



Examining Leaders

PERSONAL STYLES

<p style="text-align: center;">Orange</p> <ul style="list-style-type: none"> • New and varied activities • Provides power and authority • Provides prestige and challenge • Opportunities for individual accomplishment • Wide scope of operations • Gives direct answers • Opportunity for advancement • Freedom from controls and supervision • Unstructured • Exciting 	<p style="text-align: center;">Blue</p> <ul style="list-style-type: none"> • Interactive • Action oriented • Personal • Friendly and social • Relaxed and unstructured • Freedom of expression • Democratic relationships • Freedom from control and detail • Opportunity to verbalize proposal • Opportunity for social recognition
<p style="text-align: center;">Gold</p> <ul style="list-style-type: none"> • Structured • Permanent • Efficient • Cooperative • Secure • Maintenance of status quo • Predictable routines • Credit for work accomplished • Sincere appreciation • Identification with a group • Standard operating procedures • Minimal conflict 	<p style="text-align: center;">Green</p> <ul style="list-style-type: none"> • Focus • Conceptual • Doesn't like change • Organized • Intelligent • Efficient • New Ideas • Knowledgeable • Competence • Accurate • Truthful

LEADERSHIP STYLES

<p style="text-align: center;">Orange</p> <ul style="list-style-type: none"> • Expects quick action • Assumes flexibility • Works in the here and now • Performance oriented • Flexible approach • Welcomes change • Institutes change quickly • Expects people to "make it fun" 	<p style="text-align: center;">Blue</p> <ul style="list-style-type: none"> • Expects others to express views • Assumes "family spirit" • Works to develop other's potential • Individual oriented • Democratic, unstructured approach • Encourages change via human potential • Change time allows for sense of security • Expects people to develop their potential
<p style="text-align: center;">Gold</p> <ul style="list-style-type: none"> • Expects punctuality, order, loyalty • Assumes "right" way to do things • Seldom questions tradition • Rules oriented • Detailed/thorough approach • Finds change difficult • Prolonged time to initiate change • Expects people to play their roles 	<p style="text-align: center;">Green</p> <ul style="list-style-type: none"> • Expects intelligence and competence • Assumes task relevance • Seeks way to improve systems • Visionary • Analytical • Encourages change for improvement • Constantly in process of change • Expects people to follow through

COLORS AT A GLANCE

	ORANGE	BLUE	GOLD	GREEN
Characteristics	Free Spontaneous Impetuous	Authenticity Affection Love	Influence Security Status	Competence Accuracy Truth
Values	Freedom Action Performing	Compassion Sympathy Rapport	Responsibility Dependability Stability	Intelligence Explanations Answers
Regard	Opportunity Competition Options	Significance Meaning Identity	Dedication Service Order	Efficiency Output Ideas
Dislikes	Rigidity Authority Rules	Insincerity Hypocrisy Deception	Non-conformity Ambiguity Waste	Incompetence Unfairness Injustice
Expresses	Optimism Confidence Openness	Enthusiasm Inspiration Vivacity	Purpose Stability Concern	Coolness Reservation New Ideas
Fosters	Recreation Enjoyment Fun	Harmony Community Growth	Institutions Traditions Rules	Inventions Technology Growth
Respects	Skills Expression	Nurturing Empathy	Loyalty Obligation	Knowledge Capability



Take Action

Prep Time:

30 minutes

Program Time:

75 minutes

Student Ratio:

15:1

Facilitator:

GOALS:

- Introduce “Take Action” workshop series
- Explain Circles of Influence
- Identify individual Circles of Influence
- Identify traits of a positive community leader
- Identify community issues

MATERIALS:

- Visual representation of quote and song
- Pens/pencils
- **Community Hunt activity**
- **Circles of Influence handout**
- Chart paper
- Markers

PREPARATION:

- Choose quote and song
- Make copies, post duplicates, or setup projector for quote and song
- Make copies of Circles of Influence
- Write “My community needs a leader who...” at the top of 2 pieces of chart paper

SHOUT-OUTS:

- *Workshop ritual*
- **ENCOURAGE** students to share a shout-out to another student, staff member, group of students or the community in recognition of something SPECIFIC that was done well, something that went unnoticed or something that deserves credit and celebration

TOPIC INTRO:

what our communities need. During this workshop, students will brainstorm what kind of leader their community needs, they'll "search" for leaders in their own networks, and they'll begin to understand and identify the circles of influence that exist in each of our individual, group and community lives. By the close of this workshop, students will be able to accurately identify members of their group that can satisfy specific community needs. Students will also be able to describe a circle of influence and apply it to their lives by describing some of their community issues.

SONG:

- *Choose from Take Action song list*

QUOTE:

- *Choose from Take Action quote list*

ACTIVITY:

- **My Community Needs A Leader Race**
- **Community Hunt**
- **Circles of Influence**

My Community Needs A Leader Race

- Split students up into two different teams and give them each one sheet of chart paper
- **EXPLAIN** that students will have 6 minutes to come up with as many elements of the leader that your community needs
 - Elements can be broad ("is honest") or specific ("will make our streets safer")
- At the end of the 6 minutes, **ENCOURAGE** each team to choose a presenter
 - **DIRECT** presenter to explain each of these community leader elements to the group
 - Switch groups and **DIRECT** their presenter to share
- After both groups have shared, **DISCUSS** the similarities that both groups mentioned

Transition to Community Hunt

Community Hunt

- In the same groups, send each to opposite ends of the room
- Stand in the center of the room and **SHARE** that you are going to be calling out categories for both groups (listed on Community Hunt)
- **EXPLAIN** that each group has to figure out which combination of people in their group fits the category, and then send those two to the center of the room
 - **REMINDE** students that some of these questions might be personal to you so if you do not feel comfortable sharing, you do not need to share at all
- **EXPLAIN** that the group who safely gets their representatives to the center first wins a point
- Read through all 20 Questions on the **Community Hunt** list
- **DEBRIEF** with group about each of the questions, focusing on the more difficult concepts

Transition to Circles of Influence

Circles of Influence

- Draw Circles of Influence on a board or chart paper for everyone to see (*see handout*)
- Label each circle appropriately (using **Circles of Influence handout**)
- **SHARE** facilitator circles of influence with group, walking through each piece aloud (example circle provided if you'd like to use it)
 - Be sure to walk through EVERY section, both negative and positive, so that students can fully grasp the concepts presented

Distribute Circles of Influence to students

- **DIRECT** students to spend 10 minutes analyzing their own Circles of Influence
- After 10 minutes, **ENCOURAGE** students to divide up into groups of 2 or 3 and share their Circles of Influence
- As a large group, regroup and discuss the final circle of influence, My Community
 - **EXPLAIN** that the best way for identify community issues is by understanding our own Circle of Influence
 - **ENCOURAGE** students to share their reasoning behind these Issues AND Assets

DISCUSSION:

- **DEBRIEF** all activities together with group
 - How did you feel about these activities?
 - What have you learned about community issues?
 - What community issues are you most passionate about? Why?
 - What did it feel like to represent someone who has “witness” a community issue in action?

TAKE ACTION POINTS:

- **REMIND** students that every part of leadership involves putting the things we learn into action
- **DIRECT** students to share how the material learned is useful in their everyday lives and within the Council?
 - What are the ways that we can take this information about community issues and use it to work better as a group?
 - What are some examples of how you are going to use your Circles of Influence in your own life?
 - What are some ways that you can utilize your skills in order to help your team grow and work together?

CLOSING:

- **CHECK** for understanding
 - Does everyone understand what we've discussed today?
 - Does anyone have any questions?

- Can somebody tell me what activities we did today?
- **RESTATE** and review workshop goals (**DIRECT** group to restate- provide assistance if needed)
 - At the beginning of our workshop, we discussed our goals, or what we hoped to be able to accomplish by the end of the workshop. Can someone share those goals with us?
- **RESTATE** and review Take Action points

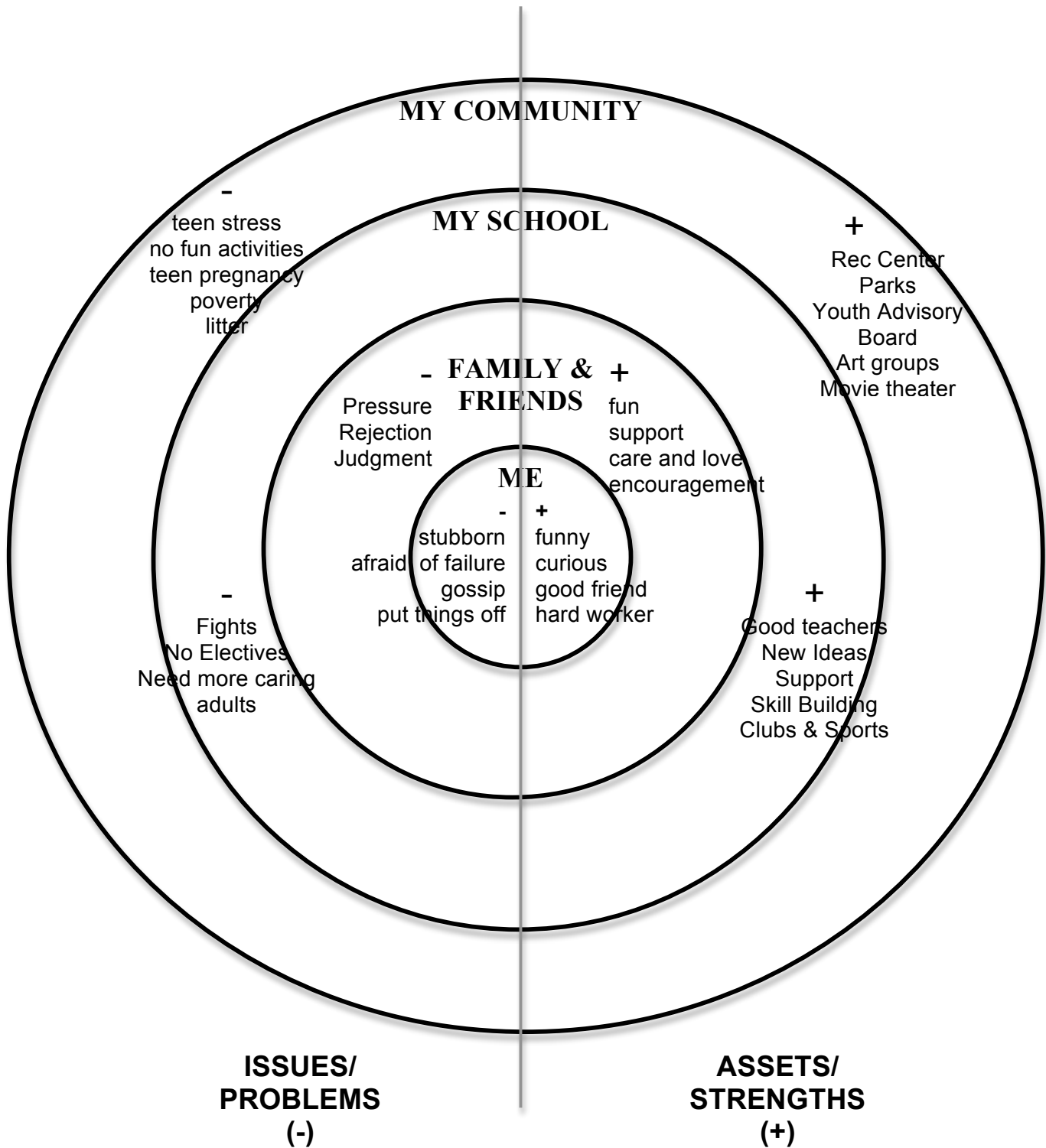
HIGHS & LOWS:

- *Take notes on what the Council liked and disliked*
- *Take notes on what they wanted more of/less of*
- *Take notes on suggestions for future workshops*



Take Action

Circles of Influence





Take Action

Community Hunt

1. Two people who have the same first initial.
2. The person in your group born the farthest away and the person born the closest.
3. Two people whose ages add up to more than 35 and less than 39.
4. A group whose shoes sizes add up to 30.
5. Two people with the same birth month.
6. A group who can spell a word by putting together the first letter of their first names.
7. A group of atleast 3 people who have different colored eyes.
8. A group of people who live on the same street.
9. Two people who are related.
10. Two people that have atleast 3 siblings.
11. Three people that have a job.
12. Two people that know two adults (not parents) that care about them.
13. Three other people that know two adults that care about them.
14. Anyone that thinks their school needs to be cleaned up.
15. Anyone that wants to go to college.
16. Anyone that lives within walking distance of a liquor store.
17. Anyone that walks by trash on the street daily.
18. Anyone that thinks it's unsafe to be outside at night.
19. Anyone that knows someone who has been shot.
20. Anyone that thinks they have the power to make changes.

Debrief: Did anything surprise you? What was the most difficult category for your group? Did you learn anything about your community? Did you realize any issues within your community?

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TRUE LEADER COLORS



Examining Leaders

Prep Time:

30 minutes

Program Time:

75 minutes

Student Ratio:

15:1

Facilitator:

GOALS:

- Build on “What Makes a Leader” 101 session
- Provide structure and opportunity for learning individual personal and leadership styles
- Explore common traits of personal and leadership styles
- Enhance ability to work with others’ leadership styles
- Enhance group functioning and performance

MATERIALS:

- Visual representation of quote and song
- *Different Drummers* poem
- **Personal and Leadership Styles handout**
- **True Leader Colors Inventory handout**
- Blank nametags
- Pens/pencils
- Chart paper (write “What’s great about being...” at top)
- Blue, gold, green and orange stickers or tags
- Blue, gold, green and orange markers

PREPARATION:

- Choose quote and song
- Make copies, post duplicates or setup projector for quote, song and poem
- Make copies of relevant handouts
- Prepare stickers for distribution
- Prepare to facilitate lesson and ask questions prior to implementation

SHOUT-OUTS:

- *Workshop ritual*
- **ENCOURAGE** students to share a shout-out to another student, staff member, group of students or the community in recognition of something SPECIFIC that was done well, something that went unnoticed or something that deserves credit and celebration

TOPIC INTRO:

The second workshop in the “Examining Leaders” series gives the Leadership Council the opportunity to explore their own styles. Whenever individuals work together in a team or project setting, differences of leadership and personal style are always present. This workshop can be used to explore these personal and leadership styles using a framework called, “true colors.” At the end of this workshop, individuals will be able to identify themselves from four common personality styles and assess their connection to their leadership environment in relation to other team/project/council members. This workshop will improve the Leadership Council’s ability to work effectively together.

SONG:

- *True Colors*, Phil Collins or Cyndi Lauper
- *Too Many People*, Pet Shop Boys
- *Mr. Roboto*, Styx
- *Me, Myself and I*, De La Soul
- *Unwritten*, Natasha Bedingfield

QUOTE:

- “The value of identity of course is that so often with it comes purpose.” -Richard R. Grant
- Committing yourself is a way of finding out who you are. A man finds out his identity by identifying.” –Unknown
- “Unlike a drop of water which loses its identity when it joins the ocean, man does not lose his being in the society in which he lives. Man’s life is independent. He is born not for the development of the society alone, but for the development of his self.” -B.R. Ambedkar

ACTIVITY:

- 1- **Nametag activity**
- 2- **True Leader Colors Inventory activity**
- 3- **Colors Group Share**

Nametag Activity

(pass out nametags and pens/pencils)

- **DIRECT** each student write their name on the nametag **using their non-dominant hand**- the one with which they do not normally write

- **DISCUSS** activity with group
 - How does it feel to write with a hand that you are not familiar with?
 - Why wasn't it comfortable to write with that hand?
 - What other types of things do we do every day that make us feel uncomfortable?
- **EXPLAIN** that doing uncomfortable things is a great way to learn about personal strengths and areas for improvement
- **SHARE** your thoughts on this activity and address anything you noticed while observing the group participate
- **EXPLAIN** that students will now have the opportunity to explore their own strengths and areas for improvement by learning more about personal and leadership styles

(pass out True Leader Colors Inventory and clearly explain directions)

True Leader Colors Inventory

- **DIRECT** each student fill out the True Leader Colors Inventory
- **ENCOURAGE** students to fill it out based on exactly how they see themselves, regardless of anyone else's opinions and ensure that there is NO wrong answer or bad style of leadership
- **REMIND** students that feeling uncomfortable thinking and discussing yourself is common and the best leaders constantly do this

(walk around to all students/tables to ensure that everyone understands)
- Once students are finished, **DIRECT** them to put their dominant and supporting color stickers onto their nametag

(pass out the Personal and Leadership Styles sheets to each student)
- **ENCOURAGE** students to read about their dominant and supporting styles and think of ways that they exhibit these traits
- **ENCOURAGE** students to make notes on their sheets and circle those traits that they think are most like their own skills

Colors Group Share

- **DIRECT** students to gather in one of four corners of the room with others who have the same dominant color

(pass out chart paper and markers)
- Once all students are with their groups, **DIRECT** students brainstorm "What's Great About Being..." by writing down all of the things that are great about being their color
- After 5-10 minutes (gauge student participation), **DIRECT** students to report back to the larger group about their leadership color and style
 - **ENCOURAGE** students to highlight those traits that they share

- **ENCOURAGE** students to discuss differences in colors
- **ENCOURAGE** students to notice what true leader colors exist in their larger group
 - Does anyone notice anything about the types of leaders in our Leadership Council?

DISCUSSION:

- Reconvene groups together
- Read: Different Drums poem aloud
- **DEBRIEF** poem with group
 - Why do you think I read this poem?
 - What meaning does this poem have for the Leadership Council?
- **DEBRIEF** activity with group
 - Let's talk about the activity now, too. How did you feel about the activity?
 - Did you agree with your leader color? If not, what color would you place yourself in?
 - After seeing everyone in the Council, how do you think you might change the way you work together?
 - What you have learned from reflecting on your own personal style and that of others in the group?
 - What observations have people made about the type of personal styles that we have as a group?
 - What are ways we can take this information into our work and how else do we learn to work across differences?
 - **ENCOURAGE** students to read the "Understanding Our Colors in the Council" sheet

TAKE ACTION POINTS:

- **REMINDE** students that every part of leadership involves putting the things we learn into action
- **DIRECT** students to share how the material learned is useful in their everyday lives and within the Council?
 - Why do you think it's important to learn about our True Leader colors?
 - How will knowing what kind of leaders represent this group help everyone work together?
 - Give me some examples of how you can use the knowledge you just learned here as we plan for (*Denim Day, Take Action Day, Do The Write Thing, etc.*)?

CLOSING:

- **CHECK** for understanding
 - Does everyone understand what we've discussed today?
 - Does anyone have any questions?

- **RESTATE** and review activity (**DIRECT** group to restate- provide assistance if needed)
 - Can somebody tell me what activities we did today?
- **RESTATE** and review workshop goals (**DIRECT** group to restate- provide assistance if needed)
 - At the beginning of our workshop, we discussed our goals. Can someone share those goals with us?
- **RESTATE** and review Take Action points

HIGHS & LOWS:

- *Take notes on what the Council liked and disliked*
- *Take notes on what they wanted more of/less of*
- *Take notes on suggestions for future workshops*



Examining Leaders

DIFFERENT DRUMMERS

*Excerpted and adapted from Please Understand Me II
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If I do not want what you want, please try not to tell me that my want is wrong.

Or if I believe other than you, at least pause before you correct my view.

Or if my emotion is less than yours, or more, given the same circumstances, try not to ask me to feel more strongly or weakly.

Or yet if I act, or fail to act, in the manner of your design for action, let me be.

I do not, for the moment at least, ask you to understand me. That will come only when you are willing to give up changing me into a copy of you.

I may be your parent, your friend, or your colleague. If you will allow me any of my own wants, or emotions, or beliefs, or actions, then you open yourself, so that some day these ways of mine might not seem so wrong, and might finally appear to you as right – for me. To put up with me is the first step to understanding me. Not that you embrace my ways as right for you, but that you are no longer irritated or disappointed with me for my seeming waywardness. And in understanding me you might come to prize my differences from you, and, far from seeking to change me, preserve and even nurture those differences because you value what they bring to our relationship and our team.

TRUE LEADER COLORS



Examining Leaders

Understanding Our Colors in the Council

BLUES

Their strengths include their ability to persuade and cooperate. These are the team builders. Their weaknesses include an over-personalization of organizational problems and their tendency to carry grudges.

GREENS

Their strengths include their ability to think systematically and strategically. These are the natural analysts. Their weaknesses include their tendency to make things more complex than necessary and their impatience with incompetence.

GOLDS

Their strengths include their strong sense of responsibility and duty to the organization. These are the organization's backbone. Their weaknesses include their rigidity and narrow focus on meeting rules and regulations.

ORANGES

Their strengths include their ability to do a variety of tasks with ease and their sense of urgency when the situation demands it. These are the organizational troubleshooters. Their weaknesses include their disinterest in routine and being too present-oriented, at the expense of long-term thinking.

<p><u>Succeeding with the Orange Individual:</u></p> <ul style="list-style-type: none"> • A direct right-to-the-point approach gets their attention • Respect their lack of structure and need for spontaneity • Get involved in physical activities with them • Compliment their generosity and sense of humor 	<p><u>Succeeding with the Blue Individual:</u></p> <ul style="list-style-type: none"> • Respect their need to know about you • Take a creative approach to problem solving • Be truthful and sincere • Cooperate with other team members • Show that you value and appreciate them through thoughtfulness • Be helpful, open, and communicative
<p><u>Succeeding with the Gold Individual:</u></p> <ul style="list-style-type: none"> • Be organized and neat in work and appearance • Be truthful • Plan ahead of them • Don't beat around the bush; be up front • Respect their need for tradition and stability • Be loyal and dependable • Support their need for structure and security 	<p><u>Succeeding with the Green Individual:</u></p> <ul style="list-style-type: none"> • Respect their preoccupation with ideas and logic • Know that they care but may not express feelings freely • Respect their wisdom and knowledge • Think ahead; Greens appreciate future orientation • Help them with day-to-day details • Praise their ingenuity and intelligence

TRUE LEADER COLORS



Examining Leaders

Circle one word that describes you from each box below.

<u>A</u>	Receptive	Genuine	Agreeable	___
<u>B</u>	Practical	Responsible	Established	___
<u>C</u>	Complex	Intelligent	Logical	___
<u>D</u>	Easily Bored	Spontaneous	Active	___
<u>A</u>	Tender	Devoted	Open	___
<u>B</u>	Faithful	Conservative	Reliable	___
<u>C</u>	Calm	Abstract	Curious	___
<u>D</u>	Impulsive	Energetic	Bold	___
<u>A</u>	Cooperative	Romantic	Friendly	___
<u>B</u>	Sensible	Efficient	Trustworthy	___
<u>C</u>	Innovative	Cool	Inventive	___
<u>D</u>	Broad-minded	Skilled	Daring	___
<u>A</u>	Good natured	Sincere	Easy-going	___
<u>B</u>	Organized	Patriotic	Dependable	___
<u>C</u>	Ingenious	Work-Is Play	Academic	___
<u>D</u>	Qualified	Adventurous	Competent	___
<u>A</u>	Sympathetic	Nurturing	Creative	___
<u>B</u>	Stable	Loyal	Traditional	___
<u>C</u>	Conceptual	Proficient	Original	___
<u>D</u>	Tolerant	Competitive	Enterprising	___

Look horizontally (left to right) across the three columns and add up the number of words circled in each line (A, B, C, D). Record the total in the box to the right of the line.

Add up the numbers recorded in each lettered column above and record those numbers in the box below.

A	B	C	D

Your dominant color is the highest total.
My dominant color is: _____

Your supporting color is the next highest total.
My supporting color is: _____