



2018 National Order of the Arrow Conference

**Traits of High Performing Lodge & Chapter  
Officers**  
*Session 1 | What a High Performing Leader Does*

**Session Length: 45 Minutes**

Through this session, you will:

**Explain** Dynamic and Effective Leadership

**Demonstrate** What a high performing leader does to be successful

**Guide** Exploration of traits and skills leading to successful leadership

**Enable** Self-awareness of traits and skills, and those to sharpen and achieve

**Learning Outcomes:**

- Better understanding of how to lead successfully.
- Develop skills in effective communication and time management.
- Learn about styles of leadership.

**Theme Connection:**

- By understanding and internalizing what a leader does you strive to “Decide Your Destiny” as a dynamic and high performing leader.
- This session will help the **\*\*Lodge/Chapter/Section\*\*** with the Journey to Excellence Requirement(s): **\*\*INSERT REQUIREMENT #\*\***

**Required Materials: [tailor specifically for this session after the syllabus is done, e.g. handouts, flipcharts, projector, screen]**

- PowerPoint capable (projector, laptop, screen, electrical, etc.)
- Erasable ink whiteboard with easel and markers
- Handout (single page, single sided)

## TRAINER PREPARATION

Replace this text with a comprehensive list of steps a trainer needs to take before presenting this session, e.g. if the session calls for trainers to develop particular examples from their own experience, if there are handouts to be duplicated or flipcharts to prepare ahead of time, PowerPoint presentations to update...

1. Preparation step
2. Preparation step, etc.

## Session Narrative

### Introduction

5 minutes

The Successful Organization has one major attribute that sets it apart from unsuccessful organizations: **Dynamic and Effective Leadership**.

### Slide 2: Introduction

The overall effectiveness of a leader can be gauged by their preparation. We'll identify some of the special intangibles that a leader must possess in order to shine. Ability to identify and understand the available resources, how to communicate in a variety of situations, and managing time are just a few of them.

In the broad sense, let's focus on what a leader does. These might include: preparing for the role; adapting as the dynamics change; knowing the turf; communicating, and so on.

Leadership is something you learn, not something you're born with. Former New York City mayor Rudy Giuliani outlined six essential components of a great leader.

### Slide 3: Six Essential Components of a Great Leader

They are:

1. You have to have a vision.
2. You have to be an optimist.
3. You have to have courage.



4. You have to track progress.
5. You have to be relentlessly prepared.
6. You have to love your team.

Catchy phrases, but what do they really mean?

1. **You have to have a vision.** “You can only lead if you can look into the future,” said the former mayor, who noted that all leaders need to be able to predict growth and change. And, Giuliani believes not only do you need to have a vision, but you need to be able to share it. “People can only follow you if you announce your plan — they can’t follow you if you don’t tell them where to go.”

2. **You have to be an optimist.** “In order to be a great leader, you have to be an optimist,” said Giuliani. “This doesn’t mean you see the world as wonderful and great. It means being a problem solver.” The former mayor stressed the importance of switching your focus from problem to solution. “An optimist is able to infuse in an organization the idea that we can get it done.”

3. **You have to have courage.** “Leaders are risk takers, because when things aren’t going well, you’ve got to make changes,” said Giuliani. “You have to have the courage to take the risk to do something different.”

4. **You have to track your progress.** Giuliani emphasized the importance of goal driven metrics to measure your improvements, so that you’re able to fully understand if you’re on the right track toward your goals. “There’s no better way to re-energize people than with success. Positive energy feeds on itself.”

5. **You have to be relentlessly prepared.** “Think of the worst case scenario, and then prepare yourself for it,” Giuliani said going on to note the importance from bottom to top.

6. **You have to love your team.** “If you want to be a good leader, like the people you work with.” These people should be important to you, and — noted Giuliani — you have to make them feel important. “If you want your people to go above and beyond, to pitch in their ideas and contribute, you have to love those people.” And what happens when you fail? You learn. Giuliani noted that he learned more from losing the election than he did from the two times he won it. “Nobody likes failure, but you can use it to figure out how to do it better next time.”

## I.

### **First topic | Effective Communication and Time Management**

**15 minutes**

Communication is a two way process, in that, you not only send a signal but a signal is received. It is just as important to make sure that your signal is received, as it is to send a signal. For a leader, there are several types of communication that can be used. These include both informational and

conversational communication. A leader must know how and when to utilize each in order to most effectively get their message across.

The best channel of communication is face-to-face communication. This allows the sender to make sure that his message was received in the manner in which it was intended. It also allows the sender to pick up on any nonverbal communication that the receiver may be transmitting. The obvious drawback to this channel is the logistics. Both the sender and receiver must be in the same location in order for face-to-face communication to occur.

Informational communication is articulating a message and delivering it by one or more of a variety of primary channels, such as:

- Snail mail (Postal)
- Telephone
- e-mail (announcement)
- Web page

#### **Slide 4: Informational Communication**

Snail (postal) mailing is a great means to get your message across to a large number of individuals, particularly those with no e-mail. However, not only can it be expensive, it can be labor intensive as well since you have to prepare numerous envelopes and go through the process of mailing them out.

Communicating via the telephone gives you an immediate response to your message. The limitations of the telephone are that you can only contact one person at a time (unless on a conference call) and that it could be expensive if you are making long distance telephone calls. Most individuals are near a telephone 5-8 hours each day, while access to a cell phone widens that window of time. Being able to coordinate calls to several individuals can take a great effort.

To many, electronic mail seems like the best solution, but recognize that not everyone has access to e-mail. Almost every household now has access to the Internet and with it, an e-mail account. Like snail mail, e-mail does not give you an immediate response, though it is likely to be much timelier. Don't assume that individuals check their e-mail at the same frequency as you.

Websites allow you to post various forms of information, including calendars, news, and contact information for those who, on their own initiative, may view it. However, a website that is not update frequently is worse than not having one at all. With that in mind, if you are going to use websites as a channel for communication to those you lead, you must ensure that it is updated frequently.

In addition to these channels, we also utilize conversational channels.

## Slide 5: *Conversational Communication*

Some of them include:

- Face-to-face
- Social Media (Facebook, Twitter, Instagram, Snap Chat, etc.)
- Texting
- e-mail (send and received)
- Web forum
- Web collaboration, such as Team Drive, a shared Cloud space where teams can easily store, search, and access their files from anywhere.

A leader must know when to utilize each channel in order to most effectively get their message across.

As with being able to effectively communicate, a leader must be able to effectively manage time. Understand that we all have plenty of time; it is the management of our time that is flawed. A leader must recognize values and priorities that are important to those he leads.

### **Recognize recognition as a motivational tool.**

Psychologists have long advocated that the two primary methods of motivation are fear of punishment and promise of reward or recognition. We all like to receive recognition, if not our uniforms would be very plain.

While the recognition upon completion of the mission might take a variety of forms, such as a certificate, keepsake (such as a staff patch, name tag, key chain, etc.), plaque or trophy, recognition may be in order when a step or task has been completed. This might be as simple as a compliment or thank you along the way, publically or privately.

### **Gain awareness of available resources.**

Do your homework to help team members do theirs. Study, research and compile available resources. Share them with applicable team members to let them “hit the ground running”. This, too, is communication.

## II.

### **Second topic | Situational Leadership**

**15 minutes**

Most leaders view the way they lead as inherent to them — their views, personality, strengths and the things that have worked for them in the past. Yet, leadership style must be situational. Successful leaders lead in a way that meets the specific needs of the organization and its people.

All teams go through stages. At each stage, the team will have variable competence — the skills needed to do the job — and variable commitment — the willingness to do the job. A good leader

will actually change his leadership style to match what stage the team is in, and try to supplement the what the team lacks at the point, either the competence or the commitment, or both.

The effectiveness of a leader's style depends on the situation in which it is used. The difference between the effective and ineffective styles is often not the actual behavior of the leader, but the appropriateness of this behavior to the situation in which it is used: in other words, the appropriateness of the leader's behavior or style to the task the subordinate is attempting to carry out. A subordinate might require little or no oversight on one task, but quite a lot on another.

### **Slide 8: *Stages of Situational Leadership***

As the maturity level of one's followers increases, appropriate leader behavior requires less structure (task) and more interpersonal communication (relationship). Eventually, however, both task and relationship behavior decrease.

**Stage 1: Forming.** The team comes together for the very first time. While the team will have little to no competence, since they're new to this team, their commitment will be high. They'll be excited about being a member of the team. The leader here needs to be "The Boss." He'll be giving a lot of specific direction, and orders. He'll be using his experience and skills to fill in for the skills the team lacks.

### **Slide 9: Stage 1: Forming**

**Stage 2: Storming.** There's some dissatisfaction in the team. While they've started to improve their competence, their commitment is now variable, and perhaps dropping. Differences of opinion and the slow, frustrating start have lowered morale. The role of the leader at this stage is that of "The Coach", or a cheerleader. He needs to get the team excited about the team's mission. Once the team is re-committed to the task, the leader can help them continue to develop their skills.

**Slide 10: Stage 2: Storming.** *Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish.* Sam Walton.

**Stage 3: Norming.** The team starts to enter a state of normalcy. Both commitment and competence continue to rise. Here, the leader serves as "The Guide." The team is now starting to come around and head back towards their goal; the leader just helps to keep them on track by supporting them and encouraging them to continue to think "we" rather than "I."

**Slide 11: Stage 3: Norming.** *The best way to inspire people to superior performance is to convince them by everything you do and by your everyday attitude that you are whole heartedly supporting them.* Harold S. Geneen.



**Stage 4: Performing.** The team’s commitment and competence are at an all-time high, and each reinforces the other. Purpose and roles are clear, and standards are high. At this point, the leader serves as “The Manager.” He clarifies instructions, offers encouragement, resolves issues, and provides resources, but delegates the team leadership to the team itself.

**Slide 12: Stage 4: Performing.** *Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.* George S. Patton.

The four stages of team development — and the four types of situational leadership — are fairly well known, and fairly simple. A good leader knows how to recognize the four stages of team development, and is comfortable enough with the four styles of situational leadership, to correctly use the different styles in different and specific situations.

It’s important to note that team development is not always a linear progression. Teams may spend a very small amount of time in one stage, and a long time in another. Teams may skip steps, or repeat steps. This is why it’s critical for a leader to use the right style at the right time, to give his team members what they need at any given time to be successful. It’s been said that there is nothing more unequal than the equal treatment of unequals, and that applies to situational leadership. You can’t treat all teams the same, and you’re not going to do a team any good by giving the wrong type of leadership for the stage that they’re in at the moment you lead them. Good leaders change their style to match their team.

These four stages, and four styles of situational leadership, are enough for someone who simply wants to lead a team. For someone who’s truly interested in building a team, however, there’s a fifth style of leadership. This is taking leadership to the next level.

The fifth style of leadership is known simply as “Level 5” leadership. It’s used by those who want to make sure that the team is there long after they are gone. Its hallmark is that the leader empowers the team to grow beyond the leadership he’s able to provide. One might call this type of leader “The Servant,” because he’s going to lead according to one definition that comes to us from Max DePree: First, the leader defines reality. Last, the leader says, “Thank you.” In between, the leader serves those whom he leads.

**Slide 13: Stages of Situational Leadership (summary)**

**Stage 5: Level 5.** Let’s take a look at some of the qualities of a Level 5 Leader.

**Slide 14: Level 5 Leader**



They have **personal humility and professional will; a compelling modesty**. A Level 5 leader rarely says “I,” but almost always says “we.” They’re not a “celebrity” leader, brought in from the outside to take over. Don’t mistake their modesty for lack of drive; a Level 5 leader is fanatically driven for results. Think more “plow horse” than “show horse.” They’re going to roll the sleeves up and get dirty.

They are **ambitious for the team, not for themselves**. They are driven for success, but success for the team and everyone, not for themselves. In fact, a true Level 5 leader will forsake personal gain if it means that the team’s progress will be set back. Their satisfaction comes not from personal success, but team success.

They have **unwavering resolve to do what must be done**. They’re willing to confront the cold, hard facts, but not lose faith in the team or the mission. A Level 5 leader won’t shirk responsibility or shy away from the tough decisions or questions.

They **use both the window and the mirror**. Level 5 leaders “look out the window” when it comes time to praise. Rarely will they attribute success to themselves; they will always look outward, and give credit for success to the team. On the other hand, when criticism is necessary, they look to the mirror. Level 5 leaders will be the first to accept blame or criticism for team failures. They are loathe to assign blame or point fingers at anyone other than themselves. There is always more they could have done as the leader to insure the team’s success.

Perhaps most importantly, they **leave a legacy**; they set their successors up for even greater success. The Level 5 leader will empower the team by making sure that they have access to all necessary information, resources, and authority. The Level 5 leader knows that the team will never be empowered unless he is willing to share control, and that he needs to ‘let go’ so that the team can ‘get going.’ In doing so, the Level 5 leader has built a team that will carry on even when he is long out of the picture.

### To Succeed, Assess and Adapt

Too often, leaders lead in the way that served them in their last roles even though the likelihood of that style being as effective for a different organization with a different team and a different charter is low. Instead, a thoughtful assessment of the mission, the team and the broader organization should guide the incoming leader toward the best style to take the organization from where it is to where it needs to be. Taking the time to strategically assess and adapt within the new context will dramatically reduce the risk of failing.

### III.

#### Third | Summary

5 minutes

**Slide 15:** *Summary.*

The main way a leader serves the followers is to help them acquire what they lack on their own. In a growing team, what the team can lack can often be summarized as competence and commitment.

Teams all go through different stages, where they may have varying levels of competence and commitment. A good leader adapts his leadership to the situation, to best help the team with what they lack. The kind of leadership a leader gives can run the gamut from a very directing, order-giving style of leadership when the team is young, to more of a coaching and mentoring role as the team matures.

No matter what stage the team is in, there are some things a leader needs to do all the time. We've learned that the leader defines reality for the team; he sets the values, vision, and mission. The leader prepares himself and his team to be ready for any contingency; sets the tone of how the team is going to operate; and educates himself on even the smallest details of the team and the project. Smart leaders will also look for quick, simple successes to build confidence in himself and in the team.

The goal of every leader should be to become a Level 5 leader – one who's moved beyond just giving leadership to a team. Level 5 leaders seek to empower their teams so that the team – and the impact of the team – will not only exist long after the leader has left the picture, but that the team will become more than just the sum of the individual parts.

**Slide 16:** *The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play well together, the club won't be worth a dime. Babe Ruth.*

### Takeaway Challenge

3 minutes

Please take out your notebook and pen. For the final three minutes, *Decide Your Destiny*. Think about the role that you will be playing next year in the OA, or the role you hope to play. Write down three key things high performing leaders do that you want to develop or improve upon in yourself to benefit your chapter or lodge, and how these might help its operation or program. During your break time later today, share these with others in your chapter or lodge.

**Slide 17: Questions?**

**Slide 18: Thank You!**



## Appendix: Resources and Source Material

[Insert materials as appropriate, for example:]

- [materials relevant for participants in your session]