

# Leadership of a team

People matter







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## Recognise the animal in you and your colleagues- Are you a lion, a monkey, a horse or an owl?

			
<p><b>Behaviour Characteristics</b></p> <p>Lions are Strong-willed, authoritative Prefers autonomy, wants immediate results, Goal-orientated, aloof, independent and competitive.</p> <p>Strong ego and dominant, likes challenges and solving problems, Low tolerance for feelings, attitudes and advice of others, Decisive actions and decisions, Likes and seeks control, Dislikes inaction, Good administrative skills, Fast, impatient pace, Questions status quo</p>	<p><b>Behaviour Characteristics</b></p> <p>Spontaneous actions and decisions Stimulating, dramatic options, Talkative ,Quick pace Gregarious and friendly ,Jumps from one activity to another Shows emotions, Operates on intuition Likes involvement, Exaggerates and generalises Tends to dream and get others caught up in their dreams Undisciplined about time Risk taker Enthusiastic and optimistic Good persuasive skills</p>	<p><b>Behaviour Characteristics</b></p> <p>Warm, friendly and accepting Likes to check others' reaction Agreeable and supportive Steady and calm Doesn't always show emotions Accepts change slowly and reluctantly Supports and actively listens to others Approaches risk cautiously Slow to take action and make decisions Dislikes interpersonal conflict Great ability to gain support from others Patient and considerate Loyal and dependable Prefers first name/informality Asks many questions Consistent</p>	<p><b>Behaviour Characteristics</b></p> <p>Serious, persistent, orderly Seeks facts and data Structured and organised Concentrates on detail Good problem-solving skills Perfectionist, wants to be right Over-relies on data collection and proof Critical of others' performance Complies with authority Dislikes too much involvement Slow, cautious pace and decision-making Time-disciplined and precise Prefers objective, task focus Works alone, slowly and precisely Follows directions and standards Likes controlled circumstances</p>
<p><b>Motivations</b> Results &amp;Track record</p>	<p><b>Motivations</b> Acknowledgement &amp; Recognition</p>	<p><b>Motivations</b> Harmonious relationships</p>	<p><b>Motivations</b> Precision &amp; Accuracy</p>
<p><b>Priority</b> Task and results</p>	<p><b>Priority</b> Relationships</p>	<p><b>Priority</b> Relationships</p>	<p><b>Priority</b> Task, Details &amp; Process</p>
<p><b>Irritations</b> Wasting Time 'Touchy-feely' behaviour that blocks actions/results</p>	<p><b>Irritations</b> Boring tasks and being alone</p>	<p><b>Irritations</b> Pushy, aggressive behaviour</p>	<p><b>Irritations</b> Surprises Unpredictability</p>

# Social Styles

## Positive Aspects

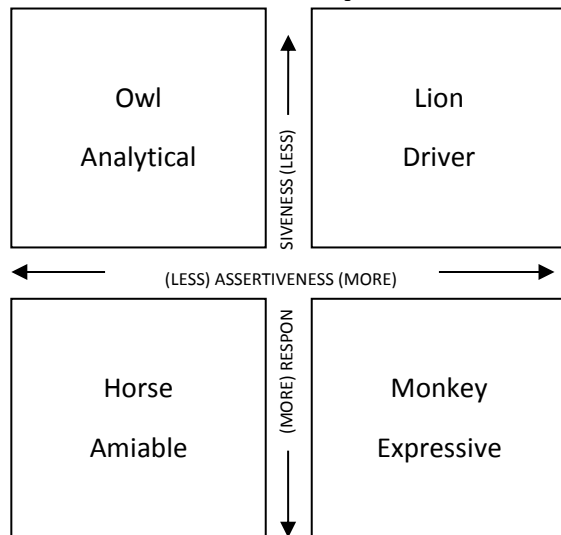


Figure 1. The social style grid. The axes are formed by the two behavioural dimensions; the quadrants represent the four social styles.

<p><b>OWL</b> <b>ANALYTICAL</b> LOGICAL THOROUGH SERIOUS SYSTEMATIC PRUDENT</p>	<p><b>LION</b> <b>DRIVER</b> INDEPENDENT CANDID DECISIVE PRAGMATIC EFFICIENT</p>
<p><b>HORSE</b> <b>AMIABLE</b> COOPERATIVE SUPPORTIVE DIPLOMATIC PATIENT LOYAL</p>	<p><b>MONKEY</b> <b>EXPRESSIVE</b> OUTGOING ENTHUSIASTIC PERSUASIVE FUN LOVING SPONTANEOUS</p>

Figure 2. Some strengths of each social style.

STYLE	STRENGTHS	OVER-EXTENDED
<b>Anaytical</b>	Precise Systematic	Nit-picking Inflexible
<b>Amiable</b>	Supportive Easygoing	Conforming Permissive
<b>Expressive</b>	Enthusiastic Imaginative	Overbearing Unrealistic
<b>Driver</b>	Determined Objective	Domineering Unfeeling

Figure 3. Strengths of a style become weaknesses when over-extended

## Stress Reactions

<p><b>OWL</b> <b>ANALYTICAL</b> 1. Avoiding 2. Autocratic 3. Acquiescing 4. Attacking</p>	<p><b>LION</b> <b>DRIVER</b> 1. Autocratic 2. Avoiding 3. Attacking 4. Acquiescing</p>
<p><b>HORSE</b> <b>AMIABLE</b> 1. Acquiescing 2. Attacking 3. Avoiding 4. Autocratic</p>	<p><b>MONKEY</b> <b>EXPRESSIVE</b> 1. Attacking 2. Acquiescing 3. Autocratic 4. Avoiding</p>

Figure 4. Responses to excess stress. Back up behaviours for each social style.



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BUILDING RELATIONSHIPS FOR LEARNING

Hand-out Six Ladder of Inference		The ladder of Inference																
<b>What you do</b>	<b>What you might say</b>																	
<b>1. Say what you think</b>	I realise this may not be how you see it...																	
<b>2. Say why you think it (use the Ladder of Inference)</b>	When I came into your classroom... I am reluctant to purchase that resource because... The reason why I agree with the parent is...																	
<b>3. Inquire</b>																		
<b>a) Their reactions to your thoughts</b>	Am I making sense? Do you see it differently? I'm sure there is more to it than what I've said...																	
<b>b) Their own thoughts</b>	I'm curious about your decision to teach that way. Now that is new to me...can you tell me more? What leads you to think that that programme will be beneficial? Why do you think it is none of my business?																	
<b>c) Accuracy of your understanding? (Paraphrase and check your understanding)</b>	I got three important messages from that... Am I on the right tract? You're shaking your head. What have I missed?	<table border="1"> <thead> <tr> <th></th> <th>Questions to ask yourself</th> <th>Questions to ask the other person</th> </tr> </thead> <tbody> <tr> <td>Interrupt selection</td> <td>What have I missed? What might I have missed?</td> <td>What else happened? Where there any counter examples?</td> </tr> <tr> <td>Language descriptions</td> <td>Is my language accurate? Am I describing what happened fairly?</td> <td>You said he was "rude". What words did he use?</td> </tr> <tr> <td>Interrupt interpretations</td> <td>What assumptions lead me to this interpretation? Are there interpretations that I have overlooked?</td> <td>Are there other possible explanations for that? Can you give me an example of that?</td> </tr> <tr> <td>Interrupt conclusions</td> <td>What information would lead me to change my mind?</td> <td>What leads you to that conclusion? What information would lead you to change your view?</td> </tr> </tbody> </table>			Questions to ask yourself	Questions to ask the other person	Interrupt selection	What have I missed? What might I have missed?	What else happened? Where there any counter examples?	Language descriptions	Is my language accurate? Am I describing what happened fairly?	You said he was "rude". What words did he use?	Interrupt interpretations	What assumptions lead me to this interpretation? Are there interpretations that I have overlooked?	Are there other possible explanations for that? Can you give me an example of that?	Interrupt conclusions	What information would lead me to change my mind?	What leads you to that conclusion? What information would lead you to change your view?
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<b>4. Evaluate/critique thinking (use the Ladder of Inference)</b>	How did you reach that conclusion? There may be other possible explanations for her behaviour...Do you think my conclusions are justified...? A possible weakness in that argument is...What are some counter examples...?	Language descriptions	Is my language accurate? Am I describing what happened fairly?	You said he was "rude". What words did he use?														
<b>5. Establish common ground</b>	We both agree this is unacceptable as it is... It sounds like we see the problem the same way...	Interrupt interpretations	What assumptions lead me to this interpretation? Are there interpretations that I have overlooked?	Are there other possible explanations for that? Can you give me an example of that?														
<b>6. Make a plan</b>	What do you think we should do? Who could help us with this? I'd like to keep talking like this.	Interrupt conclusions	What information would lead me to change my mind?	What leads you to that conclusion? What information would lead you to change your view?														