope / Divine Providence
(how we deal with set-back and suffering)

4. Family / Familial
(in the context of family)

The University of Portland Framework / Process

Head / Instruction
(cognitive / knowledge)

Heart / Reflection
(affective / attitudes)

Hands / Practice
(psychomotor / skills)
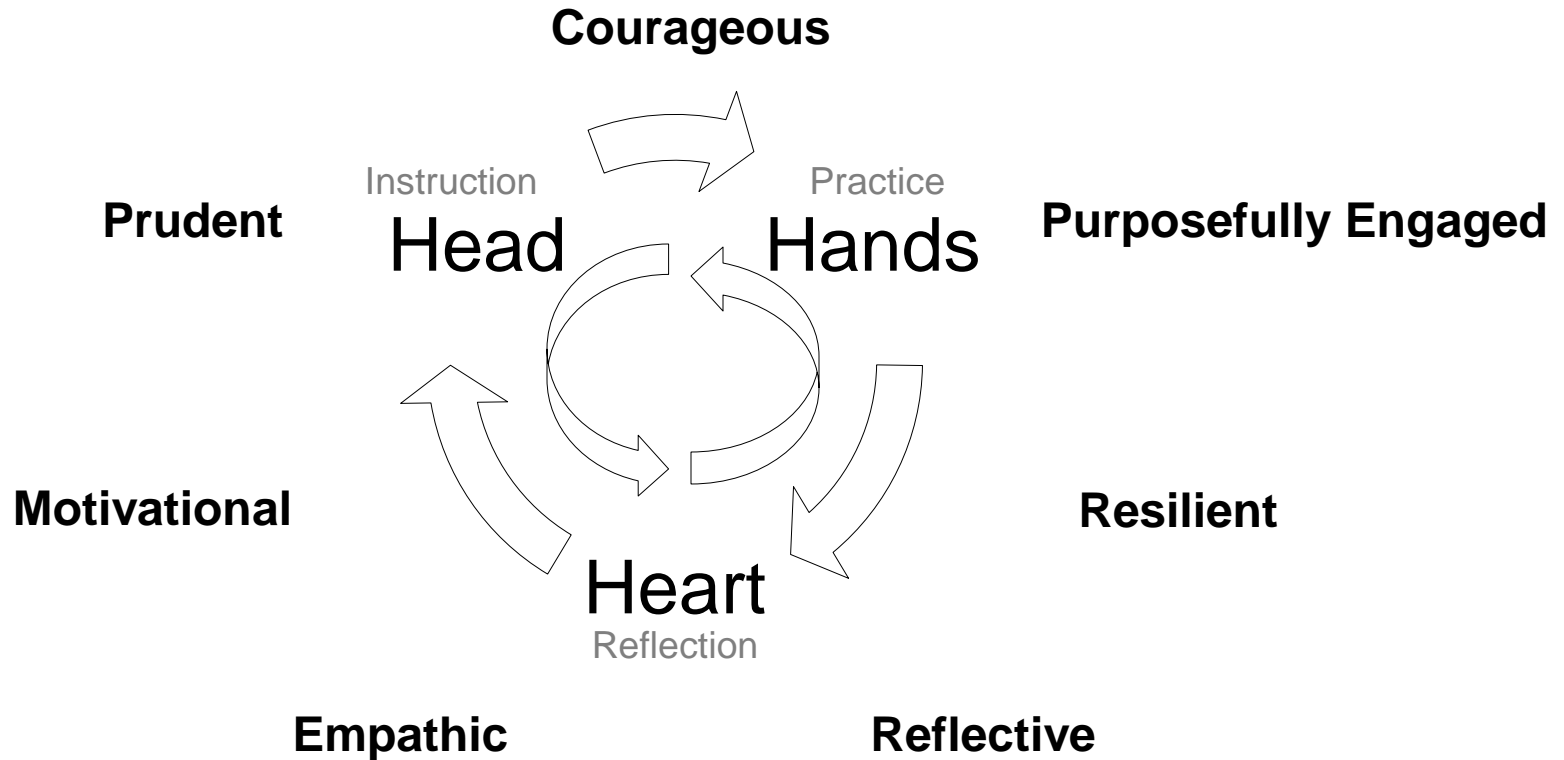
Head   Hands

Heart
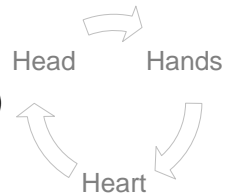
Charisims (The components of Holy Cross Spirituality):
Providence, Zeal, Cross, Fidelity, Compassion, Community, Family, Interdependence, Formation, Church, Hospitality, and Hope 3

Leadership Development Process

Experimentation and failure are part of the
intentional process to increase student leadership
confidence

Courageous

Instruction   Practice

Prudent   Head   Hands   **Purposefully Engaged**

Motivational   **Resilient**

Heart

Reflection

Empathic   **Reflective**

The responsiveness of the student determines where you start the process and the direction you go during the process

Definition

Our Purpose: The University of Portland develops Ethical Leaders

Our Definition: Ethical Leadership is the intentional process of inviting others to join together in addressing vital needs and goals within our relationships and communities.

The Effect: Ethical Leaders embody core values that model, motivate, and engage others to make right and just choices for the common good.

Common vocabulary across campus

Measurable Leadership Competencies

Academic Core Goals

Goal I: Develop the foundational knowledge and skills necessary for informed inquiry, decision-making and communication.

Goal II: Develop the knowledge and skills for acting ethically every day.

Goal III: Examine faith, its place in the one's life, and in the lives of others.

Goal IV: Critically examine the ideas and traditions of western civilization.

Goal V: Learn to live and contribute in a diverse and interdependent world.

Student Outcomes

Resilient

Courageous

Reflective

Prudent

Motivational

Empathic

Purposefully Engaged

Leadership Competencies

Displays drive and purpose
Manages change well

Demonstrates authenticity and integrity
Takes risks and innovates

Makes a habit of assessing
Increases capacity to learn
Integrates lessons learned

Sees what needs to be done and takes initiative
Sets vision and strategy
Solves problems and makes ethical decisions
Communicates effectively

Is a collaborator
Is a team-builder

Demonstrates self-regulation and self-awareness
Respects others

Builds and maintains relationships
Demonstrates inclusivity and Intercultural effectiveness
Utilize personal gifts in the community

Leadership Certification Components

Personalized Leadership Development Action Plan

Opt-In Registration

StrengthsQuest Assessment

S.O.A.R. Reflection

Instruction	**Practice**	**Reflection**
6 - Credit Hours of Leadership Instruction.	120 Hours of Leadership Practice.	9 Leadership Assessments
Students choose from the 'L' designated courses.	Students participate in at least 3 different leading experiences.	3 - Before SA cards 3 - During SA cards 3- After M cards
One class outside of major. Must receive a B or better in each course.	80 hours of on-campus experience and 40 hours of off-campus experience. *Recommend 40 hour intercultural experience.*	2 - self-assessment cards 1- mentor card for each 40 hours of experience.

Personal Leadership Application Paper

Personal Leadership Philosophy

Leadership Designated Courses

Common Leadership Vocabulary

Head → Hands → Heart
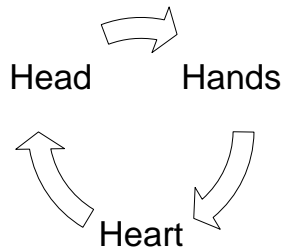
Before Student Self-Assessment Cards

During Student Self-Assessment Cards

After Mentor Assessment Cards

Decision ——→ Practice ——→ Habit ——→ Virtue / Vice

UNIVERSITY OF PORTLAND

STUDENT LEADERSHIP SELF-ASSESSMENT (Before), Card #1

PART I – LEADERSHIP OPPORTUNITY AND STRENGH REFLECTION

a. ASSESSMENT OF LEADERSHIP OPPORTUNITY: Briefly describe which outcomes and competencies will be most important during this leadership opportunity and why. Use a continuation page if necessary.

b. STRENGTH REFLECTION: Comment on at least one of your Top 5 Signature Strengths and how it will help you during this leadership opportunity.

STUDENT NAME	ORGANIZATION	POSITION	DATE

STUDENT SIGNATURE	MENTOR NAME / INITIALS	Faculty ☐	Staff ☐	Student ☐

PART II – LEADERSHIP OUTCOMES
Outcomes that we want all University of Portland graduates to possess

a. LEADERSHIP OUTCOMES AND COMPETENCIES: Mark "E", "S", or "I" for each competency as a self-assessment before the leadership opportunity begins.

1. RESILIENT: *Persist in the midst of adversity; positively cope with stress*	**DP** Drive & Purpose `E S I` Displays drive and purpose	**MC** Manage Change `E S I` Manages change well	
2. COURAGEOUS: *Stand up for what you believe*	**AI** Authenticity & Integrity `E S I` Demonstrates authenticity and integrity	**TR** Take Risks `E S I` Takes risks and innovates	**IN** Innovates `E S I` Takes risks and innovates
3. REFLECTIVE: *Unlock your potential through careful thought and consideration; life long learning*	**HA** Habit of Assessing `E S I` Makes a habit of assessing	**CL** Capacity to Learn `E S I` Increases capacity to learn	**IL** Integrates Lessons `E S I` Integrates lessons learned
4. PRUDENT: The ability to discern, decide, and act ethically	**TI** Takes Initiative `E S I` Sees what needs to be done and takes initiative **ED** Ethical Decisions `E S I` Solves problems and makes ethical decisions	**VS** Vision & Strategy `E S I` Sets vision and strategy **CE** Communicates Effectively `E S I` Communicates effectively	**SP** Solves Problems `E S I` Solves problems and makes ethical decisions
5. MOTIVATIONAL: Inspires others to improve and strive towards a desired goal, outcome or behavior	**CB** Collaborator `E S I` Is a collaborator	**TB** Team Builder `E S I` Is a team-builder	
6. EMPATHIC: Responsive to the emotional experience of self and others	**SR** Self-Regulation `E S I` Demonstrates self-regulation and self-awareness	**SA** Self-Awareness `E S I` Demonstrates self-regulation and self-awareness	**RE** Respect `E S I` Respects others
7. PURPOSEFULLY ENGAGED: Responsibly connected to the community and society though relationships and active involvement	**RE** Relationships `E S I` Builds and maintains relationships **UG** Utilizes Gifts `E S I` Utilizes personal gifts in the community	**IC** Inclusivity `E S I` Demonstrates inclusivity and Intercultural effectiveness	**IE** Intercultural Effectiveness `E S I` Demonstrates inclusivity and Intercultural effectiveness

E = Excellent   S = Success   I = Improve

Leadership Styles

Leadership Style	Description
Directive	Leader-centered. Direct how, when and what to do, then supervises very closely.
Participating	Leader and Team centered. Ask for input from subordinates before making a decision.
Delegating	Subordinate focus – Gives team authority to solve problems and make decisions on own.
Transformational	Developmental focus - style "transforms" subordinates by challenging them to rise above their immediate needs and self-interests.
Transactional	Motivating subordinates to work by offering rewards or threatening punishment.

Directive Leader

- Set goals and objectives
- Clarify roles and tasks
- Plan work in advance
- Evaluate performance
- Tell followers how to do the task
- Focus on results and task

Influences by directing – Operates by driving for results and checking work – Improves through evaluation and raising expectations

Participating Leader

- Ask for suggestions to accomplish a task.
- Facilitate followers to use problem solving skills.
- Listens to the concerns of the followers.
- Praises followers for accomplishing a task.

Influences by gaining 'buy-in from others'. Aims to build consensus.
Operates by asking subordinates to assist in building the plan.
Improves by seeking feedback from others.

Delegating Leader

- Set direction and purpose.

- Let subordinates determine how tasks are accomplished.

- Hold subordinates accountable for decisions and results.

Influence by granting authority to subordinates.
Operate by letting subordinates determine the 'means to the end'.
Improve by reviewing results and holding subordinates accountable.

Transformational Leader

- Focus is on inspiration and change.
- Communicates reasons for decisions/actions.
- Empowers subordinates to figure out the solution.
- Provides constructive feedback.

Influences by stating a vision or clear purpose.
Operates by setting goals and ensuring subordinates have authority to act.
Improves by letting subordinates determine solution and executing it.

Transactional Leader

- Motivates by presenting rewards and punishments for action.

- Outline conditions of task completion.

- Manage by exception – quick to point out failures in a plan or task.

Influences using 'carrot and stick' method.
Operates by providing specific conditions for success and failure.
Measures results to **improve**.

Effective Leader Zone
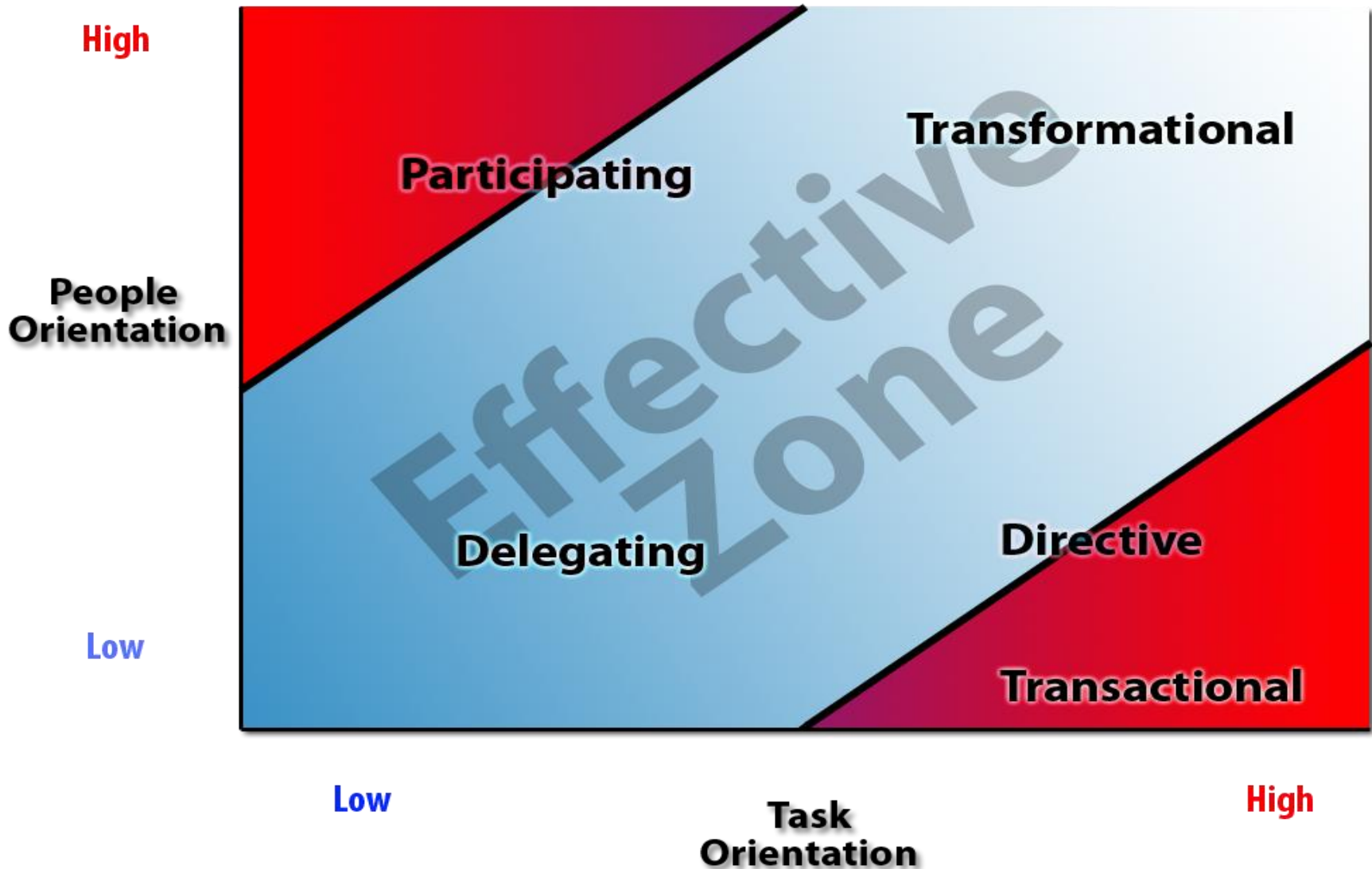
The Leader Role

- Today's team leader: Director vs. Facilitator?
  - Choices of Leader Role:
    - Delegated Leadership
    - Elected leadership
    - Shared Leadership
    - Leadership "at a distance"
- Shared Leadership:
  - Role model for other members
  - Participates in decisions but does not control decisions
  - Active listener
  - Encourages team initiative; accepts risk and failure as learning experiences
  - Respects and values team members

Group Theory and Dynamics

What does an effective team look like?

- Clear Mission and Objectives
- Alignment with objectives
- Confidence of team members in each other
- Role clarity among members
- High degree of communication and feedback
- Step back to review alignment with goals
- Commitment to the objective
- Consistently achieve results
- Continuous improvement mindset

Communication and Cohesion

| Phase	Communication Styles
Forming	Guarded Default to leaders' opinion
Storming	Vocal May get 'personal' / subjective "Off-line feedback'
Norming	Honest, candid – for the most part. Members begin to voice differing ideas – with comfort. May defer to leader when conflict arises
Performing	Honest, candid Members comfortably debate ideas, alternatives Face conflicts 'head on' – objectively.

Handling Issues

- Addressing a Team Failure
  - Assess process (not people).
  - Do not place blame
  - Seek to use as a learning opportunity

- Decision Deadlock
  - Create a 'sub-group' to debate from the 'other' subgroups point of view.
  - Focus on common ground and compromise
  - Re-evaluate the decision in light of mission/objective (i.e. remove subjectivity.)

Build a Plan

- Assess the characteristics of the team (and individuals)
  - Measure against the characteristics of an effective team.
- Determine GAPS.
  - Prioritize the impact of each gap for short and long term effects.
- Develop a plan to close the GAPS
- Re-assess the characteristics of the team

3 Stages of a Project

Initiate Project

Strategy

Detail Planning

Execution
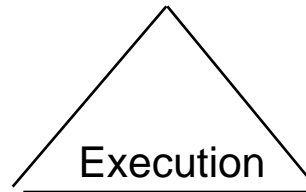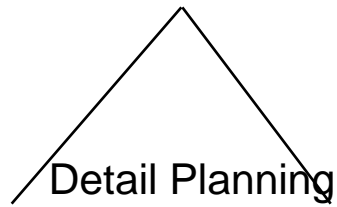
ConcludeProject

Personnel Roles

- Sponsor - overall responsibility, champion, gives/gets approval

- Team Leader - day-to-day responsibility, **directs team in process - facilitator**

- Phase Leader - leads major segment

- Individual Contributor - unique expertise, complete specific tasks, may not be accountable

Project Scope

- Project Mission
- Clarification Statement
- Project Critical Success Factors
- Project Objectives

Project Mission

Two Sentences:

First Answers -

- **Who** are **we**?

- **What** is **end result**?

- **Who** is the **customer** (beneficiary)?

Second Answers -

- **Why** are we doing project?

Clarification of Project Boundaries

Answers two questions:

- What major activities are within scope
- What major activities are outside scope

What's In

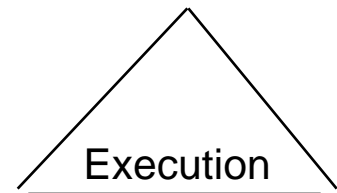*What's Out*

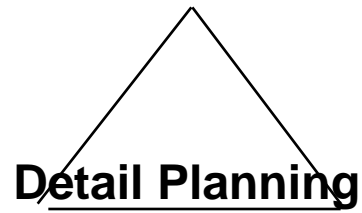# Critical Success Factors

CSFs are:

- fundamentals of project
- continually focus on them
- must go right to succeed

Project Objectives

- Tangible intermediate deliverables
- SMART:
  - Specific
  - Measurable
  - Achievable
  - Results oriented
  - Time-bound

3 Stages of a Project

Initiate Project

Strategy

Detail Planning

Execution

Conclude   Project

Detailed Project Planning

- Break down into measurable units
  - Phase
    - Activity
      - Task

- Develop estimates

- Identify relationships

- Develop schedule

- Establish milestones

- Identify task assignments

Phase Planning

- Phase
  - Activity
    - Tasks

- Breaks project into manageable pieces

- Easier to assign tasks and follow up

Phase Milestones

- Interim events or points

- Identify completion of significant segment such as end of phase

Activity/Task Planning

- Activities are groups of tasks

- Each task has end result

- Team members involved in activity/task planning

- Time estimates are included

- Tasks are often interdependent

- Dependencies are recognized in scheduling

- Activities/tasks listed and dependencies noted in schedule

3 Stages of a Project

Initiate Project

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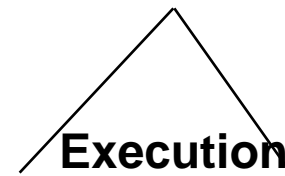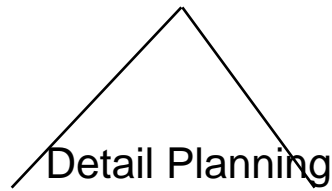
Conclude   Project

Project Communications

- Key ingredient to successful project

- Type and level of information varies - depends on role in project

- Means NO SURPRISES

Communications Summary

- Essence of Success

- Plan for it

- Identify needs of each project role

- If needs not met within team, will show up elsewhere

- Validate that team's communications needs are met

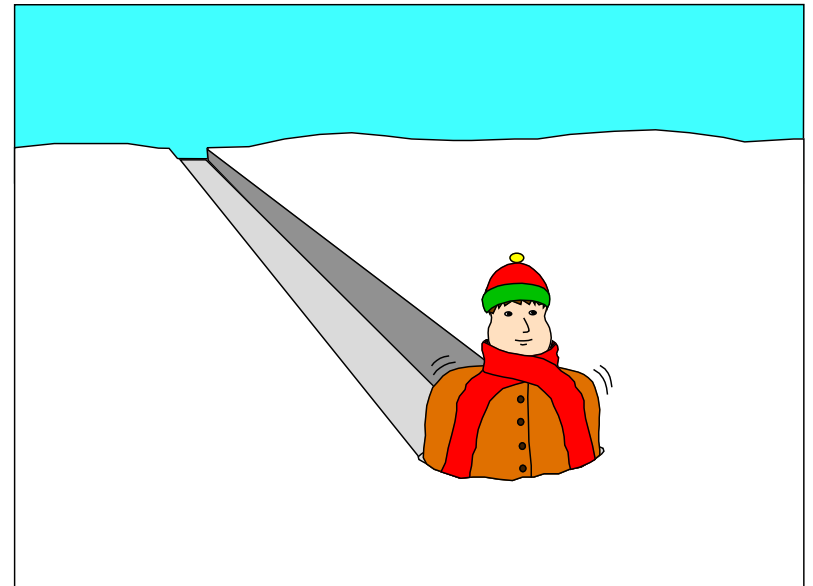- Trust developed through communications improves mission's success

Managing External Events

- Accept inevitable

- Assess impact quickly

- Develop action plan

- Implement

Project Execution

- Communicate during project

- Manage External Events

- Cultivate Influencers

- Empower members

- Share Resources

- Conduct Project Assessment

Questions

Every Organization must be prepared to abandon everything it does to survive in the future. - Peter Drucker

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