National Sheriffs' Institute

Agenda

Program Description

Module 1	Welcome and Introductions
Module 2	The Sheriff as Leader
Module 3	Defining Your Leadership Direction
Module 4	Self-Awareness
Module 5	Developing Your Executive Team
Module 6	Ethics
Module 7	Power and Influence
Module 8	The External Environment and the Office of Sheriff
Module 9	Leading Change
Module 10	Leadership-Development Plan

NATIONAL SHERIFFS' INSTITUTE
100th Session

April 10 - 16, 2011   Longmont, Colorado

Agenda

Sunday, April 10, 2011		
6:00 pm	Module 1: Welcome and Introductions	NIC Staff, Cheryl Foss
8:00 pm	ADJOURN	
Monday, April 11, 2011		
8:00 am	Module 2: The Sheriff as Leader	Lee Angus, Cheryl Foss
12:00 pm	LUNCH	
1:00 pm	Module 3: Defining Your Leadership Direction	Jerry Clayton, Bill Woodward
5:15 pm	BREAK FOR DINNER	
Evening Session	The Office of Sheriff and the National Sheriffs' Association	Fred Wilson, Sheriff Stanley Glanz
Tuesday, April 12, 2011		
8:00 am	Module 4: Self-Awareness	Bill Woodward, Cheryl Foss
12:00 pm	LUNCH	
1:00 pm	NIC Information Center	
1:15 pm	Module 5: Developing Your Executive Team	Jerry Clayton, Lee Angus
5:00 pm	BREAK FOR DINNER	
Wednesday, April 13, 2011		
8:00 am	Module 6: Ethics	Jerry Clayton, Bill Woodward
11:30 am	Module 7: Power and Influence	Lee Angus, Shirley Giles Davis
12:00 pm	LUNCH	
1:00 pm	Module 7: Power and Influence, cont'd	
4:00 pm	Open Discussion (topics of participants' choice)	
5:00 pm	BREAK FOR DINNER	

National Sheriffs' Institute 100ᵗʰ Session

Thursday, April 14, 2011		
8:00 am	Module 8: The External Environment and Public Partnerships	Bill Woodward, Shirley Giles Davis
12:00 pm	LUNCH	
1:00 pm	Module 8: The External Environment and Public Partnerships, cont'd.	
1:30 pm	Module 9: Leading Change	Cheryl Foss, Jerry Clayton, Shirley Giles Davis
5:10 pm	BREAK FOR DINNER	
Friday, April 15, 2011		
8:00 am	Module 9:Leading Change	Cheryl Foss, Lee Angus, Bill Woodward
12:00 pm	LUNCH	
1:00 pm	Module 9: Leading Change, cont'd	
1:30 pm	Module 10: Leadership Development Plan: Overview and Preparation	Lee Angus, Jerry Clayton
5:00 pm	BREAK FOR DINNER	
Saturday, April 16, 2011		
8:00 am	Module 10: Leadership Development Plan: Reports	
9:30 am	PRE-BRUNCH ADJOURNMENT (group photographs)	
10:30 am	GRADUATION BRUNCH	
Noon	100ᵀᴴ NSI CONCLUDES	

National Sheriffs' Institute
Program Description

Program Goal

The goal of the National Sheriffs' Institute (NSI) is to help first-term sheriffs enhance their ability to be an effective leader.

Program Overview

HISTORY

The National Sheriffs' Institute is the only executive leadership program developed specifically for sheriffs. The NSI was first developed and presented in the early 1970s, with federal funding and through a partnership between the National Sheriffs' Association (NSA) and the University of Southern California. Since 1993, the program has been housed in the National Institute of Corrections (NIC) Jails Division and co-sponsored by NIC and NSA. Over the years, the program has changed significantly in response to the needs of first-term sheriffs. All leadership concepts are taught within the framework of the sheriff's experience, and what participants learn at the NSI should be directly applicable to challenges they face as first-term sheriffs.

LEADERSHIP FOCUS

NIC and NSA acknowledge that first-term sheriffs face many challenges related to leadership and to the day-to-day management of their office. Often, the day-to-day management and operations issues consume much of the sheriff's attention, sometimes distracting the sheriff from his/her role as a leader within the organization, the local criminal justice system, and the community. The NSI presents an ideal opportunity for first-term sheriffs to focus on their *leadership role.* During class time, we will concentrate on that leadership role and discuss concepts that are fundamental to effective leadership.

PROGRAM DELIVERY

The NSI incorporates a variety of instructional strategies, including lecture, small group work, and individual activities.

SELF ASSESSMENTS AND THE LEADERSHIP DEVELOPMENT PLAN

At the end of each module, excluding the first, participants complete a self assessment based on concepts presented in class. These self assessments are the basis for the end-of-program leadership development plan, which participants create and present on the last day of class. *The leadership development plan represents the culmination of all work*

completed during the program and is a valuable tool and reference for participants when they return home.

INFORMAL PARTICIPANT DISCUSSION GROUPS
Many participants would also like the opportunity to discuss day-to-day management or operational issues with their peers. To facilitate this, informal discussion groups will be held during meal times and in the evenings for those who wish to participate. These discussions will address those management and operational issues identified by NSI participants. These discussions may also be a continuation of class discussions on leadership issues, if participants request this.

Program Agenda

The program begins on Sunday evening and ends the following Saturday with the graduation brunch. Monday through Friday are full classroom days. The Saturday session begins at 8:00 am and concludes at 9:30 am, followed by photographs and the graduation brunch. There is also one mandatory evening session on the NSA and the Office of Sheriff. Participants are required to attend all classroom and evening sessions listed on the agenda and participate in the brunch in order to graduate.

Program Audience

Up to 30 first-term sheriffs attend the NSI. They may attend almost any time during the first term, and some attend shortly before taking office. NSI participants are widely diverse in terms of size of office, size of jurisdiction, character of jurisdiction, level of experience in law enforcement, level of experience in a sheriff's office, education, and general work background.

Program Staff

Program staff include instructors who have expertise and experience in leadership and experience working in or with sheriff's offices. Program staff also include at least one mentoring sheriff who brings significant experience and expertise to the NSI. The mentoring sheriff attends all program sessions, helps facilitate the evening session, organizes informal mealtime and evening discussions, and is available for questions and discussion with individual participants.

Program Content

MODULE 1: WELCOME AND INTRODUCTIONS
This module includes a brief background on the NSI; an overview of the program goal, topics, agenda, and materials; and participant and staff introductions.

MODULE 2: THE SHERIFF AS LEADER
This module focuses on the significance and range of the sheriff's leadership responsibilities and the importance of becoming an effective leader. It discusses the definition of "effective leader" and examines five practices of exemplary leadership.

MODULE 3: DEFINING YOUR LEADERSHIP DIRECTION
This module stresses that having a leadership direction is fundamental to effective leadership, and that defining this is the responsibility of the executive leader. It covers strategies for defining and articulating the leadership direction. Participants meet in small groups to discuss the leadership direction they want to establish for their first term in office.

MODULE 4: SELF AWARENESS
This module is based on the premise that, to be effective, a leader must understand his personality preferences and the effect of those preferences on his ability to lead. Participants complete the Myers-Briggs Type Indicator (MBTI®) before coming to class and are given their results during class. There is a discussion of the MBTI instrument generally, followed by exercises that help illustrate the different personality dimensions and how they play out in everyday life and in the work of the sheriff's office.

MODULE 5: DEVELOPING YOUR EXECUTIVE TEAM
This module addresses the role of the executive team in helping to develop, implement, and support the sheriff's leadership direction. The module covers factors in determining if the sheriff has the right team members and elements of effective work teams.

MODULE 6: ETHICS
This module focuses on ethics, including the effect of unethical behavior on the sheriff's ability to lead, an overview of ethics, and ethical challenges commonly faced by sheriffs.

MODULE 7: POWER AND INFLUENCE
This module defines power and influence and their relation to the Office of Sheriff, effective leadership, and the achievement of the sheriff's leadership direction. Participants assess their own preferred style of influencing others, then focus on six power bases and how each might be used effectively.

MODULE 8: THE EXTERNAL ENVIRONMENT AND THE OFFICE OF SHERIFF
This module examines the relationship between the external environment and the sheriff's office, with a focus on six types of external conditions that could significantly affect the work of the office. The module also focuses on public partnerships, with a

discussion of stakeholder mapping, the five steps in assessing partnerships, and two public partnerships critical to the Office of Sheriff.

MODULE 9: LEADING CHANGE
This module focuses on strategies and tools for leading change within the sheriff's office. It stresses that leading change is inherent to effective leadership.

MODULE 10: LEADERSHIP PLAN DEVELOPMENT
In this module, each participant creates his/her own personal leadership-development plan, based on the self assessments completed during the program. Participants discuss their leadership development plan with a small group, including an instructor and several of their peers.

Welcome and Introductions

National Sheriffs' Institute

The National Sheriffs' Institute (NSI) is the only executive leadership program developed specifically for sheriffs. All the leadership concepts are taught within the framework of your experience as sheriff, and what you learn here should be directly applicable to meeting the challenges you face at home.

This program is jointly sponsored by the National Institute of Corrections (NIC) and the National Sheriffs' Association (NSA).

Program Overview

- Agenda

- Informal discussion groups

- Participant materials

    - ✓ Participant manual

    - ✓ Leadership Development Plan

    - ✓ Notebook

- Blue folder

    - ✓ Staff biographies

    - ✓ Information (altitude, cell phones and Blackberries, smoking, meals, and other topics)

Participant Introductions

In your table groups, take about 30 minutes to share the following information with each other:

- Name, agency, and location

- Year you took office

- The single biggest challenge facing you as a first term sheriff

- Your single biggest accomplishment since you were elected or took office

Prepare to introduce your table to the rest of the class:

- Select a **recorder** who will document the challenges and accomplishments of group members on the chart pad.

- Select a **timekeeper** who will keep the group on time, making sure everyone gets an opportunity to introduce themselves and share their biggest challenge and greatest accomplishment.

- Select a **reporter** who will introduce the small group members to the large group and share the group's list of challenges and accomplishments. You will have 10 minutes to introduce your group and share your list of challenges and accomplishments.

The Sheriff as Leader

Performance Objectives

- Given a small group exercise, participants will describe the range and significance of leadership responsibilities inherent to the Office of Sheriff.

- Given a large group discussion, participants will assess behaviors shown in a roleplay against the definition of an effective leader;

- Given a video and a large group discussion, participants will evaluate personal examples of leadership behavior against the five practices of exemplary leaders;

- Given an individual exercise, participants will complete a self assessment based on concepts presented in this module.

Small Group Exercise
Leadership Responsibilities of the Office of Sheriff

In your group, discuss the assigned statement, respond to the questions, and prepare a 4 – 5 minute report on your discussion. Put the main points of your report on a chart pad and select a spokesperson. You will have 30 minutes to complete this activity.

Group One: Political Office of Sheriff

In most jurisdictions, the Office of Sheriff is an **elected** position and a political office.

How does being an elected official (or politician) enhance your ability to lead?

How might being an elected official (or politician) pose an obstacle to your ability to lead?

What special expectations might be held of you as a leader in an elected office?

As a politician, how might your party affiliation affect your ability to lead?

Group Two: Internal Functions of the Sheriff's Office

The Office of Sheriff is often responsible for a wide range of varying functions.

What are the functions for which the Office of Sheriff may be responsible?

What do you need to know about each of the functions to effectively lead your organization?

What challenges do the number and variety of functions you oversee pose for you as a leader?

What level of demand on your time and effort will be placed on you to effectively lead these varying functions?

Group Three: Office of Sheriff Within the Local Criminal Justice System

The sheriff's office is an integral part of the local criminal justice system.

How might the policies and practices of other criminal justice components affect the operations of the sheriff's office?

How could the sheriff use his leadership role to ensure the components of the local criminal justice system work together?

How significant is the sheriff's role as a leader with regard to the local criminal justice system? What demands might this place on the sheriff's time, efforts, and resources?

Group Four: The Office of Sheriff and Interactions with Community Organizations

The Office of Sheriff is responsible for a wide variety of functions in the public service arena.

What expectations might community groups have for the sheriff as a leader?

How can the sheriff use his leadership role to encourage community organizations to work with the sheriff's office to identify and achieve common goals? What demands might this place on the sheriff's time, efforts, and resources?

How significant is the sheriff's role as a leader with regard to community organizations? What demands might this place on the sheriff's time, efforts, and resources?

Given the significance of the leadership role inherent in the Office of Sheriff, *your effectiveness as a leader is of paramount importance.*

An effective leader "catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards." – Jim Collins

Elements of Collins' Definition

● The vision must be **clear**.

● The vision must be **compelling**.

● The leader **catalyzes commitment to and vigorous pursuit of the vision**.

● As a result of commitment to and pursuit of the vision, the leader **stimulates higher performance standards**.

Large Group Exercise
Scenario

- If you were a member of this sheriff's executive team, would you be inspired to help him achieve his vision?

- Does this sheriff conform to our definition of an effective leader?

The Five Practices of Exemplary Leadership

(The Leadership Challenge – Jim Kouzes and Barry Posner)

1. Model the way

    a. Find your voice
    b. Set the example

2. Inspire a Shared Vision

    a. Envision the future
    b. Enlist others

3. Challenge the Process

    a. Search for opportunities
    b. Experiment and take risks

4. Enable Others to Act

    a. Foster collaboration
    b. Strengthen others

5. Encourage the Heart

    a. Recognize contributions
    b. Celebrate the values and victories

Self-Assessment Exercise
The Sheriff as Leader

Individually, complete the self-assessment exercise for this module. You have 15 minutes to complete this exercise.

Defining Your Leadership Direction

Performance Objectives

- Given a sample statement of leadership direction, participants will assess the statement against criteria presented in class.

- Given a small group exercise, participants will review what their peers identified as the differences they want to make in their organization and community by the end of their term.

- Given a lecture and a small group exercise, participants will draft a statement of leadership direction.

- Given an individual exercise, participants will complete a self assessment based on the concepts presented in this module.

Leadership Direction

An effective leader defines and clearly communicates
his/her leadership direction.

A written statement of leadership direction should…

- Be clear and easy to understand.

- Provide the focus for the organization's efforts.

- Provide the impetus for significant achievement.

- Be attainable within a given period of time, such as your term of office.

- Be able to be supported by a plan for its achievement.

- Be compelling and inspiring.

The statement of your leadership direction will be a practical tool for you in:

- Establishing yourself as a leader.

- Having a clear focus for your term in office.

- Making a difference for your organization and your community!

Leadership Direction

How would having a clearly defined and communicated leadership direction benefit you, your organization, your staff, and your community?

Large Group Exercise
Sample Leadership-Direction Statement Review

- Is the statement *clear and easy to understand*?

- How well does the leadership-direction statement reflect the description of the differences the sheriff wants to make by the end of his/her term?

- Would this leadership-direction statement provide a *clear focus* for the work of the sheriff's office?

- Given the challenges to the achievement of the differences the sheriff wants to make, will this leadership-direction statement provide the *impetus for significant achievement* in the work of the sheriff's office?

- Consider the challenges to the differences the sheriff wants to make. Do you think this leadership direction is *attainable* within the sheriff's first term in office?

- Could a *workplan* be developed to achieve the leadership direction?

- Is the statement *compelling and inspiring*?

EXAMPLE

<u>As a result of my first term in office, I want my organization and my community to be different in the following ways:</u>

The level of public safety and the quality of life for my community will be better than it is now.

My organization's operations and services will be more effective.

Sheriff's office staff will work more as a team and with mutual respect among divisions.

The sheriff's office will have active partnerships with other law enforcement and community service agencies. We will be more effective, and we will decrease costs in achieving our mutual goals by sharing resources and reducing redundant services.

<u>Strengths (personal, organizational, community) that support the differences I want to make:</u>

The search and rescue staff are well trained and highly qualified. They have received a lot of publicity over the last year for three successful and dangerous rescue operations.

The heads of city and state law enforcement agencies in my community are eager to establish a healthy working relationship with the sheriff's office, if I improve the quality of work in our patrol and jail divisions.

Two members of my executive team have working experience with the community's homeless shelter and the shelter for battered women.

EXAMPLE, cont'd

I am very active in a variety of community groups. I have established relationships through these groups that will be valuable in helping me develop partnerships with community service agencies.

Challenges (personal, organizational, community) to achieving the differences I want to make.

The patrol division has a reputation for poor response times, less-than-positive interactions with both perpetrators and victims, and sometimes shoddy crime-scene work.

The jail's physical plant and operations are below standard, and the jail poses significant and immediate safety risks to inmates, staff, and visitors.

There are competition and rivalry between the sheriff's office and the state police, and the former sheriff made this rivalry public. Relationships with city law enforcement agencies were lukewarm under the former sheriff.

The former sheriff operated in isolation from human service agencies and was not well respected by the heads of those agencies.

The former sheriff had an adversarial relationship with the county commissioners, which really hurt our ability to obtain adequate funding.

The sheriff's office budget has been reduced by 8% this fiscal year.

Although staff within divisions see themselves as a team, staff among divisions do not. Jail staff in particular—and their duties—are not understood or well-respected by staff in other divisions. The former sheriff gave very little attention or support to the jail, and the other

EXAMPLE, cont'd

divisions tended to follow his lead. Personally, I know very little about the jail.

Leadership-Direction Statement

In support of a well-integrated community approach to improving public safety and quality of life, the Brown County Sheriff's Office will partner with other law enforcement and human service agencies to identify mutual goals and implement shared strategies to achieve those goals. The services of each division of the Office will conform to professional standards and will be delivered with competence and a clear commitment to public service. Finally, there will be strong team work and mutual respect among the divisions of the Sheriff's Office in the pursuit of enhanced public safety and quality of life.

Small Group Exercise
Pre-Program Assignment Discussion

In your small groups, share the differences you want to make, as you described them in your pre-program assignment. The instructor will facilitate a discussion of this among group members. You will have 95 minutes for this discussion. There is no report-out to the large group for this exercise.

Small Group Exercise
Draft Leadership-Direction Statement

You will stay in the same small group you were in for the previous exercise. During this exercise, draft a leadership direction statement based on the discussion of the differences you want to make by the end of your term. You will have 10 minutes to draft this.

After completing the draft leadership-direction statement, you will pair with another small group member to critique each others' statement. You will have 25 minutes to do this. Your critique will be based on the following questions:

- Is the statement *clear and easy to understand*?

- How well does the leadership-direction statement reflect the description of the differences the sheriff wants to make by the end of his/her term?

- Would this leadership-direction statement provide a *clear focus* for the work of the sheriff's office?

- Given the challenges to achieving the differences the sheriff wants to make, will this leadership-direction statement provide the *impetus for significant achievement* in the work of the sheriff's office?

- Consider the challenges to the achievement of the differences the sheriff wants to make. Do you think this leadership direction is *attainable* within the sheriff's first term in office?

- Could a *workplan* be developed to achieve the leadership direction?

- Is the statement *compelling and inspiring*?

Next Steps

1. Further develop your leadership direction and develop your final leadership direction statement.

2. Communicate your leadership direction.

3. Develop strategies to get support for your leadership direction.

4. Develop a work plan for achieving your leadership direction.

Involving Others

- Are there persons within your organization whose involvement would be valuable in any of these four steps?

- Are there persons outside your organization, but within your community, whose involvement would be valuable in any of the four steps?

Self-Assessment Exercise
Defining Your Leadership Direction

Individually, complete the self-assessment exercise for this module. You have 15 minutes to complete this exercise.

Homework Assignment
Case for Change

In module 9, "Leading Change," you will work on a change initiative you want to undertake. To prepare for this, you will develop a case for the change you want to make. This will be based on:

- Your draft leadership-direction statement;
- Challenges you identified in your pre-program assignment to achieving the differences you want to make.

To prepare for your work in "Leading Change," you will develop a case that supports the change initiative you choose.

- Review the sample case for change in your participant manual.
- Using the blank form in your manual, develop your own case for change.
- Complete your case for change by 1 p.m. on Wednesday and give it to your instructor.
- Your instructor will review and return your case for change by 8 a.m. on Thursday.

Your completed case for change will be the basis for all your work in module 9.

Your instructor is available to confer with you about your case for change. Please see your instructor on any questions you have.

Case for Change

The following exercise will give you the basis for your case for change. Your case for change must be fully developed in conjunction with your executive team when you return home. Also note that the final case for change must be written so it is clear, convincing, and conveys a sense of urgency to its intended audience(s).

Review your draft leadership direction statement. (You based this on the differences you want to make, as described in your pre-program assignment).

> *Example: In support of a well-integrated community approach to improving public safety and quality of life, the Brown County Sheriff's Office will partner with other law enforcement and human service agencies to identify mutual goals and implement shared strategies to achieve those goals. The services of each division of the Office will conform to professional standards and will be delivered with competence and a clear commitment to public service. Finally, there will be strong team work and mutual respect among the divisions of the Sheriff's Office in the pursuit of enhanced public safety and quality of life.*

Review your pre-program assignment, specifically the section on the challenges to the differences you want to make. Choose one critical challenge. Describe the current state of affairs as it pertains to that challenge.

> *Example: The jail's physical plant and operations are below standard, and the jail poses significant and immediate safety risks to inmates, staff, and visitors. Staff turnover is high, and there are a lot of vacancies. There is also a lot of absenteeism. There are several worker's compensation claims resulting from staff injuries on the job. There is a pending lawsuit against the sheriff's office due to an inmate death in the jail. The inmates seem to run the jail, and staff seem to be afraid of them. The building itself has been severely neglected and presents a lot of safety hazards and potential security breaches.*

Describe the consequences of allowing the current state of affairs to continue.

> *Example*
>
> *The safety of staff, inmates, and visitors to the jail will remain in significant jeopardy.*
>
> *There are likely to be serious financial consequences for our county, as we will probably lose the pending lawsuit, and jail conditions invite more inmate lawsuits that we could not defend against.*
>
> *Overtime costs due to high turnover, vacancies, and absenteeism will remain high and continue to be a drain on county resources.*
>
> *Staff injuries in the jail are costly to the county in terms of medical care, worker's compensation claims, and potential lawsuits.*
>
> *Jail security is easily breached, and this may result in inmate escapes. These escapes potentially threaten public safety.*

Describe the change you want to make regarding this challenge.

Example: *The jail facility will be, at a minimum, safe and secure.*

Describe the benefits of that change and who will be affected by those benefits.

Example

County government and taxpayers

If the work environment is safe and secure, staff turnover, vacancies, and absenteeism will be reduced, along with associated overtime costs.

If the work environment is safe and secure, there will be fewer worker's compensation claims..

If the facility is maintained to meet all safety requirements, the lifetime of the facility will be increased, eliminating the need for a premature and costly replacement of the building.

With improved safety and security, the potential for successful and costly lawsuits against the county will be significantly decreased.

With improved safety and security, the possibility of escapes from the jail will be significantly reduced.

Jail staff

Staff will have a safe and secure working environment.

With improved safety and security, staff morale will improve.

Inmates

Inmates will have a safe and secure living environment.

Inmates' families will be assured that their loved ones are safe in the custody of the sheriff's office.

Visitors

Visitors to the jail will find a safe and secure environment.

If the jail is safe and secure, community members will be more likely to volunteer to conduct programs for inmates. This will benefit the volunteers, the jail staff, and the inmates.

Case for Change

The following exercise will give you the basis for your case for change. Your case for change must be fully developed in conjunction with your executive team when you return home. Also note that the final case for change must be written so it is clear, convincing, and conveys a sense of urgency.

Review your draft leadership direction statement. (You based this on the differences you want to make, as described in your pre-program assignment).

Review your pre-program assignment, specifically the section on the challenges to achieving the differences you want to make. Choose one critical challenge. Describe the current state of affairs as it pertains to that challenge.

Describe the consequences of allowing the current state of affairs to continue.

Describe the change you want to make regarding this challenge.

Describe the benefits of that change and who will be affected by those benefits.

When you have completed this exercise, present it to an instructor for review. Instructors are also available to help you as you work on this.

Self-Awareness

Performance Objectives

- Given lecture and completion of the Myers-Briggs Type Indicator (MBTI$^®$), participants will identify their personal preferences and explore how people differ according to the MBTI$^®$.

- Given a small group exercise, participants will apply the MBTI$^®$ to solve leadership challenges.

- Given a self-assessment worksheet, participants will develop strategies to enhance individual leadership capabilities by using strengths and compensating for weaknesses identified by the MBTI$^®$.

Differences

> "We differ from each other in fundamental ways. We differ in our thoughts, in our feelings, in our wants and beliefs, and in what we say and do. Unfortunately, these variations in action and attitude trigger in us an all-too-human response. Seeing others as different from ourselves, we often conclude that these differences are bad in some way, and that people are acting strangely because something is the matter with them. Thus, we instinctively account for differences in others not as an expression of natural diversity, but in terms of flaw and affliction; others are different because they're sick, or stupid, or bad, or crazy."
> *- David Keirsey*

Myers-Briggs Type Indicator®

The Myers-Briggs Type Indicator® is the most widely used instrument of its kind in the world. It was developed between 1923 and 1944 by Katharine Briggs and her daughter Isabel Briggs Myers, based on the work of the noted Swiss psychiatrist Carl G. Jung. The first MBTI® indicator was published by the Educational Testing Service in 1956. Since then, there has been on-going research and refinement of the MBTI®.

Dimensions of the MBTI®

Jung identified two basic differences in the way people orient themselves to the external world.

- Perceiving – Becoming aware of occurrences, people, and ideas
- Judging – Coming to conclusions in an orderly way

Two Perceiving Functions

- Sensing – Becoming aware of things through the use of our five senses
- INtuition – Focusing mainly on perceiving patterns and interrelationships

Two Judging Functions

- Thinking – Basing conclusions on logical analysis with a focus on objectivity and detachment
- Feeling – Basing conclusions based on personal or social values

Complementary Orientations to Life

- Extraversion – outward focus, derive energy from the surrounding world
- Introversion – inward focus, derive energy from the inner world of ideas

Personality Preferences

The eight preferences are organized into four opposite pairs.

- Extraversion – Introversion

- Sensing – INtuition

- Thinking – Feeling

- Judging – Perceiving

Characteristics of Each Preference

<u>Where we focus attention and get energy</u>

- Extraversion (E)
    - Focus on the outer world of people and activity
    - Direct energy and attention outward
    - Receive energy from interaction with people and taking action

- Introversion (I)
    - Focus on inner world of ideas and experiences
    - Direct energy and attention inward
    - Receive energy from reflecting on thoughts, memories, and feelings

After a busy day of interacting with people (your staff, the media, public constituents, commissioners, etc.) are you:

A.   *Mentally exhausted and depleted?*

B.   *Excited and energized?*

When you are by yourself in your (patrol) vehicle, do you:

A.   *Like being alone because you can review and think about the day's events in your mind?*

B.   *Wish a partner were with you so you could discuss what's been happening?*

Characteristics of Each Preference

<u>The way we prefer to take in information</u>

- Sensing (S)
    - Like to take in real and tangible information using the five senses
    - Observe the specifics of what is going on around them
    - Focus on details first

- INtuition (N)
    - Take in information by seeing the big picture and the future
    - Focus on relationships and connections between facts
    - Want to grasp patterns
    - Especially attuned to seeing new possibilities

Take out a piece of paper and write down the directions for how to get from your home to your office.

When you are in a planning meeting with your staff, do you:

- *A. Initially focus on data and facts, making sure you have all the detail you need?*

- *B. Initially focus on the big picture and patterns?*

Characteristics of Each Preference

<u>The way we prefer to make decisions</u>

- Thinking (T)
    - Like to look at the logical consequences
    - Like to mentally remove themselves from the situation to examine pros and cons objectively

- Feeling (F)
    - Like to consider what is important to them and others
    - Like to mentally place themselves in the situation to help them identify with others so they can make decisions based on their values

One of your staff comes to your office, visibly angry about a situation at work. In response to this, what is your first reaction?

- *A. Make decisions and take action based on an objective, logical analysis of the situation and its potential consequences*

- *B. Try to defuse the tension, calm the person, and base your decisions and actions on how this staff and others will be affected*

You have to give performance feedback to a poorly performing subordinate. Which of the following is your initial tendency?

- *A. Focus on facts and data to highlight poor performance*

- *B. Focus on how to deliver the feedback so the subordinate won't feel attacked*

Characteristics of Each Preference

How we orient ourselves to the external world

- Judging
  - Like to live in a planned, orderly way
  - Seek to regulate and manage their lives
  - Want to make decisions, come to closure, and move on
  - Their lives tend to be structured and organized, and they like to have things settled

- Perceiving
  - Like to live in a flexible, spontaneous way
  - Seek to experience and understand life rather than control it
  - Detailed plans and final decisions feel confining
  - Prefer to stay open to new information and last-minute options

You have just finished conducting a meeting with your staff. You signed up for several action items. Do you:

A.   Start and complete the tasks as soon as possible, so you can get them done and out of the way?

B.   Delay completing the tasks because new information or ideas could present themselves and influence your course of action?

In general, do you prefer to:

A.   Work before you play?

B.   Play before you work?

MBTI®

The Type House

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ
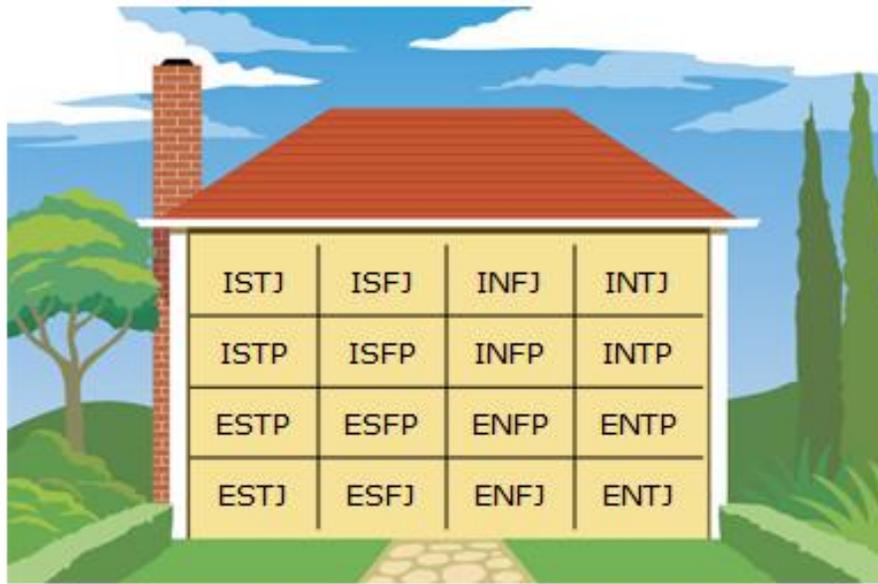
Normative Type Distribution

MBTI Respondents: Data by Gender

ISTJ M=16% F=7%	ISFJ M=8% F=19%	INFJ M=1% F=2%	INTJ M=3% F=1%
ISTP **M=9%** **F=2%**	**ISFP** **M=8%** **F=10%**	**INFP** **M=4%** **F=5%**	**INTP** **M=5%** **F=2%**
ESTP **M=6%** **F=3%**	**ESFP** **M=10%** **F=10%**	**ENFP** **M=6%** **F=10%**	**ENTP** **M=4%** **F=2%**
ESTJ **M=11%** **F=6%**	**ESFJ** **M=8%** **F=17%**	**ENFJ** **M=2%** **F=3%**	**ENTJ** **M=3%** **F=1%**

Normative Type Distribution

Law Enforcement Managers (CPP 2008)

ISTJ 22.1%	ISFJ 3.6%	INFJ 1%	INTJ 4.1%
ISTP 6.7%	ISFP 1%	INFP 2.6%	INTP 4.1%
ESTP 8.2%	ESFP 2.1%	ENFP 4.6%	ENTP 6.2%
ESTJ 24.6%	ESFJ 3.6%	ENFJ 2.6%	ENTJ 3.1%

Type Combinations
Sensing/INtuition and Perception/Judgment

Knowledge of preferences along the four type-dimensions is helpful to understanding individual behavior. However, understanding combinations of types, called the Temperaments, can provide even more insight into individual behavior.

Further, preferences based on type combinations may be related to occupation.

SJ/ Guardians (Traditionalists)
Combinations of Sensing with Judgment

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

General population 43%   Law enforcement 54%

SJ/ Guardians
Practical and Matter-of-Fact

- Good at detail
- Can absorb many facts (facts collected and verified by the senses)
- Like to be sequential and take things one step at a time
- Enjoy working under a structured plan
- Like established ways of doing things
- Reach conclusions through careful analysis
- Usually patient with routine tasks
- Unlikely to be convinced by anything but reasoning based on solid facts

From: David Keirsey, <u>Please Understand Me II</u>

SJ/ Guardians: Management Style
Focus on Task Management and Roles

"Well, I never thought of myself as being particularly tactful or diplomatic, but these are some of the things I would hear from my subordinates: he's fair, but hard, he doesn't take any crap and he can see through shallow excuses. You know, if I tell somebody to do it . . . I expect it to be done. Period! . . . The part I disliked most was dealing with the personnel issues . . . I have pretty good organizational ability in budget, planning and training."

From: Stephen Hennessy, <u>Thinking Cop, Feeling Cop</u>, 1992

Possible Weaknesses of the SJ Style

● May neglect important personal issues

● May overlook long-range implications for day-to-day activities

● May appear blunt and insensitive

From: David Keirsey, <u>Please Understand Me II</u>

SP/ Artisans (Adventurous)
Combinations of Sensing with Perceiving

ISTJ	**ISFJ**	**INFJ**	**INTJ**
ISTP	**ISFP**	**INFP**	**INTP**
ESTP	**ESFP**	**ENFP**	**ENTP**
ESTJ	**ESFJ**	**ENFJ**	**ENTJ**

General population 38%   Law enforcement 18%

SP/ Artisans
"Here and Now," Action Oriented

- Focus on detail and concrete reality
- Practical, observant, structured
- Interested in facts gathered through senses
- Good crisis manager
- Compassionate
- Enjoy the present moment
- Modest about their abilities
- Focus on the process rather than on the finished product

From: David Keirsey, Please Understand Me II

SP/ Artisans: Management Style
Focus on the Present and Action

"As far as a management philosophy, until somebody proves that they aren't to be trusted, I trust people. The days of autocratic rule are gone…The idea that officers require extremely close supervision because they might do something wrong is childish. My weakness is I'm always doing things at the last minute…and people get nervous with procrastinators."

From: Stephen Hennessy, <u>Thinking Cop, Feeling Cop</u>, 1992

Possible Weaknesses of the SP Style

● May not be seen as reliable because of waiting to the last minute

● May not complete projects after the process has become boring

● May appear to be "playing" all the time

From: David Keirsey, <u>Please Understand Me II</u>

NF/ Idealists (Catalysts)
Combinations of INtuition with Feeling

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

General population 12%   Law enforcement 11%

NF/ Idealists
Enthusiastic and Insightful

- Often use feeling for judgment
- Think globally
- May dislike routine and detail
- Enjoy long-range issues
- Focus on people more than things
- Have a gift for oral and written communication
- Can communicate possibilities and the values they attach to those possibilities

From: David Keirsey, Please Understand Me II

NF/ Idealists: Management Style
Focus on Supporting People

"To make black and white decisions without considering the people involved, I can't do, even though it would be easier if I could. My people skills give me an extra dimension, but also it gives me more frustration because I'm dealing in a culture that historically does not consider the individual people involved. I've never been able to separate cold fact from the people involved."

From: Stephen Hennessy, <u>Thinking Cop, Feeling Cop</u>, 1992

Possible Weaknesses of the NF Style

● May not be seen as sufficiently tough-minded

● May try to please too many people at the same time

● May need to pay more attention to task details than on concerns of people

From: David Keirsey, <u>Please Understand Me II</u>

NT/ Rationalists (Visionary)
Combinations of INtuition with Thinking

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

General population 15%   Law enforcement 18%

NT/ Rationalists
Logical and Ingenious

- Prefer INtuition for perception
- Focus on possibilities, theoretical relationships, and abstract patterns but judge these with impersonal analysis
- Enjoy challenging assignments, but dislike detail and routine
- May overlook the present and focus on the future
- Do well in project activities
- Bore easily

From: David Keirsey, <u>Please Understand Me II</u>

NT/ Rationalists: Management Style
Focus on Task Management and the Big Picture

"I don't like the paperwork. I delegate most of that to my lieutenant. Pretty much it's been pure delegation. One of the things I haven't done is I haven't had a formal staff meeting… I don't wanna waste my time or their time having a staff meeting to say,hi, how are ya."

From: Stephen Hennessy, <u>Thinking Cop, Feeling Cop</u>, 1992

Possible Weaknesses of the NT Style

● May be too impersonal and unappreciative of others' input

● May be forgetful of current realities

● May be unable or unwilling to focus on practical details

From: David Keirsey, <u>Please Understand Me II</u>

MBTI® Results

Remember, the MBTI®:

- Identifies preferences – not skills, abilities, or competencies.

- Assumes that all preferences are equally important, valuable, and necessary.

- States that all preferences can be used by each person.

- Does not provide an excuse for doing or not doing anything.

Small Group Exercise
Using MBTI® Information

In your group, discuss and analyze the following scenario. Identify the personality preferences of the individuals in the scenario. You will have 20 minutes to complete your discussion, determine the combination type of each commander, and record your decisions on the easel pad at the front of the room.

Pumpkin County

You are the sheriff of Pumpkin County, which has a population of 60,000, including several small towns and one city of 25,000 people. The sheriff's office is the most effective law enforcement agency in the county, and staff assumes the leadership role when problems surface requiring agency coordination.

You have been informed of a problem in a high school located in a very small town, and the chief of police of the town has asked your office to handle the situation. The problem is as follows:

There is a serious gang problem at the high school. Many students are wearing colors and claim to belong to one of four gangs known to be active in the area. The school officials are reluctant to assist with the problem. Small fights have broken out between numerous students within the past week. Rumor has it that a large fight between two gangs will take place within two weeks, and it will involve weapons. Students at the school believe that the law enforcement agencies have no control at the school and have no way of stopping them from doing what they want to do.

You have decided to use your management team to develop a plan of action to deal with the problem. You also have decided that this would be a good time to assess the MBTI type of each team member. Your management team consists of the patrol commander, the investigations commander, the jail commander and the chief deputy. All of the managers have had experience as a deputy and as a commander in all the other divisions because you rotate staff through different positions. You have asked each of them individually to submit a general plan relating to the issue.

Based on the following plan submissions, identify the MBTI type of each commander using the descriptions of the combination types of SJ – sensing/judging, SP – sensing/perceiving, NF – intuitive/feeling and NT – intuitive/thinking.

Chief Deputy

First, we need to consider that this gives us an opportunity to create a long-range plan that allows us to develop an influence over the students and with the school officials. We need to create a long-term vision, a specific problem-solving mission, and several related goals and objectives.

Second, we need to put our plans in logical steps so all involved agencies can understand our basic concept and what we are trying to accomplish – immediately and for the future. We need to involve as many of the small departments as we can and give them responsibilities that will help them develop and help us have better relations in the future with them.

Third, we need to thoroughly research the legal aspects of the situation and ensure that we are following the law.

Jail Administrator

First, I'm not sure we need a plan. We can respond when the problem arises. We may organize a meeting with the school officials and the parents to gather as many facts and as much information as possible but it's hard to create a specific plan. We should let the teachers, the county social workers, and the religious community develop a plan jointly with the students and teachers who are stressed by the situation.

Patrol Commander

This is an outstanding opportunity to create a new community culture. It appears that the school people and the community are at a crisis point, and this is the best opportunity for opening groups and individuals to a major change effort. A community activity – like a picnic or festival – would bring people together in a positive way and create the opportunity for a dialogue and an exchange of information and feelings concerning the problems of teenagers, parents, and teachers. I am sure that, once we understand each other, we will be able to work toward a community that meets the needs of all groups. The law enforcement agencies should be ready to respond to new ideas. They should help people solve interpersonal problems by facilitating communication and problem-solving.

Investigations Commander

1. We should contact the students we know are informants and interview them to get as much information as possible.
2. We should then use the informants to introduce undercover officers from the drug task force into the gangs.

3. We should identify gang leaders and initiate a continuous surveillance of all known persons.

4. We should take photographs of all leaders and persons associating with them.

5. We should develop a photo and information intelligence book describing the leaders, their habits, their associates, and their residences.

6. We should gather accurate information for the purpose of developing search warrants. When this is accomplished we should search persons and residences for weapons, drugs, and intelligence information.

7. We should arrest gang leaders and principle members whenever possible for minor and major crimes. This will remove them from the street and help us develop more informants.

Small Group Exercise
Using MBTI® the Solve a Leadership Challenge

You will work in pairs for this exercise.

Read the following scenario and consider the questions that follow it. Answer those questions as if *you are the sheriff* in the scenario, basing your answers on your own MBTI® combination type (SJ, SP, NT, or NF). Present your answers to your partner.

Each participant will have 10 minutes to read the scenario, consider the questions, and present his/her answers, with a total of 20 minutes for each pair.

Latte County

Latte County is a rural county in eastern Colorado with a population of approximately 80,000. The current average daily jail population is 100 inmates, and there are 15 jail officers. The staff consists of one jail captain and 14 officers. There are no supervisors and no cook. Jail staff prepares meals with the use of frozen meals and a microwave. They are also responsible for court security and transports. No additional jail staff have been approved by the county commissioners in five years. Because of the lack of inmate supervision, there are numerous incidents of injured inmates, suicide attempts, and violence between officers and inmates. The state jail inspector (SJ) has threatened to sanction the county if the supervision problem is not corrected, and the ACLU has reported they are preparing a lawsuit because of conditions of confinement, problems with food service and medical care, and increased violence.

The previous sheriff (SP) did not consider the jail to be a law enforcement priority, and he rarely visited the facility or considered jail problems. He was more concerned with the inadequate staffing levels and failing equipment in other areas of the office, such as patrol, civil, and investigations.

The commissioners (SJ,NF,NT) have resisted any county budget increases for some time because of a decrease in revenues. There have been numerous citizen complaints concerning the poor road conditions, poor county courthouse maintenance, and general services. At the same time, the Citizens for Lower Taxes organization has gained much support and has become increasingly vocal.

The conditions of the jail have affected the policies of the criminal justice system. Because of the lack of quality jail beds and its own staffing shortages, the district attorney's (SJ) office has refused to prosecute domestic violence cases, and they plea bargain almost all other cases, especially DUIs. They are under pressure from Mothers Against Drunk Driving (NF) and the League of Women Voters (NT) for their prosecution policies. City police, town marshals and sheriff's patrol officers are issuing summons to offenders who would normally go to jail. The officers are complaining that they are tied up at the jail for long periods of time waiting to book prisoners.

The primary newspaper has criticized the sheriff, the district attorney and the county commissioners for some time concerning the jail conditions, the district attorney's office policies, and the general poor service of county government.

Answer the following questions as if *you are the sheriff* in the scenario, basing your answers on your own MBTI® combination type (SJ, SP, NT, or NF).

1. What are the top three things *you*, as the sheriff in this scenario, need to do the "make a difference" in Latte County?

2. Consider *your* MBTI® combination type (SJ,SP,NT,or NF). What are *your* strengths that would help you accomplish these three things?

3. Considering *your* MBTI® combination type, what are the challenges *you* would face in accomplishing these things?

Self-Assessment Exercise
Self-Awareness

Individually, complete the self-assessment exercise for this module. You have 15 minutes to complete this exercise.

Developing Your Executive Team

Performance Objectives

- Given lecture and a small group exercise, participants will develop strategies to ensure that they have the right members on their executive team.

- Given lecture and a small group exercise, participants will identify problems with hypothetical executive teams and develop strategies for improvement.

- Given an individual exercise, participants will assess their executive team and create a plan for improving its effectiveness.

Executive Team and Leadership Direction

The executive team can help you:

- Refine your leadership direction into final form.

- Communicate your leadership direction.

- Develop strategies to get support for your leadership direction.

- Develop a work plan for achieving your leadership direction.

Defining "Team"

A team is defined as two or more people with **complementary skills** who are **equally committed** to a specific performance need or goal. Team members **collectively agree** on a common approach and activities for achieving their goals and objectives and **hold themselves mutually accountable.**

Large Group Brainstorm

Ideally, what qualities should the members of your executive team have?

Evaluating If You Have the Right Team

- Commitment to the agency's leadership direction, purpose, and goals

- Complementary skills

- Interpersonal competency

- Belief in the team approach

- Mutual accountability

Small Group Exercise
Evaluating If You Have the Right Team

Each table group will be assigned one of the five factors in evaluating whether the right people are on the executive team. Discuss your assigned factor and answer the questions in your manual. Prepare a report summarizing your answers and select a spokesperson. You will have 15 minutes to complete your work.

Group 1: Commitment to the agency's leadership direction, purpose, and goals

How will you know if your team members have this commitment? What are some indicators?

If any team members do not have commitment, can you change this through training, counseling, or another means? If so, what can you do and how long should you wait for the individual to demonstrate a clear and consistent behavior change?

If you believe this is not something that can be changed, would you vote this team member "off the island?" What might be the consequences of this?

What might be the consequences of keeping this person on your team if he/she cannot change?

Group 2: Complementary skills

How will you know if your team members have complementary skills, talents, knowledge, and work styles? What about personality preferences, as we discussed related to the MBTI®?

If your team members are mostly similar, how can you get a variety of complementary skills, talents, knowledge, work styles, and personality preferences for the team's work?

Should you vote anyone "off the island" to make room for more diverse types of skills, talents, knowledge, work styles, and personality preferences? What might be the consequences of this?

Group 3: Interpersonal competency

How will you know if your team members have adequate conflict management, listening, and oral communication skills? What are indicators of problems?

If any team member has inferior interpersonal skills, can you improve this through training, counseling, or other means? If so, what can you do and how long should you wait for the individual to demonstrate a clear and consistent behavior change?

If you believe this is not something that can be changed, would you vote this team member "off the island?" What might be the consequences of this?

What might be the consequences of keeping this person on your team if he/she cannot change?

Group 4: Belief in the team approach

What indicators will tell you if a team member is not committed to team work?

If any team member is not committed to team work, can you change this through training, counseling, or other means? If so, what can you do and how long should you wait for the individual to demonstrate a clear and consistent behavior change?

If you believe this is not something that can be changed, would you vote this team member "off the island?" What might be the consequences of this?

What might be the consequences of keeping this person on your team if he/she cannot change?

Group 5: Mutual accountability

What indicators will tell you if a team member does not share in the accountability for team decisions (especially, for example, if one team member opposed a group decision)?

If any team members demonstrate an inability to share and demonstrate mutual accountability for team decisions, can you improve this through training, counseling, or other means? If so, what can you do and how long should you wait for the individual to demonstrate a clear and consistent behavior change?

If you believe this is not something that can be changed, would you vote this team member "off the island?" What might be the consequences of this?

What might be the consequences of keeping this person on your team if he/she cannot change?

Elements of Successful Work Teams

1. Clarity of purpose and goals

2. Team leadership

3. Team membership

4. Collaborative climate

5. Decision-making climate

Decision-Making Model*

	Less Inclusion ⟷			More Inclusion
Team Leader Approach	**Directive**	**Consultative**	**Collaborative**	**Delagative**
Role of Others?	None or provide some information to the decision maker	Team members gather problem-solving recommenda-tions and suggestions from individuals or teams	Share decision-making	The team decides
Who Decides?	The decision maker could be the team leader, sponsor, or board	The decision maker could be the team leader, sponsor, or board	The decision makers are the team members	Others instead of the team leader, sponsor, or board decide
How is the Problem Solved or the Decision Made?	The decision maker solves the problem or makes the decision individually, using information he or she has collected.	The decision maker shares the problem with team members or relevant stakeholders to collect their ideas and suggestions.	The decision maker shares the problem with the team members and together they reach a consensus, or a majority of the team decides.	The leader delegates the decision to team members and they reach consensus or decide by majority decision.

*Adapted from Victor Vroom and Philip Yetton's *Normative Decision Model*

6. Ongoing training

7. External support and recognition

Small Group Exercise
Building an Effective Executive Team

In your table groups, review your assigned scenario. Discuss the problem in terms of the seven strategies for building effective teams. Identify which strategies could be applied to increase the effectiveness of the executive team and provide specific examples of how you could implement the strategies. You'll have 10 minutes to prepare your answers on the chart pad and select a spokesperson.

Scenario #1: Sheriff Garfield has been in office for six months. He has a four-person executive team. When he took office, Sheriff Garfield hired his campaign manager as undersheriff and retained the jail commander, patrol commander, and administrative commander from the previous administration. The undersheriff is hard-working and very committed to Sheriff Garfield's leadership direction. However, he has a hard time ever admitting he is wrong or doesn't know the answer. In meetings, he challenges the actions of the rest of the team, makes unilateral decisions, and refuses to back down even in the face of reasoned input.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Scenario #2: Sheriff Harrison has been in office for six months. He has a four-person executive team. Except for the jail commander, the sheriff hired the executive team from outside the organization. He retained the jail commander from the previous administration, recognizing that the jail is a well-functioning unit, accredited by both the American Correctional Association and the National Commission on Correctional Healthcare. However, in executive team meetings, the jail commander responds to Sheriff Harrison's questions, comments, and concerns by telling him that she agrees with him. She provides little information and defers to other members of the team. She never raises any issues concerning the jail and avoids decisions on jail issues raised by others. She seems to want to be left alone to run the jail.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Scenario #3: Sheriff Monroe has been in office for six months. He has a four-person executive team. When he took office, Sheriff Monroe hired his campaign manager as undersheriff and retained the jail commander, patrol commander, and administrative commander from the previous administration. Sheriff Monroe is finding that when his team concludes a meeting, everyone is on the same wave-length. However, there appears to be an informal meeting that occurs after the executive team meeting where some team members are expressing their disagreement with what was decided, and finding ways around what has been agreed upon. Sheriff Monroe is concerned that little progress is being made toward achieving his leadership direction.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Scenario #4: Sheriff Jackson has been in office for six months. He has a four-person executive team. There is an on-going personality conflict between two valued members of the team, the jail commander and the patrol commander. Both team members are highly competent and very dedicated to Sheriff Jackson's leadership direction. The sheriff has spoken to both individuals and they have pledged to resolve their conflicts. However, Sheriff Jackson sees that they are "behaving" themselves only in his presence, and appear to be carrying on their grudge during the work day. The conflict seems to be spreading to the two functional areas – although each unit operates fairly well, anytime cooperation is required, there is limited success.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Scenario #5: Sheriff Arthur has been in office for six months. He has a four-person executive team. Three are from the previous administration, and one is an experienced jail administrator that Sheriff Arthur hired. Sheriff Arthur is a retired pharmacist who has no background in any of the sheriff's office functions. He thought the expertise of the first three team members would be invaluable to him. He also thought the jail administrator, whom he hired away from a very well-run jail in another county, would bring a wealth of experience and expertise in more progressive jail operations. Now, though, he realizes that the team members from the previous administration are behaving as if they have the "real" power in the organization. They publicly acknowledge the sheriff's concerns, ideas, and goals, but in practice they usually disregard him as someone who doesn't understand the reality of a sheriff's office. The jail administrator tries to support the sheriff, but also wants to get along with the other team members, so he is often in an awkward position on the team.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Self-Assessment Exercise
Developing Your Executive Team

Individually, complete the self-assessment exercise for this module. You have 15 minutes to complete this exercise.

Ethics

Performance Objectives

- Given scenarios, participants will assess the relationship between ethical behavior and being an effective leader.

- Given a large group discussion, participants will identify ethical challenges faced by sheriffs.

- Given a small group exercise, participants will identify sources and types of potential ethical challenges to the sheriff in their own communities.

- Given an individual exercise, participants will complete a self assessment based on the concepts presented in the module.

Ethics Headlines

Sheriff Found Guilty on Drug Charges

The Gallatin County Sheriff [was] found guilty on all counts in his federal trial. He now faces decades in prison.

A jury convicted Sheriff Raymond Martin, 48, of Junction, Illinois, of trafficking drugs while on duty and of plotting to kill witnesses in the case…Prosecutors…showed the jury pictures of the sheriff carrying his revolver while handing over the drugs to his salesman, in uniform and in his county-issued Ford Expedition.

November 30, 2010

(Retrieved November 30, 2010, from http://www.wsiltv.com/p/news)

South Carolina: Former Sheriff Found Guilty in Drug Conspiracy

E.J. Melvin, the ex-sheriff of Lee County, was convicted Tuesday on more than 30 drug conspiracy and racketeering charges in what prosecutors said was a wide-ranging corruption case. A federal jury found Mr. Melvin guilty of extorting money from drug dealers in exchange for protection from investigation.

(Associated Press - November 10, 2010)

Former Montague County Sheriff Pleads Guilty to Coercing Sex from Suspect

Former Montague County Sheriff Bill Keating pleaded guilty Thursday to using the power of his badge to force a female drug suspect to have sex with him.

Montague County District Attorney Jack McGaughey said that by mid-February, he expects to secure indictments against Keating and other former jail employees on charges they had sex with inmates and allowed contraband.

 (The Dallas Morning News, January 30, 2009)

"America's Sheriff" Found Guilty of Witness Tampering

Former Orange County Sheriff Mike Carona, accused of accepting cash and gifts in exchange for access to the powers and resources of the department, was convicted Friday of a felony witness tampering charge in his federal corruption trial.

(NBC Los Angeles News, January 26, 2009)

Ex-Putnam Sheriff Frisbie Pleads Guilty to Theft, Could Get Thrown in Prison

Former Putnam County Sheriff Mark Frisbie, who resigned this month in the midst of a federal investigation, pleaded guilty Friday to stealing more than $12,000 in money from the sheriff's department.

A federal indictment announced August 20 charged that Frisbie used a sheriff's department credit card and checking account to pay expenses for his consulting firm, travel expenses for his wife's daughter, and for campaign expenses.

(Terre Haute News, August 29, 2008)

Shumate Guilty

A jury of 12 women late Thursday found Potter County Sheriff Mike Shumate guilty of engaging in organized criminal activity for accepting bribes from a jail food-service vendor, but the jurors acquitted the sheriff of accepting improper campaign contributions.

Shumate was taken immediately into custody and removed from office by Visiting District Judge Quay Parker.

June 13, 2008

(Retrieved February 11, 2009, from http://www.amarillo.com;/stories/061308/new_10556078.shtml)

Yeager Fined $200 for Ethics Violations

Coweta County Sheriff Mike Yeager learned last Friday that using a Sheriff's Department e-mail address and posting a campaign poster on a door at a county-owned building could cost you.

Spokesman Teddy Lee confirmed the State Ethics Commission found Yeager guilty of violating the Ethics in Government Act on two out of five violations he was accused of.

(The Citizen Newspaper - Fayette County, Georgia - August 5, 2005)

San Joaquin County Sheriff Pleads Guilty to Corruption Charges

San Joaquin County Sheriff T. Baxter Dunn pleaded guilty Thursday to a federal fraud charge and agreed to resign his post and cooperate with an ongoing corruption investigation.

Dunn and other public officials were indicted in December 2003 on charges that they had a secret involvement in a company that wanted to build a power plant at the Port of Stockton.

(Associated Press – January 13, 2005)

Jenkins County Sheriff Resigns

Jenkins County Sheriff James Robert "Bobby" Womack, under investigation by both the GBI and FBI over allegations that he used county inmates as personal laborers, sent a resignation letter to Gov. Sonny Perdue on Tuesday.

According to the Georgia Bureau of Investigation's now closed-case file, released under an open records request, the late sheriff confessed to turning county prisoners into a personal work force.

(Augusta Chronicle - July 13, 2004, December 6, 2004)

Judge Sentences Former Fairfield County Sheriff Gary DeMastry to Six Years in Prison

A jury convicted the former sheriff of 32 counts, including engaging and conspiracy to engage in a pattern of corrupt activity, theft in office, tampering with evidence, obstructing justice, receiving unlawful supplemental compensation, and filing a false financial disclosure statement.

Judge Markus noted that the defendant "arrogantly chose to deceive anyone who sought an accounting of the money" and directed subordinates to cover up his transactions.

(Press Release - Ohio Ethics Commission - January 18, 2002)

Mitchell County Sheriff Pleads Guilty to Felony Wiretapping

Mitchell County Sheriff Vernon Bishop pleaded guilty in federal court Tuesday to illegal wiretapping, a felony that will end Bishop's law enforcement career in North Carolina

Bishop admitted that he intentionally intercepted and recorded a local high school football coach's cordless telephone conversation in an attempt to get the coach, who he suspected of being a homosexual, fired.

(Associated Press - September 9, 1998)

Starr County Sheriff Pleads Guilty to Bribery Charge

The 17-year reign of Starr County Sheriff Gene Falcon has apparently come to an inglorious end.

Falcon and jailer Javier Garcia each pleaded guilty in federal court Wednesday to one count each of conspiracy to commit bribery in a scheme involving kickbacks from a bail bondsman.

(Associated Press - March 6, 1998)

Former Nolan County Sheriff Pleads Guilty to Embezzling $20,000

The former sheriff of Nolan County, Jimmy Allen Blackley, plead guilty Thursday to embezzling more than $20,000 in federal money from the sheriff's office from 1989-95.

The money was converted to Blackley's personal use, federal records showed. Blackley took it from federal funds -- money paid to the Nolan County sheriff's office for housing federal prisoners.

(Abilene Reporter-News - January 16, 1998)

Ethics

Is it possible for an action to be legal but not ethical?

Ethics can be defined as those standards that guide our decisions regarding right and wrong behavior and anchor our sense of personal and professional integrity.

Unethical behavior usually involves the abuse of trust and position where individuals impose their own private judgment or interests in place of behavior that should be bound by legal, professional, or accountable standards of action.

Ethics

To be ethical requires:

- The capacity to hold beliefs

- The capacity to deliberate upon our beliefs

- The courage and fidelity to act upon our beliefs

At its core, being ethical assumes that **morally mature** human beings possess enough **self discipline** to **accept responsibility and act upon it** despite distractions and temptations.

Ethical behavior requires that:

- Individuals accept responsibility for their actions

- Individuals act with self-discipline

- Individuals reflect on their action and act on the basis of reasoned reflection

- Individuals deliberate with others to help find the right action

Large Group Discussion
Ethical Challenges Specific to the Office of Sheriff

- The sheriff is an elected official. How might this lend itself to ethical challenges for you, as sheriff?

- Sheriffs have a tremendous amount of power and authority. What kind of ethical challenges might present themselves as a result of this power and authority?

- Ethics and perception. Consider situations where your behavior is ethical but may be perceived as unethical.

It is important that sheriffs—even the great majority who adhere to strong ethical standards—are aware of and anticipate the potential ethical challenges that surround them as they carry out the duties of the office.

Small Group Exercise
Potential Sources of Ethical Challenges

Individually, identify potential sources of ethical challenges in your community. You will have 15 minutes to develop your individual list. Share your information with your table group. Your group will have 25 minutes to complete your discussion and develop a report to the large group.

Self-Assessment Exercise
Ethics

Individually, complete the self-assessment exercise for this module.
You have 15 minutes to complete this exercise.

Power and Influence

Performance Objectives

- Given the *Power Base Inventory*® instrument, participants will assess their own preferred style of influencing others.

- Given a small group exercise, participants will determine the most effective strategy to influence others, based on the six power bases.

- Given an individual exercise, participants will analyze their use of power and influence in recent and upcoming situations in their office.

- Given an individual exercise, participants will complete a self assessment based on concepts presented in this module.

Power Defined

Power is:

- The capacity to act, the strength to accomplish something or bring about change.

- The ability to overcome resistance.

- The ability to influence others to achieve a desired outcome.

- The capacity to overcome deeply embedded habits and to get people to do things they would not otherwise do.

Sources of Power

Position Power

Personal Power

Power Base Inventory®

The Power Base Inventory® was developed by Kenneth W. Thomas and Gail Fann Thomas. The inventory has 30 pairs of statements. For each pair, circle the statement that better explains why people in your organization might be influenced by you in a given situation. In some instances, you may feel that neither statement is accurate. In these cases, select the statement that is **more** likely to be true. You will have approximately 15 minutes to complete the inventory. When you are finished circling your answers, set the instrument aside. We will score the instrument later in the module.

Power Bases

Position Power Bases

1. AUTHORITY is based on the leader's formal right to direct others in certain matters and on others' obligation to follow those directions.

   Individuals feel they should obey the leader because he or she is the leader.

2. REWARD is based on the leader's control over things the followers desire.

   Individuals are influenced in hopes of getting something they value in return.

3. DISCIPLINE is based on the leader's formal right to punish a follower.

   Individuals are influenced because they want to avoid some unpleasant treatment by the leader.

Power Bases

Personal Power Bases

1. INFORMATION is based on facts or reasoning that the leader possesses and is able to share convincingly with others.

   Individuals are convinced because they can see for themselves that some course of action is best.

2. EXPERTISE is based on the leader's superior judgment or knowledge in a specific area. Unlike information power, this power base does not involve the leader sharing the facts or reason behind a decision.

   Individuals are influenced because they assume the leader knows what he or she is doing.

3. GOODWILL is based on feelings of support and respect that the leader has built with team members.

   Individuals are influenced because they want to be cooperative or supportive toward a leader they have come to like or admire.

Influence Effects

- Use of **position power** usually results in performance of activities (**compliance**) or may result in **resistance**.

- Use of **personal power** usually results in both an acceptance of the purpose and performance of the task (**commitment**).

Large Group Discussion
Effective Leadership/Exemplary Practices

- To "catalyze clear <u>commitment</u> to and vigorous pursuit" of the leadership direction, will the leader be more successful if he/she relies primarily on position or personal power?

- What might you see in an organization where the leader relies primarily on position power? Think in terms of staff behaviors, quality and quantity of work, and so on.

- Are the five practices of exemplary leadership more closely related to the use of position or personal power?

Scoring the Power Base Inventory®

Complete the score sheet on page 6 of the Power Base Inventory®. Then, take a few minutes to read the information on page 9. Finally, graph your scores on the chart on page 10. You will have about 20 minutes to complete your work.

Small Group Exercise
Power Bases

We will divide you into four groups, and assign each group to a breakout room. Each group will be assigned a scenario in which a sheriff needs to use his power and influence. Identify the power bases that the sheriff could most effectively use. You will have 20 minutes to complete your discussions, develop a report on the chart pad, and select a spokesperson.

Scenario #1

Sheriff Pierce has been in office for six months. During this time, he and his executive team have defined a new leadership direction for the sheriff's office, which includes being more active in crime prevention. As one step in achieving his leadership direction, the sheriff wants to implement a new gang intervention program. The program requires one new full-time deputy position. Sheriff Pierce wants to influence the county commissioners to approve a budget increase to fund the position. The sheriff's office has received no increases over the last four years. Sheriff Pierce knows that his predecessor had an adversarial relationship with the commissioners; in fact there was virtually no communication between the sheriff's office and the county commissioners, except when the sheriff submitted his annual written budget request form.

What strategies should Sheriff Pierce use to influence the county commissioners? Which of the six power bases should he use? Discuss the scenario in your group and develop a report describing specifically how Sheriff Pierce should use each of the power bases you select.

Scenario #2

Sheriff Van Buren has been in office for six months. During that time, he and his executive team have defined a new leadership direction for the office that includes increased cooperation between the sheriff's office and local criminal justice agencies. One issue has been the fact that all six arresting agencies currently must transport intoxicated arrestees to the detox center in the next county. Sheriff Van Buren believes that the sheriff's office should take on all transports. In return, the other police agencies will contribute funds towards additional staffing. However, sheriff's office transport staff is extremely resistant to the change – they believe that their work load has been unfairly increased.

What strategies should Sheriff Van Buren use to influence the transport staff? Which of the six power bases should he use? Discuss the scenario in your group and develop a report describing specifically how Sheriff Van Buren should use each of the power bases you select.

Scenario #3

Sheriff Taylor has been in office for six months. During that time, he and his executive team have defined a new leadership direction for the sheriff's office that includes enhanced risk management. Specifically, the sheriff wants to reduce the number of lawsuits concerning jail medical services. One problem has been the lack of cooperation and communication between the sheriff's office and the local hospital. The hospital emergency room often makes arresting officers wait hours for arrestees to be seen and inmates are frequently returned to the jail from the hospital with no information regarding their medical status or needs.

What strategies should Sheriff Taylor use to influence the hospital to increase the level of communication and cooperation with the jail? Which of the six power bases should he use? Discuss the scenario in your group and develop a report describing specifically how Sheriff Taylor should use each of the power bases you select.

Scenario #4

Sheriff Wilson has been in office for six months. During that time, he and his executive team have defined a new leadership direction for the sheriff's office that includes creating a more positive image in the community. One problem is that members of the public conducting business at the sheriff's office frequently must wait for extended periods of time to be helped. Supervisors have openly stated that they view walk-in business as their last priority. Sheriff Wilson wants these supervisors to change their priorities and place emphasis on responsiveness to walk-in traffic.

What strategies should Sheriff Wilson use to influence the supervisors? Which of the six power bases should he use? Discuss the scenario in your group and develop a report describing specifically how Sheriff Wilson should use each of the power bases you select.

Abuse of Power

Whether power is used to manipulate or bully or to build consensus and agreement depends on the values and ethics of an individual. Having and adhering to a clearly articulated set of values and ethics is the best safeguard against abusing power.

Individual Exercise

Describe a recent situation in your office in which you wanted to influence an individual or group in order to accomplish a goal.

What power bases did you use to influence others?

Was this effective?

Are there other power bases that might have been more effective?

Describe an upcoming situation in which you know you will need to influence others to accomplish a specific goal.

What power bases do you think will be most effective in influencing these individuals?

Self-Assessment Exercise
Power and Influence

Individually, complete the self-assessment exercise for this module. You have 15 minutes to complete this exercise.

The External Environment and the Office of Sheriff

Performance Objectives

- Given a large group discussion and an individual exercise, participants will determine the information they need to gather to assess external conditions in their own jurisdiction.

- Given an individual exercise, participants will identify their critical stakeholders and the quality of their relationship with each.

- Given a small group exercise, participants will develop strategies for establishing a positive relationship between the sheriff's office and a critical stakeholder group.

- Given an individual exercise, participants will complete a self assessment based on concepts presented in this module.

External Conditions

- Legal conditions

- Political conditions

- Social conditions

- Ecological conditions

- Economic conditions

- Technological conditions

Individual Exercise
The External Environment

Listed below are examples of each of the six types of conditions in the external environment. This list is not intended to be all-inclusive, but should give you an idea of the range of external influences you should explore. Space is available for you to add other examples, as needed. Review each example, and then check the appropriate box corresponding to the condition.

> **Yes: I have sufficient information** to understand how the work of the sheriff's office is affected by this and to make decisions that take this information into account.

> **No: I need more information** to understand how the work of the sheriff's office is affected by this and to make decisions that take this information into account.

> **N/A: This is not applicable to my jurisdiction.**

CONDITION: LEGAL (Do you know what existing and pending legal mandates affect your office and how?)	YES	NO	N/A
State and federal statutes			
Case law			
Local regulations and codes (health, fire, safety)			
Consent decrees			
National, state, or professional standards			

Individual Exercise
The External Environment

CONDITION: POLITICAL (Do you know the roles, agendas, concerns, level of influence, and key players for each of the following?)	YES	NO	N/A
Public interest groups			
• Labor unions			
• Criminal justice organizations			
• Crime victims			
• Advocacy groups			
•			
•			
Political parties			
Fiscal and policy-making entities			
• County funding authority			
• County executive			
• State legislators			
• Governor			
• Judges			
•			
•			
Elected and appointed officials in jurisdiction			
Other law enforcement agencies in jurisdiction			

Individual Exercise
The External Environment

CONDITION: SOCIAL	YES	NO	N/A
Jurisdictional demographics			
• Total population of your jurisdiction			
• Population subgroups (race, ethnicity, nationality, age, gender, other)			
• Rate of overall population increase/decrease			
• Rate of population increase/decrease for each population subgroup			
• Temporary populations, such as students, tourists, migrant workers, other			
• Number and types of religious groups			
•			
•			
Cultural attributes (customs, world views) of primary ethnic, national, racial, and religious groups			
Types and sizes of "at-risk" populations			
Rates and types of substance abuse			
Primary population groups involved with substance abuse			
Crime trends in jurisdiction			
Trends in public health concerns (medical and mental health)			
Organizations and Programs (Do you know the types of services and programs offered and the key staff)			
• Social service organizations (services to the aging, homeless, economically disadvantaged, and others)			
• Social organizations (such as Kiwanis, Rotary, Lions Clubs)			
• Volunteer organizations			
•			
•			

Individual Exercise
The External Environment

CONDITION: ECOLOGICAL	YES	NO	N/A
Size of jurisdiction (square miles)			
Location (rural, urban, suburban)			
Location (proximity to other communities that might affect the work of the sheriff's office)			
Climate (as it affects tourism, temporary populations, activities, population make-up)			
Geographic features (as they affect tourism, temporary populations, activities, population make-up)			
Size of jurisdiction (square miles)			

Individual Exercise
The External Environment

CONDITION: ECONOMIC	YES	NO	N/A
Tax base			
Employment			
• Major employers			
• Primary types of employers			
• Overall employment rate			
• Employment rate for each population subgroup			
•			
•			
Average per capita income			
Per capita income for each major population subgroup			
Economic trends			
County budget			
• Total budget			
• Current allocations for all county government components, including sheriff's office			
• Historical allocations (3 years) for all county government components, including sheriff's office			
Budget trends for major public functions			
• Education			
• Hospital			
• Mental health agency			
•			
•			
Budget trends for social service agencies			
• Assistance to the aging			
• Homeless shelters			
• Safe houses			
•			
•			

Individual Exercise
The External Environment

CONDITION: TECHNOLOGICAL (Are you informed about current and emerging technologies that could increase the efficiency and effectiveness of the work of your office?)	YES	NO	N/A
Existing technologies			
Emerging technologies			

Stakeholders for a Typical Sheriff's Office
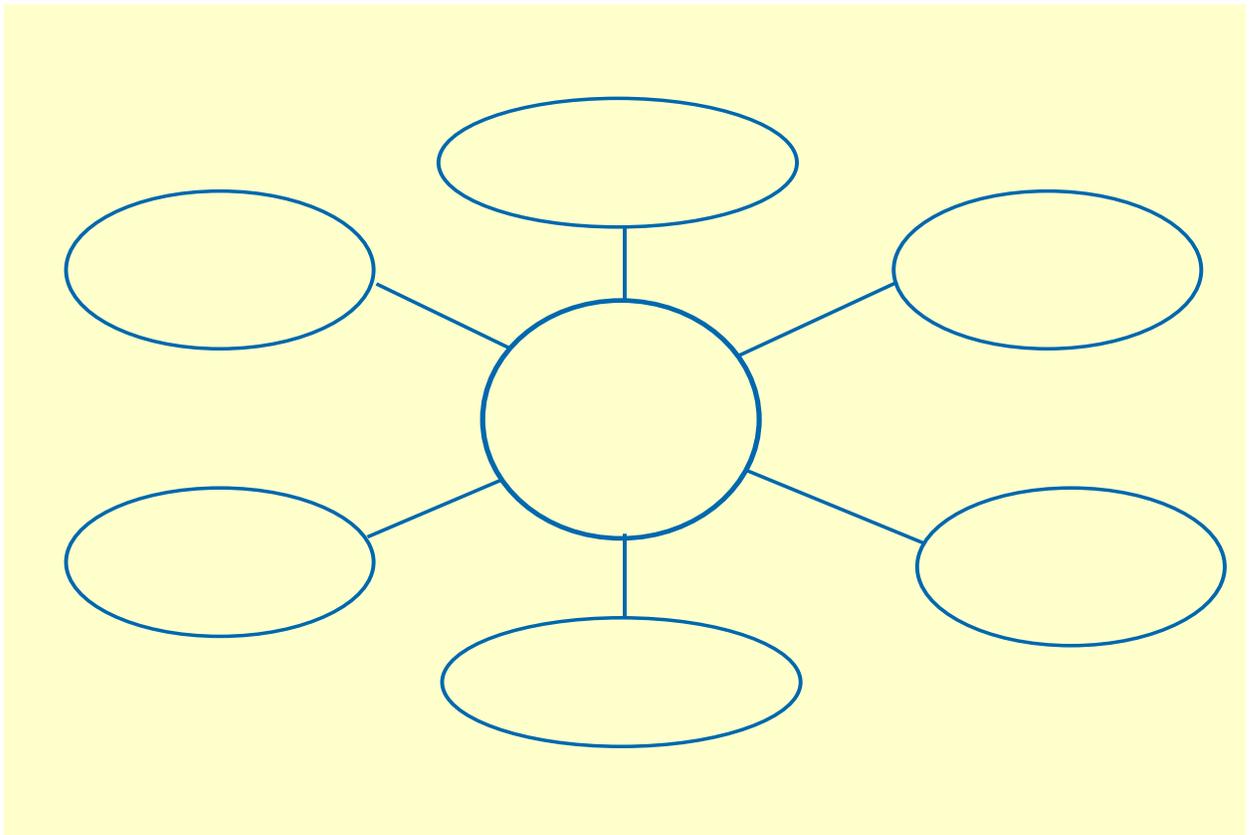
Individual Exercise
Stakeholder Mapping

1. Using the diagram below, create your own stakeholder map. Add circles as necessary.
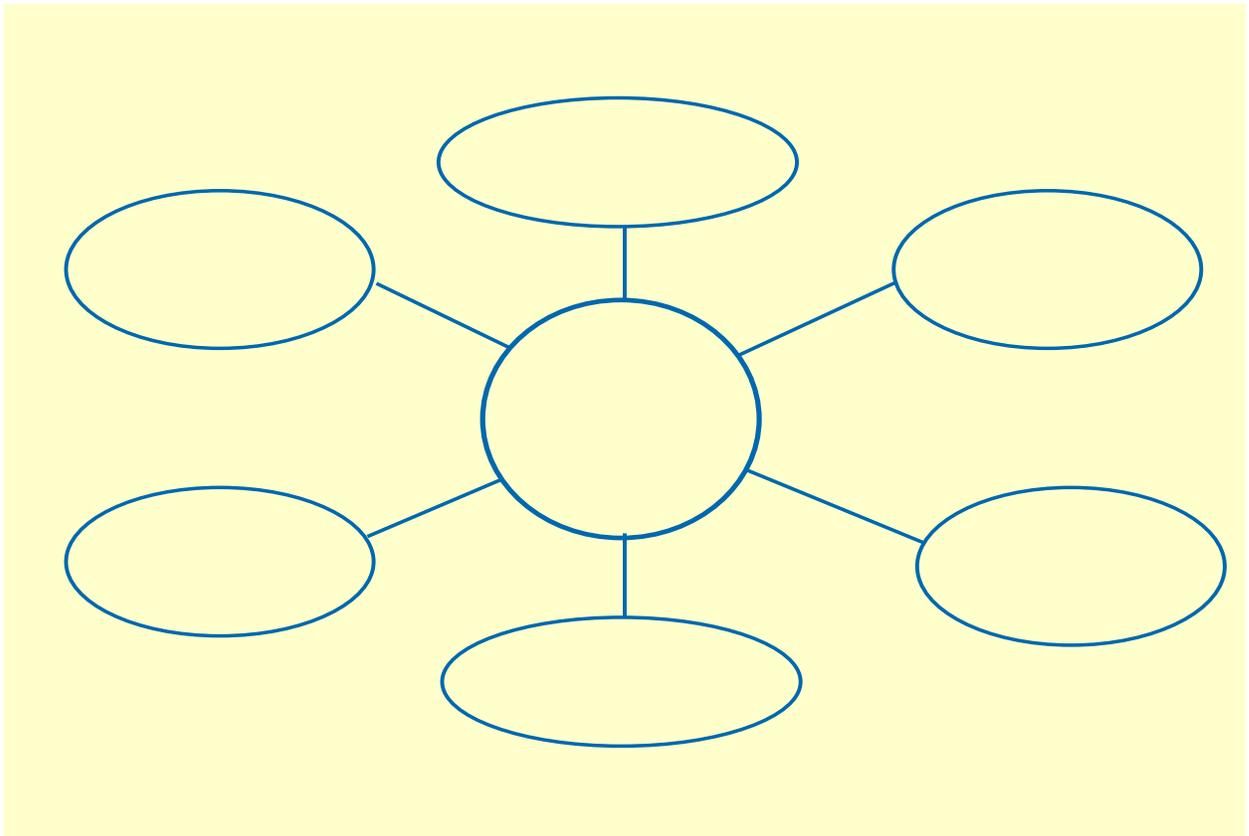
Individual Exercise
Stakeholder Mapping

2. List your critical stakeholders and note the quality of your relationship with each by checking in the applicable column.

Critical stakeholder	Relationship effective	Revitalize/repair relationship	Develop relationship

Developing Positive Public Partnerships

1. Identify specifically what you need or hope to gain from the partnership.

2. Assess the interests and goals of the stakeholder.

3. Identify the common ground between you and the stakeholder.

4. Identify benefits to the stakeholder.

5. Determine the level of support and resources you will need to invest to establish and maintain the partnership.

Small Group Exercise
Building a Positive Relationship with the Funding Authority

As a table group, working in a break out room, discuss the relationship between the Office of Sheriff and the funding authority.

- Each member of your group will identify his or her biggest problem with the funding authority and discuss this with the group.

- After everyone has had an opportunity to share in the discussion, choose three of the identified problems and discuss specific strategies to improve the relationship between the sheriff's office and the funding authority, referring to the five steps we have discussed in class.

- Develop a report listing the selected problems and strategies.

- You will have 30 minutes to complete your discussions and develop your report to the large group.

- Each small group will have 5 minutes to present.

Media Presentation

One or more media representatives will conduct a presentation, with questions and answers, on the relationship between the media and the sheriff's office.

Self-Assessment Exercise
The External Environment and the Office of Sheriff

Individually, complete the self-assessment exercise for this module.
You have 15 minutes to complete this exercise.

Leading Change

Performance Objectives

- Given lecture and exercises, participants will draft components of a plan to prepare for and implement a change initiative.

- Given completion of the "Leading Change at Every Level" instrument, participants will assess their ability to lead change.

- Given an individual exercise, participants will complete a self-assessment based on concepts presented in this module.

The Sheriff as a Change Leader

Your role as the leader is the most critical role in any change effort.

Creating change is an act of leadership.

The change you want to make is expressed in your leadership-direction statement.

Your ability to effectively lead change will, in large measure, define the success of your term in office.

Effective change does not happen by accident. It requires careful planning, active leadership, and deliberate execution.

Change: Three Phases and Two Levels

Three Phases

- Preparing

- Implementing

- Sustaining

Two Levels

Level 1: Leading the change effort as a project (across all phases)

Level 2: Leading people through the change (across all phases)

The two levels are inter-related, and your leadership at both levels—across all phases—is essential.

Phase 1: Preparing
Level 1: Leading the Change Effort as a Project

Leading Change Model

Phases of Change →

Leading Change Model — Phases of Change chart

	Preparing for Change	Implementing Change	Sustaining Change
Leading a Change Effort	• What is my role as a leader in preparing for change? • What are the important things I need to do to prepare for change?	• What are the key decisions/plan components I must pay attention to? • What tools can I use during this phase of change? • How do I make sure this effort doesn't get derailed?	• How do I keep forward momentum? • What measures should I use to track progress? • How do I stabilize new approaches and culture?
Leading People through Change	• What are the people issues I must manage when beginning change? • What do I need to do to help people understand and deal with change?	• How do I get people to help make and own the change? • How do I keep people enthused and on track? • How do I deal with denial and resistance?	• How do I help people/teams function effectively in the new environment? • How do we continuously learn and develop? • How do we continue to evolve the change?

Leadership Considerations (vertical axis label)

You are here.

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Key Leadership Responsibilities

1. <u>Articulate a clear and inspiring leadership direction.</u>

- A clear leadership direction is the foundation of the change effort.

- Change without a clear leadership direction is nothing more than an empty promise.

2. <u>Create a compelling case for change.</u>

The case for change is based on your leadership direction and describes:

- The current state of affairs that you want to change.

- The consequences of continuing with the current state of affairs.

- The change you want to make.

- The benefits of that change and who will be affected by them.

The case for change must create a sense of urgency.

Key Leadership Responsibilities

3. <u>Establish a change team</u>

While you are the leader of the change initiative, you will need a change team to support you. The change team should:

- Be formally established.
- Have a team coordinator.
- Have well defined roles for all members.

You will also need to establish a communication system among team members and between team members and yourself.

The size and make-up of the change team will depend on the nature and complexity of the change initiative.

Key change-team responsibilities

- Develop strategies to prepare for, implement, and sustain the change

- Communicate the need for and benefits of the change to stakeholders

- Develop strategies to overcome resistance to the change

- Develop and execute the work plan for the change initiative

- Monitor and communicate progress of the work plan to stakeholders.

- Assess the effectiveness of new processes and measure the results of the change.

Key Leadership Responsibilities

Change-team members – knowledge, skills, and abilities

Collectively, change-team members should:

- Be open to challenging the status quo.

- Have subject-matter expertise related to the change initiative.

- Know stakeholder interests.

- Be able to establish rapport with key stakeholders.

- Have communication skills.

- Have presentation skills.

- Be politically astute.

- Be able to see the change from a "big picture" perspective (short- and long-term implications of change, who is affected by the change, what support systems must be aligned with the change).

- Be organized and able to attend to details.

Key Leadership Responsibilities

4. <u>Assess your current situation.</u>

- Strengths and challenges inside your organization as they relate to the change

- The support systems that need to be modified to ensure the functionality and sustainability of the change

- Conditions and trends in your external environment as they relate to the change

- Sources of support and opposition among stakeholders.

Primary stakeholders may be both internal and external to your office and will include:

- ✓ Persons whose political and financial support are key to the initiative.
- ✓ Persons whose expertise is key to the initiative.
- ✓ Persons who will implement the initiative.
- ✓ Persons who may not be central to the initiative, but who will be affected by it.

For each stakeholder, you should:

- ✓ Identify the stakeholder's role(s).
- ✓ Determine the stakeholder's current or potential level of support or resistance.

Exercise

Part 1

Individually, you will identify the potential members of your change team. Identify each by name and title. Note the knowledge, skills, and abilities each will bring to the team and preliminarily define each person's role on the team. Use the form in your participant manual.

Part 2

Individually, you will identify the stakeholders who are key to your change initiative. Note the role of each stakeholder and whether the stakeholder is supportive or resistant. Use the form in your manual.

Stakeholder roles:
P – Political support
F – Financial support
E – Expertise
I – Implement
A – Not central to implementation, but will be affected by the change

You will have 30 minutes to complete parts 1 and 2.

Part 3

In your small group, you will summarize your case for change, identify your change initiative, list the members of your change team, and summarize your stakeholder assessment.

You will have 10 minutes to present this and receive feedback from your small group.

The small group will have 60 minutes to complete all presentations and discussions.

Potential Change-Team Members

Name	Title	Knowledge, Skills, Abilities	Role

Change Initiative: Key Stakeholders Chart

This chart will be used in three exercises at three different points during the "Leading Change" module.

Exercise #1

List four key stakeholders. Note that a key stakeholder is a *group or individual critical to the success of the change initiative.*   Identify the role(s) of each key stakeholder and note whether the stakeholder would be supportive of or resistant to the change.

Stakeholder roles:

P   **Political** support is key to the initiative's success
F   **Financial** support is key to the initiative's success
E   **Expertise** is key to the initiative's success
I   Will **implement** the initiative
A   Not central to implementation, but will be **affected** by the initiative

Exercise #2

Review the stakeholder chart. For each resistant stakeholder, identify the reason for the resistance and one strategy for overcoming it.

Exercise # 3

For each stakeholder you have listed on the chart, identify one way each stakeholder you have listed on the chart can be meaningfully engaged in the change initiative.

Change Initiative: Key Stakeholders

Stakeholder	Role(s):		Supportive or resistant?	
	Strategy to overcome resistance		**Strategy to meaningfully engage**	
Stakeholder	**Role(s):**		**Supportive or resistant?**	
	Strategy to overcome resistance		**Strategy to meaningfully engage**	

Change Initiative: Key Stakeholders

Stakeholder	Role(s):	Supportive or resistant?
	Strategy to overcome resistance	**Strategy to meaningfully engage**
Stakeholder	Role(s):	Supportive or resistant?
	Strategy to overcome resistance	**Strategy to meaningfully engage**

Phase 1: Preparing
Level 2: Leading People Through Change

Leading Change Model

Phases of Change ➡

Leading Change Model

Leadership Considerations

Leading a Change Effort

Preparing for Change

- What is my role as a leader in preparing for change?
- What are the important things I need to do to prepare for change?

Implementing Change

- What are the key decisions/plan components I must pay attention to?
- What tools can I use during this phase of change?
- How do I make sure this effort doesn't get derailed?

Sustaining Change

- How do I keep forward momentum?
- What measures should I use to track progress?
- How do I stabilize new approaches and culture?

Leading People through Change

- What are the people issues I must manage when beginning change?
- What do I need to do to help people understand and deal with change?

You are here.

- How do I get people to help make and own the change?
- How do I keep people enthused and on track?
- How do I deal with denial and resistance?

- How do I help people/teams function effectively in the new environment?
- How do we continuously learn and develop?
- How do we continue to evolve the change?

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Key Leadership Responsibilities

1. Create understanding.

- Share your case for change.

- Include others in the change effort .

- Be visible and vocal.

- Listen to and dialog with people.

- Anticipate and answer "burning questions."

  People will have strong concerns about the change, but concerns will differ by organizational level.

  Leader

  ✓ Are we prepared to do this? Do we have the time, resources, and budget to pull it off?

  ✓ Is my leadership direction clear? Have I painted a clear, compelling, attractive image of the future I hope to create?

  ✓ Have I developed understanding, alignment, and urgency about the change?

  ✓ Do I have the support I need? Can I get it? What's it going to take?

Key Leadership Responsibilities

Often, the concerns of others are related to their fear of the effect of the change on their work, their ability to perform, and their value to the organization. These concerns translate into "burning questions."

Command Staff

✓ What will this mean for my division and the resources I command?

✓ I've worked hard to get this in the shape it's in. Does anyone care about that?

✓ Will I still be needed in the same way I am now?

Staff

✓ I thought things were just fine. What do you mean we have to make significant changes?

✓ What will this mean for my job?

✓ Am I personally at risk?

✓ What's in this for me?

Key Leadership Responsibilities

2. Mobilize support.

Mobilizing Support

Rogers Innovation Adoption Curve

| Innovators 3% | Early Adapters 13% | Early Majority 34% | Late Majority 34% | Laggards 16% |
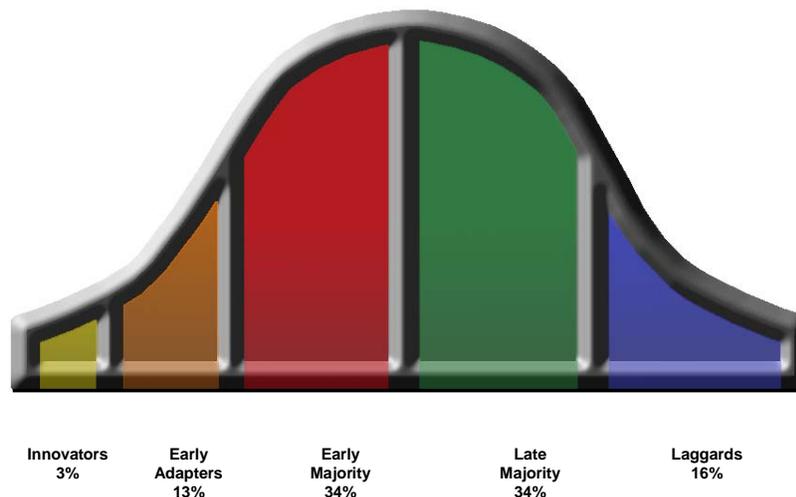
Focus on the "wait and see" middle groups (early and late majorities) for support.

Enlist the innovators and the early adopters to help with mobilizing the middle.

Key Leadership Responsibilities

3. <u>Overcome resistance</u>

People often resist change because they perceive it as a loss. William Bridges, author of *Transitions* and *Surviving Corporate Transitions* has identified six kinds of loss associated with change.

- Loss of attachments

- Loss of turf

- Loss of structure

- Loss of future

- Loss of meaning

- Loss of control

Key Leadership Responsibilities

People also resist change based on:

- Fear of the unknown.

- Fear of failure.

- Disagreement on the need for change.

- Misunderstanding and lack of trust.

_____
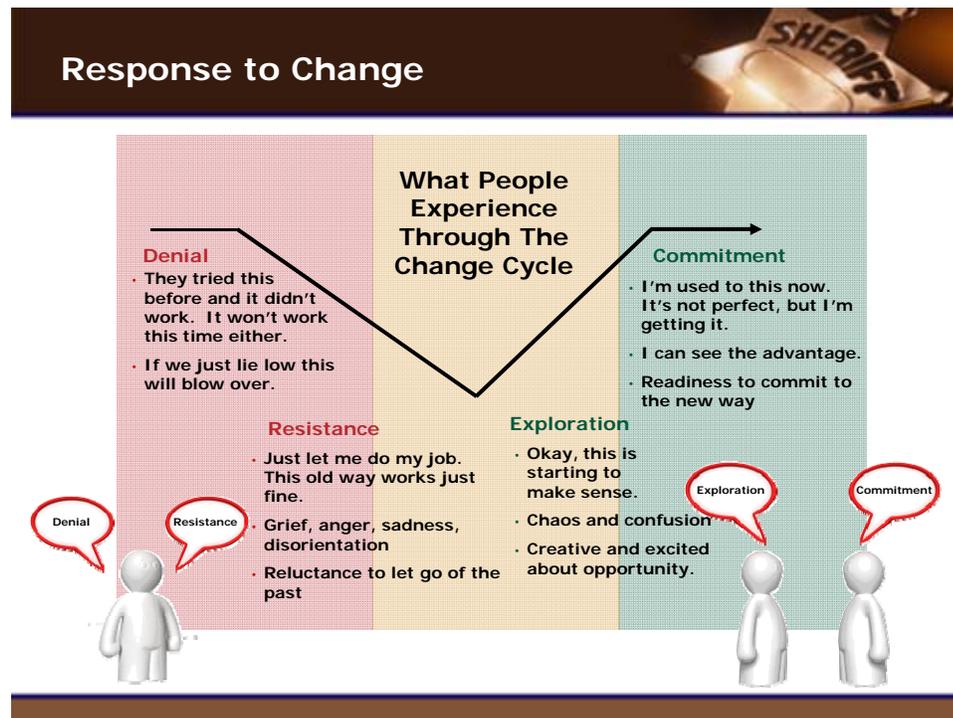
Overt resistance – You can see and hear it.
Covert resistance – Not obvious and more dangerous

Key Leadership Responsibilities

Strategies for overcoming resistance

- Communicate and provide clear, complete information regularly and frequently.

- Do not be angry or defensive in response to resistance. Explore the reasons for resistance and address them.

- Address rumors.

- Involve people in the change. People have a strong need to influence their future.

- Use your power and influence effectively.

- Lead gently, but firmly, forward.

Exercise

Part 1

Working individually, you will identify three "burning questions" related to your change initiative. For each, identify the potential source(s) and write a brief response. Use the form in your participant manual.

Part 2

Working individually, you will review your stakeholder chart. For each resistant stakeholder you listed, identify the reason for resistance and one strategy for overcoming it.

Part 3
Share your work with a partner from your breakout group.

You will have 30 minutes total to complete parts 1, 2, and 3.

Anticipating and Answering Burning Questions

Consider your case for change and the related change initiative that you want to pursue. Identify three "burning questions" you anticipate, and list these below. For one question, 1) identify the potential sources and 2) briefly list how you might respond.

Question:

Source(s):

Possible Response(s):

Question:

Source(s):

Possible Response(s):

Question:

Source(s):

Possible Response(s):

Phase 2: Implementing
Level 1: Leading the Change Effort as a Project

Leading Change Model

Phases of Change →

Leading Change Effort

Leadership Considerations

Leading a Change Effort

Leading People through Change

Preparing for Change

• What is my role as a leader in preparing for change?
• What are the important things I need to do to prepare for change?

• What are the people issues I must manage when beginning change?
• What do I need to do to help people understand and deal with change?

Implementing Change

• What are the key decisions/plan components I must pay attention to?
• What tools can I use during this phase of change?
• How do I make sure this effort doesn't get derailed?

• How do I get people to help make and own the change?
• How do I keep people enthused and on track?
• How do I deal with denial and resistance?

Sustaining Change

• How do I keep forward momentum?
• What measures should I use to track progress?
• How do I stabilize new approaches and culture?

• How do I help people/teams function effectively in the new environment?
• How do we continuously learn and develop?
• How do we continue to evolve the change?

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Key Leadership Responsibilities

1. Develop and implement a work plan

People facing change can be reassured by:

- Knowing there is a concrete plan for moving forward.

- The ability to see for themselves how the plan is coming along.

A well-developed work plan will help you:

- Break things down into manageable component activities.

- Orchestrate multiple streams of activities simultaneously.

- Track the progress of each step in the plan.

Your change team should have primary responsibility for developing the work plan.

Key Leadership Responsibilities

Three steps in developing the work plan

- **Define the change initiative**. This should clearly, concretely, and concisely describe the change you intend to make.

  Example

  Challenge - *The sheriff has inherited a jail with a physical plant and operations that are below standard. The jail poses significant and immediate safety risks to inmates, staff, and visitors.*

  Change initiative – *The jail facility will be, at a minimum, safe and secure.*

- **Define the major stages of action** that need to be taken to accomplish the change initiative.

  Example
  (This is not intended to be a complete list of stage.s)

  >*--Initiate a partnership with county commissioners to address jail issues.*

  >*--Identify and document jail issues.*

  >*--Set priorities for addressing issues, based on level of threat to safety and security.*

  >*--Identify resources needed to resolve highest priority issues and sources of funding and assistance.*

- List the tasks that need to be completed to achieve each major stage.

  The task list should be sequential and include:

  ✓ A start and end date for each task.

  ✓ Names of person(s) responsible for completing each task.

  ✓ Resources (staff, funding, equipment, supplies, other) needed for completion of each task.

  ✓ Space to note the status of the task (example: "C" = complete, "IP" = in process, "NB" = not begun).

Support systems, such as the following, should be considered when developing the work plan for a change initiative.

- Training
- Job descriptions
- Hiring criteria and practices
- Policies and procedures
- Performance appraisals
- Organizational or staffing structure

Key Leadership Responsibilities

2. <u>Address key obstacles to change</u>

- Resistance to change

- Limited time, budget, and other resources

- Organizational and system inertia and politics

Exercise

Part 1

You will work individually in your breakout room to begin a draft of your change-initiative work plan. You will:

- Write your change initiative.

- Identify the major stages of the work plan.

- List at least two tasks under each stage.

Use the form in your participant manual for this exercise.

You will have 30 minutes to complete this work.

Part 2

You will share the stages of your work plan with a partner from your small group. You will have 30 minutes for your discussion.

Change-Initiative Work Plan
Change Initiative: *The Brown County jail will be, at a minimum, safe and secure.*

Stage 1:   **Initiate a partnership with county commissioners to address jail issues.**

Task: Order NIC's DVD titled "Beyond the Myths: The Jail in Your Community," and the documents *Jail Resource Issues: What Every Funding Authority Needs to Know*, *Sheriff's Guide to Effective Jail Operations*, and *Resource Guide for Jail Administrators*.
> Begin date: May 3, 2010
> End date: May 3, 2010
> Person assigned: John Brown (change team member)
> Resources needed: None
> Status of task: NB

Task: Prepare briefing for sheriff and executive team on NIC materials.
> Begin date: May 10, 2010
> End date: May 19, 2010
> Person assigned: Lucy Jones (change team coordinator)
> Resources needed: Time (up to 24 hours)
> Status of task: NB

Task: Conduct briefing and provide options to sheriff and executive team for meeting with commissioners.
> Begin date: May 20, 2010
> End date: May 20, 2010
> Person assigned: Lucy Jones (change team coordinator)
> Resources needed: Time (2 hours)
> Status of task: NB

Task: Determine approach to meeting with commissioners and set up meeting.
> Begin date: May 20, 2010
> End date: May 22, 2010
> Person assigned: Sheriff
> Resources needed: None
> Status of task: NB

Stage 2:   **Identify and document jail issues**

Task: Order jail standards from American Correctional Association.
Begin date: May 3, 2010
End date: May 3, 2010
Person assigned: John Brown (change team member)
Resources needed: $100 for 5 copies of standards books
Status of task: NB

Task: Create staff team to review all standards and determine the jail's level of compliance with each.
Begin date: May 3, 2010
End date: May 10, 2010
Person assigned: Lucy Jones, John Brown, and Mike Black (change team members) develop recommendations for executive team's review and decision
Resources needed: Time (8 hours)
Status of task: NB

Task: Document the jail's level of compliance with ACA standards.
Begin date: May 12, 2010
End date: May 26, 2010
Person assigned: Staff team, as approved by executive team
Resources needed: Time (up to 80 hours collectively for staff team)
Status of task: NB

Task: Request jail review from NIC (conducted by June 30, if possible).
Begin date: May 3, 2010
End date: May 3, 2010
Person assigned: Sheriff
Resources needed: None
Status of task: NB

Task: Collect and review reports of the last three jail inspections conducted by the health and fire departments. Write summary of both chronic and most recent problem, with current status. Submit report to the executive team.
Begin date: May 10, 2010
End date: May 20, 2010
Person assigned: Mike Black (change team member)
Resources needed: Time (8 hours)
Status of task: NB

Task: Write report that compiles and summarizes findings from inspection reports from fire and health departments, NIC assessment, and internal assessment of compliance with ACA standards.
Begin date: July 14, 2010
End date: July 19, 2010
Person assigned: Lucy Jones (change team coordinator)
Resources needed: Time (8 hours)
Status of task: NB

Stage 3: **Set priorities for addressing issues, based on level of threat to safety and security.**

Stage 4: **Identify resources needed to resolve highest priority issues and sources of funding and assistance.**

Stage 5, and so on

Change-Initiative Work Plan

Change Initiative:

Stage 1: _____

    Task: _____

        Begin date:

        End date:

        Person assigned:

        Resources needed:

        Status of task:

    Task: _____

        Begin date:

        End date:

        Person assigned:

        Resources needed:

        Status of task:

Task: _____

Begin date:

End date:

Person assigned:

Resources needed:

Status of task:

Task: _____

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Task: _____

Begin date:

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Person assigned:

Resources needed:

Status of task:

Stage 2: _____

    Task: _____

        Begin date:

        End date:

        Person assigned:

        Resources needed:

        Status of task:

    Task: _____

        Begin date:

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Stage 3: _____

Task: _____

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    End date:

    Person assigned:

    Resources needed:

    Status of task:

Stage 4: _____

Task: _____

Begin date:

End date:

Person assigned:

Resources needed:

Status of task:

Task: _____

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End date:

Person assigned:

Resources needed:

Status of task:

Stage 5: _____

    Task: _____

        Begin date:

        End date:

        Person assigned:

        Resources needed:

        Status of task:

    Task: _____

        Begin date:

        End date:

        Person assigned:

        Resources needed:

        Status of task:

Task: _____

Begin date:

End date:

Person assigned:

Resources needed:

Status of task:

Task: _____

Begin date:

End date:

Person assigned:

Resources needed:

Status of task:

Task: _____

Begin date:

End date:

Person assigned:

Resources needed:

Status of task:

Phase 2: Implementing
Level 2: Leading People Through the Change

Leading Change Model

Phases of Change ➡️

Leadership Considerations

Leading a Change Effort

Leading People through Change

Preparing for Change

- What is my role as a leader in preparing for change?
- What are the important things I need to do to prepare for change?

- What are the people issues I must manage when beginning change?
- What do I need to do to help people understand and deal with change?

Implementing Change

- What are the key decisions/plan components I must pay attention to?
- What tools can I use during this phase of change?
- How do I make sure this effort doesn't get derailed?

- How do I get people to help make and own the change?
- How do I keep people enthused and on track?
- How do I deal with denial and resistance?

You are here.

Sustaining Change

- How do I keep forward momentum?
- What measures should I use to track progress?
- How do I stabilize new approaches and culture?

- How do I help people/teams function effectively in the new environment?
- How do we continuously learn and develop?
- How do we continue to evolve the change?

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Phase 2: Implementing
Level 2: Leading People Through Change

Key Leadership Responsibilities

1. <u>Help people co-create and own the change</u>

Change imposed is change opposed.

Engaging others and encouraging meaningful participation in the change-initiative work plan is important because:

- It helps people understand the change and the process of making the change.

- It helps people co-create and shape the change along with you.

- It helps build people's business literacy.

- When people are able to influence their own future, their sense of contribution and belonging are strengthened.

Key Leadership Responsibilities

2. <u>Help people stay enthused and on track</u>

- Maintain visible leadership.

- Eliminate obstacles that create psychological blocks.

- Highlight short-term wins.

    - ✓ Visible

    - ✓ Unambiguous

    - ✓ Clearly related to the larger change initiative

- Provide recognition and reward.

- Openly share progress measures.

Exercise

Part 1

Using your stakeholder chart, you will identify one way to meaningfully engage each stakeholder you listed.

You will have 20 minutes to complete this work.

Part 2

Meet with a partner from your breakout group to share your work.

You will have 10 minutes for your discussion.

Phase 3: Sustaining

Leading Change Model

Phases of Change →

| Preparing for Change | Implementing Change | Sustaining Change | You are here |

Leadership Considerations

Leading a Change Effort

Preparing for Change
- What is my role as a leader in preparing for change?
- What are the important things I need to do to prepare for change?

Implementing Change
- What are the key decisions/plan components I must pay attention to?
- What tools can I use during this phase of change?
- How do I make sure this effort doesn't get derailed?

Sustaining Change
- How do I keep forward momentum?
- What measures should I use to track progress?
- How do I stabilize new approaches and culture?

Leading People through Change

- What are the people issues I must manage when beginning change?
- What do I need to do to help people understand and deal with change?

- How do I get people to help make and own the change?
- How do I keep people enthused and on track?
- How do I deal with denial and resistance?

- How do I help people/teams function effectively in the new environment?
- How do we continuously learn and develop?
- How do we continue to evolve the change?

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Although sustaining change is shown as a separate phase, it really begins in the earlier phases in primarily two ways:

- Getting the support and involvement of key stakeholders.
- Aligning support systems with the change initiative to ensure the functionality of the change and, therefore, the sustainability of the change.

Key Leadership Responsibilities

1. **Model the way.**

2. **Continue to build capacity.**

3. **Continue to monitor progress and ensure success of the change.**

    - Process implementation – Are people implementing the processes related to the change correctly? Are all support systems and processes functioning in alignment with the change?

    - Process effectiveness – Are the new processes effective when they are implemented correctly?

    - Outcome achievement – Are you getting the benefits you expected to get from implementing the change?

    Your change team, or selected members, should remain in place after initial implementation of the change—at least until you are confident that the change is firmly integrated into your operations. They will be key to monitoring progress and making needed adjustments.

Example

Monitoring process implementation, process effectiveness, and outcome achievement

Goal: Help ensure safety and security in the jail by significantly reducing negative inmate behavior

Measures: Within one year after full implementation of the change, there will be 60% fewer inmate-on-inmate assaults, 50% fewer incidents of vandalism within the housing units, 50% fewer reports of rule violations generally, and 30% reduction in inmate recidivism. (Baseline numbers were identified shortly before implementation of the change).

Information sources: Inmate disciplinary reports, interviews with officers, interviews with inmates, reports of criminal charges filed against inmates for in-jail incidents, reports of inmate injuries.

Change initiative: Require detention officers, who now have almost no direct contact with inmates, to spend 15 minutes of each hour inside the inmate dayrooms to actively supervise inmates, initiate positive interaction with them, and manage their behavior.

Process implementation:

Some officers are spending the required time in the units, but are interacting with inmates only minimally. These officers are willing to go in the unit but don't really understand what to do once they are inside the dayroom. They feel awkward there. We have not adequately trained staff on the specifics of what they should do. We need to develop and provide the training.

Some officers spend no time in the unit. Some of these officers are fearful of going in the unit, but, with adequate training, might gain the confidence to do this. Several have very antagonistic relationships with the inmates and have no desire to change this. They do not see interacting with inmates as their job. These officers should be transferred to other types of positions or may have to find other jobs.

A minority of officers spend at least the required time in the unit and seem to be "naturals" at managing inmate behavior. These officers may be able to help train others.

Process effectiveness: Fifteen minutes of each hour has not been sufficient for the officer to get to know the inmates, adequately supervise them, and address behaviors. We will increase the time to a minimum of 30 minutes each hour, then assess if this is sufficient.

<u>Outcomes</u> (measured one year after full implementation of change)

Inmate-on-inmate assaults – 70% reduction (exceeded goal)
Vandalism – 80% reduction (exceeded goal)
Reports of rule violations – 30% increase (did not meet goal)
Inmate recidivism – no results

Reported rule violations, primarily for minor infractions, increased sharply in the first four months after we implemented the change. After that, reports tapered off and decreased by 40% of the pre-change numbers. The early increase resulted from the officers more closely supervising the inmates and being aware of rule violations. The later decrease seems to indicate that inmates are better informed of behavior expectations, know they will be held accountable, and do not want to lose the incentives they are given for positive behavior.

Inmate recidivism – We never adequately defined "recidivism." Also, we have determined that our change initiative cannot be directly and substantially linked to an inmate's post-release behavior.

Key Leadership Responsibilities

4. <u>**Stabilize the new normal**</u>**.**

Identify and eliminate vestiges of the "old normal."

- People running redundant systems or processes parallel to the new

- Managers who let people "slide" on old behavior

- Support mechanisms that are lagging behind the change and preventing you from fully implementing and realizing the benefits of the change

- Reversion to old methods when crises arise

- Outcomes or results that are less or different from what you expected

Old behaviors die hard. Reinforcement (reward and recognition) is essential to stabilizing the new normal. What gets rewarded gets done!

Leading Change at Every Level
Self-Assessment Instrument

You will complete an instrument to help you:

- Identify the skills you use most frequently when leading change.

- Identify skills you may want to develop so you will be better prepared to lead change.

You will have 30 minutes to complete and score the instrument.

Self-Assessment Exercise
Leading Change

Individually, complete the self-assessment exercise for this module. You will have 15 minutes to complete this exercise.

Leadership Plan Development

Performance Objectives

- Given an individual exercise, participants will create a personal leadership-development plan based on the self assessments they completed during the program.

- Given a small group discussion, participants share their work plan and receive feedback from their peers and an instructor.

The Major Sources of Leadership Development

On-the-job Experiences
•Job rotation
•Special assignments, projects
•Rhythm of the business
exposure to senior leaders
•Real-time business issues

Formal Education
•Courses
•Workshops, conferences
•University-based program
•Self-study

Relationships
•Mentor/learning advisor
•Peer learning group, networking
•360 feedback
•Individual assessment from staff,
peers, and self in-program

The Individual Development Cycle

•360 assessment
•Other assessment tools
•People Management Rating

Preparation
•Identify strengths and developmental needs
•Establish learning goals

•Goal setting and planning with manager and learning advisor to create an Individual Development Plan

•Debrief learning and progress with manager, mentor/learning advisor
•Use specific measures to gauge the effectiveness of learning on the org
•Use this data to refresh/extend the Individual Development Plan

Follow-up
•Review learning experience
•Evaluate effectiveness
•Apply new skills and knowledge to the job to improve leadership

Development
•On-the-job experiences
•Relationship learning
•Formal education

70% of development results from structured experiences that occur on-the-job

20% of development results from relationships with peers, mentor, learning advisor

10% of the development cycle results from formal education

Leadership Development
Large Group Exercise

"I like to be in control, and, in past jobs, I think this has allowed me to be successful in what I do. I know I can't do everything myself, but I admit I am one of those people who think that, if I want something done right, I have to do it myself. It's hard for me to trust anyone else to really take care of anything important."

"I was an assistant police chief in a small department before I became a sheriff. I headed the internal operations, and I was good at that. Now, much of my responsibility is focused externally. Although I weathered the politics of the election, I am not experienced in the politics of working on an ongoing basis with other elected officials and community groups. Also, I am not accustomed to being in the public eye, with constant media scrutiny."

Individual Exercise
Personal Leadership Development Plan

The forms for this exercise are in your "Leadership Development Plan" booklet.

Part 1

Review the results of your self-assessments.
- Myers-Briggs Type Inventory
- Leadership Practices Inventory
- Power Base Inventory
- Leading Change at Every Level
- End-of-module self-assessments

NOTE: Focus on the items related to you as an individual—those that pertain to your personal leadership development.

On the Personal Leadership-Development form, list your three greatest strengths and your three greatest challenges in terms of your *personal development* as a leader.

Meet briefly with an instructor to review the strengths and challenges you have listed.

You will have 30 minutes to complete Part 1.

Individual Exercise
Personal Leadership Development Plan

Part 2

Review the strengths you listed on the form. Briefly describe how these strengths enhance your ability to lead.

Review the challenges you listed on the form. Briefly describe how these affect your ability to lead.

Considering the challenges you have identified, create a leadership-development plan that includes actions in each developmental area (*on-the-job experience, formal education, relationships*) and the date or timeframe in which you will begin each action.

Meet with an instructor to review your completed plan.

After the instructor reviews your plan, use chart paper to write a summary of:

- Your greatest personal leadership strength.
- How this strength enhances your ability to lead.
- Your most significant personal leadership challenge.
- How this challenge affects your ability to lead.
- For your most significant challenge, your two top priority developmental actions and when you will begin these.

Bring this chart with you Saturday morning. You will use it for your discussion with your small group.

Instructors will be available for questions.

You will have 90 minutes to complete Part 2.

Individual Exercise
Personal Leadership Development Plan

Part 3

You will meet in your small groups in a breakout room.

You will have **15 minutes** to present the information you recorded on your chart and get feedback from your peers.

The small group has 90 minutes to complete all presentations and discussion.