

Building a Team of Leaders

Ana Maria Valle
Shannon Ordonez
Jose Cornelio
Floyd Martin
Robert Cabral

"The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant."

Max De Pree, "Leadership Is an Art"

Building a Team of Leaders

Leadership and learning are indispensable to each other."

John F. Kennedy, speech prepared for delivery in Dallas the day of his assassination, November 22, 1963

Building a Team of Leaders

- We are all learning.
- The best leaders are the ones that continue to learn.
- Learn your strengths and weaknesses and the areas you need balance in.
- Learn to delegate.

Building a Team of Leaders

“Leadership is the art of getting someone else to do something you want done because he wants to do it.”
Dwight D. Eisenhower

Problems that limit participation

What limits participation on our campus?

Personal Reasons for Limited Participation

- Apathy
- No time/too busy already
- Personality conflicts
- Historical issues
- Fear/self-doubt about serving
- Other personal reasons?

Institutional Reasons for Limited Participation

- Friction between veteran and new faculty
- Constituency representation on committees is not balanced
- The same people do everything
- Committees don't accomplish anything
- Other institutional reasons?

Solutions – Begin with vision

"In simplest terms, a leader is one who knows where he wants to go, and gets up, and goes."

John Erskine, The Complete Life

- What is your vision? Where are you going?

Solutions – Develop a team

Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning."

Warren G. Bennis

Solutions – Where are you going?

- Develop goals – your own individual goals
- Develop goals - collegially developed campus goals
- Place your goals on the senate agenda with updates
- Create a year-end report and evaluation of what you have achieved

Other Solutions

- What has worked on our campus?

Building a Team of Leaders

■ Leadership is not about being heroic. It's about inspiring people to believe that the problem can be solved by working together.

Jim Kouzes & Barry Posner,
The Leadership Challenge

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3.1 Leadership Styles Questionnaire

Purpose

1. To identify your style of leadership
2. To examine how your leadership style relates to other styles of leadership

Directions

1. For each of the statements below, circle the number that indicates the degree to which you agree or disagree.
2. Give your immediate impressions. There are no right or wrong answers.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Employees need to be supervised closely or they are not likely to do their work.	1	2	3	4	5
2. Employees want to be a part of the decision-making process.	1	2	3	4	5
3. In complex situations, leaders should let subordinates work problems out on their own.	1	2	3	4	5
4. It is fair to say that most employees in the general population are lazy.	1	2	3	4	5
5. Providing guidance without pressure is the key to being a good leader.	1	2	3	4	5
6. Leadership requires staying out of the way of subordinates as they do their work.	1	2	3	4	5
7. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1	2	3	4	5
8. Most workers want frequent and supportive communication from their leaders.	1	2	3	4	5
9. As a rule, leaders should allow subordinates to appraise their own work.	1	2	3	4	5
10. Most employees feel insecure about their work and need direction.	1	2	3	4	5
11. Leaders need to help subordinates accept responsibility for completing their work.	1	2	3	4	5

12. Leaders should give subordinates complete freedom to solve problems on their own.	1	2	3	4	5
13. The leader is the chief judge of the achievements of the members of the group.	1	2	3	4	5
14. It is the leader's job to help subordinates find their "passion."	1	2	3	4	5
15. In most situations, workers prefer little input from the leader.	1	2	3	4	5
16. Effective leaders give orders and clarify procedures.	1	2	3	4	5
17. People are basically competent and if given a task will do a good job.	1	2	3	4	5
18. In general, it is best to leave subordinates alone.	1	2	3	4	5

Scoring

1. Sum the responses on items 1, 4, 7, 10, 13, and 16 (authoritarian leadership).
2. Sum the responses on items 2, 5, 8, 11, 14, and 17 (democratic leadership).
3. Sum the responses on items 3, 6, 9, 12, 15, and 18 (laissez-faire leadership).

Total Scores

Authoritarian Leadership _____

Democratic Leadership _____

Laissez-Faire Leadership _____

Scoring Interpretation

This questionnaire is designed to measure three common styles of leadership: authoritarian, democratic, and laissez-faire. By comparing your scores, you can determine which styles are most dominant and least dominant in your own style of leadership.

If your score is 26–30, you are in the very high range.

If your score is 21–25, you are in the high range.

If your score is 16–20, you are in the moderate range.

If your score is 11–15, you are in the low range.

If your score is 6–10, you are in the very low range.

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Leadership Case Study No. 1

You are the new Senate President of your college. At your first Senate meeting, the Immediate Past President Dave is not ready to relinquish control of the Senate. He is constantly interrupting and trying to take over the meeting. He is contradicting you, changing the subject addressed by your agenda, and calling on other Senate members for action items. He cannot be ignored, because he is loud, and many of the Senators are used to listening to him run this meeting from the last year.

What will you do?

Leadership Case Study No. 2

Both Jack and Bob are classified employees who are arguing over another classified employee, Sally, who is a great worker. Both Jack and Bob want her on their respective committees for this year. Their committees are separate, so they cannot really share her talents. Only one of them can win because, although Sally does not have a preference which committee she supports, she only has enough time and energy to devote to one committee. Since the three of them cannot work this out between themselves, they have left it up to YOU, the Classified President, to decide where Sally will work! The choice will certainly make the loser very unhappy because of the visibility this issue has gained on campus.

What will you do?

Leadership Case Study No. 3

You are the Senate President on campus. Senator Sally appears to be a dynamo and the perfect choice you recommend to the college President to head the accreditation self-study. The college's entire success depends on the management of this task. Sally is more than willing, capable, and initially things are going like gangbusters. You are convinced that you will only impede progress by sticking your nose into her committee and have stayed out of her way all this time. The site visit is only a few weeks away, when suddenly Sally cannot make it to her own committee meetings. She seems to have lost interest in the project altogether. You have talked with her and she says that she is 110% behind the project. She says that her lack of interest is not a correct assessment because she is going through a family emergency, which will be over any day now, in plenty of time to make the site visit a success. She is resisting your offer to help personally because everything is under control, and she says she personally resents your micromanaging at this critical point in time!

What will you do next?

Summer Institute 2010 – “Thinking Outside the Box: Tools for Student Engagement”

Oxnard College May 24 – 25, 2010 LRC – 1

Presentation #5: Leadership Panel (Robert Cabral - Academic Senate President) 3:15 to 4:15 PM

Panel members: Ana Maria Valle, Shannon Ordonez, Jose Cornelio, Floyd Martin, Robert Cabral

Answers to questions for panel members as prepared by Floyd Martin, Dean of Mathematics/Science/PE/Health/Athletics at Oxnard College:

1. Do you see yourself as a servant or a leader?

If I could answer this challenging question on leadership, I would be very wealthy.

The topic of leadership has an enormous amount of publications, including PhD. Dissertations – all different. Steve Jobs was fired as CEO of Apple and replaced by the CEO of Pepsi Cola. Steve is back, and so is Apple.

Obama and Bush are quite different as the leaders of our country.

I identified with a publication called “The Servant Leader.” I lean on the servant side. I attempt to lead by bringing out the best in people, present and share a vision, discuss ways to achieve the vision, empower a diverse group to share their special talents, and implement the plan with continuous feedback for improvement.

2. The best leaders are always learning. How do you continue to learn and how do you recognize your strengths and weaknesses?

As much as time permits, I fully participate in College and District activities, committees and professional development functions. I parallel this with participation in family activities, the Los Robles Master Chorale, the Kiwanis Club of Simi Valley, my church and other groups that enrich the lives of others and me.

I read articles on Leadership and like real life role models.

All this activity gives me lots of insight about others and me, our strengths and weaknesses, which I learn from. It helps me set goals and accomplish worthwhile projects that benefit others.

3. What do you think limits faculty/staff participation on campus?

Time conflicts are a significant barrier. They do not identify with purpose or goal. It is important that participants feel valued, that they can or are making a difference by participating.

4. What has worked on campus to inspire participation from faculty/staff?

Identify needed project that will improve Oxnard College. Solicit those that would like to help. Brainstorm on solving problems. Get diverse people to work for common goal. Schedule activities to give maximum opportunities for participation. Give the group continuous feedback and room to make improvements as the project unfolds.

Leadership Tips for Parents, Teachers, and Managers

Parents, teachers and managers have one thing in common: They have the power to tell somebody to do something.

Whether it's washing the dishes, learning the metric system, or coming to work on time, there is a superior-subordinate relationship that includes the additional power to judge the quality of performance and impose discipline if expectations are not met.

There is, however, a moral responsibility to use this leadership power effectively (as measured by results) and ethically (as measured by the propriety of the methods used to attain the results).

The best parents, teachers, and managers use their authority fairly and respectfully, both because it's the right thing to do and because it produces the better results. And as they realize that building solid and durable relationships based on mutual trust and respect is more important in the long run than accomplishing a particular task, they avoid motivational techniques likely to undermine a relationship.

A powerful leadership insight comes from poet Maya Angelou who said, "People will forget what you said, people will forget what you did, but people will never forget how you made them feel."

From a leadership point of view, the better you make others feel, the better they will do. It's the perfect marriage between ethics and effectiveness.

Good leaders motivate positively. They generate commitment based on pride and desire. They make people feel valued, appreciated, confident, respected, and inspired. Weak leaders use negative tactics that evoke fear of shame and disdain. They leave people feeling resentful, discouraged, unsure, and apathetic—counterproductive attitudes that cause disengagement and alienation.

So how do you make people feel?

Do they feel better or worse about themselves? Do they desire or dread their interactions with you? Do they expect to be encouraged and praised or criticized and rebuked?

Good leaders get the best out of others by using the best of themselves.

(written by Michael Josephson, founder of the Josephson Institute of Ethics, and copied from his website: charactercounts.org)