



# **Building Community Leaders**

## **Understanding my Traits by Randall S. Peterson Workbook 1**

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*“There is no such thing (as great people)... People believe in them, just as they used to believe in unicorns and dragons. The greatest man or woman is 99 percent just like yourself.”*

*George Bernard Shaw*

*“Great leaders have something in them which inspires a whole people and makes them do great deeds”.*

*Jawaharal Nehru*

*“It isn’t the common man at all who is important; it’s the uncommon man”.*

*Lady Nancy Astor*

## **Acknowledgements**

**Author Randall S. Peterson would like to thank Carol E. Shields for assistance in the curriculum design, Karen Burke for assistance in project management, Evelyn Anderson for editorial assistance, Liz Casper for the original illustrations and design, Thomas Lister for the current design and layout, Florence Chan and Caroline Madden for typing the text.**

**The structure of the modules owes much to the work of Dr Robert W. Terry to whom I am most grateful.**

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Leadership as “traits” is the first view of leadership. This view focuses on people’s personality and skills. People are seen as leaders if they have “leader-like” personalities and skills to get people to work together.

In the days when kings and queens ruled countries, most people believed leaders were special people who were born to royalty or rich families. This idea was popular for a long time. In those days, people would say, “Leaders are born, not made” or “She/he is a natural born leader”. Some people still believe that leaders are gifted people who are especially smart, charming, funny, friendly or whatever. These people believe that leaders are a special “exclusive” group and that most people cannot be leaders.

*“Great leaders have something in them which inspires a whole people and makes them do great deeds”.*

*Jawaharial Nehru*

*“It isn’t the common man at all who is important; it’s the uncommon man”.*

*Lady Nancy Astor*

Today, most people believe that almost anybody can be a leader if she/he works hard at it (leadership is “inclusive”). We believe everyone can be a leader, though some people may lead in different ways. Leaders are everywhere doing big and little things that make the world a better place.

*“There is no such thing (as great people)... People believe in them, just as they used to believe in unicorns and dragons. The greatest man or woman is 99 percent just like yourself.”*

*George Bernard Shaw*

To be a leader, you must understand yourself. Once you do, you will know how you work best with other people and what you have to offer others as a leader. Later workbooks focus on building skills and using your strengths for leadership.

These activities are included in this workbook:

Individual And Small Group Activities

- |     |                              |     |                          |
|-----|------------------------------|-----|--------------------------|
| □1  | What is a Trait?             | □2  | What Is A Value?         |
| □3  | Trying On A Trait            | □4  | A Value Survey           |
| □5  | Your Coat Of Arms            | □6  | What I Do All Day        |
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| □13 | Who Am I?                    | □14 | My Personality           |
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Large Group Experience

- 19 Strength Bombardment

### 1. What do I need to know first?

What is a trait?

Have you ever noticed that different people act differently and that each person acts almost the same way a lot of the time? Some people laugh all the time and others like to be alone most of the time. The word used for this is “trait”. A trait describes how someone usually acts: such as silly, quiet, loud, or smart. Different people have different traits.

### 2. What should I do?

Observe the traits people have

Keep a record of the traits of people you see a lot (friends, family, boss) over the next several (3 or 4) days. Look for how people act most of the time.

	Person 1	Person 2	Person 3
Whom did you observe?			
Where did you observe them?			
What traits did they show? 1) 2) 3)			
How did they show the traits? (Example: She always thinks before she speaks so			

# WORKBOOK 1: Understanding my Traits

## Reflection

## What is a Trait?

### 3. What Happened?

What did you observe?

Whom did you observe?

Which traits did you see?

### 4. How did I feel about it?

What questions did you have when you did this activity?

Did you observe anyone who had traits a lot like you?

### 5. What does it mean?

What happens when different people with different traits work together? How well do they get along with each other?

According to researchers at the Institute of Personality Assessment and Research at the University of California at Berkeley, there are five basic kinds of traits:

**Introversion-Extroversion:** Extroverts get excited about being around other people and introverts find being alone or with one other person more fun.

**Agreeableness:** How much someone tends to agree with other people. Some people are likely to agree with someone else, even if they are not sure the other person is right.

**Conscientiousness:** This explains how much people like to finish projects and move to something new. Some people like to finish projects as soon as they can and others like to “keep their options open” as long as possible and not make a final decision until they need to.

**Adjustment:** This explains if someone is basically happy and satisfied with her/his life or if he/she thinks life isn't fair and he/she got a bad deal.

**Openness:** This trait explains the difference between people who always like new and exciting things to do and people who like to do things that are familiar and well-known.

Did you find some of the traits on the list above in the people you observed?

Which of the five basic trait is most important for leaders? Why?

### 6. So what?

Why is it important for leaders to know about traits people have?

What is it important for leaders to know about their own traits?

### 7. Want to know more?

John, O. (1990). “The “*big five*” factor taxonomy: Dimensions of personality in the natural language and in questionnaires.” In L.A. Pervin, *Handbook of personality: Theory and research*. New York: The Guilford Press.

### 8. What did I learn?

People act almost the same in many situations; they have “traits.”

Different people have different traits.

There are five basic kinds of traits: Introversion-Extroversion, Being Agreeable, Being Conscientious, Adjustment, and Being Open.

And, \_\_\_\_\_

### 1. What do I need to know first?

#### Observing traits

In the last activity, you observed the traits that people showed. Think about how you decided what traits the people were showing. Was it something they said, did, or didn't do?

For most traits there are actions we can see (observable) or words we can hear that tell us if a person has a certain trait. For example, people look happy when they smile, laugh, and say nice things.

### 2. What should I do?

Try to act different traits.

On the left side in the space below are a list of traits. Write the actions people make when they show those traits in the middle column. Then, act these traits for someone (your mentor, a parent, a friend, etc.) and see if they can guess what the trait is (a lot like charades). Then, in the right hand column below, write if that other person guessed the correct trait.

Trait	Actions for the trait	Other person's guess
Happy	smile, laugh, say nice things	
Enthusiastic		
Lonely		
Worried		
Confident		
Charming		
Sympathetic		

What is a Trait?

3. What Happened?

Were you able to name actions for all of the traits?

Were you able to get other people to guess the correct trait?

4. How did I feel about it?

Were some traits easier to act than others? Why?

Do you often show any of these traits?

5. What does it mean?

Are some traits harder to act than others? Why or why not?

Are these traits real if we act them and they don't just "happen"? Why or why not?

Have you ever tried to show a trait when it wasn't real? Why?

6. So what?

Would a leader want to act different traits? Why or why not?

7. Want to know more?

Munson, M.K. (1986). *Leadership: Skills you never outgrow*. Champaign-Urbana: University of Illinois Cooperative Extension Service.

8. What did I learn?

Traits are shown by observable actions. People sometimes try to show traits they don't have. I learned more about my own traits. And, \_\_\_\_\_



### 1. What do I need to know first?

#### Your Coat of Arms

In the days of kings, and queens, knights would paint a “coat of arms” that represented them on their battle shields. The coat of arms had symbols on it that represented the important things in the Knight’s life and reminded him of home and family when he was far away.

### 2. What should I do?

Complete your coat of arms

Below is blank coat of arms. On it, draw pictures, designs, or symbols in the different sections to show the ideas listed on them.

My family:	My best friend:
A favorite way to spend time:	Something I would like to become:
My biggest success!	One thing another person do to make me happy:
One thing I am good at:	A second thing I am good at:

**3. What Happened?**

Did you complete your entire shield?

Which section was easiest?

Which section was hardest?

**4. How did I feel about it?**

Were some parts of the shield easier to complete than others? If so, why?

How hard was it to decide what things to draw on your shield?

**5. What does it mean?**

What did you learn about yourself by completing your personal coat of arms?

How have the things you put on your coat of arms changed your life?

If you drew another coat of arms tomorrow would it be different?  
Why or why not?  
What does this say about you and your values?

**6. So what?**

What did you learn about yourself that will be important to remember as a leader?

Why is it important for leaders to know about themselves?

**7. Want to know more?**

Chorzempa, R.A. (1990). *Design your own coat of arms*. New York, NY: Dover Publications.

Munson, M.K. (1986). *Leadership: Skills you never out-grow*. Champaign-Urbana: University of Illinois Cooperative Extension Service.

**8. What did I learn?**

- A leader needs to know about herself or himself.
- I learned some important things about myself by making a personal coat of arms.
- Most values are stable; they don't change fast, they change over a long time.
- And, \_\_\_\_\_

### 1. What do I need to know first?

#### Family trees

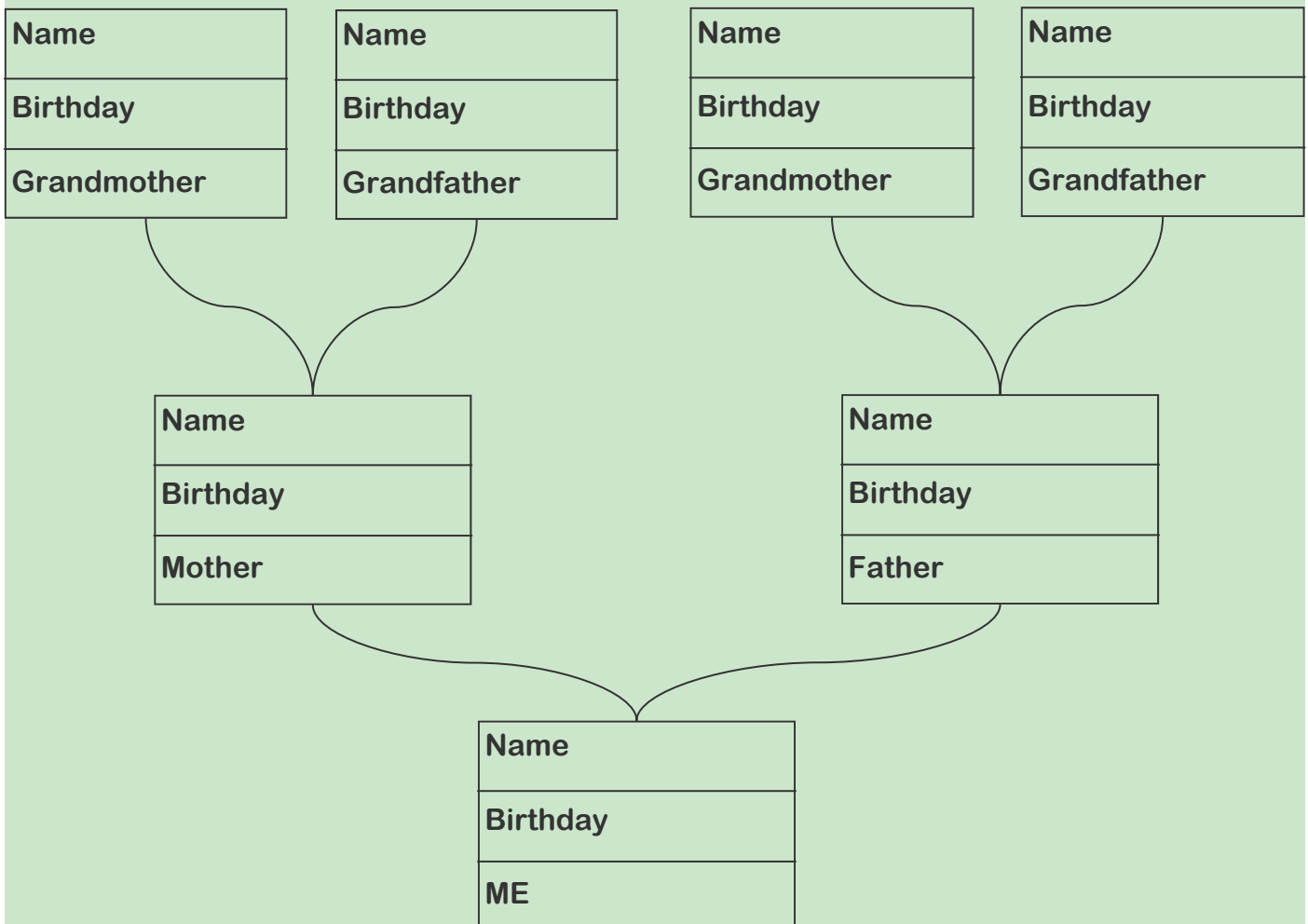
A family tree shows your family members and how they are related to you. It is called a family tree because when it is drawn it branches like a tree (see the family tree below). A family tree can be used to show any kind of family: a genetic or birth family where you live with your birth parents, an “adoptive” family where your parents have chosen to live with you even though they aren’t your birth parents, a “step” family where you live with one birth

parent and a stepfather or stepmother, or a “one parent” family where you live with one parent. There are many kinds of families. The family tree can be used to show any kind of family.

### 2. What should I do?

Complete your family tree

Complete your family tree below:



### 3. What Happened?

Were you able to get all of the information?

Did you need help completing your family tree?

### 4. How did I feel about it?

Were some parts of the family tree easier to complete than others?

### 5. What does it mean?

What did you learn about yourself from your family tree?

What did you learn about your family from completing your family tree?

How would you be different if you had a friend's family tree instead of yours?

### 6. So what?

Why is it important for a leader to know about his/her family history?

Why is it important for a leader to know about others' family trees?

### 7. Want to know more?

Chorzempa, R.A. (1990). *My family tree workbook*. New York, NY: Dover Publications.

Hoppe, J. (1990). *Cloverbuds: A 4-H discovery program for six to eight year olds*. St. Paul: Minnesota Extension Service, University of Minnesota.

### 8. What did I learn?

- I learned about my family history.
- Leaders need to understand their history to understand themselves.
- Understanding another person's history helps you understand that person.
- And, \_\_\_\_\_

### 1. What do I need to know first?

#### Creating personal poetry

Creating a poem about yourself tells something about you: what kind of poems you enjoy, what you are like, and how creative you are in telling about yourself. In this activity you will be writing a poem about yourself that tells something about you.

For example:

*My name is Fred Brown  
I don't like people who get me down  
I like to go out and be seen  
I still think like I'm a teen*

From this poem, we would know Fred is a bit of an extrovert, that he does not like people who put him down (why do they?) and maybe he thinks he behaves younger than his age (Is he ready to take on responsibility?).

### 2. What should I do?

MY PERSONAL POEM:

MY MENTOR'S NOTE:

# WORKBOOK 1: Understanding my Traits

## A Personal Poem

### Reflection

#### 3. What Happened?

How long was your poem?

What did you describe about yourself in your poem?

#### 4. How did I feel about it?

Was it hard to create a personal poem?

Which was harder, writing the poem or deciding what to put in the poem?

#### 5. What does it mean?

What did you learn about yourself by creating a personal poem?

#### 6. So what?

How could a leader use a personal poem?

#### 7. Want to know more?

Clark, T., Griffin, M., & Avrit, L. (1983). *Peer-Plus II: An exploration of the self*. East Lansing, MI: Michigan State University Cooperative Extension Service.

#### 8. What did I learn?

I learned more about myself.

- Creating personal poetry is a creative way of exploring who I am.
- A personal poem can be a creative way to introduce yourself.
- And, \_\_\_\_\_

### 1. What do I need to know first?

This is your life

There is a television show called “This is Your Life”. Every week someone’s life is featured on the show: old friends, something funny that happened to them, their family, etc. In this activity, you are going to find all the information needed to do “This is Your Life” for you. This will help you understand what makes you special or different from anyone else.

### 2. What should I do?

Get the information for “This Is Your Life”

Answer the following questions about you. If you don’t know an answer, talk to someone who might know (best friend, family member etc.).

Where were you born?

How many places have you lived since you were born and where were (are) they?

What schools have you attended?

What jobs have you held?

What is your ethnic background?

What is the funniest thing that has ever happened to you?

What is your greatest accomplishment?

What is your biggest disappointment?

What clubs/organizations have you been in ?

What is the one most important thing to know about you?

### 3. What Happened?

Were you able to get answers to all the questions?

Did you need help answering some questions?

### 4. How did I feel about it?

Were some of the questions easier to answer than others? Why?

Were some of the questions more important to you than others?

### 5. What does it mean?

What did you learn about yourself by getting answers to the questions about your life?

How would your life be different if you had been born or lived in another country?

How would your life be different if you had a different ethnic background (Example: if you were Pakistani-British, Irish-British, African-British or Welsh-British)?

### 6. So what?

Why is it important for a leader to know what is unique about herself/himself?

Why is it important for a leader to know what is unique about other people?

### 7. Want to know more?

Clark, T., Griffin, M., & Avrit, L. (1983). *Peer-Plus II: An exploration of the self*. East Lansing, MI: Michigan State University Cooperative Extension Service.

### 8. What did I learn?

- I learned more about myself and my personal history.
- When you know what is unique or special about you, you know what special skills or information you can share with others.
- When you know what is unique or special about others, you know what special skills or information they can share with you.
- And, \_\_\_\_\_



### 1. What do I need to know first?

Who am I?

“Who am I?” is an important question. Most people ask themselves this question often in their lives because it helps them know how to make important decisions (like should I go to college or get a job after school).

How you answer the “Who am I?” question shows how you “see” yourself. This is called your self-concept. Your self-concept is who you think you are, which may be different from who other people think you are.

### 2. What should I do?

Answer the question “Who am I”? 10 times. Each time give a different answer to the question. An example would be, “I am a person who likes to go fishing”.

I am ...

I am ...

I am ...

I am ...

I am ...

I am ...

I am ...

I am ...

I am ...

I am ...

### 3. What Happened?

Did you answer “Who am I?” all 10 times?

Are all 10 answers different?

### 4. How did I feel about it?

Are all 10 answers to “Who am I?” equal?  
Are some answers more important than others?

Was it harder to answer “Who am I?” the tenth time than the first time?

### 5. What does it mean?

What is your self-concept like?

What did you learn about yourself by answering “Who am I?” all 10 times?

How do you think your self-concept formed?

A long time ago (1934), a psychologist named G. Herbert Mead said that he thought people formed their self-concepts by accepting and then repeating what other people said: if my mother told me she thought I was a good athlete, I would believe I was. This is called the “Looking Glass Self” theory. Another psychologist, Daryl Bem, believes that people form their self-concepts by thinking about what they have done and guessing who they are: I believe I am a good athlete after I win a running race. He calls this “Self-Perception” theory.

Was your self-concept formed like a “Looking Glass” or through “Self-Perception”? Which psychologist do you think is right about how self-concept forms (or are they both right)?

How would you be different if you had a different self-concept?

### 6. So what?

What kind of self-concept should a leader have?

Why does a leader need to understand her/his self-concept and the self-concept of others?

### 7. Want to know more?

Bem, D.J. (1972). “Self-perception theory”. In L. Berkowitz, *Advances in experimental social psychology* (Vol. 6, pp. 2-62). New York: Academic Press.

Mead, G.H. (1934). *Mind, self, and society*. Chicago: The University of Chicago Press.

### 8. What did I learn?

Everyone has a self-concept.

I learned about my self-concept.

Self-concept comes from taking what others tell us and by guessing from what we have done.

And, \_\_\_\_\_

### 1. What do I need to know first?

#### Analogies

In this activity you will be writing analogies. Analogy is a word used to describe how two things that don't seem alike really are. For example a car and an elephant (they both have trunks).

### 2. What should I do?

Write analogies

Compare each of the things listed below to you (an analogy between you and the thing).

Thing	How I am like this thing
A river	
A mountain	
A roller skate	
A book	
A cow	

### 3. What Happened?

Were you able to compare yourself to all of the things listed?

How hard was it to compare yourself to the things listed?

### 4. How did I feel about it?

Which thing was the hardest to compare yourself to? Why?

### 5. What does it mean?

What did you learn about yourself in this activity?

Why is it important for people to think about their traits (you have to think about your traits to compare yourself to any of the things in the activity)?

### 6. So what?

Why might a leader want to compare his/her traits with things?

### 7. Want to know more?

Munson, M.K. (1986). *Leadership: Skills you never outgrow*. Champaign-Urbana: University of Illinois Cooperative Extension Service.

### 8. What did I learn?

- An analogy is a comparison between two things that don't seem alike.
- I learned more about my traits.
- Leaders need to know their strengths and weaknesses.
- And, \_\_\_\_\_

### 1. What do I need to know first?

A declaration of self-esteem

According to the *Random House College Dictionary*, a declaration is “something that is announced, or proclaimed”. In other words, it is an announcement that you tell to the whole world.

The same dictionary defines self-esteem as “respect for a favorable impression of oneself”. It is the feeling that you are a capable person that other people should love. A healthy self-esteem is essential for being a healthy, happy, and productive person.

A declaration of self-esteem, then, is an announcement to the world that you think you are a capable and loveable person.

### 2. What should I do?

Write a declaration of self-esteem

Write a declaration of self-esteem for yourself in the right-hand side of the space below. An example of a declaration of self-esteem done by a writer is given below.

#### My Declaration Of Self-Esteem

I am me.

In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is really mine because I alone chose it.

I own everything about me – my body, including everything it does; my mind, including all its thoughts and ideas; my eyes, including all the images they see; my feelings, whatever they may be – anger, joy, frustration, love; my mouth and all the words that come out of it.

I own my fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can know myself very well. By so doing, I can love me and be friendly with me in every way.

I own me, and so I can change me.

I am me and I am okay.

# WORKBOOK 1: Understanding my Traits

## A Declaration Of Self-Esteem

### Reflection

#### 3. What Happened?

Were you able to write your declaration?

How long did it take?

#### 4. How did I feel about it?

Was it hard to write your declaration? Why or why not?

Was it hard to write good things about yourself?

Are you happy with your declaration?

#### 5. What does it mean?

Did you write good things about yourself? Why do many people find it easier to write bad things about themselves than good things?

What did you learn about yourself and your self-esteem by writing your declaration?

Do most people you now have a strong (positive) self-esteem?

Why is it good to have a positive self-esteem?

#### 6. So what?

Why do leaders need a positive self-esteem?

#### 7. Want to know more?

Satir, V. and Baldwin, M. (1986). *Satir step by step: A guide to creating change in families*. Palo Alto, CA: Science and Behavior Books.

Satir, V. (1970). "My Declaration of Self-Esteem", in *A goal of living*.

#### 8. What did I learn?

- Self-esteem is knowing you are a capable and lovable person.
- A declaration is something you say to the world.
- I learned about my own self-esteem.
- And, \_\_\_\_\_

### 1. What do I need to know first?

What is a value?

Many people talk about values: parents, teachers, political leaders, etc. But what is a value? According to *Webster's New University Dictionary*, a value is "A principle, standard, or quality regarded as worthwhile or desirable". In more simple language, that means a value is an idea (not a thing) you wish would happen.

Examples are: "I wish there would be no more wars" or "I wish all people would get an equal chance to succeed in life". Although there are some values most people support (like wishing there would be no more wars), there are other values some people do and other people do not support (like believing in God). It is important to know about your values because they give your life purpose and meaning. If you know what you value, you know what you should try to do with your life.

### 2. What should I do?

Interview your family about values

Interview members of your family or friends about their personal values. Interviewing family members and people you like is a good way of understanding your own values because many people get their values from their families and friends.

Family member 1   Family member 2   Close friend 3

Whom did you interview?

Where did you interview them?

What did she/he say were her/his values?

1)

2)

3)

4)

5)

## What Is A Value?

### 3. What Happened?

Whom did you interview?

What were the family members' and friends values?

### 4. How did I feel about it?

Were the values of each family member s and friends similar?

Were the values of family members and friends similar to your values?

### 5. What does it mean?

What did you learn about yourself by interviewing family and friends?

How would your life be different if your family and friends had different values?

How would you be different if you had different values?

### 6. So what?

Why is it important for leaders to know about their own values?

Why is it important for leaders to know about the values of others?

### 7. Want to know more?

*Webster's new riverside university dictionary* (1984). Boston: Houghton Mifflin.

### 8. What did I learn?

- I learned what a value is.
- Many people get their values from their families and friends.
- I learned some important things about what my family, my friends and I value.
- And, \_\_\_\_\_



## 1. What do I need to know first?

### A Value Survey

#### Knowing what you value

As a leader, you need to know what you value and how your values are different from those of others. When you know your own values, you know what you would like to accomplish.

When you know that the values of other people are different, you will see that: (1) people with similar values will probably want to help you get what you want, (2) some people will not care about what you want to accomplish because they do not value what you value, and (3) sometimes people with different values will want the opposite of what you want and will work against what you want.

## 2. What should I do?

### Complete the Rokeach Value Survey

Milton Rokeach, a psychologist at the University of Southern California (USC), developed a value survey that can help you clarify (see) what you value. To complete the survey, look carefully at the 18 values listed alphabetically below. Rank them from 1 (most important) to 18 (least important) in YOUR life.

#### Value

- A comfortable life (a life with the things you need)
- An exciting life (an active and interesting life)
- A sense of accomplishment (lasting contribution)
- A world at peace (free of war and conflict)
- A world of beauty (the beauty of nature and the arts)
- Equality (everyone is really equal)
- Family security (safety for the people you love)
- Freedom (independence, doing what you want)
- Happiness (having what you need)
- Harmony (feeling comfortable with yourself)
- Love (romance and closeness)
- National security (protection of the country from others attacking)
- Pleasure (a fun life)
- Salvation (being saved by God)
- Self-respect (self-esteem, feeling good about yourself)
- Recognition by others (respect, having others want to be like you)
- True friendship (close companionship)
- Wisdom (knowing a lot, understanding life)

# WORKBOOK 1: Understanding my Traits

## A Value Survey

### Reflection

#### 3. What Happened?

Were you able to rank all 18 values?

#### 4. How did I feel about it?

Were some values easier to rank than others?

Was there an easy first choice value? If so, what was it?

Was there an easy last choice value? Of, so what was it?

#### 5. What does it mean?

What did you learn about yourself from this survey?

How would you act differently if your values were reserved (the most important became your least important)?

Would family members and friends rank the values differently? How?

Dr. Rokeach did a survey of college students in 1981. Their top six values were:

Family security

A world at peace

Freedom

Self-respect

Happiness

Wisdom

How does the ranking above compare to yours?

#### 6. So what?

Why should a leader care about her/his values?

Why should a leader care about the values of others?

#### 7. Want to know more?

Rokeach, M. & Ball-Rokeach (1986). "Stability and change in American value priorities". *American Psychologist*, 46(5), pp.775-784.

#### 8. What did I learn?

- I learned more about my values.
- Leaders need to be aware of their values.
- Effective leaders are aware of the values of others.
- And, \_\_\_\_\_

### 1. What do I need to know first?

How do you spend your time?

How you spend your time says a lot about you: what you like to do, what you value, and who you like to be with. The more time you spend doing something, the more you enjoy it or value it, because you would probably do something else if you didn't.

### 2. What should I do?

Record how you spend your time

Record how you spend your time first for a typical day, and then for a week. Record how many hours you do each of the following things:

1 day

sleeping  
working  
study  
with family  
with friends  
alone (thinking)  
watching TV  
reading  
exercise/ sport

other:  
other:

1 Week

sleeping  
working  
study  
with family  
with friends  
along (thinking)  
watching TV  
reading  
exercise/sport

other:  
other:

## What I Do All Day?

### 3. What Happened?

How did you spend most of your time?

Which activity took most of your time?

### 4. How did I feel about it?

Were you surprised by how you spent your time? If so, why?

### 5. What does it mean?

What did you learn about yourself from this activity?

Would you like to change how you spend your time? Why?

What could you do to change how much time you spend on different activities?

Dr. John S. Hoyt Jr. offers some tips for helping you get more done in the same amount of time (“managing” your time):

**Schedule your time:** Plan how you want to spend your time so you get to do the things you want to do.

**Get organized:** Don’t spend all your time looking for things, have them organized and know where they are.

**Don’t put off things you don’t want to do:** If you avoid doing something you don’t want to do (like homework), you might run out of time to do it later or have to rush and do a poor job.

**Ask for help if you need it:** If you can’t do it alone, ask for help. Don’t waste a lot of time trying to do something you know you can’t do alone.

**Set priorities:** If you don’t have enough time to do everything, set priorities and decide what is most important to you and do it first!

Did any of your ideas match Dr. Hoyt’s ideas?

### 6. So what?

Why is it important for leaders to know how much time they spend on different things and to manage their time? (Hint: most leaders are busy people)

### 7. Want to know more?

Clark, T., Griffin, M., & Avrit, L (1983). *Peer-Plus II: An exploration of the self*. East Lansing, MI: Michigan State University Cooperative Extension Service.

Hoyt, J.S. (1983). *Personal time management manual*. St. Paul, MN: Telstar, INC..

### 8. What did I learn?

- How people spend their time shows what they enjoy or value.
- I learned more about what I value by recording how I spend my time.
- You can “manage” your time so you can do more of what you want to do.
- And, \_\_\_\_\_

### 1. What do I need to know first?

What do you love to do?

The activities you love to do say a lot about you: how you like to spend your time, what you value, with whom you like to spend your time, and what kind of person you are (shy, introverted, agreeable, etc.). The more you love to do something, the more it shows how much you value or enjoy it.

### 2. What should I do?

Write the 10 activities you like to do most

List your favorite 10 activities in order from 1 to 10 in the right column. Next, use the left column to code the activities as follows:

**I** = Individual activities or things you do alone;

**G** = Group activities or things you do with others;

**£** = Activities that cost more than £2.00;

**M** = Activities you would like to do more often.

Code	Favorite Activities
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

### 3. What Happened?

Could you list 10 activities?

Were most of your favorite activities coded one way (I, G, £, or M)?

### 4. How did I feel about it?

Did you want to list more than 10 activities or was it hard to find 10?

Are some activities listed more important to you than others?

### 5. What does it mean?

What did you learn about yourself from this activities (example: most of the things I like to do cost money)?

Are there many activities you would like to do more often? If so, what could you change to get more time to do them?

Is your list different from what your friends would list? If so, how?

Is your list different from what others in your family would list? If so, how?

### 6. So what?

Why is it important for leaders to know what they like to do?

Why is it important for leaders to know what other people like to do?

### 7. Want to know more?

Clark, T., Griffin, M., & Avrit, L (1983). *Peer-Plus II: An exploration of the self*. East Lansing, MI: Michigan State University Cooperative Extension Service.

### 8. What did I learn?

- Knowing what people like to do shows what they like or value.
- I learned more about what I value by listing my favorite activities.
- Leaders need to understand which activities they will like most. And which they avoid
- Leaders need to understand what others like to do so they will know which people to ask to help them.
- And, \_\_\_\_\_

### 1. What do I need to know first?

#### Knowing what you want

Knowing what you want is the first step in being a good leader and a happy person. If you don't know what you want, you will never get it. You need to think about what you are doing and why you are doing it.

Sometimes people do something for a good reason, but then keep doing it out of habit, even though it doesn't get them what they want anymore.

A good example is the man who got used to washing his hands often at work because he was a baker. After he quit his job, he still washed his hands at least 20 times a day out of habit. Some days he would spend more than 2 hours washing his hands over and over. When he was asked why he washed his hands so often he said, "I don't know; I just do."

### 2. What should I do?

#### Analyze the quote

Henry David Thoreau was a famous American philosopher. He once wrote:

*"Many men go fishing all their lives without knowing that it is not the fish they are after."*

Write below what you think Henry David Thoreau was trying to say. Is there a way it can be said in more simple language?

# WORKBOOK 1: Understanding my Traits

## Gone Fishing

### Reflection

#### 3. What Happened?

Were you able to understand the quote?

Were you able to rewrite the quote?

#### 4. How did I feel about it?

Did you share the rewritten quote with another person (a parent, your mentor, etc.)? If so, did they agree with you about what Thoreau was trying to say?

#### 5. What does it mean?

Why do most people like to go fishing (according to Thoreau)?

What things do people do that they wouldn't do if they thought about their reasons (how do people "go fishing")?

Do you do anything that doesn't have a purpose? If so, what? What can you do to change that?

#### 6. So what?

Do leaders ever "go fishing"?

#### 7. Want to know more?

Munson, M.K. (1986). *Leadership: Skills you never outgrow*. Champaign-Urbana: University of Illinois Cooperative Extension Service.

#### 8. What did I learn?

- I sometimes spend time doing things with little or no purpose.
- I need to think about why I do things to keep from doing things without a purpose.
- I need to decide what I want before I can try to get it.
- And, \_\_\_\_\_



### 1. What do I need to know first?

The public and private you

Everyone has two sides, including you. You have the side you share with everyone (the public you) and the side you keep to yourself (the private you). Your public self includes things like your name, where you live, the school you go to, how you look, and how you act when others are around you. Your private self includes things like your secret wishes, some of your personal values, and how you act when you are alone.

Because you know more about yourself (your thoughts, what you want, how you act when you're alone, etc.), the way you see yourself is different from the way others see you. Other people respond to the public you because they don't know the private you.

### 2. What should I do?

Create a drawing of the private you and the public you

Draw a picture of the public you on the left side and a picture of the private you on the right side in the space below.

**My Public Side**  
(how I look to other people)

**My Private Side**  
(how I look to myself)

**3. What Happened?**

How long did it take to draw the public you? The private you?

Did you share your drawings with anyone?

**4. How did I feel about it?**

Which was harder to draw, the public you or the private you? Why?

**5. What does it mean?**

Why do people have a private and public side?

What do you think the private side of someone you know (your best friend, a parent, etc.) might look like? How do you know what another person's private self might look like?

Is it good to know someone else's private side? Why or why not?

**6. So what?**

Why does a leader need to know the difference between her/his private side and his/her public side?

**7. Want to know more?**

Clark, T., Griffin, M., & Avrit, L. (1983). *Peer-Plus II: An exploration of the self*. East Lansing, MI: Michigan State University Cooperative Extension Service.

**8. What did I learn?**

- There is a difference between the public me and the private me.
- I learned about my own public and private sides.
- Leaders must know their public and private sides to understand what they want.
- And, \_\_\_\_\_

### 1. What do I need to know first?

What is a personality?

According to the *Random House College Dictionary*, personality is “the sum total of the physical, mental, emotional, and social characteristics of an individual.” In more simple language, that means that personality is the total of all of a person’s traits (public and private).

No two people have exactly the same personality, but some people have similar personalities. For example, two people can both be “mean,” but each in a different way (one makes fun of people and the other hits people).

### 2. What should I do?

Complete the Personality Check List as you really are

Here is a list of words that are sometimes used to describe people. Read the word quickly and check the ones that describe YOU as you really are, not as you want to be. You may check as many or as few words you like, just be honest about the words you check. Check the words that describe the real you.

Active	Adventurous	Ambitious	Apathetic	Artistic
Assertive	Awkward	Bossy	Calm	Capable
Cautious	Charming	Cheerful	Clever	Confident
Cooperative	Defensive	Dependable	Dull	Easy-going
Excitable	Foolish	Forgetful	Formal	Generous
Friendly	Good-looking	Greedy	Honest	Impatient
Independent	Intelligent	Jolly	Kind	Lazy
Logical	Mild	Nervous	Optimistic	Persistent
Practical	Prejudiced	Realistic	Rebellious	Rigid
Shy	Slow	Sociable	Spontaneous	Strong
Talkative	Thoughtful	Trusting	Understand-	Unkind
Warm	Wise	Witty	Worrying	Zany

### 3. What Happened?

How many words did you check?

How long did it take to complete the list?

### 4. How did I feel about it?

Were some words easier to check than others?

Were some of the words you checked negative?

### 5. What does it mean?

What one word best describes you best?

What one word that you checked did you like the best?

How would you describe your personality?

Can you describe your personality in five words or less? If yes, please do. If you don't think you can, please try.

If someone else (a friend, a parent, a teacher) used the same list of words, would the same words be checked? How might it be different?

### 6. So what?

Why would a leader want to know about her/his personalities?

### 7. Want to know more?

Gough, H.G. (1952). *The adjective check list*. Palo Alto, CA: Consulting Psychologists Press.

*Random house college dictionary* (1988). New York: Random House

### 8. What did I learn?

- Personality is the word used to describe someone's unique set of traits.
- I learned more about my own personality.
- A leader needs to know her/his personalities to know what he/she has to share with others.
- And, \_\_\_\_\_

### 1. What do I need to know first?

The real you and the ideal you

In earlier activities in this workbook, you learned about the difference between the public you and the private you and about your personality. You learned about your private personality, the real you. Now think about your public personality, the way you would like other people to see you. Is it different from your private personality? For most people it is.

### 2. What should I do?

Complete the Personality Check List as you want others to see you

Here is a list of words that are sometimes used to describe people. Read the word quickly and check the ones that describe YOU as you want others to see you, not as you really are. You may check as many or as few words you like, just be honest about the words you check. Check the words that describe how you want others to see you.

Active	Adventurous	Ambitious	Apathetic	Artistic
Assertive	Awkward	Bossy	Calm	Capable
Cautious	Charming	Cheerful	Clever	Confident
Cooperative	Defensive	Dependable	Dull	Easy-going
Excitable	Foolish	Forgetful	Formal	Generous
Friendly	Good-looking	Greedy	Honest	Impatient
Independent	Intelligent	Jolly	Kind	Lazy
Logical	Mild	Nervous	Optimistic	Persistent
Practical	Prejudiced	Realistic	Rebellious	Rigid
Shy	Slow	Sociable	Spontaneous	Strong
Talkative	Thoughtful	Trusting	Understand-	Unkind
Warm	Wise	Witty	Worrying	Zany

### 3. What Happened?

How many words did you check?

Did you check any different words this time than for the REAL you?

How long did it take to complete the list?

### 4. How did I feel about it?

Were some words easier to check than others?

Were some of the words you checked negative?

### 5. What does it mean?

What one word best describes the way you want others to see you?

What one word that you checked do you like the best?

How would you describe your ideal personality?

Can you describe your ideal personality in five words or less? If yes, please do. If you don't think you can, please try.

Why do people have different public and private personalities?

According to Psychology Professor Mark Snyder at the University of Minnesota, some people try hard to get other people to see them differently than they really are. He calls these people "High Self-Monitors" because they monitor (watch) how others see them and change how they act to get other people to see them differently.

Do you think Professor Snyder is right? Why or why not?

### 6. So what?

Why would a leader want to have different private and public personalities?

### 7. Want to know more?

Snyder, M. (1979). "Self-monitoring processes". In L. Berkowitz (Ed.), *Advances in experimental social psychology*, Vol. 12, pp. 86-131. New York: Academic Press.

### 8. What did I learn?

- People have different private and public personalities.
- I learned more about my own public personality.
- Leaders need to know their own personalities to know what they have to share with others.
- And, \_\_\_\_\_

### 1. What do I need to know first?

What is a skills check-up?

A skills check is a set of questions, each of which asks you to rate how good you are at one skill. This check-up covers important leadership skills. Think carefully about each question because it will help you understand your strengths and where you might want to try to improve your skills.

### 2. What should I do?

Complete the Personal Skills Check-up

Rate your leadership skills by circling the number before each statement that most closely matches your ability: if you do it poorly, circle a “1”; if you do it okay, circle a “2”; if you do it very well, circle a “3”.

Assessment 1= Poorly      2= Okay      3=Very Well

Skill

- |   |   |   |  |
|---|---|---|--|
| 1 | 2 | 3 | I know my strengths and weaknesses.  |
| 1 | 2 | 3 | I feel good about who I am.  |
| 1 | 2 | 3 | I know what my values are.   |
| 1 | 2 | 3 | I know how to conduct a meeting.   |
| 1 | 2 | 3 | I work well with others.   |
| 1 | 2 | 3 | I am a good public speaker.  |
| 1 | 2 | 3 | I can use goal setting.  |
| 1 | 2 | 3 | I know how to plan and complete a project involving other people.                                      |
| 1 | 2 | 3 | I know how to organize a large group of people.  |
| 1 | 2 | 3 | I can balance all my activities (college, work, family, etc.).   |
| 1 | 2 | 3 | I am able to delegate work to other people.  |
| 1 | 2 | 3 | I can resolve conflicts when people disagree.  |
| 1 | 2 | 3 | am a creative thinker.   |
| 1 | 2 | 3 | I plan for the future.   |
| 1 | 2 | 3 | I like to imagine how things could be.   |
| 1 | 2 | 3 | I always try to do the “right thing”, even if I want to do something else.                             |
| 1 | 2 | 3 | I can make difficult choices.  |
| 1 | 2 | 3 | I know when I should keep something to myself (private) and when I should tell other people (public).  |
| 1 | 2 | 3 | I have the courage to do something I know is right, even when I know other people will make fun of me. |
| 1 | 2 | 3 | I can be a role model for other people.  |

### 3. What Happened?

Using the key in the box, score your check-up.

In which leadership skill area are you best? Which need improvement?

### 4. How did I feel about it?

Did you feel you have a lot to learn?

### 5. What does it mean?

Which workbook do you plan to spend the most time with later? Why?

Which skills in the check-up sound most interesting? Why?

**KEY: Personal Skills Check-up**

This Personal Skills Check-up asks questions about skills that will be covered in later workbooks of the leadership project. You shouldn't feel bad if you didn't do well in this check-up because these are skills you will learn later.

Understanding my TRAITS (add questions 1-3) = divide by 3 =

Reading the SITUATION (add questions 4-6) = divide by 3 =

Mastering the ORGANIZATION (add questions 7-9) = divide by 3 =

Appreciating POWER (add questions 10-12) = divide by 3 =

Seeing the VISION (add questions 13-15) = divide by 3 =

Acting with ETHICS (add questions 16-18) = divide by 3 =

Reflecting on ACTION (add questions 19-20) = divide by 2 =

Your score for each group of questions is your average score for that workbook. It tells you how much you know about the subjects in that workbook. For example, if you get a "3" on one workbook, that means you know the subject very well.

### 6. So what?

Why is it important for a leader to understand her/his strengths and weaknesses?

Why is it important for a leader to understand the strengths and weaknesses of others?

### 7. Want to know more?

Terry, R. (1986). *Leadership – A preview of a seventh view*. Minneapolis, MN: H. H. Humphrey Institute, University of Minnesota.

### 8. What did I learn?

- I learned which leadership skills I am best at, and which need improvement.
- Leaders need to know their strengths so they know what they can offer others.
- Leaders need to know the strengths of others so they know what others have to share.
- And, \_\_\_\_\_



### 1. What do I need to know first?

#### Strength Bombardment

“Strength Bombardment” is an activity designed for a group of five or more. Because of this, we have not included the instructions here. The activity will be explained to you as you participate. Use these workbook pages to record your reaction to the activity.

### 2. What should I do?

Participate in the “Strength Bombardment” activity.

In this activity other people will be telling you your personal strengths. Record them in the space below.

My Strengths

### 3. What Happened?

How many strengths did you record?

How did you feel during the strength bombardment?

### 4. How did I feel about it?

How do you feel about the strength bombardment now?

How did it feel to tell others their strengths?

### 5. What does it mean?

Why is it hard for most people to hear others tell them their strengths?

Why is it important to know your personal strengths?

How would you be different if your strengths were your weaknesses and your weaknesses were your strengths (example: if you are a poor public speaker, what if you were a great public speaker)?

Why is it important to know the strengths of other people?

Why is it so easy to tell people whom we don't like about their weaknesses, but so hard to tell the people we do like about their strengths?

### 6. So what?

Why do leaders need to hear it when they do a good job?

Why do leaders need to tell others when they do a good job?

### 7. Want to know more?

Johnson, D.W. and Johnson, F.P. (1987). *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.

### 8. What did I learn?

Everybody needs to hear from other people that they have strengths.

I learned about my strengths.

Leaders are people too – they need to hear when they have done a good job.

And, \_\_\_\_\_

## 1. What do I need to know first?

Need a challenge?

Are you done with your workbook activities, but want more practice before moving on to the next workbook? Well, welcome to the challenge! You will find a section of additional leadership activities at the end of each workbook. There are enough additional activities here to keep you busy for at least a year, maybe longer.

minutes. Those times are what it takes on average; it may take a little longer or shorter.

The activities on the next page are organized by the amount of time you want to spend: 5, 15, 30, 60, 120, or more than 120

## 2. What should I do?

Complete and discuss “challenge” activities

As you do the activities listed on the next page, follow the directions below for completing “challenge” activities.

### Directions For Completing A “Challenge” Activity

Pick an activity based on how much time you want to spend and what you want to do. Complete the activity as directed.

Discuss the activity with someone (your mentor would be a great person for this).

What happened?

How did I feel about it?

What does it mean?

So what?

Want to know more? Where?

What did I learn?

Write your answers to the six questions here or on a separate sheet of paper for each “challenge” activity you do.

Put a “check” in the space next to the activity (you should only do this after you have discussed and recorded your answers to the questions.

### 3. Got 5 minutes

Ask a friend what her/his favorite thing to do is.

Ask your mentor or a family member to write you a letter telling you what they like best about you (wait until you get the letter to answer the questions).

### 4. How about 15 minutes?

Do a trust walk with your mentor (you are blindfolded and you go where she/he leads you).

Answer "Who am I?" 10 more times (Are your answers the same?).

Ask your mentor, a friend, or a family member "Who are you?" ten times and record their answers.

### 5. Want to spend 30 minutes?

Write what a perfect day for you would be like.

Write a poem describing what you like about your best friend and give it to her/him. Describe to your mentor what it feels like when you are happy, angry, excited, and frustrated.

Compare yourself to a house and share your answer with someone else.

Write a short paper called, "Why I am proud to be me." Share it with someone else. Write what you would do if you won £1 million in the lottery.

Write a letter to yourself and give it to someone to hold for one year before mailing it to you.

Write what you would do if you could make anything happen by snapping your fingers.

Make a list of things you want to learn about working in small groups and running meetings, which will be covered in the next leadership workbook "Reading the Situation". On page 45, define what leadership means to you and share it with your mentor (keep it to look at again in a year).

### 6. Do you have 60 minutes?

Make a list of your strengths (including how you plan to use them as a leader) and weaknesses (including what you can do to overcome them).

### 7. Can you spare 120 minutes?

Interview a grandparent or older family member about family values.

Interview a grandparent or other family

### 8. Not worried about time?

Complete a family history going as far aback on the family tree as you can.

Make a list of everything you've learned in the leadership project so far.

Tell a friend or family member your life history and have them tell you theirs.

# WORKBOOK1: Understanding my Traits

## My definition of leadership

Action

Use this space to write your definition of leadership.

Date: \_\_\_\_\_