

Summer 1998

## **A Model Leadership Training Program for Small Business Entrepreneurs in Taiwan**

Chi-Mei Mai

Follow this and additional works at: [https://digitalcommons.cwu.edu/graduate\\_projects](https://digitalcommons.cwu.edu/graduate_projects)



Part of the [Adult and Continuing Education Commons](#), [Business Administration, Management, and Operations Commons](#), [Curriculum and Instruction Commons](#), and the [Leadership Studies Commons](#)

---

## ABSTRACT

### A MODEL LEADERSHIP TRAINING PROGRAM FOR SMALL BUSINESS ENTREPRENEURS IN TAIWAN

by

Chi-mei Mai

July, 1998

The purpose of this project was to develop a model leadership training program for small business entrepreneurs in Taiwan. To accomplish this purpose, a review of current literature regarding leadership development was conducted. Additionally, related information from selected model leadership training programs was obtained and analyzed.

## ACKNOWLEDGEMENT

I would like to express my appreciation and gratitude to Dr. Jack McPherson for his gracious patience, and untiring guidance in the preparation of this project and throughout the writer's entire course of study at Central.

I would like to thank Dr. Gregory Chan for all his assistance and remaining as part of my committee. My appreciation also extended to Dr. Carol Butterfield for her participation in this project.

In addition, I would like to express my sincere appreciation to my husband, Ching-yuan, for his constant, unwavering encouragement and patience. Special appreciation goes to my parents and parents-in-law for their support.

Finally, I would like to thank all my friends at Central. Their friendship made the journey fun.

## TABLE OF CONTENTS

Chapter	Page
1 BACKGROUND OF THE PROJECT.....	1
Introduction .....	1
Purpose of the Project .....	3
Limitations of the Project .....	3
Definition of Terms .....	4
2 REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED MODEL LEADERSHIP TRAINING PROGRAMS .....	7
Introduction .....	7
Taiwan, an Economic Power .....	8
Leadership--the Critical Component of Any Successful Business .....	11
Organizational Structure-A Summary of Selected Models .....	25
A Summary of Information Obtained from Selected Model Leadership Training programs in the United States ...	47
3 PROCEDURES OF THE PROJECT .....	64
Need for the Project .....	64
Development of Support for the Project .....	66
Procedures .....	67
Planned Implementation and Assessment of the Project ...	68
4 THE PROJECT .....	69
Title Page .....	P-1
Table of Contents .....	P-2
Section 1: Introduction .....	P-4
Section 2: Leadership Concepts .....	P-9
Section 3: Interpersonal Skills .....	P-25
Section 4: Teamwork .....	P-33
Section 5: Management Skills .....	P-41
Section 6: Computer Skills .....	P-51

Section 7: Personal Action Plan .....	P-53
Section 8: Selected Sources of Information on Leadership Training .....	P-66
 5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....	 70
Summary .....	70
Conclusions .....	70
Recommendations .....	71
 REFERENCES .....	 73

# CHAPTER 1

## BACKGROUND OF THE PROJECT

### Introduction

Leadership has emerged as one of the most important business requirements at a time of permanent discontinuity.... Leadership skills have become important because the more fragmented and diversified an organization becomes, the more leaders it requires; and the faster moving an organization's markets or commercial environment, the more it needs 'changing' rather than 'running' (Syrett & Hogg, 1992, p.5).

In the above statement, Syrett and Hogg have pointed out there is an increasing need for leadership in any business. Today's business exists in a rapidly changing environment. Leaders are needed to identify the strategic mission of an organization and help it adapt to its changing environment. Further, it is implied that today's business in fast moving markets or commercial setting should be led rather than managed to fit the future needs.

Cherrington (1989) also concluded that leadership is a critical component of any successful business. As such, a leadership training program is necessary for any small business to enhance its effectiveness and to fit the

changing environment. Cherrington(1989) said, "leadership is an extremely important function that has an enormous influence on the effectiveness of groups and organizations" (p.682).

Campbell (1997) explained how some people might have the notion that the ability to lead is inborn. Perhaps, this is because each of us has known people that seem to have an uncanny way of getting other people to follow. It seems that they just know what to do and what to say. They seem to have an intuition about what will motivate others to follow their leadership. Campbell further contended:

...some people do have the kinds of personalities that draw others to them, but, that does not mean that other people without this natural talent cannot acquire the ability to lead.

The big secret about leadership is that there are no secrets about what is needed to be an effective, dynamic leader. To be an effective leader today, to prepare yourself for promotion or success in your own business, to lead others to effectiveness in their performance, you need the right characteristics, the right beliefs, and the right skills. (pp.3-4)

Barron (1996) has taken the position that leaders are not born. Rather, "leadership is a developmental process that requires training" (p.1). In supporting Barron's position, it was Bower's (1997) contention that developing a leadership training program in a small business is important because people

can be led to work together more effectively, efficiently, and harmoniously in achieving the purpose of the business.

### Purpose of the Project

The purpose of this project was to develop a model leadership training program for small business entrepreneurs in Taiwan. To accomplish this purpose, a review of current literature regarding leadership development was conducted. Additionally, related information from selected model leadership training programs was obtained and analyzed.

### Limitations of the Project

For purposes of this project, it was necessary to set the following limitations:

1. Research: The preponderance of research and literature reviewed for this project was limited to the past ten(10) years.
2. Scope: The model program was designed for field-testing, assessment, and implementation at Shu-hwa Electronic Co., Ltd., Taipei, Taiwan.
3. Target Population: The model program was designed for managerial level employees at Shu-hwa Electronic Co., Ltd., Taipei, Taiwan, and for use by other small business entrepreneurs in Taiwan.



### Definition of Terms

Significant terms used in the text of this project have been defined as follows:

1. Entrepreneur: A person who starts a business or arranges for a piece of work to be done in the hope of making a profit (Longman Active Study Dictionary, 1991).
2. Leader: A person who is responsible for the motivation and activation of subordinates and for staffing, training, and associated duties (Bass, 1990, p.399).
3. Leadership: The process of leadership is the use of non-coercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. As a property, leadership is a set of qualities or characteristics attributed to those who are perceived to successfully employ such characteristics (Jago, 1982, p.315).
4. Organizational structure: The arrangement and interrelationship of the various components and positions in an organization (Bass, 1990, p.920).
5. Shu-hwa Electronic Co, Ltd.: A manufacturer of anti-burglary systems in Taipei, Taiwan. Its major business is the development, production and sales of the anti-burglary systems in domestic market.

6. Small business: A firm which is independently owned and operated and is not dominant in its field of operations (Van Voorhis, 1980, p.38).

7. Taiwan: Taiwan (i.e., Republic of China or ROC) is situated in the Pacific Ocean about 160 kilometers (100 miles) off the southeastern coast of the Chinese mainland. Located about midway between Korea and Japan to the north and Hong Kong and the Philippines to the south, Taiwan is a natural gateway for travelers to other parts of Asia. Taiwan has an area of nearly 36,000 square kilometers (14,000 square miles). The main island of Taiwan, slightly smaller than the Netherlands, is about 394 kilometers (245 miles) long and 144 kilometers (90 miles) at its broadest point.

According to the World Bank, Taiwan ranks 14<sup>th</sup> largest among trading nations worldwide. Its gross domestic product (GDP), gross national product (GNP), and Per Capita GNP are US\$260.8 billion, US\$263.6 billion, and US\$12,439. Manufacturing, the lifeblood of Taiwan industrial sector, comprises 90.5% of its total production value. The chemical and electronics industries are registering rapid growth (Government Information Office of Taiwan, Republic of China, 1996, p.2, 11).

8. Team building: Improving relationships among members and the accomplishment of the task by diagnosing problems in team processes affecting the team's performance (Bass, 1990, p.922).
9. Training: The development of skills for specific company tasks (Bower, 1997, p.121).
10. Training program: A detailed of directions covering the procedures for organizing and conducting an industrial course of training, including information covering the location of classes ( Directory of Education, 1973, p.449).

CHAPTER 2

REVIEW OF RELATED LITERATURE AND  
INFORMATION OBTAINED FROM  
SELECTED MODEL LEADERSHIP TRAINING PROGRAMS

---

Introduction

The review of literature regarding leadership, presented in Chapter 2 has been organized to address the following:

1. Taiwan, an Economic Power
2. Leadership – the Critical Component of Any Successful Business
  - a. Leadership Defined
  - b. Components of Effective Leadership
  - c. The Distinction Between Leaders and Managers
  - d. Leadership Development Training
3. Organizational Structure – A Summary of Selected Models
  - a. Participatory Management Model
  - b. System 4 Organization
  - c. Transformational Leadership
  - d. Value-Added Leadership
  - e. Site-Based Management
  - f. Total Quality Management
  - g. Alternative Model – Strategy-Structure Typology

4. A Summary of Information Obtained from Selected Model Leadership Training Programs in the United States
  - a. Zenger Miller Training Programs
  - b. International Program of Washington Small Business Development Center (WSBDC)
  - c. NxLevel Entrepreneurial Training Program
  - d. The Washington Entrepreneur's Guide
  - e. Community Leader's Guide
  - f. Family Community Leadership (FCL)
  - g. Central Washington University School Administrator Certification Program
  - h. Army ROTC Leadership Training and Development Program
5. Summary

The research addressed in Chapter 2 was identified through an Educational Resources Information Center (ERIC) computer search. A hand-search of various other sources was also conducted.

#### Taiwan, an Economic Power

According to information obtained from the Government Information Office of Taiwan (1996), the Republic of China (ROC), founded on January 1, 1912, was the first republic in Asia. The ROC covers a total area of 11,418,174

square kilometers (4,408,578 square miles). The modern nation of the Republic of China (ROC), was created in 1949 from the remnants of the Nationalist Chinese Party after its loss of mainland China to the Communists. At that time, the ROC government moved to Taiwan and set up a provisional capital in Taipei.

The island nation of Taiwan is strategically located between Japan and the Philippines. Although the economy of Taiwan has been based upon capitalist principles, the national government has historically played a large role in its developmental planning. Taiwan has continually sought to develop its business relationships with the mainland, and has been a major investor in China (Batty, 1995).

An Internet search revealed that Taiwan has a dynamic capitalist economy characterized by considerable government guidance of investment and foreign trade and partial government ownership of some large banks and industrial firms. Real growth in gross national product (GNP) has averaged about nine percent a year during the past three decades. Export growth has been even faster and has provided the impetus for industrialization. Inflation and unemployment have remained remarkably low. Traditional labor-intensive industries have been steadily replaced with more capital- and technology-intensive industries. Taiwan has become a major investor not only in China, but in Thailand, Indonesia, the Philippines, Malaysia, and Vietnam as well. The

tightening of labor markets has led to an influx of foreign workers, both legal and illegal (Interactive World Fact Book, 1997).

An analysis of Taiwan's economic development conducted by Hwang (1991) indicated Taiwan's economic growth has produced an impressive record of achievement. Taiwan's industrial development loans to Mainland China, Thailand, Malaysia, the Philippines, and some South American countries have become increasingly important to the economic development of these countries. According to Hwang, "Taiwan's economic success has also been a source of inspiration to Southeast Asian countries" (p.5).

Since 1949, entrepreneurs in Taiwan have had an important influence on the economic development process. As stated in Hwang's research, "...making money through entrepreneurial activities has been the islanders' favorite activity" (p.126). Hwang explained how the family, the traditional, basic economic unit in China, has contributed to the unusually high proportion of family-owned businesses in Taiwan, and to the extraordinarily active entrepreneurial spirit which has produced such a large number of small businesses. Because both the culture and the economy have encouraged entrepreneurial activity, "it is only natural that the Taiwanese want to try their chances at becoming successful entrepreneurs" (Hwang, 1991, p.132).

Butler (1997) also mentioned that Taiwan's new economic well-being has reflected the resilience of the island's many small companies. Like Hwang

(1991), Butler concluded that Taiwan's economy was particularly noted for its high entrepreneurial spirit and dynamic activities, and these characteristics contributed to its ability to respond quickly to changes and opportunities in the international market.

### Leadership – the Critical Component of Any Successful Business

#### Leadership Defined

According to Jago (1982), leadership may be thought of as both a process and a property:

The process of leadership is the use of non-coercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. As a property, leadership is a set of qualities or characteristics attributed to those who are perceived to successfully employ such characteristics. (p.315)

Another interpretation of leadership was offered by Fry and Hibler (1993) as follows: "Leadership is the ability to get people to do what you want them to do, when you want it done, in a way you want it done, because they want to do it" (p.10).

Cherrington (1989) described leadership as a form of behavior by which



one person influences others. In other words, leadership, the incremental influence one individual exerts over another, occurs when one party influences others to do something voluntarily rather than because they were required to do it or because they feared the consequences of noncompliance. This voluntary aspect of leadership has distinguished it from other influence processes, such as power and authority.

Portnoy (1986) has provided a different perspective on leadership by placing more emphasis on the leader's authority and responsibility. Portnoy said, "a leader is an individual who has the authority to decide, direct, and represent the objectives and functions of an organization" (p.13). According to this definition, leadership goes beyond the mere functions of organizational management, in that a leader is responsible for the welfare and the actions of the organization.

In a previous study, Levinson and Rosenthal (1984) also claimed that the leader shapes the direction, manages the activities, and represents the policies and products as the person who has charge of the organization as a whole and integrated entity.

Centering more specifically on the relationship between leadership and followership, Zaleznik (1989) stated the following:

Leadership progresses from followership. It is legitimate for an individual selected for formal leadership to expect dedication, support, hard work,

and loyalty from subordinates, so that he or she is not ordinarily confronting subordinates as rivals and enemies, but is working in concert with them to further the goals of the organization. (p.18)

As explained by Zaleznik, this concept of leadership implied the notion that leadership involved shared purposes, mutual trust, and implicit support.

Leaders should use their power in the best interests of their subordinates and of their organization. In this sense, a leader is simultaneously a follower in that he/she serves the interests of multiple groups such as subordinates in the organization and customers in the marketplace (Zaleznik, 1989).

Portnoy (1986) concluded a leader's influence stems from the capacity to arouse confidence in the followers and to help them truly believe that they can accomplish the goals that they share. Leadership does not simply involve getting one's followers to do what one wants them to do. Burns (1978) agreed that true leadership requires the leader to mobilize all available resources to help followers reach goals that are shared by the leader and followers.

Barron (1996) observed that leadership is defined not only by what it is, but also by what it does. This authority believed leadership is both action and being. Leadership should provide stimulation, inspiration, and information. Barron concluded leadership is vision, motivation, organization and action; leadership gives people a sense of power, hope, and makes things happen;

and, leadership creates the future, provides guidance, direction, and inspiration, and empowers people to understand their leadership potential.

### Components of Effective Leadership

Attempts to determine the components of effective leadership have shifted from the study of leadership traits to a focus on leadership skills. Portnoy (1986) contended a leader's effectiveness depends upon the capacity to influence, motivate, and cooperate with people. Further, a leader's success relates more with learning these kinds of "people" skills than it does with innate abilities in the areas of charm, magnetism, and charisma. Recent research has concentrated more on the ways a person performs the responsibilities of leadership rather than on the nature of the leader's personality or physical characteristics.

Yukl (1981) identified a variety of leadership characteristics, paraphrased as follows: a strong drive for task completion; vigor and persistence in pursuing goals; venturesomeness and originality in solving problems; drive to exercise initiative in social settings; self-confidence and a sense of personal identity; willingness to accept consequences of decision and action; readiness to absorb interpersonal pressure; willingness to tolerate frustration and delay; ability to influence a person's behavior; and, a capacity to structure social interaction systems to the purpose at hand.

Hersey and Blanchard (1976) believed the appropriateness of a leader's behavior determines his/her effectiveness. These authorities explained the main difference between effective and ineffective leadership styles is often not the real behavior of a leader, but the appropriateness of the behavior to the circumstances in which it is used.

Gorden (1977) pointed out task and relationship are two important dimensions of leadership behavior:

The effective leader must be both a human relations specialist and a task specialist. Leader effectiveness requires treating people decently, while at the same time successfully motivating them toward high performance in their work. One without the other doesn't work. (p.6)

In an attempt to determine how successful leaders of established organizations accomplished results, Portnoy (1986) explained how leaders related to people. This authority believed leaders encouraged autonomy by offering support for collective decision making and extended permission to risk; and, leaders usually attempt to obtain commitment rather than compliance by efforts to create an understanding of the problem. Leaders are compassionate, empathic, sensitive to people's self-esteem and face-saving needs. Portnoy further contended, "Leaders are always ready to stimulate, implement and live with change, so they have the capacity and the strength to take charge in order to pull the organization into the future" (pp.17-18).

According to Zahn (1993), effective leaders harness the energy of members and inspire a commitment from them to work for the organization. One measure of the effectiveness of a leader is how successfully the leader moves the members of the organization in a positive direction. This authority proposed that leaders must think long term and must coach, inspire, and gain their members' commitment, support, and help. Zahn stated:

Effective leaders do not ask others to do what they would not do themselves. These leaders respond quickly to change, respect people, and encourage their members to get involved and aspire to leadership roles in the association. (p.129)

Donald Phillips (1992), in his book entitled Lincoln on Leadership, described how President Lincoln preached his vision of America to the people, and ended the discussion with a powerful reminder for us. Phillips explained how the renewal of America's vision by Lincoln provided a kind of physical reinforcement, more powerful than sending troops to the field, or guns and supplies to the soldiers. It tended to put everyone on a dynamic and forceful upward spiral of action and commitment. By clearly renewing his vision and then gaining acceptance and commitment, Lincoln "basically revved up, and then released, what amounted to a battalion of energy within each person" (p.168). Phillips further stated, "Without question, Lincoln realized that every leader must understand the process of renewal releases the critical human

talent and energy that is necessary to insure success" (p.168).

Research conducted by Pascale (1990) identified qualities characteristic of a "business leader":

Good business leaders create a vision. They articulate the vision, passionately own the vision, and relentlessly drive it to completion. Above all else, good leaders are open. They go up, down, and around their organization to reach people. They don't stick to established channels. They're informal. They're straight with people. They make a religion out of being accessible. They never get bored telling their story. (p.204)

According to Zaleznik (1989), leadership in business goes beyond encouraging and guiding other people to seek solutions to problems. Leaders must be able to contribute to the substantive thinking necessary to move a business beyond problems and into opportunities. Leadership in business is the fusion of work and human relations.

Like Zaleznik (1989), Zahn (1993) concluded both today's leaders and future leaders must critically examine the motivations and priorities of new professionals. Leaders must be willing to reshape the organization to better meet the changing and evolving needs and priorities of its emerging constituency.

### The Distinction between Leaders and Managers

Cherrington (1989) made an important distinction between "lead" and "manage". As stated by Cherrington:

To manage means to direct, to bring about, to accomplish, and to have responsibility for. The functions of management are planning, organizing, directing, and controlling. The successful manager is viewed as someone who achieves results by following prescribed activities and by maintaining behaviors and products within prescribed limits. To lead, however, is to inspire, to influence, and to motivate. Effective leaders inspire others to pursue excellence, to extend themselves, and to go beyond their perfunctory job requirements by generating creative ideas. (pp. 653-654)

In the Harvard Business Review, Zaleznik (1977) equated management with managers and leadership with leaders. This authority concluded the distinction between management and leadership is based on the personality differences of managers and leaders. Zaleznik(1977) said, "Managers and leaders differ fundamentally in their world views. The dimensions for assessing these differences include managers' and leaders' orientations toward their goals, their work, their human relations, and their selves" (p.69).

When comparing managers and leaders, Zaleznik (1989) contended managers focus on process, whereas leaders focus on imaginative ideas.

Leaders often not only dream up ideas, but also stimulate and drive other people to work hard and create reality out of ideas. Zaleznik further explained that leaders are more dramatic in style and unpredictable in behavior; and, they seem to overcome the conflict between order and chaos with an authority legitimized by personal magnetism and a commitment to their own undertakings and destinies.

According to Zaleznik (1989), managers have a strong sense of belonging, of being a part of an organization. Perpetuating and strengthening existing institutions enhances managers' self-esteem; they are performing in roles that harmonize with the goals of prediction and control. However, as described by Zaleznik: "Leaders' sense of separateness can support a powerful appreciation for individuals. It is this sense of a separate self that makes leaders powerful forces of change, whether technological, political, or ideological" (p.26).

Tramel and Reynolds (1981), when introducing some of the characteristics of managers and leaders, explained how these two roles differ from each other. These authorities' perceptions have been paraphrased below:

- How they view themselves: Leaders have strong personal mastery which impels them to struggle for change in the existing order.

Managers see themselves as protectors of the existing order with which they identify.



- How they view their function: Leaders question established procedure and create new concepts. They inspire people to look at options and are concerned with results. Managers work through other people within established organizational policies and practice to reach an organizational goal. They are concerned with process and limit their choices to pre-established organizational goals, policies, and practices.
- Personality: Leaders seek out risks, and they dislike mundane tasks; while managers have a strong instinct for survival and they can tolerate mundane, practical work.
- Relationships: Leaders relate to people in an intuitive and empathetic way. Managers relate to people according to their role such as boss, employee or peer.
- Primary concern: Leaders are concerned with achievement of personal goals. Managers are concerned with achievement of organizational goals.
- Place in the organization: Leaders may be found at any level in the plan of organization from technician to highest echelon. Managers are usually considered the higher echelon, like supervisors, department heads or administrators.
- Power: Leaders drive power through personal relationships, whereas managers drive power from their positions.

As explained by Mahoney, Jerdee and Carroll (1965), leaders manage and managers lead, but the two roles are not synonymous. Leaders facilitate interpersonal interaction and positive working relationships; they promote structuring of the task and the work to be accomplished. Leaders plan, organize, and evaluate the work that is done whereas managers plan, investigate, coordinate, evaluate, supervise, negotiate, and represent. Consistent with Mahoney, Jerdee and Carroll's explanation, Bass (1990) further noted that all these management functions can potentially provide leadership; all the leadership activities can contribute to managing.

Essentially, management is associated with administration, with setting things in their appropriate places, and as such is a static discipline. However, leadership is dynamic, associated with a motive force pushing or pulling a group or an organization towards its goals. Leaders use their power to move the organization towards its objectives and keep it from stagnating (Rinehart, 1993).

#### Leadership Development Training

Cherrington (1989) claimed that improving the quality of leadership should be an ongoing effort in every organization. Generally, leadership training includes both training in basic skills, such as managing time and evaluating

performance, and training in interpersonal relations, designed to change the leader's basic personality.

According to Van Huss (1993), leadership is a process that involves abilities and skills that can be applied at any level in an organization from employees to top-level executives. It is clear that leadership skills can be developed because any process consists of a series of practices that can be observed and learned. Van Huss said, "Leadership can be viewed as a process of self-development. Self-development leads to self-confidence, which is the key to leading others" (p.1).

Bass (1990) also contended leadership training is certainly an approach to effective leadership. Bass stated, "Training for leadership in any organizational context can be provided in many different ways" (p.819). Based on this statement, this authority suggested several methods of leadership training for achieving leadership effectiveness, paraphrased as follows:

1. Lectures and discussion: Lectures can arouse audiences, provide information, and stimulate thinking. Discussion provides experience in working with others to reach decisions. Potential leaders can use group discussion as a means for reaching effective decisions.
2. Role playing: The purpose of playing a role is to improve learning and retention and to promote transference from the learning situation to leadership performance on the job. Trainees can practice what they may eventually

encounter in the workplace. Role playing might serve as a diagnostic technique and add to the leaders' skills in dealing with human relationship problems.

3. ~~Simulation:~~ Organizational games can be used to simulate leadership problems. Such training should provide time to complete the simulation exercise and a subsequent period for individual and group feedback. Learning is enhanced by systematic feedback of the performance of participants in the simulation.

4. Computer-assisted and programmed instruction: Programmed instruction is organized into concrete, sequential steps. Trainees must generate or choose the correct answer to a question before proceeding to the next question. Efforts have been made to use programmed instruction to teach effective human relations.

5. Behavioral modeling: People are more attentive and active in organizing what is to be learned if they are provided with models to follow. Learning from the model is increased when consequences of the model's behavior are highly valued.

6. Sensitivity training: The purpose of sensitivity training is to bring about changes in participant behavior through open discussion. Increased sensitivity to the needs and desires of others is achieved through openness and sharing of information, sharing of decision-making responsibilities, and more intimate,

friendly, and egalitarian interaction.

According to Blewett (1997), certain leadership training principles should not be neglected. The most important consideration in the formation of a successful leadership development program is to have specific goals. Clear goals contribute to nearly every stage of the training, from the determination of goals for the program, to the outcomes of each individual reading, lecture or activity. Blewett suggested one way to manage desired outcomes is to prepare mission or vision statements, which provide trainees with an opportunity to clearly articulate the goals of the program.

Blewett pointed out participants should acquire both theoretical and human aspects of leadership to become comfortable with the practice of leadership and leadership competencies. For a personal leadership approach to evolve, participants should develop an awareness of their personal strengths and weaknesses as a leader. This authority concluded participants should leave the training program possessing a clear sense of leadership, and a sense of their role in relation to leadership.

Sadler (1992) recommended a holistic approach to leadership program development designed around five themes: conceptual knowledge, skills and techniques, role modeling, values, and self-awareness. Trainers need to find an approach to leadership development which manages to weave all these threads together. While it remains important to provide a certain grounding in

conceptual knowledge and it is clearly essential to improve interpersonal skills, more needs to be done to help leaders develop more effective models of overall behavior, to sort out their values, and to provide opportunities for enhancing self-awareness.

### Organizational Structure – A Summary of Selected Models

#### Participatory Management Model

According to Zaleznik (1989), the participatory management model gave birth to the movement called humanistic industrial relations, with advocates like Abraham Maslow, who suggested in his needs hierarchy theory that any level of satisfaction is bound to production because of the activation of higher level needs. Zaleznik said:

If Maslow's theory were to be proven correct, then the problem of cooperation would indeed be a never-ending challenge to management.  
(p.83)

Mai-Dalton (1991) observed the trend during the past years toward a more participative leadership style. This authority defined participative leaders as "ones who empower their employees by involving them in the daily work of the organization" (p.208). Similarly, Heller (1985) pointed out there has been a

decline in authority in Britain and elsewhere in the past several decades. Heller viewed this decline as the basis of relationships between subordinates and superiors.

Bass (1990) explained how the loss of managerial authority generated by power sharing and participatory management has created new challenges for inducing worker compliance and commitment to organizational goals.

Lunenburg and Ornstein (1996) concluded participatory management, representing an extension of the bureaucratic model, places greater emphasis on employee morale and job satisfaction. These authorities stated the following:

Participatory management stresses the importance of motivating employees and building an organization for that purpose. The organization is structured to satisfy employees' needs, which will in turn result in high worker productivity. (p.30)

Participatory management proponents view people as the most important resource of the organization. The keys to participatory management are supportiveness, participation, shared decision making, empowerment, flexibility, and employee growth and development (Lunenburg & Ornstein, 1996).

### System 4 Organization

Research conducted by Likert (1967) introduced four basic systems of organization, in which each system represents a different organizational structure. System 1, labeled exploitive authoritative, follows the bureaucratic or classical structure of organization characterized by limited supportive leadership, one-way top-down communication, centralized decision-making process, close supervision, motivation based on fear and superior status, no cooperative teamwork, and low performance goals of managers.

In their discussion of the more team-oriented "System 4", Lunenburg and Ornstein (1996) characterized and compared the systems inherent in System 4 organization as follows:

There is a high level of trust and confidence in the superior; communication flows freely in all directions; decision making occurs throughout the organization; cooperative teamwork is encouraged; and managers actively seek high performance goals. System 2 is less classical than System 1, and System 3 is less supportive than System 4 while coming closer to Likert's ideal model of organization. (p.32)

According to Likert (1967), the three basic principles of System 4 organizations are: a) use by managers of the principle of supportive relationships, b) use of group decision making and group methods of supervision in an overlapping group structure, and c) high performance goals



for the organization.

Likert (1961) identified supportive relationship as the first principle that members of an organization can use to guide their relationships with one another. This principle was stated as follows:

The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and all relationships with the organization each member will, in the light of his background, values, and expectations, view the experience as supportive and one which builds and maintains his sense of personal worth and importance. (p.103)

The second principle of System 4 organization has focused on decision making and supervision. Likert (1967) pointed out that interaction and decision making relies heavily on group processes. Interaction can occur between or among superiors and subordinates as well. In System 4 organizations, communication is clear and adequately understood. The group method of supervision holds the superior fully responsible for the quality and implementation of all decisions. Likert said, "The superior is responsible for building his subordinates into a group which makes the best decisions and carries them out well. The superior is accountable for all decisions, for their execution, and for the results" (p.51).

When discussing the third basic principle of System 4 organization, Likert (1967) explained how performance goals affect organizational effectiveness. Not only superiors, but every member of the organization should have high performance goals and aspirations. Cautioning that high performance goals should not be imposed only on subordinates, Likert suggested a mechanism through which employees can help set high-level goals to be satisfied by their own needs requirements. Likert further explained that System 4 provides such a mechanism through: (1) group decision making, and (2) multiple, overlapping group structure. As a result, System 4 organizations are able to establish goals which represent an optimum integration of the needs and desires of the members of the organization, the shareholders, customers, suppliers, and others who have an interest in the enterprise or are served by it.

There are important advantages in using the System 4 theory to improve coordination within an organization. Likert (1967) concluded:

This use of a general theory substitutes an integrated, company-wide application for scattered attempts to improve coordination introduced on the initiative of insightful managers. This integrated approach, which takes action at all points where it is required, can achieve better overall results in much less time than piecemeal trial-and-error solutions. (p.187)

### Transformational Leadership

According to Bass and Avolio (1993), the conceptualization of transformational leadership by Downton and Burns stimulated interest in understanding leadership influence processes that went beyond transactions based on consideration and initiation of structure. Burns (1978) defined transformational leadership as a process where "leaders and followers raise one another to higher levels of morality and motivation" (p.20).

Hunt (1991) specified that transformational leaders go beyond basic emotions such as fear, jealousy, or greed to appeal to such ideals and moral values as justice and liberty. This authority further stated leaders seek to satisfy the followers' higher needs -- resulting in mutually stimulating and improving relationships in a way that leads to the conversion of followers into leaders and leaders into moral agents.

Bass (1990) also described the relationship between transformational leaders and followers:

The transformational leader asks followers to transcend their own self-interests for the good of the group, organization, or society; to consider their longer-term needs to develop themselves, rather than their needs of the moment; and to become more aware of what is really important.

Hence, followers are converted into leaders. (p.53)

Bass has suggested transformational leadership can be conceptually organized along four correlated dimensions which include charismatic leadership, inspirational motivation, intellectual stimulation, and individualized consideration. Further explanation of these four dimensions was offered by Bass and Avolio (1993) as follows:

1. Charisma (idealized influence): Generally defined with respect to follower reactions to the leader as well as to the leader's behavior. Followers identify with and emulate these leaders, who are trusted and seen as having an attainable mission and vision. Such leaders are thoroughly respected, have much referent power, hold high standards, and set challenging goals for their followers.
2. Inspirational motivation: May or may not overlap with charismatic leadership, depending on the extent to which followers seek to identify with the leader. Provides symbols and simplified emotional appeals to increase awareness and understanding of mutually desired goals.
3. Intellectual stimulation: Encourages followers to question their own way of doing things or to break with the past. Followers are supported for questioning their own values, beliefs, and expectations, as well as those of the leader and organization. Followers are also supported for thinking on their own, addressing challenges, and considering creative ways to develop themselves.

4. Individualized consideration: Followers are treated differently but equitably on a one-to-one basis. Not only are [sic] the maturity of their needs raised, but their means for more effectively addressing goals and challenges are dealt with. With individualized consideration, assignments are delegated to followers to provide learning opportunities. (pp. 51-52)

Bass (1990) concluded transformational leadership is closer to the prototype of leadership that people have in mind when they depict their ideal leader, and is more likely to provide a role model with which subordinates want to identify. Leaders develop in their subordinates an expectation of high performance rather than merely spending time praising or reprimanding them. A transformational leader must become "a developer of people and a builder of teams" (Bass, 1990, p.54).

#### Value-Added Leadership

Sergiovanni (1990) described leadership as a very powerful force that can deeply influence the drive and commitments of subordinates much more than the use of authority and management controls. This authority contended subordinates respond to beliefs and ideas rather than control if leadership relies on values and ideas, and engenders subordinates' feeling and behaviors. In this case, subordinates respond with passion and they usually go beyond to

extraordinary levels of commitment and performance. Sergiovanni said, "Value-added leadership works not only because it can move the hand but because it is responsive to the mind and heart" (p.53).

Sergiovanni(1990) believed value-added leadership can "provide the necessary latitude that enhance [sic] choices in an otherwise bureaucratic and political world of demands and constraints" (p.42).

Using the term "values-based leadership" in place of value-added leadership, O'Toole (1996) explained how this kind of leadership functions. O'Toole said, "Values-based leadership brings order to the whole by creating transcendent values that provide a tent large enough to hold all the different aspirations, and in which all can find satisfaction" (p.258).

According to O'Toole (1996), it is possible for leaders to create a system that will appeal to common, higher-order values that transcend the narrow self-interests in an organization. This authority stated "the process of values-based leadership is the creation of moral symmetry among those with competing values" (O'Toole, 1996, p.258).

Lunenburg and Ornstein (1996) also emphasized the importance of morality. According to these researchers, "morality and shared values and commitments are far more important motivators than the basic, extrinsic needs and motives and even some intrinsic concerns" (p.35). Moral authority is a means to add value to leadership practice, and this added value brings about

high commitment and performance beyond expectations.

Sergiovanni (1990) identified the “three E’s” of value-added leadership as Empowerment, Enablement, and Enhancement:

- Empowerment is practiced when authority and obligation are shared in a way that authorizes and legitimizes action, thus increasing responsibility and accountability.
- Enablement is practiced when means and opportunities are provided and obstacles are removed permitting empowered persons to make things happen, to be successful. Unless enablement accompanies empowerment, empowerment becomes a burden and indicators of effectiveness become illusions.
- Enhancement leads to enhancement. Followers’ roles are enhanced when empowerment and enablement are practiced and the leader’s role is enhanced as a result. The leader’s role is transformed from manager of workers to leader of leaders. Role enhancement for both results in increased commitment and extraordinary performance. (p.96)

Lunenburg and Ornstein (1996) further explained the concept of value-added leadership by interpreting Sergiovanni’s four stages of value-added leadership:

1. Leadership by Bartering: The leader and led strike a bargain within which the leader gives to the led something they want in exchange for

something the leader wants.

2. Leadership by Building: The leader provides the climate and the interpersonal support that enhance the led's opportunities for fulfillment of needs for achievement, responsibility, competence and esteem.
3. Leadership by Bonding: The leader and led develop a set of shared values and commitments that bond them together in a common cause.
4. Leadership by Banking: The leader institutionalizes the improvement initiatives as part of the everyday life of the school. This conserves human energy and effort for new projects and initiatives. (p.36)

Sergiovanni (1990) concluded leadership combines management with values and ethics. As a result, leadership practice is always concerned with both what is effective and what is good; what works and what make sense; doing things right and doing right things. Sergiovanni said, "the moral considerations are both the beginning and the end of value-added leadership" (p.28-29).

#### Site-Based Management

Elmore (1990) has described site-based management as a proposal to decentralize and de-bureaucratize school control. It is also a proposal for shared decision making within the school, and for increasing the power and/or influence of parents and other citizens in school decision making.



According to Lunenburg and Ornstein (1996), site-based management has represented a change in how authority and responsibility are shared between the district and its schools. Lunenburg and Ornstein said:

It changes roles and responsibilities of staff within schools and how the school district's central office staff is organized with respect to its size, roles, and responsibilities. (p.36)

A 1995 Internet report compiled by North Central Regional Educational Laboratory contended site-based management is a promising strategy for improving the quality of educational decision-making process because it engages those closest to the action. This management reform distinctively involves the formation of a school-based committee or council that, through legislative or board action, is empowered to make decisions. This report further indicated that under site-based management, teachers are encouraged to assume leadership roles in staff development, mentoring, and curriculum development, while becoming key partners in school and staff supervision and evaluation. Further, site-based management provides ongoing opportunities for professional development, and heightens morale, prestige, and recognition for teachers. Teacher collaboration is a main theme in the implementation of site-based management.

Lunenburg and Ornstein (1996) suggested two ways for school districts to implement a site-based management structure. One way is to increase

autonomy by easing rules and regulations constraints on employees; the other way is to share the authority to make decisions with the school's major stakeholder groups which include teachers, parents, students, and other community members.

Malen and Ogawa (1989) proposed the following six goals that site-based management is supposed to accomplish:

- Enable site participants, notably teachers and parents, to exert substantial influence on school policy decisions.
- Enhance employee morale and motivation.
- Strengthen the quality of school-wide planning processes.
- Stimulate instructional improvements.
- Foster the development of characteristics associated with effective schools.
- Improve the academic achievement of students. (p.3)

Wohlstetter and Mohrman (1998) pointed out principals need to play new roles for effectively restructuring site-based management within schools. The principals role is evolving from direct instructional leadership to a broader role of orchestrating decision making, usually through teams of teachers, and interacting with a wider range of individuals, including community members and other stakeholders. These new roles have been paraphrased below:

- Designer/Champion of involvement structures: Principals help to

develop decision-making teams that involved various stakeholders to provide them with opportunities for conversations around school-specific issues. Principals invest these teams with real authority by carving out discrete areas of jurisdiction.

- Motivator/Coach to create a supportive environment: Principals communicate trust, encourage risk-taking, communicate information, and facilitate participation in site-based management.
- Facilitator/Manager of change: Principals encourage staff development as an ongoing school-wide activity, and provide resources (e.g., money, equipment and materials, time, opportunities, etc.) to staff to assist in the school improvement process.
- Liaison to the outside world: Principals bring into the school new ideas and research for thinking about teaching and learning. In addition, principals solicit donations of funds and materials, encourage grant writing among staff to boost school resources, and run interference for teachers by filtering out unnecessary distractions which free up teachers to focus on teaching and learning.

David (1995-1996) concluded site-based management is basically an attempt to transform schools into communities where appropriate people participate constructively in major decisions that influence them.

### Total Quality Management

Lunenburg and Ornstein (1996) explained Total Quality Management (TQM) is "based on the assumption that people want to do their best and that it is management's job to enable them to do so by constantly improving the system in which they work" (p.38). Lunenburg and Ornstein further stated the essence of TQM is more than delegation, and it requires teamwork, training, and extensive collection and analysis of data for achieving goals.

Lunenburg and Ornstein (1996) contended the TQM movement in business is crucial to the future of the American economy and all other countries in the world that expect to be competitive in today's global marketplace. These authorities concluded:

The real rewards begin to emerge when TQM ideas and practices become embedded in the culture of the organization. Its greatest benefits come about as a natural part of the evolutionary process of implementing a program of continuous improvement in a consistent manner, (p.41)

Evans and Lindsay (1996) described how TQM conveys a total company-wide effort, through full involvement of the workforce, and a focus on continuous improvement that companies use to achieve customer satisfaction. TQM is both a comprehensive management philosophy and a collection of approaches designed for its implementation. These authorities further pointed out the three core principles of TQM are focus on customers, participation and

teamwork, and continuous improvement. The infrastructure of TQM includes the basic management systems (i.e., strategic quality planning, process management) which enable an organization to realize the core principles of TQM.

Deming (1986), the TQM founder, emphasized the importance of management functions and the need to face more challenges in the future.

Deming stated:

The job of management is inseparable from the welfare of the company.

Mobility, here a while and gone, from the management of one company to the management of another, is something that American industry can no longer afford. Management must declare a policy for the future, to stay in business and to provide jobs for their people, and more jobs.

Management must understand design of product and of service, procurement of materials, problem of production, process control, and barriers on the job that rob the hourly worker of his birthright, the right to pride of workmanship. (p.x)

Covey (1991) summarized Deming's 14 points, the basis for transformation for American industry, as follows:

1. \* Create constancy of purpose toward improvement of product and service, with the aim to be competitive, to stay in business, and to provide jobs.

- \* Create and publish to all employees a statement of purpose of the aims and purposes of the company or other organization. The management must demonstrate constantly their commitment to this statement.
2. \* Adopt the new philosophy – top management and everybody.  
Western management must awaken to the challenge of a new economic age, learn their responsibilities, and take on leadership for change.
  3. \* Cease dependence on inspection to achieve quality. Eliminate the need for mass inspection by building quality into the product initially.
    - \* Understand the purpose of inspection, for improvement of processes and cost reduction.
  4. \* End the practice of awarding business on the basis of price tag alone. Instead, minimize total cost. Move toward a single supplier for any one item, based on a long-term relationship of loyalty and trust.
  5. \* Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs.
  6. \* Institute job training, to develop skills in new hires, to assist management to understand all processes of the organization.
  7. \* Teach and institute leadership. Supervision of management and

production workers should help people and machines, working together, to do a better job.

8. \* Drive out fear to increase everyone's effectiveness. Create trust.

..... Create a climate for innovation. ....

9. \* Break down barriers between departments.

\* Optimize toward the aims and purposes of the company the efforts of teams, groups, staff areas.

- 10.\* Eliminate slogans, exhortations, and production targets for the work force.

- 11.\* Eliminate numerical goals and quotas for production. Instead, learn and institute methods for improvement.

\* Eliminate management by objective. Instead, learn the capabilities of processes and how to improve them.

- 12.\* Remove barriers that rob hourly workers, as well as management, of their right to pride of workmanship. Eliminate the annual rating or merit system.

- 13.\* Institute a vigorous program of education and self-improvement for everyone.

- 14.\* Institute an action plan, and put everybody in the company to work to accomplish the transformation. (pp.276-277)

Deming believed the whole company must commit to quality as a total

effort, and that all fourteen points must be adopted as a package. People should not embrace the quality philosophy in one area of work and ignore it in another. If people were responsible for their own quality, then there would not be a need for many of the rules, regulations, and external controls that have been the “norm” in many organizations for decades. Management must take on a new leadership role to foster innovation, change, improvement, and high quality at each level in the organization (Evans & Lindsay, 1996).

#### Alternative Model – Strategy-Structure Typology

Chandler (1962) suggested an alternative approach to organizational structure which concerns the relationship between organizational strategy and structure. This authority defined strategy as “the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals” (p.13). Chandler contended organizational strategy indirectly determines variables such as the organization’s tasks, technology, and environments, and each of these influences the structure of the organization. Chandler said:

As the adoption of a new strategy may add new types of personnel and facilities, and alter the business horizons of the men responsible for the enterprise, it can have a profound effect on the form of its organization.  
(pp.13-14)



Based on Chandler's theory, Mintzberg and Quinn (1991) suggested that organizations can be differentiated within three basic dimensions: (a) the key part of the organization (i.e., the part of the organization that plays the major role in determining its success or failure); (b) the prime coordinating mechanism (i.e., the major method the organization uses to coordinate its activities); and (c) the type of decentralization used (i.e., the extent to which the organization involves subordinates in the decision-making process).

Lunenburg and Ornstein (1996) also described these three basic organizational dimensions. According to these authorities, the first basic dimension—the key part of an organization—included the following:

- *The strategic apex* is top management and its support staff.
- *The operative core* are the workers who actually carry out the organization's tasks.
- *The middle line* is middle- and lower-level management.
- *The technostructure* are analysts such as engineers, accountants, planners, researchers, and personnel managers.
- *The support staff* are the people who provide indirect services.

The second basic dimension of an organization—the prime coordinating mechanism—included:

- *Direct supervision* means that one individual is responsible for the work of others.

- *Standardization of work process* exists when the content of work is specified or programmed.
- *Standardization of skills* exists when the kind of training necessary to do the work is specified.
- *Standardization of output* exists when the results of the work are specified.
- *Mutual adjustment* exists when work is coordinated through informal communication.

The third basic dimension of an organization—the type of decentralization it employs—included:

- *Vertical decentralization* is the distribution of power down the chain of command, or shared authority between superordinates and subordinates in any organization.
- *Horizontal decentralization* is the extent to which non-administrators (including staff) make decisions, or shared authority between line and staff.
- *Selective decentralization* is the extent to which decision-making power is delegated to different units within the organization.

Lunenburg and Ornstein (1996) also described research conducted by Mintzberg related to the three basic organizational dimensions cited above.

According to these authorities, Mintzberg suggested the strategy an organization adopts, and the extent to which it practices that strategy, can produce five organizational configurations: simple structure, machine bureaucracy, professional bureaucracy, divisionalized form, and adhocracy.

Lunenburg and Ornstein summarized each of the five configurations, as paraphrased below:

1. Simple structure: This organizational configuration uses direct supervision, and employs vertical and horizontal centralization. The organization, consisting of the top manager and a few workers in the operative core, can adapt to environmental changes rapidly.
2. Machine bureaucracy: The organization uses standardization of work processes as its prime coordinating mechanism, and employs limited horizontal decentralization. It has a high level of formalization and work specialization, and a large technostructure and support staff.
3. Professional bureaucracy: Uses standardization of skills as its prime coordinating mechanism, and employs vertical and horizontal decentralization. Professional bureaucracy goals are to innovate and provide high-quality services.
4. Divisionalized form: Uses standardization of output as its prime coordinating mechanism, and employs limited vertical decentralization.

There is little coordination among different divisions. The divisionalized form is likely to be adopted by large corporation.

5. Adhocracy: This organizational configuration uses mutual adjustments as a means of coordination, and maintains selective patterns of decentralization. The technical specialists are involved in the organization's operative core, so the technostructure is small. The main goal is to innovate and adapt to rapidly changing environments.

Lunenburg and Ornstein (1996) concluded that the strategy-structure typology alternative model, begun by Chandler and extended by Mintzberg, has laid the groundwork for an understanding of the relationship between an organization's strategy and its structure. Leaders should recognize that organization strategy and structure are related.

#### A Summary of Information Obtained from

#### Selected Model Leadership Training Programs in the United States

Eight selected leadership training programs from across the United States were introduced in this section. These eight selected models included:

- a. Zenger Miller Training Programs
- b. International Program of Washington Small Business Development Center (WSBDC)
- c. NxLevel Entrepreneurial Training Program

- d. The Washington Entrepreneur's Guide
- e. Community Leader's Guide
- f. Family Community Leadership (FCL)
- g. Central Washington University School Administrator Certification Program
- h. Army ROTC Leadership Training and Development Program

An analysis of information obtained from these programs revealed that four characteristics were generally common to leadership training programs. These included:

- 1. Leadership concepts: Leadership roles and styles.
- 2. Interpersonal/Communication skills: Listening, speaking, presentation, conflict resolution, problem solving, etc.
- 3. Collaboration/Teamwork.
- 4. Management skills: Meeting management, time management, motivating, delegating, planning, etc.

#### Zenger Miller Training Programs

Zenger Miller (1995), an international consulting, educating, and training firm, specializes in helping companies measurably improve individual and organizational performance. This company's executive offerings focus on the management technologies of service/quality, strategic process management,

reengineering, and work teams. Zenger Miller's skills training addresses meeting facilitation, problem solving, team building and participation, communication, work relationships, performance and development, and quality issues.

The two main leadership training programs provided by Zenger Miller are Leadership 2000 and FrontLine Leadership, as introduced below:

#### 1. Leadership 2000

Leadership 2000 provides the skills required in organizations that are fostering a collaborative environment where decision making is shared by employees and managers and where every person needs to take initiative. The goal of this program is to provide a foundation of one-on-one interpersonal skills, plus the enhanced skills that support team initiatives, quality improvement, and process improvement efforts. The training focuses on the following leadership challenges that everyone faces in today's more fluid, less centrally controlled organizations:

- Meeting day-to-day performance goals.
- Working effectively in a cross-functional environment.
- Demonstrating initiative and self-reliance and fostering them in others.
- Combining both the generalist and specialist perspective.

- Tackling ambiguous, open-ended problems in a more free-form organization.

The course units use realistic video modeling, large and small group discussions, case studies, practice, feedback, and planning activities to build participants' skills and encourage the transfer of skills to the workplace.

These units are categorized into twelve parts as follows:

- The awareness of leadership roles.
- The basic principles for a collaborative workplace.
- Personal strategies for navigating change.
- Coaching: Bringing out the best in others.
- Managing your priorities.
- Influencing for win-win outcomes.
- Proactive listening.
- Expressing yourself: Presenting your thoughts and ideas.
- Giving and receiving constructive feedback.
- Giving recognition.
- Handling emotions under pressure.
- Moving from conflict to collaboration.

## 2. FrontLine Leadership

Frontline Leadership focuses on the leadership role of supervisors and managers at the front line of organizational performance. This program provides supervisors and managers with practical tools to meet the expanding demands of their jobs. It begins with functional supervisory skills and then builds specific leadership skills.

The basic principles of FrontLine Leadership are based on the following beliefs:

- Focus on the situation, issue behavior—not on the person.
- Maintain the self-confidence and self-esteem of others.
- Maintain constructive relationships with your employees, peers, and managers.
- Take initiative to make things better.
- Lead by example.

In FrontLine Leadership training program, besides an executive overview, the course units are organized into six skill clusters:

- Core interpersonal skills for effective leadership.
- Ways to manage and improve effective leadership.
- Techniques for enhancing team performance.
- Behaviors that build strong relationships and expand influence.



- Approaches to managing change and encouraging innovation.
- Methods for solving problems with individuals and teams.

### International Program of Washington

#### Small Business Development Center (WSBDC)

The Washington Small Business Development Center (WSBDC) sponsored by Washington State University has received national and international recognition for its innovative programs to support business success for entrepreneurs in small- and medium-sized businesses. Since 1991, the Office of International Programs (OIP) (1998) within WSBDC, has directed a Management Training and Economics Education Project in Romania and Russia. These training programs focus on practical, real-life solutions by using a mix of practical instruction, participatory activities, site visits, internships, guest speakers, roundtable sessions, etc. The training program curriculum includes the following components:

- Effective management of organizations: Including an introduction to leading, organizing, decision-making, planning, controlling, conflict management and behavior in organizations.
- Managing change: Speaking on the topic of fostering and managing change in an organization.
- Leadership development: Covering basic leadership through skills,

styles and conflict management, and addressing the importance of leadership.

- Computer skills training: Introducing the fundamental aspects of computer applications needed for the effective management of an organization and its programs.
- Developing action plans: Examining participants' career success.
- Gender issues in management: Exploring the role of gender diversity in organizations.
- Economic development commissions: Discussing the role of community and government in economic development.
- Introduction to public administration: Providing an understanding of various public management theories and approaches.
- Policy and program analysis: Analyzing policy alternatives and evaluating programs, the development of program objectives, management by objectives, and productivity analysis.
- Building associations and networks: Discussing on the formation of associations and the building of strong, professional networks.
- Building presentation skills: Developing effective presentation skills.
- Negotiations and ethics: Developing participants' bargaining skills in a professional environment, and discussing on ethics that explores the

nature and sources of ethical conflict and dilemmas that individuals and organizations confront.

At the end of this training program, participants are required to complete a program evaluation questionnaire designed to assure program improvement and to better meet future training needs.

#### NxLevel Entrepreneurial Training Program

The NxLevel Entrepreneurial Training Program is being offered throughout the state of Washington by the Washington Small Business Development Center (n.d.) in conjunction with local sponsors. The goal of this training program is to help foster and promote entrepreneurs in Washington State. By combining education, counseling and networking, NxLevel helps entrepreneurs learn skills needed to create, develop, and strengthen a successful business venture, and to put those skills to work.

This program emphasizes professional training concerned with business planning, market analysis, market strategies and implementation, financial planning, and managing growth for the future.

#### The Washington Entrepreneur's Guide

A publication entitled The Washington Entrepreneur's Guide, written by Larson, Vesper, and Forman (1997), provided information on how to start and

manage a business in Washington State. Besides providing current information describing the state's economy, resources programs, and successful companies, this publication also listed necessary skills (e.g., marketing skills, production and operations skills, finance/accounting skills, engineering skills, research and development skills, general management skills, etc.) that an entrepreneur should have for running a small business.

In their discussion of management skills, as paraphrased below, these authorities suggested an entrepreneur should possess the following leadership/management skills:

- a. Strategic planning – analyzing competitors, internal strengths and weaknesses, and external trends and developing competitive strategies.
- b. Organization – structuring the organization in logical units, delegating responsibility, and coordinating activities of people and divisions.
- c. Motivation – inspiring managers and employees to high performance.
- d. Controlling – setting goals and making sure goals are being met.
- e. Communication – communicating clearly with employees, media, customer, and others.
- f. Teamwork – helping individuals to work as a team.
- g. Cheerleading – supporting and encouraging employees.
- h. Legal expertise – possessing knowledge and understanding of taxes,

real estate, contracts, patents, investments, etc.

- i. Computer skills – using a computer to improve operations of firm.

Larson, Vesper, and Forman placed more emphasis on the management team and strategic planning concepts. These authorities contended the management team is critical to the success of business. Additionally, entrepreneurs need to be trained in the use of strategic planning skills to make their companies competitive in the marketplace. Strategic planning, the process of thinking about future events and taking action so that those events occur as people want them to, included six steps:

1. Define the business and develop a strategic mission.
2. Formulate strategic goals.
3. Analyze the external environment and company strengths and weaknesses.
4. Formulate strategies.
5. Implement strategies.
6. Re-evaluate strategies. (Larson, Vesper, & Forman, 1997, p.126)

When entrepreneurs/leaders use strategic planning, they analyze which opportunities and threats face the company, they assess the company's strengths and weaknesses, and they find a fit between the company and its environment to gain a competitive advantage.

### Community Leader's Guide

The Community Leader's Guide was developed by Institute for Extended Learning (n.d.) within Community Colleges of Spokane, Washington. The purpose of the materials contained in this guide is to provide an overview of the kinds of skills and knowledge a leader need to help the community improve. This publication provides self-tests and questionnaires to increase one's leadership knowledge and understanding of the working environment. Information designed to help groups function effectively is provided, along with some exercises for skill development.

According to this guide, a successful community leader should possess the following leadership knowledge and skills:

- Understanding of how change occurs.
- Communication skills such as listening skills, paraphrasing, managing conflict, etc.
- Team building: Understanding the stages of team development and the need to address both task and maintenance.
- Strategic planning: Understanding of the steps in any planning or problem-solving process.
- Effective meeting management: Creating a sense of shared responsibility for meeting outcomes and encouraging a high level of personal growth.

### Family Community Leadership (FCL)

Family Community Leadership (FCL) is a nation-wide educational program for the development and enhancement of leadership skills. This program, coordinated and sponsored by Washington State University Cooperative Extension (n.d.), has utilized research-based knowledge to improve people's economic status and quality of life, and enables people to influence issues affecting their families and communities.

Leadership Enhancement And Development (L.E.A.D.) and Leadership Advancement are two training programs based on the FCL model. These two programs, which have been operating in different regions in Washington State, are for individuals seeking specialized leadership training which will enable them to be more effective in their community, organization, and family. The uniqueness of L.E.A.D. and Leadership Advancement comes from the teamwork and collaboration of participants in a hands-on atmosphere for learning. These programs, delivered by a highly trained group of professionals including university faculty, consultants and certified trainers, provide instruction in the following areas:

- Communications and listening.
- Issue identification and problem solving.
- Working with groups.
- Effective meeting management.

- Presentations.
- Leadership.
- Your voice in the community.
- Influencing community decision-makers.

### Central Washington University School Administrator Certification Program

The School Administration and Certification Program at Central Washington University (CWU) (1998) prepares educational leaders to assume management and instructional responsibilities needed to facilitate learning in a diverse world.

This program includes a field-based internship experience in a school district setting. The program is designed to facilitate careful observation of the candidate's administrative behavior, and to help candidates develop skill in diagnosing school problems and developing strategies to resolve them. The purpose of the administrative internship is to provide wide exposure and experience at the anticipated job entry-level, and to provide the candidate with an integrated understanding of the entire educational situation. Through the internship, prospective school administrators learn how to turn theory into practice, and to apply past experience along with new knowledge and skill, in areas where they must demonstrate competency in future administrative positions. Candidates also benefit from the direct, immediate feedback and on-



the-job supervision provided by experienced staff members.

According to the conceptual framework of this program, administrator candidates are required to provide leadership to schools and influence school cultures by building a vision, stimulating innovation, encouraging performance, and moving groups to accomplish tasks. After completing the CWU Administrator Certification Program, participants will be able to demonstrate effective leadership skills and knowledge inherent in Washington Administrative Code (WAC 180-78-257) performance domains (i.e., "the 21 Domains").

These specific performance domains have been categorized into four parts: functional domains, programmatic domains, interpersonal domains, and contextual domains, as detailed below:

1. Functional domains – address the organizational processes and techniques by which the mission of the school is achieved. Performance areas include: leadership, information collection, problem analysis, judgment, organizational oversight, implementation, and delegation.

2. Programmatic domains – focus on the scope and framework of the educational program. Performance areas addressed include: instructional program, curriculum design, student guidance and development, staff development, measurement and evaluation, and resource allocation.

3. Interpersonal domains – acknowledge the critical value of human relationships to the satisfaction of personal and professional goals, and to the

achievement of organizational purpose. Performance areas are: motivating others, sensitivity, oral expression, and written expression.

4. Contextual domains – reflect the world of ideas and forces within which the school operates. The following performance areas are required: philosophical and cultural values, legal and regulatory applications, policy and political influences, and public and media relationships.

#### Army ROTC Leadership Training and Development Program

Army ROTC (1996) is a four-year program which provides classroom studies and training in such subjects as military history, leadership development, and national defense. This training program places emphasis on producing tomorrow's leaders, and its goal is to help people learn skills in demand today in the civilian and business world such as teamwork, tact, and effective communication.

Besides professional military training, Army ROTC's curriculum related to leadership knowledge and skills is organized into the following lesson units:

- Time management.
- Speaking effectively.
- Written communications.
- Effective delegation.
- Effective listening and feedback.

- Mentoring.
- Introduction of the difference between leadership and management.
- Leadership principles and perspectives.
- Situational leadership.
- Principle-centered leadership.
- Subordinate leadership.
- Emergence of management thought.
- Core values/Officership values.
- Character development.

These lessons are offered through lectures, guided discussions, demonstrations, role-playing, case studies, simulations, video presentations, questioning, Socratic method, etc.

### Summary

The research and literature summarized in Chapter 2 supported the following themes:

1. Taiwan, a rising economic power in the western Pacific, is characterized by a high entrepreneurial spirit, capital- and technology-intensive industries, and an unusually high proportion of small businesses.

2. Effective leadership involves self-awareness, conceptual knowledge and vision, and particular skills and behaviors, which can be learned and developed by training.

3. There is a trend toward a more participative organizational leadership style which places greater emphasis on shared decision making, empowerment, flexibility, employee growth and development, and employee morale and job satisfaction.

4. Model leadership training programs, cited in the review of literature, were characterized by the following program components:

- a. Leadership concepts: Leadership roles and styles.
- b. Interpersonal/Communication skills: Listening, speaking, presentation, conflict resolution, problem solving, etc.
- c. Collaboration/Teamwork.
- d. Management skills: Meeting management, time management, motivating, delegating, planning, etc.

## CHAPTER 3

### PROCEDURES OF THE PROJECT

The purpose of this project was to develop a model leadership training program for small business entrepreneurs in Taiwan. To accomplish this purpose, a review of current literature regarding leadership development was conducted. Additionally, related information from selected model leadership training programs was obtained and analyzed.

Chapter 3 contains background information describing:

1. Need for the project
2. Development of support for the project
3. Procedures
4. Planned implementation and assessment of the project

#### Need for the Project

The need for the project was influenced by the following considerations:

1. The writer (Mai, Chi-mei), a student of global economics, holds a Bachelor of Arts degree in Economics from National Taiwan University, Taipei. This educational background in Taiwan increased the writer's awareness of the highly competitive marketplace and continuously changing environment which characterizes this island nation. Her

undergraduate studies have also (a) heightened the writer's interest in management/leadership practices that provide successful business enterprises and, (b) provided a means for observing recent changes in management practices in Taiwan. For example, many current small

business entrepreneurs in Taiwan were educated in a more conservative society in which the management system was more top-down and autocratic. However, to keep up with increasing competition and change, business entrepreneurs in Taiwan have modified their management practices, and are meeting today's organizational needs by allowing employees to have larger voice in company decision-making. Small business entrepreneurs must look for new and innovative ways to continuously improve the quality of leadership while maintaining the effectiveness of their businesses.

2. Following graduation from National Taiwan University, the writer was employed in an executive position as Special Assistant to the President of Shu-hwa Electronic Co., Ltd., Taipei, Taiwan. This first-hand management experience made her more aware of the importance and the need for developing a model leadership training program for small business entrepreneurs in Taiwan.
3. The opportunity to undertake graduate studies at Central Washington University afforded an opportunity to further pursue the writer's interest

in management/leadership training, and to explore in-depth, current trends in management/leadership training for business entrepreneurs.

4. The writer's acquisition of new knowledge and strategies gained from graduate studies and related current research in administration and leadership training at Central Washington University, has helped her to discover strategies needed for the development of leadership skills and behaviors in any successful small business.
5. Research has confirmed the need for appropriate leadership skills training for small business entrepreneurs.
6. The president of Shu-hwa Electronic Co., Ltd. recognizing the need to develop effective and functional leadership training among managerial-level staff, encouraged the writer to develop a model leadership training program for Shu-hwa Electronic Co., Ltd., Taipei, Taiwan.
7. Undertaking this project coincided with the writer's graduate studies in educational administration at Central Washington University.

#### Development of Support for the Project

From 1995 to 1996, the writer was employed in a managerial-level position at Shu-hwa Electronic Co., Ltd. in Taiwan. During this time, the writer was provided an opportunity to gain first-hand insight into the company's operational procedures, marketing strategies, and primary business functions. It was

further observed that the Shu-hwa Electronic Co., Ltd. had made no provision at that time for employee and managerial-level leadership training. The nature of the writer's position with the firm also provided opportunity to discuss these observations with Mr. Kao, president of Shu-hwa Electronic Co., Ltd. and, to explore with him the need for development of an employee training program. With his encouragement and financial support, the determination was made that a model leadership training program should be created and implemented to train managerial-level employees in his company. With the support of Mr. Kao, the writer was granted a leave of absence from the company to pursue graduate studies at Central Washington University from 1997 to 1998. Following her admission to graduate school, the writer undertook in-depth research on current practices in management and leadership training programs for small business entrepreneurs.

### Procedures

To obtain background information essential for developing a model leadership training program for small business entrepreneurs, an Educational Resources Information Center (ERIC) computer search was conducted. A hand-search of various other resources concerned with leadership training was also undertaken. Additionally, related information from selected model leadership training programs was obtained and analyzed.



### Planned Implementation and Assessment of the Project

Implementation of the model leadership training program has been scheduled for 1999, following the writer's completion of graduate studies and return to her managerial position with Shu-hwa Electronic Co., Ltd. At that time, meeting will be scheduled with Mr. Kao and other company officers to discuss and to develop a plan for implementation of the model leadership training program. Following implementation, it is anticipated that questionnaire surveys will be conducted on a regular basis, to assess, e.g., employees' perceptions concerning benefits of the training program, modification of employee leadership skills and behaviors resulting from program participation, level of understanding of leadership characteristics and beliefs, etc. Recommendations solicited from training program participants will be considered and used by managerial staff/Human Resource Department to modify the training program. The writer will assist in the development and assessment of the model training program, and for compilation of an annual progressed report to be submitted to the president and stockholders of Shu-hwa Electronic Co., Ltd.

## CHAPTER 4

### THE PROJECT

The model leadership training program to develop effective leadership skills for small business entrepreneurs in Taiwan, which was the subject of this project, has been presented in eight sections in Chapter 4 as follows:

Section 1: Introduction

Section 2: Leadership concepts

Section 3: Interpersonal skills

Section 4: Teamwork

Section 5: Management skills

Section 6: Computer skills

Section 7: Personal action plan

Section 8: Selected sources of information on leadership training

A MODEL LEADERSHIP TRAINING PROGRAM FOR  
SMALL BUSINESS ENTREPRENEURS  
IN TAIWAN

---

By  
Chi-mei Mai

Central Washington University

July, 1998

P-1

## TABLE OF CONTENTS

Section	Page
1 INTRODUCTION.....	P-4
Program Goals .....	P-5
Training Schedule .....	P-6
Training Activities .....	P-6
Evaluation .....	P-7
2 LEADERSHIP CONCEPTS .....	P-9
Overview .....	P-10
Objectives .....	P-10
Activities .....	P-11
Effective Leadership Behaviors .....	P-12
Leadership Assessment Inventory .....	P-13
3 INTERPERSONAL SKILLS .....	P-25
Overview .....	P-26
Objectives .....	P-26
Activities .....	P-27
Effective Communication Guidelines .....	P-28
Ideas for Effective Listening .....	P-29
Rules for Giving Feedback .....	P-30
Guiding Principles in Resolving Conflict .....	P-30
Steps in Resolving Conflict .....	P-31
Stress Management Tips for Working with Others .....	P-31
4 TEAMWORK .....	P-33
Overview .....	P-34
Objectives .....	P-34
Activities .....	P-35
How Organizations Benefit from Teamwork .....	P-36
Communication Enhancements while Working in Teams ..	P-37
Dangerous Assumptions About Teams .....	P-38
Team-Building Process .....	P-39

5	MANAGEMENT SKILLS .....	P-41
	Overview .....	P-42
	Objectives .....	P-42
	Activities .....	P-42
	Benefits of Delegation .....	P-44
	Delegation Process .....	P-44
	Keys to Motivate People to Action .....	P-45
	Advantages to Managing Your Time .....	P-46
	Rules of Effective Time Management .....	P-46
	Reflective Exercise fir Time Management .....	P-47
	Sample Daily Planner .....	P-49
	Tips for Conducting Successful Meetings .....	P-50
6	COMPUTER SKILLS .....	P-51
	Overview .....	P-52
	Objectives .....	P-52
	Activities .....	P-52
7	PERSONAL ACTION PLAN .....	P-53
	Overview .....	P-54
	Objectives .....	P-54
	Activities .....	P-54
	Reflective Exercise: Personal Action Plan .....	P-56
8	SELECTED SOURCES OF INFORMATION ON LEADERSHIP TRAINING .....	P-66
	Helpful Organizations and Resources .....	P-67
	Washington State Resources .....	P-73

## SECTION 1: INTRODUCTION

Contents	Page
Program Goals.....	P-5
Training Schedule .....	P-6
Training Activities .....	P-6
Evaluation .....	P-7

## **INTRODUCTION**

### **Program Goals**

The Model Leadership Training Program will focus on the following conceptual and skill development areas:

1. Leadership concepts: Including leadership responsibilities, the fundamental elements of effective leadership, the differences between leadership and management, etc.
2. Interpersonal skills: Such as active listening skills, speaking skills, conflict resolution, stress management, and giving constructive feedback.
3. Teamwork: Creating a climate where everyone is able to cooperate, share ideas, and work together for a common purpose.
4. Management skills: Such as motivating, delegating, leading/facilitating in meetings, and time management.
5. Computer skills: The fundamental aspects of computer applications needed for the effective management of an organization.
6. Personal action plan: Participants will utilize the above concepts and skills to develop their own personal action plan.

## **Training Schedule**

The Model Leadership Training Program will be organized into sessions varying in length from three to six hours. Each scheduled session will be determined by each company's individual requirements. Unless other arrangements have been made, courses can generally be delivered from 6:00 PM to 9:00 PM, Monday through Friday; 9:00 AM to 4:00 PM, Saturday and Sunday. Each course or workshop can accommodate up to twenty people.

## **Training Activities**

Training activities for each session will allow participants to:

- Take part in the discussion.
- Review, reflect, and comment on past experiences.
- Share their expertise and skills.
- Practice skills and identify appropriate use.

Teaching strategies will include informal lecture, guided group discussion, brainstorming, case studies, role modeling, and practices.



## **Evaluation**

After each training session, a questionnaire will be used to solicit participant feedback (see Table 1-1: Session Evaluation Form, P-8). These questionnaire results will be used as a tool of program improvement.

## Table 1-1: Session Evaluation Form

Date: \_\_\_\_\_

Title of Session: \_\_\_\_\_

1. How valuable was this session to you?

(5= very; 1= not at all)

5      4      3      2      1

2. What did you like the best about this session?

3. What did you like the least about this session?

4. What suggestions would you have for improving this session?

5. What else would you like to learn about this topic?

6. Other comments:

## SECTION 2: LEADERSHIP CONCEPTS

Contents	Page
Overview .....	P-10
Objectives .....	p-10
Activities .....	P-11
Effective Leadership Behaviors .....	P-12
Leadership Assessment Inventory .....	P-13

## **LEADERSHIP CONCEPTS**

### **Overview**

This initial awareness session defines what is common to leadership roles regardless of the individual's position in an organization. This training will provide participants an opportunity to discuss the meaning of leadership and how it differs from management. Participants will also complete a leadership assessment inventory and develop a personal leadership profile (see Table 2-1: Leadership Assessment Inventory, P-13~24).

### **Objectives**

Participants will be able to:

1. Define leadership and management.
2. Explain the difference in focus between leaders and managers.
3. Identify key motives that contribute to leadership effectiveness.
4. Explain how to prepare for effective leadership.

## **Activities**

Consistent with session objectives, activities will include:

1. Preparing a written description of either the best leader or the worst leader each participant has observed, and relating that description to specific behaviors and attitudes.
2. Working in groups, searching for patterns of behaviors, skills, and attitudes characteristic of effective and ineffective leaders.
3. Defining leadership and management.
4. Discussing the differences between leaders and managers.
5. Assessing personal leadership performance (Discussion/Assessment resources: Effective Leadership Behaviors, P-12; Table 2-1: Leadership Assessment Inventory, P-13~24).

### **Effective Leadership Behaviors**

- Demonstrating creativity and innovative thinking
- Recognizing individual needs and contributions of all employees
- Shaping vision and strategy
- Applying effective interpersonal skills
- Facilitating the leadership development of others
- Embracing change and diversity
- Setting high performance standards
- Giving frequent feedback
- Showing passion for work
- Empowering others
- Building teamwork
- Delegating to others
- Motivating others
- Being decisive
- Taking risks intelligently
- Being consistent

### **Table 2-1: Leadership Assessment Inventory**

(Adapted from "The Leader-Manager: Guidelines for Action" by W. D. Hitt, 1988)

This Assessment Inventory, which presents a comprehensive view of the effective leader, contains 100 items drawn from the literature on leadership.

The inventory identifies certain characteristics of the "ideal leader"—as viewed by experts in the field of leadership.

The inventory provides a vehicle for assessing the performance of a manager as a leader. The assessment may be done in any of three ways: (1) the manager may evaluate himself or herself; (2) the manager's immediate supervisor may evaluate the manager; or (3) the people reporting directly to the manager may evaluate the manager.

The inventory includes ten items in each of ten areas: (1) Personal Attributes, (2) The Leader as Change Agent, (3) Creating the Vision, (4) Developing the Team, (5) Clarifying the Values, (6) Positioning, (7) Communicating, (8) Empowering, (9) Coaching, and (10) Measuring.

#### **Directions:**

1. After reading each statement contained in the inventory (see P-15~24), rate each item with a number from "0" through "5" according to the following scale:

(Table 2-1, continued)

5=To a very large extent

2=To a slight extent

4=To a fairly large extent

1=To a very slight extent

3=To a moderate extent

0=Not at all

2. After completing the inventory, respondents compute each of the 10 category scores and record the scores on the Leadership Profile.
3. Record each category score with a point on the graph, and then connect the points with straight lines using a colored pencil or pen.

### Leadership Profile

	0	5	10	15	20	25	30	35	40	45	50
1. Personal Attributes											
2. The leader as Change Agent											
3. Creating the Vision											
4. Developing the Team											
5. Clarifying the Values											
6. Positioning											
7. Communicating											
8. Empowering											
9. Coaching											
10. Measuring											



(Table 2-1, continued)

1. Personal Attributes

- |      |   |       |
|------|---|-------|
| 1.1  | Accepts and enjoys the role of leader.                                  | _____ |
| 1.2  | Is a self-confident person.   | _____ |
| 1.3  | Is self-motivated and self-directing.                                   | _____ |
| 1.4  | Has a firm sense of purpose and commitment.                             | _____ |
| 1.5  | Is action-oriented—has a strong drive to<br>accomplish and achieve.     | _____ |
| 1.6  | Is guided by a clear set of values.                                     | _____ |
| 1.7  | Is willing “to stand up and be counted”—even<br>with an unpopular view. | _____ |
| 1.8  | Is a decisive person.   | _____ |
| 1.9  | Is a person of integrity.   | _____ |
| 1.10 | Is continually learning, developing, and expanding.                     | _____ |
|      | Sum of scores =   | _____ |

(Table 2-1, continued)

## 2. The Leader as Change Agent

- |      |   |       |
|------|---|-------|
| 2.1  | Can envision a new reality and aid in its translation into concrete terms.                            | _____ |
| 2.2  | Is able to abandon outmoded assumptions and to experiment with some alternative concepts.             | _____ |
| 2.3  | Is a person who can make things happen.   | _____ |
| 2.4  | Is able to shape and push an idea until it takes usable form.   | _____ |
| 2.5  | Is able to get enough power to mobilize people and resources to initiate and implement an innovation. | _____ |
| 2.6  | Actively involves his/her people in planning.   | _____ |
| 2.7  | Generates an attitude that change is normal.  | _____ |
| 2.8  | Is able to gain acceptance of change with a minimum of resistance.                                    | _____ |
| 2.9  | Seeks out and accepts criticism of his/her ideas.   | _____ |
| 2.10 | Is able to create a pocket of excellence on his/her turf.   | _____ |
|      | Sum of scores =   | _____ |

(Table 2-1, continued)

### 3. Creating the Vision

- |      |   |       |
|------|---|-------|
| 3.1  | Demonstrates a good grasp of what the organizational unit is and how it is faring.  | _____ |
| 3.2  | Demonstrates a good grasp of the goals and strategic plans of the larger organization.  | _____ |
| 3.3  | Demonstrates an ability to focus on the critical issues   | _____ |
| 3.4  | Demonstrates an ability to think beyond the daily routine, to see a greater vision that ties day-to-day activities to future goals. | _____ |
| 3.5  | Demonstrates the ability to set a new direction for the organizational unit for which he/she is responsible.                        | _____ |
| 3.6  | Identifies an overarching goal that captures the unique thrust of his/her unit and provides common purpose.                         | _____ |
| 3.7  | Is able to attain a clear and coherent mental picture of what the organizational unit can become.                                   | _____ |
| 3.8  | Is able to transfer his/her mental picture of what the organizational unit can become to the minds of all members of the team.      | _____ |
| 3.9  | Is able to obtain "ownership" of the vision on the part of all team members.  | _____ |
| 3.10 | Is able to concentrate the attention of everyone in the unit on the vision.   | _____ |
|      | Sum of scores =   | _____ |

(Table 2-1, continued)

#### 4. Developing the Team

4.1 Is able to create a team of key staff members who are jointly responsible with the manager for the unit's success.

\_\_\_\_\_

4.2 Promotes team spirit while at the same time being supportive of the goals of the larger organization.

\_\_\_\_\_

4.3 Creates an environment that fosters trust among team members.

\_\_\_\_\_

4.4 Actively involves the team members in the formulation of group goals and objectives.

\_\_\_\_\_

4.5 Achieves among all team members a commitment to the group goals.

\_\_\_\_\_

4.6 Actively involves team members in key decisions that influence their work.

\_\_\_\_\_

4.7 Seeks advice and counsel from team members.

\_\_\_\_\_

4.8 Promotes honest, sincere feedback among all members of the team.

\_\_\_\_\_

4.9 Promotes a win-win approach to conflict resolution.

\_\_\_\_\_

4.10 Actively involves team members in evaluating group performance and deciding upon corrective action.

\_\_\_\_\_

Sum of scores =

\_\_\_\_\_

(Table 2-1, continued)

## 5. Clarifying the Values

- |      |   |       |
|------|---|-------|
| 5.1  | Serves as the focal point of the unit in translating organizational values into reality.  | _____ |
| 5.2  | Demonstrates a clear understanding of the organization's value system.  | _____ |
| 5.3  | Is able to articulate and breathe life into the organization's value system.  | _____ |
| 5.4  | Communicates the organization's values in terms of specific statements on specific issues.  | _____ |
| 5.5  | By communicating the organizational values, is able to provide employees with a "compass" and point them in the proper direction. | _____ |
| 5.6  | Makes decisions and acts in accord with the organization's value system.  | _____ |
| 5.7  | Is faithful in adhering to the organization's value system.   | _____ |
| 5.8  | Demonstrates consistency in actions and words.  | _____ |
| 5.9  | Rewards staff on the basis of their adherence to the organization's value system.   | _____ |
| 5.10 | Is successful in translating the organization's values into a reality that is manifest in the staff's daily behavior.             | _____ |
|      | Sum of scores =   | _____ |

(Table 2-1, continued)

## 6. Positioning

- |      |  |       |
|------|--|-------|
| 6.1  | Is able to provide a realistic bridge from the present to the future of the organizational unit. | _____ |
| 6.2  | Has a good grasp of the external environment insofar as it relates to his/her group.             | _____ |
| 6.3  | Has a good grasp of the needs and demands of clients.  | _____ |
| 6.4  | Has a good grasp of the strengths and limitations of his/her organizational unit.                | _____ |
| 6.5  | Identifies and focuses on key thrust areas.  | _____ |
| 6.6  | Develops an annual written plan that integrates goals, action sequences, and resources.          | _____ |
| 6.7  | Involves his/her staff in the development of plans.  | _____ |
| 6.8  | Asks "what if" questions—develops contingency plans.   | _____ |
| 6.9  | Reviews plans periodically and makes adjustments as appropriate.                                 | _____ |
| 6.10 | Has a systematic abandonment policy--knows when to "fold" in a given area.                       | _____ |
|      | Sum of scores =  | _____ |

(Table 2-1, continued)

## 7. Communicating

- |      |   |       |
|------|---|-------|
| 7.1  | Is able to communicate in the language of the receiver.   | _____ |
| 7.2  | Is a good listener.   | _____ |
| 7.3  | Gives effective oral presentations.   | _____ |
| 7.4  | Conducts effective and efficient meetings.  | _____ |
| 7.5  | Is a good writer.   | _____ |
| 7.6  | Lets staff know where the organization is headed, how it plans to get there, and what all that means to them. | _____ |
| 7.7  | Makes his/her position on key issues known to staff.  | _____ |
| 7.8  | Provides his/her staff with accurate and complete information.  | _____ |
| 7.9  | Manages by "walking around"—to engage in one-on-one dialogue with staff.                                      | _____ |
| 7.10 | "Walks the talk"—actions are consistent with words.   | _____ |
|      | Sum of scores =   | _____ |

(Table 2-1, continued)

## 8. Empowering

- |      |  |       |
|------|--|-------|
| 8.1  | Treats people as his/her most important asset.   | _____ |
| 8.2  | Treats people with dignity and respect.  | _____ |
| 8.3  | Shows true concern for each staff member as a person.  | _____ |
| 8.4  | Is able to perceive the needs of his/her people.   | _____ |
| 8.5  | Is effective in linking the needs of the individual staff members and the needs of the organization. | _____ |
| 8.6  | Demonstrates a clear commitment to excellence.   | _____ |
| 8.7  | Is able to attract and energize people to an exciting vision of the future.                          | _____ |
| 8.8  | Motivates others through enthusiasm and infectious optimism.   | _____ |
| 8.9  | Is able to bring out the best in people--lifts them to their "higher selves."                        | _____ |
| 8.10 | Is able to make his/her staff feel that they are winners.  | _____ |
|      | Sum of scores =  | _____ |



(Table 2-1, continued)

## 9. Coaching

- |      |  |       |
|------|--|-------|
| 9.1  | Cares enough about people to take the time to build a personal relationship with them. | _____ |
| 9.2  | Takes a personal interest in the career development of each member of his/her group.   | _____ |
| 9.3  | Uses naturally arising interactions with staff to foster learning.                     | _____ |
| 9.4  | Makes effective use of work assignments as a major means of developing his/her staff.  | _____ |
| 9.5  | Is an effective delegator.   | _____ |
| 9.6  | Gives honest feedback in a timely fashion.   | _____ |
| 9.7  | Uses performance appraisal as a means of teaching, not exhorting or admonishing.       | _____ |
| 9.8  | Is effective in developing his/her followers to become leaders.                        | _____ |
| 9.9  | Is actively developing one or more backups for his/her position.                       | _____ |
| 9.10 | Promotes lifelong learning as "a way of life" for all members of the group.            | _____ |
|      | Sum of scores =  | _____ |

(Table 2-1, continued)

## 10. Measuring

- |       |   |       |
|-------|---|-------|
| 10.1  | Has a good grasp of the nature of the system for which he/she is responsible.   | _____ |
| 10.2  | Has a good grasp of the state of the system at any point in time.   | _____ |
| 10.3  | Has a good grasp of the relations between casual, intervening, and end-result variables in the system for which he/she is responsible.            | _____ |
| 10.4  | Is able to identify the "critical success factors": the limited number of areas in which satisfactory results will ensure successful performance. | _____ |
| 10.5  | Collects data and information continually on the critical success factors—those which are operationally most important.                           | _____ |
| 10.6  | Maintains a balanced view in evaluating both the tangibles and the intangibles.   | _____ |
| 10.7  | Continually evaluates progress against plans.   | _____ |
| 10.8  | Conducts effective operations review meetings to evaluate overall performance.  | _____ |
| 10.9  | Deals with problems in proportion to their importance.  | _____ |
| 10.10 | Is effective in taking corrective action promptly whenever accomplishments deviate significantly from the plan.                                   | _____ |
|       | Sum of scores =   | _____ |

### SECTION 3: INTERPERSONAL SKILLS

Contents	Page
Overview .....	P-26
Objectives .....	P-26
Activities .....	P-27
Effective Communication Guidelines .....	P-28
Ideas for Effective Listening .....	P-29
Rules for Giving Feedback .....	P-30
Guiding Principles in Resolving Conflict .....	P-30
Steps in Resolving Conflict .....	P-31
Stress Management Tips for Working with Others .....	P-31

## **INTERPERSONAL SKILLS**

### **Overview**

This training session will provide participants opportunities to expand their interpersonal skills through behavior modeling, discussion, and practices.

Emphasis will be placed on listening skills, speaking skills, stress management, conflict resolution, and giving constructive feedback. Guidelines, ideas, rules, etc., for facilitating development of interpersonal skills have been presented on pages P-28 through P-32.

### **Objectives**

Participants will be able to:

1. Demonstrate active listening.
2. Apply speaking skills with accuracy, clarity, and appropriate style.
3. Identify the importance of feedback to effective communication, and give constructive feedback.
4. Deal with emotional behavior.
5. Reduce and resolve conflicts with confidence.
6. Understand and manage the stress in their life.

## **Activities**

Consistent with session objectives, activities will include:

1. Identifying personal communication styles.
2. Introducing communication process and giving guidelines for effective communication.
3. Working in groups, discussing the ideas for active listening.
4. Discussing the rules for giving constructive feedback.
5. Developing concepts for managing stress.
6. Developing a skill-practice situation based upon a current on-the-job problem.
7. Discussing and describing situations where participants can apply the interpersonal skills on the job.

## **Effective Communication Guidelines**

(Adapted from Family Community Leadership (FCL) by Washington State University  
Cooperative Extension, n.d.)

- **Build self-esteem.**
- Build breadth and depth of knowledge.
- Live a pattern of cooperation.
- Understand interaction styles—adjust your style as needed.
- Reflect what you see and hear.
- Listen! Listen! Listen!
- Become genuinely interested in others.
- Protect the other person's ego by looking for the good.
- Seek first to understand other's point of view before trying to persuade others to your way of thinking.
- Stop value judging others.
- Understand the other person's motivation.
- Develop an appreciation that no one's full meaning can be understood by word alone.
- Think before you speak and weigh carefully how your words, tone of voice and body movements impress your audience.
- Question your listeners to check for understanding.

## **Ideas for Effective Listening**

(Adapted from Family Community Leadership (FCL) by Washington State University  
Cooperative Extension, n.d.)

1. Prepare yourself to listen.
2. Create a positive listening environment.
3. Fight off distractions.
4. Maintain eye contact.
5. Use body language to reinforce listener.
6. Remain open and neutral.
7. Don't interrupt – hear the complete story.
8. Don't trust important facts to memory.
9. Pause before responding.
10. Ask questions.
11. Eliminate value judging.
12. Recognize emotions.
13. Empathize with the speaker.
14. Restate main points.
15. Use the speaker's words to get down points across.
16. Stick to speaker's subject.
17. Ask speaker, "what is your suggestion?"
18. Be patient.

## **Rules for Giving Feedback**

(Adapted from Family Community Leadership (FCL) by Washington State University  
Cooperative Extension, n.d.)

- Consider the needs of the other person.
- Consider the timing and privacy for the feedback.
- Before giving feedback, check your emotions.
- Be a witness rather than a judge.
- Focus on behavior—not personality.
- Be specific—not general.
- Give feedback only on those areas over which the person has control.
- Don't gunnysack problems.
- Assume a leveling, non-verbal posture when listening.
- Check for understanding.

## **Guiding Principles in Resolving Conflict**

(Adapted from Family Community Leadership (FCL) by Washington State University  
Cooperative Extension, n.d.)

- Listen.
- Preserve self-respect and dignity.
- State your case.
- Expect to change your behavior.



## **Steps in Resolving Conflict**

(Adapted from Family Community Leadership (FCL) by Washington State University  
Cooperative Extension, n.d.)

- Seek a win-win outcome.
- Refer to goals.
- Identify real issues.
- Break down issues into basic components.
- Focus on major issues.
- Reverse roles for understanding.
- Develop a mutually beneficial solution.

## **Stress Management Tips for Working with Others**

(Adapted from Family Community Leadership (FCL) by Washington State University  
Cooperative Extension, n.d.)

- Have "escape routes."
- Remind yourself of your good qualities.
- Talk to yourself.
- Set realistic goals and expectations.
- Take care of number one.
- Establish quiet time.
- Accept change.

- Focus on areas you can control.
- Negotiate and re-engineer pressure situations.
- Have support system.
- Have a reward system.
- Balance your life.
- Be flexible.
- Learn to say "No!"
- Have a positive mental attitude.
- Maintain sensible perspective and a sense of humor.

## SECTION 4: TEAMWORK

Contents	Page
Overview .....	P-34
Objectives .....	P-34
Activities .....	P-35
How Organizations Benefit from Teamwork .....	P-36
Communication Enhancements while Working in Teams .....	P-37
Dangerous Assumptions about Teams .....	P-38
Team-Building Process .....	P-39

## **TEAMWORK**

### **Overview**

This training session will examine reasons organizations are moving to teams and discusses challenges and rewards of this change. Participants will review their new role as team leaders, and discover how they can contribute to the development of teams in their organizations.

### **Objectives**

Participants will be able to:

1. Identify the benefits of teamwork.
2. Take an active role in team decisions.
3. Identify team-building process.
4. Build a foundation of trust in their teams.
5. Help team members reach consensus.
6. Make the most of team member differences.
7. Identify communication enhancements.
8. Build a constructive and collaborative relationship with others.
9. Create a climate where everyone is able to cooperate, share ideas, and work together for a common purpose.

## **Activities**

Consistent with session objectives, activities will include:

1. Working in groups, identifying how organizations benefit from teamwork.
2. Sharing skills and experiences to leverage team strengths.
3. Discussing and practicing effective team communication.
4. Considering a business issue as group project.
5. Building responsibility in groups.
6. Reaching a consensus in making decisions.
7. Evaluating the team's consensus skills.
8. Discussing self areas of strong contribution, support for others, and development possibilities.

Activities in this training session will be centered on development of the team-building process, organizational benefits of teamwork, decision making by consensus, assumptions about group work, etc. Information presented on pages P-36 through P-40 will be utilized to focus group discussions and group activities to allow for deeper conceptual understanding and critical analysis of teamwork.

## **How Organizations Benefit from Teamwork**

(Adapted from "Highly Responsive Teams: The Key to Competitive Advantage" by A. Avergun, 1995)

1. With more people involved in the decision-making process and in hearing more diverse points of view, teams operate with greater cooperation and with less unproductive competition.
2. When decisions are made by the people most directly involved with the outcome, they are more readily accepted by the group and by management as well. When errors occur, the team focuses on learning from its mistakes instead of blaming an individual for poor judgement.
3. As teams take responsibility for improving all parts of an organization, their efforts generate more ideas and greater efficiencies.
4. As teams make more day-to-day decisions, leaders are freed to do more global thinking and long-range planning.
5. Assessing risks and following through to implement decisions are part of the team process. When people see something that needs to be fixed, they go fix it. Then they do what they need to do to keep it from happening again.

## **Communication Enhancements while Working in Teams**

(Adapted from "NxLevel Guide for Business Start-ups" edited by D. P. Wold, 1997)

The tasks of team leaders are to keep communication open, address issues, and solve conflicts. This communication need not focus on specific problems. Create an atmosphere within the team where people can freely express positive and negative views. In this way, leaders can vent frustrations and overcome negative feelings, thus helping people to focus their energy on the mission. Consider the following communication enhancements:

- Description: "I see it in this way, how do you see it?"
- Equality: "We are in this together."
- Openness: "What do you see as the key issue here? Let's hear your ideas."
- Problem-Orientation: "How do you feel this could be a problem? Let's work together to find a solution."
- Positive Intent: "Can we step back and focus on our common objective? Here are my motives in this case."
- Empathy: "I appreciate your concern. I understand how you feel."

## **Dangerous Assumptions About Teams**

(Adapted from "Highly Responsive Teams: The Key to Competitive Advantage" by A. Avergun, 1995)

The following assumptions will doom an effort to failure while establishing teams:

- Calling work groups "teams" in the belief that "team language" alone will change the way work is done.
- Removing front-line leaders as a short cut to developing teams. This leaves team members with no leader to help set standards, plan the work, coach, and give feedback.
- Assuming teams can develop on their own, without strong, visible support from senior management.
- Overlooking the need for a clear vision and for the clarification of expectations for teams.
- Assuming that setting up teams is an isolated act, with little or no implication for systems or other functions in the organization.



## **Team-Building Process**

(Adapted from "NxLevel Guide for Business Start-ups" edited by D. P. Wold, 1997)

1. Identify needs: Determine which area of your business could most benefit from the strength of a team. Identify the key issues for this team.
2. Identify key people: Identify the types of skills that your team must possess in order to accomplish its goals. By mixing people with different backgrounds, your team will be able to explore a wider range of solution.
3. Gather, inform and listen: Assemble your team, share with them the who's, where's, why's, and how's of the team's creation. Encourage and listen to your people's feedback.
4. Set your sights: Clarify the purpose and goals of the team. Clearly set forth the team objectives that are specific, measurable, and time bound.
5. Establish a forum: Create an environment for open communication and constructive confrontation among all the team members.
6. Set your ground rules and procedures: Create a pattern of identifying issues, exploring problems, gathering information, infusing new perspectives, challenging alternatives, eliminating choices, and selecting the possible course of action.

7. Evolving and adapting: Consider how individual members have contributed, and how effectively the team works together.
  8. Reaping the rewards: Recognize member contributions and reward your team.
-

## SECTION 5: MANAGEMENT SKILLS

Contents	Page
Overview .....	P-42
Objectives .....	P-42
Activities .....	P-42
Benefits of Delegation .....	P-44
Delegation Process .....	P-44
Keys to Motivate People to Action .....	P-45
Advantages to Managing Your Time .....	P-46
Rules of Effective Time Management .....	P-46
Reflective Exercise for Time Management .....	P-47
Sample Daily Planner .....	P-49
Tips for Conducting Successful Meetings .....	P-50

## **MANAGEMENT SKILLS**

### **Overview**

This training session will provide participants with concepts and skills necessary to effectively delegate, motivate, conduct meetings and manage time. Participants will learn how to implement these management skills on the job and develop action plans.

### **Objectives**

Participants will be able to:

1. Understand the value of delegating and how to do it.
2. Motivate people to take action.
3. Plan their time by setting priorities.
4. Develop time management plans.
5. Lead/facilitate effective meetings.

### **Activities**

Consistent with session objectives, activities will include:

1. Discussing effective and ineffective delegation.
2. Identifying the steps in effective delegation process.
3. Developing concepts for motivating.

4. Identifying personal patterns of time usage and sharing ideas about the time they spend on various activities (See Table 5-1: Reflective Exercise for Time Management, P-47~48 ; and Table 5-2: Sample Daily Planner, P-49).
5. Reflecting and discussing ways to make the best use of time.
6. Exploring ways to move meetings along, and delivering positive post-meeting results.

Activities in this training session will be centered on development of the delegation process, the benefits of delegation, advantages and rules of effective time management, ways to motivate people and conducting successful meetings, etc. Information presented on pages P-44 through P-50 will be utilized to focus group discussions and group activities to allow for deeper conceptual understanding and critical analysis of management skills.

## **Benefits of Delegation**

- Freeing up a leader's time.
- Improving decision making.
- Helping develop subordinates.
- Enhancing subordinate commitment.
- Improving leader-subordinate relations.

## **Delegation Process**

(Adapted from Army ROTC, 1996)

1. Define the task: Determine what tasks are suitable for delegation. The following are some examples of tasks which may be delegated:
  - Routine, repetitive details.
  - Duties that make you over-specialized.
  - Tasks that your subordinates are more qualified to do.
  - Tasks that add variety to subordinates' jobs.
  - Duties that help create a whole job concept for your subordinates.
2. Assign the task: Integrate the concepts of responsibility, authority, and accountability in the following manner:
  - Choose the right person for the task.
  - Explain the purpose of job.
  - Explain goals and obtain commitment.

- Encourage questions.
- 3. Grant authority: Subordinates need to know precisely what degree of authority they are given to achieve their accountability towards the task.
- 4. Follow-up: Controls and feedback channels must be established. The following points need to be remembered about the follow-up process:
  - Don't over control subordinates.
  - Give positive feedback.
  - Don't demand perfection.
  - Have self-restraint.

### **Keys to Motivate People to Action**

(Adapted from "The Need for Leadership: Dare to Lead" by C. Barron, 1996)

- Lead with high energy and boundless enthusiasm.
- Give people a sense of purpose and direction.
- Plan for success.
- Dish out plenty of praise and encouragement.
- Create opportunities for people to get attention.
- Demonstrate confidence and faith in people's abilities.
- Encourage achievable tasks.
- Give people a sense of history and hope.
- Develop a collective vision for the future.

## **Advantages to Managing Your Time**

(Adapted from Army ROTC, 1996)

1. Feel more in control.
2. Feel less pressured.
3. Accomplish more tasks.
4. Manage stress.
5. Learn to expect/manage crises.
6. Develop strategies that work.
7. Increase productivity.
8. Feel better about yourself!

## **Rules of Effective Time Management**

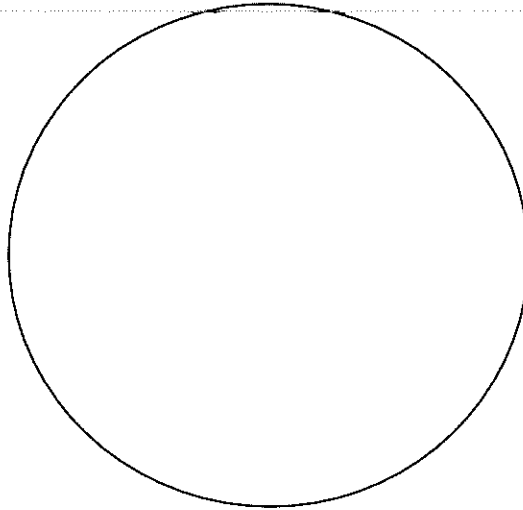
(Adapted from Army ROTC, 1996)

1. Set goals and prioritize these goals.
2. Make a daily "to-do" list.
3. Start with the most important—not your favorite.
4. Ask yourself, "What's the best use of my time right now?"
5. Do it now! Don't procrastinate!

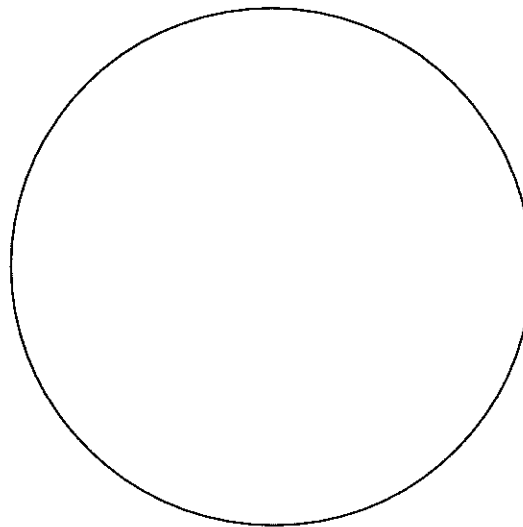


**Table 5-1: Reflective Exercise for Time Management**

1. How do you spend time right now?



2. How would you like to spend your time?



(Table 5-1, continued)

3. What is one thing I am going to change in the next week about my time management?

---

4. How will this help me?

5. What could stop me from doing this?

6. How can I prevent this barrier from happening?

**Table 5-2: Sample Daily Planner**

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
0900		1615	
0915		1630	
0930		1645	
0945		1700	
1000		1715	
1015		1730	
1030		1745	
1045		1800	
1100		1815	
1115		1830	
1130		1845	
1145		1900	
1200		1915	
1215		1930	
1230		1945	
1245		2000	
1300		2015	
1315		2030	
1330		2045	
1345		2100	
1400		2115	
1415		2130	
1430		2145	
1445		2200	
1500		2215	
1515		2230	
1530		2245	
1545		2300	
1600		2315	

### **Tips for Conducting Successful Meetings**

1. Plan the meeting carefully: who, what, when, where, why, how many.
2. Prepare and send out an agenda in advance.
3. Come early and set up the meeting room.
4. Ensure that calls are held and pagers are turned off while the meeting is in progress.
5. Start on time and end the meeting on time.
6. Clearly define roles.
7. Encourage all participants to express their ideas.
8. Keep the agenda items on time.
9. Evaluate the meeting.
10. Set the date and place of the next meeting and develop a preliminary agenda.
11. Close the meeting crisply and positively.
12. Follow up on the plans and commitments made at the meeting.

## SECTION 6: COMPUTER SKILLS

Contents	Page
Overview .....	P-52
Objectives .....	P-52
Activities .....	P-52

## **COMPUTER SKILLS**

### **Overview**

This training session is designed to introduce participants to the fundamental aspects of computer applications needed for the effective management of an organization. Emphasis will be placed on word processing, use of the Internet and its tools—electronic mail, World Wide Web, and file transfer.

### **Objectives**

Participants will be able to:

1. Create documents.
2. Send and reply electronic mail (e-mail) messages.
3. Attach files of any kind to an e-mail message.
4. Search information on World Wide Web.

### **Activities**

Consistent with session objectives, activities will include:

1. Creating a sample document by using word processing software.
2. Sending an e-mail message to a designated person in groups.
3. Replying to an e-mail message with an attached file.
4. Searching Internet data on specific topics.

**SECTION 7: PERSONAL ACTION PLAN**

Contents	Page
Overview .....	P-54
Objectives .....	P-54
Activities .....	P-54
Reflective exercise: Personal Action Plan .....	P-56

## **PERSONAL ACTION PLAN**

### **Overview**

People will develop themselves optimally only in terms of what they see as meaningful and valuable. If people become active parties to the decisions that are made about their development, they are likely to make the most of the opportunities that are presented. This exercise is designed with open-ended questions to help participants become more effective leaders. At the end of this session, participants will be asked to present their personal plans to the class.

### **Objectives**

Participants will be able to:

1. Develop their personal leadership action plans.
2. Transfer the skills they learned on this training program to the workplace.
3. Improve presentation skills.

### **Activities**

Consistent with session objectives, activities will include:

1. Working on the reflective exercise individually (see Table 7-1: Reflective Exercise—Personal Action Plan, P-56~65).



2. Discussing personal action plan with group members.
3. Presenting personal action plan during a timed presentation in front of the class. All presentations will be videotaped for the participants.
4. Viewing presentations on videos and completing an analysis of each presentation performance.

### **Table 7-1: Reflective Exercise—Personal Action Plan**

(Excerpted from "The Leader-Manager: Guidelines for Action" by W. D. Hitt, 1988)

Completing the exercise on the following pages will help you become a more effective leader. The final document should serve as a self-development plan that you can apply in your position as leader-manager. Please give deep thought to each question and then answer each one on the basis of what you have learned to date and your own judgement.

#### **1. The Nature of Leadership**

According to the Leadership Assessment Inventory you have completed, please answer the following two questions:

- a. What are your major strengths as a leader?
  
  
  
  
  
  
  
  
  
  
- b. In what areas do you need improvement?

(Table 7-1, continued)

2. The Leader as Change Agent

a. What are the major sources of power that you have in your organization for effecting change?

b. What actions should you take for enhancing this power base?

(Table 7-1, continued)

### 3. Creating the Vision

a. What is the vision that you have for your group for the next three-year time period?

b. What actions will you need to take to convert the vision into reality?

(Table 7-1, continued)

#### 4. Developing the Team

- a. What are the strengths and limitations of your present group with regard to its being a team of people working toward common goals?

- b. What actions should you take to make your group a better team?

(Table 7-1, continued)

5. Clarifying the Values

a. What are the principal values of the larger organization of which you are a part?

b. What actions should you take to translate these values into practice?

(Table 7-1, continued)

6. Positioning

a. What are the key features of your strategy for moving from where you now  
are toward your vision?

b. What will be the major obstacles in implementing the strategy?

c. How do you plan to overcome each of these obstacles?

(Table 7-1, continued)

7. Communicating

a. What are your strengths and limitations as a communicator?

Strengths

Limitations

b. What actions should you take to become a more effective communicator?



(Table 7-1, continued)

8. Empowering

a. What are the primary motivators for each person who reports directly to you?

b. What actions should you take to better motivate these persons?

(Table 7-1, continued)

## 9. Coaching

a. What are the developmental needs of each person who reports directly to you?

b. What is one action you could take with each of these persons to help meet his or her developmental needs?

(Table 7-1, continued)

## 10. Measuring

a. What are the critical success factors for your group during the coming year?

b. What data or information do you need to assess the status of each of these critical success factors?

c. How do you plan to obtain the data and information that you need?

## SECTION 8: SELECTED SOURCES OF INFORMATION ON LEADERSHIP TRAINING

Contents	Page
Helpful Organizations and Resources .....	P-67
Washington State Resources .....	P-73

## **Helpful Organizations and Resources**

### **American Society for Training and Development (ASTD)**

1640 King Street, Box 1443

Alexandria, VA 22313-2043

Phone (703) 683-8100

Fax (703) 683-8103

### **California Association of Student Councils**

1212 Preservation Park Way

Oakland, CA 94612

Phone (415) 834-2272

Fax (415) 834-2275

### **Center for Leadership Studies**

Binghamton University, State University of New York,

PO Box 6015, Binghamton, NY 13902-6015

Phone (607) 777-3007

Fax (607) 777-4188

### **Center for Management Effectiveness**

P.O. Box 1202

Pacific Palisades, CA 90272

Phone (310) 459-6052

Fax (310) 459-9307

### **Center for Public Leadership**

The George Bush School of Government and Public Service

Texas A&M University

College Station, TX 77843-4220

Phone (409) 862-3476

Fax (409) 845-4155

**Center for the Advanced Study of Leadership**  
The James MacGregor Burns Academy of Leadership  
University of Maryland  
College Park, MD 20742-7715  
Phone (301) 405-7920  
Fax (301) 405-6402

**Competitive Solutions, Inc.**  
7334 Chapel Hill Road, Suite 200  
Raleigh, NC 27607  
Phone (770) 667-9071, (800) 246-8694  
Fax (770) 667-9020

**Congressional Youth Leadership Council**  
1511 K Street, NW, Suite 842  
Washington, DC 20005  
Phone (202) 638-0008

**Creative-Leadership, Inc.**  
1777 Bernardo Plaza Court, Suite 101  
San Diego, CA 92128  
Phone (619) 592-0506, (800) 875-5223  
Fax (619) 592-0413

**Dale Carnegie Associate  
Walker & Associates, Inc.**  
One Bradley Road, Suite 101  
Woodbridge, CT 06525  
Phone (203) 389-9551, (800) 303-DALE  
Fax (203) 389-1133

**Dynamics of Leadership, Inc.**

26 Court Street, Suite 2402  
Brooklyn, NY 11242  
Phone (718) 722-7604  
Fax (718) 722-7508

**Effective Learning Systems**

780 3<sup>rd</sup> Avenue  
New York, NY 10017  
Phone (800) 736-4247  
Fax (212) 319-6839

**Harrison on Leadership**

6325-9 Falls of Neuse Rd, Suite 193  
Raleigh, NC 27615  
Phone (919) 839-6930  
Fax (919) 878-3803

**J.C. Penney Leadership Center**

University of Oklahoma  
Norman, OK 73019-0450  
Phone (405) 325-2458  
Fax (405) 325-1957

**Kravis Leadership Institute**

Claremont Mckenna College  
850 Columbia Avenue  
Claremont, CA 91711  
Phone (909) 621-8743  
Fax (909) 607-5252

**Leadership Edge, Inc**

P.O. Box 51657  
Durham, NC 27717-1657  
Phone (919) 493-6607  
Fax (919) 493-5135

**Marshall-Qualtec, Incorporated**

8757 E. Via de Comercio  
Scottsdale, AZ 85258  
Phone (602) 991-6103  
Fax (602) 991-3598

**National Initiative for Leadership & Institutional Effectiveness (NILIE)**

North Carolina State University  
300 Poe Hall, Box 7801  
Raleigh, NC 27695-7801  
Phone (919) 515-6289  
Fax (919) 515-6305

**NOLS**

288 Main Street  
Lander, WY 82520-3140  
Phone (307) 332-6973  
Fax (307) 332-1220

**Quality Service Associates, Inc. (QSAI)**

17300 E1 Camino Real  
Houston, TX 77058  
Phone (281) 480-7912  
Fax (281) 480-7746

**R.E.Brown Co. and Associates**

5421 Hillside Ave.,  
El Cerrito, CA 94530  
Phone (510) 234-8800  
Fax (510) 233-0865



**Team Leadership Resources**

124 Vassar  
San Antonio, TX 78212  
Phone (210) 822-1542  
Fax (210) 822-3519

**The Leadership Center**

1609 E. Hwy 34  
Aurora, NE 68818-9601  
Phone (402) 694-3934  
Fax (402) 694-6116

**The Leadership Center**

415 old Quarry Road North  
Larkspur, CA 94939  
Phone (415) 461-2193  
Fax (415) 461-2731

**The Leadership Institute**

University of Southern University, Marshall School of Business  
Bridge Hall 306  
Los Angeles, CA 90089-1421  
Phone (213) 740-4318  
Fax (213) 740-0200

**The Student Leadership Institute at the University of Colorado**

US Postal Service at Student Leadership Institute,  
University of Colorado at Boulder, Campus Box 363  
Boulder, CO 80309-0363.  
Phone (303) 492-8342  
Fax (303) 492-1620

**Zenger Miller International**  
1735 Technology Drivee, 6<sup>th</sup> Floor  
San Jose, CA 95110-1313  
Phone (408) 452-1244  
Fax (408) 452-1155

## **Washington State Resources**

### **Achieve Global**

2302 51<sup>st</sup> Avenue, SW  
Seattle, WA 98116-2202  
Phone (206) 932-9412  
Fax (206) 932-5421

### **Army ROTC**

Central Washington University  
400 E. 8<sup>th</sup> Avenue  
Ellensburg, WA 98926-7569  
Phone (509) 963-3518

### **Cooperative Extension**

Washington State University  
301 H Hulbert Hall  
Pullman, WA 99164-6236  
Phone (509) 335-2929  
Fax (509) 335-2808

### **Institute for Extended Learning**

3939 N. Freya  
Spokane, WA 99217  
Phone (509) 533-3782  
Fax (509) 533-3226

### **NxLevel Entrepreneurial Training Program**

#### **Washington Small Business Development Center (WSBDC)**

P.O. Box 644851  
Pullman, WA 99164-4851  
Phone (509) 335-1576  
Fax (509) 335-0949

**Office of International Programs**  
**Washington Small Business Development Center (WSBDC)**  
Stonemill Professional Plaza  
217 SE 136<sup>th</sup> Avenue, Suite 105  
Vancouver, WA 98684-6929  
Phone (360) 260-6366  
Fax (360) 260-6369

---

**School Administrator Certification Program**  
Department of Teacher Education Programs  
Central Washington University  
400 E. 8<sup>th</sup> Avenue  
Ellensburg, WA 98926-7409  
Phone (509) 963-3534  
Fax (509) 963-1162

**SELCARIM, INC.**  
621 South 36th Avenue  
Yakima, WA 98902  
E-mail: selcarim@wolfenet.com

**The Pacific Institute**  
1709 Harbor Ave. SW  
Seattle, WA 98126  
Phone (800) 426-3660

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this project was to develop a model leadership training program for small business entrepreneurs in Taiwan. To accomplish this purpose, a review of current literature regarding leadership development was conducted. Additionally, related information from selected model leadership training programs was obtained and analyzed.

#### Conclusions

Conclusions reached as a result of this project were:

1. To keep up with increasing competition and change, business entrepreneurs in Taiwan can benefit from a well-developed leadership training program.
2. Effective leadership involves self-awareness, conceptual knowledge and vision, and particular skills and behaviors, which can be learned and developed by training.
3. There is a trend toward a more participative organizational leadership style which places greater emphasis on shared decision making, empowerment, flexibility, employee growth and development, and employee morale and job satisfaction.

4. Model leadership programs have included such training components as: leadership concepts; interpersonal/communication skills; collaboration/teamwork; and, management skills.

---

### Recommendations

As a result of this project, the following recommendations have been suggested:

1. A leadership training program should be developed for business entrepreneurs in Taiwan to face increasing competition and changing environment.
2. Business entrepreneurs should learn and understand the nature of effective leadership, which involves self-awareness, conceptual knowledge and vision, and particular skills and behaviors.
3. Leaders in any organization should implement a participative leadership style, respect for employee growth and development, and employee morale and job satisfaction.
4. A well-developed leadership training program should include at least the following components: leadership concepts; interpersonal/communication skills; collaboration/teamwork; and, management skills.
5. Business entrepreneurs seeking ways to develop an instrument for leadership development may wish to adapt material from the model

which was the subject of this project for use in their organizations, or undertake further research in the area of leadership training to meet their unique needs.

---

## REFERENCES

- Army ROTC. (1996). R.O.T.C. [Brochure]. Warminster, PA: Author.
- Avergun, A. (1995). Highly responsive teams: The key to competitive advantage. San Jose, CA: Zenger Miller.
- Barron, C. (1996). The need for leadership: Dare to lead [On-line]. Available: <http://www.dynamicleadership.com/leader.html>
- Bass, B. M. (1990). Handbook of leadership: Theory, research, and managerial applications(3rd ed.). New York: The Free Press.
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership: A response to critiques. In M. M. Chemers, & R. Ayman (Eds.), Leadership theory and research: Perspectives and directions (pp.49-80). San Diego, CA: Academic.
- Batty, M. (1995). Taiwan. In GEO666 on the www – The geography of the information society [On-line]. Available: <http://www.geog.buffalo.edu/Geo666/jkf/tigers/tol.html>
- Blewett, R. G. (1997). What we know about leadership studies [On-line]. Available: <http://www.colorado.edu/SLI/LSJ/vault/marartl.html>
- Bower, M. (1997). The will to lead: Running a business with a network of leaders. Boston, MA: Harvard Business School Press.
- Burns, J. M. (1978). Leadership. New York: Harper & Row.



Butler, S. (1997). Taiwan's spirit of independence. In U.S. news & world report [On-line]. Available:

<http://www.usnews.com/usnews/issue/971103/3taiw.htm>

Campbell, J. C. (1997, August). The secrets of effective leadership [On-line]. Available: <http://home.sprynet.com/interserv/rccamp/index.htm>

Central Washington University. (1998). School administrator certification handbook. Ellensburg, WA: Author.

Chandler, A. D., Jr. (1962). Strategy and structure: Chapters in the history of the industrial enterprise. Cambridge, MA: Massachusetts Institute of Technology.

Cherrington, D. J. (1989). Organizational behavior: The management of individual and organizational performance. Needham Heights, MA: Simon & Schuster.

Covey, S. R. (1991). Principle-centered leadership. New York: Simon & Schuster.

David, J. L. (1995-1996). The who, what, and why of site-based management. Educational Leadership, 53(5), 4-9.

Deming, W. E. (1986). Out of the crisis. Cambridge, MA: Massachusetts Institute of Technology.

Elmore, R. F. (1990). Restructuring schools: The next generation of educational reform. San Francisco, CA: Jossey-Bass.

Evans, J. R., & Lindsay, W. M. (1996). The management and control of quality. St. Paul, MN: West.

Fry, B. C., & Hibler, J. A. (1993). Leadership profiles. In M. Bush, & H. P. Taylor (Eds.), Developing leadership in business education (pp.10-24). Reston, VA: National Business Education Association.

Gordon, T. (1977). Leader effectiveness training. New York: Wyden Books.

Government Information Office of Taiwan, Republic of China. (1996). The Republic of China at a glance (1<sup>st</sup> ed.). Taiwan: Author.

Heller, T. (1985). Changing authority patterns: A cultural perspective. Academy of Management Review, 10, 488-495.

Hersey, P., & Blanchard K. H. (1976). Leader effectiveness and adaptability description. The 1976 annual handbook for group facilitators, 87.

Hitt, W. D. (1988). The leader-manager: Guidelines for action. Columbus, OH: Battelle.

Hunt, J. G. (1991). Leadership: A new synthesis. Newbury Park, CA: Sage.

Hwang, Y. D. (1991). The rise of a new world economic power: Postwar Taiwan. Westport, CT: Greenwood.

Institute for Extended Learning. (n.d.). Community leader's guide. Spokane, WA: Author.

Interactive World Fact Book. (1997, August). Taiwan – Economy [Online]. Available: [http://www.theodora.com/wfb/taiwan\\_economy.html](http://www.theodora.com/wfb/taiwan_economy.html)

Jago, A. G. (1982). Leadership: Perspectives in theory and research. Management Science, 28, 315.

Larson, P. R., Vesper, K., & Forman, M. (1997). The Washington entrepreneur's guide: How to start and manage a business in Washington. Missoula, MT: University.

Levinson, H., & Rosenthal, S. (1984). Corporate leadership in action. New York: Basic Books.

Likert, R. (1961). New patterns of management. New York: McGraw-Hill.

Likert, R. (1967). The human organization. New York: McGraw-Hill.

Lunenburg, F. C., & Ornstein, A. C. (1996). Educational administration: Concept and practices. Belmont, CA: Wadsworth.

Mahoney, T. A., Jerdee, T. H., & Carroll, S. I. (1965). The jobs of management. Industrial Relations, 4, 97-110.

Mai-Dalton, R. R. (1993). Managing cultural diversity on the individual, group, and organizational levels. In M. M. Chemers, & R. Ayman (Eds.), Leadership theory and research: Perspectives and directions (pp.189-215). San Diego, CA: Academic.

Maingay, S. et al. (Ed.). (1991). Longman active study dictionary (New ed.). Glasgow, England: Longman.

Malen, B., & Ogawa, R. T. (1989). An analysis of site-based management as an education reform strategy [On-line]. Available: <http://www.gse.utah.edu/EdAdm/Galvin/Malogakr.html>

Mintzberg, H., & Quinn, J. B. (1991). The strategy process: Concepts and contexts. Englewood Cliffs, NJ: Prentice-Hall.

North Central Regional Educational Laboratory. (1995, April). Decentralization: Why, how, and toward what ends? [On-line]. Available: <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/go/93-1site.htm>

Office of International Programs. (1998). Building community linkages: Developing women's leadership skills in Timisoara and Arad, Romania [Brochure]. Vancouver, WA: Author.

O'Toole, J. (1996). Leading change: The argument for values-based leadership. New York: Jossey-Bass.

Pascale, R. T. (1990). Managing on the edge. New York: Simon and Schuster.

Phillips, D. T. (1992). Lincoln on leadership. New York: Warner Book.

Potnoy, R. A. (1986). Leadership: What every leader should know about people. Englewood Cliffs, NJ: Prentice-Hall.

Rinehart, G. (1993). Quality education. Milwaukee, WI: ASQC Quality Press.

Sadler, P. (1992). Managerial leaders: Developing people with charisma and competence. In M. Syrett, & C. Hogg (Eds.), Frontiers of leadership (pp.376-385). Cambridge, MA: Basil Blackwell.

Sergiovanni, T. J. (1990). Value-added leadership: Extraordinary performance in schools. New York: Harcourt Brace Jovanovich.

Tramel, M. E., & Reynolds, H. (1981). Executive leadership. Englewood Cliffs, NJ: Prentice-Hall.

Van Huss, S. H. (1993). Personal skill development. In M. Bush, & H. P. Taylor (Eds.), Developing leadership in business education (pp.1-9). Reston, VA: National Business Education Association.

Van Voorhis, K. R. (1980). Entrepreneurship and small business management. Boston, MA: Allyn and Bacon.

Washington Small Business Development Center. (n.d.). NxLevel entrepreneurial training program [Brochure]. Pullman, WA: Author.

Washington State University Cooperative Extension. (n.d.). Leadership advancement [Brochure]. Pullman, WA: Author.

Washington State University Cooperative Extension. (n.d.). Leadership enhancement and development [Brochure]. Pullman, WA: Author.