
DEVELOPING EFFECTIVE LEADERS

INSTRUCTOR'S GUIDE

UNDERSTANDING LEADERSHIP

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Introduction

The aim of this module is to give you a better understanding of how leadership works by providing expert advice as well as theory. First, the module will discuss some of the newer definitions with quotes from literature on leadership. Next, the module lists some characteristics of successful leaders. Then, the module explores some popular theories of leadership, and finally, participants will use the concept of Exemplary Leadership to complete some activities designed to help them develop a personal leadership style.

Objectives

As a result of participating in this module, participants will learn:

- The new definition of leadership.
- Characteristics of outstanding leaders.
- Popular approaches to leadership.
- How to develop a personal leadership style.

Length and Sample Agenda

The module should take approximately 2 hours and 30 minutes to complete (not counting a break). Each section may take you more or less time to complete than what is listed. Feel free to revise this agenda to fit your purposes and time constraints.

- 0:00 Introduction, Quotes, and Objectives (15 minutes)
- 0:15 A New Definition of Leadership (15 minutes)
- 0:30 Characteristics of Leaders (25 minutes)
- 0:55 Studying Leadership (Intro) (10 minutes)
- 1:05 Situational Leadership (15 minutes)
- 1:20 Transformational Leadership (10 minutes)
- 1:30 Servant Leadership (10 minutes)
- 1:40 Exemplary Leadership/Developing a Personal Leadership Style (45 minutes)
- 2:25 Conclusion/Lessons from Geese (5 minutes)
- 2:30 Complete and collect Evaluation (8 minutes)
- 2:38 End

Description of Module Contents

- **Participant's Packet** – Contains all the informational content of the module. Duplicate and hand out to participants, one each.
- **PowerPoint Presentation** – Present while teaching the module.
- **Module Outline (in this Instructor's Guide) – A multipurpose teaching aid.**
 - The **Right Column** contains all the information from the Participant's Packet along with corresponding slide numbers.
 - The **Left Column** contains the numbered PowerPoint slide headings in bold, bulleted talking points, and directions for the instructor in italics.
 - **Shadowed boxes** contain Activity instructions and special quotes. Activities are signified by orange (or grey) dividing lines in the Participant's Packet.
- **Evaluation Forms** – Attached to the end of the Participant's Packet. Collect the evaluations after having participants complete them at the end of your session.

Preparation

1. Review the PowerPoint, Participant's Packet, and Module Outline thoroughly.
2. Practice presenting the module until you can do so confidently; above all, avoid reading the Module Outline talking points or Participant's Packet to the participants. Feel free to make notes on the Module Outline to personalize your presentation.
3. Develop a plan for presenting the module and facilitating discussion.
4. Gather necessary equipment (computer, projector, etc.).
5. Duplicate enough Participant's Packets for each participant.

Evaluation

The evaluation form, at the end of the Participant's Packet, is the only formal feedback received from this module. It is your responsibility to encourage all participants to complete the evaluation form at the end of the session and to collect it. Evaluations assist in improving programs and also help document the results of educational programs provided by Cooperative Extension. Return completed evaluation forms to your Extension Educator.

Additional Readings

(See the end References and Additional Readings at the end of the Instructor's Guide.)

Talking Points (bulleted) and Directions (italicized) for Each Slide Number

If you wish, go through the quotes in the shadowed box with participants to stimulate thought about leadership.

Livable communities don't just happen. They are created by the people who live in them.

Ron Powers

Never doubt that a small group of thoughtful, committed citizens can change the world . . . indeed, it is the only thing that ever has.

Margaret Mead

In strong communities:

- Every person has capacities, abilities and gifts.
- Living a good life depends on whether those capacities can be used, abilities expressed and gifts given.
- If they are, the person will be valued, feel powerful and well-connected to the community.
- And the community around the person will be more powerful because of the contribution the person is making.

Ron Powers

It is no secret that communities that work, work together.

Pew Partnership for Civic Change

Participant's Packet Contents

Table of Contents

Introduction	2
A New Definition of Leadership	3
Getting Things Done	4
Building Relationships	4
Creating a "Can Do" Environment	4
Teaching Leadership Skills to Anyone with Desire to Learn	4
Common Misconceptions about Leadership	5
Characteristics of Leaders	5
Successful Leaders	6
Conclusion on Characteristics	9
Studying Leadership	9
Situational Leadership	10
Transformational Leadership	11
Servant Leadership	12
Exemplary Leadership/ Developing a Personal Leadership Style	14
Practice 1: Model the Way	14
Practice 2: Inspire a Shared Vision	17
Practice 3: Challenge the Process	19
Practice 4: Enable Others to Act	22
Practice 5: Encourage the Heart	24
Lessons from Geese: A Final Inspiring Thought	26
References and Suggested Readings	27
Developing a Personal Leadership Style: A Summary	28

It is everyday leadership and participation that gets the work of the community done.

Unknown

A basic purpose of community leadership development is to help build a critical mass of informed and capable people.

Unknown

1. Understanding Leadership

Introduce the module.

2. Objectives

Go over the objectives from the Powerpoint and Participant's Packet (to the right).

Introduction

(Slide 1)

The aim of this module is to give you a better understanding of how leadership works by providing expert advice as well as theory. First, the module will discuss some of the newer definitions with quotes from literature on leadership. Next, the module lists some characteristics of successful leaders. Then, the module explores some popular theories of leadership, and finally, you will use the concept of Exemplary Leadership to complete some activities designed to help you develop a personal leadership style.

Objectives

(Slide 2)

As a result of participating in this module, you will learn:

- The new definition of leadership.
- Characteristics of outstanding leaders.
- Popular approaches to leadership.
- How to develop a personal leadership style.

3. A New Definition of Leadership

Discuss the new definition of leadership and go over the list of traits.

- Leadership has evolved over time.
- No longer believed that people must be born leaders.
- Anyone can develop leadership skills.

4. A New Definition of Leadership (Cont.)

Go through and discuss the quotes and the four main themes of recent research on the next page.

A New Definition of Leadership

(Slide 3)

The definition of leadership has evolved over centuries. It used to be a common belief that a leader was born that way – the “Great Man” theory. It was also believed that position bestowed leadership, but history has shown that many persons of royalty were only average or even ineffective leaders. In recent centuries, changing technologies and societies, as well as forms of government and economies gave rise to new and varied opportunities for leadership. Scholars and others who have studied leadership throughout history have learned many things about leaders and leadership, and their findings debunk most of the old beliefs. People are capable of developing themselves as leaders through knowledge, understanding, and practice.

In the late 1900’s, a new definition of leadership began to evolve, associated with the following list of traits and qualities:

Inspirational charisma	Concentration on achieving goals, results
Learning / renewal	Flexibility
World-mindedness	Sense of humor
Coalition building	Scheme of priorities
Motivation / morale building	Competence and credibility
Stamina, energy, tenacity, courage	Transformational
Character / integrity, honesty, morality	Reasonableness
Risk-taking / entrepreneurship	Understanding power
Ability to persuade	Intelligence
	Sense of direction

(Slide 4)

Recent research about leadership reflects **four main themes**:

1. Getting things done.
2. Building relationships.
3. Creating a “Can Do” environment.
4. Teaching leadership to anyone with a desire to learn.

The following quotes from the research can help us understand what is meant by each theme.

Getting Things Done

“Leadership is the mobilization of a group’s resources to do work. It is accomplished by providing the tools, skills, and knowledge for collaborative problem solving” (Heifetz, 1990).

“Leadership – getting people to tackle the tough problems” (Heifetz, 1990).

“Leadership is not necessarily a title or a powerful position; it is a process, it is relational, it is making something happen, it is leaving a mark” (Matusak, 1997).

“Leadership is that intangible quality exhibited by a person who encourages and influences people to take action” (Palmetto Leadership, 2002).

Building Relationships

“Leaders exhibit sufficient trust or authority to motivate others to achieve a shared objective” (Palmetto Leadership, 2002).

“Leadership is interpersonal influence exercised through the process of communication toward the attainment of a specified goal or goals” (Palmetto Leadership, 2002).

“Leadership is an influential relationship among leaders and followers who intend real changes that reflect their mutual purposes” (Rost, 1991).

Creating a “Can Do” Environment

“Leadership is manifested through relationships of trust and common benefit” (Palmetto Leadership, 2002).

“Leadership is the marshaling of resources so people can do their own work” (Heifetz, 1990).

Teaching Leadership Skills to Anyone with Desire to Learn

“Everybody has a leader inside” (unknown).

“Leadership is dispersed throughout all segments of society. Leadership is also dispersed down through the many levels of social functioning” (Gardner).

“Leaders create leaders who create leaders” (unknown).

5. Common Misconceptions about Leadership

Discuss the misconceptions about leadership listed in the Participant's Packet (to the right) and the Powerpoint.

- Identifying these as misconceptions will help us to replace them with real characteristics of successful leaders.

6. Characteristics of Leaders

Introduce the section.

- Leadership characteristics are traits, features, or qualities exhibited by successful leaders.
- They can be perspectives as well as actions.

Activity: Characteristics

Go through the instructions for the activity and allow participants a couple of minutes to complete. When they are finished, instruct them to flip the page to see the results of the study.

Common Misconceptions about Leadership (Slide 5)

A closer look at the new definition of leadership helps to illustrate that some former beliefs about leadership no longer hold true. Some popular misconceptions about leadership are:

- A leader must be in a formal position of power.
- Leaders should be leaders in all of their endeavors.
- A leader possesses technical knowledge and resources.
- Leaders are born, not made.
- On the part of followers, it is solely the responsibility of the leader to take leadership action.
- On the part of leaders, leadership behaviors by others are a threat to the power of the leader.

Now that we have identified these ideas as misconceptions, we can look at the real characteristics that help to create a successful leader.

Characteristics of Leaders (Slide 6)

To put the new definition of leadership into action, it helps to consider the characteristics of successful leaders. Characteristics are those distinguishing traits, features, or qualities exhibited by leaders, including the perspectives they have and the actions they take to further the new definition of leadership.

Activity: What characteristics do you consider the most important for a leader?

Below are 20 characteristics that people generally look for in a leader. Put a checkmark (✓) by the **seven** qualities you most look for and admire in a leader.

Ambitious		Honest	
Broad-minded		Imaginative	
Caring		Independent	
Competent		Inspiring	
Cooperative		Intelligent	
Courageous		Loyal	
Dependable		Mature	
Determined		Self-controlled	
Fair-minded		Straightforward	
Forward-looking		Supportive	

**Activity:
Characteristics
(Continued)**

Introduce Kouzes and Posner’s study.

Ask the group how close or far they were from the study findings and discuss their top characteristics and reasons for marking them so.

In their book, *The Leadership Challenge*, Kouzes and Posner (2002) surveyed several thousand people, asking the same question you were asked above. Here are the answers given, in order of frequency.

Characteristic	%	Characteristic	%
Honest	88	Cooperative	28
Forward-Looking	71	Determined	24
Competent	66	Imaginative	23
Inspiring	65	Ambitious	21
Intelligent	47	Courageous	20
Fair-Minded	42	Caring	20
Broad-Minded	40	Mature	17
Supportive	35	Loyal	14
Straightforward	34	Self-Controlled	8
Dependable	33	Independent	6

7. Successful Leaders

Discuss one by one the characteristics of successful leaders in the Participant’s Packet to the right.

Occasionally ask for group input or share a personal experience of a leader who did or did not exhibit this characteristic.

Successful Leaders

(Slide 7)

Research has shown that these actions help create a successful community leader.

Tolerate frustration.

Good leaders can hold feelings in check without interfering with the ability to work. They do not blow up or sulk when things do not go as hoped.

Encourage participation.

In reaching decisions, they welcome participation by others rather than insisting on the acceptance of their own ideas.

Question themselves.

They look for mistakes in their own methods or thinking but do not become upset over any blunders. They try to understand their own prejudices better than most people.

Compete cleanly.

They realize that other organizations and executives have their own goals to achieve and enter into the competition without a feeling of hostility.

8. Successful Leaders (Cont.)

Continue discussion.

Keep impulses under control.

They can take hostility from others without trying to get even with the instigator. They let others know that they realize what they are up to but do it without showing a personal hatred.

Win without exulting.

They are not overly excited when they reach a goal or victory. They feel good about it but are not carried away in a spirit of triumph.

Lose without moping.

They are good losers as well as considerate winners. A setback on one goal does not cause them to give up on other goals.

(Slide 8)

Recognize legal restrictions.

They recognize restrictions imposed by laws and agreements, making it more difficult to reach some of their goals, but they do not feel that these limitations mean that someone is out to get them.

Acknowledge personal loyalties.

They are aware of their group loyalties, such as lodge, club, community, school, technical society, management group, church, and close personal friends and family.

Set realistic goals.

Their goals are high enough so that they have work hard to achieve them, but sensible enough to be achievable.

Absorb risks taken by subordinates.

Leaders who encourage creativity allow their people unusual freedom, expect that some errors will be made, and are able to absorb the inevitable failures. In contrast, leaders who are afraid of mistakes will not defend failures to higher authorities.

Accept half-developed ideas.

Leaders of productive organizations can live with half-developed ideas. They do not insist that every "t" be crossed and every "i" be dotted before supporting an idea. They are willing to listen to and support "half-baked" proposals and encourage subordinates to press on.

Make quick decisions when necessary.

When a new idea is presented to productive leaders, they have the ability and willingness to make a decision on-the-spot without waiting for further studies or for another committee or new task force. They are ready to begin tomorrow, even this afternoon, if the idea has merit.

9. Successful Leaders (Cont.)

Continue Discussion.

Listen effectively.

Productive leaders listen to others and build on their suggestions. They do not try to ram new policies or procedures down the throats of people without listening to the other side first. In particular, they seem to have the ability to draw out the best in their subordinates and then add to it.

(Slide 9)

Move on after mistakes.

Productive leaders are more future-oriented than past-oriented. They do not wail over past mistakes – their own or others. Nor do they hold the mistakes of others against them indefinitely. They are willing to begin with the world as it is today and work for a better future. They learn from experience, but they do not wallow in it.

Enjoy their work.

Productive leaders like what they are doing. They do not feel trapped in an administrative role. Rather, they enjoy the resources and power at their fingertips to push projects forward. They are enthusiastic, invigorating individuals who add to instead of subtract from the energy of their environments.

Demonstrate resiliency.

Effective leaders welcome the opportunity to try again and learn from setbacks.

What are the chances that a person with the following track record could become an enduring leader?

- Lean on looks, talent, education, and early positive environment
- Lost his job and a seat in the state legislature.
- Failed in business.
- Elected to the state legislature two years later, but suffered the loss of his sweetheart, who died.
- Had a nervous breakdown.
- Lost the nomination for Congress.
- Elected to Congress, but failed to be renominated two years later.
- Rejected for the position of land officer.
- Defeated for the Senate.
- Defeated for the nomination for the Vice Presidency of the United States.
- Defeated again for the Senate two years later.

If something similar happened to you, would you be as resilient as . . .

- All learning involves some failure. Recognizing this and learning from failures is an essential part of becoming a successful leader.

10. Studying Leadership

Discuss the two types of literature about leadership: anecdotal and scientific theory.

- A leadership theory is a framework for understanding the relationships between cause and effect, or the results of leadership actions.

11. Popular Approaches to Leadership

Introduce the four approaches.

... Abraham Lincoln, elected President of the United States in 1860?

Lincoln's motto was, "Always view defeat as nothing more than the temporary postponement of success." All learning necessarily involves some failure, and the most successful leaders can recognize this and look for the lessons that come from defeat.

Conclusion on Characteristics

Understanding the characteristics of leaders is a major step towards understanding how leadership works. The lists discussed here can help potential leaders recognize strengths in others as well as provide a standard against which to measure their own performance as they develop as leaders.

Studying Leadership

(Slide 10)

There are two types of literature about leadership: 1) anecdotal evidence from success stories and the opinions of experts and 2) scientifically researched theory. A leadership theory is a framework for understanding the relationships between cause and effect, or the results of leadership actions, and for guiding future research. Though both approaches (expert opinions and scientific theory) have legitimate purposes, it is important to understand the differences between them.

Leadership theory has evolved over time. Some of the major theories include the Great Man theory; trait theory; the One Best Way theory; contingency and situational models; and charismatic theory (transformational). See the additional readings included in this module for more information about leadership theories. For the purposes of this module, four popular approaches are described in this section.

(Slide 11)

- Situational Leadership
- Transformational Leadership
- Servant Leadership
- Exemplary Leadership

12. Situational Leadership

- Focuses on leader's behavior rather than characteristics.
- Emphasizes leader and follower interactions.
- Follower's maturity level determines the best leadership style.
- Maturity refers to skill level, knowledge, confidence, and attitude.

13. Situational Leadership (Cont.)

Explain the concept of Situational Leadership from the Participant's Packet.

- Four leadership styles: telling, selling, participating, and delegating.
- Appropriate style depends on maturity of followers.
- **Task behavior** - how much direction the leader gives.
- **Relationship behavior** - how hands off the leader is with followers and their tasks.
- **Telling** = Low Maturity
- **Selling** = Low to Moderate Maturity
- **Participating** = Moderate to High Maturity
- **Delegating** = High Maturity

Situational Leadership (Hersey and Blanchard)

(Slide 12)

In the situational approach to leadership, the focus is on the leader's behavior rather than an inborn or acquired trait or characteristic. This approach emphasizes the behavior of leaders and their group members (followers) as they interact in various situations. According to Situational Leadership, the leadership style that a person should use with individuals or groups depends on the maturity level of the people the leader is trying to influence. **Maturity**, in this context, refers to a follower's level of skills, knowledge, confidence, and attitude toward the task to be done.

(Slide 13)

Four leadership styles are available for situational leaders – **telling, selling, participating and delegating**. Each style is a combination of **task behavior** and **relationship behavior**.

Task behavior is one-way communication and amount of direction the leader provides for followers, telling them:

- What to do.
- Where to do it.
- When to do it.
- And how to do it.

It means defining their roles and setting goals for them.

Relationship behavior means two-way communication with people by:

- Providing support.
- Encouraging independent efforts.
- Facilitating behaviors.

It means actively listening to people.

Telling

Telling is for low maturity. People who are both unable and unwilling to take responsibility to do something are not competent or confident. A direct "telling" style that provides clear, specific directions and supervision has the highest probability of being effective in this situation.

Selling

Selling is for low-to-moderate maturity. People who are unable but willing to take responsibility are confident but lack skills at this time. A "selling" style provides directive behavior (due to the followers' lack of ability) but also supportive behavior (to reinforce their willingness).

14. Situational Leadership (Cont.)

This slide just shows the Model. Discuss the behaviors and leadership styles and how the model illustrates them.

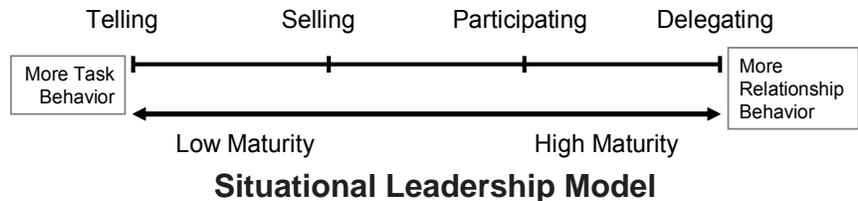
Participating

Participating is for moderate-to-high maturity. People who are able but unwilling to do what the leader wants often lack confidence. If, however, they are competent but unwilling, their reluctance to perform is more of a motivational problem. In either case, the leader needs to engage in two-way communication and active listening to support the followers' efforts to use the abilities they already have. A supportive, non-directive "participating" style has the highest probability of being effective with individuals. In the "participating" style, the leader and follower share in decision making, with the main role of the leader being facilitating and communicating.

Delegating

Delegating is for high maturity. Followers at this maturity level are both able and willing, or confident, to take responsibility. A low-profile "delegating" style is one where the leader provides little direction or support. Even though the leader may still identify the problem, the responsibility for carrying out plans is given to these mature followers. They are permitted to be in charge and decide on the how, when, and where. At the same time, they are psychologically mature and therefore do not need above average amounts of two-way communication or supportive behavior.

(Slide 14)



By assessing the maturity, or confidence and knowledge, of followers, leaders can make better decisions about which leadership styles will be most effective.

Transformational Leadership

(Burns, 1978; Hughes, Ginnett, & Curphy, 1999; and Northouse, 2001)

(Slide 15)

In his landmark 1978 book, *Leadership*, James McGregor Burns discusses transformational leadership, which seeks to change the current system of leadership in place in an organization. Transformational leadership serves to change the status quo by appealing to follower's values and their sense of higher purpose, whereby a leader engages with followers and creates a connection that raises the level of motivation and morality. Transformational leaders identify the problems in the way the organization currently operates and present a compelling vision of what a new society or organization could be. This new vision is intimately linked to both the leader's and followers' values.

15. Transformational Leadership

- Transformational leadership seeks to change the current system.
- Transformational leaders can reframe issues to connect them to their vision and end values.
- End values are those a society strives to achieve, such as justice and equality.

16. Transformational Leadership (Cont.)

- Transformational leaders are adept at getting followers to be more aware of the importance of goals and to think about the higher level needs of the group.

17. Servant Leadership

- Servant leaders lead as a way of serving others.
- Encourages collaboration, trust, foresight, listening, and ethical use of power.

Read and/or discuss Robert Greenleaf's definition of servant leadership.

A transformational leader is adept at **reframing issues**, which involves looking at an issue from different perspectives and describing the issue in a way that connects it to the leader's vision and the followers' values. Related to reframing is the idea of end values. **End values** are the ideals by which a society or organization should strive to live, and include justice, liberty, freedom, equality, and brotherhood.

(Slide 16)

Transformational leadership motivates followers to do more than the expected by:

- Raising followers' levels of consciousness about the importance and value of specified and idealized goals.
- Getting followers to transcend their own self-interest for the sake of the team or organization.
- Moving people to address higher-level needs.

Servant Leadership

(Greenleaf Center for Servant Leadership, 2003).

(Slide 17)

Servant leadership is a practical philosophy that supports people who choose to serve first and then lead as a way of expanding service to individuals and institutions. It was first espoused by Robert Greenleaf and is followed by many of the Fortune 100 Best Companies to Work for in America. Servant leaders may or may not hold formal leadership positions. Servant leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment.

In his 1970 book, *Servant as Leader*, Robert Greenleaf describes servant leadership in this way.

The servant leader is servant first. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be a later choice to serve – after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.

The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived?

18. Servant Leadership (Cont.)

Go through the 10 attributes with the group.

(Slide 18)

In servant leadership, ten attributes have been identified as essential to the servant leader:

1. **Listening** – Servant leaders listen intently and reflectively to clarify the will of the group.
2. **Empathy** – They strive to understand and accept.
3. **Healing** – They help heal difficult situations.
4. **Persuasion** – Servant leaders convince others rather than use their position as authority.
5. **Awareness** – They exhibit awareness of others as well as self-awareness.
6. **Foresight** – They are intuitive and anticipate likely outcomes.
7. **Conceptualization** – Servant leaders have the ability to dream big.
8. **Commitment to growth of people** – They appreciate the intrinsic value of people and work toward their growth.
9. **Stewardship** – Servant leaders hold institutions accountable for the greater good of society.
10. **Building community** – They work toward building community inside and outside the organizational structure.

(Slide 19)

In summary, servant leadership emphasizes:

- Increased service to others.
- A holistic approach to work.
- Promoting a sense of community.
- Sharing the power in decision making.
- Individuals are respected, trusted, challenged and committed.
- The servant-leader seeks to draw out, inspire, and develop the best and highest within people.
- A shared vision is inspired and people are encouraged to use their talents to attain that vision.
- Vast changes in organizations are dealt with in a positive way, accentuating human values.

19. Servant Leadership (Cont.)

Summarize Servant Leadership with the bullets in the Participant's Packet and Powerpoint.

Activities for Developing a Personal Leadership Style

Each of the five Practices of Exemplary Leadership will have an activity following. After discussing each practice and its commitments, instruct participants to read the instructions and complete the activities in these following activity sections.

Most have instructions within the Participant's Packet (in the right column), but some will have additional directions for you, the instructor, in a shadowed box like this one.

Discuss and interact as you go along.

20. Exemplary Leadership

Use slide 20 to introduce Exemplary Leadership.

- Leadership is about practice, not personality.

21. Exemplary Leadership (Cont.)

- Divided into "The Five Practices of Exemplary Leadership."
- Further divided into "The Ten Commitments."

Explain to participants how this section will work to both examine Exemplary Leadership and develop a personal leadership style by completing the activities after each practice.

22. Practice 1: Model the Way

- Leaders go first and model good practices to others.

Exemplary Leadership/ Developing a Personal Leadership Style

(Kouzes and Posner, 2002)

(Slide 20)

In this section, we will examine our own leadership styles in the context of "The Five Practices of Exemplary Leadership" developed by Kouzes and Posner. After examining traits of leadership since the 1980s, they concluded that leadership is not about personality but about practice, and described leadership as "first as a personal journey of exploration and then as a rallying of others." The Five Practices of Exemplary Leadership are

(Slide 21)

1. Model the Way.
2. Inspire a Shared Vision.
3. Challenge the Process.
4. Enable Others to Act.
5. Encourage the Heart.

Embedded in each practice are behaviors that can serve as the basis for learning to lead called "The Ten Commitments." An activity follows each discussion of practice and commitment to help consider both what the practice means and how it can help to develop leadership skills.

Practice 1: Model the Way

(Slide 22)

Don Bennett, the amputee who climbed Mt. Rainier, when asked how he made it to the top responded, "one hop at a time." So the next time you say to yourself, "Why don't they do something about this," look in the mirror and ask the person you see, "Why don't YOU do something about this?" Then as you stand at the foot of a challenging project (mountain) think of Don Bennett and start one hop at a time and accept the challenge of leadership.

Allow participants time to read through the examples in the Packet.

Go through and discuss the commitments with participants.

Leaders go first. They set an example and build commitment through simple, daily acts that create progress and momentum.

Here are some examples of modeling the way:

The president of a chain of neighborhood convenience stores does not just talk about the importance of employee satisfaction and work-family balance. On important national holidays, he and other corporate office staff members work in the stores so employees can spend time with their families.

A new superintendent is appointed for a school district in deep trouble---50 percent of the schools are closed and 98 percent of the children are performing at the lowest percentile ranking by the state's education department. Her first step is to enlist community and business support to refurbish one particularly decrepit school. This initial success creates momentum for neighborhood pride and civic involvement that then proves unstoppable.

Commitment Number 1: Find Your Voice by Clarifying Your Personal Values

- Look in the mirror.
- Take time for contemplation.
- Write a tribute to yourself.
- Record the lessons from the leaders you admire.
- Write your credo.
- Engage in a credo dialogue and assessment.
- Collect stories that teach values.
- Audit your ability to succeed.

Commitment Number 2: Set the Example by Aligning Actions with Shared Values

- Create alignment around key values.
- Speak about shared values with enthusiasm and confidence – even drama.
- Teach and reinforce through symbols and artifacts.
- Lead by storytelling.
- Put storytelling on your meeting agendas.
- Ask questions.
- Keep score.
- Do a personal audit.

23. Model the Way: Activity

Activity: Model the Way

For this activity, participants will list 5 values or priorities that are useful to them as leaders. If necessary, help them brainstorm some additional values not listed here.

**Activity: How will you “Model the Way?”
(Slide 23)**

Your values are the underlying priorities that guide your decisions. For your key values to become meaningful guidelines for your leadership team, you need to communicate them and model them to others.

1. In the box below, list 5 values or priorities you think are most important for you as a successful leader. Here’s a list of possibilities to get you started.

Challenge	Cooperation	Flexibility
Honesty/Integrity	Innovation	Achievement
Communication	Creativity	Freedom
Human relationships	Determination	Responsibility
Competition	Organization	Fun
Individualism	Fairness	Growth

2. For each of the values you selected, write a description of how you can demonstrate, or model, this value with specific actions you will commit to taking as a community leader. Refer to the list of activities under Commitments 1 and 2, on the previous page, for ideas.

Value or Priority	How will I model this?
1.	
2.	
3.	
4.	
5.	

24. Developing a Personal Leadership Style: A Summary

(This slide goes with the Table at the back of the Participant's Packet. See instructions to the right.)

Activities for Developing a Personal Leadership Style (Slide 24)

On the back of this guide and the Participant's Packet is a table called Developing Your Personal Leadership Style (DPLS) for participants to fill out after they complete the activity for each section. Instruct participants to tear off the back 2 sheets of their packet (the last sheet is the Evaluation, have them set that aside) and complete the rows in the DPLS as they go along. Remind them to complete each part of the table before moving to the next practice, and allow time. If your schedule allows, invite them to discuss their Personal Leadership Styles at the end of the lesson.

25. Practice 2: Inspire a Shared Vision

- Exemplary leaders employ strategies to stay motivated.

Go through and discuss the commitments with participants.

Practice 2: Inspire a Shared Vision (Slide 25)

Everyone needs some extra motivation, especially when projects run long and become difficult or even when it seems there's nothing to be done. Successful leaders employ strategies to keep both their teams and themselves inspired and motivated.

Commitment Number 3: Envision the Future by Imagining Exciting and Ennobling Possibilities

- Read a biography of a visionary leader.
- Think about your past.
- Determine the "something" you want to do.
- Write an article about how you have made a difference.
- Write your vision statement.
- Become a futurist.
- Test your assumptions.
- Rehearse with visualizations and affirmations.

Commitment Number 4: Enlist Others in a Common Vision by Appealing to Shared Aspirations

- Get to know your constituents.
- Find the common ground.
- Draft a collective vision statement.
- Expand your communications skills.
- Breathe life into your vision.
- Speak from the heart.
- Listen first - and often.
- Hang out.

27. Practice 3: Challenge the Process

- Questions current processes to learn new methods and accomplish new goals.

Go through and discuss the commitments with participants.

Practice 3: Challenge the Process

(Slide 27)

Challenging the process involves questioning current processes and systems, rather than just accepting things the way they are. By challenging the process, your organization can grow by gaining new insights, accomplishing new goals, and helping better your community.

Commitment Number 5: Search for Opportunities by Seeking Innovative Ways to Change, Grow, and Improve

- Treat every job as an adventure.
- Seek meaningful challenges for yourself and others.
- Go out and find something that needs fixing in your community.
- Add fun to everyone's work.
- Question the status quo.
- Renew your teams.
- Create an open-source approach to searching for opportunities.
- Send people shopping for ideas.
- Put "idea gathering" on your own agenda.
- Take a class--learn a new skill.

Commitment Number 6: Experiment and Take Risks by Constantly Generating Small Wins and Learning from Mistakes

- Model risk taking.
- Set up little experiments and develop models.
- Make it safe for you and others to experiment.
- Break mindsets.
- Give people choices.
- Accumulate "yes-es."
- Admit your mistakes.
- Conduct pre- and post-briefings for every project.
- Work with ideas that may sound strange initially.
- Debrief every failure as well as every success.

Consider the factors that you think limit your ability to become an outstanding community leader. List 2-3 limitations in the box below.

Activity: Challenge the Process

Invite participants to share their perceived limitations to challenging the process and how they will overcome those limitations. Or share your own.

1. To challenge the process, identify a way to turn each potential limitation into an opportunity to grow and write that strategy outside the box.
2. Draw arrows from each limitation to the point outside the box that identifies a strategy for turning the limitation into an opportunity. Use these questions to help you consider how to turn the limitations into opportunities.
 - A. What daring experiments could I undertake and learn from? How?
 - B. How can I encourage others to take risks?
3. Reflect on how these actions outside the box will help you challenge the process in your community and become a valued community leader working with others you have helped to develop as fellow leaders.

Fill out the Challenging the Process section of the DPLS table.

29. Practice 4: Enable Others to Act

- Test to determine a potential leader: Listen to the person and count how frequently he or she uses the word “we.”
- Good leaders involve everyone.
- Good leaders foster trust.

Go through and discuss the commitments with participants.

Practice 4: Enable Others to Act

(Slide 29)

The individuals studied by Kouzes and Posner recognized that leadership is a team effort. They developed a very informal test to detect if someone is on the road to becoming a leader.

The Test: Listen to the person and count how frequently he or she uses the word we.

Good leaders strive to involve everyone who will live with the results (of lack of results) of a project or community decision. Leadership is a relationship, founded on trust and confidence. Without trust and confidence, people don't take risks; without risks, there is no change; and without change organizations, movements and communities die.

Commitment Number 7: Foster Collaboration by Promoting Cooperative Goals and Building Trust

- Go first.
- Conduct a collaboration audit.
- Be the first to trust.
- Ask questions, listen, and take advice.
- Always say “we.”
- Focus on gains, not losses.
- Take a lot of human moments.
- Create places and opportunities for informal interactions.

Commitment Number 8: Strengthen Others by Sharing Power and Discretion

- Offer visible support.
- Make sure delegated tasks are relevant.
- Assign critical tasks.
- Enrich people's jobs.
- Use modeling to develop competencies.
- Stop talking and start building at staff meetings.
- Enlarge people's sphere of influence.
- Create a learning climate.

30. Enable Others to Act: Activity

Activity: Enable Others to Act

If time allows, discuss participants' answers to this activity.

Activity: How can you “Enable Others to Act?” (Slide 30)

Answer the following questions. Write your responses.

1. Think of a time when you felt powerful as a result of something a person said or did. Specifically, what did the person say or do?
2. Think of a time when you felt powerless as a result of something a person said or did. What specifically did the person say or do?
3. Now use the lessons you have learned from your own experiences. How can you enable others to feel powerful and avoid diminishing their personal efficacy?

Fill out the Enabling Others to Act section of the DPLS table.

31. Practice 5: Encourage the Heart

- Encouragement allows leaders to link rewards with performance and reinforce the importance of objectives.
- Every milestone is a reason to celebrate.

Go through and discuss the commitments with participants.

Practice 5: Encourage the Heart

(Slide 31)

Leaders encourage the heart so that their team members can carry on. Encouragement can come from dramatic gestures or simple actions. Encouragement is very serious business; it is how leaders visibly and behaviorally link rewards with performance. Recognizing jobs that are well done is your opportunity not only to encourage the heart of your team members but to also reinforce the importance of the community development objectives you are trying to reach. When you lead a community project, every milestone is an opportunity for the team members to celebrate what they have accomplished and then gather spirit and momentum to continue and energize the community. For each project milestone, brainstorm several fun and meaningful ways for people to celebrate as a team.

Commitment Number 9: Recognize Contributions by Showing Appreciation for Individual Excellence

- Be creative about rewards.
- Provide feedback en route.
- Foster positive expectations.
- Find people who are doing things right.
- Don't be stingy about saying thank you.
- Enlarge people's sphere of influence.
- Make heroes of other people.

Commitment Number 10: Celebrate the Values and Victories by Creating a Spirit of Community

- Link recognition and celebration to a clear set of standards.
- Make recognition public and meaningful.
- Schedule celebrations.
- Install a public "Bragging Board."
- Create a commemorative award honoring exemplary actions.
- Show passion and compassion.
- Be a cheerleader – your way.
- Set the example – plan a celebration right now.
- Stay in love with what you do.
- Have fun, laugh, enjoy!

32. Encourage the Heart: Activity

Activity: Encourage the Heart

With the group, brainstorm ways to celebrate and reward members of your community groups.

Activity: Developing a Personal Leadership Style

Participant's should now be finished filling out the DPLS table. Review the table, and encourage them to share what they have learned.

Remind them to revisit the summary later to see how they are growing as leaders.

Activity: How can you “Encourage the Hearts” of your group?

(Slide 32)

Answer the following questions. Write your responses.

1. Think about when you have been meaningfully recognized. What elements made the recognition particularly meaningful?

2. To get started on encouraging the heart through effective recognition, here are **two** possible commitments to action for you to accept:
 - A. Identify one person you will recognize in the coming week.
 - Who will be recognized?

 - Why?

 - How?

 - B. Identify one celebration you will hold within the next month:
 - Why?

 - How?

Fill out the Encouraging the Heart section of the DPLS table.

33. Final Thought: Lessons from Geese

Wrap up the module with these lessons from geese.

- Find a common direction.
- Be willing to accept help.
- Share leadership responsibilities.
- Encourage, don't complain.
- Stick together during rough times.

Remember to collect the evaluations!

Lessons from Geese: A Final Inspiring Thought

(Slide 33)

As each goose flaps its wings, it creates an “uplift” for the bird following. By flying in a “V” formation, the whole flock adds 71% greater range than if the bird flew alone.

- Lesson 1: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the “lifting power” of the bird immediately in front.

- Lesson 2: If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go (and be willing to accept their help as well as give ours to others.)

When the lead goose gets tired, it rotates back into the formation and another goose flies to the point position.

- Lesson 3: It pays to take turns doing the hard tasks and sharing leadership with people; as with geese, we are dependent on each other.

The geese in formation honk from behind to encourage those up front to keep up their speed.

- Lesson 4: We need to make sure our honking from behind is encouraging and not something else.

When a goose gets sick, wounded or shot down, two geese follow it down to help and protect it. They stay with it until it is able to fly again or dies. They then launch out on their own with another formation, or to catch up with the flock.

- Lesson 5: If we have as much sense as geese, we too will stand by each other in difficult times as well as when we are strong.

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Developing a Personal Leadership Style: A Summary

Tear off this page. After you complete each activity for the five practices that define exemplary leaders, complete the grid below by considering the following elements of each of the practices:

- **Reflection** – How has your thinking changed and broadened related to each practice?
- **Intention** – How do you intend to implement each exemplary leadership practice as you move into a community leadership role?
- **Action** – What specific actions will you take to demonstrate each of the five practices?

Practice	Reflection	Intention	Action
Modeling the Way			
Inspiring a Shared Vision			
Challenging the Process			
Enabling Others to Act			
Encouraging the Heart			

Revisit this summary a month from now, six months from now, and a year from now to assess how you are growing as a leader.