



Smoky Lake Region 2023

Difference Makers Program Overview:

A 12-week program designed to strengthen community resiliency, increase volunteerism, and foster greater community ownership and pride.

Training Session #1

Recording: [Training Session 1 Kick Off Session](#)

Week 1

"Process for Personal Change"

- [Smoky Lake Region Week 1 Video](#)
- [Process for personal change video](#)
- *Note: Please see attached doc - "The Change Continuum Columns"*

Week 2

"What is your leadership style?"

- An activity designed to foster a deeper understanding of yourself and those around you. I encourage you to do this activity and do it with those you work with! [Understanding Your Leadership Style activity video](#)
- *Note: Please see attached doc - "Understanding_your leadership style"*

Week 3

"Are you a lamp, ladder or lifeboat?"

- [recording_lifeboat](#)

Week 4

"Who is that one person?"

- [recording_that_one_person](#)

Week 5

"Thinking outside the box!"

- *Note: Please see attached doc - "DM-Comm-Systems-T"*

Training Session #2

"Systems Thinking"

- [Training Session 2](#)

- Week 6** **“Is leadership a system?”**
- System for effective delegation - [click here to view](#)
 - System for successful interpersonal communication - [click here to view](#)
- Week 7** **Make your Commitment**
- [Meaningful Commitment Video](#)
 - link to make your commitment www.thechangingpoint.life/commitment
- Week 8** **“Burn bright, not out”!**
- [Reduce Burn Out Video](#)
 - Here is a system for beating burn out - [click here to view](#)
- Week 9** **“Happy employees/volunteers are KEY!”**
- A system to help you recruit and retain employees and volunteers - [Click here to view](#)
- Week 10** **“What is Job Carving?”**
- [System to Recruit & Retain Quality Volunteers Video](#)
- Week 11** **“Refresh on - What is a Difference Maker?”**
- [Difference Makers! Video](#)
- Week 12** **“Home Stretch – what to expect at the last teaching session”**
- <https://vimeo.com/843952317>
- Final Teaching #3** **“How to Launch a Successful Community Project”**
- <https://vimeo.com/845338030>

There is no power greater
than a community
discovering what it
cares about.

Margaret Wheatley



Coaching
Help other reach their potential

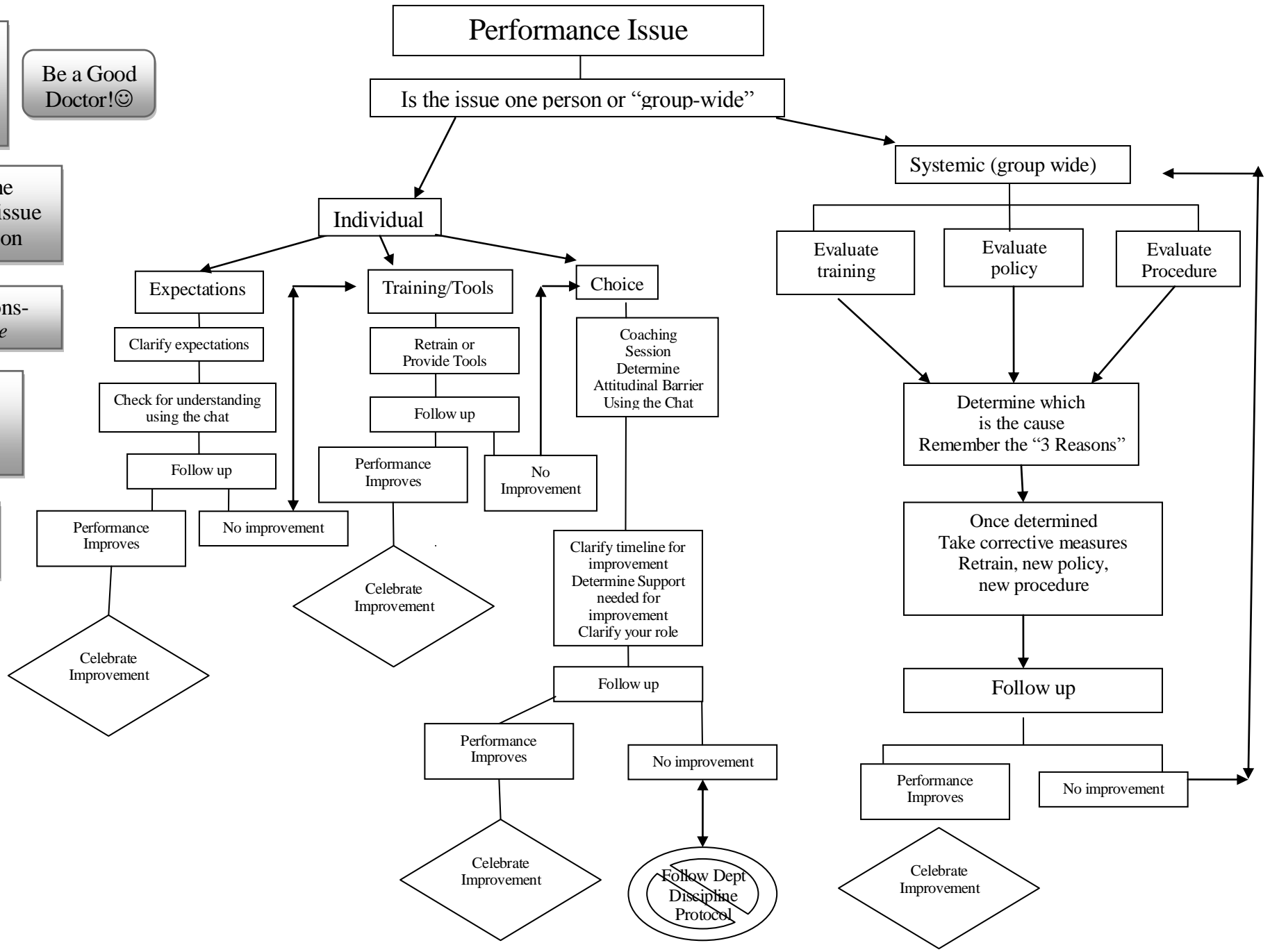
Be a Good Doctor! 😊

Address the performance issue not the person

The 3 Reasons-
Root Cause

Use the flow chart and the Chat

Use the Always/Never



Business and human endeavors are systems...we tend to focus on snapshots of isolated parts of the system. And we wonder why our deepest problems never get solved." -Peter Senge

The Challenge

Humans have a finite amount of time, energy and resources. To be our best we must have some way to be able to manage all that is expected of us and all we want to do.

The Solution...Systems!

Simply put, a system is an organized collection of parts that are highly integrated to accomplish an overall goal.

By definition then, the system is systemic, meaning relating to, or affecting, the entire system. (This is not to be confused with systematic, which can mean merely that something is methodological. Thus, methodological thinking -- systematic thinking -- does not necessarily mean systems thinking.)

Our world is a collection of systems, here are some examples:

- Solar System (for example, the relation of the earth to the sun)
- Biological systems (for example, the human body, the heart)
- Mechanical systems (for example, a thermostat)
- Human/mechanical systems (for example, riding a bicycle)
- Ecological systems (for example, predator/prey)

Systems' thinking involves shifting attention

- from the parts to the whole,
- from things to relationships,
- from structures to processes,
- from hierarchies to networks,
- from the rational to the intuitive,
- from analysis to creation.

F. Capra

- Social systems (for example, groups, supply and demand and also friendship)
- Performance systems (for example managing time, a sales system, a marketing system)

A pile of rocks is not a system. If you remove a rock, you have still got a pile of rocks. However, a

working car motor is a system. Remove the carburetor and you no longer have a working motor.

The Power of Choice!

+

Systems Thinking

=

Success in Times of Change

Our focus for the next three weeks will be the following systems:

- *Innovative, Outside the Box Thinking*

- *Time-Maximizing the use of your time*

- *Effective Delegation*

- *Fund Development (Fund raising)*

*If any of the parts or activities in the system
are
weakened or misaligned, the system will fail.*

I could never “think outside the box” till...I changed my thinking pattern!

Typical Planning questions:

- 1) We invest this time/money so that we can generate this activity/product.
- 2) The activity/product is needed so people will learn how to do this.
- 3) People need to learn that so they can apply their knowledge to this practice.
- 4) When that practice is applied, the effect will be to change this condition;
- 5) When that condition changes, we will no longer be in this situation.

Planning models that begin with the inputs and work through to the desired outcomes may reflect a natural tendency to limit one’s thinking to existing activities and programs.

Starting with the inputs tends to foster a defense of the status quo rather than create new ideas or concepts.

Thinking “Outside the Box”

The planning sequence should be reversed, thereby focusing on the outcomes to be achieved. In such a reversed process, we ask ourselves “what needs to be done?” rather than “what is being done?” We might begin by asking questions in the following sequence.

Pattern to Outside the Box Innovation

1. What do I/we want it (the solution, changed situation or outcome) to be?
2. Where are we/I really at today (courageous conversation)?
3. What attitudes need to be shifted to get me/us from here to there?

4. What activities could I do to shift those attitudes to get me/us from here to there?

5. What resources would I need to do said activities?

DELEGATION MATRIX

| LEVEL | AUTHORITY | KNOWLEDGE & PROFICIENCY |
|--------------|------------------------------------|--|
| 1 | Ask and Recommend | Limited knowledge and/ or Proficiency |
| 2 | Act and Report Immediately | Some knowledge and/or proficiency |
| 3 | Act and Report Periodically | Comfort level of Knowledge and proficiency |
| 4 | Act on Own | Very Knowledgeable and has proven record of proficiency |

- The four levels of authority are based on the ongoing performance of the staff reporting to the Manager*
- Monitoring tools which supports each activity to be assessed should be in place*
- Full assessment of the performance are to be completed at Mid and Yearly review*

*THE GREAT BANKER HAS GIVEN YOU
\$86,000 TODAY,
WHAT WILL YOU DO WITH IT?*

TIME, What I need to know!

Perishable Commodity

One thing winner and loser have in common

The Pareto Principle

Identifying high *ROI* activities

Principle of Fundamentals

People closest to the problem are best suited to find appropriate and sustainable solutions to the problem. Therefore, equip more local citizens with the capacity to lead, and you'll build a thriving Community and a better Society"-Ian Hill

Introduction

Congratulations, you have made the most wonderful decision a person can make, you have decided to improve yourself professionally and personally, not just for yourself, But also for your family, and your community!

Why are we doing this?-To establish a solution!

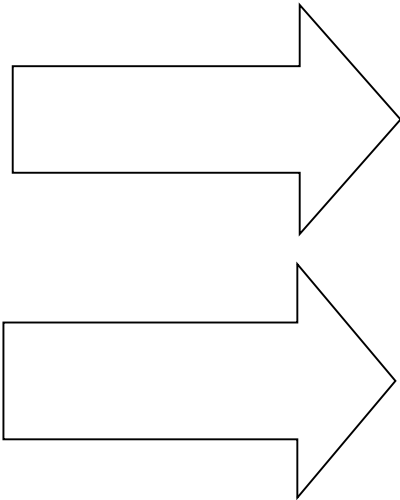
The problem

The Solution...YOU!

Community Leadership Capacity

People closest to the problem-Informal Leaders

The Power of Community Alignment



Will this be easy? No, nothing of any value is!
We are 100% committed to giving you the tools and support necessary.
You must make the *commitment* to do it.

An Italian philosopher once said...

There's nothing more difficult to take at hand, more perilous to attempt, and more uncertain in it's success, than to take the lead in the introduction of a new order of things.

What you can expect from us....

- Review of the Program
 - The Change Continuum-
A process for real improvement
 - 21 day approach to establish a habit
 - Blended learning model
 - Session Overview-*The Competencies*
 - Learning Portal

What we expect from you...

- Give your best
- Do the assignments
- Be Coachable
- Put it into practice
- **MAKE A COMMITMENT!**

***You don't need to be
sick to get better!***

LEADERSHIP BOOT CAMPS

OUR 21 DAY PROCESS-THE CHANGE CONTINUUM

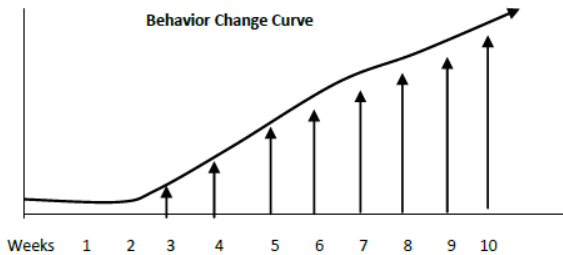
To be effective, training and development must actually create performance improvement.

One, two, three day seminars, videos, training manuals, and other passive learning processes generally only reach the surface, within seven to twenty-one days after hearing participants lose 94.6 percent of what they heard and experienced¹.

We have designed a process that actually creates behavior change through an **innovative 21 day blended learning model** we call **The Change Continuum**.

In this process we teach relevant and meaningful information, but more importantly the information is introduced through a process that supports real lasting performance improvement.

The behavior change begins to happen in the third week.



At the beginning of the twenty-one days we introduce a concept which is then reinforced in various ways over the 3 week period to accommodate all learning styles-visual, auditory, experiential, and dialogue.

THE 21 DAY BLENDED LEARNING MODEL

- **Face to Face Kick off** ignites the process.
 - **Live workshops** to introduce the concepts
 - **Weekly email** to motivate and support the change through the concept.
- **Interactive video chat coaching** sessions to unpack and dialogue the concept.
 - **Online portal** that archives materials for on-demand use to accommodate all schedules and provides a forum for peer to peer support.

Unique Accountability Mechanism assists participants with that little extra push we all need

| | | | | | | |
|--|-----------------------------------|--|---|--|--|--|
| | | | Day 1 Live Workshop Introduces New Concept | | | |
| | Reinforcement via email | | | | | |
| | Reinforcement via email | | Day 15 Interactive video chat coaching sessions | | | |
| | Reinforcement via email | | Day 22 Live Workshop Introduces New Concept | | | |

No special technology is required for live streaming video coaching sessions or utilizing web portal. All you need is a working computer and a high speed internet connection

The late business guru Peter F. Drucker once said “Every few hundred years in Western history there occurs a sharp transformation. Within a few short decades, society rearranges itself – Fifty years later, there is a new world. And the people born then cannot even imagine the world in which their grandparents lived and into which their own parents were born. We are currently living through just such a transformation.”¹

The context we live in has changed!

ARE THE LEADERSHIP APPROACHES YOU’RE USING THE ONES THE TIME REQUIRE?

The times require.... Difference Makers!

Difference Makers:

- Marshal and unleash the human capital around them!
- Exert influence by building trusting relationships
- Create systems that lead to greater alignment.
- Inspire (not require), others towards a shared goal.
- Tap into the collective intelligence and energy of stake holders by acting as a catalyst and a convener for positive change and create creative and effective solutions.
- Innovate while others are stuck in outdated thinking.
- Act as a catalyst for responsibility and ownership in other by instilling individual and community pride.
- Facilitate the creation of a collective vision and direction for the future.
- Are authentic, honest, direct, and they are known as those who genuinely care about others and do what’s best for the broader good even when it hurts them.

“Progress and change are indelibly intertwined there can be no progress without change”

Change...Mastering the Power!

Everything in us was only enough to get us to where we are today.
If we want to go any further or do anymore, we have to...*Change!*

Why are we so afraid of this word “change”?

List what makes people reluctant to change.

List the name of three people whose lives would better if *YOU* changed one thing.

***If you always do what you've always done,
You'll always get what you've always got.***

First, Take Inventory of Who You Are!

- *Are you blind? Does the sun rise and fall without your witness?*
 - *No. You can see ... and the hundred million receptors have been placed in your eyes enable you to enjoy the magic of a leaf, a snowflake, a pond, an eagle, a child, a cloud, a star, a rose, a rainbow ... and the look of love.*
- *Are you deaf? Can a baby laugh or cry without your attention?*
 - *No. You can hear ... and the twenty-four thousand fibers have been built in each of your ears vibrate to the wind in the trees, the tides on the rocks, the majesty of an opera, a robin's plea, children at play ... and the words I love you.*
- *Are you mute? Do your lips move and bring forth only spittle?*
 - *No. You can speak ... as can no other creatures, and your words can calm the angry, uplift the despondent, goad the quitter, cheer the unhappy, warm the lonely, praise the worthy, encourage the defeated, teach the ignorant ... and say I love you.*
- *Are you paralyzed? Does your helpless form despoil the land?*
 - *No. You can move. You are not a tree condemned to a small plot while the wind and world abuses you. You can stretch and run and dance and work, for within you are five hundred muscles, two hundred bones, and seven miles of nerve fiber all synchronized by me to do your bidding.*
- *Are you unloved and unloving? Does loneliness engulf you, night and day?*
 - *Your heart is strong. Touch your chest and feel its rhythm, pulsating, hour after hour, day and night, thirty-six million beats each year, year after year, asleep or awake, pumping your blood through more than sixty thousand miles of veins, arteries, and tubing ... pumping more than six hundred thousand gallons each year. Man has never created such a machine.*
- *Are you diseased of skin? Do people turn in horror when you approach?*
 - *No. Your skin is clear and a marvel of creation, needing only that you tend it with soap and oil and brush and care. In time all steels will tarnish and rust, but not your skin. Eventually the strongest of metals will wear, with use, but not that layer that is constructed around you. .*
- *Are you feeble of mind? Can you no longer think for yourself?*
 - *No. Your brain is the most complex structure in the universe. Within its three pounds are thirteen billion nerve cells, more than three times as many cells as there are people on your earth. To help you file away every perception, every sound, every taste, every smell, every action you have experienced since the day of your birth, you have implanted, within your cells, more than one thousand billion billion protein molecules. Every incident in your life is there waiting only your recall. And, to assist your brain in the control of your body, there are dispersed, throughout your form, four million pain-sensitive structures, five hundred thousand touch detectors, and more than two hundred thousand temperature detectors. No nation's gold is better protected than you.*

You Are One of a kind. Rarest of the rare. A priceless treasure possessed of qualities in mind, speech, movement, appearance and actions as no other who has ever lived, lives or will live-
"The Greatest Miracle in the World" by Og Mandino

LEADERSHIP HISTORY SURVEY

Looking Back to Move Forward

Instructions: Answer each of the following questions in as much depth as possible.

1. Where were you born? What type of neighborhood was it (city, suburb, or country)?

2. Name an adult (a parent or other adult) you were close to as you grew up. What leadership qualities did this person exhibit?

3. What was your first “real” job? What leadership learning’s did you obtain from that job?

4. Who was your best “leader”? In what ways was this person a good leader?

5. Who was your worst “leader”? In what ways was this person a poor leader?

6. What one significant piece of leadership advice would you give to others?

LIFE'S 5 MOST URGENT QUESTIONS

1. What will be your greatest contributions to your family?
2. What will be your greatest contributions to those you serve?
3. What will be your greatest contributions to those you've led?
4. What will be your greatest contributions to your organization?
5. What will be your greatest contributions to your community?

Let Them Be Kids Board Volunteer Questionnaire

1. What motivates you to volunteer with LTBK (rank order the top three reasons)?
 - Want to improve society
 - Social stimulation
 - Want to help the less fortunate
 - Enjoy the activity
 - Passionate about the cause
 - It is an area of special interest
 - Want to help my family or close friends
 - Helps me feel better about myself
 - Recognition/reputation for doing good things
 - Other _____

2. What is the hardest thing about doing volunteer work?
 - Making up the lost work time
 - Reduces personal time with family
 - Knowing what to do as a volunteer
 - Juggling priorities
 - Finding time
 - Having to break volunteer commitments due to more pressing work/family needs
 - Volunteer work is not very interesting
 - Other _____

3. What do you think will be or have you found most rewarding about volunteering with LTBK?
 - Personal satisfaction
 - Public recognition of doing good deeds
 - Appreciation expressed by those you help
 - Other _____

4. What could be done to make volunteering more rewarding to you?

5. How important has training been in your past volunteer experiences?

6. Name two of your best volunteer experiences and why?

7. Volunteering logistics
 - Preferred duration/frequency of volunteer work
 - i. xx hours per day
 - ii. xx hours per week
 - iii. xx days per month
 - iv. xx days quarter
 - v. xx weeks per year
 - What is an acceptable travel time for volunteering?

8. Preferred recognition for volunteering with LTBK

- None
- Personal appreciation letter
- Appropriate memento (T-shirt, Hat, Plaque, etc.) presented privately
- Public verbal recognition
- Publicly presented memento
- Other, please explain-

9. Indicate important factors for volunteering with LTBK (rank order the top 3)

10. If there was one area of LTBK that you would be willing to take ownership of what would it be?

11. What has been your most memorable LTBK moment so far?

MASTERING THE POWER OF CHANGE

Vision drives Change

People will understand the rationale behind the vision, and will anticipate change, even if they do not necessarily support the change. The greater extent to which the vision is shared and fully supported, the easier it is to create an environment which seeks to move forward into the future.

Forming a Change Team

The purpose of a change team is to ensure that the change is introduced as quickly as is appropriate, as smoothly as is possible, and with maximum acceptance by the wider organization.

- There is greater depth of experience and knowledge to help into the change
- It provides a greater base of energy behind the change
- It forces the organizations to think through the impact of the change
- It provides broader base of relationships to handle issues with the change on a personal level
- It communicates a sense of importance and purpose about the need to change
- The primary purpose of the team is not to work out what the change should be, but rather to introduce the change to the organization. The best size for the team will most often be between 3 and 7 members (depending on size of the organization).

Reactions to Change

Reactions to change fall into a number of groups. This is not an attempt to pigeonhole people, since most of us will fall into each of these groupings for different changes. Rather it helps explain the process by which change is adopted.

1. “**Early Risers**” – these people like change, almost for change’s sake. They are the first people you see with the new craze – often before you realize that it is a craze. Very often this group is into technology. They are a relatively rare breed!
2. The “**Early Adapters**” – will follow the “Early Risers” once they are comfortable that the change is a good one, or at least that it is likely to be OK. Seeing the logic behind the change helps them accept it. They often accept that there is some element of risk involved.
3. The “**Crowd**” – the majority of the population will follow into a change once it is becoming the accepted norm. With no strong feelings one way or the other beforehand, they are swayed by the way the wind is blowing.
4. The “**Legitimizers**” -found within the crowd, and often amongst the slowest to be convinced naturally. They are people with two important characteristics. First, they will carefully evaluate new ideas, because they are independent thinkers who need to make up their minds for themselves. Secondly, they are known and respected by the crowd – once their minds are made up, it can help others to reach their decisions.
5. Finally, the “**Resisters**” – people who are against the change from the moment they hear about it. Their resistance may be passive – they will do absolutely nothing to help the change, and may grumble consistently, or it may be active resistance – where they will lobby against the change, trying to prevent it.

A change team should be biased towards those who are in favor of the change (Early Risers/Early Adapters) but also include one or two legitimizers, who will lend credibility to the team.

MASTERING THE POWER OF CHANGE

The Strategy for Change

The first job for the change team is to understand what the change involves, and why it is happening. They then need to tackle three areas:

- I. The timetable for change – how quickly will the change be introduced?
Specifically, will there be a pilot/transition period for people to get used to the change. Both are appropriate, but the change team and the leadership need to be totally clear on the purpose of any trial or transition period. This decision will be influenced by the degree of resistance anticipated.
- II. To what degree will people be involved in the change process? For some changes, the change team should aim for complete transparency – the process of introducing the change is so well managed, that the organization barely notices. In this case the organization should still be told of the change and the reasons for it to avoid feeling manipulated.
- III. Is there any learning that can be taken from previous experiences within the organization, or from similar changes introduced elsewhere? Will we need to be careful of mapping the issues of one particular situation onto another, there are many more similarities between situations than we often give credit for!

Implementing the Change

It is vital at this stage to be clear on the purpose of the change team. They are responsible for introducing the change and not for the change itself (although this is unlikely to be perceived clearly by the wider organization!) Thus any issues and decisions involved in the process for introducing the change e.g. running of the transition period, the communication involved, or other issues that will arise alongside the change are their responsibility. Any desired amendments to what is introduced (the change itself) should be passed back to the individual or group who are responsible for the change itself. This is likely to occur during the planning process for implementing the change, and the introduction itself; almost however well the planning group has tried to anticipate the change.

Two tools that can help introduce the change are:

- A timetable for change – either published to the wider organization, or kept as a tracking document by the change team.
- A task list, with a member of the change team nominated as being responsible for ensuring that each task gets done, someone nominated to do the task itself, and a date by which the change needs to be completed.

MASTERING THE POWER OF CHANGE

Handling Resistance

One of the largest pieces of work to be done in introducing change is to help those who will naturally want to resist the change come to terms with it. One of the distinctive features of a Trust based organization should be that it handles resistance with a loving approach to members and a clear separation of the people from the issue.

Brian Pearson, in an excellent Administrators "How to" guide on change, wrote this: "It is both an unachievable aim, and an inappropriate one to eliminate resistance completely. There will always be a residue, even if it remains well concealed. Its presence (in moderation) is a valuable ingredient which can be a productive agent in the overall process."

The change team needs to group its actions into two elements. There are some actions which can be handled with the whole organization or in large groups, by clearly communicating how the change will NOT see people's worst fears realized.

This will require the change team to talk with people to sensitively understand what their worst fears are!

The second group of actions is to identify those individuals who are likely to resist the change and to talk with them. Very often the process of empathetic listening and careful explanation can help to encourage those whose resistance is based on misunderstanding or on personal fears. Where there is room for flexibility within the change, it should be accommodated. Indeed, the whole process of handling resistance to the change can make a significant contribution to the change itself, by forcing a critical appraisal of the change, and by allowing an organization to Vigorously debate the issues associated with it.

Review

It is important to review the introduction of the major change after it has been implemented to check that the desired outcome has been reached, and that the organization is happy with it. The change teams are the ideal group to conduct the review, although the results of the review may need to be presented to the sponsoring group or to the leadership. Four areas are suggested for a review:

1. **Has it happened?** Take the vision statement for the change – has it been accomplished? Where are there gaps?
2. **How has the change been received?** How are people feeling?
3. **What are the problems?** How can these be resolved?
4. **What can be learned from the process of introducing the change?** What would you do differently next time?

SUMMARY

Using a structured approach for change will not guarantee success. Flexibility and common sense will be needed to determine the degree to which this approach needs to be followed. This approach is designed for major changes associated with an organization stepping out to reach its vision – smaller changes will not need to go through each stage in detail, although the principles outlined should be followed!

THE CHANGE CONTINUUM

Steps for “Training” to Change, not “Trying” to Change

*Change is inevitable, but progress and change are indelibly intertwined.
So if we truly desire to improve personally or professionally,
we must eagerly embrace change.*

Willingness + Education + Understanding + Action + Accountability + Analysis = Progress
(Change)

Clearly Defined...

Clearly Defined...

Clearly Defined...

That You Put On...



UNDERSTANDING YOUR LEADERSHIP STYLE

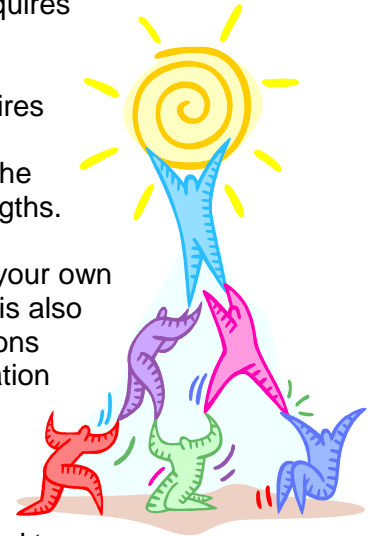
If leadership is the art of giving direction and focus to the energy and talent of others in order to accomplish a specific result, then each and every one of us is a leader and leadership needs to happen at all levels.

Being able to build a dynamic team - a group of individuals capable of pulling smoothly in the same direction – is especially important for community leaders. As such it requires understanding that people are different and differences are essential.

Every successful Department, Community project and meaningful effort requires a team with a variety of skills and abilities, approaches, and leadership and communication styles. It is important to align staff and other stakeholders to the tasks at hand but also to ensure a balance of complementary skills and strengths.

This exercise can help you be conscious of, and better understand, not only your own approach to work and interpersonal relationships, but also those of others. It is also intended to help you gain insights that will reduce complications and frustrations arising from differences. Of course it is impossible to divide the entire population into four leadership styles, so this assessment should be considered a guideline to understanding rather than an exact science.

This exercise focuses on four temperament groups that affect leadership and team styles. These are impacted by whether an individual is more oriented to **people** or to **tasks and goals**, as well as whether a person's temperament is more **extroverted** or outwardly **public**, or **introverted** and **private** by nature.



| | PEOPLE-FOCUSED | GOAL-FOCUSED |
|-----------------------|-----------------------|---------------------|
| <i>PUBLIC</i> | ENERGIZER | ORGANIZER |
| <i>PRIVATE</i> | NURTURER | RESEARCHER |

STYLE SCORING SHEET A

Check (✓) all of the words that *best* describe *you* in each column. **Check all that apply.**
 Be as objective and honest as you can. While your overall totals will eventually be shared, your selection of individual words will not.

| Column 1 | Column 2 | Column 3 | Column 4 |
|---------------------------------------|--|---|--|
| <input type="checkbox"/> Adaptable | <input type="checkbox"/> Assertive | <input type="checkbox"/> Alert | <input type="checkbox"/> Altruistic |
| <input type="checkbox"/> Adventurous | <input type="checkbox"/> Capable | <input type="checkbox"/> Analytical | <input type="checkbox"/> Balanced |
| <input type="checkbox"/> Carefree | <input type="checkbox"/> Consistent | <input type="checkbox"/> Astute | <input type="checkbox"/> Caring |
| <input type="checkbox"/> Charismatic | <input type="checkbox"/> Decisive | <input type="checkbox"/> Attentive | <input type="checkbox"/> Comforting |
| <input type="checkbox"/> Charming | <input type="checkbox"/> Dependable | <input type="checkbox"/> Calm | <input type="checkbox"/> Compassionate |
| <input type="checkbox"/> Cheerful | <input type="checkbox"/> Diligent | <input type="checkbox"/> Conceptual | <input type="checkbox"/> Conscientious |
| <input type="checkbox"/> Delightful | <input type="checkbox"/> Disciplined | <input type="checkbox"/> Curious | <input type="checkbox"/> Empathetic |
| <input type="checkbox"/> Energetic | <input type="checkbox"/> Efficient | <input type="checkbox"/> Detailed | <input type="checkbox"/> Flexible |
| <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Faithful | <input type="checkbox"/> Farsighted | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Expressive | <input type="checkbox"/> Hard-working | <input type="checkbox"/> Honest | <input type="checkbox"/> Generous |
| <input type="checkbox"/> Fun-loving | <input type="checkbox"/> Knowledgeable | <input type="checkbox"/> Idealistic | <input type="checkbox"/> Happy |
| <input type="checkbox"/> Funny | <input type="checkbox"/> Loyal | <input type="checkbox"/> Independent | <input type="checkbox"/> Intermediary |
| <input type="checkbox"/> Impactful | <input type="checkbox"/> Moral | <input type="checkbox"/> Insightful | <input type="checkbox"/> Open-minded |
| <input type="checkbox"/> Impulsive | <input type="checkbox"/> Neat | <input type="checkbox"/> Logical | <input type="checkbox"/> Responsive |
| <input type="checkbox"/> Inquisitive | <input type="checkbox"/> Organized | <input type="checkbox"/> Methodical | <input type="checkbox"/> Serene |
| <input type="checkbox"/> Inspiring | <input type="checkbox"/> Persistent | <input type="checkbox"/> Non-judgmental | <input type="checkbox"/> Sociable |
| <input type="checkbox"/> Optimistic | <input type="checkbox"/> Practical | <input type="checkbox"/> Observant | <input type="checkbox"/> Spiritual |
| <input type="checkbox"/> Passionate | <input type="checkbox"/> Punctual | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Steadfast |
| <input type="checkbox"/> Persuasive | <input type="checkbox"/> Realistic | <input type="checkbox"/> Precise | <input type="checkbox"/> Sympathetic |
| <input type="checkbox"/> Quick-witted | <input type="checkbox"/> Reliable | <input type="checkbox"/> Principled | <input type="checkbox"/> Tactful |
| <input type="checkbox"/> Resourceful | <input type="checkbox"/> Sensible | <input type="checkbox"/> Prudent | <input type="checkbox"/> Tolerant |
| <input type="checkbox"/> Spontaneous | <input type="checkbox"/> Stable | <input type="checkbox"/> Rational | <input type="checkbox"/> Trusting |
| <input type="checkbox"/> Stimulating | <input type="checkbox"/> Traditional | <input type="checkbox"/> Reasonable | <input type="checkbox"/> Unselfish |
| TOTAL ✓'s in Column 1 _____ | TOTAL ✓'s in Column 2 _____ | TOTAL ✓'s in Column 3 _____ | TOTAL ✓'s in Column 4 _____ |

STYLE SCORING SHEET B

Check (✓) *all* of the words that *best* describe you in each column. *Check all that apply.*
 Be as objective and honest as you can. While your overall totals will eventually be shared, your selection of individual words will not.

| Column 5 | Column 6 | Column 7 | Column 8 |
|---|--|--|--|
| <input type="checkbox"/> Dreamy | <input type="checkbox"/> Aloof | <input type="checkbox"/> Cautious | <input type="checkbox"/> Casual |
| <input type="checkbox"/> Extravagant | <input type="checkbox"/> Arrogant | <input type="checkbox"/> Controlling | <input type="checkbox"/> Defiant |
| <input type="checkbox"/> Gullible | <input type="checkbox"/> Blunt | <input type="checkbox"/> Critical | <input type="checkbox"/> Dismissive |
| <input type="checkbox"/> Impractical | <input type="checkbox"/> Certain | <input type="checkbox"/> Demanding | <input type="checkbox"/> Dramatic |
| <input type="checkbox"/> Indecisive | <input type="checkbox"/> Compulsive | <input type="checkbox"/> Judgemental | <input type="checkbox"/> Excitable |
| <input type="checkbox"/> Indulgent | <input type="checkbox"/> Critical | <input type="checkbox"/> Opinionated | <input type="checkbox"/> Extreme |
| <input type="checkbox"/> Ineffective | <input type="checkbox"/> Demanding | <input type="checkbox"/> Plodding | <input type="checkbox"/> Flamboyant |
| <input type="checkbox"/> Laidback | <input type="checkbox"/> Eccentric | <input type="checkbox"/> Predictable | <input type="checkbox"/> Flippant |
| <input type="checkbox"/> Modest | <input type="checkbox"/> Impartial | <input type="checkbox"/> Restrained | <input type="checkbox"/> Haphazard |
| <input type="checkbox"/> Muddled | <input type="checkbox"/> Impatient | <input type="checkbox"/> Scrupulous | <input type="checkbox"/> Impetuous |
| <input type="checkbox"/> Mushy | <input type="checkbox"/> Irritating | <input type="checkbox"/> Self-righteous | <input type="checkbox"/> Inconsistent |
| <input type="checkbox"/> Naïve | <input type="checkbox"/> Objective | <input type="checkbox"/> Serious | <input type="checkbox"/> Indecisive |
| <input type="checkbox"/> Over-emotional | <input type="checkbox"/> Painstaking | <input type="checkbox"/> Single-minded | <input type="checkbox"/> Messy |
| <input type="checkbox"/> Permissive | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Steadfast | <input type="checkbox"/> Rebellious |
| <input type="checkbox"/> Placid | <input type="checkbox"/> Persistent | <input type="checkbox"/> Straightforward | <input type="checkbox"/> Scattered |
| <input type="checkbox"/> Self-deprecating | <input type="checkbox"/> Pessimistic | <input type="checkbox"/> Stubborn | <input type="checkbox"/> Thoughtless |
| <input type="checkbox"/> Smothering | <input type="checkbox"/> Rigid | <input type="checkbox"/> Tenacious | <input type="checkbox"/> Turbulent |
| <input type="checkbox"/> Unobtrusive | <input type="checkbox"/> Unbiased | <input type="checkbox"/> Thorough | <input type="checkbox"/> Undisciplined |
| <input type="checkbox"/> Unpretentious | <input type="checkbox"/> Unemotional | <input type="checkbox"/> Unforgiving | <input type="checkbox"/> Unthinking |
| <input type="checkbox"/> Unrealistic | <input type="checkbox"/> Unmindful | <input type="checkbox"/> Unimaginative | <input type="checkbox"/> Untrustworthy |
| <input type="checkbox"/> Unsophisticated | <input type="checkbox"/> Unrealistic | <input type="checkbox"/> Unyielding | <input type="checkbox"/> Volatile |
| TOTAL ✓'s in Column 5 _____ | TOTAL ✓'s in Column 6 _____ | TOTAL ✓'s in Column 7 _____ | TOTAL ✓'s in Column 8 _____ |

SO WHAT'S YOUR LEADERSHIP STYLE?

FINDING YOUR STYLE: Bring your totals forward from the previous two pages and record below.

| Column A | Column B | Column C | Column D |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| TOTAL ✓'s in Column 1 _____ | TOTAL ✓'s in Column 2 _____ | TOTAL ✓'s in Column 3 _____ | TOTAL ✓'s in Column 4 _____ |
| TOTAL ✓'s in Column 8 _____ | TOTAL ✓'s in Column 7 _____ | TOTAL ✓'s in Column 6 _____ | TOTAL ✓'s in Column 5 _____ |
| TOTAL ✓'s in Column 1 + 8 _____ | TOTAL ✓'s in Column 2 + 7 _____ | TOTAL ✓'s in Column 3 + 6 _____ | TOTAL ✓'s in Column 4 + 5 _____ |

| My Total from: | Predominate Style | My Ranking (i.e. 1, 2, 3, 4) | Dominant Style (strength) |
|--------------------------|-------------------|---------------------------------|---|
| Column A _____ | ENERGIZER | | Recessive Style (area for growth) |
| Column B _____ | ORGANIZER | | |
| Column C _____ | RESEARCHER | | |
| Column D _____ | NURTURER | | |

THE ENERGIZERS

Energizers are charismatic, buoyant and energetic, and enjoy living life. They are open to new ideas and invitational to people. **Energizers** work best with clear, short-term goals, tangible outcomes and immediate rewards. These are people who approach tasks and projects with great enthusiasm. They will demand the freedom to work on their own, or volunteer to lead. **Energizers** enjoy competition and seek out excitement.

Energizers have a hearty nature, and can be great storytellers. They are never short of friends and are genuinely empathetic to others' problems and joys. **Energizers** enjoy being around people, and prefer crowds to solitude. They tend to be the life of the party, and are never at a loss for words.

Energizers make excellent salespeople, teachers, conversationalists, actors, public speakers and leaders.

Energizers are people-oriented extroverts:

| <u>STRENGTHS</u> | <u>WEAKNESSES</u> |
|--------------------|----------------------------------|
| enthusiastic | unreliable and flighty |
| youthful | immature; attention-seeking |
| | hyperactive |
| honest and sincere | non-confrontational |
| quick learners | intolerant of authority or rules |
| sociable | manipulative |

THE ORGANIZER

Organizers typically are dynamos. They are action-oriented, strong-willed people who always seem to get a lot accomplished in a short time. At the same time, **Organizers** have endless ideas, plans and ambitions. And, they are also capable of keen insights, practical decisions and sound judgment. **Organizers** place high regard on traditions, hierarchy and clearly defined roles and expectations.

Despite a well-organized mind, **Organizers** are not given to analysis, but more inclined to quick, seemingly intuitive appraisals. **Organizers** are attentive to detail, enjoy routines and systems, and appreciate tangible rewards and recognition. While they are usually the first to say thank you to others, they are also usually the first to notice if a protocol or formality has been breached.

Organizers make excellent generals, executives, idea people, and producers. They are also renowned dictators and famous criminals!!

Organizers are task-oriented introverts:

| <u>STRENGTHS</u> | <u>WEAKNESSES</u> |
|-------------------------|----------------------------|
| authoritative | rigid, and slaves to rules |
| attentive to detail | reactive (not proactive) |
| self-confident | arrogant |
| methodical and reliable | dislike non-conformity |
| persistent | unyielding |
| thorough | see in black or white |

THE RESEARCHER

Researchers are conceptual and independent. They seek knowledge and understanding and like to solve problems or deal with that which is innovative by exploring ideas or developing models. **Researchers** have exceptional analytical abilities, are self-sacrificing, gifted, and often perfectionists. They are able to easily foresee a project or proposal's potential obstacles and hidden dangers; on the other hand this can create a reluctance to undertake new initiatives.

In relationships, their heads often rule their hearts. Because repetition is painful it seems unnecessary to continuously restate or express how one feels. **Researchers** are often impatient with drill and routine and question authority.

As friends, **Researchers** are loyal. When meeting people, however, their tendency is to wait to be introduced rather than making the first approach.

Researchers enjoy having clear expectations and stated project outcomes, but enjoy being given room to figure out how to accomplish goals.

Researchers enjoy complicated puzzles, and compliments about their intelligence; recognition, if warranted, should be sincere and without "hoopla".

Many of the world's great geniuses, painters, musicians and scientists are **Researchers**.
Researchers are task-oriented introverts:

| <u>STRENGTHS</u> | <u>WEAKNESSES</u> |
|----------------------|----------------------------|
| analytical | dull and academic |
| produce quality work | aloof |
| conceptual | intolerant of incompetence |
| thorough | compulsive workers |
| methodical | dislike unfairness |
| independent | condemn injustices |

THE NURTURER

For **Nurturers**, life is generally a happy, calm experience. **Nurturers** have a high tolerance for almost everything, and seldom explode or show extremes of anger or happiness. **Nurturers** may look placid, however, but they feel much more emotion than they show to the world.

Nurturers appreciate frequent notice of their contributions and performance; they also work best with clearly stated expectations and identified rewards for achievement—whether individual or group. Communicate with **Nurturers** in terms of feelings and values: "I care about what you think and how you feel."

They are sociable, enjoy the company of others, and sustain a large circle of friends. They are usually good listeners, non-competitive, and willing to take direction. **Nurturers** value close, long-lasting relationships. They respect effective leadership, and are happier building someone else's design than creating their own.

Nurturers generally ask "why" questions: they really do want to know the answers!

Psychiatrists and counsellors, and people who enjoy working in the helping professions, are typically **Nurturers**.

Nurturers are people-oriented introverts:

| <u>STRENGTHS</u> | <u>WEAKNESSES</u> |
|-----------------------|----------------------|
| honesty and sincerity | impractical / dreamy |
| trusting and helpful | gullible |
| dislike hypocrisy | patronizing |
| open to suggestion | duty-bound |
| modest | self-deprecating |
| loyal | fanatical |