

Leadership

One of the goals of the Catholic Daughters of the Americas is to prepare women to assume positions of leadership in their courts, states, dioceses, and local communities. If women are to be successful in these positions, they must have the necessary information and tools to assist them.

Leadership is a skill that can be learned by identifying the characteristics of successful leaders, by understanding various types of leadership, and by studying the personal attributes cultivated by successful leaders. The section includes techniques for recognizing and dealing with a variety of personalities as well as confrontational situations. Self-inventories have been included to assist members in identifying their own personality styles as well as tips for matching various personality types with positions within the court.

A section has been devoted to an important aspect of leadership: communication. This includes both written and oral communication and the importance of body language when communicating.

Moreover, there is a section on how to conduct a meeting and to successfully delegate various roles to court members. A recurring theme throughout the leadership section is the importance of clearly articulating goals to members, involving them in the pursuit of the goals, and supervising and supporting them as they work toward realization of these goals.

With these tools more women will feel capable and ready to step forward and take on leadership positions.

The task of the leader is to get his people from where they are to where they have not been.

Henry Kissinger

WHAT IS LEADERSHIP?

Leadership is defined as **the art and science of helping others to decide on goals and work toward those goals.** Of course Leadership is much more.

Leadership is a process that is ultimately concerned with fostering change. In contrast to the notion of “management,” which suggests continuance of the status quo, “leadership” implies a process where there is movement from wherever we are now to some future place or condition that is different. Leadership also implies intentionality, in the sense that the implied change is not random, “change for change’s sake” but rather is directed toward some future end or condition which is desired or valued. Accordingly, leadership is a purposeful process, which is inherently value based.

Consistent with the notion that leadership is concerned with change, the **“leader”** is basically an agent of change i.e., **“One who fosters change.”** Leaders, then, are not necessarily those who merely hold formal “leadership” positions; on the contrary, all people are potential leaders. Furthermore, since the concepts of “leadership” and “leader” imply that there are other people involved; leadership is, by definition, a collaborative or group process.

MYTHS ABOUT LEADERSHIP

Before we can examine leadership qualities and styles, we have to clear up some myths.

- Some people are born leaders, or are leaders because they wear the leader’s hat or crown.
- Leaders work alone.
- Leadership is a quality that only some have.
- Leadership is no more than getting others to do what you want them to do.
- Leadership always involves action.

These are myths because:

leaders work with two things: a job and a group. You can tell when a leader succeeds because the job gets done and the group holds together.

leadership can be learned. Some of the skills you may already have. Picture a long scale like a yardstick. On the low end, there are no leadership skills. On the other end, a complete set. Everyone is somewhere in between. Just as you learned to play checkers and swim, you can learn leadership skills.

anyone can be a leader at any time if that person helps the group meet its goals.

DIFFERENCES BETWEEN A LEADER AND A MANAGER

- The manager drives group members; the leader coaches them.
- The manager depends upon authority; the leader upon good will.
- The manager inspires fear; the leader inspires enthusiasm.
- The manager says “I”; the leader says “we.”
- The manager assigns the task, the leader sets the pace.
- The manager says, “Get there on time;” the leader gets there ahead of time.
- The manager fixes the blame for the breakdown; the leader fixes the breakdown.
- The manager knows how it is done; the leader shows how.
- The manager makes work a drudgery; the leader makes it a game.
- The manager says, “Go”; the leader says, “Let’s go.”

A leader sits on a three legged stool composed of

- Authority: the right to make decisions.
- Responsibility: assignment for achieving a goal.
- Accountability: acceptance of success or failure.

You may at times be asked to accept a leadership position but are granted only two of these three responsibilities. If this happens, watch out. When you do not possess any one of the three functions, just imagine you are sitting on a three-legged stool, and you’ve just had one of the legs broken off from under you. You know what’s going to happen next.

LEADERSHIP STYLES

A. Autocratic Style

- Tells rather than sells
- Very action oriented
- Task oriented
- Extremely assertive
- Desire to control others
- Much self control
- Has a difficult time listening

B. Bureaucratic Style

- Rigid and formal in dealings
- Highly self controlled
- A fact gatherer
- Very organized
- Goes by the rules

C. Diplomatic Style

- Sells rather than tells
- Skillful in working with people
- Delegates to a great extent
- A good listener
- Rejects conflict
- A team worker

D. Participative Style

- Assertive with feeling
- Very intuitive
- Makes decision sometimes based on feeling
- Highly competitive
- Does not like to be alone
- Is a strong motivator

Leadership differs with the leader, the group, and the situation.

Leaders - like other people are all different. It is a mistake to think one leader can take over another leader's job and do it in the same way.

Groups - are all different, too. A great football coach might have difficulty leading an orchestra. So, a leader must adapt to the group she leads.

Situations – differ, too. The same leader with the same group must change with conditions. Things that were popular or worked in the past sometimes have to be re-evaluated and up-dated or changed.

An effective leader, then, must be alert at all times to the reaction of the members of the group, the conditions in which she finds herself, and be aware of her own abilities and reactions.

Leadership will be most effective if a leader can look at a situation, decide what style of leadership is needed by the group, and act accordingly. When a leader is able to use each of the styles of leadership appropriately, we call that **facilitator leadership**. An effective facilitator will quickly consider all of these factors and choose the best style of leadership for the situation. (See Attachment 1 – Working With Others)

The Keys of Leadership

Ignition Key – Self Esteem

In order to be an effective leader, one must possess a certain degree of self-esteem. Sometimes people confuse self-esteem with pride, but remember:

Love must be within us before it can be given.

Self-esteem is a very important issue not just in terms of leadership but also in terms of good mental health. It is the love and care we have for ourselves. When we have high self-esteem, we respect and trust ourselves, we respond to the world in a way that is positive and open. We know we are O.K.

With low self-esteem, we question our trust in ourselves. This leads to difficulty in making decisions and constantly second-guessing ourselves. We have low levels of respect for ourselves; we feel our opinion is not important and valuable. This makes our response to the world less positive and less open.

Use the following to get to know yourself a little better and become more aware of some of your lovable traits and positive contributions.

See Attachment 2 “Self-Esteem Assessment Form”

See Attachment 3 “W.H.A.M. (What’s Hot About Me)”

An important consideration in building your own self-esteem as well as that of the court members is “Killer Phrases,” words that can harm and shut a person down.

See Attachment 4 “Killer Phrases”

It is important to remind ourselves of the following:

- I am lovable, and I am worthwhile.
- I am competent to handle my environment and myself.
- I have something to offer others.

Golden Key – Personality Traits

Just as important as the skills of Leadership are the personality traits of the Leader. These, too, can be fostered by being aware and employing these skills whenever possible. (See Attachment 5 – Leadership Self-assessment Activity) Personal traits to be developed include the following:

- **Self-confidence** – belief that you have the ability to do the job.

- **Self-respect** – belief that you have dignity and are worthy of esteem or respect.
- **Sense of Humor** – this is the ability not only to laugh at yourself when necessary but also to be able to diffuse hot situations with a light touch. This, however, is very different from making fun of people or their beliefs.
- **Eagerness to learn** - keeping your mind open to new thoughts or ways of approaching things, attending workshops and conferences.
- **Patience** – with yourself and with those with whom you work.
- **Willingness to work hard** – a leader leads by example. If you want the members to work hard on a project, be part of it.
- **Goals** – it is important that you have clearly identified goals that you wish to attain not only on a personal level but also on a CDA level. Periodically check your progress toward your goals.
- **Achievements** – you can't just be a “pretty face” running the meetings. You must achieve some of the goals you have identified.
- **Independence** – be able to stand on your own feet and if necessary take an unpopular stand on an issue.
- **Flexibility** – sometimes it is necessary to re-evaluate your position and make changes.

Skeleton Key - Ten Commandments for a Leader

1. Make members feel important.
2. Know and use members' names.
3. Know members' families, interests, and concerns.
4. Be visible.
5. Be sympathetic with problems.
6. Have faith in members.
7. Involve members in decisions and planning.
8. Try to represent the needs and desires of the majority of your members.
9. Avoid the temptation to feel tall by making others feel small.
10. Practice sincere humility.

Combination Key – Conflict Resolution

Despite our best efforts and intentions, due to the diversity of personalities and opinions, conflicts will arise. The way the Leader handles the conflict can determine the future of the court. Therefore, it is important to maintain your calm and dignity and support of your members when handling these crises. The following are suggestions for crisis resolution:

- **Understanding** – Have a clear understanding of the conflict before the meeting.
- **Knowledge** – Learn a little bit about the “main players,” the correct pronunciation of their names, and their position on the topic.
- **Control** – Set up an appointment, be friendly, and state the purpose of the meeting. Maintain control of the meeting, no names, tangents, insults or domination.
- **Listen** – Give them the opportunity to express their concerns, just listen. Show interest by making eye contact, leaning forward, nodding in agreement and taking notes. Make sure you understand the point the speaker is making by rephrasing and repeating it.
- **Validate** – Listen to their point of view, don’t accept it as right but that it is a valid point of view.
- **Goal setting** – Raise the discussion to a goal or value both can agree on.
- **Resolution** – Discuss how the goal can be reached.
- **Note taking** – Record notes on the meeting immediately after.
- **Follow up** – Reach some type of conclusion.
- **Humor** – Use humor whenever possible.

Deflecting Personal Attacks

This is the most important time to remain calm and professional!

Look the attacker in the eye with a puzzled look and say to them, “I don’t understand,” or “Maybe we can get together after the meeting and discuss what you’ve said,” or “Thank you, you’ve given me something to think about.”

Multiplication Key – Delegation

An important reason for delegation is to create courts that have reciprocal care and shared responsibility where each person's welfare and dignity are respected and supported and each is given an opportunity to grow and develop.

Why delegate?

- To simplify your job
- To develop the talents of others
- To handle expanding duties
- To build morale

How to Delegate

- Create a list of tasks only your expertise is needed for and tasks can be given away. The “give away” list is the one from which you need to work.
- Identify people who can do the work, or have the potential to learn how to do it.
- Approach people and present the work to give an opportunity to learn and develop new skills. Follow with the benefits of acquiring new skills and experience. You might also add what it was like when you first learned to do it and how the skill transferred to other types of opportunities.
- Once people accept work, make sure they have all they need to do it well – instructions, materials, resources, staff, time, etc. Explain how what you provided will be all that is needed to accomplish the task.
- Check on progress, set milestones during different phases of the work, and reinforce accomplishment of work on time.
- If failure occurs at a milestone, determine whether it is an ability or motivation problem. Motivate if willingness to work on it is the issue – provide additional training or resources if ability/capability is the problem.
- Reward and praise final accomplishment.

Obstacles – Yourself

Perfectionism

Inability to give directions

Lack of confidence in others

Fear of possible serious damage

Competition with others

Vault Key – Qualities of Leadership (See Attachment 6 – Categories of Leadership Behaviors)

- Respect the worth and rights of others
- Belief in democracy
- Ability and readiness to shoulder responsibility
- Initiative
- Optimism and enthusiasm
- Ability to work with others
- Open-mindedness
- Strength of conviction
- Ability to communicate
- Public-spirited – Spirit of service
- Confidence and respect of one's peer

Master Key – What determines the personal commitment of a leader

- Displays critical evaluation of thoughts, programs, and people.
- Selects, develops, and encourages competent committee chairmen and members; helps people grow in their position.
- Directs her energy toward giving feedback to her officers and chairmen and allows latitude to them to act responsibly.
- Knows how to handle incompetent behavior.
- Looks for results; questions platitudes, rhetoric and generalities.
- Has a positive, constructive attitude that things will happen, that decisions will be made, and she communicates and shares this feeling with others.
- Creates goals for her members; has expectations and sees to it that they are met.

- Functions as a member of a team and does not act as a superstar.
- Is a genuine, real person; has a positive orientation to life.

Communication

The ability to communicate effectively is one of the most important skills of leadership, not only what you communicate, but how.

Creating a Presentation

When preparing to speak before a group it is helpful to follow the following format:

Have a clear objective for your talk and articulate it in the beginning.

The body of the talk should have three main points that support or explain the objective.

The closing should re-state the objective and should not introduce new material.

Visuals for longer talks are always helpful.

Physical Aspects of Communication

No matter how interesting the subject, or how well prepared you may be, you are not really successful unless you listeners absorb what you are presenting. The listeners respond to your **voice quality**, your **“body language,”** and your **attitude**. Through the skillful use of your voice, your body, and your “presence,” you can project your ideas and feelings to the listeners in a memorable and pleasant way.

Maintain eye contact. We “reach” each other through our eyes, and a listener feels gratified that the speaker has actually looked at her. Monitor audience reaction. The raised eyebrow, the puzzled expression, should warn you to clarify your position or settle any misunderstanding immediately.

Use Body Movement Deliberately. You want to engage your audience visually as well as by the force of your words. Spontaneous, coordinated body action can express your enthusiasm and feeling for your subject.

Coordinate What You Do with What You Say. “Suit the action to the word and the word to the action.” Your gestures should not call attention to themselves, but to your ideas - whatever you want the people to hear or feel.

Using Your Voice

Pitch - A “good” voice has an interesting range of pitch to allow you to lower or raise it for emphasis. Remember to breathe deeply before you begin to keep your voice from rising in pitch.

Rate - Don't speak so slowly that the listeners jump ahead of you or drift away, or so rapidly that they give up trying to keep up with you. Pauses can be used as punctuation marks in speech - they are attention-getters. Don't be afraid of silence.

Volume - Whenever possible practice with the AV system before your audience arrives. If you do not have a microphone, have a friend in the back of the room to make sure you can be heard. Be aware of the members of the audience who may have hearing difficulties. Dropping your voice for emphasis is also a good technique.

Articulation - You must be instantly intelligible to everyone in your audience. Be sure of the correct pronunciation of every word you will use. Muffled and indistinct words suggest fuzzy thinking to some. Part of what people hear is what you seem to be as you talk.

Manage your Attitude - "What you are thunders so loud I cannot hear what you are saying!" If you are timid or fearful or unprepared, you can be sure the listeners will sense this. Deliver your message with enthusiasm, energy, and a positive attitude.

Barriers to Communication

Anything that prevents understanding of the message is a barrier to communication. Many physical and psychological barriers exist. (See Attachment 7 – The Story of Six Blind Men)

- **Culture, background, and bias** - We allow our past experiences to change the meaning of the message. Our culture, background, and bias can be good as they allow us to use our past experiences to understand something new; it is when they change the meaning of the message that they interfere with the communication process.
- **Noise** - Equipment or environmental noise impedes clear communication.
- **Ourselves** - Focusing on ourselves, rather than the other person can lead to confusion and conflict. The "Me Generation" is out when it comes to effective communication.
- **Perception** - If we feel the person is talking too fast, not fluently, does not articulate clearly, etc., we may dismiss the person.
- **Message** - Distractions happen when we focus on the facts rather than the idea.
- **Environmental** - Bright lights, an attractive person, unusual sights, or any other stimulus provides a potential distraction.

- **Stress** - People do not see things the same way when under stress. What we see and believe at a given moment is influenced by our psychological frames of references - our beliefs, values, knowledge, experiences, and goals.

Written Communication

The steps to written communication are simple. All communication should

- Contain correct spelling and grammar.
- Be factually correct.
- Reach all members or concerned parties in a timely fashion.
- Have a response date if one is needed.

Closing:

- ♣ Don't be afraid to ask for help
- ♣ Get to know yourself so you know what you want
- ♣ Set realistic goals
- ♣ Build self confidence
- ♣ Take risks
- ♣ Seek leader positions
- ♣ Establish ground rules early with your spouse
- ♣ Seek feedback about your strengths and weaknesses
- ♣ Don't take yourself too seriously
- ♣ Establish as many contacts as possible.
- ♣ Smile and serve joyfully

Don't be afraid to take a big step when one is indicated. You can't cross a chasm in two small steps.

David Lloyd George

Leadership Attachment 1
Working with Others

Working with Others

Objectives: To gain a personal insight on how I relate to others; what behaviors I need to improve upon to become a better leader; To see how others view and perceive my personal behaviors.

Listed below are a number of behaviors that are essential to relating to others. Rate yourself on these behaviors, using the following scale:

1	2	3	4	5	6	7	8	9
Very Weak		Moderately Weak		Adequate		Moderately Strong		Very Strong

Note: a rating of 5 means that you would consider yourself a resource person (if only minimally so). That is, in a relationship or group, you would be a giver rather than just a receiver.

1. _____ Feelings: I am not afraid to deal directly with emotion rather it is my own or others. I allow myself to feel and give expression to what I feel.
2. _____ Initiative: In my relationships I act rather than react by going out and contacting others without waiting to be contacted.
3. _____ Respect: I express that I am for others even if I do not necessarily approve of what they do.
4. _____ Genuineness: I do not hide behind roles or facades. I let others know where I stand.
5. _____ Concreteness: I am not vague when I speak to others. I do not beat around the bush in that I deal with concrete experience and behavior.
6. _____ Immediacy: I deal openly and directly with others. I know where I stand with others and they know where they stand with me.
7. _____ Empathy: I see the world through the eyes of others by listening to cues, both verbal and nonverbal, and I respond to these cues.
8. _____ Confrontation: I challenge others with responsibly and with care. I do not use confrontation to punish.
9. _____ Self-disclosure: I let others know the person inside, but I am not exhibitionistic. I am open without being a secret-reveler or secret-searcher.

10. _____ Self-exploration: I examine my life style and behaviors and want others to help me to do so. I am open to change.

Leadership Attachment 1
Working with Others

Scoring:

There are no correct or incorrect scores. This assessment simply shows you where you stand in your relations with others. Your goal should be to work on the lowest scorings of the 10 behaviors.

Also, have one or two others rate you so that you can get an outside view of yourself as to whether you are projecting yourself to others, as you believe

Leadership Attachment 2
Self-Esteem Assessment Form

Self-confidence is an important ingredient to our success in life. You will find that these statements reflect important information regarding how you feel about yourself.

Check the items that apply to you

Statements Reflecting

Statements Reflecting

High Personal Regard

Low Personal Regard

Achievement and Accomplishment

I am usually happy

I am often unhappy

I expect to succeed in performing important tasks

I expect to fail in performing important tasks

I am as important as most people

I am less important than most people

I would not change many things about myself

I would change many things about myself

I have self-confidence

I am lacking self-confidence

It is easy to express my feelings

It is difficult to express my feelings

I am as successful as most people

I am less successful than most people

It is easy to meet new people

It is difficult to meet new people

I often take the initiative

I am lacking in initiative

I am as intelligent as most people

I am less intelligent than most people

Being Valued and Valuing Others

I have several friends

I have only a few friends

I often spend time in the company of others

I spend most of my free time alone

Most people I know like me

Most people I know don't like me

Leadership Attachment 2 Self-Esteem Assessment Form

- | | |
|--|--|
| <input type="checkbox"/> I am not easily depressed | <input type="checkbox"/> I am easily depressed |
| <input type="checkbox"/> I am as nice looking as most | <input type="checkbox"/> I am not as nice looking as most |
| <input type="checkbox"/> I am usually relaxed and at ease with myself | <input type="checkbox"/> I am usually tense or anxious |
| <input type="checkbox"/> My feelings are not easily hurt | <input type="checkbox"/> My feelings are easily hurt |
| <input type="checkbox"/> I rarely feel uneasy without knowing why | <input type="checkbox"/> I often feel uneasy without knowing why |
| <input type="checkbox"/> I rarely if ever feel ashamed | <input type="checkbox"/> I often feel ashamed |
| <input type="checkbox"/> I am not often upset | <input type="checkbox"/> I am often upset |
| <input type="checkbox"/> I am as sensitive as most | <input type="checkbox"/> I am more sensitive than most |
| <input type="checkbox"/> I do not worry a lot | <input type="checkbox"/> I worry a lot |
| <input type="checkbox"/> I enjoy receiving compliments | <input type="checkbox"/> I feel uneasy receiving compliments |
| <input type="checkbox"/> I enjoy complimenting others on their accomplishments | <input type="checkbox"/> I rarely compliment others |

Acting on Beliefs (Commitment to Values)

- | | |
|---|---|
| <input type="checkbox"/> People generally like my ideas | <input type="checkbox"/> People won't like my ideas |
| <input type="checkbox"/> Most people respect my views | <input type="checkbox"/> Most people don't respect my views |
| <input type="checkbox"/> It is easy to express my views and opinions | <input type="checkbox"/> It is difficult to express my views |
| <input type="checkbox"/> I have a clear idea of what values are important to me | <input type="checkbox"/> I really don't know what values are important |
| <input type="checkbox"/> I am willing to express my opinion even if it is unpopular | <input type="checkbox"/> I keep quiet if I know my opinion is unpopular |

If your total on the left is high with respect to the right, this represents your personal strengths. Emphasize and build upon your strengths.

If your total on the left is low with respect to the right, then these are areas on which you might want to focus.

W.H.A.M.

What's Hot About Me?

List all the good things about you.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Leadership Attachment 4
Killer Phrases that Reduce Self-Esteem

Killer Phrases That Reduce Self-Esteem

List all the phrases that you have heard used that destroy self-esteem.

Leadership Attachment 5
Leadership Self-Assessment Activity

Leadership Self-Assessment Activity

This self-survey will provide you with feedback as to your feelings of leading others. Rate yourself on a scale of 1 to 5, with 5 being a definite YES and 1 being a definite NO. Be honest about your answers as this survey is only for your own self-assessment.

Circle the number which you feel most closely represents your feelings about the task

NO YES

1. - 1 2 3 4 5 - I enjoy working on Catholic Daughters
2. - 1 2 3 4 5 - I am able to speak clearly to others.
3. - 1 2 3 4 5 - I enjoy relating to others on an interpersonal basis.
4. - 1 2 3 4 5 - I am good at planning.
5. - 1 2 3 4 5 - I can interpret rules and regulations.
6. - 1 2 3 4 5 - I feel comfortable asking others for advice.
7. - 1 2 3 4 5 - I enjoy collecting and analyzing data.
8. - 1 2 3 4 5 - I am good at solving problems.
9. - 1 2 3 4 5 - I am comfortable writing memos to others.
- 10.- 1 2 3 4 5 - I can delegate work to others.
- 11.- 1 2 3 4 5 - I am effective at handling member complaints.
- 12.- 1 2 3 4 5 - Giving directions is comfortable for me.
- 13.- 1 2 3 4 5 - I know how to develop goals and carry them out.
- 14.- 1 2 3 4 5 - I am comfortable at implementing new techniques.
- 15.- 1 2 3 4 5 - I enjoy appraising performance and giving feedback.
- 16.- 1 2 3 4 5 - If I made a mistake, I would admit it and correct it.
- 17.- 1 2 3 4 5 - I am able to resolve conflict in the workplace.
- 18.- 1 2 3 4 5 - I believe in diversity in the workplace.

19.- 1 2 3 4 5 - I thrive on change.

20.- 1 2 3 4 5 - One of my greatest desires is to become a leader

Leadership Attachment 5
Leadership Self-Assessment Activity

Scoring

Score the survey by adding the numbers that you circled: _____

A score of fifty or higher indicates a desire to become a leader and a perceived ability to perform the tasks required of a leader.

A score of fifty or less indicates a general dislike of wanting to become a leader or a perceived inability to perform the tasks required of a leader.

BUT, no matter what your score is, your commitment, desire, and determination are the biggest indicators of your ability to become a leader.

Use this assessment to help you to determine what skills and abilities you can continue to improve (Strengths) and what skills and abilities you need to develop (Opportunities for growth).

What are your strengths?

What are your opportunities for growth?

Categories of Leadership Behaviors

(Based on studies conducted by Gary A. Yukl and others)

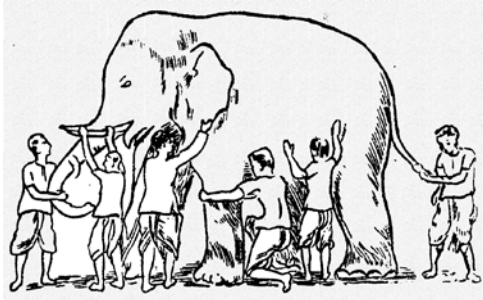
Put a plus on areas you do well and a minus on areas to improve

- performance emphasis – accomplishment of work
- consideration – of others, shows concern verbally, non verbally, written notes
- inspiration leads by example not by dictate
- praise – recognition for big and small jobs well done
- structuring rewards for accomplishment of goals
- decision participation not “micro management”
- delegations so all have a sense of ownership in the project
- role clarification so that each person knows what is expected of them
- goal setting short term and long range
- information dissemination in a timely and clear manner
- problem solving together
- planning for the court with National goals and vision in mind
- coordinating the activities of the various Circles of love
- representation of the needs of all the members
- conflict management in a fair, kind and dignified manner
- work facilitation pitching in when need to get the job done
- communicating criticism / discipline in an objective and non hurtful manner

Leadership Attachment 7 The Story of the Six Blind Men

ELEPHANT AND THE BLIND MEN

Once upon a time, there lived six blind men in a village. One day the villagers told them, "Hey, there is an elephant in the village today." They had no idea what an elephant is. They decided, "Even though we would not be able to see it, let us go and feel it anyway." All of them went where the elephant was. Everyone of them touched the elephant.



"Hey, the elephant is a pillar," said the first man who touched his leg.

"Oh, no! it is like a rope," said the second man who touched the tail.

"Oh, no! it is like a thick branch of a tree," said the third man who touched the trunk of the elephant.

"It is like a big hand fan" said the fourth man who touched the ear of the elephant.

"It is like a huge wall," said the fifth man who touched the belly of the elephant.

"It is like a solid pipe," Said the sixth man who touched the tusk of the elephant.

They began to argue about the elephant and everyone of them insisted that he was right. It looked like they were getting agitated. A wise man was passing by and he saw this. He stopped and asked them, "What is the matter?" They said, "We cannot agree to what the elephant is like." Each one of them told what he thought the elephant was like. The wise man calmly explained to them, "All of you are right. The reason every one of you is telling it differently because each one of you touched the different part of the elephant. So, actually the elephant has all those features what you all said."

"Oh!" everyone said. There was no more fight. They felt happy that they were all right.

Learn from this little legend. We all come to a situation with a little bit of knowledge. No one is all wrong or all right. Together we find truth. Be aware of this when dealing with all the members of your court.

Note: The preceding documents are included to allow you, at your leisure, to assess your own leadership style, strengths, and weaknesses. Hopefully, they will help you to, as the song says, "Accentuate the Positive and Eliminate the Negative."

They are intended to serve as guides and make no claim to being definitive psychological instruments.

Bibliography

Brandon, N. (1969). *Psychology of Self-Esteem*. Los Angeles, CA, USA: Bantam Books, Nash Publishing Co.

Clark, D. R. (1998.). *Leadership Self-Assessment Activity*. Retrieved April 2009, from <http://www.nwlink.com/~donclark/leader/survlead.html>

Clark, D. R. (1998). *Leadership: Working with Others, Behaviors That Are Essential to High Level Human Relations*. Retrieved 2009, from <http://www.nwlink.com/~donclark/leader/behavior.html>

Curtis, G. M. (1989). *Leadership: Nine Keys to Success*. South-Western Publisher.

Indian Folktale. *The Blind Men and the Elephant*.

Jashni, V. E. (1990). *Know Yourself! Be the Best!* Workshop, Delta Kappa Gamma, 1990 International Convention.

Wilson, R. (1999). *Reach and Achieve, Self-Esteem Assessment Form*. Retrieved April 2009, from Free Self Esteem Checklist, compliments of Reach and Achieve from <http://www.georgetech.com/reachandachieve/self-esteem-form.html>

Yukl, G. (1989). *Leadership in Organizations*. NJ, USA: Prentice Hall International Paperback Ed.