

JAMES RIVER  
EQUIPMENT



What is leadership?



The objective of the James River Leading Effectively (JRLE) program is to lay a foundation of principles that will guide our leaders in building and nurturing a workplace culture where...

**Employees** believe they have a partner in their boss to help them grow and develop.

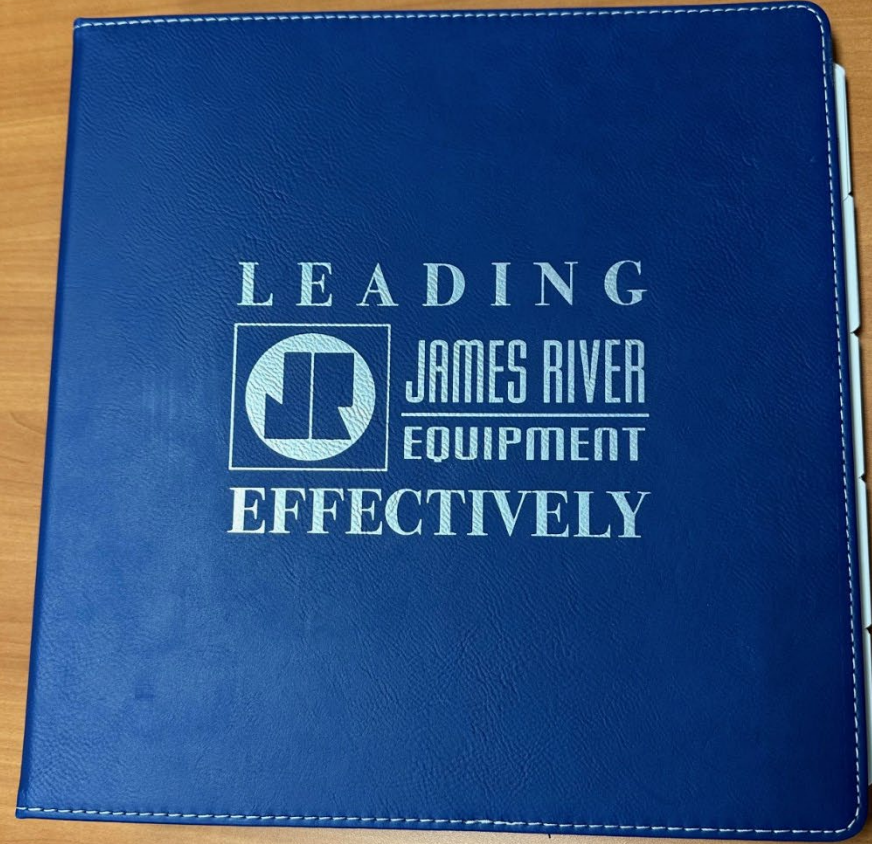
**Employees** are recognized and appreciated.

**Employees** can connect their work to our Vision and Mission (passionate about their contribution to James River and its future).

**While JRLE is delivered to James River leaders, JRLE is for James River employees.**

What is the objective of JRLE?  
Why are we doing this?





LEADING  
 JAMES RIVER  
EQUIPMENT  
EFFECTIVELY



To provide value to our customers, to conduct business profitability and ethically, to make decisions for the long term, and have fun doing it.



## INTEGRITY

**Be honest, fair, and decent**

- Set an example
- Respect others
- Take responsibility for your actions
- Hold ourselves and others accountable



## PARTNERSHIP

**Build trusting relationships**

- Communicate openly and honestly
- Take care of each other
- Help others be their best
- Work together to achieve success



## COMMITMENT

**Go above and beyond to make this happen**

- Create long-term value
- Invest in our people, our business, and our partners
- Deliver high quality customer service
- Work safely



## LEADERSHIP

**Create and nurture a collaborative environment**

- Develop self and others
- Recognize and celebrate accomplishments
- Lead with confidence
- Empower decision-making



# James River Leading Effectively Journey [Ashland, Boones Mill & Charlotte]

## YEAR 1

### What is Leadership March

- Define Leadership
- What does it mean to be a leader at JRE
- Why Lead
- Leading with Purpose
- Leadership Legacy
- Journey Line
- Facet 5 Personality Assessment

Learning Circles / Coaching

### Seasonal Pause

### Trust & Influence June

- Defining Trust
- Persuade vs Inspire
- Influence Style Indicator
- Trust vs Loyalty
- Legacy Check-In

Learning Circles / Coaching

### EQ & Leadership August

- What we want in our leader
- The Power of Affirmation
- Feedback (SBI+R)
- EQ Assessment
- Leadership Presence

Learning Circles / Coaching

### Talent Conversations

#### Coaching for Performance

October

- Coaching & Mentoring
- Performance Coaching
- Coaching Vignettes
- Coaching Practice

Learning Circles / Coaching

### Talent Conversations

#### Coaching for Development

December

- Developmental Coaching
- FYI Guide
- Coaching Practice
- Legacy Check-in

Learning Circles / Coaching

## YEAR 2

### Leading Change January

- Leading & Managing Change
- Neuroscience of Change
- Change Style Indicator
- Navigating Change
- SCARF Questionnaire

Learning Circles / Coaching

### Building Teams March

- Understanding how Effective Teams Operate
- Leading across organizational boundaries
- Dealing effectively through Conflict and Disagreement

Learning Circles / Coaching

### Seasonal Pause

### Critical Thinking & Decision Making June

- Challenging Assumptions
- RED Model
- How decisions are made
- Personality and Team Decision Making

Learning Circles / Coaching

### Art of Communication August

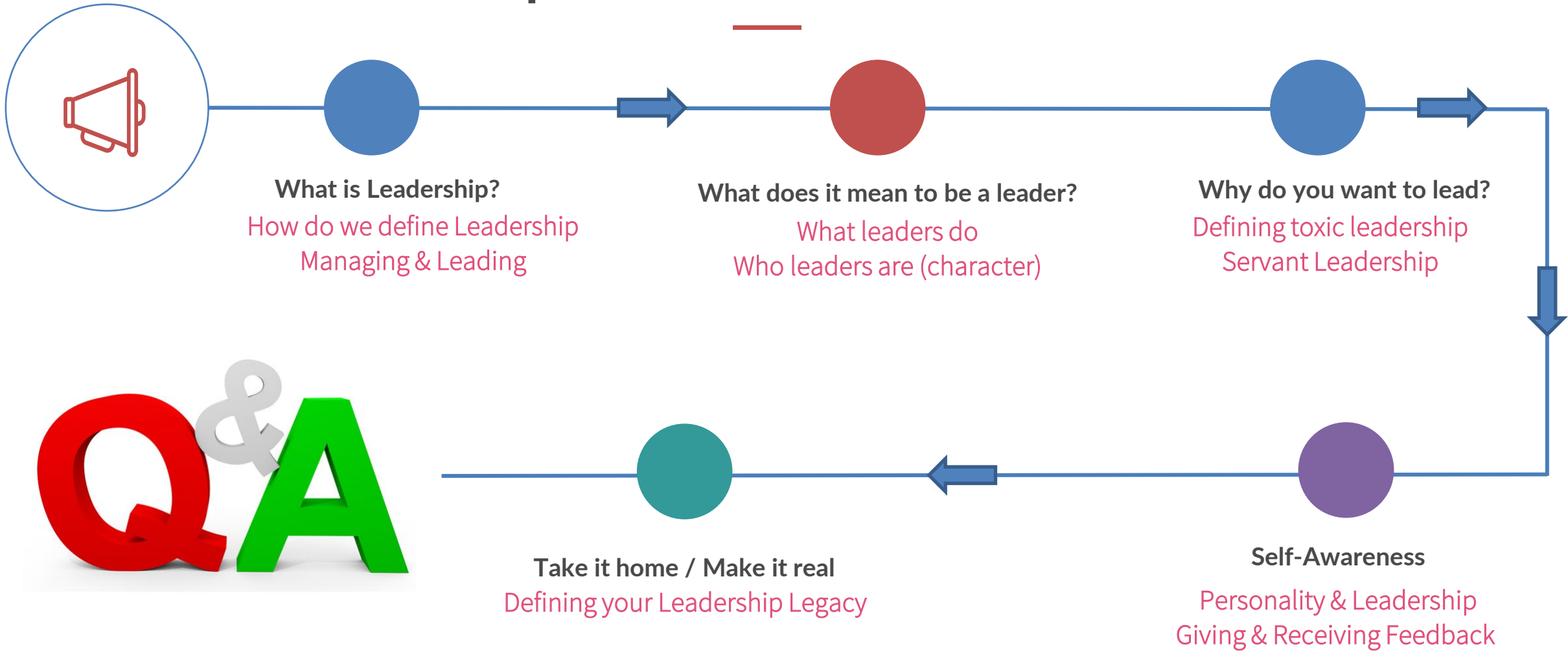
- Anatomy of a conversation
- The Art of Story Telling – Lessons from Pixar
- Story Telling practice
- Land of Communication simulation

Learning Circles / Coaching

### Reflection & Graduation Oct / Nov

- Highlighting key areas in participant's 'learning journal'
- Final check-in on Leadership Legacy

# Topics we will consider...





# *hey!* I GOT A QUESTION



*As it relates to leadership  
and leading, what are the  
most pressing questions on  
your mind?*

- *Personality Differences*
- *Talent Development*
- *Motivation*
- *Leading Change*
- *Leading vs Coaching*
- *Time Management*
- *Uniform Maintenance*
- *Personality Limits*
- *Balance – Current and Future (Autonomy / Structure)*
- *Growing Talent / Succession*

# Typical challenges of Leaders

Challenge	Frequency Mentioned
Adjustment to People Management/Displaying Authority	59.3
Developing Managerial & Personal Effectiveness	46.1
Leading Team Achievement	43.4
Managing Internal Stakeholders & Politics	33.9
Motivation of Others	27.1
Performance Management & Accountability Issues	24.1
Coaching, Developing, & Mentoring Others	21.4
Communication	17.6
Delegation & Micromanagement	17.6
Conflict Management	15.3
Working With a Range of Employees	14.2
Doing More With Less	5.4



# Common Leadership Challenges

- Recruiting and retaining talent
- Growing and nurturing Culture
- Ethical dilemmas
- Change leadership
- Motivating the team
- Developing people
- **Imposter syndrome**
- Delivering feedback / Giving bad news / Handling conflict

<https://www.scienceofpeople.com/leadership-challenges/>

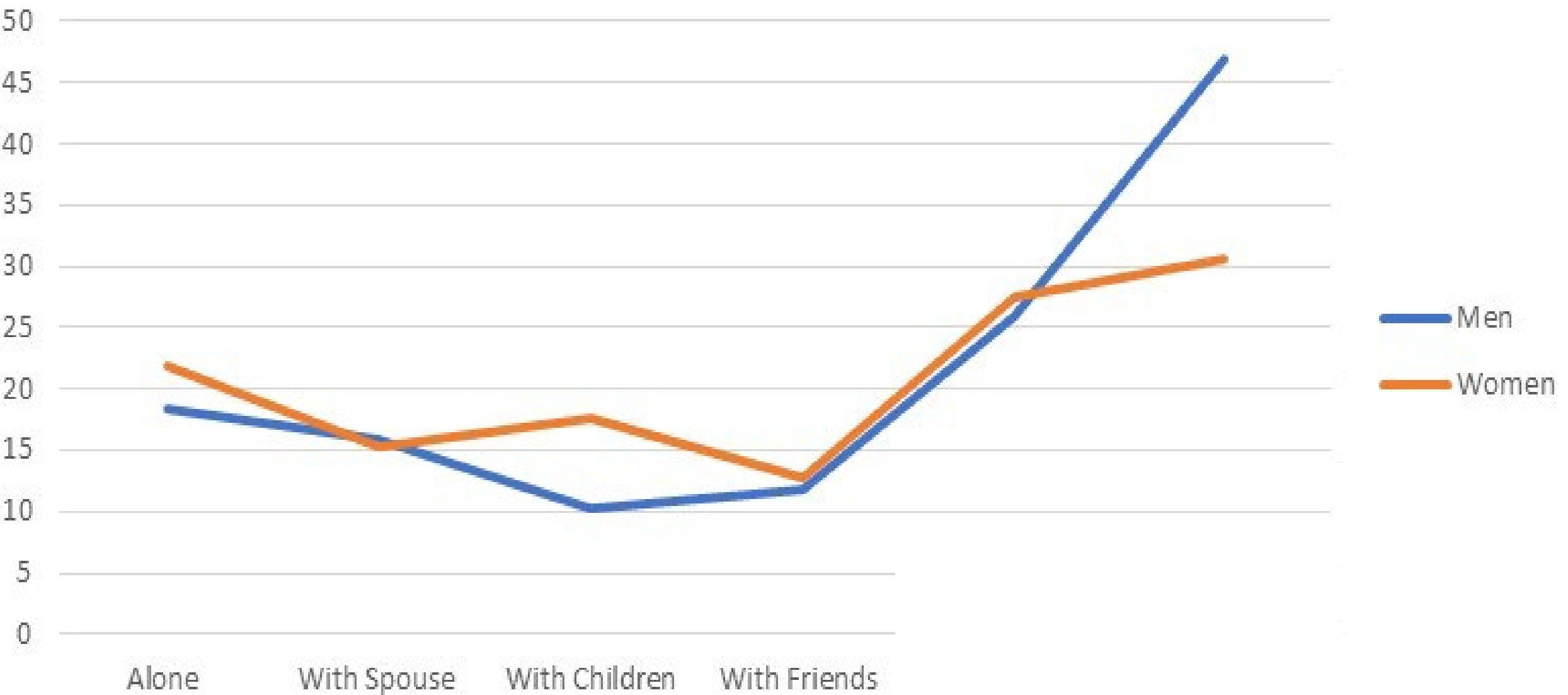


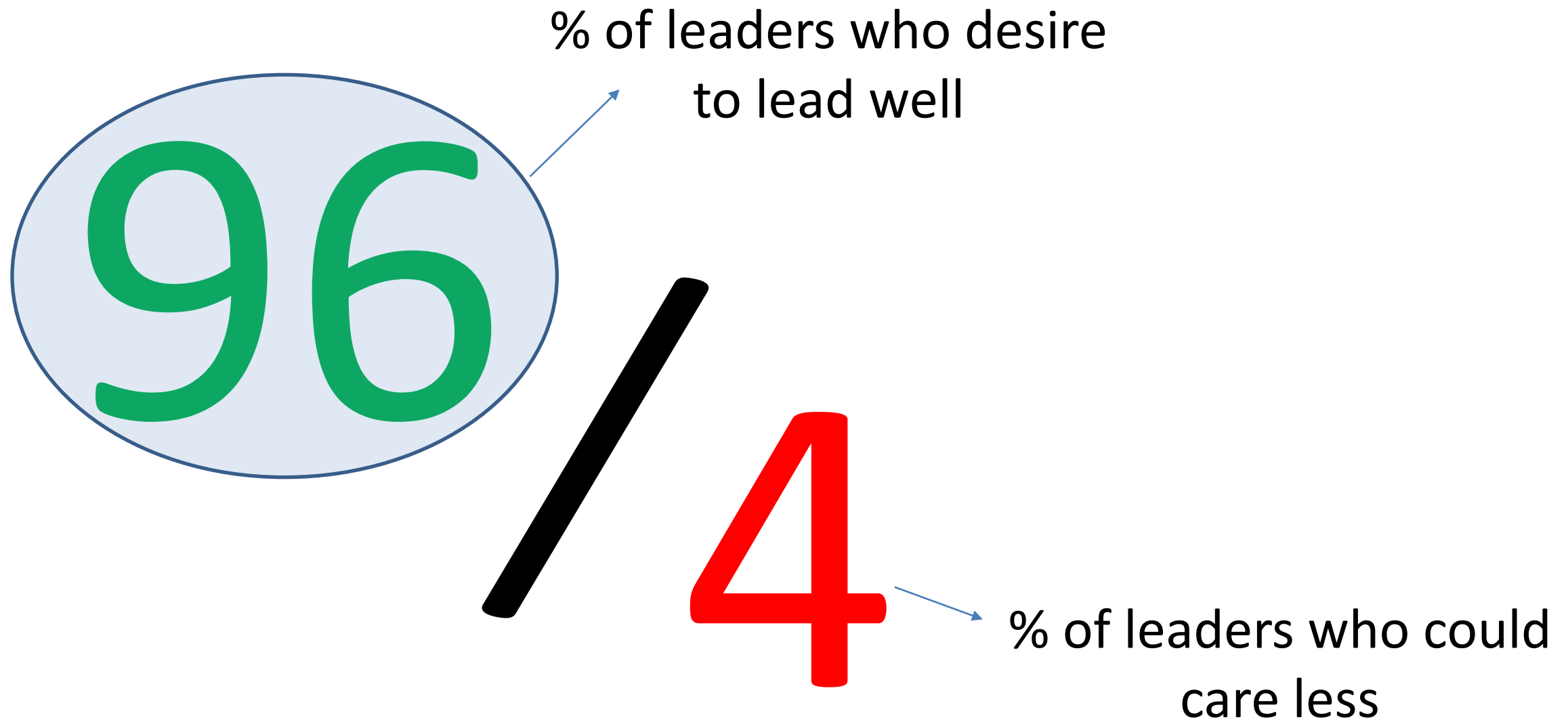
*Use the Leadership  
Metaphor Cards to  
find your example  
of a really good  
**and** a really poor  
leader*



# Best / Worst Part of Day

(Higher # = Worst Part of Day)







# James River Leading Effectively Development Program



## Leading Yourself

### What is Leadership?

- Define Leadership
- What does it mean to be a leader
- Why Lead
- Leadership Legacy
- Development Journey Line
- Personality / Leadership Assessment

### Leadership & EQ

- What we want in our leader
- Giving & receiving feedback
- The Power of Affirmation
- The Power of Feedback
- EQ 360 or Self-Assessment

### Critical Thinking & Decision Making

- Challenging Assumptions
- RED Model
- How decisions are made
- Personality and Team Decision Making



## Leading Others

### Trust & Influence

- Defining Trust
- Persuade vs Inspire
- Influence Style Indicator
- Trust vs Loyalty

### Talent Conversations Coaching for Performance

- Coaching & Mentoring
- Performance Coaching
- FYI Guide
- Coaching Practice

### Talent Conversations Coaching for Development

- Coaching & Mentoring
- Developmental Coaching
- FYI Guide
- Coaching Practice



## Leading the Organization

### Leading Change

- Leading & Managing Change
- Neuroscience of Change
- Change Style Indicator
- Navigating Change

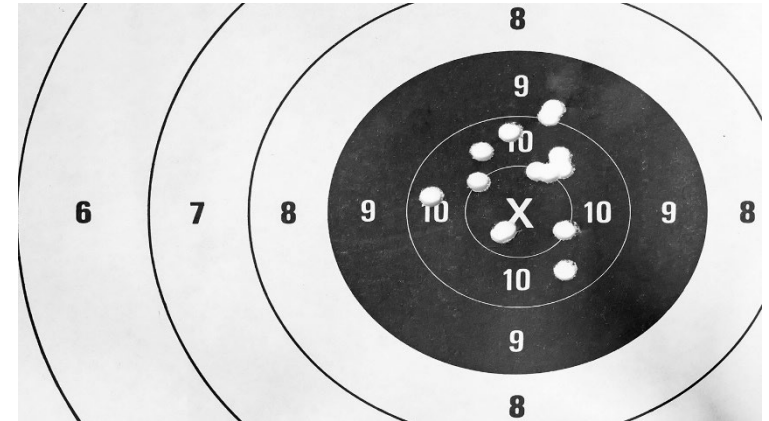
### Building Effective Teams

- Understanding how Effective Teams Operate
- Leading across organizational boundaries
- Dealing effectively with Conflict and Disagreement

### Leadership Presence The Art of Communication

- Anatomy of a Conversation
- The Art of Story Telling – Lessons from Pixar
- Story Telling Practice

# Training –vs– Development





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# What is Leadership?

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What Leaders do?  
Who Leaders are?  
Why we choose to lead.

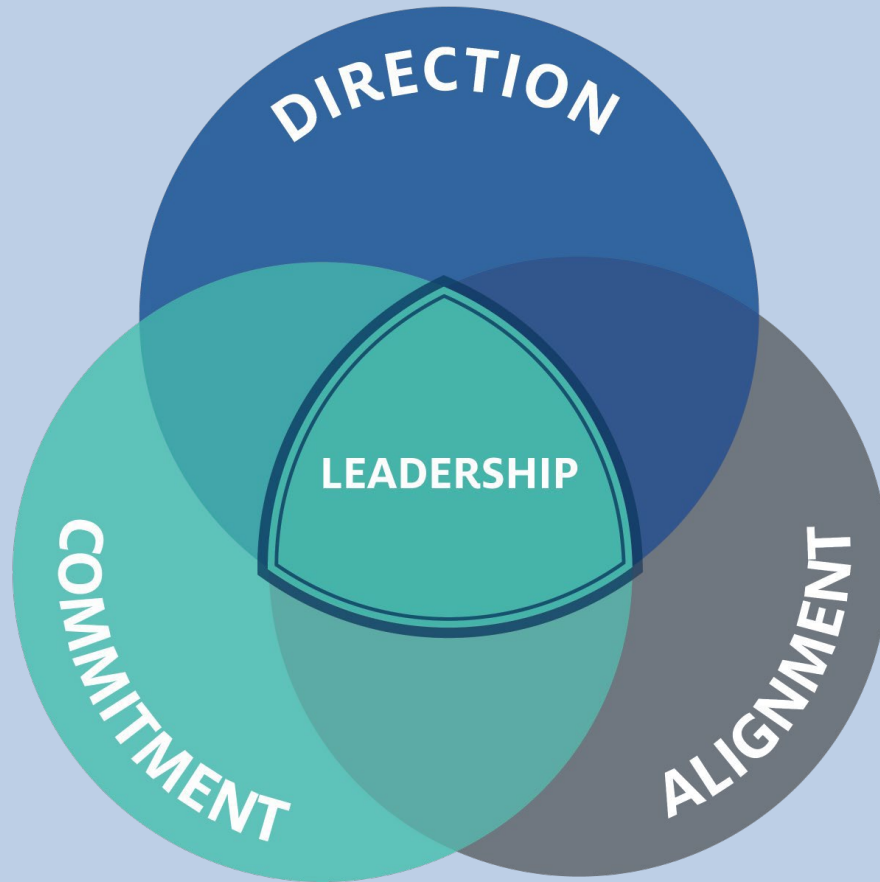
What leaders do...



What leaders do

# HOW LEADERSHIP HAPPENS

**Direction, Alignment, Commitment (DAC)**



## **DIRECTION**

Agreement within group on overall goals

## **ALIGNMENT**

Coordinated work with the group

## **COMMITMENT**

Mutual accountability from the group

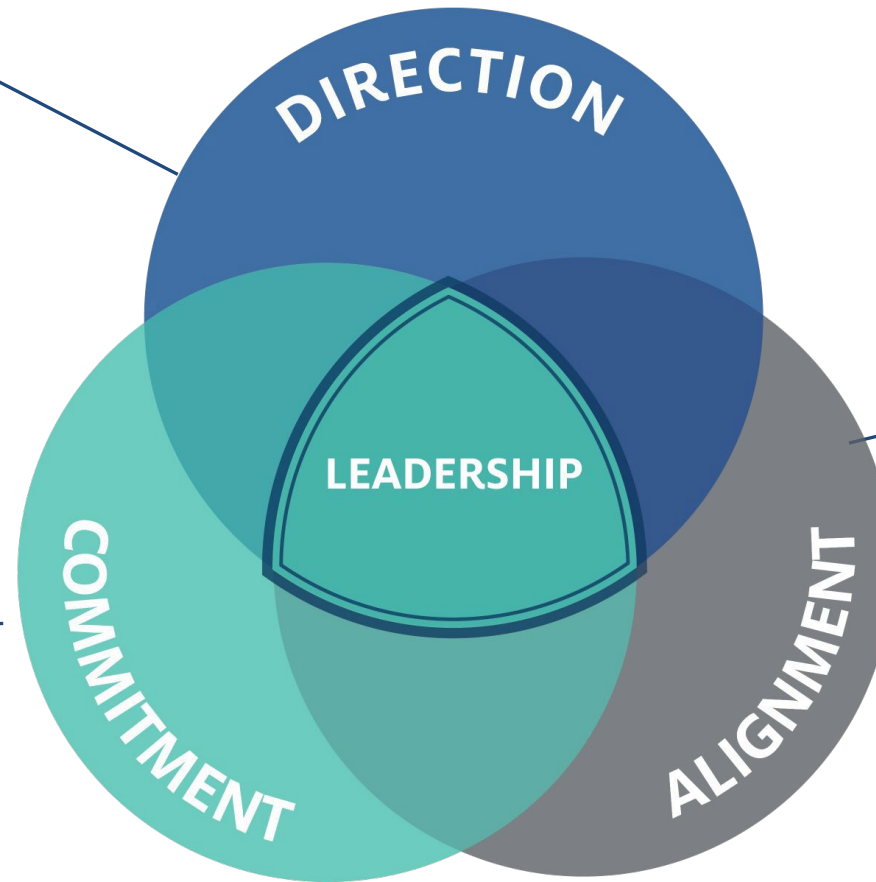
Center for Creative Leadership



# When DAC is working...

- There is a vision, a desired future, or a set of goals people believe in.
- Team members can easily articulate why their goal is worthwhile.
- People agree on what success looks like.

- People give the extra effort needed for the group to succeed.
- There's a sense of trust and mutual responsibility for the work.
- People express considerable passion & motivation for the work.

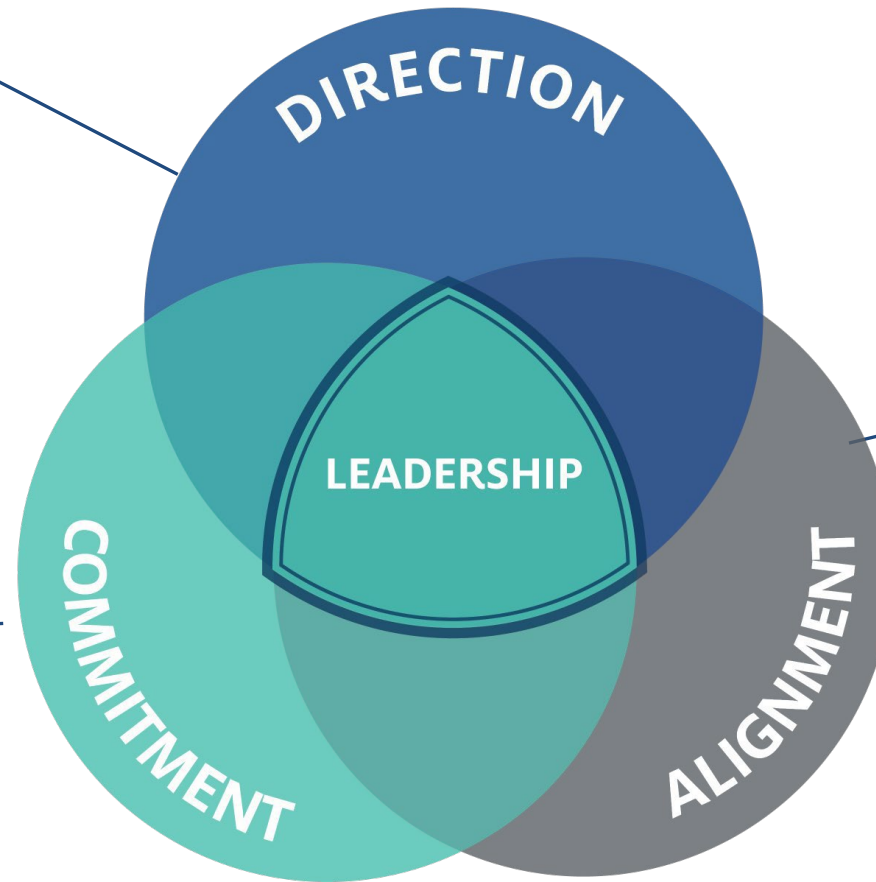


- Everyone is clear about each other's roles & responsibilities.
- The work of each individual/group fits well with the work of other individuals/groups.
- There's a sense of organization & coordination.

# When DAC is **NOT** working...

- Duplication of effort or no effort occurs at all
- Groups compete with one another
- Critical tasks inadvertently fall through the cracks

- Promises are made with no follow through
- People unable (or unwilling) to help one another
- Only the easy or business-as-usual work is done



- Uncertainty regarding purpose leaves people in limbo – work efforts stall
- Those who are 'geared for action' attempt to move forward, leaving some people pulled in opposing direction

# Experiential Exercise - Reversal

There is a critical problem with the reactor onboard a nuclear sub. Your team has been tasked with gaining an accurate understanding of the conditions of the reactor. You can only send 1 team member at a time into the reactor room, and the team member can only spend a fixed amount of time (1 minute) with the reactor. The conditions are such that the team member cannot take notes or pictures of what they observe. They must communicate verbally what they witnessed.

You have a fixed amount of time to accurately create a 2D model of the reactor core.



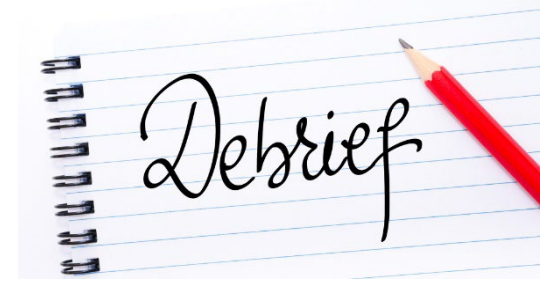


# Experiential Exercise - Reversal

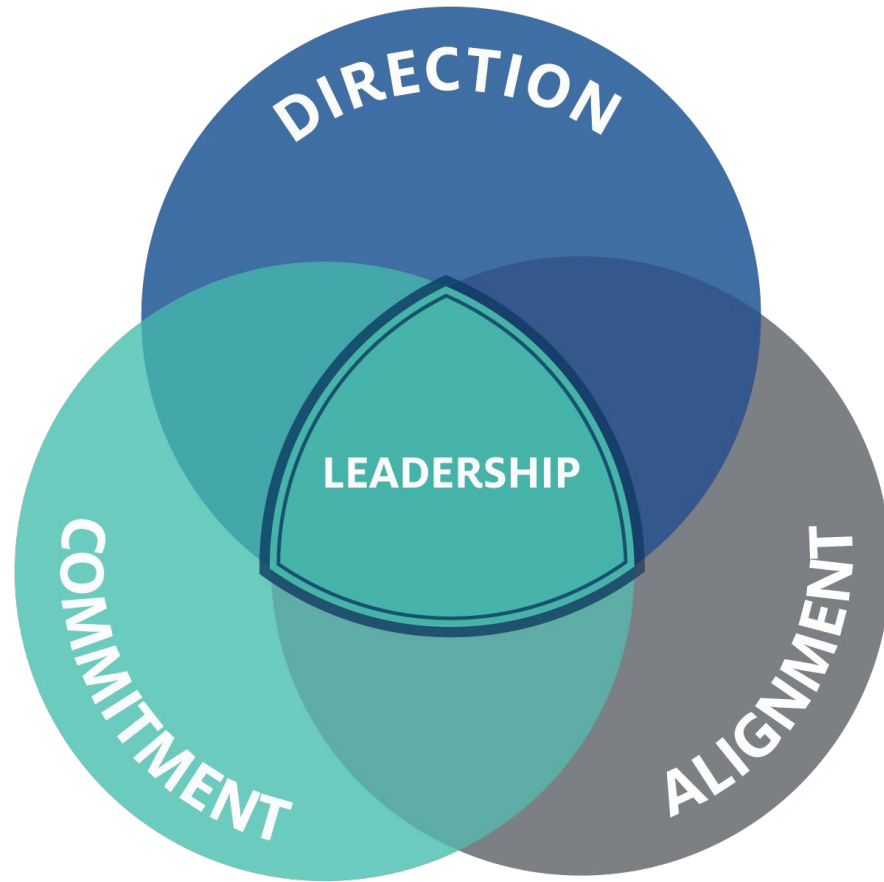
## **Learning Objective – Set Direction, Create Alignment, Maintain Commitment**

- ❖ Develop an understanding of how to effectively assess capability and delegate tasks to achieve desired objective
- ❖ Explore the impact of time pressure and quality standards on individual and team performance
- ❖ Identify ways of creating flexible operational plans that can be adapted to cope with change and uncertainty
- ❖ Recognize the importance of sharing and analyzing info
- ❖ Encourage ongoing reflection and review as part of a learning process in complex problem-solving

# Experiential Exercise - Reversal



- ❖ Think about what worked (or didn't). How effective were the planning, replanning, execution & problem-solving? {Setting Direction, Creating Alignment, Maintaining Commitment} With hindsight, what would you start, stop, or continue if you ran this exercise again?
- ❖ What did you notice about individual styles & skills during the exercise? What behaviors / skills were helpful, both in executing and supporting the team? What might team members done differently to enhance overall effectiveness?
- ❖ This exercise draws attention on handling complex info within a team. What lessons can you draw about how info and knowledge is gathered and transferred between team members? How can we ensure important info is understood correctly?
- ❖ How might the learning from this experience be extended to your workplace / teams?



## Direction, Alignment, and Commitment Assessment



# Who Leaders are?



The #1 goal for a manager is to achieve results.



# Managing & Leading

## ***Deciding What Needs to Be Done***

- *Management:* Planning and budgeting
- *Leadership:* Setting a direction (vision)

## ***Capacity to Achieve the Agenda***

- *Management:* Organizing and staffing
- *Leadership:* Aligning people

## ***Ensuring Success***

- *Management:* Controlling and problem-solving
- *Leadership:* Motivating and inspiring

**Management is  
what you do.**

**Leadership is  
the person you  
are and the  
influence /  
impact you have  
on others.**



We are recognized for how well we **manage** by what we know and what we accomplish

We are recognized for how well we **lead** by our ability to define who we are and what we stand for

# *What are the attributes of a great leader?*

## **Google (Inc)**

- Good coach
- Empowers team / does not micromanage
- Creates an inclusive team environment
- Shows concern for success and well-being of others
- Results oriented
- Good communicator-listens & shares info
- Supports career development and discusses performance.

## **Center for Creative Leadership (CCL)**

- Honesty
- Ability to delegate
- Communication
- Sense of humor
- Confidence
- Commitment
- Positive attitude
- Creativity
- Ability to inspire
- Intuition

## **Harvard Business Review (HBR)**

- Strong ethics and provides a sense of safety
- Empowers others
- Fosters a sense of connection and belonging
- Openness to new ideas and fosters organizational learning & Growth

# *Attributes of a great leader? (Who leaders are)*

## **Google (Inc)**

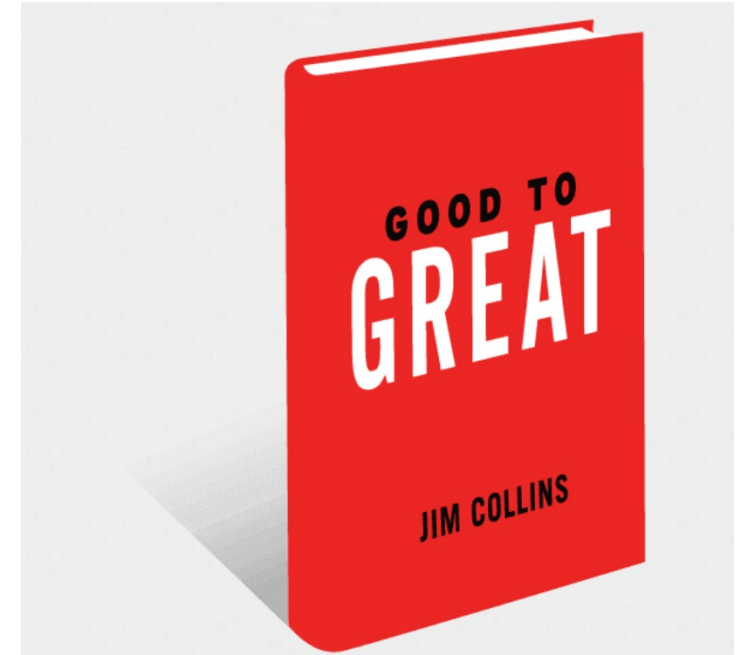
A great leader possesses a clear vision, is courageous, has integrity, honesty, **humility** and clear focus. He or she is a strategic planner and believes in teamwork. Great leaders help people reach their goals, are not afraid to hire people that might be better than them and take pride in the accomplishments of those they help along the way.

## **CCL**

Watch out for leaders who treat others abrasively and put their self-interests above the company good. Leading well hinges on your level of **humility**. Are you too confident in your own judgment? Do you have the **humility** to understand that even with great collaboration you will not get everything right, and that you can't know everything yourself?

## **HBR**

A sense of **humility** is essential to leadership because it authenticates a person's humanity. We humans are frail creatures; we have our faults. Recognizing what we do well, as well as what we do not do so well, is vital to self-awareness and paramount to **humility**.



**Its not about you**

Do you inspire people to follow **you**  
or follow a cause / purpose

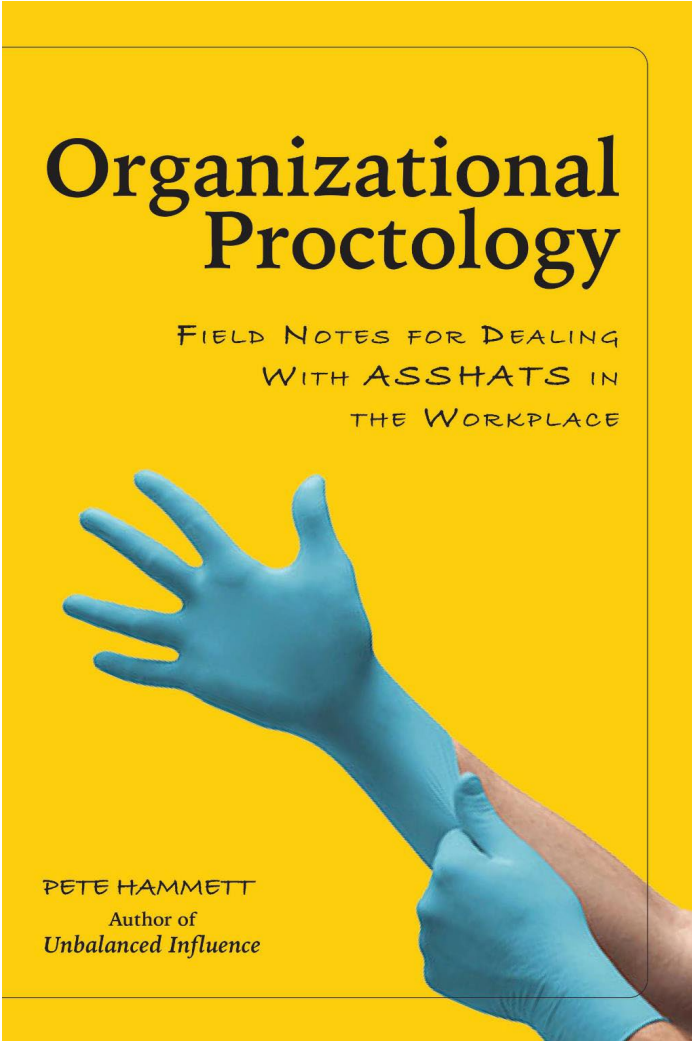


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# Why is Humility Important?

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**Humility** is not a moral **abstract** that helps organizations and individuals **feel good** regarding how they lead and manage. **Humility** is a **measurable, definable approach to leadership**. And when combined with a strategic focus on what a company can be the best in the world at (how its economics work best; and what best ignites the passions of its people) – **humility propels organizational results to nearly 7x that of their competitors**

Collins: Good-to-Great Levels of Leaders		Levels of Asshat Leaders & Teammates
Level 5: Executive Leader (Humility)		Level 5: Flaming Asshat
Level 4: Effective Leader		Level 4: Sophisticated Asshat
Level 3: Competent Manager		Level 3: Throwback Asshat
Level 2: Contributing Team Member		Level 2: Frustrating Asshat
Level 1: Highly Capable Individual		Level 1: Annoying Prick

# Psychology – Dark Triad



***Narcissism***

***Machiavellian***

***Psychopathy***

# Neuroscience



***Lack of Empathy***

***Limited Connectedness***

***Self-Aware but doesn't care***

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# How we lead?

## Servant Leadership

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True Servant Leadership emerges from those whose primary motivation is a desire to help others.

If there was a motto for a Servant Leader it would be...

***“It’s not about me.”***



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# The Paradox of Humility & Servant Leadership

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The analytical part of our brain may struggle with the paradoxes of Humility & Servant Leadership...



**There are those who judge the servant leader to be weak, naïve or both. They miss the paradox in Servant Leadership.**

## **The Paradoxes of Servant Leadership**

1. The greatest strength is found in the most humble
2. Putting others first ensures there will be more than enough remaining for me
3. Listening means being quiet; and that's when I'm noticed more
4. Forgiving when you've been wronged is a gift you give to yourself.
5. The term Servant Leadership. Lead implies out-in-front. Servant implies being in the back



In 1970 Princeton psychologists conducted an experiment to understand the personality traits that influence whether or not a person would be disposed to offer help (be a servant) to someone in need.

The servant model used was the Good Samaritan.

40 Princeton Seminary students were selected for the experiment. Students were asked why they chose to attend seminary. Two answers were generally given; (1) search for deeper, personal meaning of life or (2) to impact their world in a meaningful way.





Half the students were told they would give a short talk to the Board of Regents on what professions seminary students might pursue after graduation. The second group would speak to the Regents on the meaning of the parable of the Good Samaritan.

When students arrived at **Bldg A**, they were told the location was changed to **Bldg B** – across campus. Then a twist was added to the experiment.

Some students were told that they were running late and the student had to hurry. Some were told that they just had just enough time to get to Bldg B. Some were told they had ample time but should head over to Bldg B & wait.





To replicate the Good Samaritan event, an actor was positioned on the route from Bldg A to B and pretended to be in need, sitting slumped over, head down, eyes closed and motionless. If the student appeared to be passing by without taking notice, the actor would cough and groan.

After a fair number of students walked by without taking notice, the actor decided to lay on the path. Students still ignored the man – simply walking around him. A few students who were running late actually hurdled over the man.





## Research Findings

- 60% of seminary students walked past the man in need without query or assistance.
- Students going to talk on the Good Samaritan were no more likely to offer help than students talking on possible occupations for seminary students.
- Students who entered seminary as a quest to make an impact in their world were more likely to offer help.
- **Time** had the greatest influence on behavior. Students who were pressed for time were far less likely to offer help, regardless of what they were going to speak, namely the Good Samaritan.



# Connecting the Good Samaritan Experiment to Servant Leadership

## Key Learnings from Princeton Study: Time / Focus / Motivation

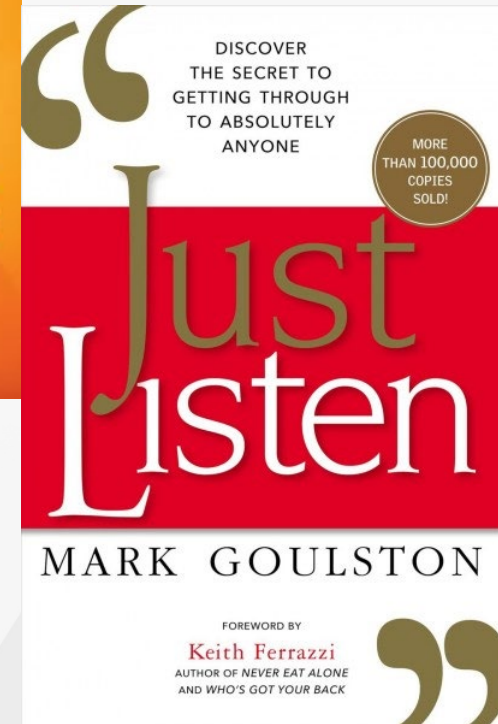
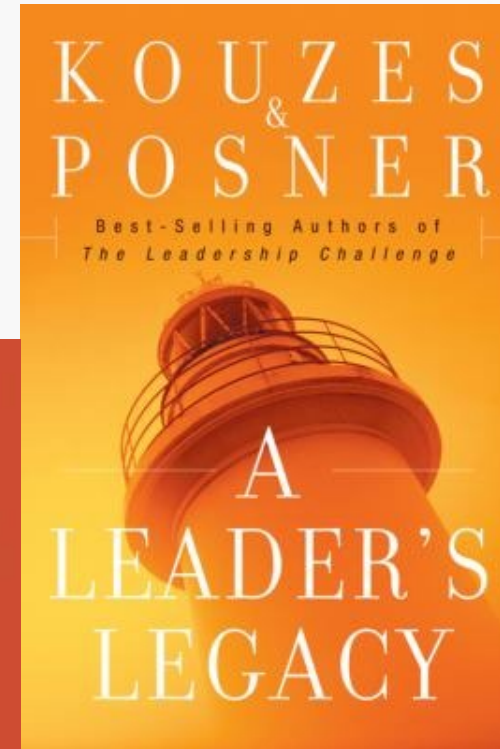
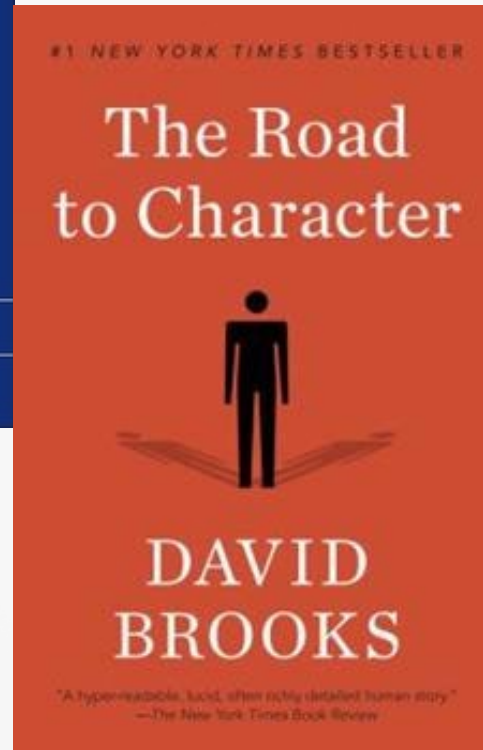
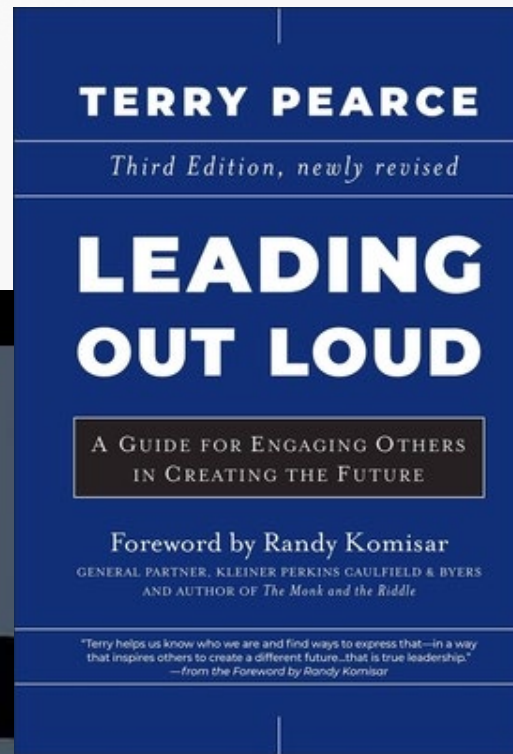
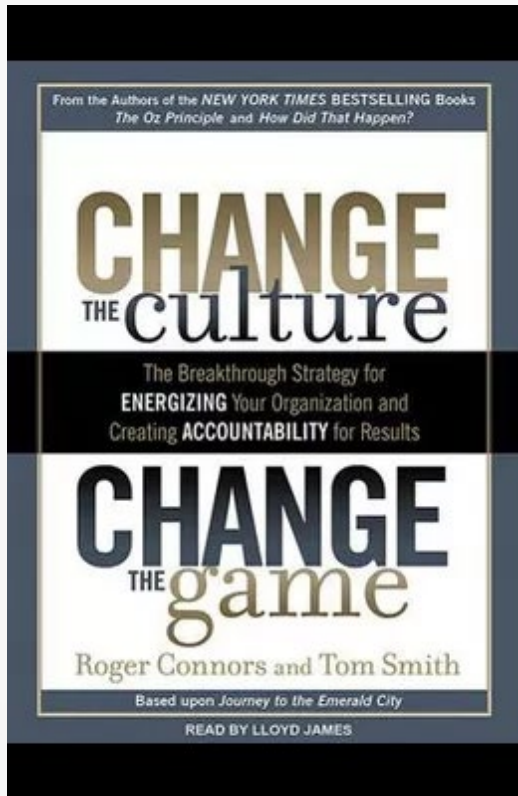
***“Service becomes a luxury as time becomes a necessity”.***

***Our focus on others becomes narrower the more we focus on ourselves.***

After the students gave their talk, they were asked to describe the most recent event when they encountered someone in need. Although students walked by a person in need on their way to meet the Regents, only a handful recalled the homeless man they passed. Researchers surmised students were so caught up in their own world that they did not notice the world around them.

***Our motivation (the why behind how we chose to live and interact) is the best predictor of how we will respond to those around us.***

- Dr. Pete's top leadership books





# The Golden Rule:

Lead others the way  
they want to be lead.

*How do you want to be lead? I'd like my boss to get to know me and to learn about my professional aspirations. I'd like my boss to understand what motivates me and what saps my energy. Bottom line, I'd like to have a boss who is a partner in my professional development.*

# The Golden Rule:

Leadership is not “one-  
size fits all”

If I opt to lead people the way I'd like to be engaged, then odds are high I will disconnect with a large percent of my team. Each person we have the honor of leading has their own motivators and detractors. To lead effectively I need to better understand each person.

# The Golden Rule:

Leadership is not “one-size fits all”

## Facet5 Foundation Family Portrait

9

A Facet5 Family is a group of Facet5 profiles that are broadly similar in appearance. Each family is given a specific "Family Name" which characterises it. Your Family Portrait is shown on the following page. When computing Families Facet5 excludes Emotionality.

There are 17 Facet5 "Families" and your profile is compared to each of these and the one that is closest is selected. This can be seen in the graphic below. Your selected Family is highlighted.

### Advocate



Exuberant, outgoing manner  
Likes making friends and interacting with others  
Wide ranging interests and exciting ideas  
Flexible but goal oriented  
Impulsive  
Could interfere with others' work

### Architect



Has a keen sense of purpose  
Imaginative and creative but can seem self-centred  
Knows own mind  
Expects others to stand up for themselves  
Puts own ideas ahead of others'  
Can seem unsympathetic, insensitive, fiercely independent

### Chameleon



Presents a composed but friendly style  
Adapts readily to any situation  
Doesn't impose on others  
Tolerates most differing styles  
Can find it difficult to express their true opinions  
Can seem rather inconsistent

### Coach



Sympathetic nature which can be masked by reserve  
Quiet but efficient manner  
High ideals and principles  
Strong commitment with a desire to help out  
May take time to 'warm up'  
Will be disappointed if ideals are not met

### Controller



Reserved, fairly formal style  
Avoids risks and can resist change  
Likes clear guidelines and agendas  
Respects a hierarchy and the status quo  
Can seem too conservative  
Could be perceived as distant and aloof

### Developer



Warm and sympathetic manner  
Genuine interest in others and desire to help  
Has strong sense of morality and responsibility  
Will defend others and stand up for them  
May neglect own interests  
Risks taking on too much

### Entrepreneur



Confident, self-assured manner  
Outgoing and stands out in the crowd  
Definite sense of direction and method  
Stands up for own opinions  
May seem 'larger than life'  
Can be insensitive or even uncaring

### Explorer



Fun-loving and social  
Quick to make contact with others  
Relaxed and easy-going  
Free-thinking, imaginative, and stimulating  
Can be erratic and unfocused  
Can get sidetracked by new ideas

### Facilitator



Social and out-going manner  
Likes to meet people and exchange ideas  
Puts others' interests ahead of own  
Tolerant and understanding  
Can be too relaxed and friendly  
May seem to lack business focus

### Generalist



Ebullient, gregarious and fun-loving  
Prepared to mix with anyone  
Demanding but flexible  
Adapts to people or circumstances  
Can be all things to all people  
Interferes with others' work

### Idealist



Deep thinking  
Concerned with philosophical issues  
Individualistic - unusual style  
Goes own way  
Can be hard to work out  
Idealistic and impractical

### Presenter



Out-going, polished style  
Gregarious and fun-loving  
Fits easily into different environments  
Simple, practical viewpoints  
Can seem superficial, ignores 'real' issues  
Promises, but may not deliver

### Producer



Determined with a strong sense of purpose  
Looks for continuous improvement  
Pushes projects through determinedly  
Is ambitious and goal-oriented  
May tread on others' toes  
Autocratic, demanding

### Promoter



Very outgoing and forthright style  
Quick to speak out and to give views  
Goal-oriented and self-promoting  
Thinks imaginatively and broadly  
Can intimidate quieter, less 'up front' people  
May be overwhelming and too rapid

### Specialist



Subdued, reserved style  
Difficult to draw out in social groups  
Prefers independence and autonomy  
Likes working on one clear task at a time  
Can be over-looked by more dominant people  
Can be too focused on own concerns



# Why Lead?

*Why do people  
choose to take on  
leadership roles?*



# Why You Lead Determines How Well You Lead

One of the most telling questions you can ask someone in any kind of leadership role is what motivates them to be a good / effective leader.

## Typical Answers

- Enhance their personal effectiveness
- Leading is an expected part of their professional career path
- Leadership gives them a sense of identity, purpose
- If they can speak candidly, many will acknowledge external motivations such as pay or status
- Some speak to an intrinsic 'calling' to serve their org and the people with whom they work (obligation & aspiration)

# Why You Lead Determines How Well You Lead

Research by National Academy of Sciences

20% Active duty West Point grads (10k+)  
Looked at performance & promotion  
potential

**Hypotheses:** those with a combination of  
extrinsic & intrinsic motives would be highest  
performers. ***This proved to be incorrect***

## Research Results

Leaders with internal and external  
rationales proved to be worse  
performers than leaders with only  
internal motivations.

Adding external motives (pay,  
rank, etc) degraded leadership  
performance >20%. Just adding  
external motivations to strong  
internal motivations diminished  
***leadership effectiveness.***

# Why You Lead Determines How Well You Lead


Prevailing belief is the best way to influence leadership effectiveness is with incentives.

However, study suggests that those who lead from a values-based / purpose / service motivation, outperform those who lead with additional external incentives & rewards.

## Research Conclusion

If those we seek to develop as leaders are focused on external motivations — such as better pay — they are likely to be less successful in comparison to leaders who seek to lead for internal reasons alone.

**If you aspire to lead, the question to ask yourself is, “Why do I want to be a leader?” The answer will make a significant difference in how well you lead.**

An overhead photograph of seven people seated around a long, light-colored wooden table. They are all eating from white plates that contain a mix of green salad, yellow rice, and some meat. There are several small glasses of orange juice and water on the table. The people are dressed in casual to semi-formal attire. The scene is brightly lit, and the overall atmosphere appears to be a group meal or a team-building exercise.

**Please return  
at 12:35**

**What does it mean to be a  
leader in James River?**





What does it mean to be a leader in James River?



Learning Circles

*Report outs*



Leaders are made, they are not born. They are made by hard effort, which is the price which all of us must pay to achieve any goal that is worthwhile.

— *Vince Lombardi* —

AZ QUOTES

***Strategic thinking*** to  
*convert values to action*



***Inspiring others***  
*to embrace a cause*



***Teamwork***: Being part of  
*something bigger than you*



**PURPOSE-LED  
LEADERSHIP TRAITS**

***Empathy***: Compassion  
*for others*

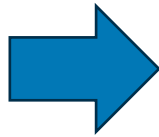


***Vision***: Creating  
*the future*



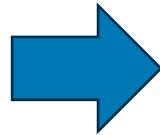
## When Purpose-Driven leaders...

... take an interest in the career aspirations of their direct reports.



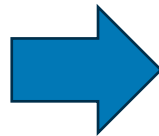
**Employees** believe they have a partner in their boss to help them grow and develop.

... build and maintain relationships with their direct reports.



**Employees** are recognized and appreciated.

...help employees understand the 'why' behind their work



**Employees** can connect their work to the company's Vision and Mission (passionate about contributing to company's future).



# What does it mean to be a leader at James River?

## *What leaders do*

- Set Direction, Create Alignment, and Maintain Commitment
- Engage Employees
- Grow Culture
- Build Trust

## *Who leaders are*

- Open to Feedback
- Servants
- Humble



# Self-Awareness



Using a combination of feedback and reflection to gain productive insight into personal strengths and opportunities.

### What

What is it about my personality preferences that influence how I lead?



# Leadership Insights



- Seeking insight and understanding into who you are as a leader.
- Your Strengths and risks.
- Insights on your leadership style, natural traits, skills and core values.
- Awareness of the impact you have on others.

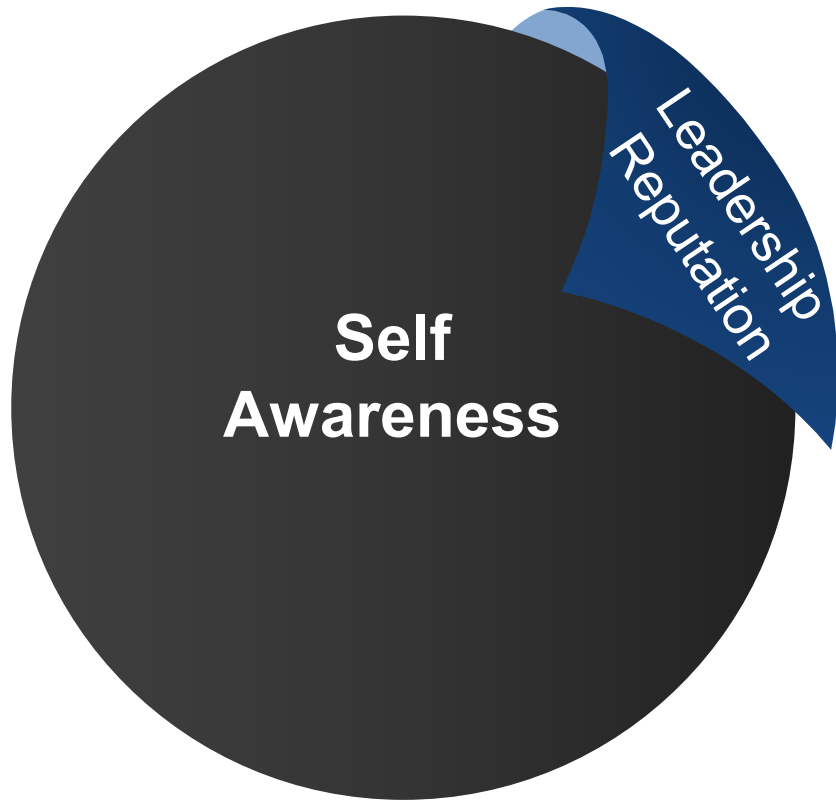
## So, what?

So, what does my behavior look like when I interact with my JRE co-workers?



COACH  
**LEADERSHIP**  
REPORT





## Leadership Reputation

*Understanding others' perceptions of your leadership effectiveness. This perception is based on your history and interactions.*



## Leadership Legacy

*Our Leadership Legacy isn't what people say about us when we are gone. Its what people say when we're not in the room.*

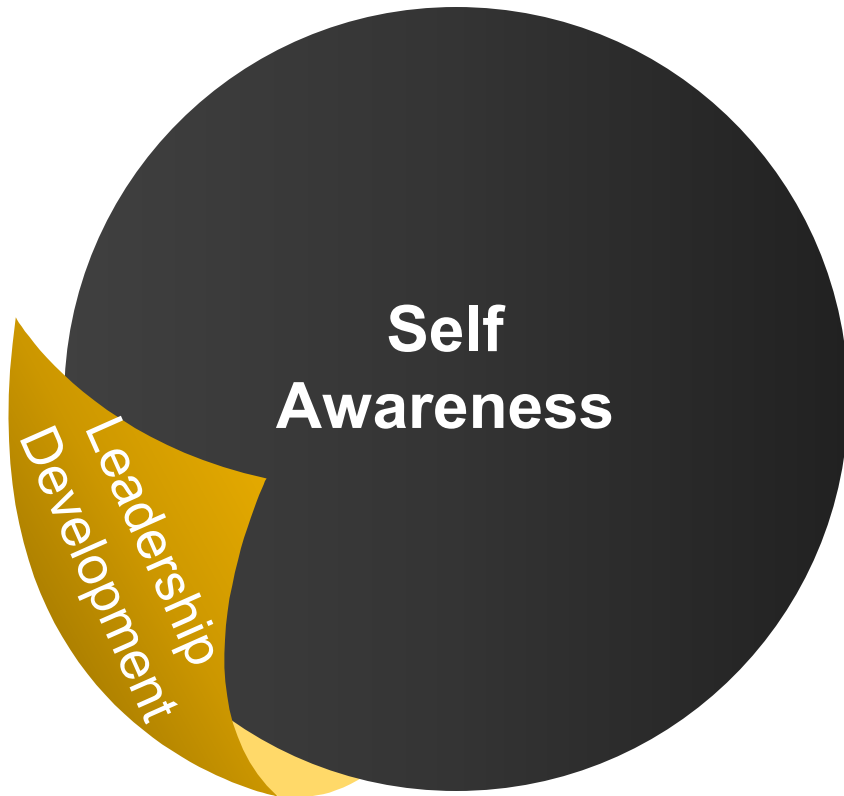
## Leadership Development

Actively seeks new ways to grow and be challenged using both formal and informal channels.

Asks for and provides effective feedback.

## Now, what?

Based on feedback from my co-workers, what do I continue and what can I do better?





Development Plan





# Leading Effectively Journey Map

NAME: \_\_\_\_\_

 MY GOALS FOR THIS JOURNEY:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


 INSIGHTS ON WHAT TO WORK ON:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


 MOST IMPACTFUL PERSONAL EXPERIENCE IN MY LIFE  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


 KEY LEARNINGS  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


 MY LEADERSHIP LEGACY  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


 LEADERSHIP IN 6-WORDS  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


 MY CONCERNS BEGINNING THIS JOURNEY  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 STRENGTHS TO BUILD ON  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 MOST IMPACTFUL EXPERIENCE IN MY CAREER  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 THINGS UNLEARNED  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 HOW I WILL INFLUENCE OTHERS  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 HOW I WILL CONTINUE MY LEARNING  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





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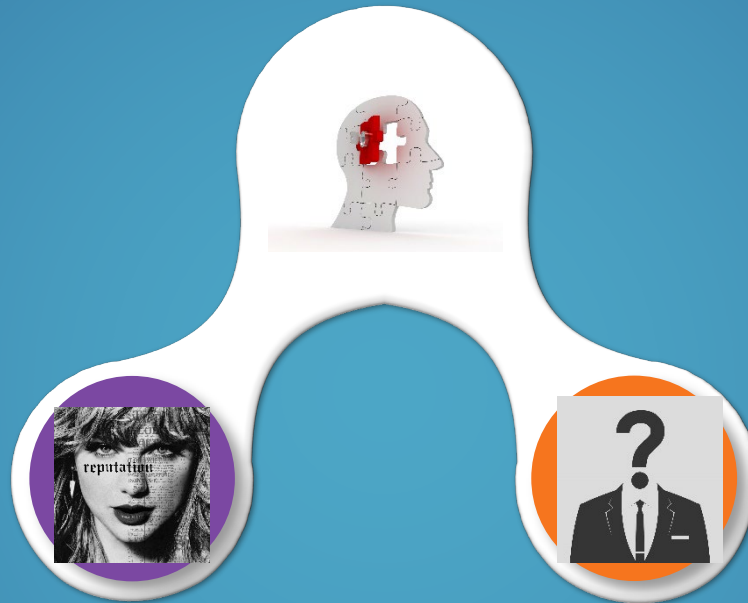
# Leadership & Personality

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More has been written and less is known about **leadership** than any other field of behavioral science.

# Personality & Leadership



## Reputation

How we 'show up' to others

## Identity

Why we do what we do

# Personality & Leadership

**Reputation**  
How we 'show up' to others



**Identity**  
Why we do what we do

**Self-Awareness**

**Risks & Benefits**

# Personality & Leadership





# Personality & Leadership

## Light Side Behavior



## Gray Side Behavior



## Dark Side Behavior





# The Power of Personality



# What is personality?

Enduring patterns of perceiving, relating to, and thinking about the environment and ourself. Personality traits are prominent aspects of our character that 'show up' in a wide range of work, social and personal settings.

Personality influences a 'pattern of behaviour and thinking' across time and situations that differentiates one person from another.

No Right or Wrong, Good or Bad Personality

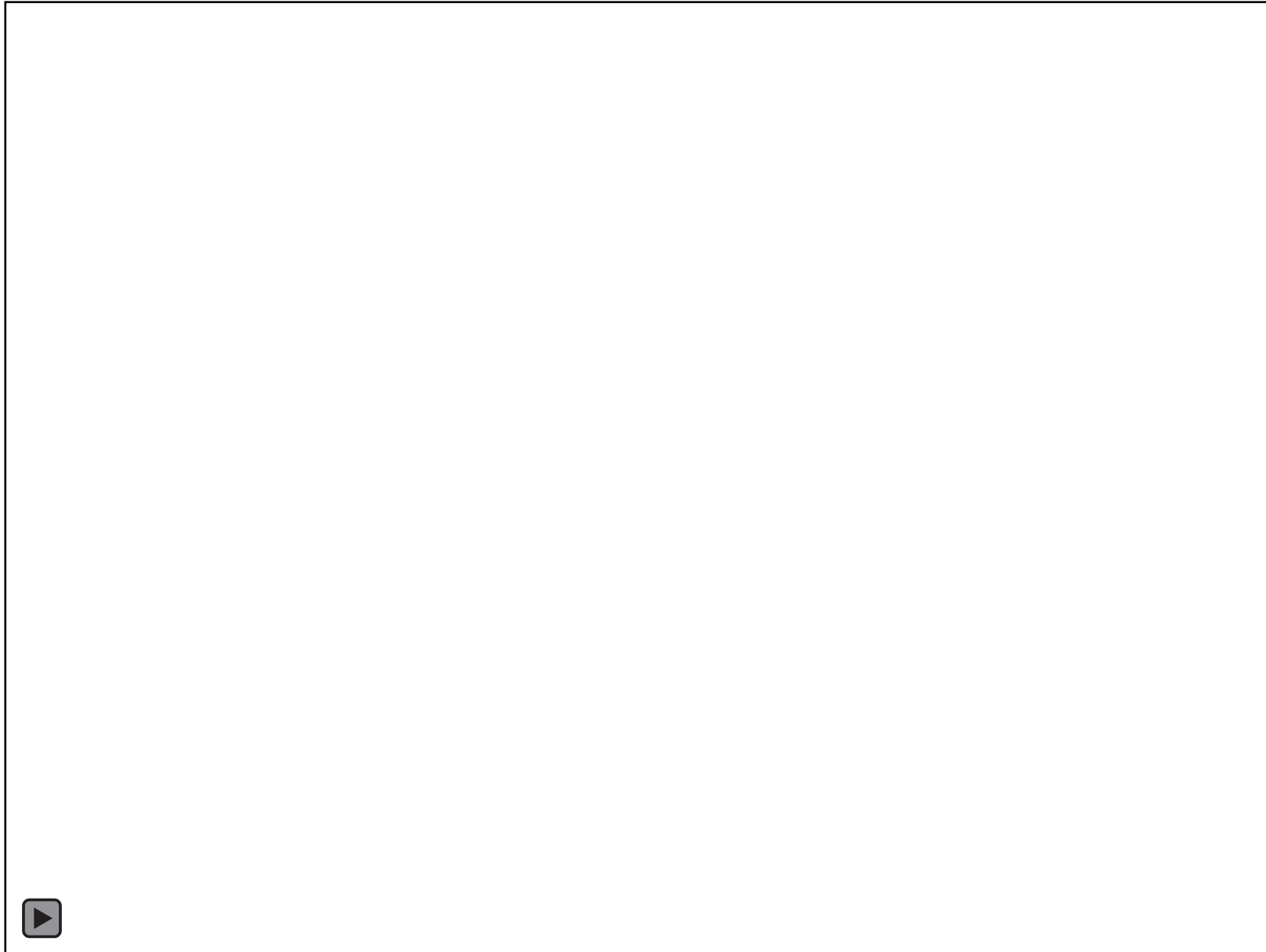
There is effective and ineffective behaviour

# Can you determine someone's personality without an assessment?





# So, you think you know how my personality influences my behaviour?





**So . . .**

**We can change / adapt our behavior.**

## **Key points to keep in mind...**

Personality is about preferences; it's *not* about knowledge, skills, or abilities

Self-awareness of our personality is not an excuse for ineffective behavior

While at the end of the day  
**Nature & Nurture** will influence our preferences, our **Choice** determines our behavior.

# How we engage with other is a choice

*Personality is like a game of cards. The hand that is dealt you represents the personality you were created with.*



*The way you play your cards is it 100% up to you.*



Personality assessments do not predict how well someone will perform in a job/role.

So, never use a personality assessment to select someone for a job/role

# Why is personality relevant in a work setting?

Our personality comes with us wherever we go!

Personality influences how we approach our work and our interactions with other people

A better understanding of individual differences helps us to make better sense of our work and those we work with

Resulting in improved individual, team and organizational performance

# Facet 5 Factors

## Facet5 Factors

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### Will

The driving force behind the promotion and defense of your own ideas

---

### Energy

The extent to which you need to interact with other people

---

### Affection

The degree which you are 'Self or 'Others' focused

---

### Control

A measure of the amount of self-discipline and responsibility you have

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### Emotionality

A measure of the level of anxiety and apprehension you experience in your everyday life





**Line up in  
order of your  
Will results**

# The Facet5 factors

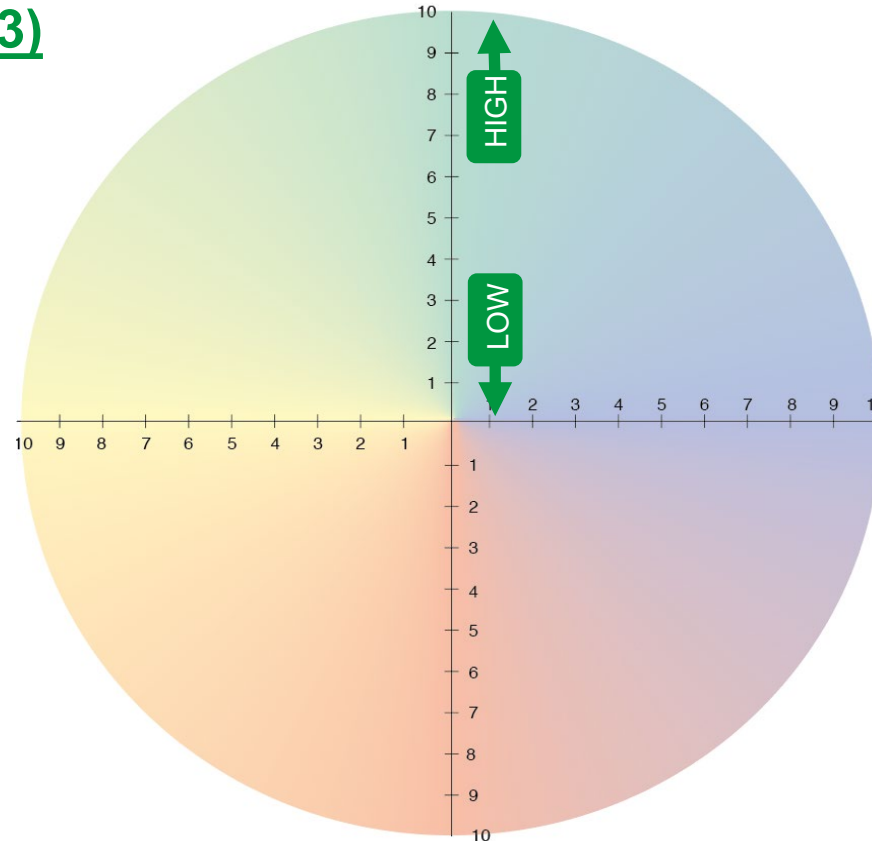
**Will** - The driving force behind the promotion and defence of your own ideas.

## Strengths of low scores ( $\leq 3$ )

- Flexible
- Adaptable
- Accommodating
- Agreeable

## Risks of low scores

- Unassertive
- Submissive
- Indecisive
- Timid



## Strengths of high scores ( $\geq 7$ )

- Determined
- Assertive
- Decisive
- Independent

## Risks of high scores

- Domineering
- Stubborn
- Argumentative
- Opinionated

## Mid-range (3-7)

Will speak out and can be stubborn when they feel strongly, or particularly knowledgeable, about something.

## Low Scores

**Benefits**  
Flexible  
Adaptable  
Accommodating  
Agreeable

**Risks**  
Unassertive  
Submissive  
Indecisive  
Timid

Will



6.2

The keynote of your style is a strong driving determination to get your view across. You are quick to direct and instruct people and have a strong sense of vision and purpose.

## High Scores

**Benefits**  
Determined  
Assertive  
Decisive  
Independent

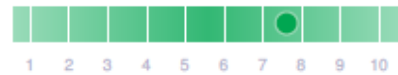
**Risks**  
Domineering  
Stubborn  
Argumentative  
Opinionated

## Low Scores

**Strengths include**  
decides carefully with all the data  
listens and changes views quite easily  
amenable to others - willing to fit in

**May be seen as**  
unwilling to take quick decisions  
easily swayed by alternative arguments  
too willing to fit in with other people

Determination



7.6

You ... hold clear views about most issues and are able to explain them well

You may be seen as ... too ready to promote your own ideas and not listen to others

**Strengths include**  
quick to tell other people what to do  
determined to stick to their views  
willing to take responsibility for events

**May be seen as**  
autocratic and pushy  
unwilling to listen to others  
too quick to impose on others

## High Scores

Your style is a strong driving determination to get your view across. You are quick to direct and instruct people and have a strong sense of vision and purpose

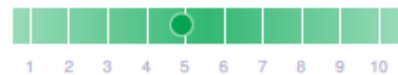
You hold clear views about most issues and are able to explain them well

You may be seen as too ready to promote your own ideas and not listen to others

**Strengths include**  
willing to adapt to another's argument  
tries to remain moderate and calm  
doesn't buy in to arguments

**May be seen as**  
unwilling to face issues  
too quick to give in to an argument  
avoids issues, hoping they'll get better

Confrontation



4.9

You ... allow others to have their say but still make your point. You can see both arguments

You may be seen as ... giving in when strongly opposed. You may also override less outspoken people

**Strengths include**  
can hold their own when challenged  
effective in face to face argument  
quick to react and confront issues

**May be seen as**  
argumentative  
overly aggressive and demanding  
too quick to act and hard to hold back

**Strengths include**  
willing to consult and seek advice  
needs a team and accepts direction  
flexible and willing to fit in

**May be seen as**  
too dependent on other people  
too flexible  
too easily led by others

Independence



6.1

You ... are independent and can act alone when needed. You do not need others' support

You may be seen as ... going your own way and being slow to consult others

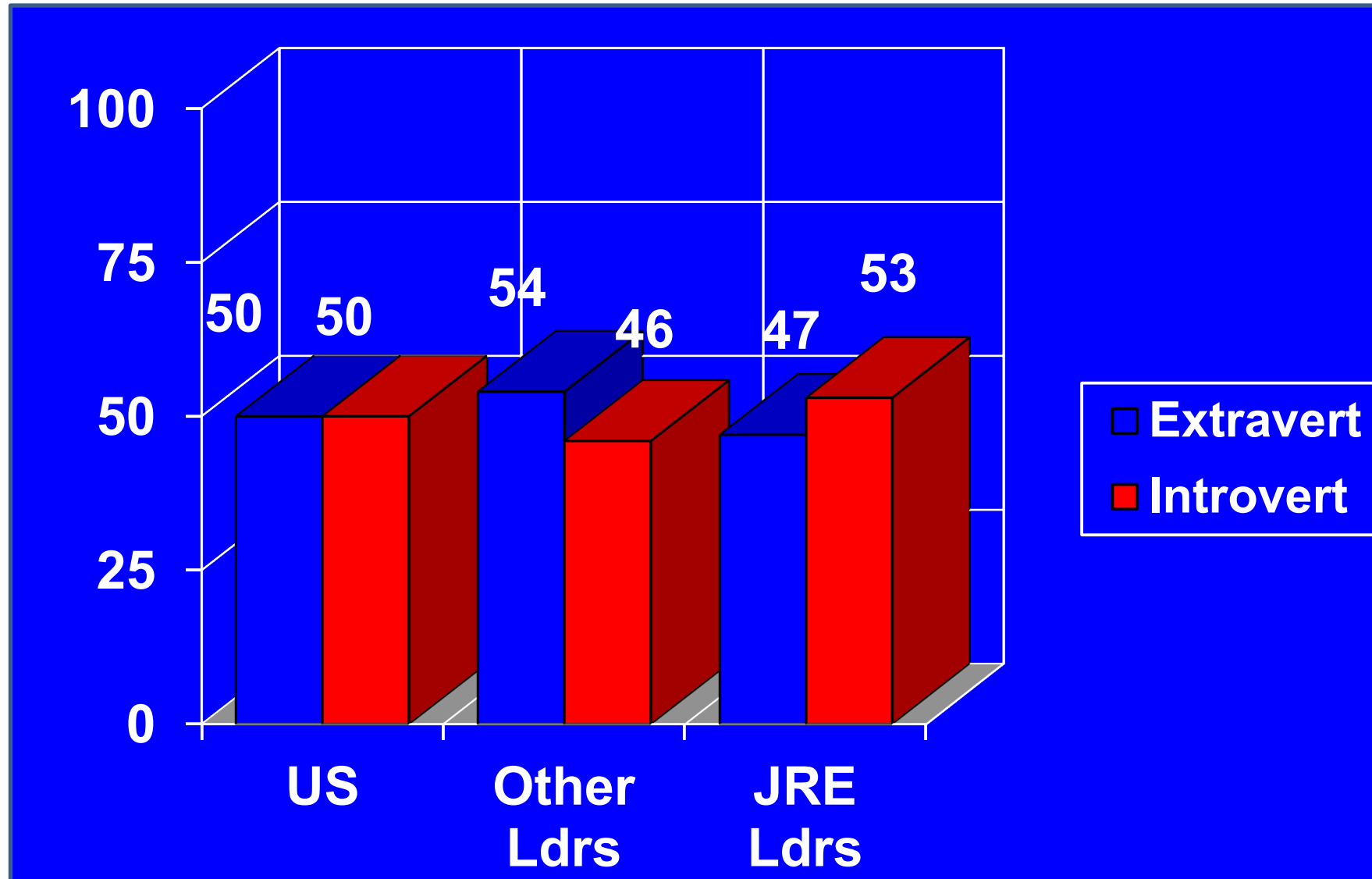
**Strengths include**  
able to work independently  
goes own way even when opposed  
is guided by a strong beliefs

**May be seen as**  
isolated and inflexible  
unwilling to bend and adapt  
only in a team if they are the leader



**Line up in  
order of your  
Confrontation  
results**

# Extravert / Introvert Comparison





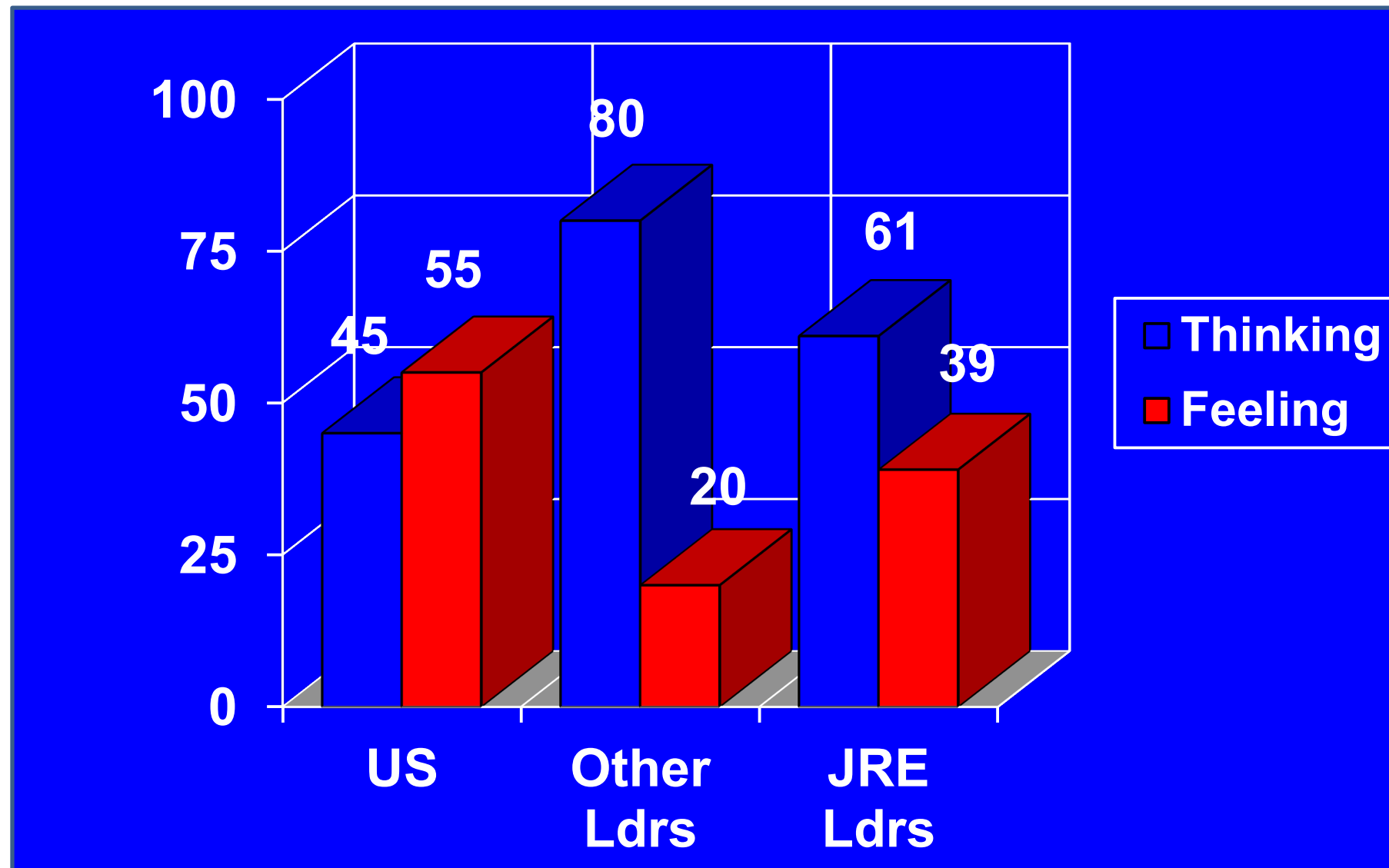
## Line up in order of your Energy results

In your group, create three questions that you want to ask your opposite types to help you understand them better (5 minutes)

Select a spokesperson to ask the questions



# High (Feeling) / Low (Thinking) Affection





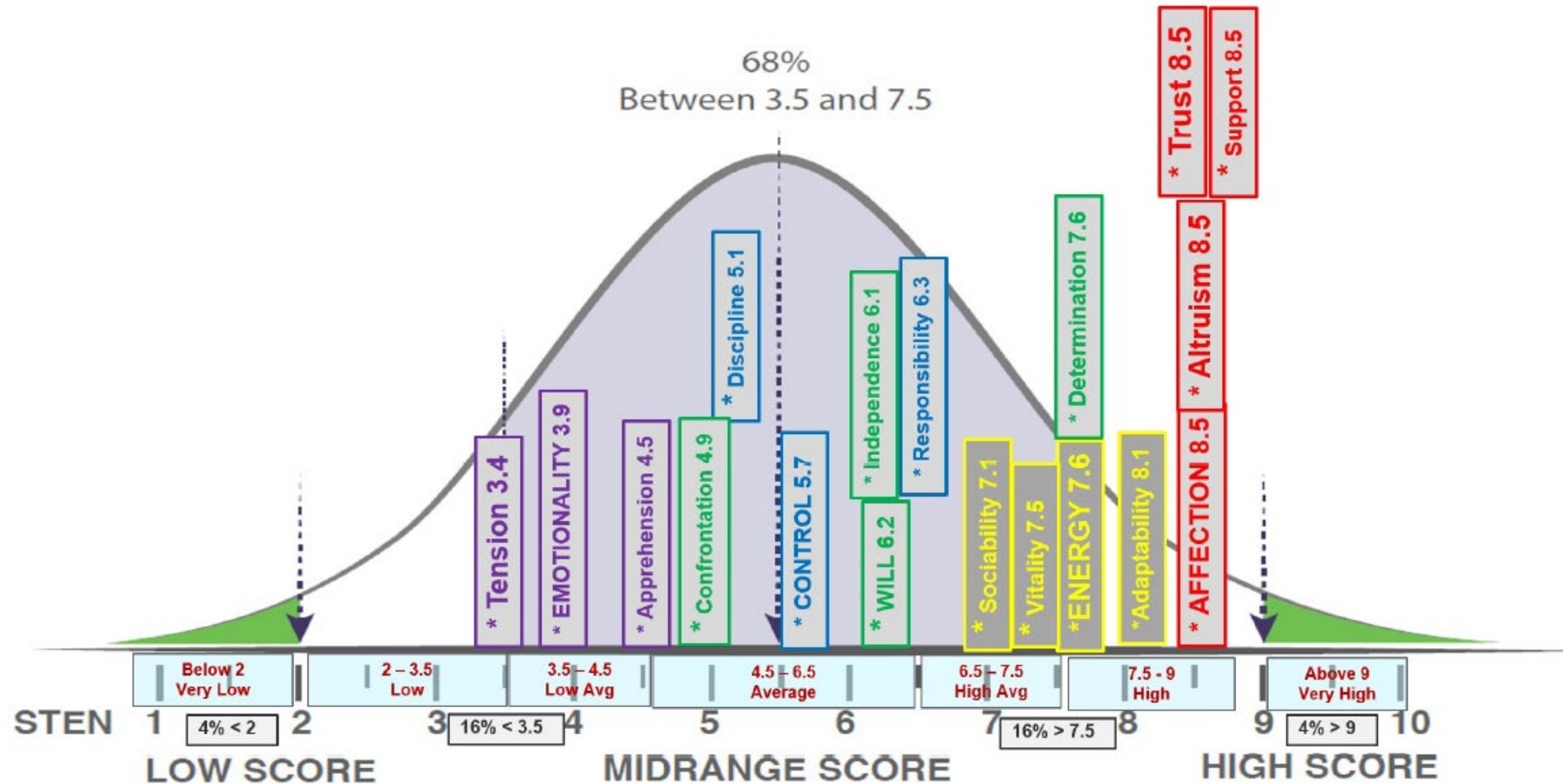
**Line up in order of  
your Affection results**

# Pete Hammett Operating Guide

## The Bell Curve

Pete Hammett

Facet 5 Personality Summary



# How to get the most out of your profile?

- Share with people who know you well... ask what they would validate / confirm.
- Look at F5 report regularly – different things will be relevant and can help with the practice of 'Critical Reflection'
- As you feel comfortable, share with your boss, peer team and direct reports. Highlight what you recognized as strengths and risks.
- My 5-by-5 Report
- Facet 5 Map of Me

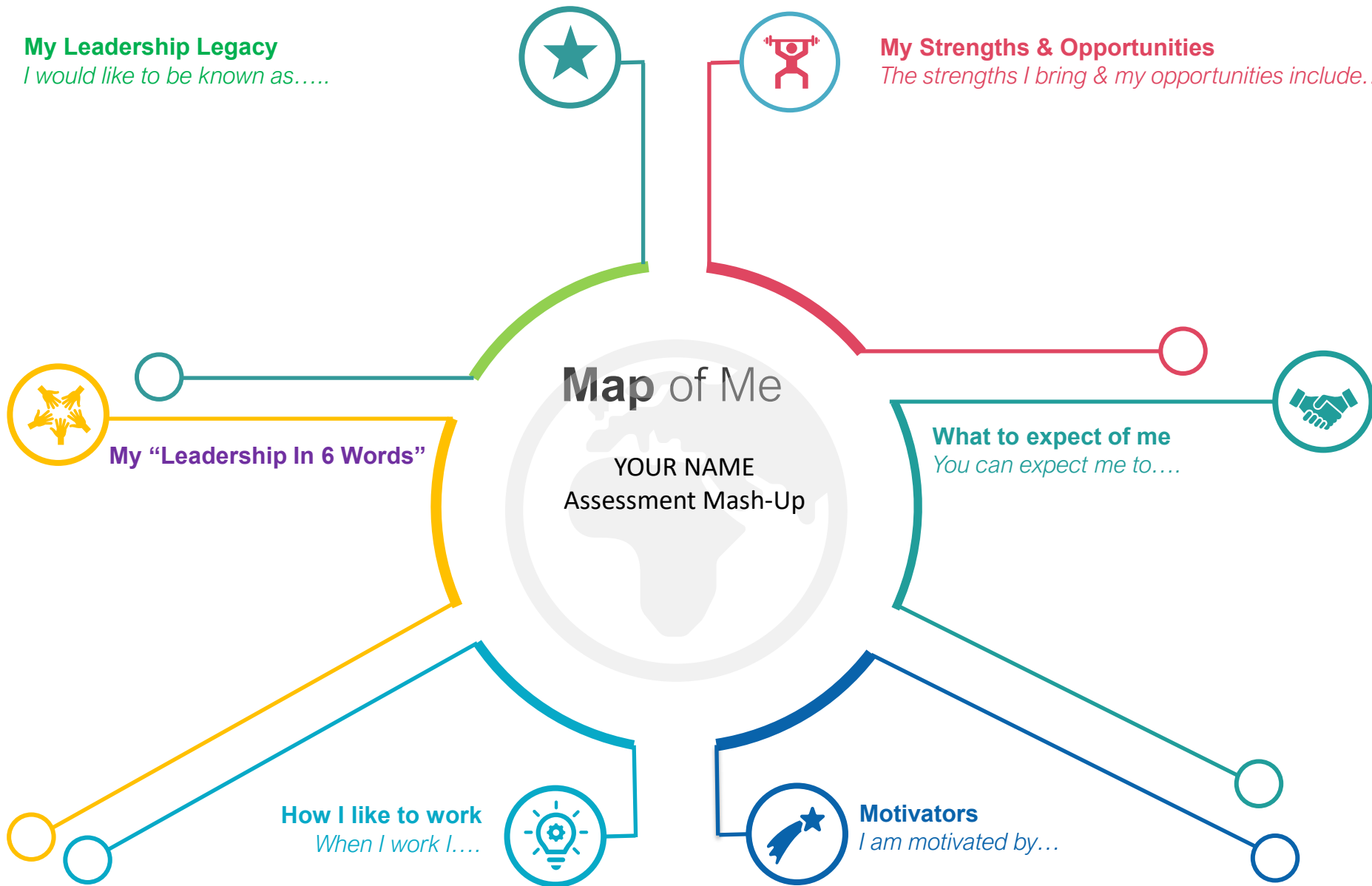


## My Leadership Legacy

*I would like to be known as.....*

## My Strengths & Opportunities

*The strengths I bring & my opportunities include....*



## Dr Pete's 5-by-5 Report

<b>Golden Rules</b>	<b>Things that give me pause</b>
Appeal to Pete's sense of adventure and interest in new ventures and Projects	Encourage Pete's positive outlook and 'Can do' attitude - but be alert to a tendency not to listen to opposing views and to underplay potential pitfalls
Openly acknowledge Pete's capacity to 'turn a hand' to most things that interest and to make a success of them	Tolerate Pete's informal style but help to recognize when and where this could be a problem
Offer an informal, friendly working environment that is tolerant of lively individuals and is free of bureaucracy & red tape	Look for signs of frustration, overload, boredom and a shift in interests – this could be a signal for your help and direction



- The

most critical  
leadership skill







# Two approaches to giving feedback







Center for Creative Leadership®

## Impact & Intent

*“The only way to know what someone intended is to ask them — and the only way to let a person know their impact is to tell them.”*

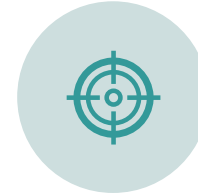
# Effective Feedback ...



Makes information useful to others



Allows you to replicate & improve performance & behavior



Is direct & specific



Is behaviorally anchored



Provides recommendations



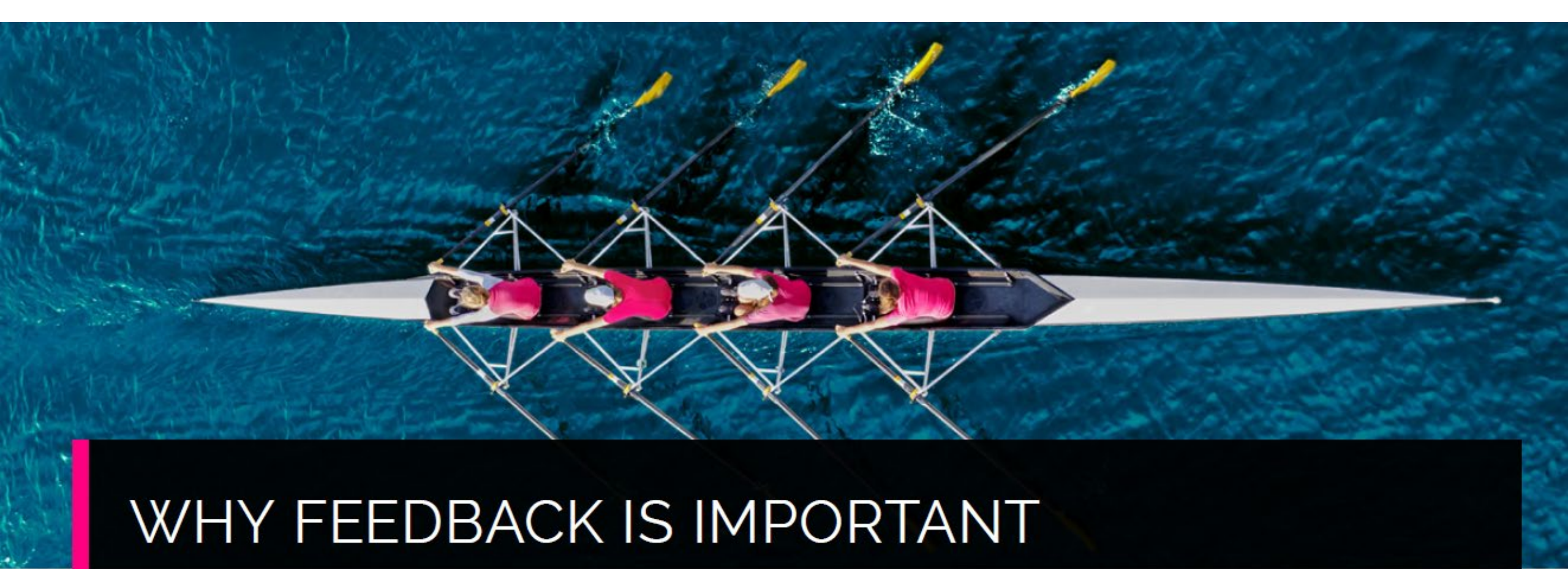
Avoid comments such as “always, never, etc”



4-to-1....four positive / affirming observations to each constructive feedback

*Only 23% of employees strongly agree that they get the right amount of recognition for the work they do.*

A Great Manager's Most Important Habit ([gallup.com](http://gallup.com))



# WHY FEEDBACK IS IMPORTANT

According to research by Harvard Business Review (HBR), 72% of people feel their performance would improve if their managers (and co-workers) provided constructive feedback, (i.e. suggestions for improvement.)



# Giving Feedback

Describe the **situation (S)**

Be specific about the observed **behavior (B)**

Explain the perceived **impact** (you, others, task) (**I**)

Check for **understanding (+)**

**Recommend** action steps (**R**)



**Situation** is the *specific* event or circumstance

**Behavior** is:

- Observable actions
- Verbal comments
- Nonverbal behaviors and signals
- Mannerisms

**Impact** is:

- What I (or others) think, feel, or do as a result
- I saw ... I heard ... I felt ... I thought ...
- It is **not** an interpretation or judgment on *motivation* or *intent*

**Recommendation** is suggestions for what to start / stop / continue



# Feedback is a reflection of the relationships we have.

We often **like** someone  
enough to talk **ABOUT**  
them, but don't **care**  
enough to talk **TO** them.

The single most important catalyst for  
receiving feedback is building &  
maintaining strong relationships



We recognize people  
for what they do.



We appreciate  
people for who they  
are.

# When Receiving **Feedback**

1. Say thank-you.
2. OK to ask for clarification
3. Don't defend/justify (and if you've received anonymous feedback don't try to figure out who said what)
4. Keep in mind that perception is reality
5. Focus on recommendations.
6. Ask for continued feedback
7. It's OK if you don't agree with the feedback. But its critical you understand how the person is feeling.

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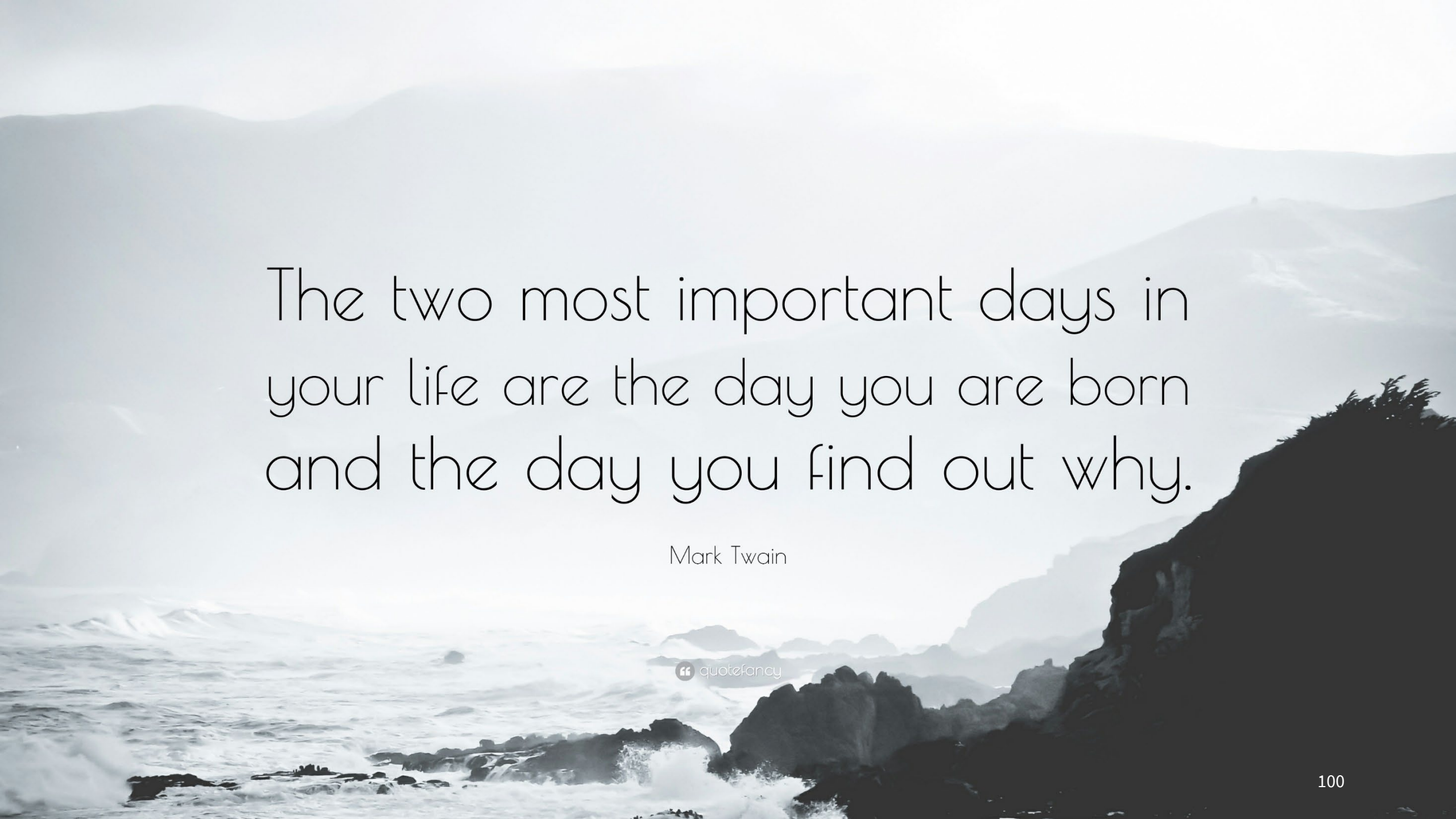
# Your Leadership Legacy

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*The life we lead is  
the legacy we leave*







The two most important days in  
your life are the day you are born  
and the day you find out why.

Mark Twain

“ quote fancy ”





## Crafting Your Leadership Legacy Story

Your leadership legacy is a story. A story that recounts the influences that have shaped and defined “how” you choose to lead.

### Step 1: The events that have shaped you – Your Legacy Story

Note the memorable experiences that have influenced your approach to leading yourself and others. Some experiences will be positive, and some may be difficult. Write these events down, making sure to capture what you felt and learned from the experience.

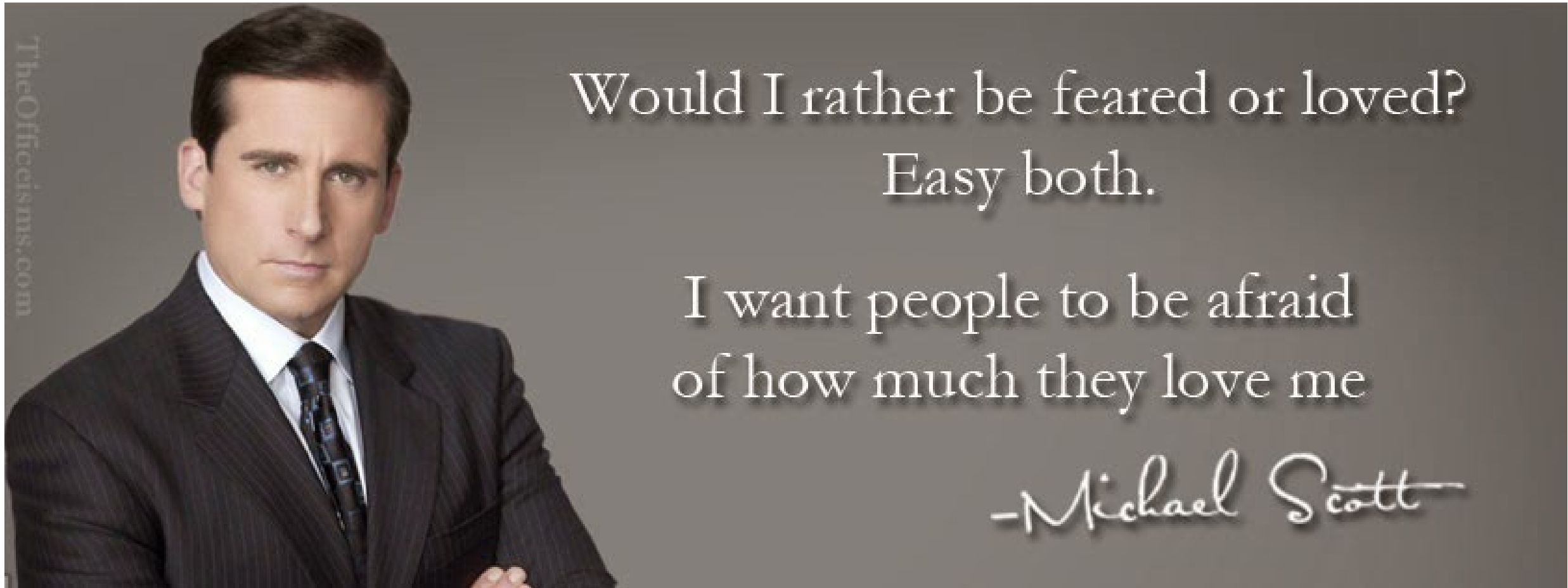
### Step 2: What you want to be known for – Your Legacy Statement

Imagine your co-workers run out for lunch, but you cannot join them. During lunch, you become the topic of conversation – a conversation that focuses on the kind of leader you are and the type of impact you are making. What would you want to hear your co-workers say if you were a fly on the wall?

## A Leader's Legacy

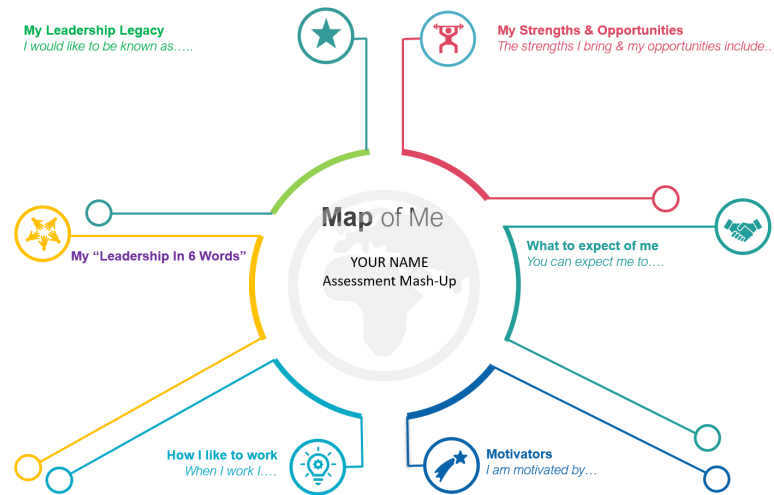


# Is it better to be feared or loved?





Begin working on your  
5-by-5 Report





## *Upward Feedback Initial Check-In*



A key feature of JRLE will be **Learning Circles** and **Leadership Coaching**.

JRLE workshops provide space for awareness and insights. Learning occurs after the workshop when we put these insights into action.

The value in **learning circles** lies in the creation of safe spaces where we can discuss and share experiences on how we put insights into action. From these shared experiences, JRLE participants are better able to relate to insights gained as well as common struggles. Learning Circles, likewise, creates long-lasting, cross-functional relationships which can contribute to James River's agility, problem-solving, and collaboration.

## APPROACH

- Learning Circles
- Leadership Coaching



- Upward Feedback
- ISI for June
- 360 EQ Coming Soon



# Thank You

