

Wyoming Library Association

# Leadership Training

Wednesday, September 26, 2012  
Casper, WY  
1:00 – 4:30 p.m.



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## FOUR DIMENSIONS OF LEADERSHIP Self Rating

*Directions:* Please read the definitions of the four leadership dimensions listed below. Then rate yourself on each statement under the dimension by circling the appropriate number (1=not at all like you, up to 5=very much like you). Calculate the average for each dimension.

<b>Sensemaking: a focus on the issue, concept or situation to make sense of the world around you.</b>					
<i>(Please circle one number in each row)</i>					
	<b>Not at all like you</b>				<b>Very much like you</b>
Collects and evaluates information from multiple sources	1	2	3	4	5
Understands, interprets and prioritizes information	1	2	3	4	5
Understands the environment (context and people involved)	1	2	3	4	5
Comprehends complex situations	1	2	3	4	5
AVERAGE:					
<b>Relating: a focus on people; building working relationships with others.</b>					
Listens to understand	1	2	3	4	5
Open to the ideas of others	1	2	3	4	5
Finds common ground	1	2	3	4	5
Maintains relationships even through difficulties	1	2	3	4	5
Effectively expresses ideas, orally and/or in writing	1	2	3	4	5
AVERAGE:					
<b>Visioning: a focus on the future with compelling images that give meaning to work or contributions.</b>					
Sees the big picture	1	2	3	4	5
Sees multiple possibilities and new opportunities	1	2	3	4	5
Inspires others	1	2	3	4	5
Creates a compelling picture of the future	1	2	3	4	5
AVERAGE:					
<b>Inventing: a focus on improving the present; devising processes, plans or strategies to give the vision life.</b>					
Is creative/imaginative	1	2	3	4	5
Recognizes the importance of process (how things could be done)	1	2	3	4	5
Initiates change	1	2	3	4	5
Develops solutions/options	1	2	3	4	5
AVERAGE:					

## Relating Activity

### Group Stages Mix and Match

*Directions:* Match each group stage listed in the left column with the characteristics in the right column.

- A. Forming            \_\_\_\_\_ Working together as a team, clear goals, established ground rules and work plans, productivity and positive morale. Leaders: create opportunities for shared success; recognize successes.
- B. Storming            \_\_\_\_\_ Plan a celebration, ending or closure. Leaders: help the group determine their future.
- C. Norming            \_\_\_\_\_ Optimism plus tentativeness, unknown expectations, overly dependent on the leader. Leaders: determine who should be included and when to meet, ensure that everyone gets to know each other, start building ground rules and clarifying expectations of group members.
- D. Performing            \_\_\_\_\_ Transitions to normalcy, more camaraderie, shared expectations of group, getting work done. Leaders: develop common goals and strategies, clarify roles, give and receive feedback on how the group is doing and make sure the ground rules are enforced.
- E. Adoring            \_\_\_\_\_ Interpersonal and team conflicts, unrest and chaos, lack of group skills, difficult decision-making. Leaders: deal with differences in an open manner, handle issues that affect the group in an open, constructive manner, mix up subgroups that tend to form.
- F. Transforming            \_\_\_\_\_ Clear, open communication, well defined decision-making processes, high productivity, supportive team member behaviors, conflicts handled. Leaders: stay out of their way, recognize and celebrate successes, big and small.

# GROUP STAGES

- A. Forming: “Getting Started”** – Ensures that everyone gets to know each other. Begin establishing ground rules. Consider physical comfort and room arrangement. This stage takes time, commitment and buy-in.
- Establish the initial pattern—who’s invited, first meetings, who talks, why meet?
  - Uncertainty, apprehension, politeness, careful scouting, tentative sharing.
  - Characterized by—optimism, high expectations, overly dependent on leader.
- B. Storming: “Getting Comfortable”** – Deal with differences openly, handle issues affecting the team in the team, mix people up. Continue working on ground rules by defining decision making processes.
- Most critical stage.
  - Members resolve purpose and roles.
  - Get to know each other and establish ideas about each other.
  - Take on roles in groups.
  - Friendships as well as divergent ideas, disharmony, competition.
  - Fear, anxiety, loss of control, tension.
  - Characterized by—interpersonal conflicts, lack of group skills, little is decided.
- C. Norming: “Getting to Work”** – agree on what you are trying to achieve by talking about what you hope will result or what your outcomes will be as a result of being in this group and what it’s going to take to achieve it. Develop common goals and strategies, clarify roles, give and receive feedback on how the group is doing. Make sure ground rules are firmly in place.
- Task vs. relationship—more focus on content.
  - More trust, some irritation with pace.
  - Feel relief, stability, certainty, commitment.
  - Characterized by—transition, camaraderie, shared expectations.
- D. Performing: “Getting it Right”** – may have to remind people of ground rules. Create opportunities for success and shared experiences.
- Implementation results in productivity, sense of progress and achievement.
  - Enthusiasm and creativity.
  - Differences emerge, commitments honored or not, power struggles.
  - Characterized by – increased productivity and morale, clear team goals, established ground rules and work plans.
- E. Adoring: “Getting to Synergy”** – celebrate successes, keep an eye on maintenance of other group stages. Celebrate successes.
- Trust, commitment.
  - “Space” –room for baggage, stop blaming.
  - Consolidation, harmony and trust.
  - Characterized by – clear, open communication, well-defined decision making and expectations, beneficial team behaviors.
- F. Transforming:** Determine what continued success will take or end.
- Sadness
  - Adjourn or new

## Inventing Activity

**Instructions:** Please rate your library's performance in the following four areas. Electronic clickers will be used for this activity for an overall view.

Scale: 5=excellent, 3=average, 1=poor

	<b>Excellent</b>					<b>Poor</b>
1. Focus on improving how things get done	5	4	3	2	1	1
2. Devise processes, plans, strategies and and better ways of working together	5	4	3	2	1	1
3. Create better ways of approaching tasks	5	4	3	2	1	1
4. Overcome challenges and problems to turn visions into reality	5	4	3	2	1	1



## Ethics: A Framework for Decisions

**BELL:** Would you do this in \_\_\_\_\_?

**BOOK:** Are there any \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ that \_\_\_\_\_ your choices?

**BULB:** How will your decision \_\_\_\_\_?

**BALANCE:** Would you be comfortable with the choice you made if \_\_\_\_\_  
\_\_\_\_\_?

# Visioning Activity

Directions: In the small box below, jot down key words to describe your library's vision. In the large box, draw a picture of your vision for the library.

**Key Words:**

**Picture:**