



Building Community Leaders

**Reflecting on Action
by Randall S. Peterson
Workbook 7**

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I gain strength, courage and confidence by every experience in which I must stop and look fear in the face...I say to myself, I've lived through this and can take the next thing that comes along... We must do the things we think we cannot do."

Eleanor Roosevelt

"I am only one; but still I am one. I cannot do everything, but I can still do something; I will not refuse to do the something I can do."

Helen Keller

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Reflecting on Action, or reflective leadership, is the seventh view of leadership. This view combines the other six's view of leadership, but also focuses on having the courage to do things you're not sure you can do and thinking about your actions once they are done.

Reflective leaders understand that leadership requires:

- Knowing yourself and others (Understanding my Traits)
- Being aware of the situation and responding to it (Reading the Situation)
- Understanding organizations (Mastering the Organization)
- Knowing what it takes to get a job done (Appreciating Power)
- Having a clear sense of what you want (Seeing the Vision)
- Acting according to your values -- being ethical (Acting with Ethics)
- Having the courage to do what you don't think you can (Reflecting on Action)

Reflective leaders have a sense of commitment to making the world a better place, even if it means taking personal risks. They feel they must serve others, but they must do it in a way that reflects who they really are (authentically) and not try to copy anyone else. Each time they do something (action), they take the time to think about what they've already done and what else needs to happen (reflection):

"I gain strength, courage and confidence by every experience in which I must stop and look fear in the face...I say to myself, I've lived through this and can take the next thing that comes along... We must do the things we think we cannot do."

Eleanor Roosevelt

"I am only one; but still I am one. I cannot do everything, but I can still do something; I will not refuse to do the something I can do."

Helen Keller

The activities in this workbook focus on understanding courage, accepting responsibility for doing things you are not sure you can do, and considering alternative ways of looking at leadership. These activities are included in this workbook:

Individual And Small Group Activities

- | | | | |
|-----|--------------------------------|-----|-------------------------------|
| ☐1 | What Is Reflective Leadership? | ☐2 | Leadership Is Like... |
| ☐3 | Why Reflective Leadership? | ☐4 | Ready To Solve A Problem? |
| ☐5 | What is Courage? | ☐6 | The Diamond Model |
| ☐7 | Authenticity | ☐8 | Who's Got The Power? |
| ☐9 | You Tell On Yourself | ☐10 | Who's Responsible For... |
| ☐11 | Being A Mentor | ☐12 | Declaration Of Responsibility |
| ☐13 | Seven Views of Leadership | ☐14 | My Definition Of Leadership |
| ☐15 | Leadership And Culture | ☐16 | Personal Skills Check-up |
| ☐17 | Dealing With Diversity | ☐18 | My Leadership Plan |

Large Group Experience

- ☐19 A Guessing Game

WORKBOOK 7: Reflecting on Action

What Is Reflective Leadership?

1. What do I need to know first?

What is reflective leadership??

According to the reflective leadership Centre at the Hubert H. Humphrey Institute of the University of Minnesota, a reflective leader is the kind of person who sees that leadership is all of the things you have done in the six other workbooks. A reflective leader is also willing to try things never tried before and challenges herself/himself to do what needs to be done and no one else is willing to try. Finally, a reflective leader thinks about and acts according to who she/he is and what he/she has done.

2. What should I do?

Interpret these quotes

Below are several quotes from famous people that show reflective leadership. Write what each of these quotes means to you in “plain English” so it is easier to understand. Share your interpretations with others and see if they agree.

Quote	What It Means To Me
I gain strength, courage and confidence by every experience in which I must look fear in the face...I say to myself, I've lived through this and can take the next thing that comes along... We must do the things we think we cannot do.” Eleanor Roosevelt	
The object of leadership is the stirring of human consciousness, the interpretation and enhancement of meanings, the articulation of key cultural strands, and the linking of organizational members to them. T.J. Sergionvanni	
Instead of worrying about the future, let us labour to create it. Hubert H. Humphrey	
Let the world know you as you are, not as you think you should be, because sooner or later, if you are posing, you will forget the pose, and then where are you? Fanny Brice	
I am only one; but still I am one. I cannot do everything, but I can still do something; I will not refuse to do something I can do. Helen Keller	
We can't do everything. But we do what we can. Born Chea	

WORKBOOK 7: Reflecting on Action

Reflection

What is Reflective Leadership?

3. What Happened?

Were you able to rewrite all of the quotes?

Did you share your quotes with anyone else?

4. How did I feel about it?

Did your rewritten quotes make sense to other people?

Did you have problems understanding what some of the quotes meant?

5. What does it mean?

Do you know anyone you think is a reflective leader? If yes, please list.

Do you think you are a reflective leader?

Where do you need to improve your leadership skills to become a reflective leader?

6. So what?

Is there such a thing as a perfect reflective leader? Why or why not?

7. Want to know more?

Brussel, E. E. (1988). *Dictionary of quotable definitions*. New York, NY: Simon and Schuster.

8. What did I learn?

- Reflective leaders try things that need to be done, even if they aren't sure they can.
- No one is ever the perfect reflective leader. Everyone needs to improve her/his leadership skills all of the time.
- And, _____

1. What do I need to know first?

Why reflective leadership?

Reflective leadership is about having the courage to do things you aren't sure you can do; the emphasis is on doing or action with others. You cannot be a leader working alone.

But if there is an emphasis on action, why take time for reflection and thinking about what you've done?

The reason is sometimes we get so busy doing things, either we forget our own priorities and spend time doing things that aren't important to us, or we don't learn what we should from our experiences, *learning by doing* only works when we think about what we've done and talk about it with other people.

2. What should I do?

Below are several quotes from well known people or groups about the importance of learning by doing and reflecting on those actions. Write that each of these quotes means to you in "plain English." Share your interpretations with others and see if they agree.

Quote	What It Means To Me
What we have to do, we learn by doing. Aristotle	
In doing we learn. George Herbert	
Tell me, I forget. Show me, I remember. Involve me, I understand.	
A life unexamined is not worth living Anonymous	
Reflection is the path of immortality. Dharmmapada	
Reflection is the key that unlocks the door of the world. Samuel M. Crothers	
Thought is the seed of action Ralph Waldo Emerson	

WORKBOOK 7: Reflecting on Action

Why Reflective Leadership?

Reflection

3. What Happened?

Were you able to rewrite all of the quotes?

Did you share your quotes with anyone else?

4. How did I feel about it?

Did your rewritten quotes make sense to other people?

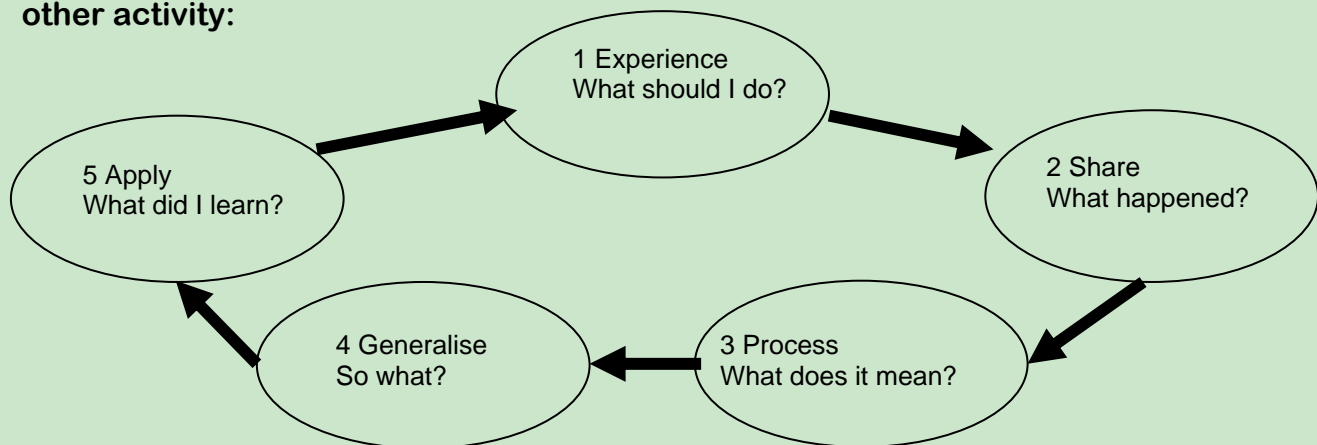
Did you have problems understanding what some of the quotes meant?

5. What does it mean?

Why is learning by doing important?

Why is reflecting on (thinking about) your actions important?

This course is based on “learning by doing,” also called experiential learning. Experiential learning happens when a person is involved in an activity, looks back at it, determines what is useful or important to remember, and uses that information in another activity:



Do you see now how you have been doing experiential learning and reflective leadership in all seven workbooks?

6. So what?

Where do leaders “Learn by doing?”

7. Want to know more?

Brussel, E.E (1988). *Dictionary of quotable definition*. New York, NY: Simon and Schuster.

Walker, J. and Coble, T. (1990). *I'll take*

8. What did I learn?

- Learning is best when it involves both “Action” and “Reflection.”
- Learning that includes “Action” and “Reflection” is called experiential.
- Leaders can learn from reflecting on any of their actions.
- And, _____

1. What do I need to know first?

What is courage?

According to the *Random House College Dictionary*, courage is “to act in accordance with one’s beliefs, especially in spite of criticism.” Leaders with courage do things they know should be done, even when there is personal risk involved. Courageous and reflective leaders risk their money, their status, and sometimes their lives to do things they believe need to be done for the good of the world or the people they represent.

2. What should I do?

Interpret these quotes.

Below are several quotes from famous people about courage. Write what each of these quotes means to you in “plain English” so it is easier to understand. Share your interpretations with others and see if they agree.

Quote	What It Means To Me
Having Courage is never to let your actions be influenced by your fears. Arthur Koestler	
Courage is the price that life exacts for granting peace. Amelia Earhart	
Courage is indifference to personal misfortunes. Bertrand A. Russell	
We fought hard. We gave it our best. We did what was right. And we made a difference. Geraldine A. Ferraro	
Courage is resistance to fear, mastery of fear – not absence of fear. Mark Twain	
Courage is knowing what not to fear. Plato	
Courage is a peculiar kind of fear Charles Kennedy	

WORKBOOK 7: Reflecting on Action

Reflection

What is Courage?

3. What Happened?

Were you able to rewrite all of the quotes?

Did you share your quotes with anyone else?

4. How did I feel about it?

Did your rewritten quotes make sense to other people?

Did you have problems understanding what some of the quotes meant?

5. What does it mean?

Do you know leaders with courage? If yes, please list them.

Are you a courageous leader? Why?

Do you think anyone ever quits being afraid of some things? Why?

6. So what?

Why does a leader need courage?

7. Want to know more?

Brussel, E. E. (1988). *Dictionary of quotable definitions*. New York, NY: Simon and Schuster.

8. What did I learn?

- Courage is doing something you know is right, even when it scares you.
- All leaders are scared at times, but they learn to use fear to give them strength.
- Leaders need courage to tackle real problems (the easy ones were solved long ago).
- And, _____

1. What do I need to know first?

1) Authenticity

Authenticity, being authentic or real, is being who you really are, not who you think others want you to be. Reflective leaders are authentic. They say what they mean, admit their faults, act consistently with what they believe, and don't play "games" to get what they want.

Always remember what Fanny Brice said:

"Let the world know you as you are, not as you think you should be, because sooner or later, if you are posing, you will forget the pose, and then where are you?"

Who do you know that is authentic? Are you?

2. What should I do?

Make a plan for being an authentic leader.

Use the space below to make a plan for being an authentic leader.

My Plan For Being An Authentic Leader

WORKBOOK 7: Reflecting on Action

Authenticity

Reflection

3. What Happened?

Did you make your plan?

How long did it take you to make your plan?

4. How did I feel about it?

How hard was it to make your plan?

How hard will it be to stick to your plan?

5. What does it mean?

Why are many people not authentic?

What happens to people who aren't authentic?

Are people ever totally authentic?

Do you think you are authentic? Why?

How can you become more authentic?

6. So what?

What happens to leaders who aren't authentic?

7. Want to know more?

Dr. R. Terry, Director, Reflective Leadership Center, H. H. Humphrey Institute, University of Minnesota.

8. What did I learn?

- Reflective leaders are authentic or real; they let the world know who they really are.
- No one is ever completely authentic. Being authentic is a lifelong struggle.
- Leaders who aren't authentic can forget who they really are and do things of which they are ashamed or embarrassed.
- And, _____

1. What do I need to know first?

You Tell On Yourself

You tell what you are by the friends you seek,
 By the very manner in which you speak,
 By the way you employ your leisure time,
 By the use you make of dollar and dime.

You tell what you are by the things you wear,
 By the spirit in which your kindness you bear,
 By the kinds of things at which you laugh,
 By records you play on the phonograph.

You tell what you are by the way you walk,
 By the things of which you delight to talk,
 By the manner in which you bear defeat,
 By so simple a thing as how you eat.

By the books you choose from the well-filled shelf,
 In these ways and more, you tell on yourself.

--Author unknown

2. What should I do?

Find ways you tell on yourself

Because one of the most important qualities of a reflective leader is being true to yourself and the world, knowing what you “tell” others in actions is important. Use the space below to list ways you “tell” on yourself. For each way, also write what you “say” by that action and if it is true of you.

How I ‘Tell” On Myself	What I “Say” About Myself	Is This True Of Me?
Example: I like to read magazines about film stars	I enjoy thinking about what it would be like to be a star—I day dream	Yes

WORKBOOK 7: Reflecting on Action

You Tell On Yourself

Reflection

3. What Happened?

How many ways did you find?

How many were true?

How many were not true?

4. How did I feel about it?

Was it hard to find ways you “tell” on yourself?

5. What does it mean?

Why is it important to know how you “tell” on yourself?

What happens when a person “tells” on himself/herself with his/her actions, but says something different (like the old saying: “Do as I say, not as I do.”)?

What happens if you “tell” someone else something that isn’t true about you? What will they think?

6. So what?

Why does a leader need to “tell” others what he/she really thinks?

7. Want to know more?

“You tell on yourself.” St. Paul, MN: Minnesota Extension Service, University of Minnesota

8. What did I learn?

- People “tell” on themselves by what they do.
- Others usually believe what you “tell” them with your actions over what you say because actions speak louder than words.
- Leaders need to “tell” others who they really are, or people will not understand them.
- And, _____

1. What do I need to know first?

What is a mentor?

A mentor is a helper, a teacher, a guide, and most of all a respected friend. The role of a mentor is giving advice in a way that shows respect.

a role model. If you are in a leadership role, you certainly will be a mentor and/or a role model for less experienced leaders.

Throughout your life you will probably be a mentor and have mentors, you may even be both at once. Sometimes working with a mentor is a formal organized relationship (like this project) and at other times it is very informal (following the advice of a trusted advisor). In fact, you may be a mentor without even knowing it, more like

2. What should I do?

.Become a mentor

You can be a mentor, too. Ask your project organizer if there is a member you could mentor. Below are some hints for being a good mentor.

- 1) **Be a role model:** act so that the person you are mentoring will respect you and your accomplishments.
- 2) **Be a friend:** do nice things for the person “over and above” the minimum requirements (tell him/ her when she/ he has done a good job, remember her/ his birthday, etc.).
- 3) **Be a reality tester:** Listen to the ideas of the person you mentor and give honest feedback about what you think.
- 4) **Be a good listener:** really listen to what the person is telling you. Does she/he want you to respond or just listen? You could also learn something from him/her.
- 5) **Be an observer:** attend some of the person’s events or meetings if you can, and tell them how he/she did.
- 6) **Be available:** have enough time so you can do a good job. If you are needed, make an effort to be there for the person.

WORKBOOK 7: Reflecting on Action Being A Mentor

Reflection

3. What Happened?

How was your experience as a mentor?

4. How did I feel about it?

How did it feel when you were a mentor?

How does it feel now when the experience is over?

5. What does it mean?

Are you a good mentor? Why?

Do you want to be a mentor again?

What did you learn from being a mentor?

What did the person you mentored get from the experience?

Why is mentoring important?

6. So what?

Why should leaders mentor less experienced leaders?

7. Want to know more?

Student Organization Development Center (1985). "Mentoring expectations." Minneapolis, MN: University of Minnesota.

8. What did I learn?

- Almost everyone has and becomes a mentor in her/his life.
- I am capable if being a mentor.
- Leaders should mentor less experienced leaders to prepare them for future activities.
- And, _____

WORKBOOK 7: Reflecting on Action

Seven Views Of leadership

1. What do I need to know first?

The seven views of leadership

There are seven ways of viewing leadership. These seven ways match the seven workbooks in this youth leadership series:

- 1) **Leadership is the traits people have:** The traits you were born with determine your leadership ability or style. (Understanding my traits).
- 2) **Leadership is the situation you are in:** The situation tells you how you should act if you are a leader (Reading the situation).
- 3) **Leadership is the organization you are in:** Leadership is making things happen in an organization

- (mastering the organization).
- 4) **Leadership is power:** You need power to get things done (Appreciating power).
- 5) **Leadership is vision for the future:** Leaders need to know to where they are leading (Seeing the vision).
- 6) **Leadership is ethical:** Leaders need to act according to their values (Acting with ethics).
- 7) **Leadership is all of that and more:** In addition to the other six views, leaders need to have the courage and strength to act, even at personal risk.

2. What should I do?

Listen to how others define leadership

Use the space below to record all of the times you hear the words leader and leadership used in everyday conversation. Record not only when and where those were used, but what kind (view) of leadership was discussed.

	Example	Time 1	Time 2	Time 3	Time 4
What was said?	Person A quit because new leadership was needed in XYZ Company.				
When was it said?	Monday, July 1				
Who said it?	President of XYZ Company				
Where was it said?	Newspaper				
What view of leadership was it? <input type="checkbox"/> 1 Trait: What are we born with? <input type="checkbox"/> 2 Situational: Which role/style is needed? <input type="checkbox"/> 3 Organizational: Which position or role in the organization? <input type="checkbox"/> 4 Power: Who influences? <input type="checkbox"/> 5 Vision: Where are we going? <input type="checkbox"/> 6 Ethics: What's important, right, good? <input type="checkbox"/> 7 Action: Who has courage?	Organizational				

WORKBOOK 7: Reflecting on Action

Seven Views Of Leadership

Reflection

3. What Happened?

How long did it take you to hear about leadership four times?

Where was the best place to hear something about leadership?

4. How did I feel about it?

Was it hard to listen for leadership?

Was it hard to decide what kind of leadership was being discussed?

5. What does it mean?

What kind of leadership was discussed most?

Why does that kind of leadership get discussed most?

How do most people view leadership?

Why is it important to know how someone else views leadership?

Why is it important to know how you view leadership?

6. So what?

Why would a leader need to know about the seven views of leadership?

7. Want to know more?

Bussler, D (1990). "Overview of leadership." Minneapolis, MN: H. H. Humphrey Institute, University of Minnesota.

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

8. What did I learn?

- There are seven ways to view leadership that match the workbooks of this project.
- Leaders should know about the seven views of leadership so they can avoid misunderstandings about their role as a leaders and the role(s) of others.
- And. _____

WORKBOOK 7: Reflecting on Action Leadership And Culture

1. What do I need to know first?

Leadership and culture

Britain can be proud of its immigrant history. For over two thousand years, immigrants from all over the world have come to this country. Each of the groups has brought with it some of its own traditions and customs. People of different cultures sometimes don't see things the same way and these differences can lead to great misunderstandings. A great leader in one culture is not a great leader (sometimes not a great leader at all) in another culture. Consider these three ways of looking at leadership (from China, USA, and India):

*A leader is best
When people barely know he exists,
Not so good when people obey and acclaim him,
Worse when they despise him.
But of a good leader, who talks little,
When his work is done, his aim full-filled,
They will say:
We did it ourselves.
--Lao-tse (565 B.C.)*

*Leaders shouldn't attach moral significance to their ideas:
Do that, and you can't compromise..*

*--Peter. F. Drucker
To put up with...distortions and to stick to one's
guns come what may-this is the gift of leadership.
--Mohandas Ghandi*

2. What should I do?

Identify what is special about your culture.

Most people compare themselves to others and rarely think of themselves as "different" or "special" in any way. Use the space below to list as many things as possible (at least five) that are different or special about people of your cultural heritage. Next, write what that means for how you practice leadership

What Is Different Or Special About My Cultural Heritage	What That Means For Leadership
Example: North Europeans place high value on being practical and efficient.	I need to be patient with people who place a higher value on dreaming and vision than on efficiency.

3. What Happened?

Were you able to list five “differences” about your heritage?

Did each of the “differences” mean something for leadership?

4. How did I feel about it?

How hard was it to list “differences” about you?

5. What does it mean?

Why is it important for you to know what is “different” about you?

If people have different ideas about leadership, how should they work together?

It is important to note that each individual is different, you cannot assume another persons values or behaviour on the basis of their cultural heritage, this would be stereotyping. What examples of stereotyping have you observed?

6. So what?

Why do leaders need to be sensitive to cultural differences?

7. Want to know more?

Michels, P. and Paul, S. (1990). “Making the rules.” Minneapolis, MN: Project Public Life, University of Minnesota.

Wright, S. (1988). “Cross-cultural teaching.” St. Paul, MN: Minnesota Extension Service.

8. What did I learn?

- Different cultures define great leadership differently.
- People of my cultural heritage generally define leadership in a way that is different from other groups.
- Leaders need to be sensitive to different cultures to get them to work together.
- And, _____

1. What do I need to know first?

If you are a leader you will probably be dealing with people from different cultural backgrounds. As a reflective leader, that presents a challenge. You could ignore the issue and expect the people who are “different” to change to fit the way you lead.

But as a reflective leader you know, (1) that isn't the way you want to be treated by them when they are leading, (2) everyone deserves an equal chance to get ahead and ignoring the needs of some

people makes it almost impossible for them to get a fair chance, and (3) having more numbers and kinds of people on your side gives you a better chance of success.

Dealing with that diversity is both an exiting challenge and extremely difficult. You can make mistakes and offend people without even knowing you've done it!

2. What should I do?

List ways deal with diversity

Imagine you are the leader of a group that wants to get something done that is very important to you (such as reducing teenage deaths from drunk driving or changing a policy in your school). The group you lead includes people of at least two major cultural groups. What will you need to do as a leader to be sure that all of the cultural groups stay working together on the problem?

My Plans For Leading A Culturally Diverse Group

WORKBOOK 7: Reflecting on Action

Dealing With Diversity

Reflection

3. What Happened?

How many ideas did you list?

4. How did I feel about it?

Was it hard to find things that would work for all cultural groups? Why?

5. What does it mean?

Why is it important to learn to deal with diversity?

How hard is it to deal with diversity in a way that includes everybody?

Some people discriminate against people of different cultures instead of trying to work with them. Why do you think this happens? How does this hurt both the person and the leader?

Here are some things you can do to deal with diversity better. How does it compare to your list? Circle things you do already and put a star by things you think you need to do more often.

Dealing With Diversity

- 1) Know your own values
- 2) Be aware of the values of the group
- 3) Be on the lookout for cultural differences; try to understand where he/she is coming from.”
- 4) Learn to rephrase questions when others don't understand you.
- 5) Speak directly to others.
- 6) Don't use slang or jargon.
- 7) Know how well others speak and write the language
- 8) Don't copy or make fun of other cultures.
- 9) Allow the people with whom you work to choose how close they stand to you and how they look at you when they speak

6. So what?

Why does a leader need to know how to deal with diversity?

7. Want to know more?

Public Health Service (1986). "Cross-cultural counselling." Washington, DC: U.S. Department of Health and Human Services.

Wright, S. (1988). "Cross cultural teaching." St. Paul, MN: Minnesota Extension Service, University of Minnesota.

8. What did I learn?

- Every leader will be dealing with diversity in the future.
- Dealing with diversity is hard to do.
- Successful leaders know how to deal with diversity in a way that includes everyone.
- And, _____

1. What do I need to know first?

Leadership is different things to different people. For people who see leadership as a position in an organization (Mastering the organization) leadership is like a pyramid. The higher you are in the organization (pyramid) the more you are a leader.

For others, leadership is like a path. The path represents the direction the leader has chosen. A leader may hold many positions in many organizations but the path moves toward a vision (seeing the vision) the leader has for the world.

How do you understand leadership? How would you complete the statement “Leadership is like...”?

2. What should I do?

Complete the “Leadership is like...” statements

Here is your chance to compare leadership to other things. Complete the “leadership is like...” statements below and then share some of your ideas with someone else (family members or your mentor).

- 1) Leadership is like a triangle...

- 2) Leadership is like a circle...

- 3) Leadership is like a rectangle...

- 4) Leadership is like a rising spiral...

- 5) Leadership is like _____...

WORKBOOK 7: Reflecting on Action

Leadership Is Like ..

Reflection

3. What Happened?

Were you able to complete all of the statements?

Did you share your ideas with anyone?

4. How did I feel about it?

What did the person you shared your statements with think about them?

Which statement do you like best? Why?

5. What does it mean?

What do you think leadership is most like? Why?

Where is the leader in your favourite “leadership is like...” statement? For example, if you like a triangle, is the leader at the top? Why?

Where is the leader in your other “leadership is like...” statements in the activity?

Why is it important to know to what others compare leadership?

What happens when two people who want to work together have different view of what leadership is like?

6. So what?

Why do leaders need to know to what others compare leadership?

7. Want to know more?

Terry, R., Director, Reflective leadership Center, H. H. Humphery Institute, University of Minnesota, Minneapolis, Minnesota.

8. What did I learn?

- I have a certain way I like to look at leadership and others look at it differently.
- Leadership can take many forms and that is good.
- Leaders need to know how others understand leadership to know how they might lead.
- And, _____

1. What do I need to know first?

Are you really ready to solve a problem?

It is common for people to talk a lot about the big problems they face in their community such as, drugs, violence, poverty, environmental problems, etc. People talk about these problems, but are they really ready to try to do something about them? Are you ready to do something about them?

2. What should I do?

Take the “Are You Really Ready?” quiz

Answer the questions in the space below to find if you are really ready to tackle a tough problem.

The problem I want to address: _____

- 1) Have you defined the problem well enough to know what needs to be done?
- 2) Do you feel like you can work on the problem, (you have the approvals you think you need)?
- 3) Are you committed to sticking with the problem, even when the going gets tough?
- 4) Are you willing to take the initiative to solve the problem? Will you be the first to step forward to address it?
- 5) Are you willing to be criticized for what you do?
- 6) Are you willing to move from having good ideas for solving a problem to actually using those ideas?
- 7) Can you get the information you need to solve the problem?
- 8) Are you ready to accept your role as a “problem solver”? Do you accept the idea that being a “problem solver” is part of your duty as a citizen?

If you can honestly say “yes” to all eight questions, you are really ready to go to work on the problem! If not, what can you do to get ready to solve the problem.

WORKBOOK 7: Reflecting on Action

Ready To Solve A Problem?

Reflection

3. What Happened?

Are you really ready to solve the problem you picked?

4. How did I feel about it?

Are you going to try to solve the problem? Why?

5. What does it mean?

Why do people talk about problems a lot, but not feel they should or can try to solve them?

What does your answer to the last question mean for your community (what are the implications)?

Why and when do communities “die”?

6. So what?

What difference can one person make in a community or organization with problems?

7. Want to know more?

Project Future (1988). “Problem solving techniques for teams, task forces, and work groups.” St. Paul, MN: Minnesota Extension Service, University of Minnesota.

8. What did I learn?

- Most people like to talk about problems and not do anything about them. They don't see it as their responsibility as citizens to get involved and make changes.
- One dedicated leader can get others involved and can save a community.
- And, _____

WORKBOOK 7: Reflecting on Action

The Diamond Model

Action

1. What do I need to know first?

Problem solving with the Diamond Model

Dr. Robert Terry, Director of the Reflective Leadership Center at the University of Minnesota, uses the Diamond Model to solve problems. He believes that all human actions can be diagrammed and better understood using the Diamond Model.

Here is how it works:

M= Mission; where you want to go (vision).

P = Power; the energy it takes to get where you want to go.

S = Structure; the organization or process you use to get where you want to go.

R= Resources; the things you have and could use to address a problem.

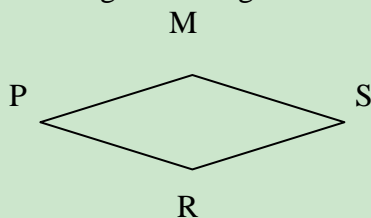
Below is an example of a problem that has been diagrammed and one for you to do.

2. What should I do?

Diagram a problem

Think about a problem you are having and diagram it using the Diamond Model in the space below.

Problem: Teenage Drinking and Driving



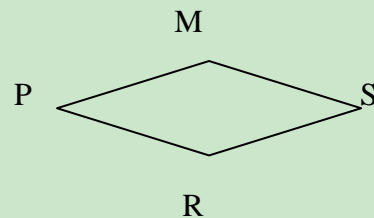
M = To reduce teen deaths from drinking and driving

P = I want to work on this problem (personal power)

S = I will work through Students Against drunk Driving (SADD)

R = SADD can raise money
I have 10 hours per week to contribute.

Problem:



M =

P =

S =

R =

WORKBOOK 7: Reflecting on Action

The Diamond Model

Reflection

3. What Happened?

How long did it take you to diagram your problem?

4. How did I feel about it?

How hard was it to diagram your problem.

5. What does it mean?

Did doing the diagram help you understand the problem better?

Can you see more possible solutions to your problem now than you did before the analysis?

Dr. Robert Terry, who created the Diamond Model, says many people have difficulty solving problems because they try to solve them at the wrong level (or corner of the diamond). For example, if people think that the drunk driving is a structure problem (S), “we can’t reduce drunk driving because we aren’t organized very well to fight it,” many will try to solve it at the next level down, or resources (R), “SADD should raise more money so we can get better organized to reduce drunk driving.” Instead, they should work on the level above the problem, power (P). “The real problem isn’t lack of money or organization but lack of motivation, or personal power, of SADD members.”

Do you understand Dr. Terry’s advice on problem solving? How might it apply to your situation?

6. So what?

How might a leader use the Diamond Model?

7. Want to know more?

Terry, R. W. (not dated). “Human action framing tool.” Minneapolis, MN: Reflective Leadership Center, University of Minnesota.

8. What did I learn?

- Problems can be framed using the Diamond Model.
- Whatever the problem, it is really one level up and we tend to solve it one level down.
- Leaders can use the Diamond Model to solve their problems and the organization’s
- And, _____

1. What do I need to know first?

Power, power, who has power, to change something that “ought to be changed” in your community? We often call for our “leaders” to do something about the problems. But who are our leaders? John Gardner, former Director of the Carnegie Corporation, former Secretary of Health, Education and Welfare in the Kennedy administration and author of the book *Leadership*, often speaks to groups and begins by asking: “Who are today’s leaders?”

Often, the audience answers with “The

President, the Rockefellers, the Fords, the Kennedys!” Gardener’s response is: “Oh, my friends, you are so far from the truth. When you think of leaders, you should think of yourselves. You are the people who are out in the community, rubbing elbows to make things happen. You are the leaders of today!”

Leadership is not some mysterious thing that happens in other places; it happens every day in your community. You are the leaders of today.

2. What should I do?

Complete the “I have the power to....” statements

Here is your chance to realize how much power you really do have. Complete the “I have the power to....” Statements below and then share some of the ideas with someone else.

1) I have the power to change myself by....
2) I have the power to change my work/school situation by....
3) I have the power to change my town or city by
4) I have the power to change my county by ...
5) I have the power to change my country by ...
6) I have the power to change the world by (hint: think globally, act locally)...
7) I have the power to ...

WORKBOOK 7: Reflecting on Action

Who's Got The Power

Reflection

3. What Happened?

Were you able to complete the statements?

Did you share your ideas with anyone?

4. How did I feel about it?

What did the person(s) you shared your ideas with think of them?

5. What does it mean?

Who has power? Why?

How do you get the power to change what you think needs to be changed?

6. So what?

Why does a leader need to know who's got the power?

7. Want to know more?

Michels, P. (1990). "Power, power, who's got the power?" Minneapolis, MN: Commonwealth project, H. H. Humphrey Institute, University of Minnesota.

8. What did I learn?

- I have power!!! I can change the world.
- Leaders get power as citizens, and citizenship requires them to act on problems.
- Leaders need to know they have power to know they can act.
- And, _____

1. What do I need to know first?

Who's responsible for...

Who's responsible for the high level of drug abuse, the high level of drinking and driving, pollution of the environment, and homelessness? It would be easy to name at least 15 people or organizations who share some of the blame, from the Prime Minister and Parliament to the people who are affected by these problems. But, as citizens of a democratic nation, we each share some responsibility for the problems, and we also share some of the responsibility to help solve them.

Even if you think you can't solve these problems alone, you have a responsibility to do something. Every one of us can make a difference to others who are in need.

2. What should I do?

Interpret these quotes

Below are several quotes from famous people about doing things we are not sure can be done and the responsibility each one of us has as a citizen of a democratic nation. Write what each of these quotes means to you in "plain English" so they are easier to understand. Share your interpretations with others and see if they agree.

Quote	What It Means To Me
This became a credo of mine...attempt the impossible in order to improve your work. Bette Davis	
The only thing that stands between a man and what he wants from life is often merely the will to try it and the faith to believe that it is possible. Richard M. DeVos	
Don't compromise yourself. You are all you've got. Betty Ford	
Ask not what your country can do for you, ask what you can do for your country. John F. Kennedy	
I am only one; But still I am one. I cannot do everything, but still I can do something; I will not refuse to do something I can do. Helen Keller	
If you think you can or can't you are right. Henry Ford	

WORKBOOK 7: Reflecting on Action

Who's Responsible For...

Reflection

3. What Happened?

Were you able to rewrite all of the quotes?

Did you share the rewritten quotes with anyone else?

4. How did I feel about it?

Did your rewritten quotes make sense to other people?

Did you have any problem understanding what some of the quotes meant?

5. What does it mean?

Why does each citizen of a democratic nation share some of the responsibility for social problems like drinking and driving and homelessness?

Do you share some responsibility for social problems like drinking and driving and homelessness? Why?

If each citizen has some responsibility for social problems, what does that mean? What does that mean for you?

6. So what?

Are people who are elected more responsible for social problems than the average citizen?

7. Want to know more?

Brussel, E. E. (1988). *Dictionary of quotable definitions*. New York, NY: Simon and Schuster.

8. What did I learn?

- Every citizen shares some responsibility for social problems.
- Because I share some responsibility for social problems, I have an obligation to help solve them however I can (time, money, energy, etc).
- And, _____

1. What do I need to know first?

According to the *Random House College Dictionary*, a declaration of responsibility is “something that is announced or proclaimed.” A declaration of responsibility, then, is an announcement to the world that you accept the responsibility as well as the privileges of citizenship.

In a democratic country like Britain that means that you accept some of the responsibility for its problems and will work to make it a better place, however you can (you may have been doing this already

with some of the activities that have been suggested throughout the seven workbooks). Some of the ways you can contribute include: voting, serving on local boards and committees, volunteering to help others, etc. How will you contribute to making your country a better place to live?

2. What should I do?

Write your Declaration Of Responsibility

Use the space below to write your Declaration Of Responsibility. As you write, be sure to include specifically what you will do as part of that responsibility.

My Declaration Of Responsibility

WORKBOOK 7: Reflecting on Action

Declaration of Responsibility

Reflection

3. What Happened?

Were you able to write your declaration?

How long did it take?

4. How did I feel about it?

How hard was it to write your declaration?
Why?

5. What does it mean?

What did you learn about yourself by writing your declaration?

Why do so many people accept the privileges of citizenship and not the responsibilities?

What would happen to a country where everyone accepted the privileges, but not the responsibilities of citizenship?

6. So what?

What is the difference between leaders who accept the responsibilities of citizenship and those who don't?

7. Want to know more?

H. Boyte and P. Michels, Commonwealth Project – Project Public Life, H. H. Humphrey Institute, University of Minnesota.

8. What did I learn?

- Citizenship in a democratic country carries responsibilities as well as privileges.
- Leaders who accept the responsibility of citizenship serve others. Leaders who don't accept the responsibility of citizenship serve themselves.
- And, _____

1. What do I need to know first?

Defining leadership

Leadership is something that most people know when they see and many have studied, but have a hard time defining. Even though almost everyone can agree is something is leadership or not, they cannot agree on one definition of leadership because it means different things to different people. Leadership can mean getting a position in an organization, having personal power with other people, and/or having a vision of the way things “should be”. How do you define leadership?

2. What should I do?

Write your definition of leadership

Use the space below to write your personal definition of leadership.

My Definition Of Leadership

WORKBOOK 7: Reflecting on Action

My Definition Of Leadership

Reflection

3. What Happened?

Were you able to write your definition?

How long did it take?

4. How did I feel about it?

How hard was it to write your definition?

Are you happy with your definition? Does it say everything you want it to say?

5. What does it mean?

Did your definition of leadership fit into one of the seven views of leadership? If yes, which one?

Why is it important to have a definition of leadership that is yours?

Did you learn anything about yourself from writing your definition?

6. So what?

Why do leaders need a personal definition of leadership?

7. Want to know more?

(see other activities in this workbook)

8. What did I learn?

- Leadership is hard to define.
- I have a definition of leadership that is mine; no one else has one like it.
- Leaders learn about their values when they have a personal definition of leadership.
- And, _____

1. What do I need to know first?

What is a skills check-up?

A skills check-up (assessment) 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 see where you have 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 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			Skill
Poorly	Okay	Very Well	
1	2	3.....	1) I know my strengths and weaknesses.
1	2	3.....	2) I feel good about who I am
1	2	3.....	3) I know what my values are
1	2	3.....	4) I know how to conduct a meeting
1	2	3.....	5) I work well with others
1	2	3.....	6) I am a good public speaker
1	2	3.....	7) I can use goal setting
1	2	3.....	8) I know how to plan and complete a project involving other people
1	2	3.....	9) I know how to organize a large group of people
1	2	3.....	10) I can balance all my activities (school, work, family etc.)
1	2	3.....	11) I am able to delegate work to other people.
1	2	3.....	12) I can resolve conflicts when people disagree.
1	2	3.....	13) I am a creative thinker
1	2	3.....	14) I plan for the future
1	2	3.....	15) I like to imagine how things could be.
1	2	3.....	16) I always try to do the "right thing", even if I want to do something else.
1	2	3.....	17) I can make difficult choices.
1	2	3.....	18) I know when I should keep something to myself (private) and when I should tell other people (public).
1	2	3.....	19) 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.....	20) I can be a role model for other people.

WORKBOOK 7: Reflecting on Action

Personal Skills Check-up

Reflection

3. What Happened?

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

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

4. How did I feel about it?

Did you feel like you have a lot to learn?

5. What does it mean?

This personal Skills Check-up asks questions about skills that have been covered in the earlier workbooks of the leadership project. This check-up will help you decide where you should spend time further developing your skills..

Which subject do you think you need to spend more time learning? Why?

KEY: Personal Skills Check-up

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 work book. It tells 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?

7. Want to know more?

Terry, R. (1986). "Leadership – A preview of a seventh view." Minneapolis, MN: H.H Humphrey Institutes, 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.
- And, _____

1. What do I need to know first?

A leadership plan.

A leadership plan is a “working” private statement you use as a guide for your leadership activities. Because it is a “working” statement you can change it at any time you like. Also, because it is private, you should be totally honest as you complete it. It includes: an assessment of your strengths and weaknesses, a description of your current situation, a list of all the organizations of which you are a member, a list of your sources of energy or strength, a description of what you would ideally like to achieve as a leader,

your “Plan For Living An Ethical Life,” and your “Declaration Of Responsibility.”

2. What should I do?

Complete your Leadership Plan.

Use the questions in the space below to write your leadership plan. Use additional sheets of paper if necessary to complete your plan.

1) Understanding my Traits

What are my strengths?

What are my weaknesses?

2) Reading the Situation

What situational leadership skills do I have? What is my current situation?

3) Mastering the Organization

To what organizations do I belong?

4) Appreciating Power

What gives me energy or strength (certain people, religious beliefs, a particular activity)?

5) Seeing the Vision

What would I ideally like to achieve as a leader (both this year and in my life)?

6) Acting with Ethics

Find “My Plan For Living An Ethical Life”

7) Reflecting on Action

Find “My Declaration Of Responsibility.”

WORKBOOK 7: Reflecting on Action

My Leadership Plan

Reflection

3. What Happened?

4. How did I feel about it?

Was the plan easy or hard to make? Why?

Will the plan be easy or hard to follow?

5. What does it mean?

What is the most important part of your plan? Why?

Why is it important for leaders, including you, to keep learning about leadership?

This is the last workbook in the project. How will you continue to learn about leadership?

6. So what?

Why do leaders need to plan their leadership actions?

7. Want to know more?

(see individual activities in this workbook)

8. What did I learn?

- A leadership plan is a “working” and personal guide to the person’s future as a leader.
- I have a Leadership Plan that I intend to follow.
- Leaders need to plan (Reflection) for their future as leaders (Action) to stay true to themselves and the world (Authenticity).
- And, _____

1. What do I need to know first?

A Guessing Game is a large group activity that will test your skills at guessing what something is from knowing only part of it. Because it works best with a large group all the details of the activity are not included here but will be explained to you by the course leader.

2. What should I do?

Play the Guessing Game

In this game you will be guessing what something is from knowing only part of it.

Record what you thought it was at each step of the game.

Step 1

Step 2

Step 3

Step 4

WORKBOOK 7: Reflecting on Action

A Guessing Game

Reflection

3. What Happened?

On what step did you know what it was?

On what step did others know what it was?

4. How did I feel about it?

How hard was it to guess what it was on the first step? Why?

How hard was it on the last step? Why?

5. What does it mean?

Why does the game get easier as you get further along?

What does this mean for learning leadership?

Why is it important to learn more about leadership?

6. So what?

Why are great leaders also great learners?

7. Want to know more?

(see individual activities)

8. What did I learn?

- Leadership is like the elephant in the story, everyone knows her/his piece of leadership and it doesn't make sense until everyone puts ideas/ knowledge together.
- Great leaders are great learners because they keep learning about leadership.
- 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.

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

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	
1)	Pick an activity based on how much time you want to spend and what you want to do.
2)	Complete the activity as directed.
3)	Discuss the activity with someone (your mentor would be a great person for this). <ul style="list-style-type: none"> <input type="checkbox"/>1 What happened? <input type="checkbox"/>2 How do I feel about it? <input type="checkbox"/>3 What does it mean? <input type="checkbox"/>4 So what? <input type="checkbox"/>5 Want to know more? Where? <input type="checkbox"/>6 What did I learn?
4)	Write your answers to the six questions here or on a separate sheet of paper for <u>each</u> "challenge" activity you do.
5)	Put a "check" in the space next to the activity (you should only do this <u>after</u> you have discussed and recorded your answers to the questions).

WORKBOOK 7: Reflecting on Action

Here it is!

Reflection

3. Got 5 minutes?

- Ask a friend if he/she is “authentic.”
- Decide that you have the power, skills, and desire to make the world a better place to live.

4. How about 15 minutes?

- Explain your definition of courage to your mentor.
- Discuss with your mentor your plan for dealing with diversity as a leader.
- Describe to your mentor why “learning

5. Want to spend 30 minutes?

- Present a resolution to your local council, or community organization.
- List ways you have shown courage before and share them with a family member and your mentor.
- List what risks you are willing to take as a leader and share them with your mentor.
- Attend a political meeting and report on it to the members of your group.
- List the responsibilities of a citizen in a democratic country and discuss them with your mentor.
- Write a paper on the importance of dealing with diversity as a leader.
- Use the Diamond model to diagram and/or solve a problem.
- Make a list of things you want to learn about leadership and how you will find the information.
- 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?

- Start researching the ways different ethnic groups define leadership; share at least one way with your mentor
- Send a letter to the editor expressing an opinion on a political issue of concern to you.

7. Can you spare 120 minutes?

- Attend a workshop or class on working with people of many different races, religions, etc.
- Attend a class or workshop on leadership and record what view of leadership was being taught.

8. Not worried about time?

- Use the skills you have learned in all seven workbooks to work on an issue of importance to you (the environment, civil rights, etc.).
- Be a role model and/or mentor for someone.
- Become a member of a local public body or organization (school board, extension committee, economic development committee, etc.).

WORKBOOK 7: Reflecting on Action

My definition of leadership

Action

Use this space to write your definition of leadership.

Date: _____