UNR Planning & Construction Services
Leadership Development Workshop

Workshop No. 1
Speaker Biographies and Presentation Materials

Tuesday, January 23, 2018

The Joe Crowley Student Union, Room 323
Main Campus
University of Nevada, Reno
Reno, NV

University Center for Economic Development – Nevada Leadership Program
http://www.unr.edu/business/research-and-outreach/nevada-leadership
Speaker Biographies

Frederick Steinmann, DPPD

Frederick Steinmann currently works for the University of Nevada, Reno and the University Center for Economic Development. He began his professional economic development career with the Reno Redevelopment Agency in the City of Reno, Nevada. Since then, he has worked for the Nevada Small Business Development Center, Bureau of Business and Economic Research, and for the Carson Economic Development Services Department in the City of Carson, California. Frederick has also worked as a Senior Associate for David Paul Rosen & Associates, one of the elite economic development and public policy consulting firms in California. Frederick earned his Doctorate in Policy, Planning, and Development, with areas of study including economic development, public policy, public finance, and real estate development, from the University of Southern California with the successful defense of his dissertation titled, “The Twilight of the Local Redevelopment Era: The Past, Present, and Future of Urban Revitalization and Urban Economic Development in Nevada and California.” He also earned a Bachelor’s of Science and Masters of Science in Economics from the University of Nevada, Reno.
Presentation Material
Welcome!

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Objectives

The Nevada Leadership Program:

– Main Objective: To create a pool of qualified officials as the difficulty of challenges in Nevada grow; officials who understand the ins-and-outs of government Management and Administration.

– Secondary Objective: To reduce conflict between staff and elected/appointed officials over procedural matters pertaining to government Management and Administration.

Our First Exercise

What is Leadership?

• As an individual, write down an answer to this question on the index card provided on your table. Think about qualities, responsibilities, activities, etc.

• As a group, and using your individual answers, write a single sentence on the flipcharts provided for your group.

• As a class, we will discuss and share our answers.
The Agenda

- A three-part series designed to provide an exploration of thoughts and skills associated with leadership and the basics of how to improve your management skills.

- Workshop No. 1 (January 23, 2018):
  - Critical Managerial Responsibilities and Functions
  - Creating and Communicating Expectations

- Workshop No. 2 (March 5, 2018):
  - Developing Team Relationships and Encouraging Commitment

- Workshop No. 3 (June 4, 2018):
  - Understanding and Resolving Conflict
Critical Managerial Responsibilities and Functions

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Critical Functions

- Goal Setting (Budget)
- Planning and Delegation (Administration)
- Motivating and Coaching (Personnel)

Goal Setting

- Provides direction for the development and implementation of tasks.

- Characteristics of a Goal:
  - Starts with 'to' followed by a verb.
  - Specifies the result(s) you wish to achieve.
  - A target date for completion.
  - Appears in a measurable form.
  - Estimation of cost.
  - Relates to the needs, hopes, wants, and desires of the organization and management.
  - Is realistic, understandable, and achievable.
  - Specifies 'what' and 'when' but not the 'why' or 'how'.
  - Communicated in writing or verbally.

- Goals must be agreed-upon.
Our Second Exercise – Goal Setting

Goal: To set a specific goal and describe why it is important to achieve that goal.

Time Allowed: 15 minutes.

Steps:
- As an individual, write down at least one personal or job-related goal, making sure that you provide sufficient detail for each one of the characteristics of a goal listed previously.
- As a group, take turns sharing your goal with the people at your table. Make sure that you state why the goal is important.

Planning and Delegation (Administration)

- Planning: a plan is a road map that helps individuals and organizations achieve their goals.
- Planning is important because it (1) makes managers more future-oriented, (2) enables managers to coordinate decisions, and (3) reinforces goals.

  Six Steps:
  - Determine goals.
  - Establish strategies.
  - Set a timetable.
  - Assign responsibilities.
  - Anticipate obstacles.
  - Modify the plan as necessary.

Planning and Delegation (Administration)

- Delegation: assigning responsibility for the achievement of goals and the implementation of the plan to others within and outside the organization.

  Three Steps:
  - Assign specific duties to the individual(s).
  - Give appropriate authority to the individual(s) responsible for the goal or implementation.
  - Create the obligation for the subordinate to perform the assigned duties.
Our Third Exercise – Planning

Goal: To explore the planning process.
Time Allowed: 10 minutes.

Steps:
– As a group, write down a plan for the personal or job-related goal you developed in the previous exercise.
– Use this Six Steps to build your plan:
  • Determine goals.
  • Establish strategies.
  • Set a timetable.
  • Assign responsibilities.
  • Anticipate obstacles.
  • Modify the plan as necessary.

Implementation

• Implementing: putting your plan into effect; make sure to consider all the assets and resources of your organization and outside the organization.

• Visualize and understand the goal.

• Make sure key personnel within (and outside) the organization know:
  – What is expected from them.
  – Where their efforts fit in relation to the goal.
  – To whom they can go for help, information, and decisions.

Our Fourth Exercise – Implementation

Goal: To explore aspects of implementation.
Time Allowed: 10 minutes.

Steps:
– As an group, write down the assets that you have in place in order to accomplish the goal you have agreed upon and the action plan that you have just outlined.
– As an group, write down the assets that you don’t have in place but you need in order to accomplish the goal you have agreed upon and the action plan that you have just outlined.
Motivating and Coaching (Implementation)

Actions associated with Coaching:

– Help team members see their own strengths and weaknesses, and help build on those strengths and overcome those weaknesses.

– Help team members analyze their own performance so they are better able to work on their own development.

– Help team members become motivated through reinforcement and support.

Motivating and Coaching (Implementation)

Steps associated with Coaching:

1. Get agreement that a problem exists.
2. Discuss potential solutions.
3. Agree on actions to be taken.
4. Follow-up.
5. Recognize improvement.

Our Fifth Exercise – Coaching for Success

Goal: To provide practice in coaching team members in order to improve performance.

Time Allowed: 15 minutes.

Scenarios:

– (A): As a manager, you supervise a staff of 20 people. One of these employees is an older man who has been with the organization longer than anyone else in your department. Several employees have approached you to say that he keeps looking over their shoulders and is constantly offering them advice on how they could do their work better. This is not a surprise to you as he often disrupts staff meetings by insisting that certain things should be done ‘the way we’ve always done them’ rather than experiment with new approaches. Deciding that something needs to be done, you have just called him into your office.

– (B): One of your employees in your Planning Department is a very good worker – when she wants to be. She is not always motivated to do her work and the end result often suffers. At times, other co-workers have had to redo her work just to ensure a quality job was done. Your department has just been given a major project to complete (a comprehensive update to your community’s Master Plan). You have been asked by the City Manager to put together a written proposal for this project which you will be expected to present to the City Council and Planning Commission. You know that you will need all your employees to work as hard as they can to complete this. Deciding that something needs to be done, you have just called her into your office.
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What is Communication?

“As the world around us becomes increasingly accessible, communication skills become more important than ever. Whether we are speaking with family over dinner, going out on a first date, working with a sales team to market a product, delivering a graduation address, or using technology to interact with friends across long distances, the one constant in all our days is communication. **It is important to develop good communication skills so that we maximize our ability to be successful in all our endeavors with other people.**

Why do we Communicate?

Five General “Needs”:

- **Physical Needs**: communication enhances our physical and mental health.
- **Instrumental and Task Needs**: communication results in the fulfillment of practical needs… “I’m hungry!”
- **Relational Needs**: communication is how we establish and maintain relationships with other people.
- **Identity Needs**: communication with others helps shape how we see ourselves.
- **Spiritual Needs**: intrapersonal (communication with oneself) communication is a vital part of satisfying our longing for answers to ‘profound’ questions…“who am I?”, “why am I here?”, “what is the meaning of life?”
Understanding Your Audience

Before you construct and communicate a message, it is essential to understand your audience...be it an individual, a small group, or a larger group:

- **Demographic Analysis**: Age, Gender, Culture, Religion, Group Memberships, Education, Occupation
- **Psychographic Analysis**: Values, Opinions, Attitudes, Beliefs, Pre-existing Notions about Your Topic and About You
- **Situational Analysis**: Audience Size, Occasion, Voluntariness of Audience, Physical Setting

Our Fifth Exercise – Analyzing Your Audience

**Goal**: To explore aspects of implementation.

**Time Allowed**: 10 minutes.

**Steps**:

- **As an individual**, write down a brief definition of ‘fairness’. Explain the sources of your definition.

- **As a group**, share your own individual definitions of ‘fairness’ with other members of your group. Write-down the ways in which your definition of ‘fairness’ differ from the other definitions.

Models of Communication

**Three General Models**:

- Action Model of Communication (Shannon-Weaver Model or Linear Model)
- Interaction Model of Communication
- Transactional Model of Communication
(1) Action Model of Communication

Sender Encodes → Message → Receiver Decodes

Noise

Channel

(2) Interaction Model of Communication

Sender Encodes → Message → Receiver Decodes

Feedback: various verbal and nonverbal responses to the message made by the receiver.
Context: the physical, emotional, and psychological environment in which the communication takes place.

(3) Transactional Model of Communication

Sender Encodes → Message and Feedback → Receiver Decodes

Feedback: various verbal and nonverbal responses to the message made by the receiver.
Context: the physical, emotional, and psychological environment in which the communication takes place.
Our Sixth Exercise – Mirroring Exercise

Goal: To use the Action Model of Communication.

Time Allowed: 15 minutes.

Steps:

− As a group, select one person to be a sender, the rest of the group will serve as receivers.

− The sender will answer three questions out loud to the group:
  • What did you have for lunch yesterday?
  • What did you do over the holidays?
  • What do you plan on doing over the summer (i.e. vacation)?

− In between each question, each receiver will write down the sender’s answer to each question after each question has been answered.

− As a group, have the receivers share what they have written down for each question and identify similarities and differences in your answers.

Becoming a Competent Communicator

“The effectiveness of communication refers to how well it achieves its purpose…the idea that the strategic choices we make about how we communicate with others in a given situation directly influence the degree to which our message can be successful.”

Importance of Self-Awareness, Responsiveness and Adaptability, Person-Centered Message, Cognitive Complexity, Ethics and Civility.

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