October 2021

Leadership Institute

Session 2

Leading / Managing / Engaging Effective Teams

Leadership Institute Cohorts

New approach to leadership development

- Facilitate smoother transitions in committee leadership
- Enable lagging committees to reengage
- Provide a platform through which committee chairs/vice chairs can interact more directly

Topics

- TOPIC 1: Roles & Responsibilities: Connecting to APS Strategic Plan, delegation as chair, leading, managing, identifying/mentoring next leaders
- TOPIC 2: Leading, Managing, Partnering, Engaging
- TOPIC 3: Tools & Techniques to lead committees (what we've learned so far)
- TOPIC 4: Building an authentically diverse and inclusive culture

Online Series

- TOPIC 1: July 15, 20, and 21
- TOPIC 2: October 13-15
- TOPIC 3: January 10-12, 2022
- TOPIC 4: April 5-7, 2022

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(The) role of the leader is the toughest, most-important role for the team's eventual success or failure . . . .

It has been said that the role of the leader is "like giving a brain to the scarecrow, a heart to the tin man, and courage to the cowardly lion." Teams with good leaders can accomplish results even when it appears that the deck is stacked against them. (F.M. Furman)

Today's Session

- Review your first Committee interactions.

- Leading Effective Teams

- What kind of leader am I?

Six Competencies Exemplary Leaders Share
- Warren Bennis

Review

Create a sense of common purpose - vision

Engage and Motivate Others

Build an adaptive and agile social structure

Generate and sustain trust (culture of candor)

Develop Leaders

Get results / outcomes

"Perhaps the only unperishable characteristic at the base of all effective leadership is character. It is the human connection between the leaders, the led, and the organization."

Discussions with your Committee
Between now and our next gathering in October

Review

- What is our specific charge (task we are asked to accomplish on behalf of APS)?

- Which goal are we helping to achieve?

- Who are the key stakeholders impacted by our work?

- What do we anticipate will be different for them when we are successful?
  Or
- What outcomes are we committed to accomplishing on their behalf?

- What are the necessary steps we must take to deliver that success and when? How will we make that happen?

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Identifying your Next Leader

Review

- Recognize the qualities a person possesses that allow them to step into the role. *Not step-up but step-in.*

- Observe who:
  - Understands our common sense of purpose or vision?
  - Engages and motivates others
  - Understands and Reinforces an adaptive and agile structure?
  - Gains the trust of others through self-awareness and candor?
  - Positions others to lead when appropriate?
  - Gets results?

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Discussion 1

Since our first discussion last summer, you have had a chance to begin work with your committee. Take a few minutes for each of you to discuss:

- What worked?

- What progress has your committee made since your first meeting?

- What is next?

- Did you identify your next leader? How did that go?

Select one person to summarize *common themes* from the conversation and share with the full group.

Attributes of Effective Teams

- Common purpose / vision
- Accountability
- Support and resources to team members
- Engaging and honest opportunities for self evaluation
- Collaboration
- Communication with clarity
- Value and appreciate

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Common Purpose / Vision

- Committee charge that is connected to the organizational direction.

✓ Does our committee have a clear charge?

Accountability

- Accountability requires clear, common goals and methods of evaluating progress toward those goals.

- Identifying barriers or accelerators to progress is a more constructive (less critical) way to hold people accountable – especially volunteer committee members.

✓ Does our committee have clear shorter-term goals to achieve our purpose?

✓ Do we have a method of identifying progress or barriers that is a positive recognition of reality? (Rather than are we falling behind)

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Support and resources to team members

- Requires a reasonable assessment of the level of staff, organizational, other support necessary to achieve the identified task.

✓ Do we take the time to assess the required resources to reasonably achieve the task committee members commit to?

Engaging and honest opportunities for self evaluation

- Leaders who would like to see their teams emerge as effective teams will engage in the challenging and introspective work of self-evaluation as they set an authentic model for being an effective team member.

- This sets a standard for self reflection that promotes accountability and an honest assessment of resource needs, etc.

✓ Am I setting a model of self reflection?

✓ Do I give my team the space to reflect?

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Collaboration

- None of us is as smart as all of us. - The hero never really works alone. And on and on . . .

- Competition rarely works within the team / committee setting.

- Collaboration helps provide support and with accountability.

- ✓ Do we promote working together as teams within our committee?

Communication with clarity

- Clear plans focused on clear goals improves communication.

- Clarity often means fewer words with more deliberate intent.

- The periodic interaction of volunteer members and the pacing of action in voluntary organizations requires shorter updates and reminders at regular intervals.

✓ Do we have a clear communication strategy for our committee?

✓ How often do they want information / reminders?

✓ What is the preferred method of communication?

Value and appreciate

- Honest and thoughtful. Not platitudes or plaques.

- Recognize the engagement and the potential impact of their work.

- Honesty and true engagement demonstrates value.

- Recognition demonstrates appreciation.

- ✓ Do you have a strategy to value and appreciate committee members?

What Will Earn Engagement From Volunteers?

- Working on the things that matter to them.

- Demonstrating the work is making a positive difference.

- Providing an enjoyable opportunity for involvement.

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Discussions with your Committee
Between now and our next gathering in January

- What progress are we making to achieve our goal(s)?
  - What are the barriers to progress?
  - What is accelerating progress?

- Are there adjustments required to our timeline?

- Do we need to engage other stakeholders?

- Are there other steps we must take to deliver success? How will we make that happen?

- THANK YOU! Seriously, thank you for the impact you will make for plant science.

Discussion 2

Reflect on (or look back at) the attributes of effective teams. Take a few minutes for each of you to discuss:

- What am I doing well to lead my committee?

- What will I work on developing?

- What resources or support might help my committee be even more effective?

Select one person to summarize *common themes* from the conversation and share with the full group.

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Self Reflection

- Following are two modules designed to help you think about your leadership influence and helping to understand the people you work with.

- Take some time to review and reflect on where you are as a leader and how you interact with or understand the people you lead.

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Influential Leadership

Influencing the beliefs and behaviors of others to unleash the creative genius of all parts of the organization on a day-to-day basis.

Four Portraits of Influential Leadership
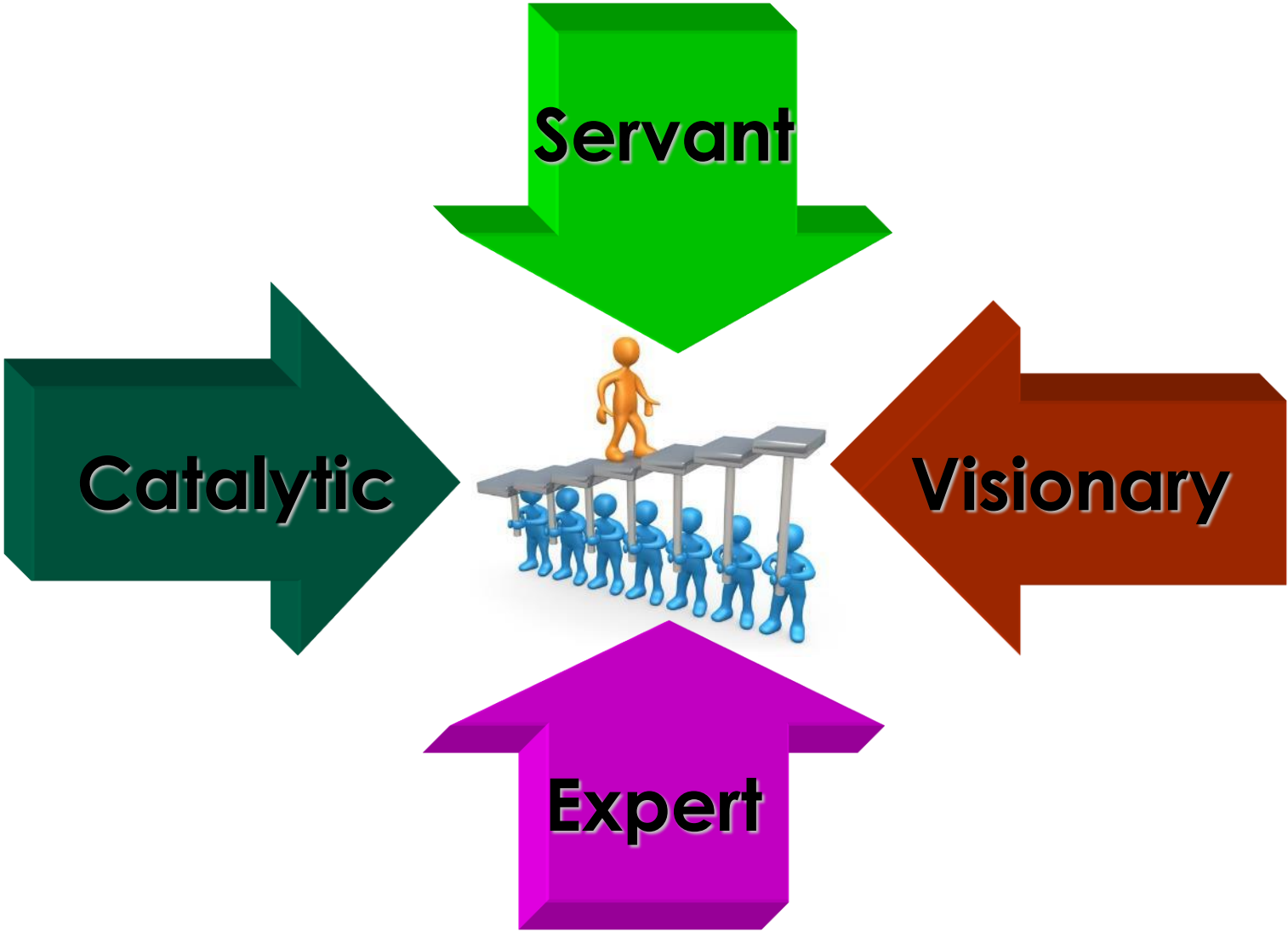
Four Portraits of Influential Leadership

- Catalytic : *respected for the ability to bring others together and leverage their capabilities*

Four Portraits of Influential Leadership

- **Servant:** *respected for commitment to the needs of others*

Four Portraits of Influential Leadership

- **Visionary:** *respected for the ability to articulate a compelling picture of something different and better*

Four Portraits of Influential Leadership

- Expert: *respected as an authoritative source of valuable knowledge and insight*

Four Portraits of Influential Leadership

Servant

Of Service to Others

Catalytic

Makes A Whole Greater Than the Sum of Its Parts

Visionary

Sees What It Could Look Like

Expert

Has Important Insights

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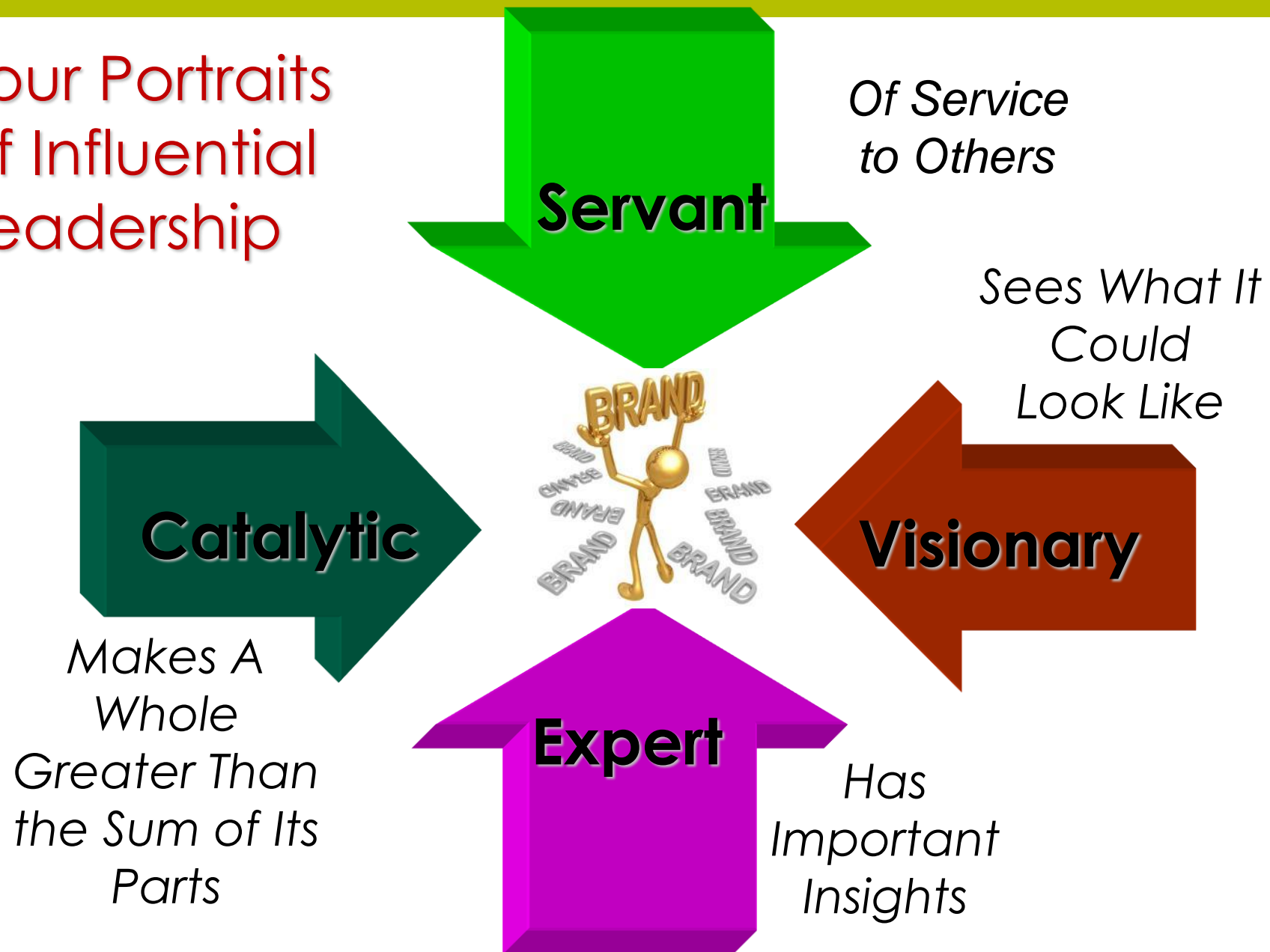
Branding Your Leadership Reputation

Defining Desired Perception and Behavior

Defining
Brand Behavior

Personal Brand / Reputation:

The expectations others will have about you based on the experience they have at points of contact with you.

Brand Behavior:

The ways in which individuals, groups and organizations must behave in order to earn the desired reputation.

Why People Behave the Way They Do

- What is perceived is.

- Perceptions are based on personally available information.

- In the absence of information, we assume.

- Behavior, no matter how crazy, has a logical basis.
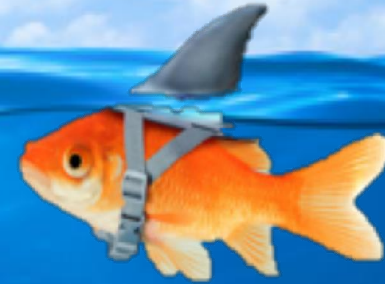
Reflection

Which portrait of influential leadership describes you best?

Is that how others see you or how are you perceived?

How do you want others to perceive you?

When you see or observe something you simply cannot understand, do you ever stop and try to figure out what in their experience lead them to that opinion or action?

Thinking & Working Style Preferences

When I look at me, here's what I see….

Where do we agree?

Understanding myself helps me understand you

When I look at you, here's what I see...

Our Leadership Partnership

Adapted from The Johari window

Communicating Effectively: Thinking and Working Style Preferences

1. Communication and Problem-Solving   *(E or I)*
2. Planning   *(S or N)*
3. Decision-Making and Conflict Resolution   *(T or F)*
4. Day to Day Working Relationships   *(J or P)*

Differences in working style preferences, or the way we are wired is often a source of conflict among team or committee members.   Understanding our internal preferences and recognizing the preferences in others is a key ingredient to overcoming conflict.

There are many tools to help us understand our preferences, this is one that was adapted for association leaders. Strengths Finders, Kolbe, Predictive Index, and many others are also helpful tools for us to understand who we are and the logical basis for the crazy behavior or others.

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Thinking and Working Style Preferences

Step 1: Read the description.

Step 2: Check the preference boxes that are most like you, total your score for each side, and determine which side is stronger.

("E" or "I" for example)

Step 3:   Locate your preferences on the continuum.

Step 4: Based on your style preferences, negotiate several working agreements with yourself -   what strengths will you try to take full advantage of; what will you be careful about; what will you do differently?

The Extrovert and Introvert Preference

The Leadership Dimension of Communication and Problem Solving

The **E** and **I** preferences indicate where a person gets their energy and zest for life. An **E**xtrovert is stimulated by the outside environment — by people, places, and things. **I**ntroverts, on the other hand, are simulated from within — from their own inner world of thoughts and reflections. **E**xtroverts are energized by what is going on around them (cocktail parties prove this), and do their best work externally by taking action. They prefer to communicate openly and freely. **I**ntroverts, are energized by their own personal experiences (not other's experiences) and inner resources, and they do their best work internally by providing reflection and deep thought before taking action. They prefer not to communicate openly and freely until they know and trust someone (ever try to stimulate group interaction with a group of **I**ntroverts who do not know one another).

Extroverts tend to focus on broad implications and introverts focus on more single subjects in-depth — both are required for effective problem solving and can be effectively utilized if the partners understand their differences.

Partners with the same preference may lack either the breadth or in-depth perspective in their analysis, which presents a different challenge. How do they achieve balance in their problem solving?

Extroverts tend to think and problem solve out loud. You know that they are problem solving because you can see there lips moving and *hear* them thinking. The analogy is that their computer is connected on-line to their printer. **E**xtroverts often say, *just let me talk long enough and I will figure out the answer.*

Introverts usually problem solve differently. They require a short period of quiet reflection time to think about and reflect on the problem before they can discuss it. Their analogy is that they need to put their information in batch-storage, review it and then release it to the printer. **I**ntroverts typically say, *if I can just get some quiet time to hear myself think, I can figure out the answer.*

A significant challenge occurs when you mix **E**'s and **I**'s together in problem solving. **E**'s immediately start talking out loud and the **I**'s cannot hear themselves think (just like radar or communication jamming). The result of this situation is that the **I**'s will not interact in the problem solving at all.

Two **E**'s (*is anyone listening?*) or two **I**'s (*is anyone talking?*) also have their challenges when communicating and problem solving.

Adaptation based upon The Myers Briggs

The Extrovert & Introvert Preferences
## Please check the preference that is most like you.

Extrovert — E	Introvert — I
❑ An Extrovert's essential stimulation is from the environment — the outer world of people and things	❑ An Introvert's essential stimulation is from within — the inner world of thoughts and reflections
❑ Energized by other people, external experiences	❑ Energized by inner resources, internal experiences
❑ Does best work externally in action	❑ Does best work internally in reflection
❑ Interests have breadth	❑ Interests have depth
❑ Usually communicates freely — expressive	❑ Communication is usually reserved until they know and trust a person
❑ Acts, maybe reflects, acts	❑ Reflects, maybe acts, reflects
❑ Thinks best when talking with people	❑ Thinks best when alone — shares with others when clear what they believe
❑ Usually takes the initiative in making contact with other people	❑ Usually lets other people initiate contact
❑ Has broad friendships with many people — gregarious	❑ Has few deep friendships — intimacy
❑ Prefers to talk and listen	❑ Prefers to read and write

Total E = _____   Total I = _____

Feels pulled outward by external claims and conditions.   Feels pushed inward by external claims and intrusions.

Energized by   other people.

Energized by inner resources and internal experiences.
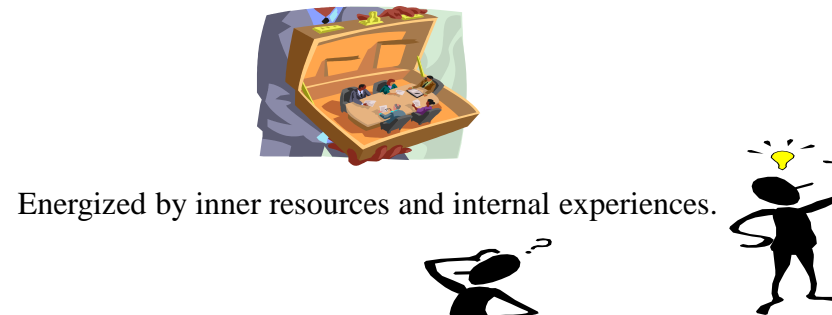
Acts, then (maybe) reflects.

Reflects, then maybe acts.

Capitalizing on Preferences

☑ *Step 2:* **Preferences Continuum:** *Please identify and mark where you think you are on the continuum below. Then, think about the possible preferences of others with whom you work. Put their initials on the continuum along with yours.*

E   **I**

Strong   Medium   Low   Low   Medium   Strong
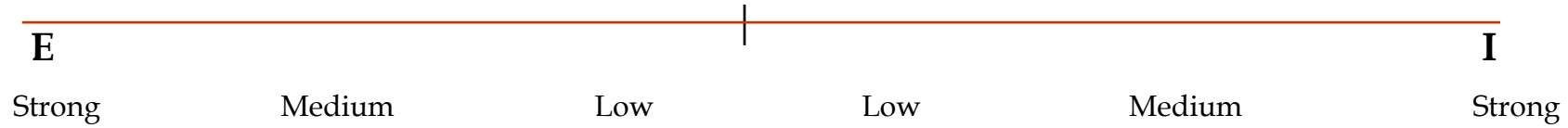
☑ **Step 3:**

What strengths will you try to take full advantage of; what will you be careful about; what will you do differently?
Please list your working self-agreements

1. _____
2. _____
3. _____
4. _____

Gives breadth to life.

E's may seem shallow to I's.

Needs introversion before balance.

Gives depth to life.
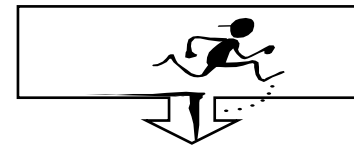
I's may seem withdrawn to E's.
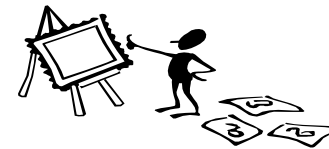
Needs extraversion for balance.

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When we are communicating and problem solving I should

Gives breadth to life.

Gives depth to life.

E's may seem shallow to I's.
Needs introversion before balance.

I's may seem withdrawn to E's.
Needs extraversion for balance.

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The Sensing & iNtuiting Preferences

The Leadership Dimension of Planning

The **S**ensing and i**N**tuiting functions are ways that we prefer to perceive and take in information. The **S**ensing function takes in information by way of the five senses and likes to: Look at specific parts and pieces of that information, deal with known facts and live in the present enjoying what exists.

The i**N**tuiting function also takes in information via the five senses, but then adds a sixth sense — *a gut hunch or intuitive feeling*. Most **N**'s will state, *I make my worst decisions when I go against my intuitive hunch*. **N**'s are very conceptual and prefer to look at overall patterns and relationships. They like to deal with broad concepts or possibilities, and they plan in the future. They enjoy anticipating what might be.

As a result of the broad preferences, **S**'s and **N**'s tend to approach planning differently. **N**'s prefer the broad, overall conceptual look, like to work with possibilities in the future and are comfortable with visioning processes. **N**'s like to define *where* the organization is going and the possible attributes, conditions, outcomes that it may seek to obtain.

S's, on the other hand, prefer step-by-step pragmatic planning that is based upon what can feasibly be accomplished today. They are most comfortable in developing strategies, steps and action plans to achieve certain goals. They prefer to define how the organization is going to achieve its goals.

If **N**'s conceived of putting man on the moon, the **S**'s devised the systems and hardware to make it happen.

Obviously, a good plan requires both perspectives — long range conceptual goals (*where*) and pragmatic strategies and actions plans (*how*). It is important to understand which strengths and preferences each partner brings to the planning process.

For partners of the same preference, the challenge is that they may not focus on one of the two critical planning components — either the *where* or the *how*.

Adaptation based upon The Myers Briggs

The Sensing & iNtuiting Preferences
Please check the preference that is most like you.

Sensing — S	iNtuiting — N
❑ The Sensing function takes in information by way of the five senses — sight, sound, feel, taste, and smell	❑ The iNtuiting function processes information by way of a sixth sense or hunch
❑ Looks at specific parts and pieces	❑ Looks at patterns and relationships
❑ Deals with known facts	❑ Deals with possibilities
❑ Lives in the present, enjoying what is there	❑ Lives toward future, anticipating what might be
❑ Trusts experience	❑ Trusts theory more than experience
❑ Tends to be seen as realistic	❑ Tends to be seen as imaginative
❑ Likes to be able to apply reliable, proven solutions to problems	❑ Likes problems that require new solutions
❑ Likes the concrete	❑ Likes the abstract
❑ Learns sequentially — step by step	❑ Learns by seeing connections — jumps in anywhere, leaps over steps
❑ Tends to be good at precise work	❑ Tends to be good at creating designs

Total S = _____

Total N = _____

Looks at specific parts & pieces.

Looks at patterns & relationships.
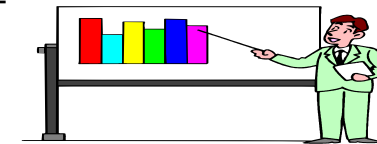
Lives in the present, enjoying what's there.

Lives towards the future anticipating what might be.

Prefers handling practical matters.
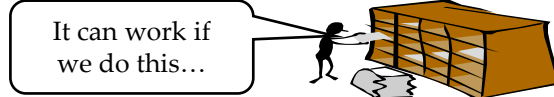
Prefers imagining possibilities.

It can work if we do this…

Capitalizing on Preferences

☑ *Step 2:* **Preferences Continuum:** *Please identify and mark where you think you are on the continuum below. Then, think about the possible preferences of others with whom you work. Put their initials on the continuum along with yours.*
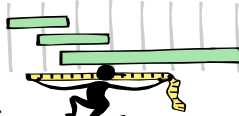
S   **N**

Strong   Medium   Low   Low   Medium   Strong

☑ *Step 3:*
What strengths will you try to take full advantage of; what will you be careful about; what will you do differently?

Please list your working agreements.

1. _____

2. _____

3. _____

4. _____

Likes things that are definite and measurable.   Likes opportunities for being inventive.

Starts at the beginning, and takes a step at a time.   Jumps in anywhere, leaps over steps.

Works hands-on with the parts to see the overall design.   Studies the overall design to see how the parts fit together.

When we are planning I should _____

Likes things that are definite and measurable.
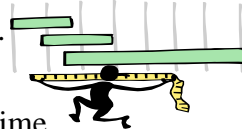
Starts at the beginning, and takes a step at a time.

Works hands-on with the parts to see the overall design.

Likes opportunities for being inventive.

Jumps in anywhere, leaps over steps.

Studies the overall design to see how the parts fit together.

The Thinking and Feeling Preferences

The Leadership Dimension of Decision-Making and Conflict Resolution

The **T**hinking and **F**eeling functions are ways that we prefer to decide and evaluate. The Thinking preference decides on the basis of logic and objective considerations (in their head, not in their heart). **T**'s prefer to decide things on an impersonal basis. They keep their personal feeling at a distance from the issues that are being decided. They tend not to let their emotions become involved in the decision-making process, and they highly value the notion, reasonableness and competence in any decision-making. It is not that **T**'s do not have feelings — just that they do not get their feelings involved in the decision-making process.

Feeling types also make decisions objectively in their head, but they then add a subjective component of deciding in their hearts based on issues of personal and subjective values.

F's tend to decide things on the basis of what they like or don't like, their values, and the impact of the proposed decision on people (they have strong values on how people should be properly and fairly treated). As a result, **F**'s tend to literally place themselves inside the situations. They tend to put themselves in other peoples shoes and are sensitive to how this may feel. Now, their feelings become involved in the decision-making process.

Because of these different preferences, **T**'s and **F**'s approach and handle conflict differently. **T**'s like to get disagreements out into the open. **T**'s tend to enjoy a good argument (discussion), and to argue points based on what they perceive as reason without involving much emotion. As a result, they can walk away from a good argument or confrontation and think no more about it.

F's generally do not like conflict and tend to avoid it. Because they often get their personal feelings involved, conflict has more of an emotional impact on them. They often worry about how they could have handled the situation differently (better). They tend to think and mull over what went on during the process.

The one area where **F**'s will enter into conflict is when they think that people have been mistreated or unjustly wronged. In this situation, **F**'s can often carry a grudge, especially where their strong values concerning people have been perceived to be violated. **T**'s should know, there is nothing more dangerous than a wounded **F**. They originated the phrase, I don't get mad, but I do get even.

Adaptation based upon The Myers Briggs

The Thinking & Feeling Preferences
Please check the preference that is most like you.

Thinking –T	Feeling – F
❑ The Thinking function decides on the basis of logic and objective considerations	❑ The Feeling function decides on the basis of personal, subjective values
❑ Tends to decide things impersonally based on analysis and principles	❑ Tend to decide things on the basis of what they like or don't like, their values, or on the impact of their decisions concerning people
❑ Trusts logic	❑ Trusts personal reactions
❑ Places a premium on fairness	❑ Places a premium on harmony
❑ Spontaneously finds flaws, criticizes	❑ Spontaneously looks for ways to connect, appreciates
❑ Good at analyzing plans	❑ Good at understanding people
❑ Values reasonableness	❑ Values compassion
❑ Tends to be questioning – Why?	❑ Tends to be accommodating

Total T = _____   Total F = _____

Sees things as an on-looker, from outside a situation.

Takes a long view.

Spontaneously finds flaws and criticizes.

Sees things as a participant, from within a situation.

Takes an immediate and personal view.

Spontaneously appreciates.

Capitalizing on Preferences

☑ *Step 2:* **Preferences Continuum:** *Please identify and mark where you think you are on the continuum below. Then, think about the possible preferences of others with whom you work. Put their initials on the continuum along with yours.*
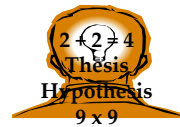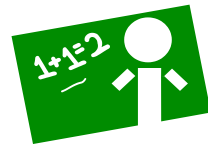
T   **F**

Strong   Medium   Low   Low   Medium   Strong
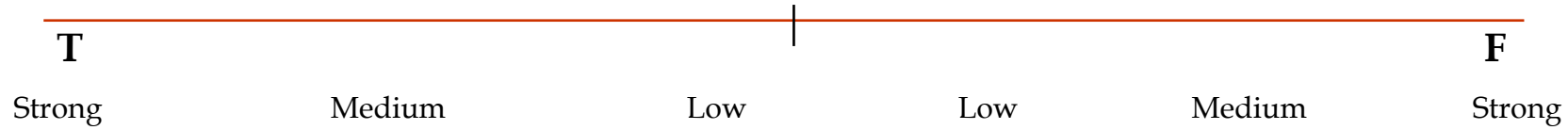
☑ *Step 3:*

What strengths will you try to take full advantage of; what will you be careful about; what will you do differently?
Please list your working agreements.

1. _____
2. _____
3. _____
4. _____

Decides with the head.

Decides with the heart.

Goes by logic.

Goes by personal convictions.

What I feel is…

Concerned for truth and justice.

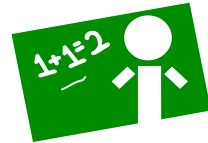Concerned for relationships and harmony.

When we are making decisions and resolving conflict I should
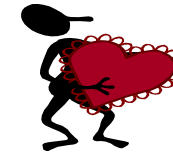

Decides with the head.
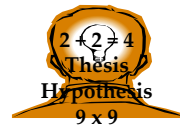
Goes by logic.

Concerned for truth and justice.

Decides with the heart.

Goes by personal convictions.

What I feel is...

Concerned for relationships and harmony.

The Judging & Perceiving Preferences

The Day-to-Day Working Relationship Dimension

Judging and Perceiving are ways that we prefer to interact with our environment — both personal and at work. While all of the style differences present the potential for preference conflict, it is the difference in how J's and P's approach their environment that can result in the greatest day-to-day style working differences and potential conflicts.

J's like a lifestyle that is decisive, planned and orderly. They have a very strong desire and need to come to closure (sometimes too quickly). They work best in an environment when they can plan and follow what they plan. J's are the list makers of the world. They love to do lists and what makes them most happy is to be able to check things off the to do list. Day Timers are made for J's. They are very punctual — usually early.

P's are exactly the opposite. They prefer a life and working style that is flexible, adaptable and spontaneous. They enjoy being curious and discovering surprise. For P's, the journey is more important than the destination (the opposite of J's). They like to maintain openness and will not answer a closed-ended question (the best answer you can get is — maybe).

J's typically schedule fun on their Day Timer. For P's, work must be fun. P's tell time differently than J's — most J's believe that P's do not tell time at all. P's originated the phrase, it isn't over until its over — and even then, it may not be over. They are very innovative, like to make last minute changes, and to finish things with a last minute rush — all of which drives J's over the brink. They enjoy new and innovative projects, may not be the best finishers, and can be the best crisis management people in the organization. P's bring a special newness and fun to organizations. They are quick to challenge the J's notion, that things have always been done this way.

Partners who have the same style, share the challenge of possibly missing the balancing perspective of the other preference. Partners who have different styles, but do not find value in the preference differences are in for a LONG YEAR!

J & P

Adaptation based upon The Myers Briggs

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The Judging & Perceiving Preferences
Please check the preference that is most like you.

Judging – J	Perceiving – P
❑ A Judging lifestyle is decisive, planned and orderly	❑ The Perceiving lifestyle is flexible, adaptable and spontaneous
❑ Enjoys being orderly	❑ Enjoys being curious, discovering surprises
❑ Feel comfortable establishing closure	❑ Feels comfortable maintaining openness
❑ Works best when they can plan and when they can follow the plan	❑ Enjoys working on different projects as interest surfaces
❑ Schedules and plans to avoid anxiety resulting from too many tasks	❑ Energized by deadlines – enjoys last minute rushes
❑ Does not easily tolerate uncertainty	❑ Able to tolerate ambiguity
❑ Likes definite order, structure	❑ Likes going with the flow

Total J = _____   Total P = _____

Prefers an organized lifestyle.

Prefers a flexible lifestyle.

Likes definite order and structure.

Likes going with the flow.

Likes to have life under control.

Prefers to experience life as it happens.

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Capitalizing on Preferences

☑ *Step 2:* **Partner Preferences Continuum:** *Please identify the strength of preference, and mark either the* **J** *or* **P** *preference of each partner on the continuum below. Then, help your partners to better understand your preference of how you manage your day-to-day work.*
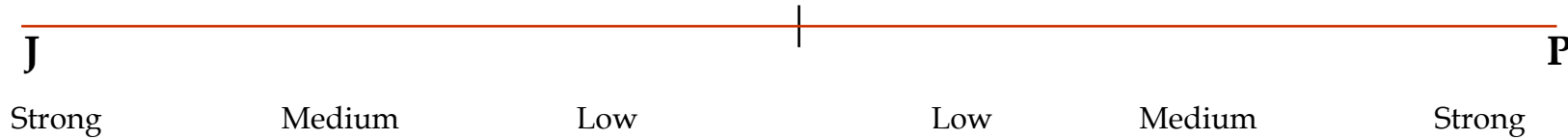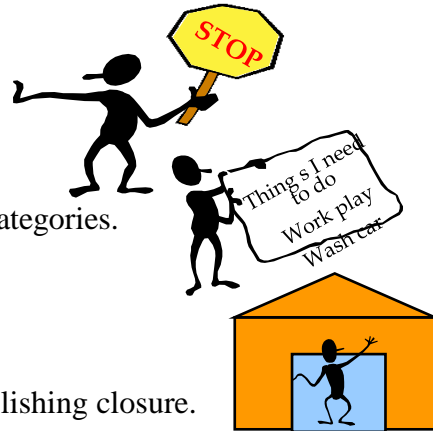
J   **P**

Strong   Medium   Low   Low   Medium   Strong

☑ *Step 3:*
What strengths will you try to take full advantage of; what will you be careful about; what will you do differently?

Please list your working agreements.
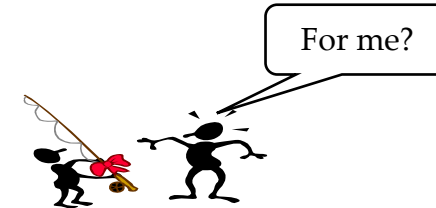
1. _____
2. _____
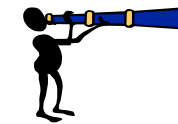3. _____
4. _____

Enjoys being decisive.

Likes clear limits and categories.

Feels comfortable establishing closure.

Enjoys being curious and discovering surprises.

Likes freedom to explore without limits.

Feels comfortable maintaining openness.

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When we are working together I should_____
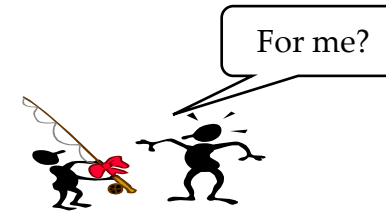
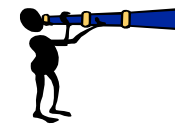Enjoys being decisive.

Likes clear limits and categories.

Feels comfortable establishing closure.

Enjoys being curious and discovering surprises.

Likes freedom to explore without limits.

Feels comfortable maintaining openness.

Reflection…

1. What will **I** do differently as a result of this conversation?
2. What will **I** direct/assist others to do differently as a result of this conversation?
3. How might I help my committee understand the reason why a person may take action in a way that does not make sense to me?
4. What else do I need to be successful with my committee?

Questions

Additional questions, comments or ideas?

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