

Appendix B

❖ PREFERRED LEADERSHIP PROFILE

NAME _____

Position/Title _____

Date _____

❖ VALUES

1. In familiarizing yourself with the mission and vision of the organization or program, what stood out as significant or meaningful for you?

2. Does the organization or program's vision and mission resonate or connect with any of your personal values? What values might those be?

3. Do any of the organizational or program's goals or objectives reflect or resonate with any of your personal goals? What are they?

4. What is it that brought you to your current position?

5. What are the things that keep you there?

6. What's in it for me (WIIFM)? This is not a selfish question. We are all in certain roles or jobs at different times for different reasons. Sometimes it can be about

- a. making a positive difference,
- b. working to advance in one's career,
- c. earning a living,
- d. gaining experience,

- e. enjoying a challenge, and/or
- f. fostering personal growth.

In your current position or job, what would you say is or are your WIIFMs? What's in it for you?

❖ PREFERRED OUTCOMES

1. What do you see as your role (not your title) with your clients?

2. What is it that you hope to accomplish—day to day, week to week, month to month, year to year—with your clients? What do you want for them?

3. What would you define as the *best* team and/or work environment you would like to work within? Be as detailed as possible.

4. What do you think you can or will do to contribute to a team and working environment that you described above? Be as detailed as possible.

❖ **STRENGTHS**

Professional Relevance

1. What would you say are some of your professional strengths? What are you good at? What have coworkers (past or present) appreciated, acknowledged, and/or admired about the things you do or how you interact with others at work? List as many as possible.

2. If not yet listed, what are some of your experiences, skills, talents, knowledge, or attitudes that you think would enhance the work we do to improve the overall capacity of the team and the organization? List as many as possible.

Personal Relevance

1. What would you say are some of your personal strengths? What do you feel like you are good at?

2. What are your interests, hobbies, and talents as well as your connections to family, friends, community, and culture that you admire and appreciate about your life?

❖ PERFORMANCE SUPPORT PREFERENCES

1. What goals or aspirations do you have for yourself as they relate to professional performance and growth? These should be what you feel are important, not what others have defined as important. Please list at least two.

2. Are there aspects that you would like to improve upon or enhance in the area of your identified strengths?

❖ PREFERRED LEARNING PREFERENCES

1. In your own words, how would you say that you learn best?

2. Below are several examples of learning styles. Which would you say you prefer? On a scale from 1 to 4, with 1 being your greatest preference and 4 being your least preferred, how would you rate each learning style?

- A. _____. **Thinker** — I like to logically think things through. I like to learn about the theories and models for new ideas and ways of working. I like to sit back and analyze or synthesize information to make sense of it. I would prefer to read about a model or a new approach rather than jump in and try it out. I like to have the time to question and probe assumptions.
- B. _____. **Reflector** — I like to stand back and observe from different angles and perspectives before making a conclusion. I prefer to have accurate information and data gathered from different people and different sources. I like to watch activities, listen to discussions, or observe a group in order to put things together and learn about what needs to be done next.
- C. _____. **Sensors** — I like to involve myself and jump into new experiences and learn from that experience. I try to be open-minded and not skeptical of new ideas or ways of working. I thrive on the challenge of new and unique experiences—the newer and more exciting the better. I love brainstorming activities and role-playing exercises. I need to be involved.
- D. _____. **Actor** — I want to try ideas, theories, and techniques out in practice to see if they work. I like to experiment with

applications. I can't wait to get back from training to try things out. I like when things are straightforward, practical, and down-to-earth. If there is a better way (because there usually is) to do something, let's find it and try to do it.

❖ QUALITY SUPERVISION AND SUPPORT INGREDIENTS

1. Consider a time when a management, supervision, or a coaching or mentoring experience was exceptionally meaningful, effective, or the most valuable? What made it so great? Please **list the qualities or the ingredients** that contributed to that experience of supervision being so wonderful.

2. Consider your best manager, supervisor, coach, or mentor ever. What were the qualities or ways of acting or interacting that made him or her the best. **List as many qualities** as you can think of.

❖ **UNHELPFUL SUPERVISION
AND SUPPORT INGREDIENTS**

1. Consider a time when supervision and/or support was not meaningful, effective, or valuable. What made this experience so poor?

2. Consider a manager, supervisor, coach, or mentor (without identification) that you were less than satisfied with. In what manner did he or she act or interact that made the experience less than satisfying? **List as many unhelpful actions or interactions** that made the experience what it was.

❖ **MANAGEMENT/SUPERVISORY SUPPORT:
STRUCTURE AND PROCESS PREFERENCES**

1. When you consider your role, relevant job requirements, and responsibilities, what do you feel are your needs for supervision and support sessions? Do you feel you require more? Less? Please explain.

2. How often would you prefer supervision and support sessions? Please explain.

3. Is there a time of day that you feel better suits you for supervision and support sessions? Please explain.

4. Do you have a preference for the location of supervision and support sessions? (Examples: my office, your office, boardroom, hallway, on site, off site, other)

5. Can you identify what your preferences might be for the process of supervision and support sessions? Please identify by checking the identified preference box on the list below. Feel free to add more, if you like.

- Individual sessions
- Group sessions
- Formal
- Informal
- Conversational (back and forth)
- One-way (supervisor to supervisee) with advice on work, progress, and goals
- Lead with strengths
- Lead with concerns
- Lead with areas for development
- Collegial dialogue
- Questions and answers
- Case discussions
- Formal learning or teaching

- Acknowledgment of what’s going well
- Focus on performance areas (PDP)
- Opportunity to ask questions
- Consultation on performance and advisement
- Directed (just tell me what needs to be done)
- Practice or role-plays

Other: _____

❖ CURRENCY FOR COMMUNICATION, FEEDBACK, AND SUPPORT

While there are many criteria and qualities that result in effective communication and feedback, such as clear, respectful, straightforward, concrete, clear expectations, and so forth, not all people require or prefer the same approach. Our “currencies” for communication and support may vary. Therefore, please note some of your preferences for how you would like feedback. What are the *dos* and *don’ts* that should be observed when there is a need to provide you with constructive feedback? In other words, for feedback to be effective and received, what do others need to pay attention to?

The following is an example for John Doe.

John Doe’s dos and don’ts for effective and meaningful feedback

DO

Be positive

Let me know you want to talk

Give me time to respond

DON’T

Yell at me

Ambush me

Expect an answer immediately

<i>Be respectful</i>	<i>Talk over me</i>
<i>Give me a chance to tell my side</i>	<i>Make assumptions</i>
<i>Be patient</i>	<i>Interrupt</i>
<i>Make the time</i>	<i>Try to squeeze in something that needs time</i>
<i>Do it in private</i>	<i>Do it in public</i>
<i>Respect confidentiality</i>	<i>Tell others</i>
<i>Give it to me straight</i>	<i>BS me</i>

Please take a moment to list as many *dos* and *don'ts* that should be observed when providing constructive or developmental feedback.

DO

DON'T

DISCUSSION AREA

Is there anything I can do to make supervision and support more meaningful, valuable, or productive for you?

Are there things I need to consider or avoid in order to make supervision and support more meaningful, valuable, or productive for you?