INFLUENCING OTHERS

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Contents

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Objectives of this bulletin are:

1. To develop an understanding of the many aspects of leadership.
   a. as style
   b. orientation to task or people
   c. role and goal expectations
2. To describe interaction skills necessary to leaders
3. To discuss the fluidity of the leader role and the role of the member in influencing the group

While the focus of these bulletins is the public official, the material covered is appropriate for all Extension audiences.

I. Introduction

The ability to influence others is a major task of elected officials. Every time officials make their views known to other officials or to citizens they are using influence. When you try to convince others to think about issues your way, support an ordinance of your choice, or vote the way you think is best, you are exerting influence on others. Although you may not think of it as such, you are using leadership skills each time you successfully influence others.

It is all too common to believe that you are not a leader unless you occupy a formal leadership position, such as supervisor, director, chairperson, etc. However, many people influence others with successful leadership skills who may rarely, if ever hold such a formal role. For example, a board member of a unit of local government, who is known and respected by many in the community, may have fully as much influence as the chairperson of the commission or the supervisor of the board.

Clearly, leadership is not limited to the formal position of leader. All of us, at one time or other, influence others—individuals as well as groups—by our behavior. When we do this, we are functioning as leaders. If two people meet in conversation, the one who first initiates an interaction is the "leader" at that moment and has the responsibility of continuing that interaction, if it is only to discuss the weather. You don't just let the conversation drop after the greeting. From that limited example to the United Nations in session, for instance, people exert leadership abilities as they meet with and influence others. Everyone who is active in local government is a leader, to a different extent. Because this is true, it is important to understand what leadership is and how it functions.

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In order to explore how local officials can best develop their ability to influence others, it is necessary to explore several aspects of "leadership." This bulletin will consider such areas as:

1. What is leadership "style"?

2. How can a leader know which style is best for him/her?

3. Can you change your style?

4. Should a leader give greater attention to the job at hand or to the interactions between people?

5. Should a leader do more "telling" or more "asking"?

6. What are goal and role expectations, and how does knowledge of them benefit a leader?

7. What are some interaction skills necessary to those who would influence and lead others?

8. Are those members who do not have official leadership roles important to the organization?

9. Is leadership constant in individuals and in groups?

10. Do local officials have an obligation to try to improve their leadership skills?

II. Leadership Defined

In the extensive writing which has been done on leadership there are almost as many definitions as there are writers! Here are some of these definitions:

- "A leader is someone with followers."
- "Leadership is the activity of influencing people to strive willingly for group objectives."
- "Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in given situations."
- "Leadership is a learned skill which teaches people to help others achieve their potential as individuals and group members."
- "Leadership is the ability to influence and guide others toward conclusions or actions beneficial to the total group."
- "Leadership is a dynamic process which varies with the differing situations, leaders and followers."

Think of specific examples of leadership from your experience. Ask yourself the following questions:

- Do all the definitions apply to your experiences in local government?
- Is there one definition in particular that is most valid to your experience?
- How would you define leadership, based on personal experience?

The final definition in the listing above, "leadership is a dynamic process which varies with the differing situations, leaders and followers," is one that many researchers and observers of leader behavior generally agree on. Leadership is comprised of many variables, but those variables center largely around the fluidity of particular situations and the individual's ability to meet those situational needs at crucial times.

Changes in personnel, in needs of individuals or groups, or problems to be solved, can all affect the situation around which the leader emerges and acts. Most people can meet the demands of leadership by increasing their sensitivities, knowledge or training, when the situation is one that urges them to develop and use those attributes of a "leader."

Leadership, in itself, may be such that it only benefits the particular leader. The leader's behavior or actions should aid others in accomplishing their goals.

Many times people believe "leaders are born and not made." They feel that certain rare individuals have particular qualities—such as intelligence, extra energy, "charm"—which cause them to easily function as leaders, acceptable to those searching for a leader or those who are willing to be led. Many years of research, as well as observation of countless individuals who have functioned as leaders, fail to bear out this idea.

It is often an excuse for people who do not care to exert themselves enough to assume the burden of leadership. While certain effective leaders may well demonstrate some of the qualities or attributes described above, rarely were they "born with them." Rather, they have more often been willing to respond to the needs in a particular situation, and have *developed* those characteristics in order to help a group at a particular time.

Countless people, who never were perceived as "born leaders," have successfully assumed the responsibilities of leadership for a limited period of time. Then, they have become group members again until (or if ever) there is another situation that causes them to be willing to function as a leader once more. Other people may respond to a particular situation and help a

group with their ability to lead, only to find they enjoy such a role. This causes them to seek other opportunities for leadership. They may eventually be identified by their peers as "leaders" in many situations and over a period of many years.

But those people were not "born" as leaders, either. Their abilities were developed by differing sets of variables all coming together at times which encouraged them to develop their training, knowledge, sensitivities, organizational skills, or whatever was necessary to meet certain situational needs. With repeated experiences habit makes those skills easier; also, successful experiences continue to develop confidence. Thus the ability to influence grows and these persons are recognized as "leaders" by their peers.

Elected officials are, by virtue of their election, recognized as leaders, or potential leaders, by their constituents. They were hardly "born" to be elected officials! So, much of the time, some parts of the processes described above will have been in operation to cause them to become representatives of local government in their communities. Leadership, then, can be seen as a highly situational response to needs or circumstances with which an individual is involved.

III. Leadership as Style

A great deal of research and subsequent writing has been done concerning people influencing people as they come together to run their communities and solve daily problems. The attention given to leadership "style" has been particularly intensive. There are many ways "style" can be (and has been) described, from two basic styles up to one author's construct which delineates twenty-four different aspects of style. While

those are interesting to consider and certainly have some value, it is simpler to hold to fewer descriptions which can easily be used in daily interactions. Following are two basic styles, and one adjunct style, with wide variations of leadership behavior valuable for everyday use.

A leader has the choice of an Assertive, democratic style, an Aggressive, autocratic style or one completely opposite of the autocratic style which employs a very minimum of influence.

The Assertive style is characterized by a great deal of group involvement. When this style is used, the leader employs behaviors such as the following:

- diplomacy
- respect for others
- attention to needs of associates
- flexibility
- honesty
- straightforwardness
- empathy
- patience

The assertive leader is comfortable with her/himself and this encourages others to be comfortable (I'm OK, You're OK). The assertive leader tends to look on the positive side of things and to expect cooperation from, and pleasant interactions with, other board members or the public. The assertive leader will give others trust

and the benefit of the doubt when it is sensible to do so.[1] The Assertive style uses behavior which is confident, sincere, caring, open and non-judgmental. Assertive leaders know how to really listen, without being easily threatened by whatever is said to them. They are willing to be convinced of new or different views, if they make sense. An assertive leader uses "I" messages of honest feelings, as well as "We" messages which show inclusion and willingness to work together.

While this style offers clear leadership to a group, it also guides and encourages members to share in the responsibility of decision-making and goal attainment to benefit the whole group. Of the three leadership styles described in this bulletin, the Assertive, democratically-oriented style provides the most effective and successful role model for local officials.

The aggressive style is characterized by the following behaviors:

- strong control
- domination through authority
- "telling" more than "asking"
- holding/using power over people
- inflexibility
- manipulation/coercion
- impatience
- negative judgments

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[1]Refer to "The Angry Clerk" in Appendix A, page 21, for practice in working with this style.

The aggressive leader often thinks well of him/herself, but does not necessarily think well or have respect for others (I'm OK, You're Not OK). It is not unusual, however, to find Aggressive leaders who put up a noisy, domineering "front" so that others will not realize that they are basically insecure. They may be insecure in themselves, personally, and insecure in their present role as leader. Those who are secure tend to carry their self-satisfaction to a point which causes them to be unfairly discriminating and judgmental of other people, ideas, or input which may differ from their own. Insecure people may be accepting of an Aggressive leader, since the domination makes them feel more secure. Most people, however, find it difficult to work in what is essentially a "parent-child" atmosphere.

"Laissez-faire" is the adjunct style mentioned earlier. It is the extreme opposite of the Aggressive style, and is characterized by the following behaviors:

• giving of freedom

• non-intervention

• non-judgmental

• accepting (of most everything)

The "laissez-faire" style is essentially non-influential in that it tends to leave people alone to do as they see fit, to a large extent. It is a style of behavior which is sometimes similar to the Passive behavior described in No. 1 of this series, Extension Bulletin E-1915 "Express Yourself (Without Turning Others Off!)." The leader virtually abdicates leadership, as such, in the interests of letting people express themselves, being "totally democratic," or allowing members to "do their own thing," or other such reasons for allowing

members great freedom of action. Such a leader may truly hold democratic values, or he/she may actually feel inept in the leader role and give such freedom in the hope that members will go ahead on their own and do what needs to be done.

Is there a place for such a leadership style? Perhaps, in an unusual, but possible situation. If, for example, a particular board of local officials contained members who hold extremely similar goals and agreement on methods of working toward those goals; if they are all creative, self-motivated individuals; if they are able to work well individually, yet come together equably in decision-making; if they are all highly committed to the success of local government and their roles in it, then the "laissez-faire" style of leadership may be sufficient to produce desired results. In fact, however, such conditions are very rarely found in all members of a group. When this is the case, the passive, freedom-giving style may not provide sufficient leadership to result in goal accomplishment.

Every local official stands to benefit by analyzing her/his style of leader behavior against the criteria provided by these basic models. It is also helpful to identify the style (and from there, the motivation) of those with whom they interact on the board, in committees, etc. It is clear that leaders who are positive in their approach, using the Assertive style, expect the best from others, are the most apt to find success in influencing others to the greatest good of local government. If a leader is either too dominating or projects no expectations at all, the results are usually negative. When the more rewarding, productive Assertive style is used, both leader and members are allowed to grow as individuals

and to contribute significantly to the whole experience of the group.[2]

IV. Task Or People Orientation

Another aspect of leader behavior closely allied to leadership style is the leader's orientation either to "task" or "people." Authoritarian, aggressive leadership behavior is typically more concerned with getting the task completed, on time and in detail, than with the human aspects which are involved. On the other hand, the more democratic, assertive leader is group-oriented and concerned with the people and their relationships. This leader reinforces members' capabilities and helps them work through group or individual needs or concerns. While the task-oriented leader may achieve a high output of work from the group, this leader is apt to develop low morale through coercion and a general "high-handedness." Such high output is often of short duration, due to the repressive style of the leader. In the long-run, this style causes damage to the organization through the resulting high turnover among employees.

The people-oriented leader tends to develop high morale, and—when effective at facilitating group goals and direction—will also produce a high output. Output will be lessened, however, if the people-oriented leader is not a competent facilitator and allows the group to "wander" in purpose and decision-making.

To relate the "task" or "people" orientation to the previous discussion of style, it is easy to see that the "task" oriented leader is identified with the Aggressive

[2]Refer to "The Citizen Complaint," Appendix A, page 23.

style, while the assertive leader is "people" oriented. When a people-oriented leader is a poor facilitator, not providing adequate strength of leadership, she/he could then be identified with the "laissez-faire" leader described earlier.

Management studies have repeatedly shown that effective leaders find a balance between the extremes of "task" and "people" orientations. This balance gets the job done, sensitive to the human needs and relationships involved in the particular group. As the needs, the situation, the leaders and the members change, the balance will also need to change from time to time to maintain appropriate leader behavior. (This "balance" is shown as the "Mixed Style" on the evaluation tool included in Appendix B.)[3]

V. Goal and Role Expectations

Research and observed practice in the leadership area indicates another element which contributes to the success or failure of a leader. Successful leaders are able to make goal and role expectations very clear for themselves and their group members. They make their goals evident, as well as how they expect to accomplish them. They also help the group understand its own sense of goals and roles for the leader, and how it expects she/he to accomplish them. When this is done, the "boundaries" are established. If either the group or leader deviates too far, it will be noticed and can be discussed and adjusted. If there is significant contradiction between roles and goals as seen by leaders and members, it is easily noted and can be discussed and adjusted.

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[3]Refer to "T-P Leadership Questionnaire," Appendix B, page 25.

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Much conflict and mistrust between people is caused by differing expectations. This is true in personal relationships, in public meetings and in the range of human activities. The public official will find it advantageous to be open in describing **what** is intended in his/her role, and **how** it is intended to be carried out in dealing with the board and with the public. Even a general picture of intentions (goals) and expected behavior (roles) from the board will help keep communication open and an atmosphere of productive compatibility.

For example, incumbents and newly elected officials can use goal and role expectations advantageously. Constituents affected by these new leaders can also benefit. Before proposing an individual for an important role, discuss the behavioral characteristics needed. What skills and behavior do we want from that person and what results do we hope to gain?

The next step is to acquaint the candidate with the behavioral role and goal expectation of constituents and peers. The candidate who feels he/she can work within that cluster of expectations would be a valid candidate for the position. (Note: this agreeability doesn't have to be a "perfect fit," by any means. It is important that the expectations of the group match the candidate's own value system and role/goal perceptions so that she/he can make progress in the role.) The final step in this process is for the candidate to discuss his/her role and goal expectations. In this way, incumbents, peers and others can be certain there is understanding and a reasonable degree of acceptance.

This optimum use of role/goal expectations is not always possible. The process cannot normally be used in local governmental elections. There may be times, however, when a candidate can be sought to meet a need or particular situation. When a vacancy must be

filled, there is usually enough time available to attempt a compatible "match." The steps described previously could be used to some extent in a mutual "screening" process. If it further verified the candidate's potential, and if he/she is willing to run, the actual declaration of candidacy could follow.

The process described here can be valuable for hiring staff people to run the office, also. It is a good way to communicate about the job, what it involves, and the behavior and skills everyone agrees are needed to get it done. Some level of mutual understanding based on openly-discussed expectations leads to compatible relations and success in fulfilling the role.

While any leader can develop new, more effective behaviors, it may be somewhat difficult for some people. In those cases, it might be better for the leader to change his/her expectations of others instead of changing his/her style. If the leader changes the "interaction environment" through adjusting key expectations, the attempts to change her/his behavior may not be necessary. This may be done by delegating certain responsibilities to others, developing a stronger committee system, using an advisory council, changing or restructuring certain procedures. The leader must look at the situation and, (a) determine where a change in expectations of the group can alter the interaction environment, so as to, (b) allow the conditions necessary to goal fulfillment in a manner compatible with the leader's own style.[4]

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[4]Refer to "Wanted: A Treasurer!" Appendix C, page 30.

VI. Interaction Skills For Leaders

Leadership—or the ability to influence others—can be viewed as a composite of learnable skills by whose use the efforts of individuals and sub-groups are coalesced and enabled to work amenably toward common goals. The use of these skills varies with needs of particular situations at different times. A leader must be able and willing to use such behaviors as the following:

- **To accept and clarify another's feelings without threat**
  A high, unflappable threat level is a valuable characteristic for a leader. If a leader is easily threatened, group members will become conflictive or frustrated with the leader, either of which will inhibit the group's accomplishment of purposes.

- **To aid the group's insights into its feelings and attitudes**
  A leader must be able to see the broad picture of what is occurring in the group and relate it back to the group for total understanding.

- **To relate emotions or feelings to the demands of the present situation.**
  When an issue becomes emotional, people tend to get off on their own concerns, irrespective of their relevance. The leader needs to see these forays as they develop, and lead the offenders back on target.

- **To state all sides of a controversy fairly.**
  It is improper for the leader to allow or present only the side of a controversy which reflects his/her own views. Whether or not she/he agrees with various views, it is necessary to bring them all out for group understanding and discussion.

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- **To summarize group discussion.**
  It is important that the leader sees the whole picture, ties up loose ends, and brings themes or issues together in a succinct, integrated manner.

- **To bring a group to a point for decision-making without threat.**
  This is an extension of the above behavior carried to conclusion after a prolonged meeting or discussion.

- **To recognize and interpret forces operating in the group.**
  An effective leader has all antennae working at all times! He/she must be easily verbal and constantly and fairly interpret the group back to itself.

- **To sense and be ready to act on the development of tension.**
  Again, great sensitivity and awareness of each group member is necessary.

- **To be aware of the body language and other signals used by members.**

- **To coordinate the questions and steps the group must consider in its decision-making.**
  Using the broad view, restate in a way both accurate and satisfying to the group.

- **To recognize and accept conflict as a normal part of group interaction.**
  A wise leader knows that issue-oriented conflict can be beneficial to a group, while "personality" conflict can destroy a group.

- **To encourage others to gain experience in, and learn skills of, leadership.**
  Good leaders who put the needs of the group before their personal needs will always encourage the development of new leadership.

  Public officials who recognize and accept the value of these skills and learn to use them in their leadership roles, will find themselves increasingly able to influence others in ways that will aid in developing truly effective local government.[5]

VII. The Role of the Group Member

Often, people want to run for supervisor or treasurer, or some other perceived "influential" role so that they may have and use power over others. Certainly, such roles allow opportunities for using influence (or power); but roles not designated a "leader" include those opportunities, too. Strong, supportive group members who are good communicators can be as influential as those in designated leader roles. Leaders cannot do it all alone. They need the verbal and emotional support of their group members.

Support is needed from fellow officials, staff and others who are in agreement with their positions. Without that support, many potential and proven leaders have faded into obscurity, to everyone's loss. On the other hand, it is not unusual to find citizens who exert definite, long-lasting influence on local government without ever seeking a formal leadership role. Influence, then, can be exercised through the use of good communication skills, whether or not formalized leadership roles are involved.

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[5]Refer to "Evaluating Leadership Skills," Appendix D, page 31.

The ideal role of the group member is one of positive support for the chosen leader, whenever the member can honestly agree with the stand he/she takes. When a member cannot agree with the leader, disagreement should be expressed openly with rationale provided as the basis for the disagreement. Group members who use influence negatively through verbal "sniping" at the leader do everyone a disservice, including themselves. They can better influence the group to a differing view by presenting verified information, or recognized successful experience, rather than using negative emotions in a collusion against the leaders.

Roles of "leader" and "supporter" interchange many times in a typical meeting, as was suggested early in this bulletin. The chairperson may relinquish his/her leader role many times in the ebb and flow of continued discussions. The role of leader switches hands naturally as group discussion flows back and forth. Group interaction and results would suffer if such unplanned "leading" did not occur in the meeting.

A contributing, committed member of a board will be able to influence others. He/she will be able to lead without needing the formal role designation of leader. Knowing this, members can concentrate their efforts on making contributions to the group without worrying about proper labels. This also makes it easier for those leaving office. They know that they can still continue to hold a valued role in their local governmental affairs, if they choose to.

In the leader role, the skills of facilitation and coordination are most used. In the supporter role, skills of reinforcement and compromise are seen more frequently. You need to determine which skills you are best with and either hold to using those, in their appropriate

roles, or be willing to practice learning the remaining skills until you can practice them as well.[6]

VIII. Conclusion

The ability to influence others has many facets. The quality called "leadership" is not static and unchangeable, but depends on a multitude of particular abilities, circumstances, needs and individuals. Leadership, then, is a fluid state in which individuals emerge at times with certain skills to meet certain situations and help people solve their problems. At times, people who find they can function effectively as leaders may continue in various dominant roles. Others choose not to continue in roles of prominence, but prefer to return to the group member role.

People generally respond most favorably to a democratically-oriented leadership style rather than a controlling, autocratic style. Effective leaders work toward accomplishing group goals and are still sensitive to human needs and interactions of individuals in the group. Effective leaders are effective communicators. They are open and clear as they deal with their group members, and listen attentively and respond appropriately. Leaders who successfully influence others are careful to clarify mutual goal and role expectations before committing themselves to working at length with a particular group, assuming time and circumstances allow such pre-planning.

The old saying, "It isn't what you do, it's how you do it," was never truer than in the arena of behavior called "leadership." A successful leader truly leads and

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[6]Refer to "The Chairperson's Dilemma," Appendix E, page 35.

doesn't push. Such a leader asks, rather than tells; expects cooperation and intelligence from members; shows basic respect for others; is willing to learn from others and admit to mistakes. An effective leader is confident without being egotistical; is strong without needing to dominate; knows that persuasion is a more honest and effective way to succeed with people than is force or manipulation.

Being willing to look seriously inward at your own manner of "leadership" is the first necessary step in attempting to become more effective as a local policy maker. We don't have to "grow like Topsy." We can change behavior, expectations and the environment around us to the point that we emerge as more effective individuals. Surely, every really dedicated local official has a sincere commitment to the best possible fulfillment of his/her role. It is well worth the self-examination and discipline needed to make changes and grow.

And remember to look behind you from time to time as you attempt to become a real leader—because a leader *is* someone with followers!

SUGGESTED FURTHER READINGS

Warren Bennis. *Changing Organizations.* McGraw-Hill Book Co.

Amitai Etzioni. *Complex Organizations.* The Free Press.

Thomas Harris. *I'm Ok - You're Ok: A Practical Guide to Transactional Analysis.* Harper and Row.

Chris Argyris. *Interpersonal Competence and Organizational Effectiveness.* Dorsey Press and Richard D. Irwin, Inc.

V.H. Vroom. *Leadership and Decision-Making.* University of Pittsburgh Press.

Douglas McGregor. *Leadership and Motivation.* MIT Press.

Paul Hersey and Kenneth Blanchard. *Management of Organizational Behavior.* Prentice-Hall, Inc.

L.B. Hart. *Moving Up!: Women and Leadership.* AMACOM.

Peter Drucker. *The Practice of Management.* Harper and Row.

Abraham Maslow. *Toward a Psychology of Being.* Van Nostrand Co., Inc.

APPENDICES

THE ANGRY CLERK

Instructions: Read the following case and think about the questions below.

Harry is the supervisor in his township. He is skilled in dealing with people and is very democratic in the way he conducts board meetings. Most of the board members respond appreciatively to his organizational style because he is task-oriented in a practical way, yet is respectful of them as people. He encourages their involvement in decision-making and, in general, treats them as capable people who are able to make contributions to the board.

However, there is one fly in the ointment! Helen, the clerk, thinks Harry is a poor leader. She is from the "old school," as she will tell anyone who will listen, and feels that a good supervisor shouldn't waste time in asking people what should be done. He should know what should be done and just tell them and get on with it! "He does the same thing with the taxpayers when they come in with complaints," she says, "rather than just setting them straight!" Many others in the township know of Helen's back-stabbing of Harry and feel it is becoming a real problem.

Group Task

1. In terms of three styles of leader behavior just discussed, identify
   a. Harry's style.
   b. Helen's style. Tell why you identified them as you did.

2. Describe how Harry, behaving as described above, should handle the growing problem posed by Helen's attitude. Think in specifics: what should he do? Should he:
   a. talk to Helen privately?
   b. discuss his style in general terms at a board meeting, explaining his philosophy of leadership?
   c. get another board member who supports his leadership style to talk to Helen?
   d. ignore the whole thing?
   e. other options?

3. If you wanted to use the Assertive style as described in this module, how would you handle the problem with Helen?

THE CITIZEN COMPLAINT

Since moving to his present location, Dick and his family have spent many hours fixing up the old house, which they had purchased very cheaply. Now it is finished, it looks great, and they are very proud of their work. They didn't have much to spend, but with family effort now have a comfortable home.

Yesterday, however, Dick had a real shock. The new tax assessment came and was double last year's bill. Dick is really angry about this and is going to the township supervisor to protest. He feels they cannot afford to pay such a bill. He is also angry because he feels there is just no incentive for self-improvement efforts if one is going to be "penalized" this way!

Dick feels he absolutely must make the supervisor see the unfairness of this assessment. He intends to confront him using his forceful personality. He doesn't care if the supervisor knows he is angry and expects him to lower this unfair bill!

Glen has been a supervisor and assessor for 20 years in the township. He grew up there and knows everybody from all the old families and rarely has any problems with them. They understand each other. His problems come with people who move in from other places, and don't understand how things work, like this fellow Dick, who is coming in today. He sounded really upset on the phone, but Glen will try to joke him out of his anger. Usually that works for him with people who give him problems. If he can't joke them out of their anger,

sometimes he has to remind them that most of the tax laws and decisions come down from the State anyway. It's really not his fault if citizens don't like them! Generally, he is able to get rid of the worst problem situations using these behaviors.

Instructions

1. Do you think Glen handles problems in a way that shows good leadership? Why? Why not?

2. How could Glen handle this problem using the Assertive leadership style? Be very specific in answering this question, referring to your material on the Assertive behavior and style.

This questionnaire is very effective in determining the extent to which a leader is "task" or "people" oriented. Pay close attention to the directions. They sound confusing, but are structured this way purposely to prevent guessing how one "should" respond. Careful scoring will result in a profile which gives valuable information.

T·P LEADERSHIP QUESTIONNAIRE

The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described way: (A) always, (F) frequently, (O) occasionally, (S) seldom, or (N) never.

A F O S N   **1.** I would most likely act as the spokesperson of the group.

A F O S N   **2.** I would encourage overtime work.

A F O S N   **3.** I would allow members complete freedom in their work.

A F O S N   **4.** I would encourage the use of uniform procedures.

A F O S N   **5.** I would permit the members to use their own judgment in solving problems.

A F O S N   **6.** I would stress being ahead of competing groups.

A F O S N   **7.** I would speak as a representative of the group.

A F O S N   **8.** I would needle members for greater effort.

A F O S N   **9.** I would try out my ideas in the group.

A F O S N   **10.** I would let the members do their work the way they think best.

A F O S N   **11.** I would be working hard for a promotion.

A F O S N   **12.** I would tolerate postponement and uncertainty.

A F O S N   **13.** I would speak for the group if there were visitors present.

A F O S N   **14.** I would keep the work moving at a rapid pace.

A F O S N   **15.** I would turn the members loose on a job and let them go to it.

A F O S N   **16.** I would settle conflicts when they occur in the group.

A F O S N   **17.** I would get swamped by details.

A F O S N   **18.** I would represent the group at outside meetings.

A F O S N   **19.** I would be reluctant to allow the members any freedom of action.

A F O S N   **20.** I would decide what should be done and how it should be done.

A F O S N   **21.** I would push for increased production.

A F O S N   **22.** I would let some members have authority which I could keep.

A F O S N   **23.** Things would usually turn out as I had predicted.

A F O S N   **24.** I would allow the group a high degree of initiative.

A F O S N   **25.** I would assign group members to particular tasks.

A F O S N   **26.** I would be willing to make changes.

A F O S N   **27.** I would ask the members to work harder.

A F O S N   **28.** I would trust the group members to exercise good judgment.

A F O S N   **29.** I would schedule the work to be done.

A F O S N   **30.** I would refuse to explain my actions.

A F O S N   **31.** I would persuade others that my ideas are to their advantage.

A F O S N   **32.** I would permit the group to set its own pace.

A F O S N   **33.** I would urge the group to beat its previous record.

A F O S N   **34.** I would act without consulting the group.

A F O S N   **35.** I would ask that group members follow standard rules and regulations.

Scoring Directions

1. Circle the following numbers on the questionnaire: 8, 12, 17, 18, 19, 30, 34, and 35.

2. Write the number 1 in front of the circled item number if you responded S (seldom) or N (never) to that item.

3. Also write a number 1 in front of item numbers not circled if you responded A (always) or F (frequently).

4. Circle the number 1's which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.

5. Count the circled number 1's. This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.

6. Count the uncircled number 1's. This is your score for concern for task. Record this number in the blank following the letter T.

My total of:

T _____

P _____

T-P LEADERSHIP STYLE PROFILE

Directions:

To determine your style of leadership, mark your score on the concern for task dimension (T) on the left-hand arrow below. Next, move to the right-hand arrow and mark your score on the concern for people dimension (P). Draw a straight line that intersects the P and T scores. The point at which that line crosses the shared leadership arrow indicates your score on that dimension.

Shared Leadership Results from
Balancing Concern for Task and Concern for People

Highly Aggressive Leadership	Mixed Style (Shared Leadership)	Highly Assertive Leadership
High productivity (May have low morale if leadership is repressive and places staff in competitive positions)	Concern for effecting tasks as well as considering peoples' needs in group; high productivity and high morale	High morale (May have low productivity unless leadership is effective at group goals and direction)

20

Concern for Task

15

10

5

high

med

low

Concern for People

20

15

10

5
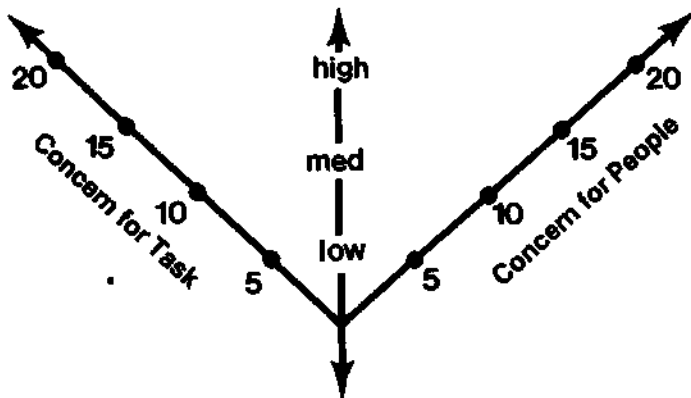
OVERALL EFFECTIVENESS OF LEADERSHIP

OVERALL EFFECTIVENESS OF LEADERSHIP

Most leaders will find their greatest effectiveness in the mixed style, which combines enough authority to get the job done, plus the group-oriented behavior of the more democratic style. What do your results say about your own particular style? Could you begin to learn some new ways of dealing with people, which might increase your success in leadership roles?

Appendix C

WANTED: A TREASURER!

Your board has a problem. The treasurer just quit in the middle of his term. He had initiated many new ideas on bookkeeping practices, handling the bills and dealing with the complaints on tax matters. Some board members and some citizens felt his ideas were extremely creative and much needed to get local government "up to date." However, other officials and some of your constituents did not like his new methods and were very vocal about their feelings. In fact, there had been so much conflict over the treasurer's role and his goals that it climaxed at the recent board meeting, which ended with his resignation. Now the board must find someone else to finish his term.

Please review the previous section on "Role and Goal Expectations" and determine how you could use the process described there. From beginning to ending, what are the steps you (and your board) might take to insure a better "fit" with the next treasurer?

EVALUATING LEADERSHIP SKILLS

What are my best developed leadership skills?

The following checklist contains a group of basic and necessary skills needed by effective leaders. It is valuable to check your skills against this list periodically to measure growth, as well as to discover areas that still need work. Ask someone who observes you often in leadership roles to score you on this list from time to time.

Directions

Place a circle around the response which best expresses your view of your present leadership skills, as listed below.

An Evaluation of Leadership Skills

As a group leader, I possess and I use the ability to:

1. Set an atmosphere which is warm, positive and inclusive of all group members.

   Nearly
   Always   Often   Sometimes   Rarely   Never

2. Accept and clarify another's feelings without personal threat.

   Nearly
   Always   Often   Sometimes   Rarely   Never

3. Aid the group's insight into its feelings and attitudes.

   Nearly
   Always   Often   Sometimes   Rarely   Never

4. Relate emotions/feelings to the demands of the present situation.

Nearly
Always   Often   Sometimes   Rarely   Never

5. Recognize and interpret forces operating in a group.

Nearly
Always   Often   Sometimes   Rarely   Never

6. Recognize and articulate themes noticed in discussion.

Nearly
Always   Often   Sometimes   Rarely   Never

7. Sense the development of tension.

Nearly
Always   Often   Sometimes   Rarely   Never

8. Keep a balance in discussions—encouraging quiet or shy members while discouraging dominance of other members.

Nearly
Always   Often   Sometimes   Rarely   Never

9. Be sensitive to when it is time to move the group on to avoid stalemate or negative kinds of conflict.

Nearly
Always   Often   Sometimes   Rarely   Never

10. Recognize the potential values in conflict over issues, the negative effects of conflict over personalities.

Nearly
Always   Often   Sometimes   Rarely   Never

11. State all sides of a controversy fairly and objectively.

Nearly
Always   Often   Sometimes   Rarely   Never

12. Coordinate the steps and questions the group needs to consider in order to reach a decision.
Nearly
Always   Often   Sometimes   Rarely   Never

13. Bring the group to a point of decision with minimum threat to any individual or group.
Nearly
Always   Often   Sometimes   Rarely   Never

14. Collect the thinking of the group and restate it for group acceptance and action.
Nearly
Always   Often   Sometimes   Rarely   Never

15. Summarize group discussion.
Nearly
Always   Often   Sometimes   Rarely   Never

16. Remember to facilitate, encourage and interpret, not to use my position to expound or impose my own views and attitudes.
Nearly
Always   Often   Sometimes   Rarely   Never

17. Develop a viable process of consensus decision-making and to allow the necessary time for its use.
Nearly
Always   Often   Sometimes   Rarely   Never

18. Concentrate meeting times on goal and task fulfillment, rather than on "housekeeping" chores.
Nearly
Always   Often   Sometimes   Rarely   Never

19. Encourage others to gain the skills and experience which develops their leadership abilities.

Nearly
Always   Often   Sometimes   Rarely   Never

20. Step down from the leader role when this is appropriate without resentment or ego loss.

Nearly
Always   Often   Sometimes   Rarely   Never

When you are finished, mark your score as follows:

NEARLY ALWAYS =   4 points
OFTEN =   3 points
SOMETIMES =   2 points
RARELY =   1 point
NEVER =   0 points

A perfect score is 80 points.

If your score is between:

0 and 30 -   find someone else to lead your groups!

31 and 50 -   consider using experienced, skilled leaders to help you develop your skills.

51 and 60 -   you're doing pretty well. Continue to get feedback on your skills and don't be threatened by positive criticism.

61 and 70 -   you're a skilled, effective leader. Keep your own sensitivities keen and help others to develop theirs.

71 and 80 -   please run for President of our country - we need you!

After you have scored yourself, consider having others evaluate your skills to help you know how you come across to others as a leader.

THE CHAIRPERSON'S DILEMMA

The chairperson of the planning commission has been having increasing problems in the last several meetings. Some of the commission members get together with some community influentials before their meetings and discuss issues they are concerned with. Then those members form a group against the chairperson during the meetings. Sometimes they make good points, but too often they are just negative to any ideas different from their own. The chairperson is upset, angry and frustrated by their behavior. He knows some other commission members don't approve of the behavior of that particular group, but they don't do anything about it.

Please review the previous discussion about the role of the supportive member in a group. Then turn back to the discussion on the Assertive style and think through how you could use the Assertive style in becoming a supportive, influential member who would help the chairperson and the whole commission.