Introduction to Leadership

CALLI 2024 - 2025

September 26-27, 2024

Facilitated by Chris Evjy and Nancy Barnes

OBJECTIVES

Participants will:

- Learn how to distinguish between leadership and management and the skills necessary for effective leadership.

- Assess their emotional intelligence and understand the importance of a leadership mindset.

- Understand the dynamics of influence.

- Explore various leadership styles ~~and develop a leadership philosophy.~~

- Learn how to identify key elements in leading effective teams.

AGENDA

	Thursday, September 26th, 9am - 5pm
9:00 - 9:15	Welcome & Learning Outcomes
9:15 - 9:45	Leadership & Management Definitions & Distinctions
9:45 - 10:45	Activity: Effective Leadership Skills Continuum & Using Strengths to Build Leadership
10:45- 11:00	Break
11:00-11:50	Emotional Intelligence in Leadership & EI Inventory
11:50 - 12:00	Morning Recap
12:00 - 1:30	Lunch
1:30 - 1:50	Leadership Mindset: growth, grit, resilience
1:50 - 2:30	Activity: Identifying a Growth Mindset & The Stories we Tell Ourselves
2:30 - 2:45	Break
2:45 - 3:15	Influence in Leadership
3:15 - 4:00	Activity: 9 Influence Strategies
4:00 - 4:30	Afternoon Recap & Reflection
4:30 - 5:00	Plus/delta, Next Steps
	Friday, September 27th, 9am - 1pm
9:00 - 9: 15	Welcome and Check-in
9:15 - 9:30	Activity: Your Leadership Experience
9:30 - 10:15	Exploring Leadership Styles
10:15 - 11:00	Activity: Leadership Style Assessment & Developing a Personal Leadership Philosophy
11:00 - 11:20	Break
11:20 - 11:50	Leading Effective Teams
11:50 - 12:20	Activity: Teams Assessment
12:20 - 12: 30	Recap & Reflection: Putting it all together
12:30 - 1:00	Wrap up, plus/delta, Next Steps

Introduction to Leadership- Leadership & Management

Leadership	Management
Leadership is about trust and people.	Management is about systems, controls, procedures, policies, and structure.
Leadership is innovating and initiating.	Management is about maintaining the status quo.

Source: Freedman, S. and Freedman, J.M. (2020). Becoming a library leader: Seven stages of leadership development for academic librarians. Association of College and Research Libraries.

Discussion Insights & Notes

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Leadership to Management Continuum

Leadership -- **Management**

Focuses on people---Focuses on things

Articulates a vision--Executes a plan

Creates the future--Improves the present

Empowers--Controls

Trusts & develops---Directs & coordinates

Creates change---Manages change

Serves team---Serves boss

Uses influence---Uses authority

Acts decisively--Acts responsibly

Using our Strengths to Build Leadership Skills

Using your leadership/management continuum assessment, think about the strength you have in common with your group partners.

Where is there room for improvement in moving from a management mindset to a leadership mindset?

How will you need to flex your strength to move closer to the leadership side of the continuum? What behaviors do you need to modify in yourself? How will you do that?

What kind of support will you need from CALLI, from your supervisor, from your colleagues, from professional development resources? Describe.

Discussion Insights & Notes

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EI Skills Inventory

Complete the inventory on your own. Then, pair up with someone at your table and share what you've learned about your own emotional intelligence. Where is there room for growth or change?

1. How do you recognize your own feelings and emotions as they happen? (Self-awareness)

2. How do you act when you feel defensive? (Self-management)

3. How flexible are you in adapting to changing situations? (Self-management)

4. How easy is it to handle conflict? (Social skills)

5. How aware are you of other's feelings, needs, and concerns? (Social awareness)

Discussion Insights & Notes

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Fixed vs. Growth Mindset Self-Assessment

Put a checkmark next to each phrase which represents your current thinking about yourself or others.

	Fixed Mindset		Growth Mindset
	Most of my skills, intelligence, and talents are fixed at birth.		I have the capacity to learn and grow my skills and talents.
	Mistakes are failures, shameful, and should be avoided at all costs.		Mistakes are opportunities to learn.
	Some people are always going to be better at some things while others are not.		People are good at something because they built their ability.
	I look bad if it takes a lot of effort to accomplish something.		Effort is an important part of the achievement process.
	I often back down and avoid challenges.		I embrace challenges.
	I often quit when something is hard.		I can persevere by focusing on the process rather than achieving success.
	I get really discouraged by mistakes.		I believe that mistakes provide me with ways to improve.
	I often get defensive when given feedback and take it personally.		I appreciate constructive feedback

Discussion Insights & Notes

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The Stories We Tell Ourselves

What is the typical story you tell yourself when you're engaging in things that *you believe you're good at*?
Example: I'm really good at writing. It comes naturally for me.

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What is the typical story you tell yourself when you're engaging in things that *you believe you're **not** good at*?
Example: I'm terrible at drawing because I'm not creative.

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Shift the Story: Shift the story from intelligence/ability related narratives to ***effort-related*** narratives.

Example: I'm good at writing because I spent a lot of time writing essays during college. I worked hard at editing my papers and used Writing Center tutors for help.

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Example: I'm bad at drawing because I got a bad grade in art class in elementary school, and I've never really tried to improve my drawing skills since.

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For more information about Sara Briggs 25 ways to Develop a Growth Mindset:
http://www.opencolleges.edu.au/informed/features/develop-a-growth-mindset/

Discussion Insights & Notes

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Hays Influence Strategies

- **Empowerment:** making others feel valued by giving them praise, credit, and recognition and by involving them in decision making.

- **Interpersonal awareness:** identifying other people's concerns and positioning one's ideas to address their concerns

- **Bargaining:** gaining support by offering to exchange favors or resources, by making concessions, or by negotiating to a mutually satisfactory outcome.

- **Relationship building:** taking time to get to know others personally and to maintain friendly communication with them so they will be inclined to support one's ideas in the future.

- **Organizational awareness:** building support for one's ideas by identifying and getting the support of the key people who can influence others within the organization.

- **Common vision:** showing how one's ideas support the organization's broader goals or values or appealing to higher principles such as fairness.

- **Impact management:** thinking carefully about the most interesting, memorable, or dramatic way to present ideas in order to gain people's support.

- **Logical persuasion:** using logical reasons, facts, and data to convince others or using knowledge or expertise to persuade.

Activity: Think of a scenario at your library that involves either a new program or service you want to implement, an organizational change you want to make or a new goal your library should set. Create a skit that uses your assigned influence strategy to persuade the group to adopt the change. Each skit will be no longer than 3 minutes.

Discussion Insights & Notes

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End of Day One: Reflection

Has your perception of effective leadership changed as a result of today's session? If so, how?

Reflect on the mindset that you came into today's session with. What aspects of that mindset align with or differ from a growth or leadership mindset?

What did you learn about your own leadership skills that you may not have previously realized?

Discussion Insights & Notes

The Leadership Experience

Reflection Activity #1: Think about a leader you admire. What traits do you most admire in them and why?

Reflection Activity #2: Reflect on your leadership experience (Source: Freedman & Freedman, 2020, p. 82).

1. What leadership experiences have you had in any organization (school, church, paid or volunteer work, camps, or social group) from high school until today?

2. What did you like about those experiences?

3. What did you dislike about those experiences?

4. What did you learn from those experiences?

Discussion Insights & Notes

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Leadership Style Note-Taking

Resonant Leadership

Transformational Leadership

Servant Leadership

Democratic Leadership

Coaching Leadership

Leadership Style Self-Assessment

For each statement, rate how frequently you exhibit the described behavior or attitude on a scale from 1 to 5:

- **1 = Rarely**
- **2 = Sometimes**
- **3 = Often**
- **4 = Usually**
- **5 = Always**

1. Resonant Leadership

- I actively work to build positive relationships and a supportive work environment.
  1 2 3 4 5
- I am attentive to the emotional needs and well-being of my team members.
  1 2 3 4 5
- I make an effort to align my own emotions and behaviors with the values of the team.
  1 2 3 4 5

2. Transformational Leadership

- I inspire and motivate my team to achieve more than they thought possible.
  1 2 3 4 5
- I encourage creativity and innovation in my team's approach to challenges.
  1 2 3 4 5
- I communicate a clear vision for the future and work to align the team's efforts with that vision.
  1 2 3 4 5

3. Servant Leadership

- I prioritize the needs and growth of my team members above my own personal gain.
  1 2 3 4 5
- I focus on helping others develop their skills and achieve their potential.
  1 2 3 4 5
- I actively listen to my team's concerns and work to address them.
  1 2 3 4 5

4. Democratic Leadership

- I seek input and feedback from my team members before making decisions.
  1 2 3 4 5
- I encourage team members to participate in the decision-making process.
  1 2 3 4 5
- I value diverse opinions and strive for consensus in team discussions.
  1 2 3 4 5

5. Coaching Leadership

- I provide regular, constructive feedback to help team members grow professionally.
  1 2 3 4 5
- I support my team members in setting and achieving their personal and career goals.
  1 2 3 4 5
- I work to understand each team member's strengths and areas for improvement to offer tailored guidance.
  1 2 3 4 5

Scoring

Add up the numbers you circled for each statement and write your total score for each leadership style in the column below.

Scoring Breakdown

Leadership Style	Questions	Total Possible Points	Your Score
Resonant	1-3	15	
Transformational	4-6	15	
Servant	7-9	15	
Democratic	10-12	15	
Coaching	13-15	15	

Interpretation

- **High Scores** in a category indicate a strong inclination towards that leadership style.
- **Moderate Scores** suggest a balanced approach or emerging tendencies towards that style.
- **Low Scores** indicate less emphasis or comfort with that particular leadership style.

Discussion Insights & Notes

Trust

Healthy Conflict

Commitment

Accountability

Results

Leading Effective Teams Assessment

Think of a team that you're a part of. This could be the coworkers in your department, a project team, or a committee you serve on. With that team in mind, use the scale below to indicate how each statement applies to your team. Evaluate honestly and don't over-think your answers.

3 = Usually

2 = Sometimes

1 = Rarely

_____1. Team members are passionate and unguarded in their discussion of issues.

_____2. Team members call out one another's unproductive behaviors.

_____3. Team members know what their peers are working on and how they contribute to the collective good of the team.

_____4. Team members quickly and genuinely apologize to one another when they say or do something hurtful or possibly damaging to the team.

_____5. Team members willingly make sacrifices in their departments or areas of expertise for the good of the team.

_____6. Team members openly admit their mistakes and challenges.

_____7. Team members support group decisions even if they initially disagreed.

_____8. Team members leave meetings confident that their peers are completely committed to the decisions that were agreed on, even if there was initial disagreement.

_____9. Morale is significantly affected by the failure to achieve team goals.

_____10. During team meetings, the most important—and difficult—issues are put on the table to be resolved.

_____11. Team members are deeply concerned about the prospect of letting down their peers.

_____12. Team members know about one another's personal lives and are comfortable discussing them.

_____13. Team members end discussions with clear and specific resolutions and calls to action.

_____14. Team members challenge one another about their plans and approaches.

_____15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.

Scoring Instructions. Transfer your ratings from each statement to the corresponding question numbers below. Tally the columns and fill in the totals for each behavior.

Trust	Healthy Conflict	Commitment	Accountability	Results
4. _____	1. _____	8. _____	2. _____	5. _____
6. _____	10. _____	13. _____	3. _____	9. _____
12. _____	14. _____	7. _____	11. _____	15. _____
Total _____	Total _____	Total _____	Total _____	Total _____

Adapted from The Five Dysfunctions of a Team by Patrick Lencioni

Pair - Share Activity

Once you've scored your team, turn to a partner at your table and discuss why you assessed the team the way you did?

If the team received a low score, is there a way you can use your leadership skills and strengths to improve the team dynamics?

Be prepared to share your thoughts with the large group.

Discussion Insights & Notes

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Reflection

What are three things I will do differently or better as a result of the work I did today at CALLI?

1._____

2. _____

3. _____