

Knowing Your Leadership Strengths

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The Argument for Leadership

Why are we still talking about this? Summarized:

- ✓ It still matters.
- ✓ When we aren't leading our teams, they are following someone...
- ✓ The evidence remains clear.

STRENGTHS, TALENTS, & SKILLS

Strength = Talent x Investment (Definitions from Tom Rath, StrengthsFinder 2.0)

Strength = “the ability to consistently provide near-perfect performance”

Talent = “a natural way of thinking, feeling, or behaving”

Investment = “time spent practicing, developing your skills, and building your knowledge base”

PLAY TO YOUR STRENGTHS VS. IMPROVE YOUR WEAKNESSES

✓ **Deficient Focus vs. Abundance Focus**

This is the difference between focusing on what you don't have versus what you do have. How can we get the most out of what we have for people and other resources?

✓ **Weakness-Based vs. Strengths-Based**

Working on improving your weakness can help decrease the chances that you will NOT fail, but it doesn't do much to help you achieve greatness.

✓ **Some Weaknesses Can't Be Ignored!**

Although you want to focus on your strengths, not all weaknesses can be ignored! Often these are weaknesses in character or behavioral issues rather than talent issues. Especially at work, you need to make sure that weaknesses that affect the safety of yourself or others get the attention and improvement necessary. Strength-focused development is not an excuse to have low job performance or do things in an unsafe manner that puts yourself or others in danger!

Exploring Your Leadership Style

DISC Assessment – Even if you have before...consider why we revisit these over time?

Working across the four columns, use the numbers 1-4 once per row with the following scale:

4 = most like me, 3 = sometimes like me, 2 = not very much like me, 1 = least like me

	Wants to make the rules		Wide variety of friends		Good listener		Like to do things accurately
	Go straight ahead with projects		Liked by others		Put up with things I don't like		Like doing things the right way
	Act in a forceful way		Like to meet people		Willing to follow orders		Do things right the first time
	Want to win		Fun to be with		Will go along with others		Think of what makes sense
	Will be the first to act		See things positively		Think of others before I decide		Like to be precise
	Do not give in		Feel contented		Willing to help		Shy with others
	People see me as powerful		Happy and carefree		Understand others' feelings		Good at analyzing things
	Sure of myself		Liven things up		Nice to other people		Think things through
	Want to be in charge		Feel relaxed most of the time		Have warm feelings for people		Keep things to myself
	Like to take action		Happy most of the time		Let others lead		Think things over carefully
	Quick to act		Find it easy to meet strangers		Don't like to cause problems		Don't like too much attention
	Feel strong		Communicate in a lively manner		Don't make demands of people		Don't say much in a group

___ D

___ I

___ S

___ C

DISC: Overview

<p>HIGH D (Dominance)</p> <p>Basic Motivation</p> <ul style="list-style-type: none"> ▪ Challenge ▪ Control ▪ Choices <p>Environment Needs</p> <ul style="list-style-type: none"> ▪ Freedom ▪ Authority ▪ Varied activities ▪ Difficult assignments ▪ Opportunity for advancement <p>Needs to Learn that</p> <ul style="list-style-type: none"> ▪ People are important ▪ Relaxation and fun are good ▪ Everyone has a supervisor ▪ Some controls are necessary ▪ Verbalizing conclusions helps others understand them better 	<p>HIGH S (Steadiness)</p> <p>Basic Motivation</p> <ul style="list-style-type: none"> ▪ Security ▪ Appreciation ▪ Assurance <p>Environment Needs</p> <ul style="list-style-type: none"> ▪ An area of specialization ▪ Identification with a group ▪ Established work pattern ▪ Stability within a given situation ▪ Consistent familiar environment <p>Needs to Learn that</p> <ul style="list-style-type: none"> ▪ Change provides opportunity ▪ Friendship isn't everything ▪ Discipline can be good ▪ It is alright to say, "No!" ▪ Being a "servant" doesn't mean being a "sucker"
<p>HIGH I (Influence)</p> <p>Basic Motivation</p> <ul style="list-style-type: none"> ▪ Recognition ▪ Approval ▪ Popularity <p>Environment Needs</p> <ul style="list-style-type: none"> ▪ Prestige ▪ Friendly relationships ▪ Opportunities to influence others ▪ Opportunities to inspire others ▪ Chance to verbalize ideas <p>Needs to Learn that</p> <ul style="list-style-type: none"> ▪ Time must be managed ▪ Too much optimism can be harmful ▪ Listening is important ▪ Tasks must be accomplished ▪ Accountability is imperative 	<p>HIGH C (Conscientiousness)</p> <p>Basic Motivation</p> <ul style="list-style-type: none"> ▪ Quality answers ▪ Excellence ▪ Value <p>Environment Needs</p> <ul style="list-style-type: none"> ▪ Clearly defined tasks and explanations ▪ Sufficient time and resources to accomplish tasks ▪ Team participation ▪ Limited risks ▪ Assignments that require planning and precision <p>Needs to Learn that</p> <ul style="list-style-type: none"> ▪ Total agreement is not always necessary ▪ Thorough explanations are not always possible ▪ Deadlines must be met ▪ Taking a calculated risk can be profitable ▪ There are varying degrees of excellence

DISC: You as a Leader

<p>Tips for HIGH D Your strengths as a supervisor or leader may be that you</p> <ul style="list-style-type: none"> ▪ Take a leadership role ▪ Make quick decisions ▪ Are direct and let others know where they stand ▪ Solve problems ▪ Accept challenges <p>Others may see limitations because you</p> <ul style="list-style-type: none"> ▪ May seem intimidating ▪ Can be insensitive ▪ May be impatient <p>You can be a more effective by</p> <ul style="list-style-type: none"> ▪ Developing more patience ▪ Toning down your directness and asking more questions ▪ Spending more time with those you direct 	<p>Tips for HIGH S Your strengths as a supervisor or leader may be that you</p> <ul style="list-style-type: none"> ▪ Listen well ▪ Empathize and are sensitive to the needs of others ▪ Work well with self-directed teams ▪ Express appreciation for those you direct ▪ Use a consistent leadership style <p>Others may see limitations because you</p> <ul style="list-style-type: none"> ▪ May be indecisive ▪ Can be indirect ▪ May be hesitant to implement needed change <p>You can be a more effective by</p> <ul style="list-style-type: none"> ▪ Becoming more assertive and direct ▪ Coping better with change ▪ Not carrying the burden of everyone else's problems
<p>Tips for HIGH I Your strengths as a supervisor or leader may be that you</p> <ul style="list-style-type: none"> ▪ Have an open-door policy ▪ Give your time to those you direct ▪ Inspire others with your enthusiasm ▪ Give a lot of positive feedback and deliver negative feedback in a positive way <p>Others may see limitations because you</p> <ul style="list-style-type: none"> ▪ May not be detailed enough in your direction ▪ Can be superficial ▪ Lack follow-through <p>You can be a more effective by</p> <ul style="list-style-type: none"> ▪ Being more specific in praise and work direction ▪ Listening better to people's needs ▪ Becoming more organized 	<p>Tips for HIGH C Your strengths as a supervisor or leader may be that you</p> <ul style="list-style-type: none"> ▪ Are fair ▪ Follow standards ▪ Pitch in to do the same work as those you direct ▪ Value accuracy ▪ Keep confidences <p>Others may see limitations because you</p> <ul style="list-style-type: none"> ▪ May act aloof ▪ Can be overly perfectionistic ▪ Tend to hamper others' creativity by sticking to the rules <p>You can be a more effective by</p> <ul style="list-style-type: none"> ▪ Accepting differences ▪ Talking more often to those you direct ▪ Encouraging others' creativity

DISC: Relating to Others

<p>Tips for relating to HIGH D <i>High D want others to be direct, straight-forward, and understand their need for results.</i></p> <p>Try to</p> <ul style="list-style-type: none"> ▪ Make communication brief and to the point ▪ Respect their need for autonomy ▪ Be clear about rules and expectations ▪ Let them initiate ▪ Show your competence ▪ Stick to the topic ▪ Show independence ▪ Eliminate time-wasters <p>Be prepared for</p> <ul style="list-style-type: none"> ▪ Blunt, demanding approaches ▪ Lack of empathy ▪ Lack of sensitivity ▪ Little social interaction 	<p>Tips for relating to HIGH S <i>High S want others to be relaxed, agreeable, cooperative, and appreciative.</i></p> <p>Try to</p> <ul style="list-style-type: none"> ▪ Be logical and systematic in your approach ▪ Provide a consistent and secure environment ▪ Let them know how things will be done ▪ Use sincere appreciation ▪ Show their importance to the organization ▪ Let them adapt slowly to change <p>Be prepared for</p> <ul style="list-style-type: none"> ▪ Friendliness to colleagues and supervisors ▪ Resistance to change ▪ Difficulty identifying priorities ▪ Difficulty with deadlines
<p>Tips for relating to HIGH I <i>High I want others to be friendly and to recognize their contributions.</i></p> <p>Try to</p> <ul style="list-style-type: none"> ▪ Approach them informally ▪ Be relaxed and sociable ▪ Let them verbalize thoughts and feelings ▪ Keep the conversation light ▪ Provide written details ▪ Give public recognition for individual accomplishments ▪ Use humor <p>Be prepared for</p> <ul style="list-style-type: none"> ▪ Attempts to persuade or influence others ▪ A need for the limelight ▪ Overestimation of self and others ▪ Overselling ideas ▪ Vulnerability to perceived rejection 	<p>Tips for relating to HIGH C <i>High C want others to minimize socializing, give details, and value accuracy.</i></p> <p>Try to</p> <ul style="list-style-type: none"> ▪ Give clear expectations and deadlines ▪ Show dependability ▪ Demonstrate loyalty ▪ Be tactful and emotionally reserved ▪ Allow precedent to be a guide ▪ Be precise and focused ▪ Value high standards <p>Be prepared for</p> <ul style="list-style-type: none"> ▪ Discomfort with ambiguity ▪ Resistance to vague or general information ▪ Desire to double-check ▪ Little need for affiliation with others

Building Leadership Strengths

In the late 1900's, it became clear that "intelligence" from just a "book smarts" approach didn't cover everything. Multiple types of intelligence were introduced and in recent decades new attention has been given to emotional intelligence as a component of personality.



Emotional Intelligence is a critical skill set that helps us be more effective in our daily lives. We'll review four key components and why some researchers say it accounts for 58% of our work performance. The good news is – it is something everyone can choose to improve yet it takes practice.

Human Emotions

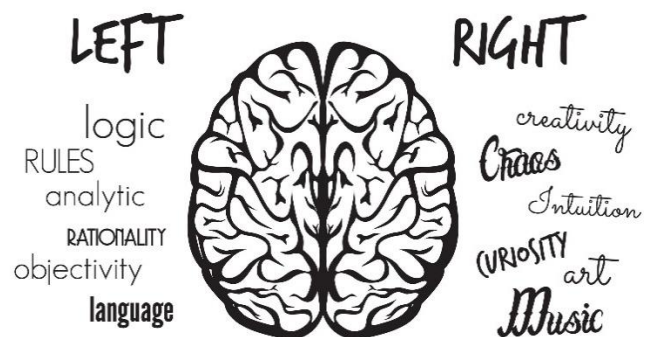
Most researchers agree on basic emotions to include: love, anger and fear. Others argue happiness, surprise, disgust, fear, anger, sadness are core emotions. Emotions are influenced biologically, psychologically, and social-culturally.

Emotions VERSUS Feelings

A FEELING lasts about 45 seconds and is then released. An EMOTION, however, is a feeling with a story attached to it. That emotion can last for as long as you keep feeding that story without letting go. The key is to raise our awareness to the difference between a feeling and an emotion in the moment it occurs and make a conscious choice about how we let it affect us.

Right Brain/Left Brain Influence

While some of us report being "right-brain" dominant or "left-brain" dominant, they are closely connected in how we work through various types of interactions that stimulate emotions. Understanding this interaction, we can better choose our reactions and responses to a variety of situations.



Self-Assessment Exercise

T. Bradberry, *Emotional Intelligence 2.0*

On a scale from 1-5, rate the following. For this scale, 1 is low and 5 is high.

- ___ 1. Associate different internal physical cues with different emotions
- ___ 2. Relax when under pressure in situations
- ___ 3. Know the impact that your behavior has on others
- ___ 4. Initiate successful resolution of conflict with others
- ___ 5. Calm yourself quickly when angry
- ___ 6. Know when you are becoming angry
- ___ 7. Recognize when others are distressed
- ___ 8. Build consensus (get agreement on tough stuff) with others
- ___ 9. Know what senses you are currently using
- ___ 10. Get motivated on routine tasks or work
- ___ 11. Help others manage their emotions
- ___ 12. Make others feel good
- ___ 13. Identify when you experience mood shifts
- ___ 14. Stay calm when you are the target of anger from others
- ___ 15. Show empathy to others
- ___ 16. Provide advice and emotional support to others as needed
- ___ 17. Know when you become defensive
- ___ 18. Follow your words with actions
- ___ 19. Engage in personal conversations with others when appropriate
- ___ 20. Accurately reflect people's feelings back to them

Component	Your Question	Score
Self-Awareness	1, 6, 9, 13, and 17	___
Self-Management	2, 5, 10, 14, and 18	___
Social Awareness	3, 7, 11, 15, and 19	___
Relationship Management	4, 8, 12, 16, and 20	___

The Four EQ Dimensions

Summarized, here are some additional ways we can strengthen our professional skills:

Self-Awareness	Social Awareness
<p>Your ability to understand and be aware of feelings</p> <ul style="list-style-type: none"> • Quit treating feelings as good or bad. • Observe the ripple effect of emotions. • Feel your emotions physically. • Know who & what pushes your buttons. • Stop and ask yourself WHY you do the things you do. • Spot your emotions in books, movies, music and sport/games. 	<p>Your ability to understand how others are feeling even without being told</p> <ul style="list-style-type: none"> • Greet people by name. • Watch body language. • Pay attention to timing. • Be present in the moment. • Listen...really listen. • See it from their perspective. • Test for accuracy. • Step back and look at the big picture. • Catch the mood of the room.
Self-Management	Relationship Management
<p>Your capacity to balance emotions so they don't interfere with daily goals</p> <ul style="list-style-type: none"> • Breathe. • Count to ten (or 100). • Sleep. • Sleep on it/Take a break. • Find humor; smile and laugh more. • Set aside time for problem solving. • Take control of your self-talk. • Focus on what you can do, not just what you can't. • Speak to someone who is NOT emotionally invested into your problems. • Accept that change will continually happen. 	<p>Your ability to get along with others and to establish positive relationship</p> <ul style="list-style-type: none"> • Acknowledge the other person's feelings. • Don't avoid the inevitable; have the tough conversation. • When you care, show it. • Explain decisions; don't just make them. • Avoid giving mixed signals. • If you are mad, know the reason. • Make your feedback direct and constructive. • Receive feedback well. • Offer a "fix it" statement during a broken conversation.

Application:

1. How does this apply to our daily teamwork during times of organizational change?
 2. How can we help others strengthen their EQ in our daily interactions?

Closing Reflections on Strengths

Questions for Reflection

- ✓ How can using your strengths make you a better team member? A better leader?
- ✓ How can understanding team strengths improve our effectiveness?
- ✓ What commitments will you make to use the information you learn today to improve your own performance – at work and at home?

What is your ONE thing going to be?

References/Resources available upon request.