## PERSONAL STYLES

<table>
<thead>
<tr>
<th><strong>Orange</strong></th>
<th><strong>Blue</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- New and varied activities</td>
<td>- Interactive</td>
</tr>
<tr>
<td>- Provides power and authority</td>
<td>- Action oriented</td>
</tr>
<tr>
<td>- Provides prestige and challenge</td>
<td>- Personal</td>
</tr>
<tr>
<td>- Opportunities for individual accomplishment</td>
<td>- Friendly and social</td>
</tr>
<tr>
<td>- Wide scope of operations</td>
<td>- Relaxed and unstructured</td>
</tr>
<tr>
<td>- Gives direct answers</td>
<td>- Freedom of expression</td>
</tr>
<tr>
<td>- Opportunity for advancement</td>
<td>- Democratic relationships</td>
</tr>
<tr>
<td>- Freedom from controls and supervision</td>
<td>- Freedom from control and detail</td>
</tr>
<tr>
<td>- Unstructured</td>
<td>- Opportunity to verbalize proposal</td>
</tr>
<tr>
<td>- Exciting</td>
<td>- Opportunity for social recognition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gold</strong></th>
<th><strong>Green</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Structured</td>
<td>- Focus</td>
</tr>
<tr>
<td>- Permanent</td>
<td>- Conceptual</td>
</tr>
<tr>
<td>- Efficient</td>
<td>- Doesn’t like change</td>
</tr>
<tr>
<td>- Cooperative</td>
<td>- Organized</td>
</tr>
<tr>
<td>- Secure</td>
<td>- Intelligent</td>
</tr>
<tr>
<td>- Maintenance of status quo</td>
<td>- Efficient</td>
</tr>
<tr>
<td>- Predictable routines</td>
<td>- New Ideas</td>
</tr>
<tr>
<td>- Credit for work accomplished</td>
<td>- Knowledgeable</td>
</tr>
<tr>
<td>- Sincere appreciation</td>
<td>- Competence</td>
</tr>
<tr>
<td>- Identification with a group</td>
<td>- Accurate</td>
</tr>
<tr>
<td>- Standard operating procedures</td>
<td>- Truthful</td>
</tr>
<tr>
<td>- Minimal conflict</td>
<td></td>
</tr>
</tbody>
</table>

## LEADERSHIP STYLES

<table>
<thead>
<tr>
<th><strong>Orange</strong></th>
<th><strong>Blue</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Expects quick action</td>
<td>- Expects others to express views</td>
</tr>
<tr>
<td>- Assumes flexibility</td>
<td>- Assumes “family spirit”</td>
</tr>
<tr>
<td>- Works in the here and now</td>
<td>- Works to develop other’s potential</td>
</tr>
<tr>
<td>- Performance oriented</td>
<td>- Individual oriented</td>
</tr>
<tr>
<td>- Flexible approach</td>
<td>- Democratic, unstructured approach</td>
</tr>
<tr>
<td>- Welcomes change</td>
<td>- Encourages change via human potential</td>
</tr>
<tr>
<td>- Institutes change quickly</td>
<td>- Change time allows for sense of security</td>
</tr>
<tr>
<td>- Expects people to “make it fun”</td>
<td>- Expects people to develop their potential</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gold</strong></th>
<th><strong>Green</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Expects punctuality, order, loyalty</td>
<td>- Expects intelligence and competence</td>
</tr>
<tr>
<td>- Assumes “right” way to do things</td>
<td>- Assumes task relevance</td>
</tr>
<tr>
<td>- Seldom questions tradition</td>
<td>- Seeks way to improve systems</td>
</tr>
<tr>
<td>- Rules oriented</td>
<td>- Visionary</td>
</tr>
<tr>
<td>- Detailed/thorough approach</td>
<td>- Analytical</td>
</tr>
<tr>
<td>- Finds change difficult</td>
<td>- Encourages change for improvement</td>
</tr>
<tr>
<td>- Prolonged time to initiate change</td>
<td>- Constantly in process of change</td>
</tr>
<tr>
<td>- Expects people to play their roles</td>
<td>- Expects people to follow through</td>
</tr>
</tbody>
</table>
### COLORS AT A GLANCE

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>ORANGE</th>
<th>BLUE</th>
<th>GOLD</th>
<th>GREEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values</td>
<td>Free</td>
<td>Authenticity</td>
<td>Influence</td>
<td>Competence</td>
</tr>
<tr>
<td></td>
<td>Spontaneous</td>
<td>Affection</td>
<td>Security</td>
<td>Accuracy</td>
</tr>
<tr>
<td></td>
<td>Impetuous</td>
<td>Love</td>
<td>Status</td>
<td>Truth</td>
</tr>
<tr>
<td>Regard</td>
<td>Freedom</td>
<td>Compassion</td>
<td>Responsibility</td>
<td>Intelligence</td>
</tr>
<tr>
<td></td>
<td>Action</td>
<td>Sympathy</td>
<td>Dependability</td>
<td>Explanations</td>
</tr>
<tr>
<td></td>
<td>Performing</td>
<td>Rapport</td>
<td>Stability</td>
<td>Answers</td>
</tr>
<tr>
<td>Dislikes</td>
<td>Rigidity</td>
<td>Insincerity</td>
<td>Non-conformity</td>
<td>Incompetence</td>
</tr>
<tr>
<td></td>
<td>Authority</td>
<td>Hypocrisy</td>
<td>Ambiguity</td>
<td>Unfairness</td>
</tr>
<tr>
<td></td>
<td>Rules</td>
<td>Deception</td>
<td>Waste</td>
<td>Injustice</td>
</tr>
<tr>
<td>Expresses</td>
<td>Optimism</td>
<td>Enthusiasm</td>
<td>Purpose</td>
<td>Coolness</td>
</tr>
<tr>
<td></td>
<td>Confidence</td>
<td>Inspiration</td>
<td>Stability</td>
<td>Reservation</td>
</tr>
<tr>
<td></td>
<td>Openness</td>
<td>Vivacity</td>
<td>Concern</td>
<td>New Ideas</td>
</tr>
<tr>
<td>Fosters</td>
<td>Recreation</td>
<td>Harmony</td>
<td>Institutions</td>
<td>Inventions</td>
</tr>
<tr>
<td></td>
<td>Enjoyment</td>
<td>Community</td>
<td>Traditions</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Fun</td>
<td>Growth</td>
<td>Rules</td>
<td>Growth</td>
</tr>
<tr>
<td>Respects</td>
<td>Skills</td>
<td>Nurturing</td>
<td>Loyalty</td>
<td>Knowledge</td>
</tr>
<tr>
<td></td>
<td>Expression</td>
<td>Empathy</td>
<td>Obligation</td>
<td>Capability</td>
</tr>
</tbody>
</table>
IDENTIFYING COMMUNITY ISSUES

Take Action

Prep Time: 30 minutes  
Program Time: 75 minutes  
Student Ratio: 15:1  
Facilitator:

GOALS:
- Introduce “Take Action” workshop series
- Explain Circles of Influence
- Identify individual Circles of Influence
- Identify traits of a positive community leader
- Identify community issues

MATERIALS:
- Visual representation of quote and song
- Pens/pencils
- Community Hunt activity
- Circles of Influence handout
- Chart paper
- Markers

PREPARATION:
- Choose quote and song
- Make copies, post duplicates, or setup projector for quote and song
- Make copies of Circles of Influence
- Write “My community needs a leader who…” at the top of 2 pieces of chart paper

SHOUT-OUTS:
- Workshop ritual
- ENCOURAGE students to share a shout-out to another student, staff member, group of students or the community in recognition of something SPECIFIC that was done well, something that went unnoticed or something that deserves credit and celebration

TOPIC INTRO:
what our communities need. During this workshop, students will brainstorm what kind of leader their community needs, they’ll “search” for leaders in their own networks, and they’ll begin to understand and identify the circles of influence that exist in each of our individual, group and community lives. By the close of this workshop, students will be able to accurately identify members of their group that can satisfy specific community needs. Students will also be able to describe a circle of influence and apply it to their lives by describing some of their community issues.

SONG:
• Choose from Take Action song list

QUOTE:
• Choose from Take Action quote list

ACTIVITY:
• My Community Needs A Leader Race
• Community Hunt
• Circles of Influence

My Community Needs A Leader Race
• Split students up into two different teams and give them each one sheet of chart paper
• EXPLAIN that students will have 6 minutes to come up with as many elements of the leader that your community needs
  o Elements can be broad (“is honest”) or specific (“will make our streets safer”)
• At the end of the 6 minutes, ENCOURAGE each team to choose a presenter
  o DIRECT presenter to explain each of these community leader elements to the group
  o Switch groups and DIRECT their presenter to share
• After both groups have shared, DISCUSS the similarities that both groups mentioned

Transition to Community Hunt

Community Hunt
• In the same groups, send each to opposite ends of the room
• Stand in the center of the room and SHARE that you are going to be calling out categories for both groups (listed on Community Hunt)
• EXPLAIN that each group has to figure out which combination of people in their group fits the category, and then send those two to the center of the room
  o REMIND students that some of these questions might be personal to you so if you do not feel comfortable sharing, you do not need to share at all
• EXPLAIN that the group who safely gets their representatives to the center first wins a point
• Read through all 20 Questions on the Community Hunt list
• DEBRIEF with group about each of the questions, focusing on the more difficult concepts
Transition to Circles of Influence

**Circles of Influence**

- Draw Circles of Influence on a board or chart paper for everyone to see *(see handout)*
- Label each circle appropriately *(using Circles of Influence handout)*
- **SHARE** facilitator circles of influence with group, walking through each piece aloud *(example circle provided if you’d like to use it)*
  - Be sure to walk through EVERY section, both negative and positive, so that students can fully grasp the concepts presented

**Distribute Circles of Influence to students**

- **DIRECT** students to spend 10 minutes analyzing their own Circles of Influence
- After 10 minutes, **ENCOURAGE** students to divide up into groups of 2 or 3 and share their Circles of Influence
- As a large group, regroup and discuss the final circle of influence, My Community
  - **EXPLAIN** that the best way for identify community issues is by understanding our own Circle of Influence
  - **ENCOURAGE** students to share their reasoning behind these Issues AND Assets

**DISCUSSION:**

- **DEBRIEF** all activities together with group
  - How did you feel about these activities?
  - What have you learned about community issues?
  - What community issues are you most passionate about? Why?
  - What did it feel like to represent someone who has “witness” a community issue in action?

**TAKE ACTION POINTS:**

- **REMIND** students that every part of leadership involves putting the things we learn into action
- **DIRECT** students to share how the material learned is useful in their everyday lives and within the Council?
  - What are the ways that we can take this information about community issues and use it to work better as a group?
  - What are some examples of how you are going to use your Circles of Influence in your own life?
  - What are some ways that you can utilize your skills in order to help your team grow and work together?

**CLOSING:**

- **CHECK** for understanding
  - Does everyone understand what we’ve discussed today?
  - Does anyone have any questions?

**RESTATE** and review activity *(DIRECT group to restate – provide assistance if needed)*
Can somebody tell me what activities we did today?

- **RESTATE** and review workshop goals (**DIRECT** group to restate- provide assistance if needed)
  - At the beginning of our workshop, we discussed our goals, or what we hoped to be able to accomplish by the end of the workshop. Can someone share those goals with us?
- **RESTATE** and review Take Action points

**HIGHS & LOWS:**

- *Take notes on what the Council liked and disliked*
- *Take notes on what they wanted more of/less of*
- *Take notes on suggestions for future workshops*
IDENTIFYING COMMUNITY ISSUES

Take Action

Circles of Influence

MY COMMUNITY
- teen stress
  - no fun activities
  - teen pregnancy
  - poverty
  - litter

MY SCHOOL
- Pressure
  - Rejection
  - Judgment
- Fights
  - No Electives
  - Need more caring adults
- +
  - Rec Center
    - Parks
    - Youth Advisory Board
    - Art groups
    - Movie theater

FAMILY & FRIENDS
- stubborn
  - afraid
  - of failure
  - gossip
  - put things off
- +
  - funny
  - curious
  - good friend
  - hard worker

ME
- +
  - support
    - care and love
    - encouragement
  - Good teachers
  - New Ideas
  - Support
  - Skill Building
  - Clubs & Sports

ISSUES/PROBLEMS (-)

ASSETS/STRENGTHS (+)
1. Two people who have the same first initial.
2. The person in your group born the farthest away and the person born the closest.
3. Two people whose ages add up to more than 35 and less than 39.
4. A group whose shoes sizes add up to 30.
5. Two people with the same birth month.
6. A group who can spell a word by putting together the first letter of their first names.
7. A group of at least 3 people who have different colored eyes.
8. A group of people who live on the same street.
9. Two people who are related.
10. Two people that have at least 3 siblings.
11. Three people that have a job.
12. Two people that know two adults (not parents) that care about them.
13. Three other people that know two adults that care about them.
14. Anyone that thinks their school needs to be cleaned up.
15. Anyone that wants to go to college.
16. Anyone that lives within walking distance of a liquor store.
17. Anyone that walks by trash on the street daily.
18. Anyone that thinks it’s unsafe to be outside at night.
19. Anyone that knows someone who has been shot.
20. Anyone that thinks they have the power to make changes.

Debrief: Did anything surprise you? What was the most difficult category for your group? Did you learn anything about your community? Did you realize any issues within your community?
# TRUE LEADER COLORS

## Examining Leaders

<table>
<thead>
<tr>
<th>Prep Time:</th>
<th>Program Time:</th>
<th>Student Ratio:</th>
<th>Facilitator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>75 minutes</td>
<td>15:1</td>
<td></td>
</tr>
</tbody>
</table>

### GOALS:
- Build on “What Makes a Leader” 101 session
- Provide structure and opportunity for learning individual personal and leadership styles
- Explore common traits of personal and leadership styles
- Enhance ability to work with others’ leadership styles
- Enhance group functioning and performance

### MATERIALS:
- Visual representation of quote and song
- *Different Drummers* poem
- Personal and Leadership Styles handout
- True Leader Colors Inventory handout
- Blank nametags
- Pens/pencils
- Chart paper (write “What’s great about being…” at top)
- Blue, gold, green and orange stickers or tags
- Blue, gold, green and orange markers

### PREPARATION:
- Choose quote and song
- Make copies, post duplicates or setup projector for quote, song and poem
- Make copies of relevant handouts
- Prepare stickers for distribution
- Prepare to facilitate lesson and ask questions prior to implementation

### SHOUT-OUTS:

Sources: Clare-Marie Hannon: *C5 Leadership II*; David Kiersey: *Please Understand Me II*; Savala Smith: *The Colors of Leadership*
TOPIC INTRO:
The second workshop in the “Examining Leaders” series gives the Leadership Council the opportunity to explore their own styles. Whenever individuals work together in a team or project setting, differences of leadership and personal style are always present. This workshop can be used to explore these personal and leadership styles using a framework called, “true colors.” At the end of this workshop, individuals will be able to identify themselves from four common personality styles and assess their connection to their leadership environment in relation to other team/project/council members. This workshop will improve the Leadership Council’s ability to work effectively together.

SONG:
- True Colors, Phil Collins or Cyndi Lauper
- Too Many People, Pet Shop Boys
- Mr. Roboto, Styx
- Me, Myself and I, De La Soul
- Unwritten, Natasha Bedingfield

QUOTE:
- “The value of identity of course is that so often with it comes purpose.” -Richard R. Grant
- Committing yourself is a way of finding out who you are. A man finds out his identity by identifying.” –Unknown
- “Unlike a drop of water which loses its identity when it joins the ocean, man does not lose his being in the society in which he lives. Man’s life is independent. He is born not for the development of the society alone, but for the development of his self.” -B.R. Ambedkar

ACTIVITY:
1- Nametag activity
2- True Leader Colors Inventory activity
3- Colors Group Share

Nametag Activity

(pass out nametags and pens/pencils)

- DIRECT each student write their name on the nametag using their non-dominant hand- the one with which they do not normally write
- **DISCUSS** activity with group
  - How does it feel to write with a hand that you are not familiar with?
  - Why wasn’t it comfortable to write with that hand?
  - What other types of things do we do every day that make us feel uncomfortable?
- **EXPLAIN** that doing uncomfortable things is a great way to learn about personal strengths and areas for improvement
- **SHARE** your thoughts on this activity and address anything you noticed while observing the group participate
- **EXPLAIN** that students will now have the opportunity to explore their own strengths and areas for improvement by learning more about personal and leadership styles
  
  *(pass out True Leader Colors Inventory and clearly explain directions)*

**True Leader Colors Inventory**

- **DIRECT** each student to fill out the True Leader Colors Inventory
- **ENCOURAGE** students to fill it out based on exactly how they see themselves, regardless of anyone else's opinions and ensure that there is NO wrong answer or bad style of leadership
- **REMIND** students that feeling uncomfortable thinking and discussing yourself is common and the best leaders constantly do this
  
  *(walk around to all students/tables to ensure that everyone understands)*
- Once students are finished, **DIRECT** them to put their dominant and supporting color stickers onto their nametag
  
  *(pass out the Personal and Leadership Styles sheets to each student)*
- **ENCOURAGE** students to read about their dominant and supporting styles and think of ways that they exhibit these traits
- **ENCOURAGE** students to make notes on their sheets and circle those traits that they think are most like their own skills

**Colors Group Share**

- **DIRECT** students to gather in one of four corners of the room with others who have the same dominant color
  
  *(pass out chart paper and markers)*
- Once all students are with their groups, **DIRECT** students brainstorm “What’s Great About Being…” by writing down all of the things that are great about being their color
- After 5-10 minutes (gage student participation), **DIRECT** students to report back to the larger group about their leadership color and style
  - **ENCOURAGE** students to highlight those traits that they share

*Sources: Clare-Marie Hannon: *C5 Leadership II*; David Kiersey: *Please Understand Me II*; Savala Smith: *The Colors of Leadership*
- **ENCOURAGE** students to discuss differences in colors
- **ENCOURAGE** students to notice what true leader colors exist in their larger group
  - Does anyone notice anything about the types of leaders in our Leadership Council?

**DISCUSSION:**

- Reconvene groups together
- Read: Different Drums poem aloud
- **DEBRIEF** poem with group
  - Why do you think I read this poem?
  - What meaning does this poem have for the Leadership Council?
- **DEBRIEF** activity with group
  - Let’s talk about the activity now, too. How did you feel about the activity?
  - Did you agree with your leader color? If not, what color would you placed yourself in?
  - After seeing everyone in the Council, how do you think you might change the way you work together?
  - What you have learned from reflecting on your own personal style and that of others in the group?
  - What observations have people made about the type of personal styles that we have as a group?
  - What are ways we can take this information into our work and how else do we learn to work across differences?
    - **ENCOURAGE** students to read the “Understanding Our Colors in the Council” sheet

**TAKE ACTION POINTS:**

- **REMINDE** students that every part of leadership involves putting the things we learn into action
- **DIRECT** students to share how the material learned is useful in their everyday lives and within the Council?
  - Why do you think it’s important to learn about our True Leader colors?
  - How will knowing what kind of leaders represent this group help everyone work together?
  - Give me some examples of how you can use the knowledge you just learned here as we plan for (Denim Day, Take Action Day, Do The Write Thing, etc.)?

**CLOSING:**

- **CHECK** for understanding
  - Does everyone understand what we’ve discussed today?
  - Does anyone have any questions?
• **RESTATE** and review activity (**DIRECT** group to restate- provide assistance if needed)
  o Can somebody tell me what activities we did today?
• **RESTATE** and review workshop goals (**DIRECT** group to restate- provide assistance if needed)
  o At the beginning of our workshop, we discussed our goals. Can someone share those goals with us?
• **RESTATE** and review Take Action points

**HIGHS & LOWS:**

• *Take notes on what the Council liked and disliked*
• *Take notes on what they wanted more of/less of*
• *Take notes on suggestions for future workshops*
If I do not want what you want, please try not to tell me that my want is wrong.

Or if I believe other than you, at least pause before you correct my view.

Or if my emotion is less than yours, or more, given the same circumstances, try not to ask me to feel more strongly or weakly.

Or yet if I act, or fail to act, in the manner of your design for action, let me be.

I do not, for the moment at least, ask you to understand me. That will come only when you are willing to give up changing me into a copy of you.

I may be your parent, your friend, or your colleague. If you will allow me any of my own wants, or emotions, or beliefs, or actions, then you open yourself, so that some day these ways of mine might not seem so wrong, and might finally appear to you as right – for me. To put up with me is the first step to understanding me. Not that you embrace my ways as right for you, but that you are no longer irritated or disappointed with me for my seeming waywardness. And in understanding me you might come to prize my differences from you, and, far from seeking to change me, preserve and even nurture those differences because you value what they bring to our relationship and our team.
Understanding Our Colors in the Council

BLUES
Their strengths include their ability to persuade and cooperate. These are the team builders. Their weaknesses include an over-personalization of organizational problems and their tendency to carry grudges.

GREENS
Their strengths include their ability to think systematically and strategically. These are the natural analysts. Their weaknesses include their tendency to make things more complex than necessary and their impatience with incompetence.

GOLDS
Their strengths include their strong sense of responsibility and duty to the organization. These are the organization’s backbone. Their weaknesses include their rigidity and narrow focus on meeting rules and regulations.

ORANGES
Their strengths include their ability to do a variety of tasks with ease and their sense of urgency when the situation demands it. These are the organizational troubleshooters. Their weaknesses include their disinterest in routine and being too present-oriented, at the expense of long-term thinking.

<table>
<thead>
<tr>
<th>Succeeding with the Orange Individual:</th>
<th>Succeeding with the Blue Individual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A direct right-to-the-point approach gets their attention</td>
<td>• Respect their need to know about you</td>
</tr>
<tr>
<td>• Respect their lack of structure and need for spontaneity</td>
<td>• Take a creative approach to problem solving</td>
</tr>
<tr>
<td>• Get involved in physical activities with them</td>
<td>• Be truthful and sincere</td>
</tr>
<tr>
<td>• Compliment their generosity and sense of humor</td>
<td>• Cooperate with other team members</td>
</tr>
<tr>
<td></td>
<td>• Show that you value and appreciate them through thoughtfulness</td>
</tr>
<tr>
<td></td>
<td>• Be helpful, open, and communicative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Succeeding with the Gold Individual:</th>
<th>Succeeding with the Green Individual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be organized and neat in work and appearance</td>
<td>• Respect their preoccupation with ideas and logic</td>
</tr>
<tr>
<td>• Be truthful</td>
<td>• Know that they care but may not express feelings freely</td>
</tr>
<tr>
<td>• Plan ahead of them</td>
<td>• Respect their wisdom and knowledge</td>
</tr>
<tr>
<td>• Don’t beat around the bush; be up front</td>
<td>• Think ahead; Greens appreciate future orientation</td>
</tr>
<tr>
<td>• Respect their need for tradition and stability</td>
<td>• Help them with day-to-day details</td>
</tr>
<tr>
<td>• Be loyal and dependable</td>
<td>• Praise their ingenuity and intelligence</td>
</tr>
<tr>
<td>• Support their need for structure and security</td>
<td></td>
</tr>
</tbody>
</table>

Examining Leaders

TRUE LEADER COLORS
Circle one word that describes you from each box below.

Look horizontally (left to right) across the three columns and add up the number of words circled in each line (A, B, C, D). Record the total in the box to the right of the line.

Add up the numbers recorded in each lettered column above and record those numbers in the box below.

Your dominant color is the highest total. My dominant color is: ________________
Your supporting color is the next highest total. My supporting color is: ________________