

# Day 3

Orientation Leader Training

How to:  
Influence People



# Speed Friending





- Personal Interests and Hobbies

- What hobbies do you enjoy in your free time?
- Do you play any sports or musical instruments?
- What's your favorite book or movie?

- Travel and Experiences

- Have you traveled to any interesting places recently?
- What's your dream vacation destination?
- Have you ever lived in another country?

- Favorites

- What's your favorite food or restaurant?
- Do you have a favorite TV show or series you're currently watching?
- What's your favorite season and why?

- College Life

- What are you studying, and what drew you to that field?
- What are you most excited about this semester?
- Have you joined any clubs or organizations on campus?

- Future Aspirations

- What are your career goals or aspirations after college?
- Where do you see yourself in five years?
- What skills or experiences are you hoping to gain during your time at college?

- Fun and Light-hearted

- If you could have any superpower, what would it be and why?
- What's the most interesting thing you've done recently?
- Do you have any pets? Tell me about them!

- Background and Family

- Where did you grow up?
- Do you have any siblings? What are they like?
- What traditions or holidays are most important to your family?

- Music and Entertainment

- What kind of music do you like? Do you have a favorite band or artist?
- Have you been to any concerts or events recently?
- What's the best movie you've seen this year?

# Leadership from a dancing guy



# Lessons from the Dancing Guy



**The First Follower:** The true mark of leadership is not just in being the first to act but in nurturing and encouraging the first follower. The first follower transforms the lone nut into a leader.



**Leadership is Over-Glorified:** Leadership is about the movement, not the leader. The leader's role is to set the stage and support the movement.



**Embrace and Empower:** Embrace followers as equals. The dancing guy treated the first follower as an equal, which encouraged more people to join.



**Momentum through Inclusion:** Momentum builds when more people join in. It becomes less risky and more inclusive as the group grows.





## Debriefing:

1. What?
2. So what?
3. Now what?



Engagement Continuum





If we're not modeling what we are teaching, we are teaching something else.

# DRIVERS & PASSENGERS



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KANSAS STATE  
UNIVERSITY

# DRIVERS & PASSENGERS

When life goes bad most people blame someone else for the problem. They act like passengers. Leaders realize they are drivers – and are responsible for their attitudes and destination in life.



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## REFLECT AND RESPOND

What factors have lured us into thinking like “victims” in our country? When something goes wrong, what is it that makes people prone to file a lawsuit instead of take responsibility?

What was the difference between the leader who took responsibility for his bad decisions and the leader who didn't? What are the symptoms or evidences of a person who assumes responsibility?

In what situations did you say you'll do something and then failed to do it? Why do you think you failed? How is that like a passenger instead of a driver?

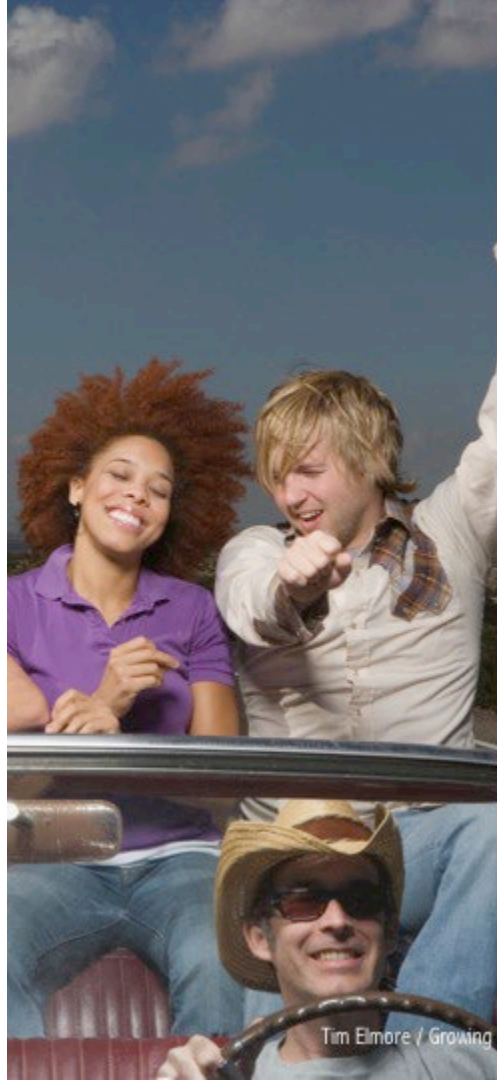


## SELF ASSESSMENT

In what areas of your life, have you failed to be a driver?

Where have you become a victim or a “passenger” and allowed circumstances to determine where your life has gone?

What is one decision in each of these areas you listed that would help enable you to be a driver?



You are moving from passenger (student)  
to driver (orientation leader) !!!!!



*From Dr. Tim Elmore –  
Habitudes, The Art of Self  
Leadership © Growing  
Leaders*

*... Leaders realize they are drivers, and are responsible for their  
attitudes and destination in life.*

# Drive, Drive, Drive

Who am I on this journey with?!



# How does my worldview affect my role as an Orientation Leader?





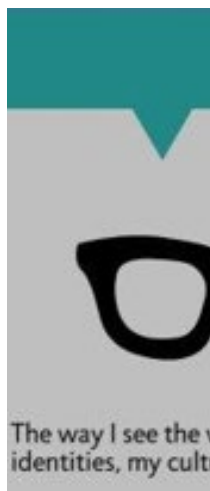


*We do not see things*  
AS THEY ARE.

*We see things*  
AS WE ARE.

ANAÏS NIN

*Seduction of the Minotaur*



Select one of your identities that is important to you. How might you see the world differently from someone who does not have that same identity?

**History/Ancestral Heritage** *Family*

*Structure* Religion/Faith

*Foods we eat or don't eat*

Languages Ability

**VALUES**



*Personality Traits*

**Political Beliefs**

Culture/  
Cultural Traditions

Age

**GENDER**

*Sexual orientation*

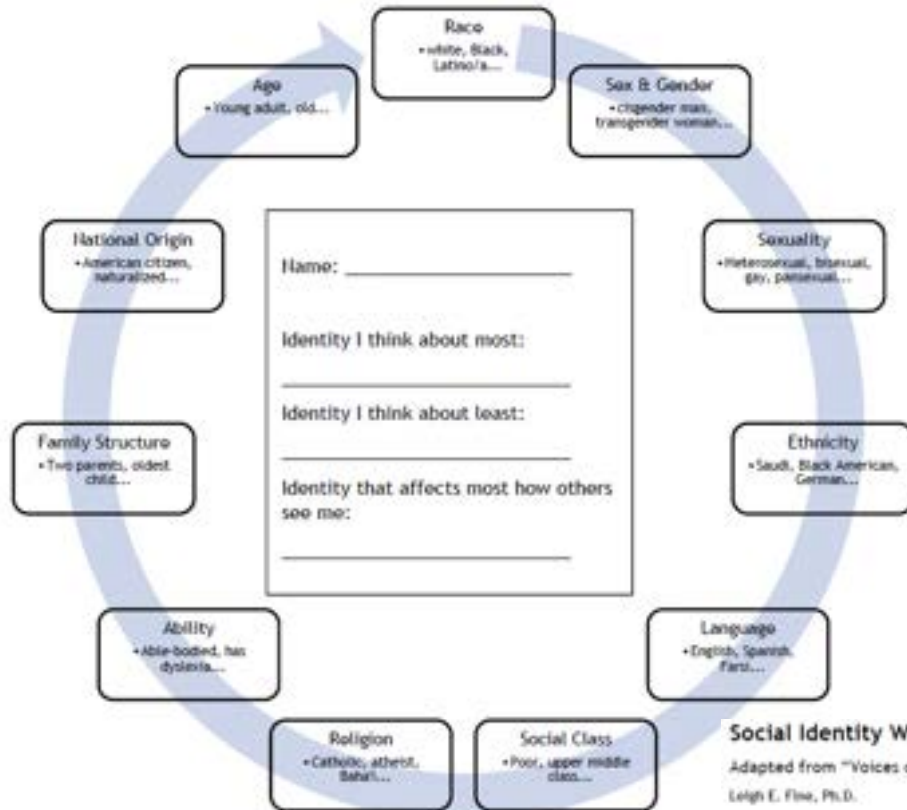
Social Class

*Neighborhoods we grew up in*

*Relationship*

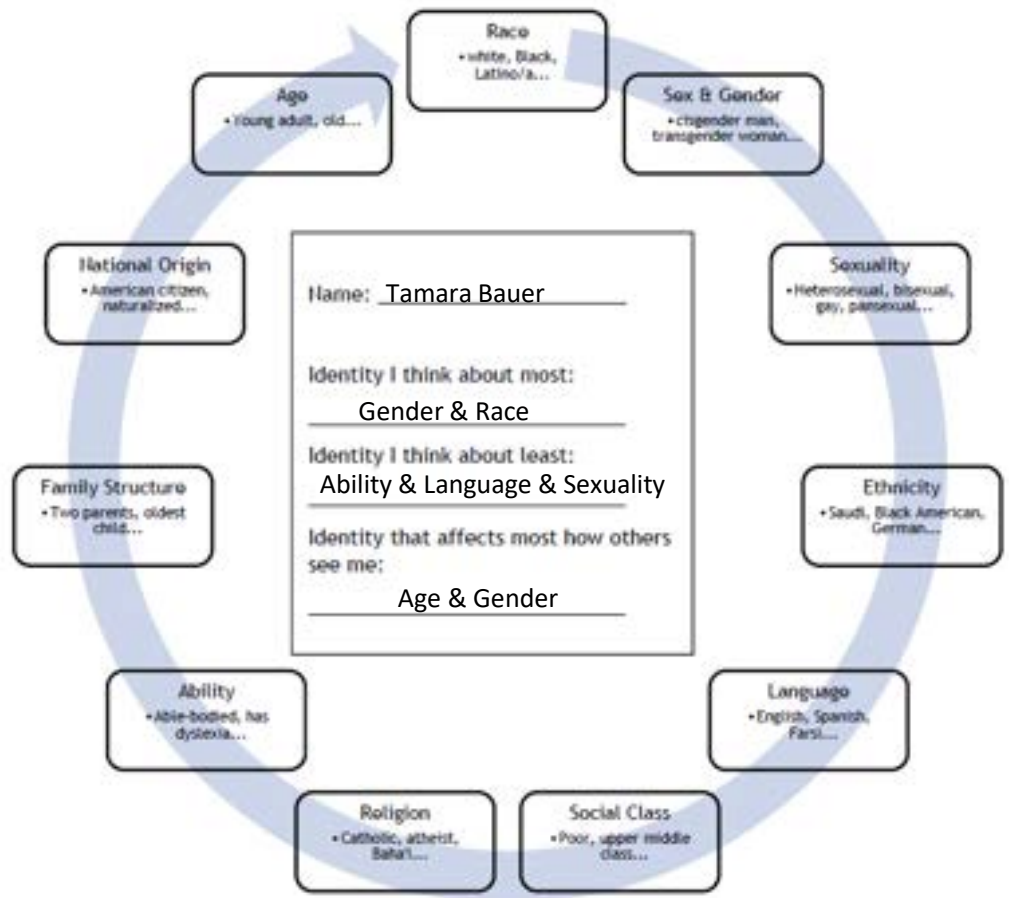
*Neighborhoods we live in now* *Status* **Profession**

# Your identities matter



The diagram is a circular 'Social Identity Wheel' with a central box and ten surrounding boxes. The central box contains the following text: 'Name: \_\_\_\_\_', 'Identity I think about most: \_\_\_\_\_', 'Identity I think about least: \_\_\_\_\_', and 'Identity that affects most how others see me: \_\_\_\_\_'. The surrounding boxes, arranged clockwise from the top, are: 'Age' (Young adult, old...), 'Race' (White, Black, Latino/a...), 'Sex & Gender' (cisgender man, transgender woman...), 'Sexuality' (heterosexual, bisexual, gay, pansexual...), 'Ethnicity' (Saudi, Black American, German...), 'Language' (English, Spanish, Farsi...), 'Social Class' (Poor, upper middle class...), 'Religion' (Catholic, atheist, Bahai...), 'Ability' (Able-bodied, has dyslexia...), and 'Family Structure' (Two parents, oldest child...).

**Social Identity Wheel**  
Adapted from "Voices of Discovery," Intergroup Relations, University of Arizona  
Leigh E. Fine, Ph.D.



# What is Inclusive Leadership?

The **intentional and ethical practice** of leadership actions and processes that ...

affirms the identity

actively includes

acknowledges the needs

**...of all constituents.**

# Why are inclusion & care essential for exercising leadership?

- People in authority cannot be effective and influential with constituents they do not relate to, understand, or care about.
- Most people in authority often do not include such constituent groups in the various leadership processes and actions.
- People with authority may not look out for the interests of such constituent groups.
- Followers may not be effective participants in the leadership process when they feel marginalized, misunderstood and minimized by their leaders.



*Developing knowledgeable, ethical,  
caring, inclusive leaders  
for a diverse and changing world.*

School of Leadership Studies  
Mission Statement



**WHERE MIGHT  
WE SEE ISSUES  
AROUND  
INCLUSION AS  
ORIENTATION  
LEADERS?**

# HOW DO I ...

Affirm the Identity,  
Actively Include,  
& Acknowledge the Needs

of all the people in my  
group, team, or  
community?

## Strategies for Inclusive Leadership

Inclusive leadership requires critical thinking  
and intentional actions.



Recognize my own  
Blind Spots  
How do I view  
and respond to  
difference?



Expand my  
Experience  
Am I seeking out  
new experiences  
and people to  
engage with?



Listen with  
Empathy  
Do I seek to  
understand  
others'  
perspectives?

### ***Am I curious or critical?***

*In what ways do you welcome opportunities to grow as an inclusive leader...or do you shut down and retreat to what is comfortable?*



**Your story matters.  
Our stories matter.**

**Replacing criticism  
with curiosity.**

# INCLUSIVE LEADERSHIP

"It is not our differences that divide us;  
It's our judgments about each other that do."  
-Margaret Wheatley

## What is my world view?



The way I see the world is influenced by my personal and social identities, my culture & background, values, and experiences.

Our world (including our community, campus, and classroom) is made up of people with different world views - different identities, cultures, values, and experiences.

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# Recognize My Own Blindspots: How do I view and respond to difference?

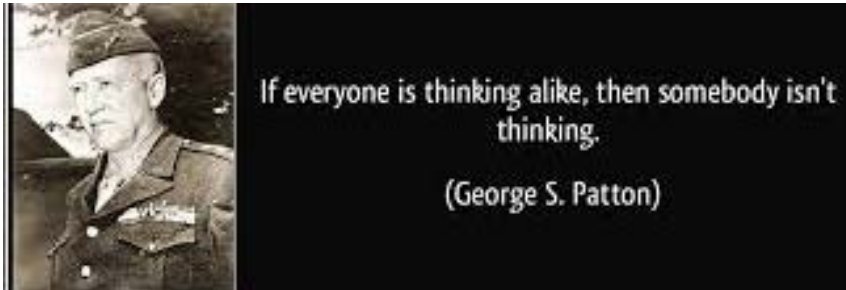


When have I *criticized* difference?

When have I been *curious* about difference?

# Expand My Experiences:

Am I seeking out news experiences and people to engage with?



*How comfortable are we with people who are different than we are?*

Executing	Influencing	Relationship Building	Strategic Thinking
ACHIEVER	ACTIVATOR	ADAPTABILITY	ANALYTICAL
ARRANGER	COMMAND	DEVELOPER	CONTEXT
BELIEF	COMMUNICATION	CONNECTEDNESS	FUTURISTIC
CONSISTENCY	COMPETITION	EMPATHY	IDEATION
DELIBERATIVE	MAXIMIZER	HARMONY	INPUT
DISCIPLINE	SELF-ASSURANCE	INCLUDER	INTELLECTION
FOCUS	SIGNIFICANCE	INDIVIDUALIZATION	LEARNER
RESPONSIBILITY	WOO	POSITIVITY	STRATEGIC
RESTORATIVE		RELATOR	

Strengths-Based  
Teams





What is an identity you want to be more curious about?

## Listen With Empathy: Do I seek to understand others' perspectives?



- LISTENING
- EMPATHY

*Empathy means you are using another person's standards and reference points to understand that person's experience.*

# Listen with Empathy

## Ethnocentrism vs. Ethnorelativism

- Not the Golden Rule: "Do unto others as you would have them do unto you." The Golden Rule implies the basic assumption that other people would like to be treated the way that you would like to be treated.
- The Platinum Rule: "Treat others the way they want to be treated."



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**Replacing criticism  
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# Strengths and MBTI

## *Tools for Self-Awareness*

*How can I use  
personality to  
understand myself  
and others?*



- **What you do well**
  - Executing
  - Influencing
  - Relationship Building
  - Strategic Thinking
- **How you prefer to do it**
  - E or I
  - S or N
  - T or F
  - J or P



# What is the Myers-Briggs Type Indicator?

- Starts with the work of Carl Jung (early 1900s): how do we experience the world?
  - Difference between people were not random
- Instrument developed by Katharine Briggs and her daughter, Isabel Myers
  - Goal: to apply Jung's theories to practical situations
  - Develop **empathy** & **self-awareness**
- Measures PREFERENCES across four dichotomies



# Sign your signature ...



The MBTI questionnaire sets out to capture an individual's underlying preference,

but their behavior will also relate to their current situation and past environmental influences.

In MBTI theory, **we can choose whether to act** in an extraverted or an introverted way, although **one will be easier, and require less energy** (Myers & Myers, 1995).

## We are talking about PREFERENCE

# MBTI Key Points

- Type indicates preferences, not skills.
- There are no right or wrong preferences-each is equally important and useful.
- Type is observable.
- Type is not an excuse. Focus on empathy.
- Type is not a box and can be influenced.
- Types can be developed.
- Type should empower!

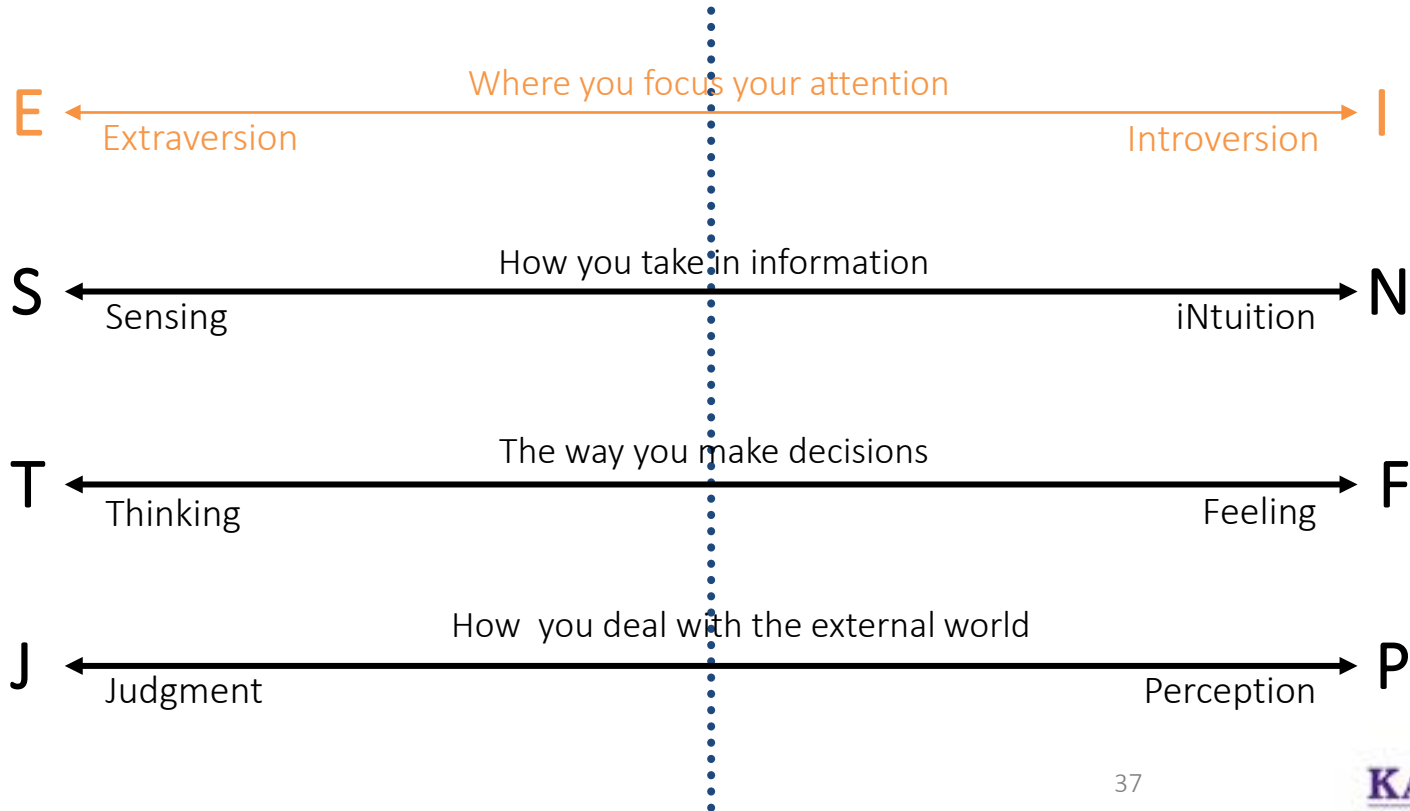


# The MBTI Dichotomies

The MBTI® instrument indicates preferences on four pairs of opposites, called *dichotomies*:

Extraversion	<b>E</b>	<i>or</i>	<b>I</b>
	Introversion		
<hr/>			
Sensing	<b>S</b>	<i>or</i>	<b>N</b>
	Intuition		
<hr/>			
Thinking	<b>T</b>	<i>or</i>	<b>F</b>
	Feeling		
<hr/>			
Judging	<b>J</b>	<i>or</i>	<b>P</b>
	Perceiving		

# MBTI: Four Categories



# Extraversion (E) or Introversion (I)

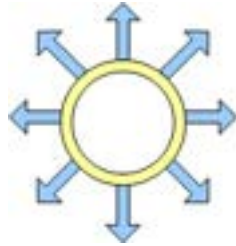
E I



How we direct and receive energy

# Extraversion and Introversion

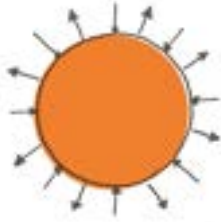
*Where we prefer to focus our attention and derive our energy*



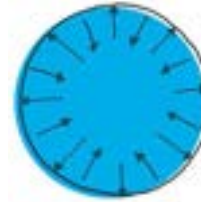
- Direct their energy and attention outward.
- Tend to be expressive & sociable.
- Work out ideas and thoughts by talking through them.
- Are energized by working and interacting with others.
- Readily takes initiative in work and relationships.
- Direct their energy and attention inward.
- Tend to be contained & private.
- Work out ideas by reflecting on them.
- Are energized by the opportunity to reflect and by thinking things through.
- They can be extremely talkative and take initiative if they know the person and the subject well – and have an interest in both!

# Extraversion and Introversion

*Where we prefer to focus our attention and derive our energy*



- Tend to act before thinking
- Prefer to take action quickly
- Talk things through
- Are more expressive and open when interacting
- Gain energy from interaction
- Have a breadth of interests
- Readily takes initiative in work and relationships.



- Tend to think before acting
- Prefer to spend time on reflection
- Think things through
- Are more contained and private when interacting
- Gain energy from concentration
- Have a depth of interests
- They can be extremely talkative and take initiative if they know the person and the subject well – and have an interest in both!





Imagine that you have been on campus almost all day and you are coming home. Some crazy things happened and you are ready to process the day.

What do you feel like doing?



# Key Words Associated with E–I



**Extraversion**

Action

Outward

People

Interaction

Many

Expressive

Do-Think-Do

**Introversion**

Reflection

Inward

Privacy

Concentration

Few

Quiet

Think-Do-Think

“Let’s talk this over.”

“I need to think about this.”

# Relating Extraversion/Introversion to Stress

- Extraverts are more likely to feel stress when:

- Spending too much time alone
- Working on individual projects
- Writing reports
- Spending long periods of time alone/not enough external stimuli
- Forced to wait

- Introverts are more likely to feel stress when:

- Spending too much time with others
- Working on group projects
- Giving speeches or sharing ideas with large groups
- Experiencing frequent interruptions/too many external distractions
- Forced to act

# Relating Extraversion/Introversion to Communication

## “Let’s talk this over.”

- In communicating, *Extraverts are more likely to:*
  - Share things openly/think out loud
  - Seek large-group interaction
  - Be enthusiastic and activity oriented
  - Want fellowship

## “I need to think about this.”

- In communicating, *Introverts are more likely to:*
  - Keep things to themselves
  - Seek small group interaction
  - Be calm and reserved
  - Want autonomy

# HOW TO CARE FOR EXTROVERTS

- 1 RESPECT** THEIR INDEPENDENCE
- 2 COMPLIMENT THEM** IN THE COMPANY OF OTHERS
- 3 ACCEPT AND ENCOURAGE** THEIR ENTHUSIASM
- 4 ALLOW THEM TO EXPLORE** AND TALK THINGS OUT
- 5 THOUGHTFULLY SURPRISE THEM**
- 6 UNDERSTAND** WHEN THEY ARE BUSY
- 7 LET THEM DIVE RIGHT IN**
- 8 OFFER THEM OPTIONS**
- 9 MAKE PHYSICAL AND VERBAL GESTURES OF AFFECTION**
- 10 LET THEM SHINE**

# HOW TO CARE FOR INTROVERTS

- 1 RESPECT** THEIR NEED FOR PRIVACY
- 2 NEVER EMBARRASS THEM** IN PUBLIC
- 3 LET THEM OBSERVE** FIRST IN NEW SITUATIONS
- 4 GIVE THEM TIME TO THINK** DON'T DEMAND INSTANT ANSWERS
- 5 DON'T INTERRUPT THEM**
- 6 GIVE THEM ADVANCE NOTICE** OF EXPECTED CHANGES IN THEIR LIVES
- 7 GIVE THEM 15 MINUTE WARNINGS** TO FINISH WHATEVER THEY ARE DOING
- 8 REPRIMAND THEM PRIVATELY**
- 9 TEACH THEM NEW SKILLS PRIVATELY**
- 10 ENABLE THEM TO FIND ONE BEST FRIEND** WHO HAS SIMILAR INTERESTS & ABILITIES
- 11 DON'T PUSH THEM** TO MAKE LOTS OF FRIENDS
- 12 RESPECT THEIR INTROVERSION** DON'T TRY TO REWIRE THEM INTO EXTROVERTS

# Confidence

Boost your confidence and approachability to make it easier to connect with others.

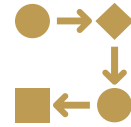


## Positive Self-Talk

Practice positive self-talk to boost your confidence.

Focus on your preparation and knowledge.

Practice smiling naturally and warmly when greeting others.



## Visualization

Visualize successful interactions before they happen.



## Power Poses

Adopt confident body language.

Stand tall with your shoulders back and your head held high

Grey's Anatomy: Amelia's superhero pose

# Amelia's Superhero Pose



alsarles









The background of the slide is a vibrant night scene of a Disney castle, likely Cinderella Castle, illuminated with warm yellow lights. The castle is set against a deep blue sky with wispy clouds and a few stars. In the foreground, a body of water reflects the lights from the castle and the sky. The overall atmosphere is magical and celebratory.

# Be Our Guest: Delivering Disney's Magic to K-State Orientation

WALT DISNEY  
STUDIOS

*"Always remember, the magic begins with you."*

**KANSAS STATE**  
UNIVERSITY

*Be Our Guest: Delivering  
Disney's Magic to  
K-State Orientation*

•Customer-Centric Culture

•Attention to Detail

•Creating Emotional Connections

**ALL OUR *DREAMS* CAN COME  
TRUE, IF WE HAVE THE  
*COURAGE* TO PURSUE THEM.**



*“We share, to a large extent, one another’s  
fate. We help create those circumstances...”*

**-WALT DISNEY**

# THE QUALITY SERVICE COMPASS: CREATING A GREAT GUEST EXPERIENCE

*Disney's Service Objective: To exceed guests' expectations*

## Guestology

- Understanding Your Audience
- What's the difference between treating someone like a customer, and treating them like a guest?

## Delivery Systems

- Cast
- Setting
- Process



## Quality Standards

- Safety
- Courtesy
- Show
- Efficiency

## Integration

# How does this connect?!

