

Education Department: Leadership Workshop for District Education
Officers and Govt. Officers of the Directorate of Odisha.
10-11 June, 2016 @ Puri

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Desired Learning Objectives

This Leadership Workshop for DEOs and other Education Department officials is built around the following objectives:

- ⌘ Understand self to be better prepared for their leadership developmental journey.
- ⌘ Comprehend the power of influence and emotional intelligence (EQ) in the functioning of leadership.
- ⌘ Relate to the traits and behaviours associated with leadership.
- ⌘ Emphasize understanding of program content and ability to transfer and apply it in the district education networks.

Program Outcomes:

- ⌘ Enhance self-awareness level
- ⌘ Increase personal leadership impact
- ⌘ Gain insights into leaders and leadership development
- ⌘ Enhance awareness on giving and receiving feedback as a developmental tool
- ⌘ Develop a structured goal setting and action planning process for translating learning into sustainable development

Facilitators for the two Groups and their Pairings

- ⌘ Group # 1 Pair: Shri Sanjay Bahadur, Shri Nikhil Gupta, Shri Akun Sabharwal, Ms Priyanka Basu (not confirmed)
- ⌘ Group # 2 Pair: Shri Praveen K Sinha, Shri Amit K Jain, Shri Ram Kumar Kakani, Shri Sonal Agnihotri (not confirmed)
- ⌘ Full Class Trainers: Ms. Ranjana Chopra and Shri Sanjeev Chopra

Schedule	Topic	Leadership Tool
Day 1 morning	Introduction & Ice-Breaking Understanding Self Leadership Models	Leader-Manager Sociogram River of Life DAC-ACS (using Rajesh Khanna case)
Day 1 afternoon	Leadership Energizer-1 Leading Self Leadership Energizer-2	4-Chairs / Bingo (Yahoo) Activity Workplace Big Five Profile Human Knots Summarizing Lecture by RC (both groups)
Day 2 morning	Emotional Intelligence Influencing Skills EQ & Influencing Skills in Practice	EQ Lecture by SC (both groups) Gary Yukl Influence Inventory Twelve Angry Men Movie
Day 2 afternoon	Situational Leadership Visioning & Co-creating Valediction	Situational Leadership Model Vision Mandala

Two Day Leadership Workshop – Tentative Schedule, Module

Time	Module and Objectives
<h1>DAY # 1</h1>	
09:00-10:15 75 minutes	<u>Module: Program Introduction</u> Organizational leaders opening remarks; Introduction to the program & <i>Leader-Manager Sociogram</i> Participant introductions
10:15-11:30 75 minutes	<u>Module: Understanding Self</u> Using <i>River of Life</i>
11:30-11:50 20 minutes	Break
11:50-13:15 85 minutes	<u>Module: Leadership Models</u> Direction-Alignment-Commitment or <i>DAC Model</i> The <i>ACS Model</i> and the <i>Learning Curve Model</i> <i>Rajesh Khanna Case</i>
13:15-14:15 60 minutes	Lunch
14:15-14:35 20 minutes	<u>Module: Leadership Energizers # 1 & 2</u> <i>4-Chairs</i> <i>Bingo (Yahoo) Activity</i>
14:35-16:15 100 minutes	<u>Module: Leading Self</u> <i>Workplace Big Five Profile</i>
16:15-16:30 15 minutes	Break
16:30-16:50 20 minutes	<u>Module: Leadership Energizers # 3</u> <i>Human Knots</i>
16:50-17:30 40 minutes	<u>Module: Common Session by Ms Ranjana Chopra</u> <i>Summarize the Learning's of the Day</i> <i>To allow participants share one thing that stood out for them during the day and help participants reflect on the day's learning / progression.</i> <i>To reinforce why we are at this workshop in the first place: to learn new things about ourselves, the topic of leadership, and the application of this information.</i>
<h1>DAY # 2</h1>	
Time	Module and Objectives
08:30-09:20 50 minutes	<u>Module: Influencing Tactics and Inventory</u> <i>Gary Yukl Influence Inventory</i>
09:20-10:00 40 minutes	<u>Module: Common Session by Shri Sanjeev Chopra</u> <i>Emotional Intelligence</i>
10:00-10:20 20 minutes	Break
10:20-12:00 100 minutes	<u>Module: Watch Video</u> <i>Twelve Angry Men Movie</i>
12:00-12:10 10 minutes	Break
12:10-13:15 65 minutes	<u>Module: Debrief the video Twelve Angry Men</u> <i>EQ & Influencing Skills in Practice</i>
13:15-14:15 60 minutes	Lunch

14:15–14:50 35 minutes	<u>Module:</u> Situational Leadership <i>Situational Leadership Model</i>
14:50–15:40 50 minutes	<u>Module:</u> Visioning and Co-Creating <i>Vision Mandala</i>
15:40–16:00 20 minutes	<u>Module:</u> Share the Learnings of the Day <i>Review the Learning's of the Day</i>
16:00-16:15 15 minutes	<u>Module:</u> Valediction + Complete Program Evaluations and Close <i>Valediction</i>

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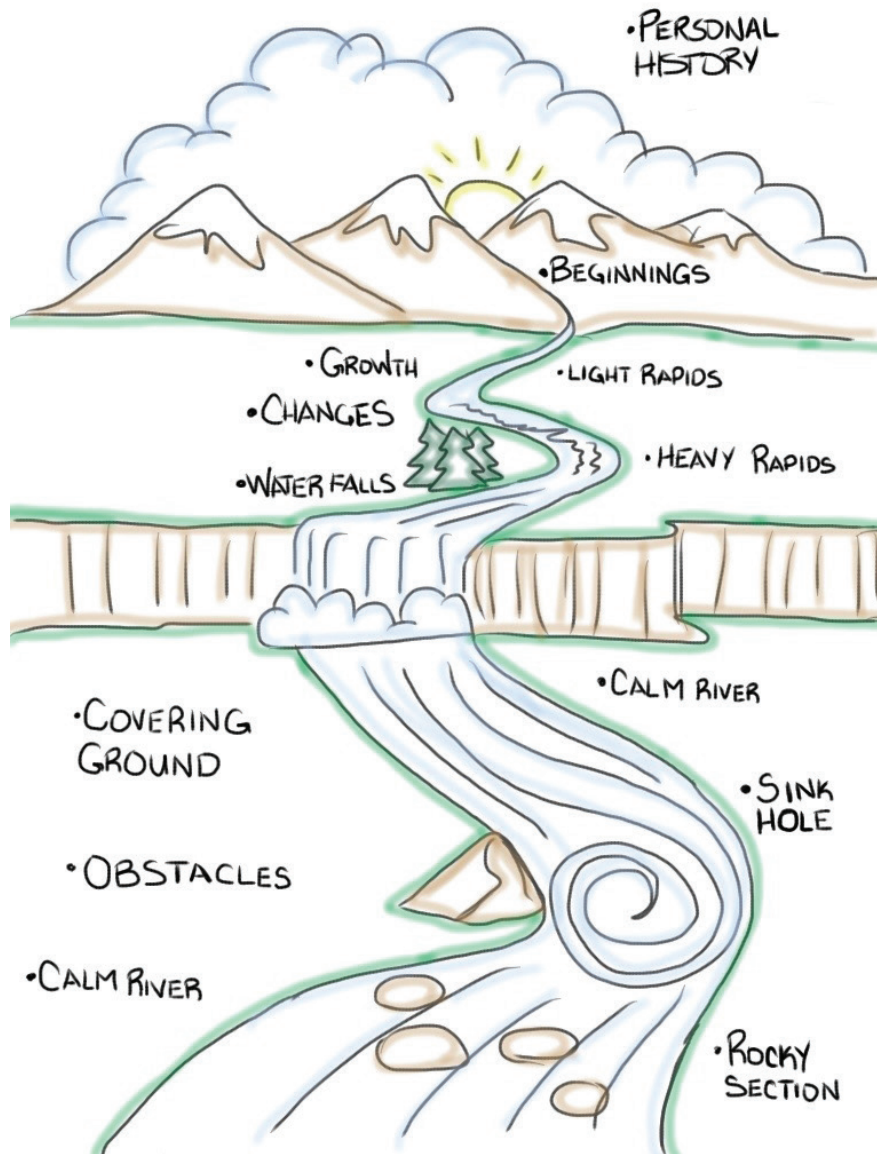
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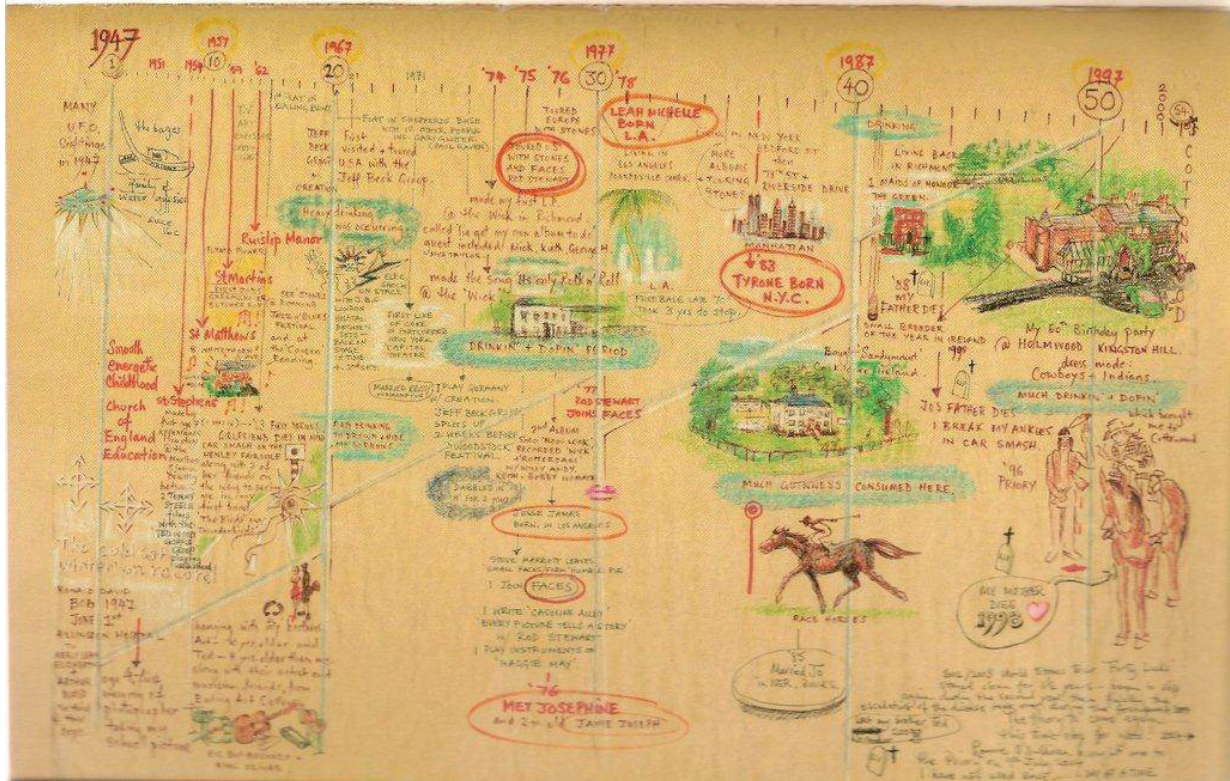
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- On the next page, draw a river on your paper from the bottom left hand corner to the top right corner.
 - » Label the bottom left corner, birth
 - » Label the upper right, present
- Be creative, create your river and make it reflect the turns in your life. Include, images, symbols, words, etc., that mark out key events in your life. Draw islands in the river that represent places you have lived, key people, or anything else you want.
- Along each side of the river, add tributaries representing challenging and affirming moments. Try to think of these moments as those that taught you something – be it decisions, choices or events. Draw the positive affirming ones in **GREEN** on the left and those more challenging on the right, in **RED**.



Explore your river and write down insights you gain when you reflect:

- What patterns do you see? What stands out for you?

- What experiences or what people are significant?

- How do you imagine your river extending over the next 5 years?

- Do your leadership values differ to your personal values?

- What will need to change in your future if you live by your leadership values?

- What impact will this have in your professional life?

Effective Leadership: DAC Model



An Effective Leadership Model: DAC

Direction: How will we decide on a shared direction?

Alignment: How will we coordinate our work so that it fits together in support of the direction?

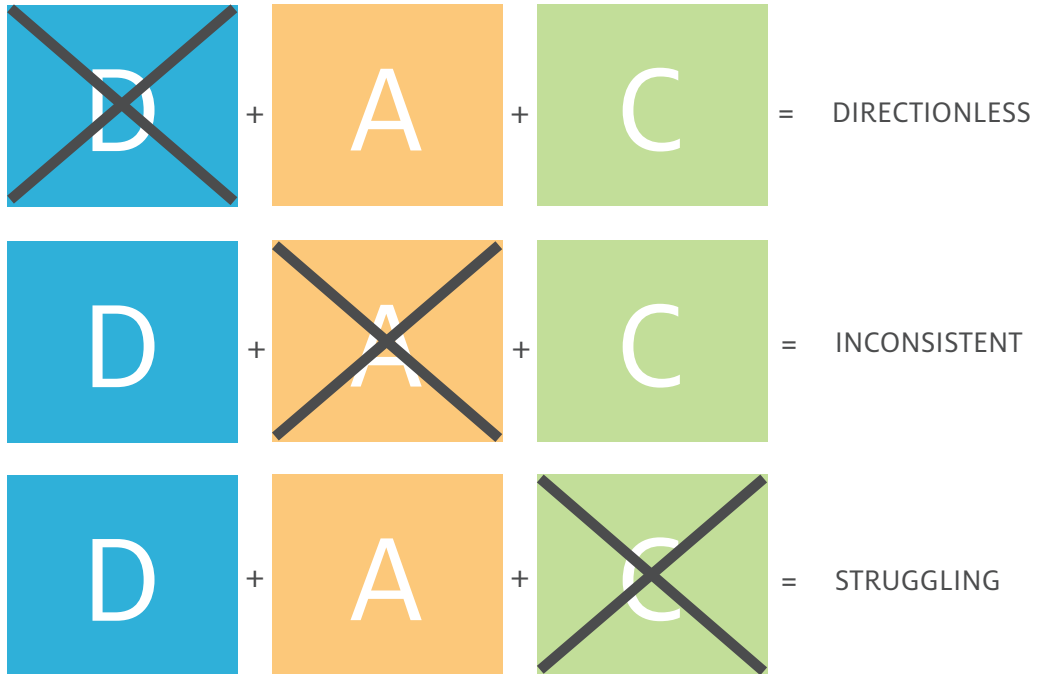
Commitment: How will we maintain commitment to the collective group?

Distinguishing Leaders from Leadership

While the role of developing Direction, Alignment and Commitment may fall on a leader or small group of leaders, leadership is a process rather than a person.

The process of leadership calls for shared agreement on all three dimensions.

When Any One of These is Missing ... Leadership Gets...



The situations depicting DAC as source of success or failure

Dr. Prem Singh Bogzi¹

1. The public sector has been not very successful in implementing projects and programs; however one of the projects which caught attention of people in recent times is Delhi Metro. What are the reasons for success of Delhi Metro from the point of view of Leadership? (DAC all present)
2. Why many innovative initiatives in Govt. fail after the transfer of protagonist. (the C is missing from many of the stakeholders)
3. Why India is not able to make a dent in poverty in spite of reasonable growth? (the A of resources is missing although D and C are there to a great extent)

==

Instructors may add the following aside to the above discussion:

DAC Illustration Using timelines on Aam Aadmi Party:

~ Created in 2012

~ DAC fully aligned from November 2012 to December 2013 (till it won majority of seats in the elections of Delhi State Assembly)

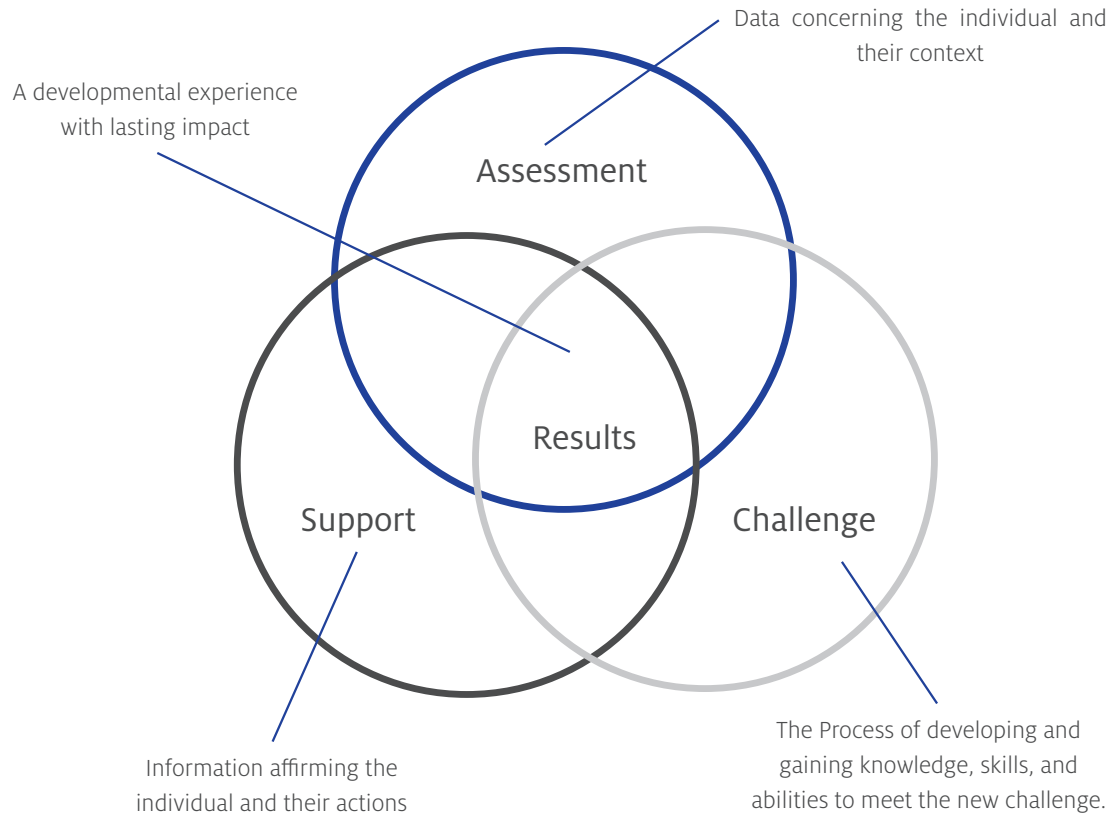
~ Direction started missing around February 2014 (after it came to power in Delhi State)

~ Alignment started missing around April-May 2014 (during the election campaigning for Lok Sabha elections ... large resources were spent unnecessarily)

~ Commitment started missing around July 2014 (as it started stating that they will only contest the Delhi assembly elections – and give a miss to all others)

¹ This case has been developed by Prem Singh Bogzi, an IAS officer of 2000 batch, solely to provide material for class room discussion. It does not intend to illustrate either effective or ineffective handling of the situation.

Leaders Development Framework: ACS



Assessment

- Evaluates one's current level of competence, expertise, or behavioral impact
- Provides a benchmark...
- It unfreezes one's present perceptions
- Optimally it should be continuous
- From others, instruments, etc.

Challenge

- New skills and competencies are acquired and new behaviors are developed
- One moves beyond their current reality to a higher plane
- Disequilibrium is created and comfort zones are stretched.
- New capacities to influence are developed

Support

- Others provide encouragement, confirmation & accountability
- Resources are provided; educational, emotional, etc.
- Obstacles and constraints are removed
- Milestones are set; progress is monitored

Leaders Development Framework: ACS

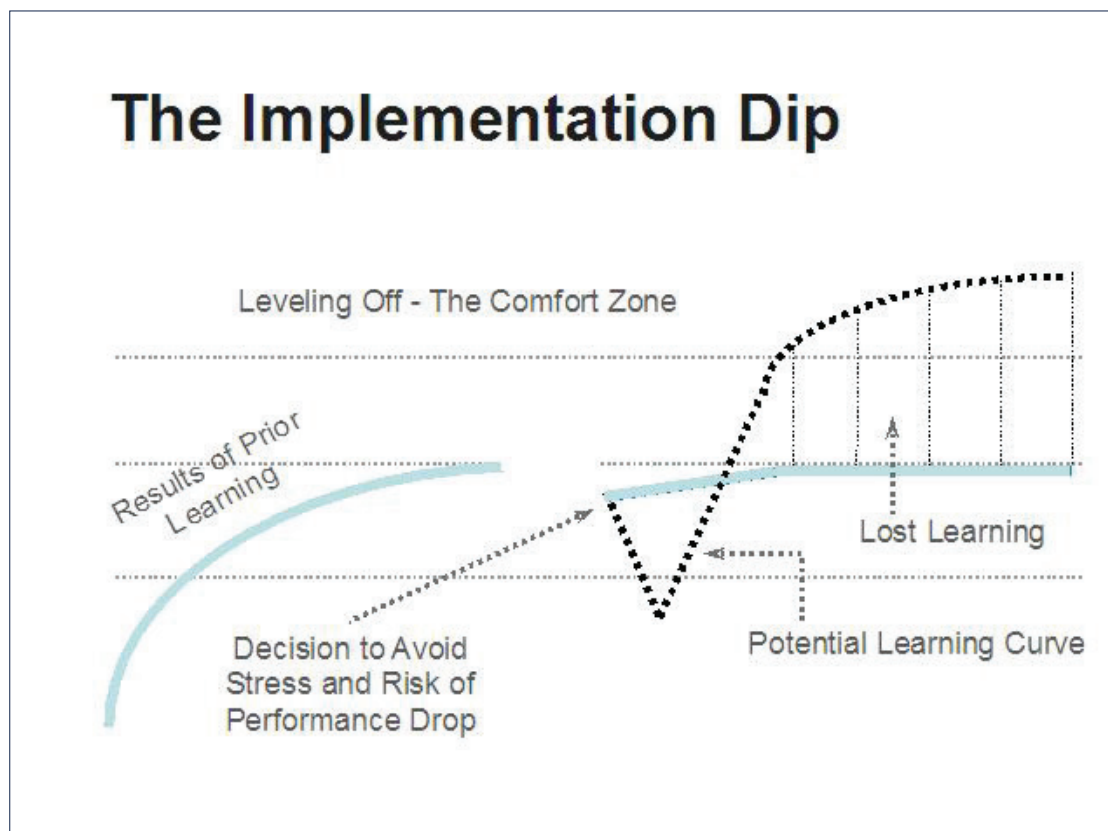
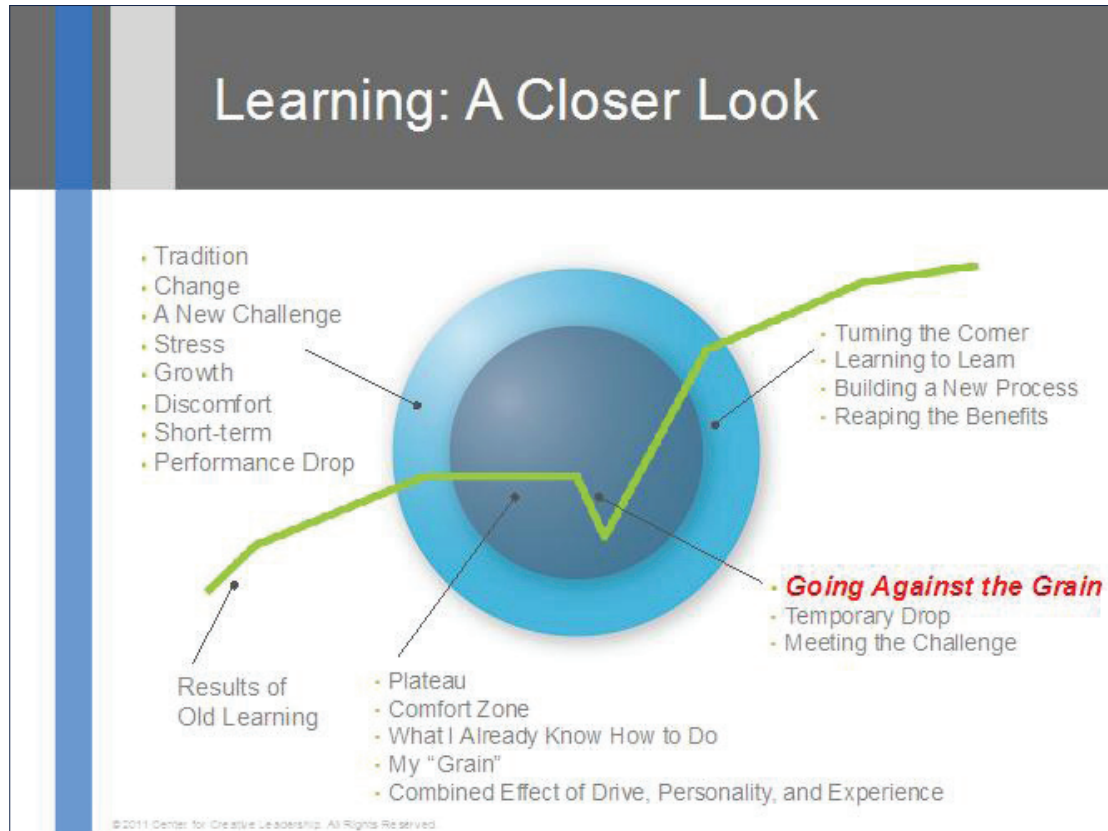
Three Keys to Development: Assessment, Challenge & Support Have you ever experienced an intense period of learning and growth in your career? Perhaps it was your first “real” job out of college. Or when you stepped up to lead a critical project with a make-or-break deadline. Maybe it was learning to manage the various needs, styles and temperaments in your department. What sets these times apart from the remainder of your work life? At the Center for Creative Leadership, our research and experience shows there are here are three key elements that make the difference between an average experience and one that drives leadership development. Experiences that combine assessment, challenge and support are more likely to be key, developmental times.

Assessment: Assessment is information that describes your current strengths and level of effectiveness, as well as areas that need improvement. Assessment and feedback from others is critical for a clear, honest evaluation. Our personal self-assessments are often out of line with how others see us, so relying on that view alone can be deceptive and even dangerous.

Challenge: A challenging situation is one that is viewed as difficult, a hurdle to jump. Typically, to meet a challenge you are stretched out of your comfort zone and are asked to try new things. Challenge encourages your growth as a leader, helps you contribute to the organization and keeps you creatively engaged in your work.

Support: Support is an often-overlooked element of professional development. Support is a means of enhancing your self-confidence, affirming your strengths, and guiding your acquisition of skills needed to meet new challenges. When faced with tough assessments or difficult challenges, support can make the difference between an overall positive experience and one that leads to frustration or failure. Support can come from spouses, significant others, bosses, peers or work colleagues, your direct reports, friends, coaches, mentors, community volunteers, religious leaders or anyone else.

Leader Development Framework: The Learning Curve



Travails of Rajesh Khanna, IAS

Sanjeev Chopra¹

It was a cold January morning in Nasarathpur when Rajesh Khanna, an IAS officer of the 2002 batch, received the news that he had been posted as Additional Secretary, Rural Development Department in the State Secretariat. He felt that he had been stagnating in his present position as District Magistrate and wanted to challenge himself by painting on a bigger canvas. However, in his interaction with seniors, he was sounded about the issues with regard to physical facilities in the state capital, things which he had usually taken for granted in Nasarathpur. Besides, the common refrain of his colleagues related to the “different” work culture in the state government. After availing joining time, Rajesh joined in the Department of Rural Development.

Rajesh spent the first couple of months in the state capital in settling down. He was allotted government accommodation after two months during which time he felt lucky to have managed school admission for his two daughters. Three months in his new job, he felt that he had done little other than settling his domestic affairs. He was determined to make up for the lost time. A couple of days later, the Secretary called him to his chamber and said, *“Rajesh, we have a very important job at hand. You may be aware that the government had promised to the delegation of Confederation of Indian Industry that we will bring out a new policy to kick-start the rural infrastructure sector and encourage private sector participation in PURA (Provision of Urban Amenities in Rural Areas). While you were on leave last week, we have firmed up the contours of the proposed policy. The Minister wants to announce it during the conclave of business captains scheduled after 10 days. This means that we have to get the clearance in the next cabinet meeting which is just a week away. Please put up a cabinet note in the next three days”*.

Though for a moment Rajesh felt apprehensive since he could not attend the related training program for newly posted Directors/Deputy Secretaries due to his pre-occupation, he felt confident that he could refer to the extant instructions, go through the old files, speak to colleagues and do a good job. He immediately got to work and worked tirelessly for the next three days. The secretary seemed pleased with the outcome and fixed up a meeting to brief the minister the very next day. The briefing too went well and his hard work was appreciated.

The Secretary advised him to convey the note to the Parliamentary Affairs Department for placing in the cabinet meeting the next day. In the evening, as Rajesh was preparing to go to

¹ This case has been developed by Sanjeev Chopra, an IAS officer of 1990 batch, solely to provide material for class room discussion. It does not intend to illustrate either effective or ineffective handling of the situation.

bed, he received a call from the Under Secretary, Parliamentary Affairs Department that the note could not be placed in the cabinet meeting as the proposal had not been vetted by the Finance Department. Rajesh had a sleepless night though he felt sure that he had covered all the issues mentioned in the manual on cabinet note-writing to the minutest detail.

Early next morning he received a call that Minister has scheduled a meeting on the subject at 9 a.m. Rajesh reached office well in time to refer to the Manual only to find that he had indeed messed up and forgotten to obtain the approval of Finance Department. He felt blood drain from his face and limbs go numb. Minister went ballistic in the meeting castigating the departmental officials for the lapse and how he had let down the Chief Minister. The Secretary apologized profusely and assured the minister that this was an aberration and he will fix responsibility to ensure that it does not happen again. Minister nodded but didn't seem convinced.

After the meeting, Rajesh trudged back to his room and slumped into the chair. He was woken up from his slumber by a call from his PA that the Secretary wishes to see him. It was with great trepidation that Rajesh walked into the chamber of the Secretary.

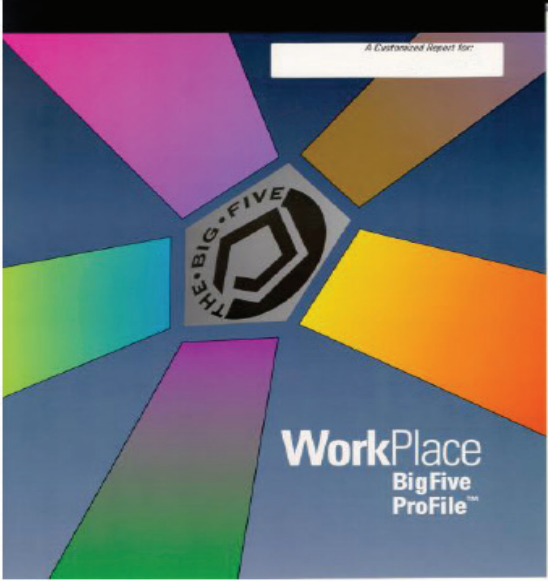
WorkPlace

4.0

BIG FIVE PROFILE™

Leaders Development Framework: ACS

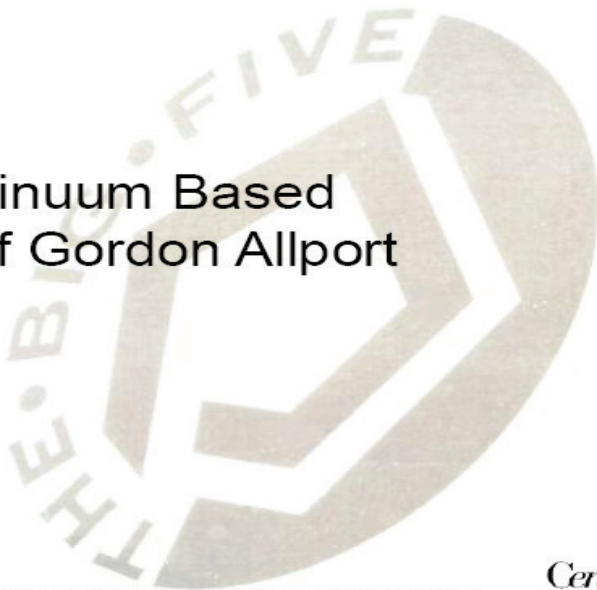
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Jane Mitchell Howard, M.B.A.



The image shows a colorful, multi-segmented logo for 'WorkPlace Big Five ProFile'. The logo consists of five colored segments (purple, blue, yellow, green, and red) arranged in a circular pattern around a central grey pentagon. The central pentagon contains the text 'THE BIG FIVE' and a stylized '5' logo. Below the logo, the text 'WorkPlace Big Five ProFile' is displayed. In the top right corner of the logo area, there is a small white box with the text 'A Customized Report For:'.

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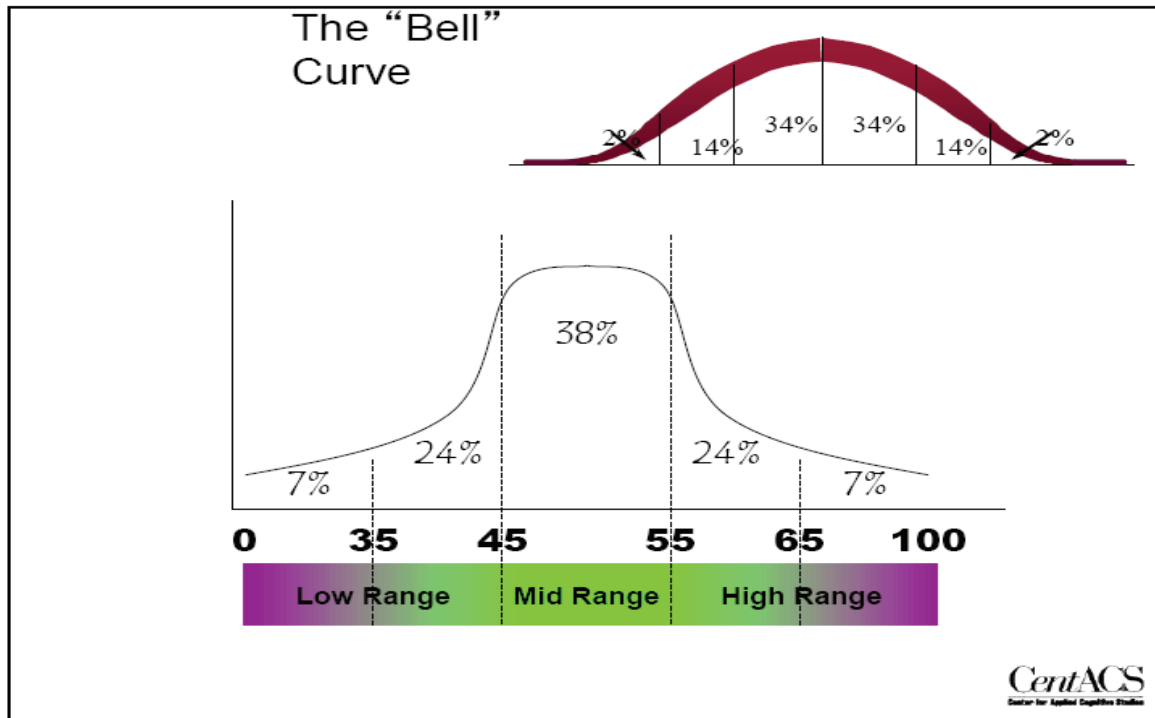
Continuum Based
Work of Gordon Allport



A large, faded watermark of the 'THE BIG FIVE' logo is visible in the background of the slide. The logo features a central grey pentagon with a stylized '5' and the text 'THE BIG FIVE' around it.

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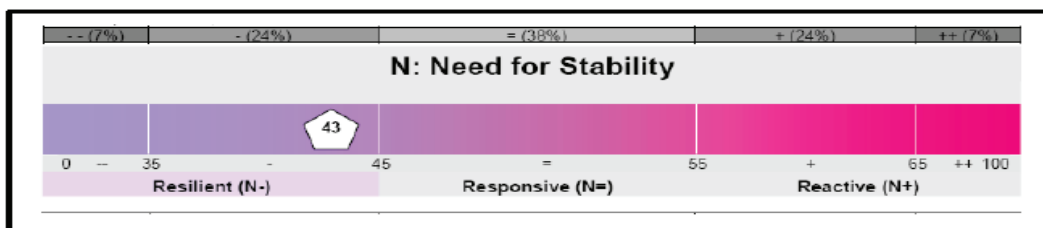
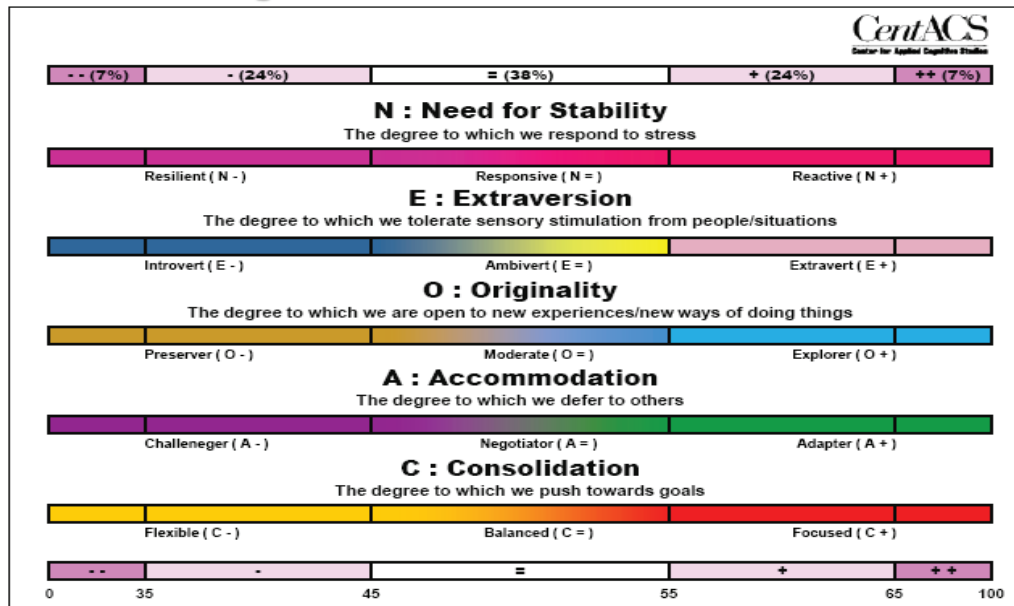
Underlying Structure for WorkPlace BigFive ProFile

- Stress
- People
- Novelty
- Power
- Goals



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WorkPlace Big Five Traits



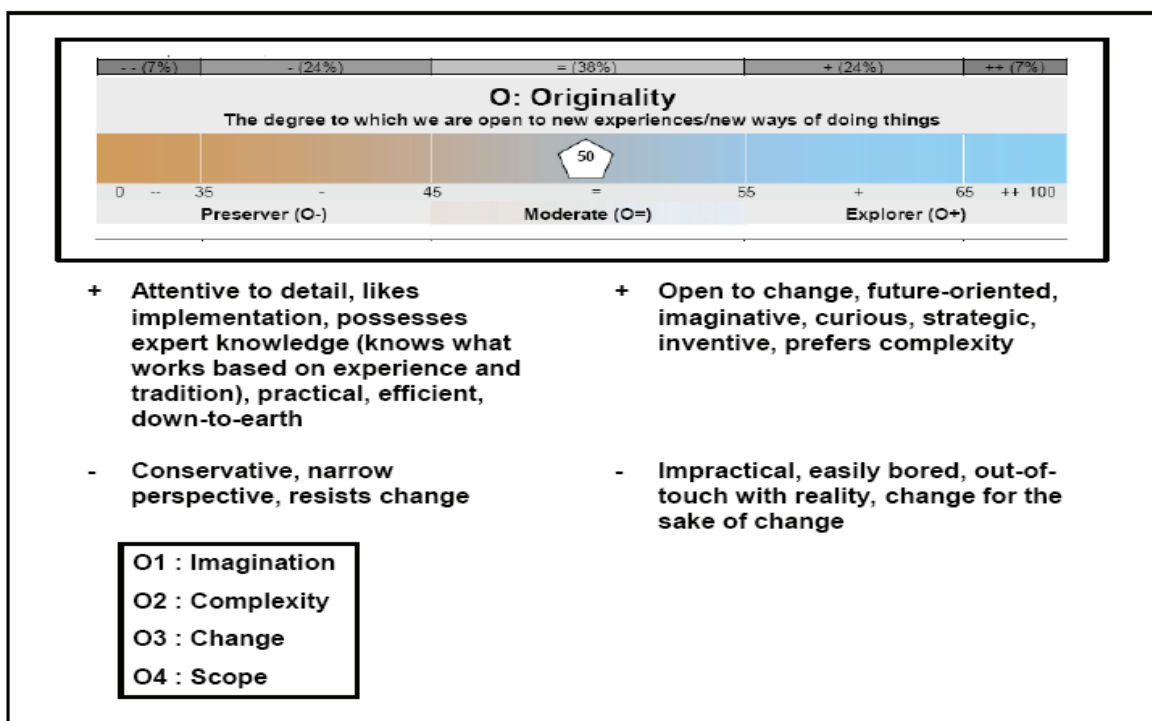
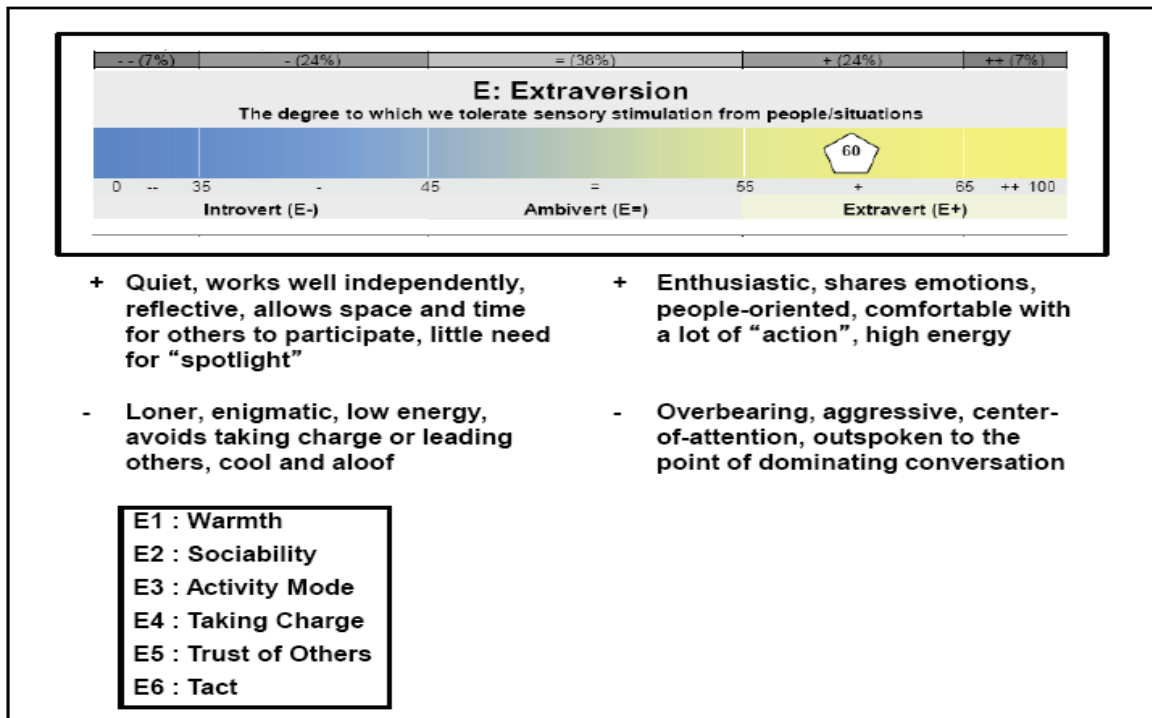
+ Calm, rational, at ease, optimistic, rapid rebound time

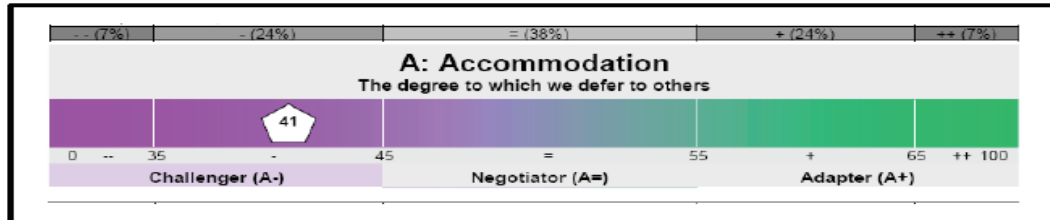
+ Alert, concerned, sensitive, expressive, conscience for the group

- Unsympathetic, insensitive, under-reactive, careless, tunnel-vision, impersonal

- Tense, over-reactive, pessimistic, longer rebound time, take things too personally

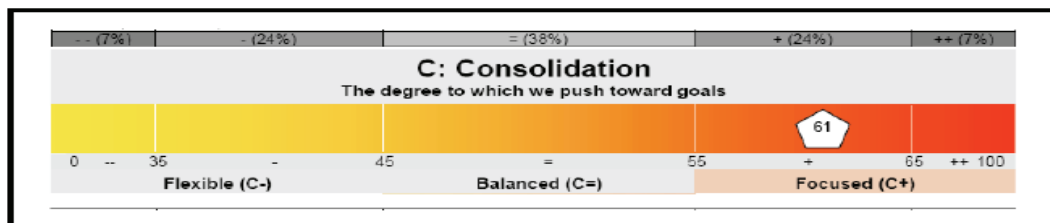
N1 : Worry,
N2 : Intensity
N3 : Interpretation
N4 : Rebound Time





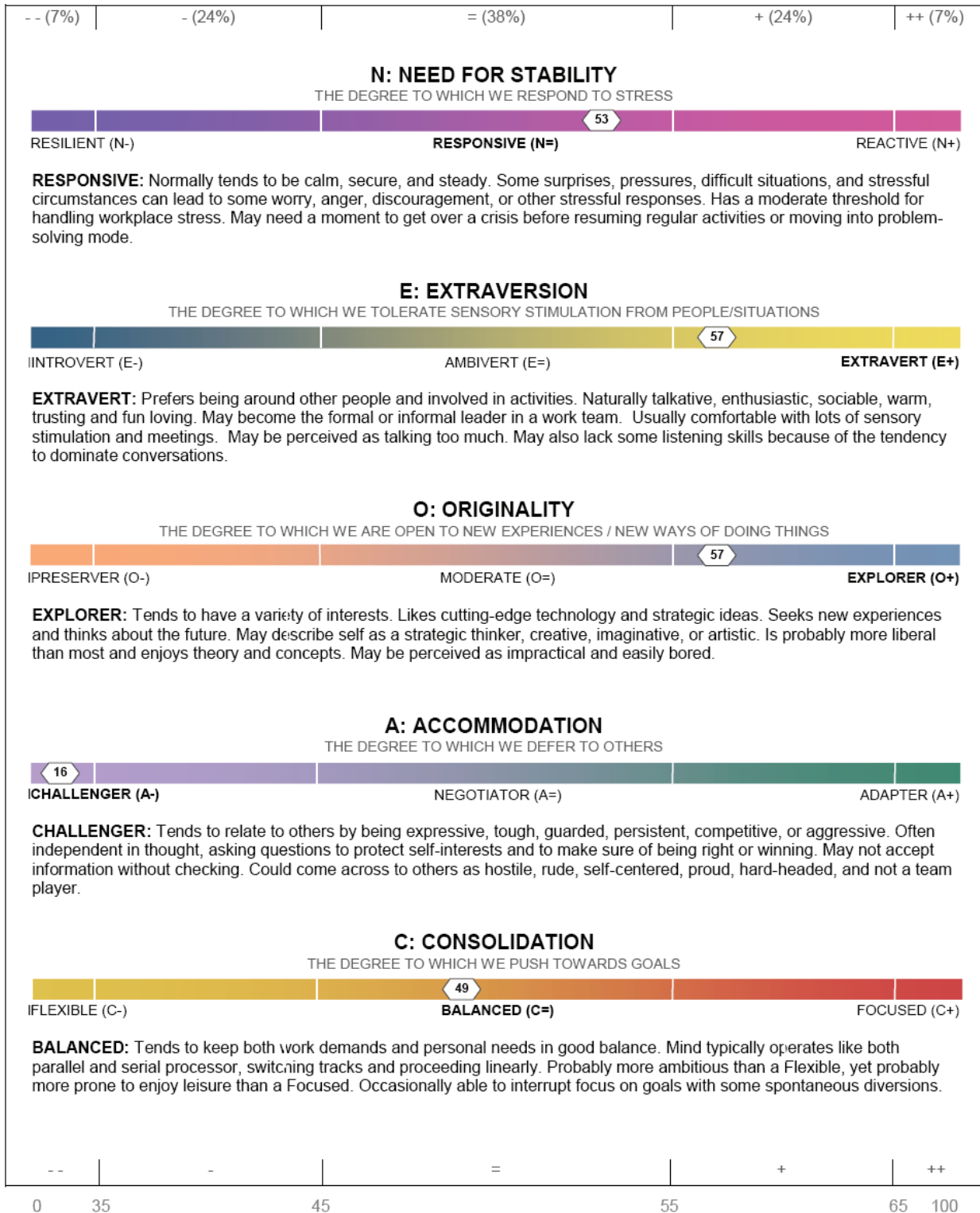
- + Tough, competitive, persistent, challenges status quo, independent, willing to go it alone
- Self-centered, aggressive, win at all costs, skeptical, hard-headed, not a team player
- + Tolerant, agreeable, accepting, promotes harmony, team player
- Naive, acquiescent, submissive, conflict averse, dependent

A1 : Others' Needs
A2 : Agreement
A3 : Humility
A4 : Reserve



- + Flexible, multi-tasker, spontaneous, comfortable with ambiguity, able to "make do" with less, rules=guidelines
- Distractible (and distracting to others), disorganized, irresponsible, unproductive
- + Focused, planful, disciplined, sequential, dependable, rules=rules
- Stubborn, demanding, rigid, compulsive, over-driven/ambitious

C1 : Perfectionism
C2 : Organization
C3 : Drive
C4 : Concentration
C5 : Methodicalness



WorkPlace Big Five Profile™ Worksheet

Listen to the verbal descriptions of the Five Supertraits. Mark an “X” on the continuum where you believe there is a “best fit” between the trait and the demands of your job.

Descriptors for the continuum are below. (+) indicates **At Your Best** and (-) indicates **At Your Worst**. Also, add your own self-descriptions that come to mind.

N: Need for Stability (N1: Worry, N2: Intensity, N3: Interpretation, N4: Rebound Time)

Resilient	Responsive	Reactive
<ul style="list-style-type: none"> + Calm, rational, at ease, optimistic, rapid rebound time - Unsympathetic, insensitive, under-reactive, uncaring, impersonal 		<ul style="list-style-type: none"> + Alert, concerned, sensitive, expressive, conscience for the group - Tense, over-reactive, pessimistic, longer rebound time, take things too personally

E: Extraversion (E1: Warmth, E2: Sociability, E3: Activity Mode, E4: Taking Charge, E5: Trust of Others, E6: Tact)

Introvert	Ambivert	Extravert
<ul style="list-style-type: none"> + Quiet, works well independently, reflective, allows space and time for others to participate, little need for “spotlight” - Loner, enigmatic, low energy, avoids taking charge or leading others, cool and aloof 		<ul style="list-style-type: none"> + Enthusiastic, shares emotions, people-oriented, comfortable with a lot of “action”, high energy - Overbearing, aggressive, center-of-attention, outspoken to the point of dominating conversation

O: Originality (O1: Imagination, O2: Complexity, O3: Change, O4: Scope)

Preserver	Moderate	Explorer
<ul style="list-style-type: none"> + Attentive to details, likes implementation, possesses expert knowledge (knows what works based on experience and tradition), practical, efficient, down-to-earth - Conservative, narrow perspective, resists change 		<ul style="list-style-type: none"> + Open to change, future-oriented, imaginative, curious, strategic, inventive, prefers complexity - Impractical, easily bored, out-of-touch with reality, change for the sake of change

A: Accommodation (A1: Others’ Needs, A2: Agreement, A3: Humility, A4: Reserve)

Challenger	Negotiator	Adapter
<ul style="list-style-type: none"> + Tough, competitive, persistent, challenges status quo, independent, willing to go it alone - Self-centered, aggressive, win at all costs, skeptical, hard-headed, not a team player 		<ul style="list-style-type: none"> + Tolerant, agreeable, accepting, promotes harmony, team player - Naïve, acquiescent, submissive, conflict averse, dependent

C: Consolidation (C1: Perfectionism, C2: Organization, C3: Drive, C4: Concentration, C5: Methodicalness)

Flexible	Balanced	Focused
<ul style="list-style-type: none"> + Flexible, multi-tasker, spontaneous, comfortable with ambiguity, able to “make do” with less, rules=guidelines - Distractible, (and distracting to others), disorganized, irresponsible, unproductive 		<ul style="list-style-type: none"> + Focused, planful, disciplined, sequential, dependable, rules=rules - Stubborn, demanding, rigid, compulsive, over-driven/ambitious

Your Case Study Worksheet

This worksheet helps you explore the strengths and challenges of your unique personality at work, at either your current job or a future position. Using what you have learned about your traits and personality, assess your overall effectiveness and how you might choose to develop with respect to the five traits. Select strategies if they are not too much of a stretch or challenge for you.

	How does your level of this trait help you perform your job?	How does your level of this trait cause problems or concerns in your job?	What development strategies could you use?
N			
E			
O			
A			
C			

Some Key Terms

- Personality is the sum total of the habitual ways in which we think, feel, and act in most situations
- It reflects the pattern of qualities and traits that is specific to that person

Some Key Terms

- Behaviour is the term used to describe what we do or say – in sum, the only part of our personality that can be observed by others directly

Some Key Terms

- Traits are the enduring behaviour patterns in an individual that are normally seen in most situations
- They are either inborn or are formed through very early experiences
- They are present in everyone in greater or smaller measure

Some Key Terms

- Our personality – more specifically, our behaviour – largely determines the kind of leadership we exercise and how others perceive us as leaders
- Knowing our traits can help us determine what we need to do to become the kind of leaders we want to become!

Based on work of Gordon Allport

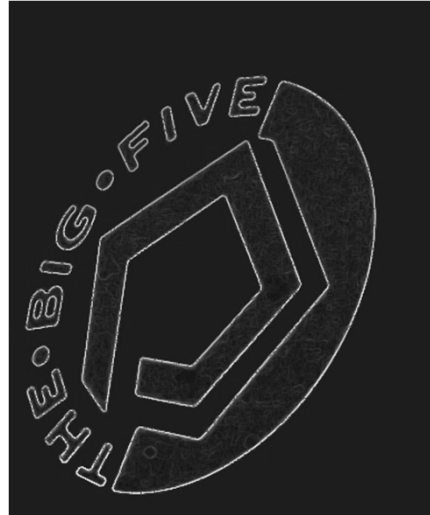
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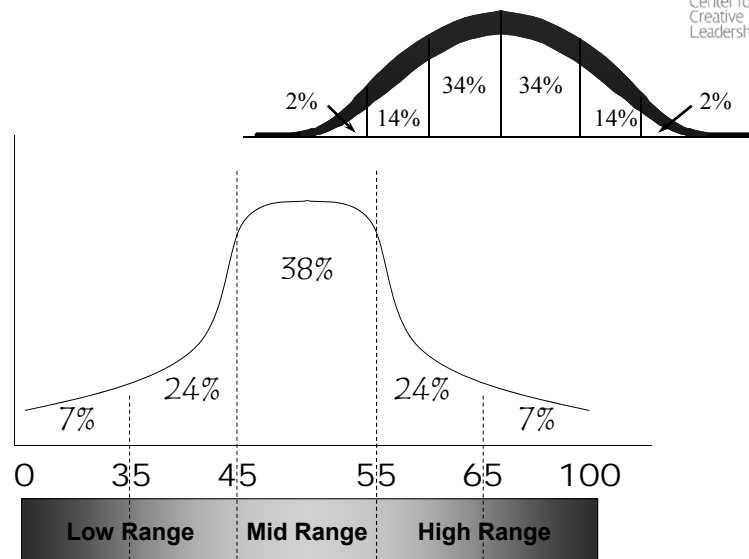
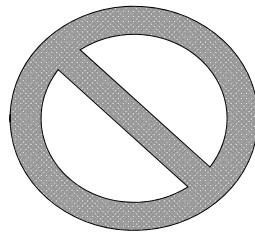
WorkPlace
BigFive
ProFile™

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Personality Assessment

- Provides a picture of preferences & tendencies
- Finite data points

IQ
Skills



Underlying Structure for WorkPlace BigFive Profile

- Stress
- People
- Novelty
- Power
- Goals



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WorkPlace Big Five Traits



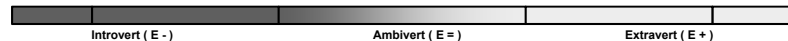
-- (7%)	- (24%)	= (38%)	+ (24%)	++ (7%)
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N : Need for Stability
The degree to which we respond to stress



E : Extraversion

The degree to which we tolerate sensory stimulation from people/situations



O : Originality

The degree to which we are open to new experiences/new ways of doing things



A : Accommodation

The degree to which we defer to others



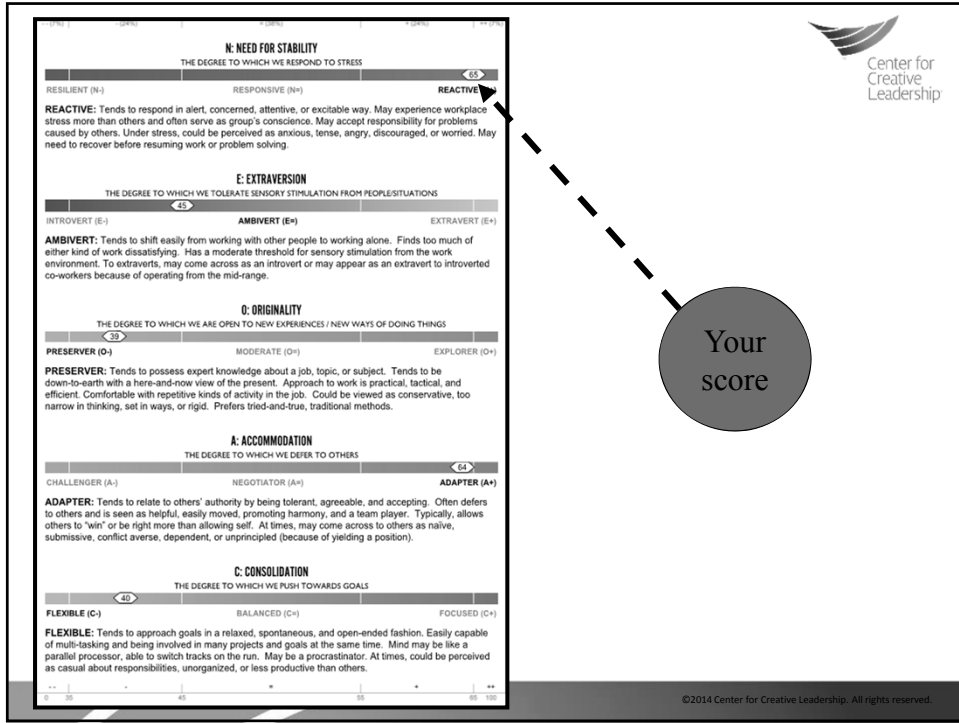
C : Consolidation

The degree to which we push towards goals

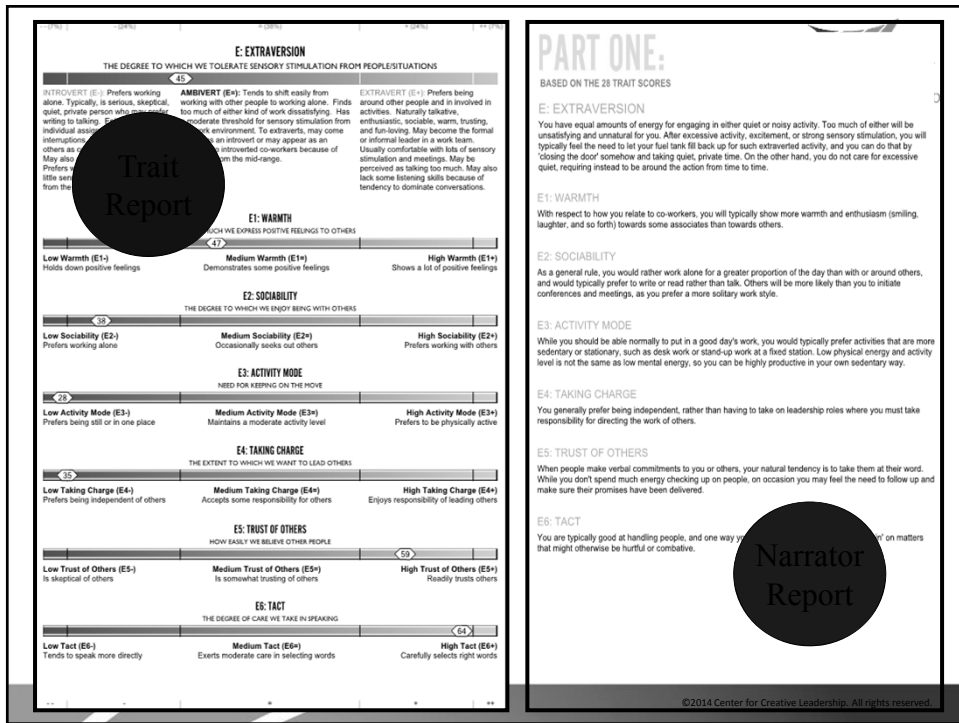


0	35	45	55	65	100
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Your score



Narrator Report



WorkPlace Big Five

5 Super Traits

23 Sub-traits

N: NEED FOR STABILITY
THE SCORE TO WHICH AN INDIVIDUAL RESPONDS TO STRESS

RESILIENT (N-)	43	REACTIVE (N+)
-----------------------	-----------	----------------------

N1: WORRY
Alert, concerned, sensitive, expressive, conscience for the group

N2: INTENSITY
Tense, over-reactive, pessimistic, longer rebound time, take things too personally

N3: INTERPRETATION
Unsympathetic, insensitive, under-reactive, careless, tunnel-vision, impersonal

N4: REBOUND TIME
Calm, rational, at ease, optimistic, rapid rebound time

E: EXTRAVERSION
THE SCORE TO WHICH AN INDIVIDUAL RESPONDS TO SOCIAL SITUATIONS

INTROVERT (E-)	45	EXTRAVERT (E+)
-----------------------	-----------	-----------------------

E1: WARMTH
Friendly, approachable, warm, personable

E2: SOCIABILITY
Likes to be around other people, enjoys social interaction

E3: ACTIVITY MODE
Likes to be active, energetic, enjoys physical activity

E4: TAKING CHARGE
Likes to take charge, assertive, decisive

E5: TRUST OF OTHERS
Likes to trust others, trusting, cooperative

E6: TACT
Likes to be tactful, diplomatic, considerate

D: ORIGINALITY
THE SCORE TO WHICH AN INDIVIDUAL RESPONDS TO NEW EXPERIENCES AND NEW WAYS OF DOING THINGS

PRESERVER (D-)	35	EXPLORER (D+)
-----------------------	-----------	----------------------

D1: IMAGINATION
Likes to be imaginative, creative, innovative

D2: COMPLEXITY
Likes to be complex, detailed, thorough

D3: CHANGE
Likes to be flexible, adaptable, open to change

D4: SCOPE
Likes to be broad, expansive, inclusive

A: ACCOMMODATION
THE SCORE TO WHICH AN INDIVIDUAL RESPONDS TO OTHERS

CHALLENGER (A-)	64	ADAPTER (A+)
------------------------	-----------	---------------------

A1: OTHERS' NEEDS
Likes to consider others' needs, empathetic, caring

A2: AGREEMENT
Likes to agree, harmonious, cooperative

A3: HUMILITY
Likes to be humble, modest, unassuming

A4: RESERVE
Likes to be reserved, cautious, thoughtful

C: CONSULTATION
THE SCORE TO WHICH AN INDIVIDUAL RESPONDS TO DECISIONS

FLEXIBLE (C-)	40	FOCUSED (C+)
----------------------	-----------	---------------------

C1: PERFECTIONISM
Likes to be perfect, detail-oriented, thorough

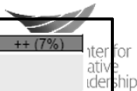
C2: ORGANIZATION
Likes to be organized, systematic, structured

C3: DRIVE
Likes to be driven, motivated, goal-oriented

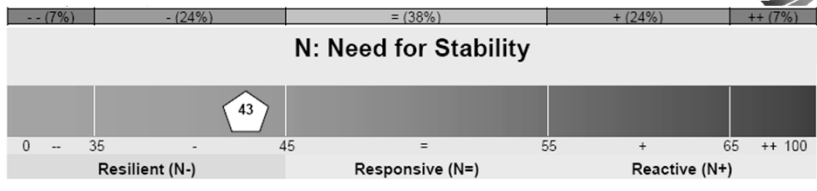
C4: CONCENTRATION
Likes to be focused, attentive, detail-oriented

C5: METHICALNESS
Likes to be methodical, systematic, organized

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N: Need for Stability



0	35	43	55	65	100
Resilient (N-)		=	Responsive (N=)		Reactive (N+)

+ Calm, rational, at ease, optimistic, rapid rebound time

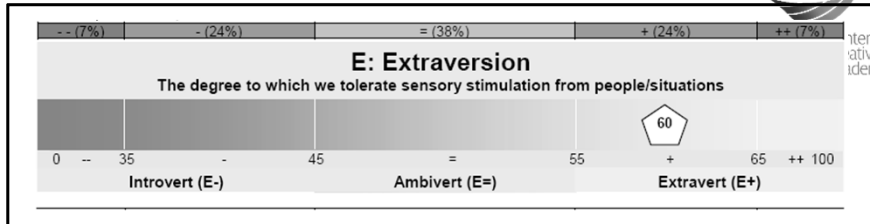
- Unsympathetic, insensitive, under-reactive, careless, tunnel-vision, impersonal

+ Alert, concerned, sensitive, expressive, conscience for the group

- Tense, over-reactive, pessimistic, longer rebound time, take things too personally

N1 : Worry,
N2 : Intensity
N3 : Interpretation
N4 : Rebound Time

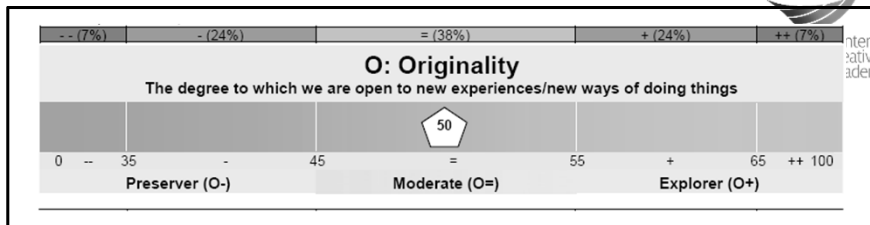
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- + Quiet, works well independently, reflective, allows space and time for others to participate, little need for "spotlight"
- Loner, enigmatic, low energy, avoids taking charge or leading others, cool and aloof
- + Enthusiastic, shares emotions, people-oriented, comfortable with a lot of "action", high energy
- Overbearing, aggressive, center-of-attention, outspoken to the point of dominating conversation

- E1 : Warmth
- E2 : Sociability
- E3 : Activity Mode
- E4 : Taking Charge
- E5 : Trust of Others
- E6 : Tact

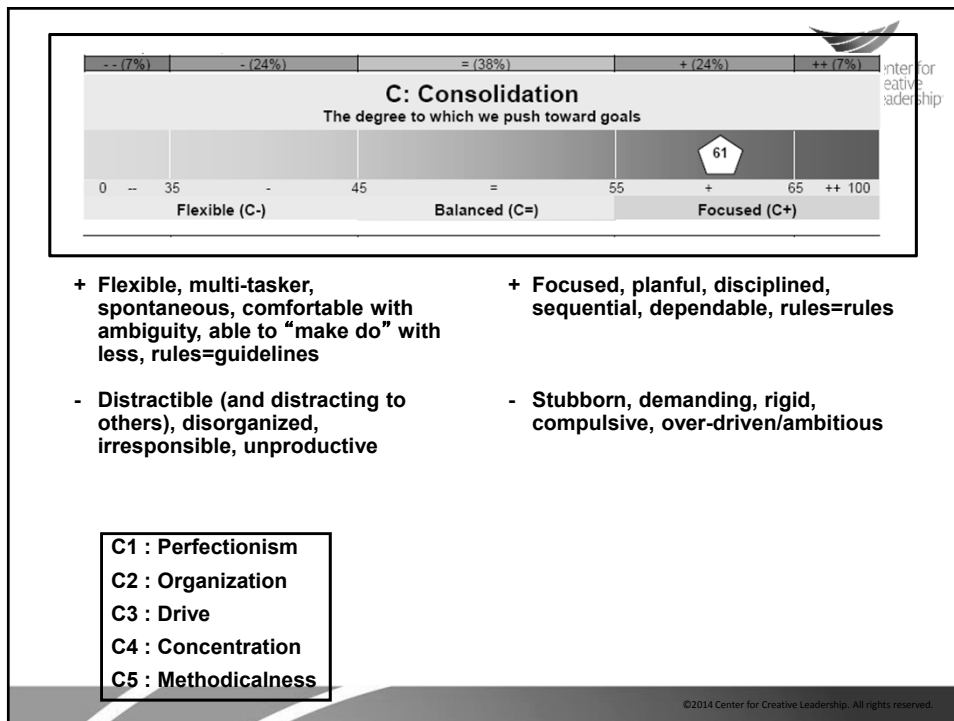
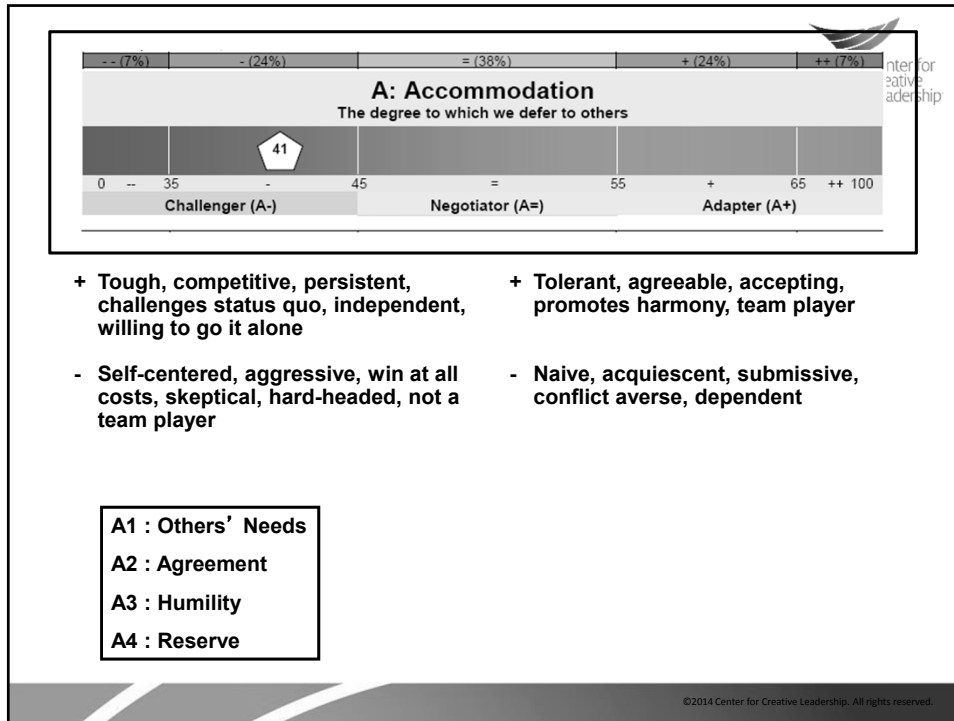
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- + Attentive to detail, likes implementation, possesses expert knowledge (knows what works based on experience and tradition), practical, efficient, down-to-earth
- Conservative, narrow perspective, resists change
- + Open to change, future-oriented, imaginative, curious, strategic, inventive, prefers complexity
- Impractical, easily bored, out-of-touch with reality, change for the sake of change

- O1 : Imagination
- O2 : Complexity
- O3 : Change
- O4 : Scope

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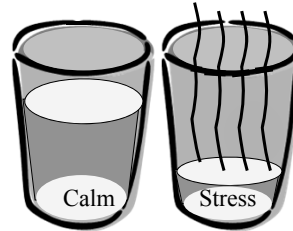
TRAITS: Balancing the Two “Fuel Tanks”

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What size are *your* “fuel tanks”?



Score
of 50 on
Need
for
Stability



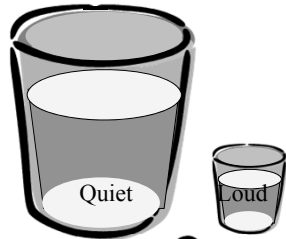
Before a severe
reprimand



After a severe
reprimand

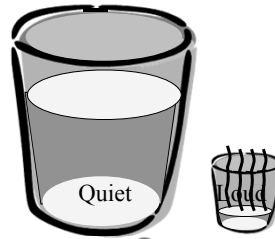
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What size are *your* "fuel tanks"?



Before a subway ride

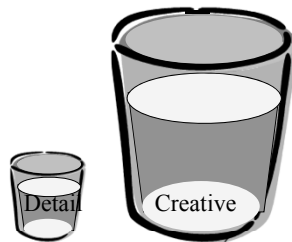
Score
of
25
on
Extraversion



After a subway ride

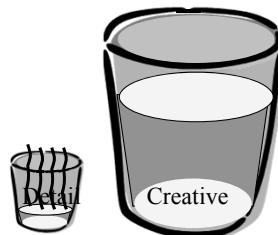
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What size are *your* "fuel tanks"?



Before proof-reading

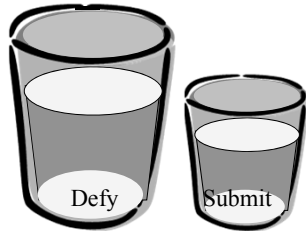
Score
of
75
on
Originality



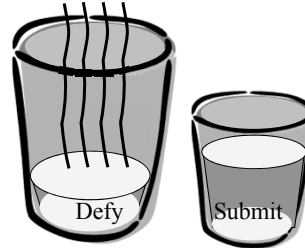
After proof-reading

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What size are *your* "fuel tanks"?



Score
Of
40
on



Accommodation



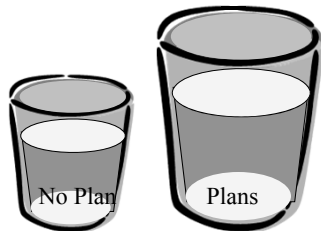
Before performance appraisals



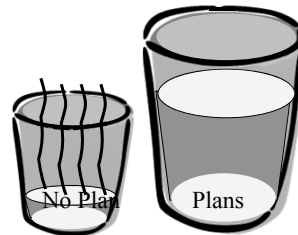
After performance appraisals

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What size are *your* "fuel tanks"?



Score
Of
60
on



Consolidation



Before unstructured weekend



After unstructured weekend

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DAY 2

- Influence Inventory
- Influence Skills
- Situational Leadership

Additional Readings

- Managing Oneself
- Leading with Passion and Purpose: Serving People by Leading Self and Others
- Key Learning

Day Two

Day Two

Influence

Influence

- Influence is the ability to affect the behaviour of others in a particular direction.
- Influence is also the use or expression of power.
- Influence tactics are specific types of behaviour used to exert or “spend” power.
- Power = the capacity or potential to exert influence and implement change.
- Positional Power: influencing others through your power based on your formal status, authority, and control of resources, punishments, or rewards.
- Personal Power: influencing others through your power based on your relational skills, trustworthiness, expertise, special skills, credibility, personality traits, charisma, personal status and so on.

Think of a time that someone got you to do something you weren't sure you wanted to do, yet later you were glad you did.

What did the person do or say to convince you to change? What was the impact on you?

Day Two

Definitions of Proactive Influence Tactics by Dr. Gary Yukl



Rational Persuasion: The agent uses logical arguments and factual evidence to show that request or proposal is feasible and relevant for important task objectives.

Apprising: The agent explains how carrying out a request or supporting a proposal will benefit the target personally or will help to advance the target's career and future.

Inspirational Appeals: The agent appeals to the target's values and ideals or seeks to arouse the target person's emotions to gain commitment for a request or proposal.

Consultation: The agent asks the target to suggest improvements or help plan a proposed activity or change for which the target person's support is desired.

Collaboration: The agent offers to provide relevant resources or assistance if the target will carry out a request or approve a proposed change.

Ingratiation: The agent uses praise and flattery when attempting to influence the target person to carry out a request or support a proposal.

Personal Appeals: The agent asks the target to carry out a request or support a proposal out of friendship, or asks for a personal favour before saying what it is.

Day Two

Definitions of Proactive Influence Tactics by Dr. Gary Yukl

Exchange: The agent offers something the target person wants, or offers to reciprocate at a later time, if the target will do what the agent requests.

Coalition Tactics: The agent enlists the aid of others, or uses the support of others, as a way to influence the target to do something.

Legitimizing Tactics: The agent seeks to establish the legitimacy of a request or to verify that he/ she has the authority to make it.

Pressure: The agent uses demands, threats, frequent checking, or persistent reminders to influence the target to do something.

Emotional intelligence (EQ) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. The model introduced by Daniel Goleman focuses on EQ as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines several main EQ constructs (for more details see "What Makes A Leader" by Daniel Goleman, best of Harvard Business Review 1998):

1. **Self-awareness** - the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
2. **Self-regulation** - involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. **Social skill** - managing relationships to move people in the desired direction.
4. **Empathy** - considering other people's feelings especially when making decisions.

Your Use of Influence Tactics: A Self-Guided Worksheet

Part 1

Respond to the statements below, which describe typical actions taken to influence another person to take an action or perform a task. As you respond to the statements, don't be too concerned at this point about whether the person is a direct report, peer, boss, or other key stakeholder. Although your choice of influence tactics can depend on who, why, where, and when you influence, in this exercise you are only reporting how often you use certain tactics.

Using the scale below, please rate each statement by darkening the appropriate number.

- 1= Almost never
- 2= Seldom
- 3= Sometimes
- 4= Often
- 5= Almost always

Q1	I logically explain to the person the reason for the requested action.	1	2	3	4	5
Q2	I explain how my request, which may require additional work from another person, can have long-term benefits to the person's Career.	1	2	3	4	5
Q3	I show the person how the requested action meets his or her individual goals and values.	1	2	3	4	5
Q4	I provide the necessary resource (time, staff, materials, and technical support, for example) the person needs to accomplish the task.	1	2	3	4	5
Q5	I link my request to the organization's strategic intent.	1	2	3	4	5
Q6	I offer factual and detailed evidence that the proposal is feasible.	1	2	3	4	5
Q7	I present my request in terms of a favor, which I promise to reply.	1	2	3	4	5
Q8	I describe the task with enthusiasm and express confidence in the person's ability to accomplish it.	1	2	3	4	5
Q9	I reduce the difficulty of carrying out the request by removing barriers to success	1	2	3	4	5
Q10	I ask the person for ideas about how to carry out the requested action and incorporate those ideas into the process.	1	2	3	4	5
Q11	I tell the person that without his or her help, I will have to appeal to his or her boss.	1	2	3	4	5

Q13	I link my request to a clear and appealing vision the person can fully support.	1	2	3	4	5
Q14	I agree to assist the person with one of his or her future projects.	1	2	3	4	5
Q15	I thoughtfully respond to the person's concerns and suggestions.	1	2	3	4	5
Q16	I involve credible people to help me influence the person.	1	2	3	4	5
Q17	I explain that my position in the organization makes me responsible for making the request.	1	2	3	4	5
Q18	I check in often with the person to make sure he or she is carrying out my request.	1	2	3	4	5
Q19	I appeal to the person's self-image.	1	2	3	4	5
Q20	I offer to help the person with his or her regular work.	1	2	3	4	5
Q21	I depend on my working relationships with the person to support my request.	1	2	3	4	5
Q22	I develop strategic alliances by networking with key stakeholders who will help me in developing my influence strategy.	1	2	3	4	5

Part 2

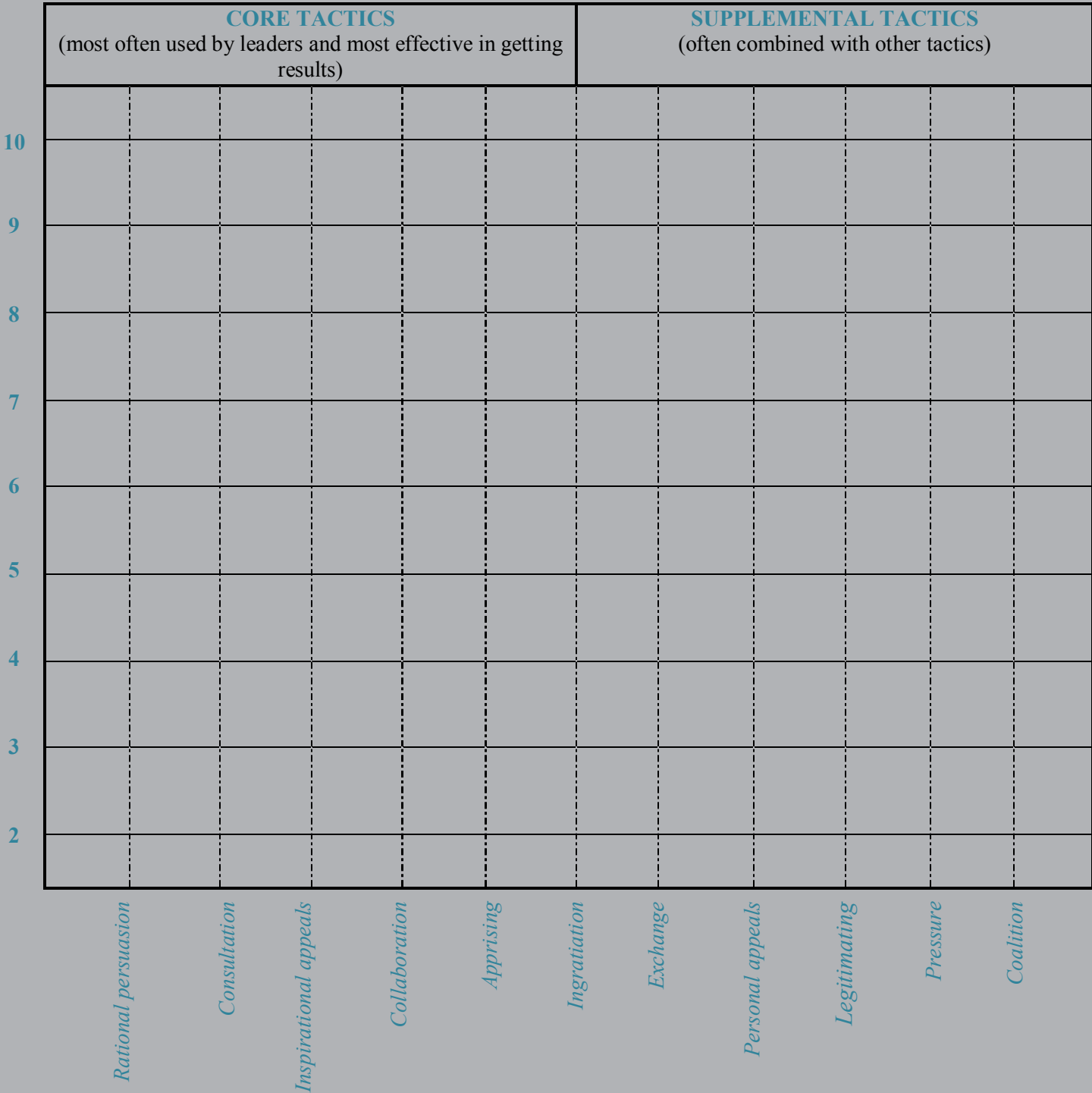
Add up the points for all your responses using the formulas below. The score for each scale will be from 2 to 10 points.

Q1 + Q6 =	_____	This is your <i>rational persuasion</i> score.
Q10 + Q 15=	_____	This is your <i>consultation</i> score.
Q3 + Q13=	_____	This is your <i>inspirational appeals</i> score.
Q4 + Q 9=	_____	This is your <i>collaboration</i> score.
Q2 + Q12=	_____	This is your <i>apprising</i> score.
Q8 + Q 19=	_____	This is your <i>ingratiation</i> score.
Q14 + Q20=	_____	This is your <i>exchange</i> score.
Q7 + Q 21=	_____	This is your <i>personal appeals</i> score.
Q17 + Q5=	_____	This is your <i>legitimizing</i> score.
Q18 + Q11=	_____	This is your <i>pressure</i> score.
Q16 + Q22=	_____	This is your <i>coalition</i> score.

Part 3

Plot each of your scores on the following graph and then connect the dots. This will show which influence tactics you can develop or use more often, either alone or in combination with other tactics.

If you prefer, or if you want an additional graph to mark your progress in using different influence tactics, you can download a copy at www.ccl.org/influence.



Day Two

Twelve Angry Men

This movie drama depicts a jury forced to consider a homicide trial. At the beginning, they have a nearly unanimous decision of guilty, with a single dissenter of not guilty, who, throughout the play sows a seed of reasonable doubt. The story begins after closing arguments have been presented in the homicide case, as the judge is giving his instructions to the jury. As in most American criminal cases, the twelve men must unanimously decide on a verdict of “guilty” or “not guilty”. (In the justice systems of nearly all American states, failure to reach a unanimous verdict, a so-called “hung jury”, results in a mistrial.)



The case at hand pertains to whether a young Hispanic man murdered his own father. The jury is further instructed that a guilty verdict will be accompanied by a mandatory death sentence. These twelve then move to the jury room, where they begin to become acquainted with the personalities of their peers. Throughout their deliberation, not a single juror calls another by his name because the names are unknown by the jurors. Several of the jurors have different reasons for discriminating against the witness: his race, his background, and the troubled relationship between one juror and his own son. Nominated for 3 Oscars in 1957; had sixteen other wins and six other nominations.

Questions:

1. How did Henry Fonda, juror #8 - whose name was Davis in the movie - influence the other jury members?
2. How would you assess Henry Fonda's emotional intelligence (EQ) and listening skills?
3. How would you assess the leadership of the jury's foreman?
4. What in this film stood out to you about influence, emotional intelligence (EQ), and communication and their relevance to effective leadership?

Influence: Gaining Commitment, Getting Results

Influence

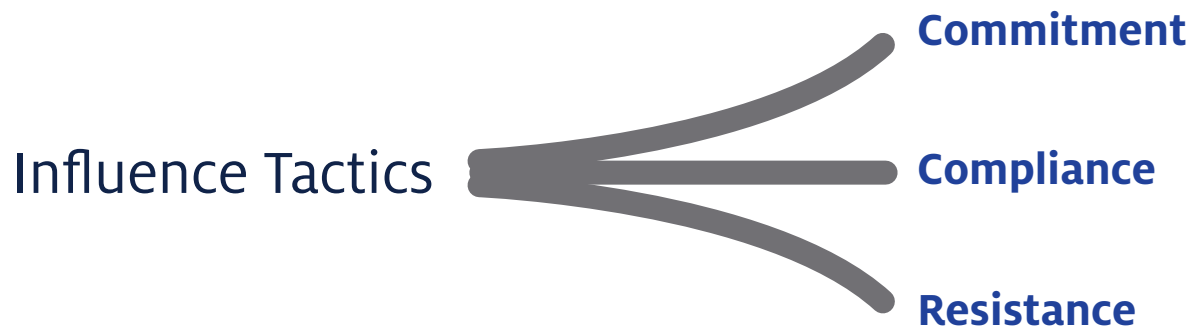
“Influence is the essence of leadership. It is necessary to sell your ideas, to gain acceptance of your policies or plans, and to motivate others to support and implement your decisions.” —Yukl, 1998

Influence Is ...

- ... the ability to affect the behavior of others in a particular direction,
- and the use or expression of power.

Influence tactics are specific types of behaviors used to exert or “spend” power

- **Commitment:** Enthusiastic response with high-level effort
- **Compliance:** Moderate response with minimal effort
- **Resistance:** Minimal, if any, response with delayed effort



Influence Tactics and Potential Outcomes

Proactive Influence Tactics: Most Effective

- **Rational persuasion:** Using logical arguments and factual evidence
- **Consultation:** Seeking participation and support
- **Inspirational appeals:** Making a request or proposal that arouses the person's enthusiasm
- **Collaboration:** Offering to provide assistance or resources

Proactive Influence Tactics: Moderately Effective

- **Apprising:** Explaining the personal benefits
- **Ingratiation:** Using praise and flattery and friendly, helpful behavior
- **Exchange:** Exchanging favors, sharing benefits, establishing reciprocity
- **Personal appeal:** Appealing to feelings of loyalty or friendship

Proactive Influence Tactics: Less Effective

- **Legitimizing:** Claiming authority or consistency with organizational policy
- **Pressure:** Demanding, threatening, persistence
- **Coalition Building:** Seeking the aid and support of others to persuade

How Do You Influence Others?

The Situational Leadership Model

(Adapted from the model by Ken Blanchard and Paul Hersey in *Management of Organizational Behavior*, '96)

The *Situational Leadership Model* suggests that there is no “one size fits all” approach to leadership. Depending on the situation, varying levels of “leadership” and “management” are necessary. However, leaders must first identify their most important tasks or priorities. Second, leaders must consider the readiness level of their followers by analyzing the group’s **ability** and **willingness**. Depending on the level of these variables, leaders must apply the most appropriate leadership style to fit the given situation. The four different types of situational leadership are:

Directing

Coaching

Supporting

Delegating

The Three Steps of the *Situational Leadership Model*

Step 1: Identify the Most Important Tasks or Priorities



Step 2: Diagnose the Readiness Level of the Followers



Step 3: Decide the Matching Leadership Style

Step 1: Identify the Most Important Tasks or Priorities

Suggestions to consider when deciding your three most important tasks or priorities:

1. Focus your three priorities or tasks on big picture items that will require participation and commitment from the entire chapter. This doesn't mean you should eliminate a possible priority just because you fear the chapter won't go along with it; it simply means that your priorities should be big enough that executing them will require the chapter's involvement.
2. Your three priorities should be fundamental to the success of the chapter. For example, "Creating a new recruitment slogan" is not as important as "Creating a working *Kai* Committee."
3. Whenever possible, be specific! For example, "Recruitment" is a vague priority, but "Create and execute a year round recruitment model resulting in a 25 man pledge class next fall" is specific.
4. Sometimes our best priorities are things we should STOP doing. For example, if your chapter has high-risk social practices (i.e. providing hard alcohol to underage guests), it is a worthy priority to "Eliminate high-risk social factors and create a new culture of social conduct in the chapter."
5. Don't hesitate to go after bold tasks such as winning the "Top Chapter" award on campus, achieving a 3.0 chapter GPA, or increasing your membership size to 75 men. All of these will require participation and commitment from the rest of the chapter.
6. Don't worry about **how** you will achieve the priorities just yet. Decide **what** they should be first!
7. You may need to brainstorm a list of 5-10 priorities and then narrow the list to your top three.

What are the three most important tasks or priorities that your executive committee will lead the chapter through this year?

1. _____

2. _____

3. _____

The Four Types of Situational Leadership



Directing – This leadership approach is most appropriate when the followers have low willingness and low ability for the task at hand. When the followers cannot do the job and are unwilling or afraid to try, then the leader must take a highly directive role. Directing requires those in charge to define the roles and tasks of the followers, and supervise them closely. Decisions are made by those in charge and communication is one-way. If the leader focused more on the relationship in this situation, the followers would become confused about what must be done and what is optional. Directing is often used when the issue is serious or comes with drastic consequences if not successful. The leader maintains a directive position to ensure all required actions are completed.



Coaching – This leadership approach is most appropriate when the followers have high willingness but low ability for the task at hand. Like Directing, Coaching still requires leaders to define roles and tasks clearly, but the leader seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way. Followers needing coaching require direction and supervision because they are still relatively inexperienced, but they also need support and praise to build their self-esteem, and involvement in decision-making to restore their commitment. While Coaching, the leader spends time [listening](#), advising, and helping the follower gain necessary skills in order to do the task autonomously next time.

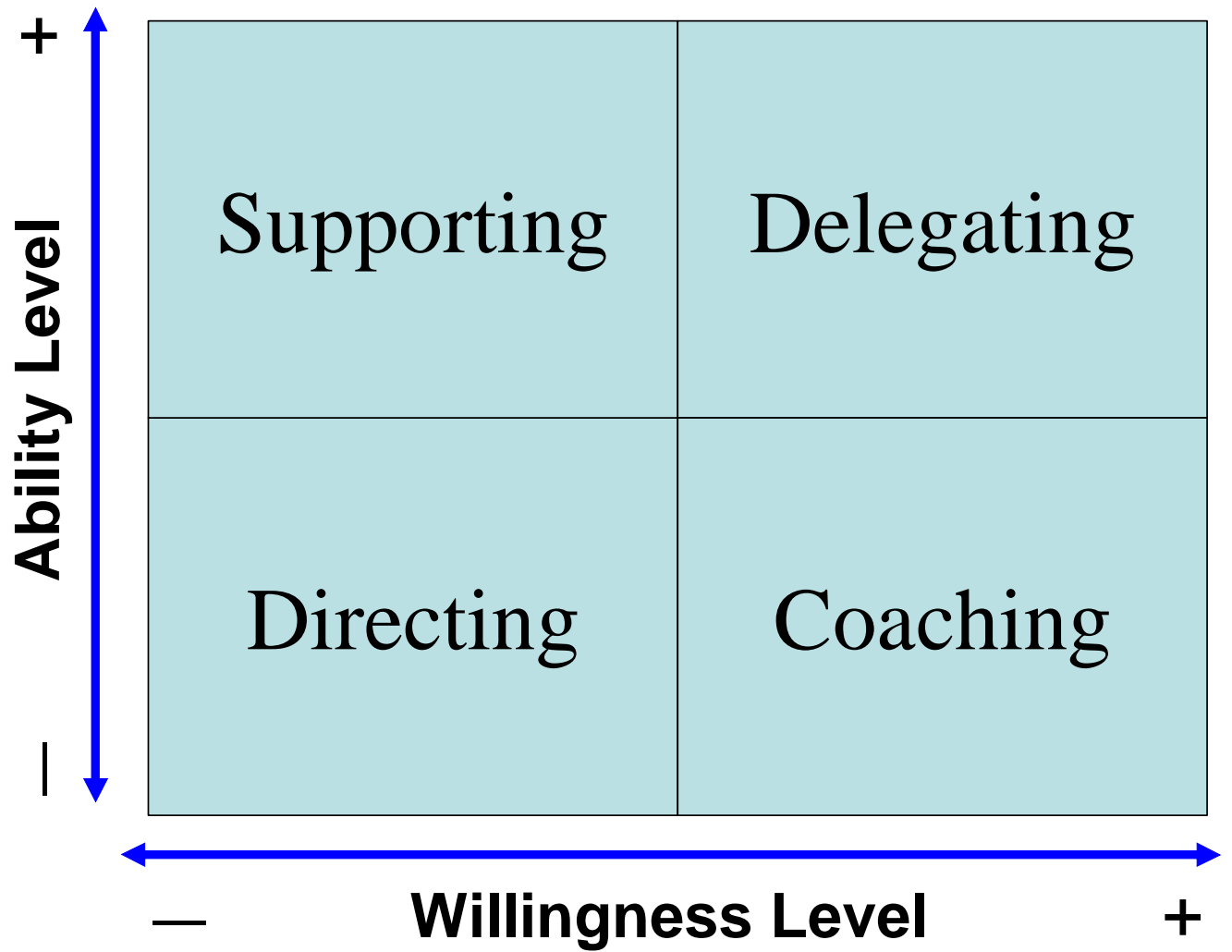
Supporting – This leadership approach is most appropriate when the followers have low willingness but high ability for the task at hand. Supportive leadership works when the follower can do the job, but is refusing to do it or showing a lack of commitment. The leader need not worry about showing them what to do, but instead should be concerned with finding out why the followers are refusing and work to persuade them to cooperate. The key to supportive leadership is motivating and building confidence in people! Clarification on the details of the process won't matter, as the follower already knows what to do but lacks the motivation to act. Supportive leadership involves listening, giving praise and making the followers feel good when they show the necessary commitments for success.



Delegating – This leadership approach is most appropriate when the followers have high willingness and high ability. Leaders should rely on delegating when the follower can do the job and is motivated to do it. There is a high amount of trust that the follower will do well, and the follower requires little supervision or support. Delegating still keeps the leader involved in the decisions and problem-solving, but execution is mostly in the hands of the followers. Because the follower has the most control, he is responsible for communicating information back up to the leader. Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always encouraged.



The Situational Leadership Model



Success in the knowledge economy comes to those who know themselves—their strengths, their values, and how they best perform.

BEST OF HBR 1999

Managing Oneself

by Peter F. Drucker

We live in an age of unprecedented opportunity: If you've got ambition and smarts, you can rise to the top of your chosen profession, regardless of where you started out.

But with opportunity comes responsibility. Companies today aren't managing their employees' careers; knowledge workers must, effectively, be their own chief executive officers. It's up to you to carve out your place, to know when to change course, and to keep yourself engaged and productive during a work life that may span some 50 years. To do those things well, you'll need to cultivate a deep understanding of yourself—not only what your strengths and weaknesses are but also how you learn, how you work with others, what your values are, and where you can make the greatest contribution. Because only when you operate from strengths can you achieve true excellence.

History's great achievers—a Napoléon, a da Vinci, a Mozart—have always managed themselves. That, in large measure, is what makes them great achievers. But they are rare excep-

tions, so unusual both in their talents and their accomplishments as to be considered outside the boundaries of ordinary human existence. Now, most of us, even those of us with modest endowments, will have to learn to manage ourselves. We will have to learn to develop ourselves. We will have to place ourselves where we can make the greatest contribution. And we will have to stay mentally alert and engaged during a 50-year working life, which means knowing how and when to change the work we do.

What Are My Strengths?

Most people think they know what they are good at. They are usually wrong. More often, people know what they are not good at—and even then more people are wrong than right. And yet, a person can perform only from strength. One cannot build performance on weaknesses, let alone on something one cannot do at all.

Throughout history, people had little need to know their strengths. A person was

born into a position and a line of work: The peasant's son would also be a peasant; the artisan's daughter, an artisan's wife; and so on. But now people have choices. We need to know our strengths in order to know where we belong.

The only way to discover your strengths is through feedback analysis. Whenever you make a key decision or take a key action, write down what you expect will happen. Nine or 12 months later, compare the actual results with your expectations. I have been practicing this method for 15 to 20 years now, and every time I do it, I am surprised. The feedback analysis showed me, for instance—and to my great surprise—that I have an intuitive understanding of technical people, whether they are engineers or accountants or market researchers. It also showed me that I don't really resonate with generalists.

Feedback analysis is by no means new. It was invented sometime in the fourteenth century by an otherwise totally obscure German theologian and picked up quite independently, some 150 years later, by John Calvin and Ignatius of Loyola, each of whom incorporated it into the practice of his followers. In fact, the steadfast focus on performance and results that this habit produces explains why the institutions these two men founded, the Calvinist church and the Jesuit order, came to dominate Europe within 30 years.

Practiced consistently, this simple method will show you within a fairly short period of time, maybe two or three years, where your strengths lie—and this is the most important thing to know. The method will show you what you are doing or failing to do that deprives you of the full benefits of your strengths. It will show you where you are not particularly competent. And finally, it will show you where you have no strengths and cannot perform.

Several implications for action follow from feedback analysis. First and foremost, concentrate on your strengths. Put yourself where your strengths can produce results.

Second, work on improving your strengths. Analysis will rapidly show where you need to improve skills or acquire new ones. It will also show the gaps in your knowledge—and those can usually be filled. Mathematicians are born, but everyone can learn trigonometry.

Third, discover where your intellectual arro-

gance is causing disabling ignorance and overcome it. Far too many people—especially people with great expertise in one area—are contemptuous of knowledge in other areas or believe that being bright is a substitute for knowledge. First-rate engineers, for instance, tend to take pride in not knowing anything about people. Human beings, they believe, are much too disorderly for the good engineering mind. Human resources professionals, by contrast, often pride themselves on their ignorance of elementary accounting or of quantitative methods altogether. But taking pride in such ignorance is self-defeating. Go to work on acquiring the skills and knowledge you need to fully realize your strengths.

It is equally essential to remedy your bad habits—the things you do or fail to do that inhibit your effectiveness and performance. Such habits will quickly show up in the feedback. For example, a planner may find that his beautiful plans fail because he does not follow through on them. Like so many brilliant people, he believes that ideas move mountains. But bulldozers move mountains; ideas show where the bulldozers should go to work. This planner will have to learn that the work does not stop when the plan is completed. He must find people to carry out the plan and explain it to them. He must adapt and change it as he puts it into action. And finally, he must decide when to stop pushing the plan.

At the same time, feedback will also reveal when the problem is a lack of manners. Manners are the lubricating oil of an organization. It is a law of nature that two moving bodies in contact with each other create friction. This is as true for human beings as it is for inanimate objects. Manners—simple things like saying “please” and “thank you” and knowing a person's name or asking after her family—enable two people to work together whether they like each other or not. Bright people, especially bright young people, often do not understand this. If analysis shows that someone's brilliant work fails again and again as soon as cooperation from others is required, it probably indicates a lack of courtesy—that is, a lack of manners.

Comparing your expectations with your results also indicates what not to do. We all have a vast number of areas in which we have no talent or skill and little chance of becoming even mediocre. In those areas a person—

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and especially a knowledge worker—should not take on work, jobs, and assignments. One should waste as little effort as possible on improving areas of low competence. It takes far more energy and work to improve from incompetence to mediocrity than it takes to improve from first-rate performance to excellence. And yet most people—especially most teachers and most organizations—concentrate on making incompetent performers into mediocre ones. Energy, resources, and time should go instead to making a competent person into a star performer.

How Do I Perform?

Amazingly few people know how they get things done. Indeed, most of us do not even know that different people work and perform differently. Too many people work in ways that are not their ways, and that almost guarantees nonperformance. For knowledge workers, How do I perform? may be an even more important question than What are my strengths?

Like one's strengths, how one performs is unique. It is a matter of personality. Whether personality be a matter of nature or nurture, it surely is formed long before a person goes to work. And *how* a person performs is a given, just as *what* a person is good at or not good at is a given. A person's way of performing can be slightly modified, but it is unlikely to be completely changed—and certainly not easily. Just as people achieve results by doing what they are good at, they also achieve results by working in ways that they best perform. A few common personality traits usually determine how a person performs.

Am I a reader or a listener? The first thing to know is whether you are a reader or a listener. Far too few people even know that there are readers and listeners and that people are rarely both. Even fewer know which of the two they themselves are. But some examples will show how damaging such ignorance can be.

When Dwight Eisenhower was Supreme Commander of the Allied forces in Europe, he was the darling of the press. His press conferences were famous for their style—General Eisenhower showed total command of whatever question he was asked, and he was able to describe a situation and explain a policy in two or three beautifully polished and elegant sentences. Ten years later, the same journalists

who had been his admirers held President Eisenhower in open contempt. He never addressed the questions, they complained, but rambled on endlessly about something else. And they constantly ridiculed him for butchering the King's English in incoherent and ungrammatical answers.

Eisenhower apparently did not know that he was a reader, not a listener. When he was Supreme Commander in Europe, his aides made sure that every question from the press was presented in writing at least half an hour before a conference was to begin. And then Eisenhower was in total command. When he became president, he succeeded two listeners, Franklin D. Roosevelt and Harry Truman. Both men knew themselves to be listeners and both enjoyed free-for-all press conferences. Eisenhower may have felt that he had to do what his two predecessors had done. As a result, he never even heard the questions journalists asked. And Eisenhower is not even an extreme case of a nonlistener.

A few years later, Lyndon Johnson destroyed his presidency, in large measure, by not knowing that he was a listener. His predecessor, John Kennedy, was a reader who had assembled a brilliant group of writers as his assistants, making sure that they wrote to him before discussing their memos in person. Johnson kept these people on his staff—and they kept on writing. He never, apparently, understood one word of what they wrote. Yet as a senator, Johnson had been superb; for parliamentarians have to be, above all, listeners.

Few listeners can be made, or can make themselves, into competent readers—and vice versa. The listener who tries to be a reader will, therefore, suffer the fate of Lyndon Johnson, whereas the reader who tries to be a listener will suffer the fate of Dwight Eisenhower. They will not perform or achieve.

How do I learn? The second thing to know about how one performs is to know how one learns. Many first-class writers—Winston Churchill is but one example—do poorly in school. They tend to remember their schooling as pure torture. Yet few of their classmates remember it the same way. They may not have enjoyed the school very much, but the worst they suffered was boredom. The explanation is that writers do not, as a rule, learn by listening and reading. They learn by writing. Because schools do not allow them to learn this way,

It takes far more energy to improve from incompetence to mediocrity than to improve from first-rate performance to excellence.

they get poor grades.

Schools everywhere are organized on the assumption that there is only one right way to learn and that it is the same way for everybody. But to be forced to learn the way a school teaches is sheer hell for students who learn differently. Indeed, there are probably half a dozen different ways to learn.

There are people, like Churchill, who learn by writing. Some people learn by taking copious notes. Beethoven, for example, left behind an enormous number of sketchbooks, yet he said he never actually looked at them when he composed. Asked why he kept them, he is reported to have replied, "If I don't write it down immediately, I forget it right away. If I put it into a sketchbook, I never forget it and I never have to look it up again." Some people learn by doing. Others learn by hearing themselves talk.

A chief executive I know who converted a small and mediocre family business into the leading company in its industry was one of those people who learn by talking. He was in the habit of calling his entire senior staff into his office once a week and then talking at them for two or three hours. He would raise policy issues and argue three different positions on each one. He rarely asked his associates for comments or questions; he simply needed an audience to hear himself talk. That's how he learned. And although he is a fairly extreme case, learning through talking is by no means an unusual method. Successful trial lawyers learn the same way, as do many medical diagnosticians (and so do I).

Of all the important pieces of self-knowledge, understanding how you learn is the easiest to acquire. When I ask people, "How do you learn?" most of them know the answer. But when I ask, "Do you act on this knowledge?" few answer yes. And yet, acting on this knowledge is the key to performance; or rather, *not* acting on this knowledge condemns one to nonperformance.

Am I a reader or a listener? and How do I learn? are the first questions to ask. But they are by no means the only ones. To manage yourself effectively, you also have to ask, Do I work well with people, or am I a loner? And if you do work well with people, you then must ask, In what relationship?

Some people work best as subordinates. General George Patton, the great American military hero of World War II, is a prime example. Patton

was America's top troop commander. Yet when he was proposed for an independent command, General George Marshall, the U.S. chief of staff—and probably the most successful picker of men in U.S. history—said, "Patton is the best subordinate the American army has ever produced, but he would be the worst commander."

Some people work best as team members. Others work best alone. Some are exceptionally talented as coaches and mentors; others are simply incompetent as mentors.

Another crucial question is, Do I produce results as a decision maker or as an adviser? A great many people perform best as advisers but cannot take the burden and pressure of making the decision. A good many other people, by contrast, need an adviser to force themselves to think; then they can make decisions and act on them with speed, self-confidence, and courage.

This is a reason, by the way, that the number two person in an organization often fails when promoted to the number one position. The top spot requires a decision maker. Strong decision makers often put somebody they trust into the number two spot as their adviser—and in that position the person is outstanding. But in the number one spot, the same person fails. He or she knows what the decision should be but cannot accept the responsibility of actually making it.

Other important questions to ask include, Do I perform well under stress, or do I need a highly structured and predictable environment? Do I work best in a big organization or a small one? Few people work well in all kinds of environments. Again and again, I have seen people who were very successful in large organizations flounder miserably when they moved into smaller ones. And the reverse is equally true.

The conclusion bears repeating: Do not try to change yourself—you are unlikely to succeed. But work hard to improve the way you perform. And try not to take on work you cannot perform or will only perform poorly.

What Are My Values?

To be able to manage yourself, you finally have to ask, What are my values? This is not a question of ethics. With respect to ethics, the rules are the same for everybody, and the test is a simple one. I call it the "mirror test."

In the early years of this century, the most

Do not try to change yourself—you are unlikely to succeed. Work to improve the way you perform.

highly respected diplomat of all the great powers was the German ambassador in London. He was clearly destined for great things—to become his country's foreign minister, at least, if not its federal chancellor. Yet in 1906 he abruptly resigned rather than preside over a dinner given by the diplomatic corps for Edward VII. The king was a notorious womanizer and made it clear what kind of dinner he wanted. The ambassador is reported to have said, "I refuse to see a pimp in the mirror in the morning when I shave."

That is the mirror test. Ethics requires that you ask yourself, What kind of person do I want to see in the mirror in the morning? What is ethical behavior in one kind of organization or situation is ethical behavior in another. But ethics is only part of a value system—especially of an organization's value system.

To work in an organization whose value system is unacceptable or incompatible with one's own condemns a person both to frustration and to nonperformance.

Consider the experience of a highly successful human resources executive whose company was acquired by a bigger organization. After the acquisition, she was promoted to do the kind of work she did best, which included selecting people for important positions. The executive deeply believed that a company should hire people for such positions from the outside only after exhausting all the inside possibilities. But her new company believed in first looking outside "to bring in fresh blood." There is something to be said for both approaches—in my experience, the proper one is to do some of both. They are, however, fundamentally incompatible—not as policies but as values. They bespeak different views of the relationship between organizations and people; different views of the responsibility of an organization to its people and their development; and different views of a person's most important contribution to an enterprise. After several years of frustration, the executive quit—at considerable financial loss. Her values and the values of the organization simply were not compatible.

Similarly, whether a pharmaceutical company tries to obtain results by making constant, small improvements or by achieving occasional, highly expensive, and risky "break-throughs" is not primarily an economic ques-

tion. The results of either strategy may be pretty much the same. At bottom, there is a conflict between a value system that sees the company's contribution in terms of helping physicians do better what they already do and a value system that is oriented toward making scientific discoveries.

Whether a business should be run for short-term results or with a focus on the long term is likewise a question of values. Financial analysts believe that businesses can be run for both simultaneously. Successful businesspeople know better. To be sure, every company has to produce short-term results. But in any conflict between short-term results and long-term growth, each company will determine its own priority. This is not primarily a disagreement about economics. It is fundamentally a value conflict regarding the function of a business and the responsibility of management.

Value conflicts are not limited to business organizations. One of the fastest-growing pastoral churches in the United States measures success by the number of new parishioners. Its leadership believes that what matters is how many newcomers join the congregation. The Good Lord will then minister to their spiritual needs or at least to the needs of a sufficient percentage. Another pastoral, evangelical church believes that what matters is people's spiritual growth. The church eases out newcomers who join but do not enter into its spiritual life.

Again, this is not a matter of numbers. At first glance, it appears that the second church grows more slowly. But it retains a far larger proportion of newcomers than the first one does. Its growth, in other words, is more solid. This is also not a theological problem, or only secondarily so. It is a problem about values. In a public debate, one pastor argued, "Unless you first come to church, you will never find the gate to the Kingdom of Heaven."

"No," answered the other. "Until you first look for the gate to the Kingdom of Heaven, you don't belong in church."

Organizations, like people, have values. To be effective in an organization, a person's values must be compatible with the organization's values. They do not need to be the same, but they must be close enough to coexist. Otherwise, the person will not only be frustrated but also will not produce results.

A person's strengths and the way that per-

son performs rarely conflict; the two are complementary. But there is sometimes a conflict between a person's values and his or her strengths. What one does well—even very well and successfully—may not fit with one's value system. In that case, the work may not appear to be worth devoting one's life to (or even a substantial portion thereof).

If I may, allow me to interject a personal note. Many years ago, I too had to decide between my values and what I was doing successfully. I was doing very well as a young investment banker in London in the mid-1930s, and the work clearly fit my strengths. Yet I did not see myself making a contribution as an asset manager. People, I realized, were what I valued, and I saw no point in being the richest man in the cemetery. I had no money and no other job prospects. Despite the continuing Depression, I quit—and it was the right thing to do. Values, in other words, are and should be the ultimate test.

doing it. This is the way it should be structured. This is the way the relationships should be. These are the kind of results you should expect from me, and in this time frame, because this is who I am."

Successful careers are not planned. They develop when people are prepared for opportunities because they know their strengths, their method of work, and their values. Knowing where one belongs can transform an ordinary person—hardworking and competent but otherwise mediocre—into an outstanding performer.

What Should I Contribute?

Throughout history, the great majority of people never had to ask the question, What should I contribute? They were told what to contribute, and their tasks were dictated either by the work itself—as it was for the peasant or artisan—or by a master or a mistress—as it was for domestic servants. And until very recently, it was taken for granted that most people were subordinates who did as they were told. Even in the 1950s and 1960s, the new knowledge workers (the so-called organization men) looked to their company's personnel department to plan their careers.

Then in the late 1960s, no one wanted to be told what to do any longer. Young men and women began to ask, What do I want to do? And what they heard was that the way to contribute was to "do your own thing." But this solution was as wrong as the organization men's had been. Very few of the people who believed that doing one's own thing would lead to contribution, self-fulfillment, and success achieved any of the three.

But still, there is no return to the old answer of doing what you are told or assigned to do. Knowledge workers in particular have to learn to ask a question that has not been asked before: What *should* my contribution be? To answer it, they must address three distinct elements: What does the situation require? Given my strengths, my way of performing, and my values, how can I make the greatest contribution to what needs to be done? And finally, What results have to be achieved to make a difference?

Consider the experience of a newly appointed hospital administrator. The hospital was big and prestigious, but it had been coasting on its reputation for 30 years. The

What one does well—even very well and successfully—may not fit with one's value system.

Where Do I Belong?

A small number of people know very early where they belong. Mathematicians, musicians, and cooks, for instance, are usually mathematicians, musicians, and cooks by the time they are four or five years old. Physicians usually decide on their careers in their teens, if not earlier. But most people, especially highly gifted people, do not really know where they belong until they are well past their mid-twenties. By that time, however, they should know the answers to the three questions: What are my strengths? How do I perform? and, What are my values? And then they can and should decide where they belong.

Or rather, they should be able to decide where they do *not* belong. The person who has learned that he or she does not perform well in a big organization should have learned to say no to a position in one. The person who has learned that he or she is not a decision maker should have learned to say no to a decision-making assignment. A General Patton (who probably never learned this himself) should have learned to say no to an independent command.

Equally important, knowing the answer to these questions enables a person to say to an opportunity, an offer, or an assignment, "Yes, I will do that. But this is the way I should be

The first secret of effectiveness is to understand the people you work with so that you can make use of their strengths.

new administrator decided that his contribution should be to establish a standard of excellence in one important area within two years. He chose to focus on the emergency room, which was big, visible, and sloppy. He decided that every patient who came into the ER had to be seen by a qualified nurse within 60 seconds. Within 12 months, the hospital's emergency room had become a model for all hospitals in the United States, and within another two years, the whole hospital had been transformed.

As this example suggests, it is rarely possible—or even particularly fruitful—to look too far ahead. A plan can usually cover no more than 18 months and still be reasonably clear and specific. So the question in most cases should be, Where and how can I achieve results that will make a difference within the next year and a half? The answer must balance several things. First, the results should be hard to achieve—they should require “stretching,” to use the current buzzword. But also, they should be within reach. To aim at results that cannot be achieved—or that can be only under the most unlikely circumstances—is not being ambitious; it is being foolish. Second, the results should be meaningful. They should make a difference. Finally, results should be visible and, if at all possible, measurable. From this will come a course of action: what to do, where and how to start, and what goals and deadlines to set.

Responsibility for Relationships

Very few people work by themselves and achieve results by themselves—a few great artists, a few great scientists, a few great athletes. Most people work with others and are effective with other people. That is true whether they are members of an organization or independently employed. Managing yourself requires taking responsibility for relationships. This has two parts.

The first is to accept the fact that other people are as much individuals as you yourself are. They perversely insist on behaving like human beings. This means that they too have their strengths; they too have their ways of getting things done; they too have their values. To be effective, therefore, you have to know the strengths, the performance modes, and the values of your coworkers.

That sounds obvious, but few people pay at-

tention to it. Typical is the person who was trained to write reports in his or her first assignment because that boss was a reader. Even if the next boss is a listener, the person goes on writing reports that, invariably, produce no results. Invariably the boss will think the employee is stupid, incompetent, and lazy, and he or she will fail. But that could have been avoided if the employee had only looked at the new boss and analyzed how *this* boss performs.

Bosses are neither a title on the organization chart nor a “function.” They are individuals and are entitled to do their work in the way they do it best. It is incumbent on the people who work with them to observe them, to find out how they work, and to adapt themselves to what makes their bosses most effective. This, in fact, is the secret of “managing” the boss.

The same holds true for all your coworkers. Each works his or her way, not your way. And each is entitled to work in his or her way. What matters is whether they perform and what their values are. As for how they perform—each is likely to do it differently. The first secret of effectiveness is to understand the people you work with and depend on so that you can make use of their strengths, their ways of working, and their values. Working relationships are as much based on the people as they are on the work.

The second part of relationship responsibility is taking responsibility for communication. Whenever I, or any other consultant, start to work with an organization, the first thing I hear about are all the personality conflicts. Most of these arise from the fact that people do not know what other people are doing and how they do their work, or what contribution the other people are concentrating on and what results they expect. And the reason they do not know is that they have not asked and therefore have not been told.

This failure to ask reflects human stupidity less than it reflects human history. Until recently, it was unnecessary to tell any of these things to anybody. In the medieval city, everyone in a district plied the same trade. In the countryside, everyone in a valley planted the same crop as soon as the frost was out of the ground. Even those few people who did things that were not “common” worked alone, so they did not have to tell anyone what they were doing.

Today the great majority of people work

with others who have different tasks and responsibilities. The marketing vice president may have come out of sales and know everything about sales, but she knows nothing about the things she has never done—pricing, advertising, packaging, and the like. So the people who do these things must make sure that the marketing vice president understands what they are trying to do, why they are trying to do it, how they are going to do it, and what results to expect.

If the marketing vice president does not understand what these high-grade knowledge specialists are doing, it is primarily their fault, not hers. They have not educated her. Conversely, it is the marketing vice president's responsibility to make sure that all of her coworkers understand how she looks at marketing: what her goals are, how she works, and what she expects of herself and of each one of them.

Even people who understand the importance of taking responsibility for relationships often do not communicate sufficiently with their associates. They are afraid of being thought presumptuous or inquisitive or stupid. They are wrong. Whenever someone goes to his or her associates and says, "This is what I am good at. This is how I work. These are my values. This is the contribution I plan to concentrate on and the results I should be expected to deliver," the response is always, "This is most helpful. But why didn't you tell me earlier?"

And one gets the same reaction—without exception, in my experience—if one continues by asking, "And what do I need to know about your strengths, how you perform, your values, and your proposed contribution?" In fact, knowledge workers should request this of everyone with whom they work, whether as subordinate, superior, colleague, or team member. And again, whenever this is done, the reaction is always, "Thanks for asking me. But why didn't you ask me earlier?"

Organizations are no longer built on force but on trust. The existence of trust between people does not necessarily mean that they like one another. It means that they understand one another. Taking responsibility for relationships is therefore an absolute necessity. It is a duty. Whether one is a member of the organization, a consultant to it, a supplier, or a distributor, one owes that responsibility to all

one's coworkers: those whose work one depends on as well as those who depend on one's own work.

The Second Half of Your Life

When work for most people meant manual labor, there was no need to worry about the second half of your life. You simply kept on doing what you had always done. And if you were lucky enough to survive 40 years of hard work in the mill or on the railroad, you were quite happy to spend the rest of your life doing nothing. Today, however, most work is knowledge work, and knowledge workers are not "finished" after 40 years on the job, they are merely bored.

We hear a great deal of talk about the midlife crisis of the executive. It is mostly boredom. At 45, most executives have reached the peak of their business careers, and they know it. After 20 years of doing very much the same kind of work, they are very good at their jobs. But they are not learning or contributing or deriving challenge and satisfaction from the job. And yet they are still likely to face another 20 if not 25 years of work. That is why managing oneself increasingly leads one to begin a second career.

There are three ways to develop a second career. The first is actually to start one. Often this takes nothing more than moving from one kind of organization to another: the divisional controller in a large corporation, for instance, becomes the controller of a medium-sized hospital. But there are also growing numbers of people who move into different lines of work altogether: the business executive or government official who enters the ministry at 45, for instance; or the midlevel manager who leaves corporate life after 20 years to attend law school and become a small-town attorney.

We will see many more second careers undertaken by people who have achieved modest success in their first jobs. Such people have substantial skills, and they know how to work. They need a community—the house is empty with the children gone—and they need income as well. But above all, they need challenge.

The second way to prepare for the second half of your life is to develop a parallel career. Many people who are very successful in their first careers stay in the work they have been doing, either on a full-time or part-time or con-

sulting basis. But in addition, they create a parallel job, usually in a nonprofit organization, that takes another ten hours of work a week. They might take over the administration of their church, for instance, or the presidency of the local Girl Scouts council. They might run the battered women's shelter, work as a children's librarian for the local public library, sit on the school board, and so on.

Finally, there are the social entrepreneurs. These are usually people who have been very successful in their first careers. They love their work, but it no longer challenges them. In many cases they keep on doing what they have been doing all along but spend less and less of their time on it. They also start another activity, usually a nonprofit. My friend Bob Buford, for example, built a very successful television company that he still runs. But he has also founded and built a successful nonprofit organization that works with Protestant churches, and he is building another to teach social entrepreneurs how to manage their own nonprofit ventures while still running their original businesses.

People who manage the second half of their lives may always be a minority. The majority may "retire on the job" and count the years until their actual retirement. But it is this minority, the men and women who see a long working-life expectancy as an opportunity both for themselves and for society, who will become leaders and models.

There is one prerequisite for managing the second half of your life: You must begin long before you enter it. When it first became clear 30 years ago that working-life expectancies were lengthening very fast, many observers (including myself) believed that retired people would increasingly become volunteers for nonprofit institutions. That has not happened. If one does not begin to volunteer before one is 40 or so, one will not volunteer once past 60.

Similarly, all the social entrepreneurs I know began to work in their chosen second enterprise long before they reached their peak in their original business. Consider the example of a successful lawyer, the legal counsel to a large corporation, who has started a venture to establish model schools in his state. He began to do volunteer legal work for the schools when he was around 35. He was elected to the school board at age 40. At age 50, when he had amassed a fortune, he started his own enter-

prise to build and to run model schools. He is, however, still working nearly full-time as the lead counsel in the company he helped found as a young lawyer.

There is another reason to develop a second major interest, and to develop it early. No one can expect to live very long without experiencing a serious setback in his or her life or work. There is the competent engineer who is passed over for promotion at age 45. There is the competent college professor who realizes at age 42 that she will never get a professorship at a big university, even though she may be fully qualified for it. There are tragedies in one's family life: the breakup of one's marriage or the loss of a child. At such times, a second major interest—not just a hobby—may make all the difference. The engineer, for example, now knows that he has not been very successful in his job. But in his outside activity—as church treasurer, for example—he is a success. One's family may break up, but in that outside activity there is still a community.

In a society in which success has become so terribly important, having options will become increasingly vital. Historically, there was no such thing as "success." The overwhelming majority of people did not expect anything but to stay in their "proper station," as an old English prayer has it. The only mobility was downward mobility.

In a knowledge society, however, we expect everyone to be a success. This is clearly an impossibility. For a great many people, there is at best an absence of failure. Wherever there is success, there has to be failure. And then it is vitally important for the individual, and equally for the individual's family, to have an area in which he or she can contribute, make a difference, and be *somebody*. That means finding a second area—whether in a second career, a parallel career, or a social venture—that offers an opportunity for being a leader, for being respected, for being a success.

The challenges of managing oneself may seem obvious, if not elementary. And the answers may seem self-evident to the point of appearing naïve. But managing oneself requires new and unprecedented things from the individual, and especially from the knowledge worker. In effect, managing oneself demands that each knowledge worker think and behave like a chief executive officer. Further, the shift from manual workers who do as they are told

There is one prerequisite for managing the second half of your life: You must begin doing so long before you enter it.

to knowledge workers who have to manage themselves profoundly challenges social structure. Every existing society, even the most individualistic one, takes two things for granted, if only subconsciously: that organizations outlive workers, and that most people stay put.

But today the opposite is true. Knowledge workers outlive organizations, and they are

mobile. The need to manage oneself is therefore creating a revolution in human affairs.

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Reflection Summary



Reflection/Lessons Learned

Schön (1983) describes two types of reflection: reflection-in-action and reflection-on-action.

Reflection-in-action helps us as we complete a task. It is that process that allows us to reshape what we are working on, *while* we are working on it. It is that on-going experimentation that helps us find a viable solution. In this, we do not use a “trial-and-error” method. Rather, our actions are much more reasoned and purposeful than that. If something isn’t working correctly (doesn’t seem right, doesn’t seem to move you closer to the goal) then you “reflect” (a conscious activity) in the action-present. A critical aspect is the questioning of the assumptual nature of knowing-in-action (KIA), where KIA is not the action itself, but what that action really indicates that we know. In other words, knowing-in-action is often that tacit information that we know about doing something—it is often left unexplained or unmentioned when we describe what we do. It is revealed in skillful performance. Reflecting-in-action is generally called forth when a surprise appears in the process of accomplishing the task. And that surprise causes one to question how the surprise occurred given our usual thinking process.

As you work on your projects you should reflect-in-action. Many of the “surprises” you will encounter will appear because the knowing-in-action on which you draw is largely skills that you perhaps developed in other fields. Thus, the surprises occur because your old model doesn’t work without modification for the new task. You reflect-in-action and find out what is different and how you can change your thinking to address this new task.

Reflection-on-action in our design projects is provided by final reflection papers, portions of design documents titled “lessons learned,” and also any time (written or otherwise) in which you evaluate your own process (this is actually a critical part of the design process and should well be incorporated into your design documents). “We reflect *on* action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome” (Schön, 1983, p. 26).

So, how do you reflect-on-action? How do you write lessons learned or a reflection paper?

1. Start by choosing a critical incident. This incident could be something that you believe you *finally* did correctly after much ado or it could be something that even in the end you believe you didn’t do very well (in that case, the incident is that you turned in something that you were not pleased with). This incident will likely be reflected somewhere in your process documents—maybe it is a poor learner analysis or a schedule that was never adhered to.
2. Then, think about the components of that incident from two different time frames. For example, if it’s something with which you struggled and were proud of the accomplishment in the end, try to find that “light bulb” that helped you make sense



of it. Then, what was it like before that time and what was it like after that time. If it's something that you still did not master, think about what you did and what you would have like to have done. Write up that personal discussion (a reflection paper will be a conversation with yourself in a way).

3. Next, discuss the *thinking* process that either existed, or needed to exist, between the two time frames. What was not right in the knowing-in-action? See if you can find specific examples to link in this discussion. And, draw on your resources (book, articles, etc.) that help explain the incident.
4. Finally, wrap it all up. Summarize your lesson. In other words, what have you learned so next time your knowing-in-action (or at least your reflection-in-action) will be different and will reflect your new understanding?

Reference

Schön, D. A. (1987). Teaching artistry through reflection-in-action. In Educating the reflective practitioner (pp. 22-40). San Francisco, CA: Jossey-Bass Publishers.



Competence in Motion

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH, India

Leading with Passion and Purpose: Serving People by Leading Self and Others

Reflection Types



Reflection and its Types

What is reflection?

The term "reflection" is derived from the Latin term *reflectere*—meaning "to bend back." A mirror does precisely this, bend back the light, making visible what is apparent to others, but a mysterious—namely, what our faces look like.

In service learning, we look to develop processes that allow the people doing service to bend the metaphorical light of their experiences back on to their minds—to make careful considerations about what their experience were all about: what did they see, who did they meet, why is the real need for such services in the first place, etc. The act of reflection, therefore, becomes crucial to their education. It serves as the bridge between experience and learning.

Reflection is more than "touchy-feely."

Many people think of reflection only in terms of "touchy-feely" group discussions. Consequently, they resist opportunities to reflect on the nature of their service work. This, a version stems from what appears to be a barrier to talking about one's feelings, thoughts, and emotions. However, reflection need not be limited to the release of emotional energy, the sharing of feelings, or attempts to "feel good" about the service performed. Rather, reflection is decidedly educational. It is simply an opportunity through which one can learn from experience. Reflection can take numerous forms, and touch on an endless variety of issues. It furthers learning and inspires, provocative thought and action. Most of all, it can benefit the individual and the community.

Why learn from experience?

Most of what we know about the world and our place in it is derived from learning through our experiences. Certainly we learn a great deal from formal education—from lectures and books. But are we merely memorizing and absorbing the facts and figures, or are we experiencing them? Aren't we, in fact, reflecting on the subject matter? Answering "yes" to these questions allows us to recognize that we are, learning all the time. When related to service, the opportunity to reflect on experience is crucial. Service action does not automatically become service attitude. The depth of reflection determines the quality of the attitude and the quality of the action.

The following reflection methods can be used.



⌘ Journals

Journals are a common element of service-learning course sand is also sometimes used outside the class room by students participating in service organizations. Infact, journals are sometimes completed by both the student who is serving and the community member who is "being served." Journals are a written form of reflection in which students consider their service experience in light of specific issues, such as those contained in course content. Students can examine their thoughts and experiences through journals, and further the learning they have done in relation to the service. Unfortunately journals are sometimes misused as simple logs of events, there by missing the reflective component inherent in thinking critically about experiences.

⌘ Reflective Essays

Slightly more formalized journal entries are called reflective essays. This form of reflection focuses on designated issues and is completed at specified times during the service experience.. For example, as student organizations complete their year or leadership cycle, members can be asked to write a reflective essay about the organization's service. These essays can form the basis of organizational discussions about missions, goals, and areas for improvement (as well as areas of merit). In addition, these essays may be helpful for new members of the organization to envision the experiences they will encounter.

⌘ Service Contracts and Logs

Students engaged in service individually, in connection with a class, or as a group can devise "contracts" or statements of objectives outlining their goals for the service work and identifying the tasks they intend to complete. Such a document can provide mission and structure for service participants, as well as a measure against which they can evaluate their efforts. The creation of a service contract and the subsequent to outcomes of the service effort may initiate important reflective discussion among the group. In order to track efforts and outcomes participants can be encouraged to maintain service "logs". Service logs summarize the service activities as they occur and can be used in combination with the service contracts to identify progress toward the goals and obstacles to further progress. In addition, service logs are a helpful resource for reminding participants of significant events in the service experience.

⌘ E-Mail Discussion Groups

The creation of an electronic mailing list-serve allows service participants to form a discussion group to discuss their experiences. Participants can post questions to the group, suggest readings, or ask for feedback on issues they are facing at their service



site.

⌘ Service Learning Portfolios

Portfolio contents can include administrative documents pertaining to the processes involved in the given project, as well as evidence of the project's outcomes, and the participant's evaluation of the learning experience. These items not only serve as interesting historical markers and information resources, but they also provide the group with topics for reflection in preparation for future service endeavors. Service learning portfolios may include: a service contract and logs, journals, program operations information, relevant academic work, media coverage (including articles in the campus newspaper), evaluations by community members, organizational brochure, plan for action research or other future projects, etc.

⌘ Presentations

Sharing the service experience with others can take a variety of forms, all of which require the participants to reflect on which aspects of their service are most significant, who they want/need to involve in their work, and how to present the information effectively. Participants may speak to a class or residence hall floor, represent the service effort on a panel discussion, write about it for the campus newspaper, advocate for service programs before the student government or university administration, or create visual promotional materials such as a video, photo exhibit or bulletin board. Completing similar projects for a community service provider is also a useful way to learn more about organization with whom one serves.

⌘ Photo Reflections

Many organizations and programs compile pictorial accounts of their work to share among participants as well as with the general public. These pictures can become tools for reflection when participants are asked to write reflective captions for the pictures.

