Creative Capacity Building in Coalitions

Transformational Leadership

Development Plan

www.rpcmn.org

Program Sharing Conference
October 27-28 2011
Sources and Ideas from:

*Leadership Development Plan* from the Emerging Leadership Network of MN 2010 presentation by Diane Tran

Community Anti Drug Coalition of America CADCA *Transformational Leadership Coalitions and Partnerships in Community Health* by Frances Dunn Butterfoss

*Strength Finder 2.0* by Tom Rath

*Strengths Based Leadership* by Tom Rath and Barry Conchie

The Gallup Management Journal

*Great Meetings, Great Results* by Dee Kelsey and Pam Plumb

The Regional ATOD Prevention Coordinators are funded through a grant from the Minnesota Department of Human Services Alcohol and Drug Abuse Division.
Introduction

This tool is designed to help you create a personal leadership development plan. It contains tools and resources for you personally as well as for the team you work with.

Topics Include:

Personality Assessment
Creating A Leadership Development Plan
Traits of a Transformational Leader
Team Building Ideas
Strength Finder
Resources and Ideas
Give & Take Activity  GIVE-TAKE.ORG

This activity is a great way for people to share something they have to offer and to ask about something they want to learn about.

<table>
<thead>
<tr>
<th>Hello My Name Is:</th>
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<th>I know:</th>
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<th>I want to know:</th>
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Give & Take is a public program that uncovers hidden connections in our community with a mix of eclectic presentations, games, and socializing. The concept is simple: when we come together to share what we know, and what we want to know in a fun, supportive environment, great things will happen. www.give-take.org
Who are you? What is your personality like? Take this self assessment to find out if you are Blue? Green? Gold? Orange? Or a combination. Personality Assessments are valuable to ways to learn about communication styles and preferences.

Assessing Your Colors
Personality Styles and Traits Self Assessment

DIRECTIONS: Think of yourself as you most naturally are. Set aside what others think you "should" be like, the demands of your family, your job, your role in life. Just focus on yourself as you feel today, right now. Fill in the blanks in each set below.

In each set: 4= best, most like you  1= least like you
Put a four (4) by the words that describe you the best. Put a three (3) by the words that describe you second best. Put a two (2) by the words that describe you third best. Put a one (1) by the words that seem the least like you.

1. __a. solid, steady, careful
   __b. feeling, sympathetic, kind
   __c. cool, clever, independent
   __d. lively, witty, energetic

2. __a. reasonable, moral, hard-working
   __b. sensitive, sincere, caring
   __c. logical, abstract, rational
   __d. skillful, playful, fun-loving

3. __a. dependable, faithful, devoted
   __b. close, personal, involved
   __c. curious, scientific, thoughtful
   __d. daring, energetic, brave

4. __a. reliable, organized, serious
   __b. peaceful, harmonious, warm
   __c. impatient, perfectionist, heady
   __d. here-and-now, impulsive, active

5. __a. consistent, structured, planned
   __b. meaningful, spiritual, inspired
   __c. analyzing, testing, model-making
   __d. high-impact, persuasive, generous

6. __a. sane, faithful, supportive
   __b. poetic, musical, artistic
   __c. theoretical, studious, principled
   __d. performing, playing, creating

7. __a. commit, follow-through, persist
   __b. communicate, encourage nurture
   __c. inform, discuss, question
   __d. energize, compete, engage

8. __a. conserve, maintain, protect
   __b. inspire, understand, appreciate
   __c. design, invent, construct
   __d. promote, excite activate

9. __a. value, honor, provide
   __b. share, connect, express
   __c. respect, stimulate, dialogue
   __d. touch, pleasure, surprise

10. __a. traditional, loyal, conservative
    __b. belonging, involved, cooperative
    __c. skeptical, nonconforming, fair
    __d. free, independent, rebellious

SCORING:
Add the total points for all of the "a"s. Enter total next to "Gold" below.
Add the total points for all of the "b"s. Enter total next to "Blue" below.
Add the total points for all of the "c"s. Enter total next to "Green" below.
Add the total points for all of the "d"s. Enter total next to "Orange" below.

_____ GOLD  _____ BLUE  _____ GREEN  _____ ORANGE

Transformational Leadership Development Plan: Creative Capacity Building for Coalitions  www.rpcmn.org  Page | 5
What was your score? ____GOLD ____BLUE ____GREEN ____ ORANGE

These four numbers give an idea about the relative strength of the different colors in your personal rainbow of temperament. You may find two or more colors to be roughly equal in importance to you. Or you may find that you are very strong in one color. The table below gives a summary of the characteristics of the four colors. Adjust your assessment as you learn. You are the best judge of your own personal style. Others may point out certain things about you that you haven't noticed, but you will still know best.

<table>
<thead>
<tr>
<th></th>
<th>GOLD</th>
<th>BLUE</th>
<th>GREEN</th>
<th>ORANGE</th>
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</thead>
<tbody>
<tr>
<td>Basic Need:</td>
<td>Order</td>
<td>Authenticity</td>
<td>Rationality</td>
<td>Freedom</td>
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<tr>
<td>Strongest Value:</td>
<td>Service &amp; Responsibility</td>
<td>Honest &amp; Empathy</td>
<td>Objectivity</td>
<td>Sensation</td>
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<tr>
<td>Key Experience:</td>
<td>Judgment</td>
<td>Emotion</td>
<td>Logic</td>
<td>Sensation</td>
</tr>
<tr>
<td>Learning Style:</td>
<td>Concrete, Organized Practical</td>
<td>Enthusiastic, Cooperative, Participatory</td>
<td>Independent, Data-based, Analytical</td>
<td>Hands-on, Skill-based, Physically active</td>
</tr>
<tr>
<td>Greatest Joy:</td>
<td>Job well done, Elegant process, Real service</td>
<td>Spiritual insight, Deep Intimacy, Love</td>
<td>Wisdom, Discovery, Innovation</td>
<td>Skill in Action, Excitement, Victory</td>
</tr>
<tr>
<td>Troubled By:</td>
<td>Disorder, Instability, Lack of Responsibility</td>
<td>Disharmony, Dishonesty, Lack of Feeling</td>
<td>Illogic, Injustice, Too much</td>
<td>Authority, Regulations, Pomposity</td>
</tr>
<tr>
<td>Encouraged by:</td>
<td>Recognition of contribution</td>
<td>Appreciation of support</td>
<td>Affirmation of intelligence</td>
<td>Freedom &amp; Respect</td>
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<tr>
<td>In Groups:</td>
<td>Organization, Commitment, &amp; Follow-through</td>
<td>Process, Inspiration, Cooperation</td>
<td>Analysis, Ingenuity, Independence</td>
<td>Physical skill, Creative Energy Playfulness</td>
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<tr>
<td>On The Job:</td>
<td>Stability &amp; Organization</td>
<td>Support &amp; Enthusiasm</td>
<td>Ingenuity &amp; Pragmatism</td>
<td>Energy &amp; Innovation</td>
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<tr>
<td>Seeks In Relationships</td>
<td>Seriousness &amp; Responsibility</td>
<td>Meaning &amp; Intimacy</td>
<td>Autonomy &amp; Respect</td>
<td>Sensuality &amp; Excitement</td>
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</table>
Discussion Guide: Color Assessment for Personality Traits & Styles

Allow 10-15 minutes for group to complete the self assessment. (You will need copies of the self assessment, the answer sheet, and writing utensils)

Hand out answer sheet and give 2 minutes for individuals to look over their results.

Move to a large open space.

Have the group divide up according to what color they scored the highest in.

Direct the small groups to spend 2-4 minutes deciding on 1-2 words to share with the large group about what it is like to be their respective color personality. Such as sharing a key learning style, a basic need, something that gives great joy or causing trouble, etc.

Go around the room having each group share their 1-2 words about their respective color personality.

In closing:
Ask questions to the large group such as:
How does understanding the personalities of your co-workers/ fellow coalition members help you?
How could you use this activity with a coalition or youth group?
How could you utilize the results of this to help plan projects?
## Values Exercise

Circle the values that you personally identify with.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Adventure</th>
<th>Authenticity</th>
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<tbody>
<tr>
<td>Authority</td>
<td>Awareness</td>
<td>Balance</td>
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<td>Beauty</td>
<td>Belonging</td>
<td>Caring</td>
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<td>Certainty</td>
<td>Challenge</td>
<td>Clarity</td>
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<td>Collaboration</td>
<td>Commitment</td>
<td>Community</td>
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<td>Compassion</td>
<td>Competition</td>
<td>Completion</td>
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<td>Connection</td>
<td>Contemplative</td>
<td>Contribution</td>
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<tr>
<td>Control</td>
<td>Cooperation</td>
<td>Creativity</td>
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<tr>
<td>Curiosity</td>
<td>Danger</td>
<td>Discovery</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Dedication</td>
<td>Discovery</td>
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<tr>
<td>Directness</td>
<td>Diversity</td>
<td>Duty</td>
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<tr>
<td>Energy</td>
<td>Enjoyment</td>
<td>Enlightenment</td>
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<tr>
<td>Environment</td>
<td>Excellence</td>
<td>Excitement</td>
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<tr>
<td>Exhilaration</td>
<td>Experience</td>
<td>Experiment</td>
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<tr>
<td>Expertise</td>
<td>Empathy</td>
<td>Fame</td>
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<tr>
<td>Family</td>
<td>Focus</td>
<td>Freedom</td>
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<tr>
<td>Friendship</td>
<td>Fun</td>
<td>Generosity</td>
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<td>Fairness</td>
<td>Growth</td>
<td>Goodness</td>
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<tr>
<td>Harmony</td>
<td>Health</td>
<td>Honesty</td>
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<tr>
<td>Humor</td>
<td>Intelligence</td>
<td>Imagination</td>
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<tr>
<td>Improvement</td>
<td>Independence</td>
<td>Individuality</td>
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<tr>
<td>Information</td>
<td>Influence</td>
<td>Inspiration</td>
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<tr>
<td>Integrity</td>
<td>Knowledge</td>
<td>Joy</td>
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<tr>
<td>Life</td>
<td>Leadership</td>
<td>Love</td>
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<tr>
<td>Loyalty</td>
<td>Nature</td>
<td>Nurture</td>
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<tr>
<td>Openness</td>
<td>Order</td>
<td>Originality</td>
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<td>Passion</td>
<td>Partnership</td>
<td>Participation</td>
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<td>Peace</td>
<td>Performance</td>
<td>Pleasure</td>
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<td>Purpose</td>
<td>Power</td>
<td>Preparation</td>
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<td>Privacy</td>
<td>Productivity</td>
<td>Punctuality</td>
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<td>Quality</td>
<td>Quiet</td>
<td>Radiance</td>
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<td>Recognition</td>
<td>Respect</td>
<td>Responsiveness</td>
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<td>Risk</td>
<td>Romance</td>
<td>Security</td>
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<td>Strength</td>
<td>Service</td>
<td>Spirituality</td>
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<tr>
<td>Structure</td>
<td>Style</td>
<td>Success</td>
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<td>Tradition</td>
<td>Teaching</td>
<td>Team</td>
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<tr>
<td>Tranquility</td>
<td>Trust</td>
<td>Understanding</td>
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<tr>
<td>Wealth</td>
<td>Winning</td>
<td>Wisdom</td>
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Identify Personal Values

Our personal values guide our behavior. They reside deep within us. Values are a part of our subconscious and help us to make decisions, and choose attitudes, friends, employment, entertainment, etc. We live most fully when we our life matches our values.

Review the previous page with the list of values and circle those that best identify your personal values. If there is a value that’s missing, add it to the list.

Looking at all of the personal values you identified, choose your top 5:

How do these values help you as a leader?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
**Transformational Leadership**

**Identify Personal Strengths**

As you think about your strengths, ask yourself:

- What energizes you? What activities make you lose track of time?

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- What comes easily to you? What can you do that others struggle to accomplish?

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- What skills or traits distinguish you from others in your family, community, or workplace? What makes you uniquely you?

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- What is it you are doing when you feel you are performing your best?

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Get Happier, Healthier, & More Productive

One of the most effective ways to attain personal and professional success is to first clarify and then live your values.

Each of us are “loaded with good intentions and a desire to turn our values into predictable behaviors, but that's often an easier said than done reality.

Review your top five core values. These are absolute; they’re your “non-negotiables.”

Prioritize them on the list, with # 1 being your core guiding principle.

**Top 5 Values**

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List five of the most significant activities you can perform to honor your values and bring them to life.

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WalktheTalk.com The Leadership Solution insights from The 8 Personal and Professional Success Kit
STRENGTH FINDER Activity

Based on the book Strength Finder 2.0 by Tom Rath [http://www.strengthsfinder.com/home.aspx](http://www.strengthsfinder.com/home.aspx)
With purchase of the Strength Finder 2.0 book you will receive an access code to take the survey.

Fill in the boxes where your strengths are. Add in the strengths of the team members your work with. Where is your team strong? Where can your team grow?

<table>
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<tr>
<th>Executing</th>
<th>Influencing</th>
<th>Relationship Building</th>
<th>Strategic Thinking</th>
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<tbody>
<tr>
<td>Achiever</td>
<td>Activator</td>
<td>Adaptability</td>
<td>Analytical</td>
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<tr>
<td>Arranger</td>
<td>Command</td>
<td>Developer</td>
<td>Context</td>
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<td>Belief</td>
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<td>Connectedness</td>
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<td>Focus</td>
<td>Significance</td>
<td>Individualization</td>
<td>Learner</td>
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<tr>
<td>Responsibility</td>
<td>Woo</td>
<td>Positivity</td>
<td>Strategic</td>
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<tr>
<td>Restorative</td>
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<td>Relator</td>
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Strength Finder Leadership Domains
Transformational Leadership Development Plan: Creative Capacity Building for Coalitions [www.rpcmn.org](http://www.rpcmn.org)
Just as effective leaders know and leverage their individual strengths, effective teams can do the same. Expanding on their original work with Strength Finder, Rath and Conchie have identified four domains of leadership strength.

**Executing**: making things happen  
**Influencing**: connecting others to an idea  
**Relationship Building**: creating groups that are more than the sum of the individuals  
**Strategic Thinking**: focusing on what could be

They find it serves a team well to have a representation of strengths in each of these four domains. Although individual leaders may not have strengths in all domains, strong and effective teams leverage contributions from all four domains.

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**Questions to consider:**

What Leadership Domain is dominant for you?

What Leadership Domains are dominant for this team?

How might your strengths contribute to this team?

Source: Strength-Based Leadership, Rath & Conchie, 2008
Activity: The 95-Year Plan Instructions

The 95-Year Plan is an exercise from Barbara Sher's book, I Could Do Anything If Only I Knew What It Was

To create a ninety-five-year plan:

1. In the first column, start at birth and number up to 95, by fives or as you like.

2. In the second column, list “Major Events” that take place during those years (being born, starting school, moving, whatever is important to you).

3. In the third column, share “What I Learned” and write the most important thing you learned or experienced at each age.

4. In the 4th column, list “The Most Amazing Thing I Saw” during those past years or anticipated future.

5. At the bottom, share, “What I Would Like to Tell Young People” and proceed to write what this imaginary walk through ninety-five years has taught you about the meaning of life.
<table>
<thead>
<tr>
<th>Age</th>
<th>Major Events</th>
<th>What I Learned</th>
<th>The Most Amazing Thing I Saw</th>
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What I would like to tell young people:

___________________________________________________________________________
___________________________________________________________________________
Are You a Transformational Leader? Self Assessment

This paper-and-pencil exercise will help you decide whether you use a transformational style of leadership. Twelve statements are listed below. Judge how frequently each statement fits you. The word others may refer to your coalition members, other coalition leaders, staff, or those outside the coalition.

0 = Never 1 = Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently or always

1. I make others feel good to be around me.                                      0       1       2        3        4
2. I express with a few simple words what we could do                0       1       2        3        4
3. I help others to think about old problems in new ways.          0       1       2        3        4
4. I help others develop themselves.                                                    0       1       2        3        4
5. Others have complete faith in me.                                                   0       1       2        3        4
6. I provide appealing images of what we can do.                            0       1       2        3        4
7. I provide others with new ways to look at things.                       0       1       2        3        4
8. I let others know how I think they are doing.                             0       1       2        3        4
9. Others are proud to be associated with me.                                0       1       2        3        4
10. I help others to rethink ideas not questioned before.            0       1       2        3        4
11. I get others to rethink ideas not questioned before.               0       1       2        3        4
12. I pay personal attention to others who seem dejected.          0       1       2        3        4

Scales: Total
Idealized influence (Items 1, 5 and 9) ______
Inspirational Motivation (Items 2, 6 and 10) ______
Intellectual Stimulation (Items 3, 7 and 11) ______
Individualized consideration (Items 4, 8 and 12) ______

Score Interpretation:
Idealized influence indicates whether you hold others’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.
Inspirational motivation measures the degree to which you provide a vision, help others focus on their work, and try to make others feel their work is significant.
Intellectual stimulation shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that tolerates opposition, and nurture people to question their own values and beliefs and those of the organization.
Individualized consideration indicates the degree to which you show interest in others’ well being, assign projects individually, and pay attention to those who seem less involved in the group.

Source: Coalitions and Partnerships in Community Health    Adopted from the Multifactor Leadership Questionnaire by B. M. Bass and B.J. Avolio.

Transformational Leadership Development Plan: Creative Capacity Building for Coalitions    www.rpcmn.org
Traits of Transformational Leadership

• Let go of things others can do
• Encourage initiative, ideas and risk taking
• Ensure people have goals and know how they are doing
• Delegate to challenge, develop and empower
  • Coach to ensure success
• Reinforce good work and good attempts
• Share information, knowledge and skills
• Value, trust and respect each individual
  • Provide support without taking over
  • Practice what they preach
Traits of Transformational Leaders: Expanded

1. Let go of things others can do

- Let go of tasks and responsibilities that will help others develop.
- Let go of authority to make decisions about the work.
- Know what others in the group can do and want to do.
- Build people’s skills to take over by involving them in the work.

2. Encourage initiative, ideas and risk taking

- Actively seek ideas and suggestions from the work group.
- Allow people to run with an idea, even if it might involve some risk.
- Recognize ideas and initiative through compliments, formal recognition and tangible rewards.
- Are careful not to put down or discount ideas.

3. Ensure people have goals and know how they are doing

- Encourage work group to take lead role in setting goals and assessing the leader's performance.
- Ensure that goals are clear and understandable.
- Let people know how they’re doing in meeting goals and provided needed guidance and support.

4. Delegate to challenge, develop and empower

- Delegate to challenge and develop people.
- Delegate authority to make decisions about the work.
- Provide clear understanding of responsibility, authority, expectations and constraints.
- Support delegation within and outside the group.
- Set up controls that keep themselves appraised of progress but aren’t seen as restrictive.

5. Coach to ensure success

- Coach before a person begins a task or assumes responsibility and along the way.
- Use coaching to guide and instruct people while maintaining and enhancing their self-esteem.

6. Reinforce good work and good attempts

- Use verbal praise frequently.
- Know kind of reinforcement that works best for each person.
- Provide tangible reinforcement when possible (for example, recognition letters, awards, gifts)
- Remember to reinforce what someone does well even when his or her work has a few flaws.
7. Share information, knowledge and skills

- Meet with groups regularly to share and update information.
- Make sure people have or know how to get information they need to succeed in the task or responsibility.
- Share their insights, knowledge, expertise, and skills.

8. Value, trust and respect each individual

- Show trust and respect by encouraging people to take control of their jobs - give authority to take action.
- Take opportunities to compliment people for good work, creative ideas and contribution to the group.
- Listen to people and emphasize with their problems and concerns.
- Never put people down or minimize their contributions

9. Provide support without taking over.

- Understand that support is essential and know when it is needed.
- Know how to support others by coaching reinforcing, preparing for resistance, gaining others’ commitment.
- Resist temptation to take over when things go wrong.


- Support people through rough spots of new tasks instead of punishing them for errors or taking over.
- Ask for ideas and empower people to implement them – especially those that involve risk.
- Tell people that they are important and show them through your actions.

Source: Coalitions and Partnerships in Community Health
Six Practices of Collaborative Leadership

Assessing the Environment
Understanding the context for change

Creating Clarity
Defining shared values and engaging people in positive action

Building Trust
Creating safe places for developing shared purpose and action

Sharing Power and Influence
Developing synergy of people, organizations and communities to accomplish a shared vision

Developing People
Committing to people as a key assess through coaching and mentoring

Self Reflection
Understanding your own values, attitudes and behaviors as they relate to your leadership style and its impact on others

Turning Point, 2004
Self Reflection Questions

What’s important about (topic) to you?

In the bigger scheme of things, how important is this?

If you got what you want, what would you have?

If you had your choice, what would you do?

What are other angles you can think of?

If you could wipe the slate clean, what would you do?

What is just one more possibility?

How do you want it to be?
Goals and Priorities

Spend time thinking about your priorities in life and the goals you have for yourself. Make a list of your personal goals, in the short term (up to three years) and the long term (beyond three years). Example below.

**Short-term:** To be promoted to run the program I work on and improve it.
**Long-term:** To be a respected leader in my field.

What issues are you passionate about?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

10 Things You Most Enjoy

What are three things you must do every day to feel fulfilled?

🌟 ____________________________
🌟 ____________________________
🌟 ____________________________
To have no regrets, what do I want to do, see, achieve?

- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________

Identify your goals and priorities

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Identify Past Successes

Spend some time identifying three or four examples where you have had personal success in recent years. These successes could be at work, in your community, at home, etc. Try to identify whether there is a common theme or themes to your successes.

Examples:
- Helped organize colleagues at work to volunteer
- Increased turnout for the opening of a local theater company
- Rallies community to get stop signs installed for added safety

Themes: Successes relate to creative problem solving and execution of a solution.
Write down examples of your past successes:
(These successes could be at work, in your community, at home, etc.)

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IF WE ALL DID THE THINGS WE ARE CAPABLE OF DOING WE WOULD LITERALLY ASTOUND OURSELVES
-THOMAS EDISON-
Leadership in Prevention

Personal Vision Statement

Your personal vision statement should be a concise representation of what’s most important to you. It is what you desire to focus on, what you want to achieve, and ultimately who you want to become. In its purest form, it’s an approach to life, one that allows you to indentify a focus of energy, creativity, and vision in living a life in support of your inner-most beliefs and values. Also remember your personal vision will evolve over time as you and your life change.

The process we are using is adapted from Randall S Hansen, PhD’s mission-building process to create your personal vision statement. Spend time reflecting on the questions you’ve been asked do far. Your reflections don’t need to be perfected and finished today. Begin the process to simply start getting down on paper what values and visions you want in your life.

Write your personal vision statement based on your:

- Top five personal values
- Identified Strengths
- Short-term and long-term goals and priorities
- Past success

What do you want to achieve in your life in order to have a satisfying life? What do you most want to be and accomplish in this lifetime? What do you want your legacy to be?

Continue writing until you’re satisfied that your statement is an accurate current representation of what you wish to be and accomplish.

__________________________________________________________________________________________
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Leadership in Prevention

“this I believe”

This I Believe is a project of the National Public Radio that invites anyone to submit an essay based on their personal creed - This I Believe. Based on Edward R Murrow’s 1950’s radio series of the same name, This I Believe is a national dialogue about belief as defined by individuals and it’s place in our lives.

Read at least one This I Believe from each of the categories below. Reflect on the ways people of different backgrounds and at different stages in their life approach the concept of a personal creed.

The Original 1950’s Series

- “I Don’t Play To The Grandstand” – by Bobby Doerr (http://thisibelieve.org/essay/16502/)
- “No Dream Is Impossible” – by Julia Adams (http://thisibelieve.org/essay/16319/)

Peer This I Believe Statements, written by other emerging leaders

- “A Drive to Achieve the Extraordinary” – by Juliet Frerking (http://thisibelieve.org/essay/34055/)
- “Doing What’s Natural” – by Tonya Smith Marshall (http://thisibelieve.org/essay/41045/)
- “Accomplishing Big Things in Small Pieces” – by William Wissemann (http://thisibelieve.org/essay/39318/)
- “Tomorrow Will Be A Better Day” – by Josh Rittenberg (http://thisibelieve.org/essay/4205/)

This I Believe Statements, written by accomplished leaders

- “When Ordinary People Achieve Extraordinary Things” – by Jody Williams (http://thisibelieve.org/essay/7/)
- “Seeing in Beautiful, Precise Pictures” – by Temple Grandin (http://thisibelieve.org/essay/18/)
- “Be Cool to the Pizza Delivery Dude” – by Sarah Adams (http://thisibelieve.org/essay/23/)
Be Cool To The Pizza Delivery Dude

Sarah Adams - Port Orchard, Washington
As heard on NPR’s All Things Considered, May 16, 2005 http://thisibelieve.org/essay/23/

We know them. We depend on them. We call them out on cold, rainy nights.

Now, NPR listener Sarah Adams tells us why her life philosophy is built around being cool to the pizza delivery dude.

If I have one operating philosophy about life it is this: “Be cool to the pizza delivery dude; it’s good luck.”

Four principles guide the pizza dude philosophy.

Principle 1: Coolness to the pizza delivery dude is a practice in humility and forgiveness. I let him cut me off in traffic, let him safely hit the exit ramp from the left lane, let him forget to use his blinker without extending any of my digits out the window or towards my horn because there should be one moment in my harried life when a car may encroach or cut off or pass and I let it go. Sometimes when I have become so certain of my ownership of my lane, daring anyone to challenge me, the pizza dude speeds by me in his rusted Chevette. His pizza light atop his car glowing like a beacon reminds me to check myself as I flow through the world. After all, the dude is delivering pizza to young and old, families and singletons, gays and straights, blacks, whites and browns, rich and poor, vegetarians and meat lovers alike. As he journeys, I give safe passage, practice restraint, show courtesy, and contain my anger.

Principle 2: Coolness to the pizza delivery dude is a practice in empathy. Let’s face it: We’ve all taken jobs just to have a job because some money is better than none. I’ve held an assortment of these jobs and was grateful
for the paycheck that meant I didn’t have to share my Cheerios with my cats. In the big pizza wheel of life, sometimes you’re the hot bubbly cheese and sometimes you’re the burnt crust. It’s good to remember the fickle spinning of that wheel.

**Principle 3:** Coolness to the pizza delivery dude is a practice in honor and it reminds me to honor honest work. Let me tell you something about these dudes: They never took over a company and, as CEO, artificially inflated the value of the stock and cashed out their own shares, bringing the company to the brink of bankruptcy, resulting in 20,000 people losing their jobs while the CEO builds a home the size of a luxury hotel. Rather, the dudes sleep the sleep of the just.

**Principle 4:** Coolness to the pizza delivery dude is a practice in equality. My measurement as a human being, my worth, is the pride I take in performing my job — any job — and the respect with which I treat others. I am the equal of the world not because of the car I drive, the size of the TV I own, the weight I can bench press, or the calculus equations I can solve. I am the equal to all I meet because of the kindness in my heart. And it all starts here — with the pizza delivery dude.

Tip him well, friends and brethren, for that which you bestow freely and willingly will bring you all the happy luck that a grateful universe knows how to return.

Sarah Adams has held a number of jobs in her life, including telemarketer, factory worker, hotel clerk and flower shop cashier, but she has never delivered pizzas. Born in Connecticut and raised in Wisconsin, Adams now lives in Washington where she is an English Professor at Olympic Community College.

Independently produced for NPR by Jay Allison and Dan Gediman with John Gregory and Viki Merrick. Edited by Ellen Silva. Photo by Nubar Alexanian.
If you were to write your own “This I Believe” involving the topic of your life, what would it include?
CADCA’s National Coalition Institute

Defining the Seven Strategies for Community Change

1. **Providing Information** – Educational presentations, workshops or seminars or other presentations of data (e.g., public announcements, brochures, dissemination, billboards, community meetings, forums, web-based communication).

2. **Enhancing Skills** – Workshops, seminars or other activities designed to increase the skills of participants, members and staff needed to achieve population level outcomes (e.g., training, technical assistance, distance learning, strategic planning retreats, curricula development).

3. **Providing Support** – Creating opportunities to support people to participate in activities that reduce risk or enhance protection (e.g., providing alternative activities, mentoring, referrals, support groups or clubs).

4. **Enhancing Access/Reducing Barriers** – Improving systems and processes to increase the ease, ability and opportunity to utilize those systems and services (e.g., assuring healthcare, childcare, transportation, housing, justice, education, safety, special needs, cultural and language sensitivity).

5. **Changing Consequences (Incentives/Disincentives)** – Increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection by altering the consequences for performing that behavior (e.g., increasing public recognition for deserved behavior, individual and business rewards, taxes, citations, fines, revocations/loss of privileges).

6. **Physical Design** – Changing the physical design or structure of the environment to reduce risk or enhance protection (e.g., parks, landscapes, signage, lighting, outlet density).

7. **Modifying/Changing Policies** – Formal change in written procedures, by-laws, proclamations, rules or laws with written documentation and/or voting procedures (e.g., workplace initiatives, law enforcement procedures and practices, public policy actions, systems change within government, communities and organizations).
Creating your leadership development plan

Your plan can be in any format or shape you like. It may look like a list, a chart, or a circle. It may be multi-dimensional. You might choose to hang it in your room, your locker, keep it in a journal, or on your phone.

What is most important about the style you choose is that you like it. The design should reflect who you are and help you to follow your plan.

Things to potentially include in your plan:

- Personal Vision Statement
- Goal Areas
- Goal Statements
- Resources/Info Needed to Reach Goals
- Strategies Accomplish Goals
- Timeline
- Essential People/Vital Friends to Help & Support & Encourage you on your journey

You have brains in your head and feet in your shoes
You can steer yourself any direction you choose.
You’re on your own and you know what you know. And you are the one who’ll decide where to go.

-Dr Seuss
Thank you for everything you do to make Minnesota a great place to live!

If you have any questions or would like assistance prevention projects, please contact your Regional ATOD Prevention Coordinator:

www.rpcmn.org