

Unit I: Personal Leadership Skills

Module I: The Leader Within You

Overview

There are many ideas about definitions, characteristics and approaches to leadership. When discussing leaders and leadership, talk about both individuals and groups, attitudes and actions, processes and results. The word “leader” has many definitions, and the books on leadership would fill many bookshelves. Yet, groups continue to wrestle with the question while they seek to conduct their affairs in the best possible manner.

The citizen leadership definition that fits many community and volunteer organizations is that leadership is a shared process. In this view, everyone can learn leadership skills and everyone has expertise to contribute. In other words, “all people have leadership potential. Adults and youth often simply need the opportunity to learn how to participate and how to lead in order to become good leaders.”

Objectives

Participants will:

- Become more aware of different approaches to leadership.
- Begin to develop their own definitions of leaders and leadership.
- Explore the concepts of citizen leadership as a method to use themselves.
- Reflect on their own personal philosophies of leadership.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or “learning by doing” model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

The Leader Within You

When exploring leadership qualities, think about personal abilities — mental and physical. Think about knowledge, skills, time and energy, even attitude and enthusiasm. Think of building leadership capacity, which involves enhancing abilities, learning to transfer skills from one situation to another, and devoting time to reflection and development of a personal leadership philosophy.

There are varied definitions of leadership. Examples include:

1. The process of using influence to help a group achieve its goals.
2. The beliefs individuals have about what makes effective leaders.
3. The qualities, behaviors, skills, and knowledge of people regarded as effective leaders.
4. An influence relationship to help a group achieve mutual goals.

The Challenge of Leadership

Society is experiencing a time of rapid change. There have always been changes taking place, but the rate of change seems to have increased to the point it's hard to keep up.

This rapid change also leads to feelings of uncertainty. Traditions and customary ways of doing things are threatened. Fear of the unknown sometimes creates a resistance to change. You may not know how to proceed.

Apathy or doing nothing is one way this resistance to change is illustrated. Individuals and families are so busy trying to manage their own personal activities that they don't make time for the broader community. They do not realize that group or community action is often the best way to address these new issues.

As you begin to explore “the leader within you,” think about ways it may be appropriate for you to revise elements of your style, your priorities, your beliefs, and your habits. In particular, ask yourself:

- Am I paying enough attention to the subjective aspects of leadership — including the values, culture, and tone in my organization?
- Am I doing all I can to bring out the best in others? Am I valuing and respecting their differences and motivating and inspiring them?
- Am I “walking my talk” and modeling the values I believe in?
- What other leadership actions should I be adding? How am I balancing my focus on results vs. people? My commitment to career vs. my personal life?¹

Today's challenge is to ask:

- Do I share in leadership roles?
- Am I developing my ability to work with others as a team leader and member?
- Am I a lifelong learner, instead of thinking I already know all there is to know?

Citizen Leadership

Citizen leaders are people in the community who are concerned about the quality of life in their community. They assume responsibility for the public good and see a need to act together for the common good of the community. Citizen leaders take ownership of the problems and opportunities that exist in the community and hold themselves accountable for seeing that action is taken. In other words, they don't want "experts" or politicians to solve the problems for them.^{1,2}

Citizen leaders work with others in the community to identify opportunities or problems. They help others articulate a common purpose and set goals and objectives. They also assume that there are differences in the way people regard the opportunity or problem, i.e., different values of the people, different experiences, different viewpoints.^{1,3} Citizen leaders help people connect their differences to the common purpose that brought them together. In other words, the citizen leader helps people see how their differences can be used to solve problems rather than be a point of conflict. Citizen leaders also acknowledge that problem-solving requires a commitment of time. They realize that people must benefit as well as contribute to the problem-solving process. Leaders also help people find their role in the process and affirm the developmental nature of the relationship.

Consider the Following Factors

Ask yourself, "How do I think about leadership and myself as a leader?" Everyone has a wide range of skills, interests, and abilities they use in their daily lives: at home with family, on the job, and in their communities. Some tasks are more meaningful and enjoyable than others.

When you are thinking about moving into a leadership position, or a more active role as a group member, think about these questions:

1. What skills do I have to offer?
2. What would I like to learn more about?
3. What is it I don't like to do?
4. What do I want to do, but am hesitant about?

Think about what motivates you, gets you excited, and makes you feel successful in your leadership roles.

Motivation

Motivating yourself and others is a fundamental leadership ability. As leaders, you make important contributions when you find incentives for yourselves, and when you create an environment that makes it possible for other people to motivate themselves.

As you consider your leadership philosophy and style, ask yourself what you can contribute to your organizations and community — either on or off the job? You need to figure out how to release the leader within and get yourself up and moving. Motivation is complex. Internal motivation comes from within a person. Understanding and supporting the motivation of the individual group member is vital. Your own enthusiasm and commitment are also crucial to success.

Leaders and managers of groups can provide incentives and set the stage for people to become motivated. Sources of motivation are often divided into five categories.

People are motivated by the desire for:

Achievement: Strive for success in accomplishments, a high level of involvement. They are “do’ers” who like getting projects done.

Power: Aim for having impact or influence in dealing with other people and/or project results. They do well as fundraisers or when working with politicians.

Affiliation: Like being with others, enjoy mutual friendship, and want to belong to a group. They don’t enjoy tasks in which they work alone. They like to plan celebrations and social events.

Recognition: Desire recognition for work performed and are concerned about status and visibility in the group or community. They enjoy working with the media and making public appearances, and appreciate receiving certificates and having their name in the paper.

Altruism: Prefer doing things for the general good or public interest. They enjoy working with other groups who have shared values and goals. They feel a need to pay something back to society.

Many people are motivated by several of these categories. At different stages in your life, one area may be more important than others.

Empowerment

In much of the work that you do — whether for pay or as a volunteer — a group of people with different types of interests and expertise is involved. So, part of leadership includes empowering others.

Empowerment is not just one of today’s buzzwords. In the leadership context, it summarizes some important trends and principles for leadership in today’s society. For example, it means:

- Getting away from the idea of one leader who has all the answers and who can tell everybody what to do.
- Acknowledging the capability and desirability of different people to influence decisions.
- Accepting the need for and benefits of personal, organizational, and community change.
- Accessing information and other resources.
- Transferring power, or enlarging the power base and understanding of all stakeholders; giving and accepting power and responsibility.
- Thinking of power as energy, or the influence or ability to get things done. It is not seen as something negative or coercive.
- Sharing knowledge and interests, as well as a vision and goals.⁴

If the individuals in leadership roles can foster an environment where everyone can contribute their expertise and leadership skills, then motivation, energy, and enthusiasm will follow. A critical part of such an environment is the willingness to delegate meaningful tasks — not just busy work. To delegate means sharing and getting an agreement or commitment from others to accept the job, not just assigning something in a dictatorial way.

This involves a shift from doing and controlling, to an attitude or philosophy of empowering and enabling, and the confidence to share credit as well as work.

Applying Your Leadership Skills

What we are really talking about now is the concept of citizen leadership. So much of good leadership is just being a good citizen, leading by example, and genuinely caring for other people and their concerns. Think about following these seven steps to become a better citizen — thus adding value to your leadership potential:

1. **Be A Team Player** — Actively work with others to get things done.
2. **Be Courteous** — Consult others before decisions are made.
3. **Act Constructively** — Have a positive attitude and be open to new ideas.
4. **Be A Good Sport** — Don't take yourself too seriously, and don't get overly concerned if things don't go the way you think they should.
5. **Be Conscientious** — Be punctual, responsible, and don't procrastinate.
6. **Celebrate the Success of Others** — Compliment others on their accomplishments. As a result, they will likely do the same for you. Share the credit for accomplishments.
7. **Believe in Fairness** — Treat others in an honest, straightforward manner and don't adopt a double standard.⁵

Viewing the leadership behavior of all members of a group, rather than the authoritative position of one, means seeing leadership as a more complex and subtle phenomenon that it is often taken to be. Leadership demands within a group — even within the same meeting, may be quite fluid. A group that uses the broad range of leadership skills within its membership is a productive, viable organization.

When leadership is defined as the process of working with a group to achieve mutual goals, you see that leadership is not possessed by any one individual as exclusive property. Leadership is the group's property.⁶ Group members seek a sense of belonging and participate in making the rules they will be governed by. They want reachable goals, meaningful and challenging responsibilities. They want to be kept informed, to see progress, and to feel confident in their leadership. Any individual may assume, acquire, or be elected to the leadership position. However, as the situation or group goals change, the requirements of the leadership role may also change. When this happens, another member of the group may better possess the skills and abilities needed — and should become the next leader.

Summary

A broad base of leadership is vital to organizations and communities. There are organizations devoted to almost every purpose imaginable.

Communities of all sizes work to sustain themselves and their residents. Each group must have skilled leadership if it is to achieve its goals with a minimum of wasted effort. There are countless opportunities for leadership. There is great need for shared or participative leadership, which also results in more effective followers — individuals who are committed to the active and substantive involvement essential to attaining group goals. There is a leader within everyone.

References

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3. Hesselbein, Frances, Marshall Goldsmith, Richard Beckhard (eds.). *The Leader of the Future*. San Francisco: Jossey-Bass Publishers, 1996
4. McKenna, Connie. "Motivational Leadership." In: *Proceedings of the Southern Leadership Conference*. University of Puerto Rico, San Juan, April 1996.
5. Organ, Dennis. "Organizational Leadership for Citizenship." Presentation to K-State Leadership Forum. Manhattan, KS, Non Date.
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Learning Activity:

What is Leadership?

Purpose: To help group members determine what characteristics make a person a valued and respected leader.

Items Needed: Paper, pencils, newsprint, magic markers, and masking tape.

- Procedure:**
1. Think of your favorite leader or leaders. This could be someone you know personally, a contemporary leader, or a historical figure.
 2. Jot down at least four characteristics of this leader.
 3. Ask the participants to form groups of two.
 4. Decide which of your two leaders best illustrates an outstanding leader. List several characteristics.
 5. Record your answers on newsprint and hang the sheets in the meeting room.
 6. Each pair will report to the whole group.
 7. After everyone has reported, categorize the leaders by type (historical, public, in-house, contemporary, etc.). This step allows everyone to become focused on all of the lists.
 8. As a group, generate a list of the most-valued characteristics of a leader (based on all the lists). Post this list so that it can be viewed by the group all day.

- Discussion:**
- a. What is a leader?
 - b. Are the ideas of “being a leader” and viewing “leadership as a process” similar or different concepts?
 - c. What does “sharing leadership” mean to you?
 - d. Can you be a leader and share your leadership power?

Summary: Review the list of characteristics that make a person a valued and respected leader.

Learning Activity:

There is Always Room at the Top

Purpose: This activity is terrific for showing that what first appears impossible is in fact possible!

Items Needed: A small block of wood with a single nail pounded vertically into it and 16 additional nails. Have a set of these items for each five people.

Procedure: Give groups the challenge to stack 14 of the additional nails on the head of the nail that has been pounded into a supporting block of wood.

- Discussion:**
1. Describe the process your group went through to complete this activity.
 2. What styles of leadership were seen in your group among participants as you tried to complete this activity?
 3. Was there cooperation among group members?
 4. Who made the decisions?
 5. Did it seem possible to find a solution?

Summary: When a group works as a team and has input from group members, even a task that first appears impossible is in fact possible.

Learning Activity:

Your Leadership Philosophy

Purpose: During this leadership experience, one of your challenges is to discover and develop your own leadership philosophy. A foundation for your leadership philosophy rests with your values, and what you consider to be most important — beliefs and actions, things, and relationships.

Articulating your philosophy is often very difficult — it is hard to find the words. One helpful way to start is to jot down some key phrases that briefly describe your ideas and values.

Items Needed: Paper and pencils.

- Procedure:**
1. Introduce the exercise by reading the purpose to group members.
 2. Give members a few minutes to write their personal philosophy or personal mission statement. Ask them the following question: “What is important to you in your leadership roles?” (examples are shown below, but are provided only to get started)
Examples:
 - a. Being able to shift between leader and follower roles.
 - b. Being visible as a leader? Being invisible as a leader?
 - c. Developing power and influence.
 - d. Practicing ethical behavior.
 - e. Risk-taking.
 - f. Serving others.
 - g. Sharing knowledge with others?
 - h. Working in the political arena? Professional association arena? Work place? Community? Other?
 3. Have participants find a partner and share their personal leadership philosophy or personal mission statement.

- Discussion:**
1. Did you and your partner agree with what was important in leadership roles? What differences did you see?
 2. Why will leadership philosophies vary?
 3. Does personal leadership philosophy remain constant over time or will it change? Why?

Summary: Personal leadership philosophies rest with your values and what you consider to be most important.

Learning Activity: *Pictures*

(This activity may be used as an introduction or energizer.)

Purpose: To encourage participants to get better acquainted with one another in a non-threatening way and to share their varying perspectives on leadership philosophies and experiences.

Items Needed: Cut out a variety of pictures from magazines. You need at least six or eight more pictures than participants. (Mount on heavy paper if you plan to use the activity several times. If it's for one time only, just trim the pictures and use them as is.)

Different pictures can be selected for groups whose members have different interests or experiences. You may choose pictures with or without people in them — either type works well.

- Procedure:**
1. Lay out a variety of pictures on a table or counter.
 2. For large groups, divide the participants into smaller groups, such as those sitting at the same table. About eight people in a group works well.
 3. Ask participants to select one picture that represents some aspect of leadership to them.
(You can be more specific if you wish — for example, a childhood leadership experience, an organizational situation, a philosophy, but being very general usually works fine.)
 4. Group members tell each other about their choice and why they picked it. If you have time, select one person at random from each smaller group to share with the total group.

- Discussion:**
1. Were there common themes in the choices people made? Or was a wide variety of opinions represented?
 2. How would you use this technique in a group of very different people who did not know one another? Would it be different from a group that had worked together before?
 3. Why are group-building activities like this important?

Summary: Each individual has a different perspective on leadership philosophies and experiences.

Unit 1: Personal Leadership Skills

Module 2: Values and Ethics

Overview

Values and ethics form a foundation for understanding yourselves and your leadership work. Leadership is based on values and beliefs. Effective leaders begin with being aware of what they believe and what they value, and what the sources of these beliefs and values are. They are able to think clearly and communicate effectively about complex decisions and develop practical approaches for dealing with ethical problems. Self-esteem — one's own, realistic, positive inner valuing of oneself based on genuine striving to become a more capable and worthy person — is a vital component of effective leadership.

Values are fundamental beliefs that guide and motivate attitudes and actions. Values identify the ideas you prize the most. They provide a basis for ranking priorities in how you behave and what you choose to do (or not do).

Ethics are concerned with how a person should behave. Ethical values relate directly to beliefs about what is right and proper. People also hold non-ethical (ethically neutral) values that influence their choices and actions.

Objectives

- To recognize the importance of self-esteem and understanding oneself as a foundation for developing personal leadership skills.
- To increase awareness of ethical values and practices in leadership.
- To learn techniques for identifying ethical considerations in making group decisions.
- To improve one's ability to make ethical decisions and help others do the same.
- To learn principles of motivation.

Teaching Tips

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- experiences, performs or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and
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Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

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Values and Ethics

There are many different approaches to learning about values, ethics, self-esteem, and motivation in the context of leadership and followership. Actions as individuals and group members, as well as behavior while serving in leadership roles, are based on values. An awareness of what you believe and value, and recognizing the sources of these beliefs and values, is a basic beginning step in developing personal leadership skills. The topics are closely related to one another.

There is a growing need to find ways to promote ethical behavior, individually and in group situations, without imposing a specific value system. Group decisions, where some individuals or groups benefit while others pay costs, sometimes result in ethical dilemmas. These dilemmas involve a conflict between core ethical values — between “right and right” or between “wrong and wrong.”

Recognize What You Value

Values are abstract concepts of worth — what you think is good or important. They guide the way you feel and act about certain ideas, things, situations, and people. They are principles that guide decisions and actions.

Values are formed through experiences over time. They are influenced by many sources, including parents, siblings, friends, teachers, religions, organizations, the media, and many other factors.

A value in itself is neither good nor bad. you are influenced every day by your values. Values can and do change. You are often aware of some values, but others that have been learned at an early age may not be easily recognized.¹

The feelings and attitudes you have about the relative worth or importance of things make up values. You may value material possessions, such as clothing, property or automobiles; the activities you enjoy, such as sports, music, or work; the people you care about, such as family or friends. You also value or hold dear certain ideals, principles, or beliefs.

Types of Values

A personal system of values is made up of all the things that a person prizes, cherishes, holds dear, or considers important.² There are many different types of values, including:

Moral Values. What is good or right behavior? What is just? What thoughts, ideals, attitudes, or beliefs are noble and worthy?

Spiritual Values. What are the best ways to worship? What spiritual or religious way is most meaningful to you?

Aesthetical Values. What types of things are beautiful, harmonious, or pleasing to you?

Sensual Values. What kinds of experiences make you feel good or give you a sense of pleasure or of well-being?

Prestige Values. What brings you worth or esteem in the eyes of others? What is “in” or fashionable or respectable? What gets you the kind of attention or respect from others that you want or need?

Economic Values. What is most important to you in the way of earning or acquiring money, your standard of living, or your financial security?

Pragmatic Values. What are the things that you feel are practical and useful?

These various types of values are related. They overlap. It is difficult to consider one type without involving one or more of the others. In many situations involving leadership and diversity, it is useful to make a distinction between moral values and ethical values (see pp. 7–8).

Values have varying degrees of strength. Each individual has a kind of “pyramid of values,” with some holding a greater degree of importance than others. They take priority. Some people may value most highly things that they feel are practical for everyday use. Others may cherish works of art or things of beauty.

How do you make “good” decisions? First, know what you truly value. Values are not just “interests,” “feelings,” or even “preferences.” They involve three important factors: choosing, prizing, and acting. Before something can be a genuine value (and part of your decision-making and action processes), it must meet seven basic criteria.^{2,3} It must be:

1. Chosen freely (without external pressure or coercion).
2. Chosen from among alternatives (all possible options).
3. Chosen after careful reflection (advantages, disadvantages, consequences).
4. Prized and cherished.
5. Publicly affirmed.
6. Acted upon (applied to specific situations).
7. Part of a repeated pattern of action in your life (commitment).

Once a value has met all these sometimes demanding criteria, it is yours, a part of who you are. If it is to be changed, it can only be changed by you.

Some thoughtful reflection about yourself in relation to your values can often help you place your values in a truer focus. This process can:

- Help you know yourself better.
- Become a guide for self-improvement.
- Be helpful in making personal decisions.
- Help you manage time, energy, and resources to the best advantage.

- Help eliminate some of the confusion in your life.
- Help formulate a desired system of values.
- Help act or behave more in accordance with your desired system of values.
- Help you better understand and respect others who have different values.

A firm self-identity — who you are or who you would like to be — is fundamental to effective leadership. You live in rapidly changing times, at a fast, often hectic, pace. You are besieged and bombarded from all sides by various pressures trying to influence or determine your values. You cope daily with many different “pushes” and “pulls” presuming to tell you what is “right” or “best.” If you want to have a clear self-identity and a system of values you can call your own, you have to take control — make some choices, clarify, and establish your own system of values.

Values and Goals

You generally think the same things are important over time, although the order of importance may change. Resources, experiences, family situations, and the environment influence your values.

Values and goals are closely related. Values are the “why’s” behind your goals. For example, your goal might be to plant a big hedge around your yard. The “why” behind this goal is that you value privacy. If your goal is to be president of a local service club, your values might be recognition (social acceptance), service to others, or power.

If you value individuality, your goals will be different than if you value conformity.

People can share goals without sharing values. They can also share values without sharing goals. Attention to these differences becomes important in group communication, decision-making, and conflict resolution.¹

Match Values and Goals With Time Use

Working in the leadership field is a labor intensive activity. You need to practice time management skills to do it well. Time is the most valuable, unique, and perishable of your resources. The more you become aware of time and how you use it, the more precious it becomes. Time is a scarce resource, and unless it is managed, nothing else can be managed.

Time management is actually a misnomer, because the clock is out of your control. Time management is really a matter of managing yourself with respect to the clock, not managing the clock or time.

In order to use your time, and other resources effectively, you must first think about your values and decide on your goals. Personal, professional, social, family, and financial goals are all important — all require time in which to achieve them. Most people want to work toward more than one goal. This makes it necessary to set priorities and to balance the use of resources among competing demands. Think through and decide what is more important to you than other possibilities. After deciding what your goals are, write them down. Otherwise, your goals may remain unclear and you’ll never know whether you’ve achieved them.

Effectiveness means selecting the most important task from all the possibilities available and then doing it. Making the choices about how you'll use your time is more important than doing efficiently whatever job happens to be around. Efficiency is fine in its place — after the effective goal has been selected.

Select activities that will help you accomplish your goals. Realizing that you can't do everything all at one time, you may want to divide large, long-term projects into a series of short-term projects that can be completed one by one in more manageable periods of time. Many smaller steps, or short-term objectives, are a priority to meeting deadlines for this series of short-run tasks. Otherwise, time is frittered away and no progress is made.

Think about **why** you want to improve your organization and management skills and/or improve the way you balance time, money, and other resources. Is your goal to find the time to become a volunteer on a community project? Do you feel “stressed out” or overwhelmed by all the things you have to do? Is leisure time something you only dimly remember from your childhood?

In working with other people, it is important to be aware of their values as well as your own. It is easier to get along with people who see the world as you do, so you often seek them out. But in leadership work, you need the ideas of others who see the world differently and have different feelings about situations. It takes time to bridge some of these differences, but you will benefit from their expertise in dealing with organizational and community problems.⁴

When you work toward understanding different values, we get closer to building common ground. When we are tolerant of others' beliefs, it is easier to develop working relationships and a solid base for accomplishing mutual goals.

Respect and tolerance for the values of others is an important attitude in human relationships. Before you can understand someone else, you must understand yourself. Knowing what makes you behave the way you do helps you choose how to act to be more effective in working with others.

Self-Esteem

Values are closely related to a person's sense of self-esteem. Self-esteem develops through thought, action, and reflection. Self-esteem can be defined as a person's own realistic, positive inner valuing of self based on genuine striving to become a more capable and worthy person.⁵ In this definition, self-esteem includes three key components, which include feelings of being:

Capable. A person's practical ability and competence, which is different for everyone.

Worthy. A person's ability to act in a manner consistent with principles such as honor, honesty, morality, and justice — dimensions relating to character.

Striving. The effort to be the best one can be, which is under an individual's control.

In the Teel model, four key points put these principles into action:

- Turning errors into positive learning experiences, allows you to grow and become better, stronger, happier and more fulfilled.

- Maintaining self-control, but recognizing and properly using the differing roles of emotion and reason.
- Gaining responsibility, striving to fulfill the things in your life for which you are responsible — which involves distinguishing between your responsibilities and those of others.
- Respecting the rights of yourself and others, seeking to act in accordance with principles that give equal respect and weight to your own rights and the rights of all others.⁵

Another version of self-esteem, developed by Frances Hesselbein, has a focus on leadership in the information age. It is based on six categories called the Six Pillars of Self-Esteem.⁶ They include:

1. The practice of **living consciously**.
 - Respect for facts.
 - Being present in what you are doing while you are doing it.
 - Seeking and being eagerly open to any information, knowledge, or feedback that bears on your interests, values, goals, and projects.
 - Seeking to understand not only your external world, but also to your inner world, so you do not act out of self-blindness.
2. The practice of **self-acceptance**.
 - Willingness to own, experience, and take responsibility for your thoughts, feelings, and actions — without evasion, denial, or disowning and without self-repudiation.
 - Giving yourself permission to think your thoughts, experience your emotions, and look at your actions without necessarily liking, endorsing, or condoning them.
3. The practice of **self-responsibility**.
 - Realizing that you are the author of your choices and actions.
 - Each one of you is responsible for your life and well-being and for attaining your goals.
 - If you need the cooperation of other people to achieve your goals, you must offer value in exchange.
 - The question is not, “Who’s to blame?” but always, “What needs to be done?”
4. The practice of **self-assertiveness**.
 - Being authentic in your dealings with others.
 - Treating your values and other people with decent respect in social contexts.
 - Refusing to fake the reality of who you are or what you esteem to avoid someone’s disapproval.
 - Being willing to stand up for yourself and your ideas in an appropriate way and in appropriate circumstances.

5. The practice of **living purposely**.
 - Identifying short-term and long-term goals or purposes and the actions needed to attain them.
 - Organizing behavior in the service of these goals.
 - Monitoring actions to be sure you stay on track.
 - Paying attention to the outcome in order to recognize if and when you need to go back to the drawing board.

6. The practice of **personal integrity**.
 - Living with congruence between what you know, what you profess, and what you do.
 - Telling the truth, honoring your commitments, and exemplifying the values you profess.
 - Dealing with others fairly and benevolently.⁶

Although these have several parallels, the self-esteem pillars should not be confused with the Six Pillars of Character, the basis of the Josephson Model for Ethical Behavior, which is described on the next page.⁷

Building a Framework for Dialogue

Enhancing ethical decisions and actions, without imposing a pre-conceived set of values and beliefs, is fundamental to ethical leadership and decision-making. A dialogue about ethical principles is of vital importance in empowering action on critical issues, which often involve conflicts of values and opinions that cannot be determined by objective, factual data.^{8,9,10} One challenge of collaborative leadership is to develop a firm foundation of ethical behavior in order to meet the needs of participating groups and achieve mutual goals.

In order to think clearly and communicate effectively about differences in value systems and ethical issues and decisions, and to develop practical approaches for dealing with ethical problems, it's essential to develop a plain, understandable vocabulary. One way is by considering the definitions.

- Ethics refers to standards of conduct that indicate how people ought to behave, based on values and principles about what is right. Ethics deals with the ability to distinguish right from wrong and the commitment to do what is right.
- Values and ethics are not the same. Ethics is concerned with how a person **should** behave, in contrast to values, which concern the beliefs and attitudes that determine how a person **actually** behaves. People hold both ethical and non-ethical values. Ethical values are values relating directly to beliefs about what is right and proper.

Discussions about ethics often get bogged down in debates about relative ethics, situational ethics, or personal ethics. These debates often are based on confusion over what certain people or cultures actually do, in contrast to the more important question of what people should do.

Historically, there is no significant difference between the terms ethics and morality. However, today the term morals tends to be associated with a narrower and more personal concept of values. Morals usually refer to an individual's belief about what is right and wrong, especially concerning matters such as religion, sex, drinking, gambling, borrowing money, or business practices.

Six Pillars of Character

Several models or frameworks of ethical behavior have been developed. One useful approach in many leadership, as well as personal, situations is based on these six pillars of character.⁷

Ethical people practice the following pillars of ethical behavior in everyday life, as well as community activities or the workplace. The Six Pillars and resulting actions include:

I. Trustworthiness

Honesty:

- Tell the truth.
- Be sincere — say what you mean, mean what you say.

Integrity and Courage:

- Stand up for your beliefs about right and wrong. Be yourself, resist social pressures to do the things you think are wrong.
- Show commitment, courage, and self-discipline by doing the right thing, regardless of personal cost.

Promise-keeping:

- Be reliable and keep your word.
- Only make commitments you firmly intend to keep.

Fidelity and Loyalty:

- Keep confidential information confidential.
- Within the limits of your other ethical obligations, be loyal — stand by, support, help, and protect your family, friends, teachers, employers, school, community and country.

2. Respect

- Treat people with respect — be courteous and polite.
- Respect the right of individuals to make decisions about their own lives.
- Be tolerant, appreciative, and accepting of individual differences.
- Judge all people on their own merit.

3. Responsibility

Accountability:

- Think before you act — consider the possible consequences to yourself and others, and decide whether the act is honest, fair, caring, and respectful to all who will be affected.
- Be accountable — accept responsibility for the consequences of your actions and inactions.
- Be reliable; perform your duties.
- Set a good example with your own conduct.
- Take the initiative to make your society, school, or home life better for yourself and others.

Pursuit of Excellence:

- Do your best. Make everything you do worthy of your pride.
- Persevere. Meet your responsibilities even when it is difficult to do so.

4. Fairness

- Treat all people fairly.
- Be open-minded. Listen to others and try to understand what they are saying and feeling.
- Make decisions with impartiality, based on consistent and appropriate standards.

5. Caring

- Show that you care about others through kindness, caring, generosity, sharing, and compassion.
- Treat others the way you want them to treat you.

6. Citizenship

- Obey laws and rules.
- Do your share.
- Stay informed, vote, and protect your family and community.
- Be charitable and altruistic.

Types of Values

Everyone has hundreds of values, ethical and non-ethical. Ethical values are concerned with beliefs about what is right — such as honesty, respect, caring, and responsibility.

Two Categories of Ethical Values

The concept of core ethical values was developed through consensus by a group of educators, leaders of youth and human services organizations, and ethics institutes.

This conceptual framework proposes two categories of ethical values. Core ethical values are generally accepted as fundamental, regardless of time, culture, or religion.^{7,8} These include: trustworthiness, respect, caring, responsibility, fairness, and citizenship.

A second category of ethical values includes cultural and personal ethical values. This category includes beliefs about what is right and wrong that arise from religious beliefs, cultural traditions, political philosophy, and business or professional standards and practices.

These non-core ethical values vary over time and among different professions, cultures, religions, and individuals. They are areas of legitimate controversy among people with differing values. The core ethical value of respect requires tolerance and dignity for the autonomy of individuals and their right to their own beliefs.

Other values relate to things people like, want, or deem personally important — such as wealth, fame, job security, recognition, professional success, and satisfying social relationships. These values are ethically neutral. Do not confuse them with unethical values.

Personal ethics is a term sometimes used to describe an individual's value system and code of behavior, based on a variety of values and beliefs. Personal ethics can (erroneously) find that the actions of the Mafia, a youth gang, or a dictator are ethically the same as those of Mother Teresa. Some types of leadership principles make a distinction between the necessity for ethical behavior in one's private life and in one's public life.

Ethical behavior sometimes costs more than you wish to pay. Many excuses and rationalizations are created to explain why you opted for convenience, comfort and self-interest instead of doing what you know is right.

An ethical dilemma occurs when there is a conflict between core ethical values, between “right and right” or between “wrong and wrong.”

Ethical Motivation in Leadership

Ethical behavior in leadership roles is based on the concept of working with others to accomplish agreed upon goals for the common good. A basic premise is that people have unique strengths and the capacity to resolve their own issues. Personal, selfish interests, manipulation of others, and similar actions are not part of ethical leadership.

Motivational leadership is guidance that stimulates others into voluntary action. Such leadership takes responsibility for moving others to action so there are actually outcomes. The focus is on the leader's ability to work with, through, and together with others to get results.⁵

It envisions working with voluntary followers to get desirable outcomes, uses group goals to set direction, and specifies objectives against which to determine future achievement. Most of all, it generates the energy to produce effects.

Questions to Ask Yourself

One major challenge is how to connect your hopes and dreams for your organizations and communities to your daily actions? How do you engage yourself and others into authentic, meaningful actions? How do you connect new ways of thinking about leadership with the actual situations you face? Each of you may need to ask:

- Can I collaborate with others and not be defensive over my own “turf”?
- Can I trust others when I’ve been betrayed in the past?
- Can I share power while I am trying to build a career and name for myself?
- Can I keep a healthy ego while working with people who disagree with me?
- Do I have the courage to initiate needed changes and risk being criticized by others?⁴

Summary

As leaders, you must find the courage to act upon your values in a positive way. Members must feel comfortable expressing their needs as well as their interests and talents. Satisfying basic human needs for security and acceptance builds trust. In turn, building trust contributes to the expression of needs. Trust is based on the belief that those in leadership roles act ethically, for the common good. Where there are conflicts and dilemmas, care will be taken to think through the alternatives and work together for the most satisfactory solution.

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Learning Activity: Needs Auction

Purpose: This group exercise will show how important certain needs are to each person. Needs from a list of about a dozen are offered for auction.

Items Needed: Paper, pencil, and play money.

- Procedure:**
1. Ask the group to generate a list of 10 or 12 needs. They can range from basic needs (food, water, sleep) to recreational (hiking, reading), or be a combination. Set a spending limit for each person's auction account, i.e., \$100, \$1,000.
 2. Give group members time to prepare a budget showing how much they are willing to spend for each need.
 3. Auction off each need — allowing bidders to spend their budget.

Discussion: Ask the group as a whole:

1. Did you spend more or less on an item than you had budgeted?
2. Where and why did you spend more or less?
3. What happened when you overspent and still had needs left?
4. How did you evaluate what is important?

Summary: Certain needs are different for every person.

Learning Activity: *Extra Time*

Purpose: Participants plan the use of an extra 24 hours. This free time — without responsibilities, obligations, or demands — begins now. The exercise should help participants understand what is really important to them.

Items Needed: Paper and pencil for each participant.

- Procedure:**
1. Let the group brainstorm how to spend the extra time.
 2. Have each participant write a plan for the 24 hours. List activities, map out blocks of time for each, and perhaps explain the reasons for the choices.

Discussion: Ask the group as a whole:

1. How had you intended to spend the time?
2. Why did you choose the activities?
3. How do these differ from your normal day?

Summary: This *Extra Time* Learning Activity will help participants understand what is really important to them.

Learning Activity: *Priorities*

Purpose: Participants will become more aware of the use of their time to see if it is in accord with their true needs

Items Needed: Paper and pencil.

- Procedure:**
1. Discuss the 10 needs listed below and how important they are to people.
 2. Ask each participant to rate them (1 being least important and 10 being most important), in the order in which they are now being satisfied, using column 1.
 3. Next, ask each participant to rank them again in column 2, this time in the order in that they would like to have them met.

1	2	
_____	_____	support group
_____	_____	intimacy
_____	_____	exercise
_____	_____	nutrition
_____	_____	sleep
_____	_____	recreation
_____	_____	alone time
_____	_____	time for what I love to do
_____	_____	variety of work
_____	_____	brave question, brave answers

- Discussion:**
1. Have participants share with the group how they ranked their needs in the two lists.
 2. Explore with the group how they could accomplish their ideals.

Summary: Participants will now be more aware of the use of their time.

Learning Activity: Toothpaste Confidence*

Purpose: This is a concrete demonstration designed to show the importance of confidentiality and to stress the critical nature of never breaking a confidence.

Items Needed: Toothpaste and box of tissue.

Preparation:

- a. Cover a box of toothpaste with construction paper so it fits tightly and place these words on the sides of the box: Trust, Confidentiality.
- b. Cover the tube of toothpaste tightly with construction paper, writing on each side: Trust, Confidentiality. Be sure to leave the top open so it can be unscrewed.

- Procedure:**
1. Show the box of toothpaste and ask the participants to define the words on the box.
 2. Take out the toothpaste. (Have your tissue handy.)
 3. Tell everyone that the toothpaste inside represents all the confidentiality built into helping relationships. As you continue talking, press some of the toothpaste out of the tube. “Oops — some has slipped out — someone shared information they shouldn’t.”
 4. “Well, let’s just put it back.” Try putting the squeezed out toothpaste back in the tube. Of course it won’t go back in.
 5. Wipe with tissue and make the point — once a confidence has been broken, it can not be put back together easily; much like Humpty Dumpty. As a reminder, tell everyone to think about confidentiality the next three times they squeeze their toothpaste to brush their teeth.

- Discussion:**
1. What does this activity clearly show?
 2. What happens when we break the confidence of a person we know?
 3. What groups would this activity be good to share with?

Summary: Confidentiality is very important. Once a confidence is broken it can not be put back together easily.

** Adapted from Energizers and Icebreakers, by Elizabeth S. Foster. Educational Media Corp., 1989*

Learning Activity: Good What?

Purpose: To help members become more aware of how they feel about themselves.

To help members practice sharing something about themselves with others.

To help members of the group know more about one another.

Items Needed: List of “Good What” phrases:

good writer	good parent
good speaker	good worker
good sibling	good friend
good athlete	good American
good dancer	good singer
good neighbor	good dreamer
good organizer	good leader
good student	good artist
good dresser	good swimmer
good citizen	

- Procedure:**
1. Divide the total group into smaller groups of 10 to 12 people.
 2. Participants are asked to sit in a circle with the members of their small group.
 3. The leader explains that he/she will say a number of phrases beginning with the adjective “good” such as “good dancer.” After each phrase, each person in the group must respond as to whether or not that phrase is true of them by answering either yes, no, or pass. Pass may be used if uncertain, or if one prefers not to share on the particular question.
 4. Begin with anyone and move around the circle clockwise until all have responded.
 5. The leader then announces the next phrase and the process continues.

- Discussion:** When the group has responded to 8 or 10 phrases, ask them to discuss how they felt about responding to this.
1. Which responses were easiest to make?
 2. Did you feel you needed to justify yes or no responses?
 3. Did anyone find out something about themselves or others in the group that was new information?
 4. Ask the group to write a statement about what they learned or relearned.
 5. Ask a reporter from each group to share these conclusions with the total group.

Summary: Participants are more aware about how they feel about themselves and now know more about group members.

Learning Activity: The Ethical Person

Purpose: To define more clearly an “Ethical Person.”

Items Needed: Paper and pencil.

Procedure: On a piece of paper answer the following questions:

1. Who is the most “Ethical Person” you know?
2. Is the person a:
 parent
 childhood friend
 adult friend
 club leader (scouts, 4-H, etc.)
 other (specify)
3. Why did you select this person? What were the characteristics (list several) that were the basis for your selection?
4. Can you give a specific action as an example?

- Discussion:**
1. Share the category of person with the whole group.
 2. What characteristics were listed by group members?
 3. Did you think about including yourself in this category? Why?
 4. What specific actions were written?

Summary: Everyone has their own opinion on how they define an “Ethical Person.”

Unit 1: Personal Leadership Skills

Module 3: Strengths and Styles

Overview

Important components of developing your leadership skills include identification of your personal strengths and limitations, your preferred roles and styles of working with others, and your methods of managing risk and stress. Various self-assessment tools and learning experiences provide suggestions for identifying your leadership styles, your attitudes toward risk, and methods of dealing with stress and risk. Flexibility in adapting to different situations is essential to effective leadership.

Objectives

- To develop an awareness of a variety of styles of communicating, problem-solving, working and learning, and conflict resolution that are components of personal leadership skills.
- To identify your own preferred style and learn how to work effectively with other styles.
- To appreciate the differences among people.
- To identify your methods of managing risk and stress.
- To recognize and use your own personal leadership styles effectively in a variety of situations.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or “learning by doing,” model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Include time to debrief or process. Let participants reflect and share what happened so that everyone understands the point of the activity and how it relates to their leadership roles.

Strengths and Styles

Leadership styles have commonly been labeled “autocratic” or “democratic” to distinguish between the degrees of control or power a leader exercises over the group, and to describe to what extent the group participates in making decisions. More recently “task” and “relationship” behavior has been recognized as two important components of leadership styles, particularly in community and volunteer organizations.

Effective leadership assessment involves the group’s style and stage of development first, and then uses a matching leadership style. If the style of the leader and the needs of the group are mismatched, the group will be unproductive. Leaders also need to adapt their style to the urgency of the task to be accomplished.

Task behavior: Oriented toward goals, accomplishments, and organization process.

Relationship behavior: Oriented toward creating the social climate of emotional and psychological support in the relationship with group members.

Leadership styles usually combine some of each behavior in varying amounts. Leadership styles need to be varied for leadership to be effective. This means leaders need to cultivate a range of supporting styles and become flexible in using them. Not only is this true when you work with groups at various stages of group development, but also when you move from one culture to another.

Individuals have a fundamental style or behavior pattern that is their preferred method for learning, for participating, and in working with others. Knowing your own style helps you understand yourself better and also helps you identify times when using a different style would be more effective.¹

Dealing With Stress

Many leader and follower situations involve some degree of stress, risk and uncertainty. Recognizing your reactions to these situations helps manage the symptoms and discomfort.² “Burn-out” often results when personal stress is not effectively managed.

What is Stress?

Stress is a non-specific response of the body to any demand placed on it. Stress can be a:

- Positive motivator
- Physiological response — “Fight or flight response”
- Emotional response
- Thinking response
- Behavior.

Most people know a healthy diet and regular exercise help reduce stress. But translating that knowledge into action requires a lifestyle change and a sustained effort to make the necessary changes.² A gradual, step-by-step approach, which allows for occasional backsliding, has the best chance of succeeding. An effective stress reduction program involves the mind, body, and spirit. Some elements to consider incorporating into your lifestyle change include:

- Developing a healthy attitude about control. You are the only person you truly have control over. You can learn to control some of your physical reactions by using deep breathing and relaxation techniques. You can learn to control the self-defeating statements you tell yourself.
- Finding activities that suit your lifestyle. There may be some things you really want to do, but cannot fit into the way you live. Find substitutes. Don't suffer through an exercise routine you hate doing. Explore a variety of activities until you find those you enjoy. Some people prefer exercising alone, while others prefer a partner, group, or class.
- Building social supports into your life. Don't isolate yourself from others. Build a network of mutually supportive relationships, rather than relying on just one person.
- Working with people who are different from you. This is a key factor in effective leadership. Working with a variety of people allows more community problems to be addressed, and provides the ability to influence public decisions. Differences in values, attitudes, and expertise add strength to group participation and give improved results.
- Cultivating a positive attitude toward your life. Discover and cherish that inner sense of who you are. A personal belief system does not have to be associated with any organized religion, but it does help you understand the flow and purpose of life. It provides a sense that there is a power and goodness larger than just yourself.

Risk and Uncertainty

Risk can be defined as the possibility of danger, harm, pain, or loss resulting from a decision or action. Risk is subjective in the sense that individuals define the levels of risk or uncertainty they face in different ways. What seems like a high risk to one person may seem routine to another. Risks may be categorized as performance or functional risk, financial risk, social risk, or physical risk.

Uncertainty is the state or feeling of being in doubt. A person weighing uncertainty and risk is trying to determine the probability or likelihood of a satisfactory or unsatisfactory outcome. Some people try to reduce or avoid risk — while others enjoy the excitement of risk-taking.

One way to manage stress and risk in leadership roles is to remember the ethical principles of respect, caring, and valuing others. Ask yourself: what are my psychological contracts?

Psychological contracts are the assumptions and expectations a person has about how others should behave in their relationships. They are unspoken, unwritten, and for the most part, unconscious. Yet, they are a powerful influence because they have to do with emotions, power, and other personal needs. The essence of psychological contracts is mutual need and mutual gain. Positive mutual gain is the objective of both parties.

Because of the differences in their backgrounds, people bring different assumptions and expectations to the community. This can make negotiating mutually satisfying contracts complex. In addition, the psychological contracts formed early in life will have changed over time. Psychological contracts are dynamic and changing as people and organizations change.

In order to promote an appreciation of individual worth and diversity, remember to:

- Treat everyone as an individual.
- Deal with conflicts and disagreements early on.
- Promote interpersonal communication.
- Set clear expectations and goals.
- State a common vision.
- Be a positive role model.²

Selecting a Leadership Style

Assessing one's own strengths and styles can enhance your leadership skills. The goal of the effective leader is to have leadership flexibility — but this does not mean permissiveness. A good leader knows how to involve people by structuring their ideas toward task accomplishment. An effective leader must also be adept at assessing the situation and choosing the most appropriate leadership role.³

A leader who learns how to involve other people, listens to their ideas, and learns how structuring ideas will lead to a common goal has learned the advantages and the skills of being a flexible activator. Rigid, passive, or unstructured leadership results in organizational problems. The leader who knows when to involve, when to abdicate, and when to control is able to “read” a leadership situation and is able to meet its particular needs.

One interesting framework is based on these leadership styles: the activator, controller, martyr, cavalier, and abdicator. For example, suppose a group is working at a normal pace on a project under activator leadership. Then suddenly, for some reason, a speed-up in work is required. There is no time to obtain group consensus about what to do — the leader may have to become a controller for awhile in order to meet the new deadline. When the deadline is met, cavalier celebration may result!

The leader's role affects personal behavior according to the particular role or roles used. However, his or her role also has a great deal of control over modeling the behavior of the rest of the group. For example, an activator will encourage group members to become active participants. A rigid controller, who frowns on members when they give opinions, can effectively squelch most group involvement.

The Activator

Role: The activator plays a role that involves others and contributes to the group's ability to solve problems. Active and flexible in structuring group behavior, the activator tries to get everyone to participate. Through decision-making processes and operating on the principle that “people support what they help create,” members are helped to structure ideas and solidify group decisions. These actions produce a more creative and productive organization.

Behavior: The activator initiates, stimulates, and involves group members by putting them at ease and involving them in the decision-making process. Then by being an active listener, he or she can assimilate the ideas into a workable form and reinforce the process with recognition, support, and approval. Finally, the activator solidifies the decision by reviewing what has been said and confirming the group's decision.

Appropriate when: Most volunteer organizations and community groups prefer the activator form of leadership.

Cautions: The most likely conflict will be a productive kind — people disagreeing over the right course of action to take. This doesn't mean that conflict won't exist, but it can be more easily resolved because of how the leader operates.

In absence: When the activator leaves, people tend to continue productive activity. Because they are involved in decision-making, their work continues and remains important and challenging to them. For the most part, people support what they help create.

The Controller

Role: The controller is a rigid leader who applies power and tries to frighten the group into action. The controller tells group members what to do because of his or her belief that creativity is rare and that people are lazy and need strong direction.

Behavior: The controller regiments others by hiding goals, controlling information, making piecemeal assignments, and isolating functions and people. With all control, the leader appears as a constant judge. People are threatened by the power of the leader. Often rewards or punishments will be given in front of peers, which creates tension and rivalry.

Appropriate when: It may be appropriate for the leader to act as a controller in emergency situations (when prompt action is imperative). This might occur during an emergency, such as a fire or weather emergency, or in less extreme but realistic situations such as when a deadline is at hand and immediate decisions and actions are needed. This often occurs when preparing a grant proposal, when changes in an agenda must be made due to a speaker cancellation, or when there is a situation in which no one has relevant experience and someone must decide to try to do something.

Cautions: When the leader is a controller, it is fairly easy to see that tension and conflict may result. Very few people like to be told what to do. This situation can lead to an outright rebellion, or group members will conform to the controller's wishes and rationalize the authoritarianism. If they do this, they will blame the system rather than the controller.

In absence: When the controller leaves, activity is likely to stop. Group members tend to laugh and play, and may even post a "lookout." They take advantage of their release from the strict supervision, but when the controller returns, horseplay ceases and group members return to serious business again.

The Martyr

Role: The martyr uses behavior that makes people feel guilty, which results in pity. Operating with a guilt-producing role, the martyr tries to impose personal values and policy on everyone. Support from group members is sought by making them feel guilty if they violate the group's norms or if they are disloyal.

Behavior: The martyr enforces the norms by reminding colleagues of what is expected in the group — that policy is the iron law of an organization. This leader considers any behavior inconsistent with policy to be disloyal. The martyr always carries the biggest burden — feeling personally overworked. This leader thinks others will feel compelled to help in order to make the leader’s work easier. This leader constantly seeks pity from others.

Appropriate when: The martyr does get the work done — slowly, steadily, and reliably. Within limits, the martyr can make a contribution by focusing on tasks that need to be done. This leader needs help in teamwork, delegating, and maintaining a positive attitude.

Cautions: The martyr is a master at creating an atmosphere of impending doom — telling the group a project will fail if they don’t pull together. This leader uses the internal conflict produced under these circumstances. There is often “scapegoating” under martyr leadership. Not wanting to admit they have let the martyr down, group members will often blame each other for their own shortcomings. The scapegoating, or passing the blame, is likely to erupt into open conflict. Further, if this role is overplayed, group members will feel less and less pity, and will do less and less for the group as a result.

In absence: When the martyr leaves, the activity is likely to change, depending on the level of group guilt. If the level is low, productivity will decline and the group will participate in other activities. If the guilt level is high, the group may respond in one of two ways: First, activity may increase as a means of relieving guilt, or second, members may become cavalier in order to relieve tension. In the last case, work is ignored.

The Cavalier

Role: The cavalier views the leadership role as a provider of pleasure. Seeking to entertain the group, this leader is extremely permissive and too flexible. Anything goes with the cavalier, who wants the group to feel relaxed and free. At times, this role is so permissive that tasks are not accomplished.

Behavior: The cavalier “turns on the charm,” constantly entertaining the group both formally and informally. The leader serves as “chair of the entertainment committee.” The only thing really structured is the fun and parties. This leader tends to refrain from passing judgment on members or their work. Approval is given through gestures and speech. At the same time, group approval is sought with a constant need to be patted on the back and told of the fine job being done.

Appropriate when: Again, within limits, a group benefits when the leader makes time for socialization and celebration of accomplishments. Particularly with people who work together over long periods of time, paying attention to positive interpersonal relationships and step-by-step accomplishments contributes to motivation and enthusiasm.

Cautions: The cavalier is just the opposite of the martyr — not wanting to deliberately create conflict situations. This leader’s main purpose is to make the group as fun-loving and conflict-free as possible. He or she does not want any trouble, just a good time. For certain members, the constant pursuit of “a good time” causes frustration. They feel non-productive if the group never has a real accomplishment. The cavalier’s inability to lead the group toward substantive goals often triggers conflict.

In absence: When the cavalier leaves, the group may speed up the fun and games or they may become more productive. If they like the leader, they may decide to increase productivity so the leader will not be replaced by some other type. Productive activity may

also occur if the group is concerned about the lack of accomplishment when the cavalier is present, but the group may still not want a replacement.

The Abdicator

Role: The abdicator leaves the group on its own, waiting for group advice. This leader plays the withdrawal role, seeking to avoid difficult situations, both mentally and physically. The abdicator may become busy with minor details when a major problem exists.

Behavior: An abdicator constantly postpones action. Often this creates busy work, directing leader and group attention toward minutiae, away from the real crisis. The responsibility is shifted to someone else's shoulders by missing meetings, which forces others to make decisions. If things go wrong or a bad decision is made, the abdicator can then blame someone else.

Appropriate when: The abdicator method may be a useful strategy when a group gets too dependent on the leader and does not take responsibility for the total group actions. Sometimes group members may need to brainstorm ideas for themselves, and then proceed to set goals and prioritize on their own initiative, so that people really take ownership and follow through with actions.

Cautions: The abdicator is a leader who causes conflict by not doing anything. This leader may be with the group physically, but does not lead them. If the group's security is threatened long enough, conflict is generated when group members seek scapegoats for the lack of accomplishment, direction, and order.

In absence: When the abdicator leaves, it is not likely to have much effect on performance, because the leader was "absent" to start with. Under these conditions, productivity largely depends on individual commitment and on the presence of a natural leader who fills the leadership vacuum.

Flexibility in Roles

Knowing how to be flexible, the activator can structure behavior to serve effectively in any organization — knowing when to control to get something quickly done, when to cavalier in order to relieve tension, how to martyr and use guilt, and how to avoid making a decision when it would be more profitable for the group to make it. The activator knows how to change leadership roles to fit the scene — and above all, knows how to involve the whole group in decision-making to create a productive, cooperating team.

The community organization worker who is an activator has assumed a role that calls for flexibility and creativity, and is a team leader primarily concerned with group productivity. Since the majority of groups are formed in order to solve problems or complete tasks, the five leadership roles have been defined in terms of how they affect group performance.⁴

Many other methods and models for examining leadership styles and managing stress can be useful. It is important to find a way that suits you.

Summary

A leader has a big role to play in a group and must understand the interaction process taking place by being quick to assess the group's leadership needs, and being flexible enough to play the needed roles. Authentic leadership, based on ethical principles,

requires balancing of tasks and relationships in a group without adopting artificial or manipulative roles.

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3. Klein, Glenn and Jan Weber. Family Community Leadership Training Session. Omaha, NE, 1986.

Learning Activity: Leadership Styles on Parade*

Purpose: To help each individual assess their own leadership style and the styles of others.

Items Needed: Eight copies of *Leadership Styles of Parade Skit*. Props for each character if desired.

Procedure:

1. Ask for volunteers to play the characters in the *Leadership Styles on Parade Skit*.
2. Give actors time to read over lines.
3. Have volunteers present the skit.

Discussion:

1. Ask the audience to list the leadership characteristics of each role played.
2. Which leadership style is most commonly seen in the groups you work with?
3. In what situation would each leadership style presented work best?
4. How did this skit help you assess your own leadership style?

Summary: To assess each leadership style.

**Adapted from "Leadership Styles on Parade" by Michele Parisb-Pixler, 1983. In: Family Community Leadership Resource Packet. Pullman: Washington State University, 1988.*

Learning Activity: Leadership Styles on Parade (skit)*

Characters needed:

- Reporter
- Commercial Announcer
- Puppeteer: Ima Martyr, Frankie Cavalier, Chicken Abdicator, Heavy Controller, and Happy Activator

REPORTER: Good afternoon ladies and gentlemen, this is _____, your afternoon investigative talk show host, bringing you *Leadership Styles on Parade*. We have a full line-up of community leaders joining us this afternoon — right after this message from our sponsor . . .

COMMERCIAL: *Leadership Styles on Parade* is brought to you by the LEADS project.

(holds poster) Our purpose is to train people to be effective leaders in their communities, especially in affecting public policy on issues relating to individuals and their families.

REPORTER: Welcome back to *Leadership Styles on Parade*. Several community leaders are with us this afternoon to share their leadership styles with us.

(Speak slowly and allow time for laughter.)

They include: IMA MARTYR, president of the PU PU PU organization; FRANKIE CAVALIER, convenor of the _____ Young Republicrats; CHICKEN ABDICATOR, director of the Bureau of Consumer Upsets; HEAVY CONTROLLER, chairperson of the Administrative Board of the First Alienated Church of _____; and HAPPY ACTIVATOR, president of a _____ county Extension group, the Extension Cords.

(Pause)

Please join me in welcoming our first guest, (Mr./Ms.) IMA MARTYR.

(Reporter leads applause as MARTYR appears, feather duster in hand. Reporter speaks into microphone, then courteously holds it up for puppet to “speak” into.)

Good afternoon, (Mr./Ms.) Martyr. Thank you for being with us.

MARTYR: Good afternoon. (sighs and groans) Oh me, oh my.

- REPORTER: You sound quite tired.
- MARTYR: I am! I'm exhausted! And why not? I spent the whole morning down at the old PU PU PU Hall, cleaning and dusting and vacuuming and I am just plain worn out.
- REPORTER: Didn't you have anyone to help you?
- MARTYR: If you want something done you have to do it yourself. You can't count on anyone else to do it for you. Work, work, work, that's all I do.
- REPORTER: Don't your group members work on any projects?
- MARTYR: Well, if I complain enough about my bad back and remind everyone how busy I am and how hard I work, they usually feel bad enough to pitch in.
- REPORTER: Surely they don't enjoy that kind of motivation.
- MARTYR: Well, some of them don't like it, but I just remind them of what the by-laws clearly state and they usually come around. And sometimes they just get mad and blame each other.
- REPORTER: We don't want to keep you from your work, (Mr./Ms.) Martyr, so thank you for being with us.
- MARTYR: You're welcome. (While leaving:) Ho hum, Ho hum, a Person's work is never done.
- REPORTER: If you enjoy pity parties and a self-righteous attitude, the martyr style will fit you nicely.
- Our next community leader motivates in a very different way. Welcome (Mr./Ms.) Frankie Cavalier of the Young Republicrats.
- CAVALIER: Hi, y'all! How are you today, honey?
- REPORTER: Just fine, Frankie. We appreciate your coming today so we can find out about your group, the Young Republicrats. I understand your group was formed to give some of the younger folks a chance to be involved in the political process — caucuses, referendums, voter registration... so, if you would, please tell us about your group, its goals and projects.
- CAVALIER: Well . . . we have parties . . . and then sometimes we have parties and — ummm — well, MORE PARTIES!
- (nods head enthusiastically)
- REPORTER: I see . . . When do you get any political work done?
- CAVALIER: Po-list-ti-cal??? Gee, honey, mostly we just have a load of fun!

REPORTER: We seem to be having a communication gap here, Frankie. Political party means politics to me — and party to you! Seriously, Frankie, don't your members get frustrated at never accomplishing the things your group was started for in the first place?

CAVALIER: Why yes, some do. They don't know how to have any fun. They're just fuddy-duddies is all. Actually, honey, we do get some work done. We usually wait and get it all done at the last minute . . . and then we have another party to celebrate!

REPORTER: Yes — well, thank you, Frankie.

CAVALIER: You're welcome, sugar. (say to audience:) Now don't forget — party tonight, my place at 7 . . . OK? (disappears with a flounce)

REPORTER: There you have it: the fun and games approach to leadership. With a cavalier leader, you don't get much done, but you have fun not doing it.

Our next guest is a person who rarely grants interviews and who only agreed to meet with us if assured complete confidentiality.

(Top of bag shows, quivering) Come on up and join us, (Mr./Ms.) Abdicator. (abdicator speaks in a nervous, shaky voice throughout)

I appreciate you coming to this interview, (Mr./Ms.) Abdicator — it certainly was hard to get an appointment with you.

ABDICATOR: Yep!

REPORTER: (Mr./Ms.) Abdicator — Do you mind if I call you Chicken?

ABDICATOR: Yep!

REPORTER: (Mr./Ms.) Abdicator, then. (Mr./Ms.) Abdicator, as administrator of the Bureau of Consumer Upsets, you have many problems across your desk each day. For the sake of our audience, could you tell us what steps you take when someone comes to you for help?

ABDICATOR: Yep! (pause) If it's something really important, or serious decisions have to be made, well, uh, I call a meeting, and uh, then I, uh, then I . . .

REPORTER: Yes?

ABDICATOR: Then I leave for Florida.

REPORTER: You schedule a meeting and then don't show up? Then who makes the decisions?

ABDICATOR: The group does! After all, it's their organization and they ought to make the decisions. And the other reason is (looks over both shoulders and speaks confidentially) if they make a mistake, IT'S NOT MY FAULT!

- REPORTER: I see. Thank you, Chicken.
- ABDICATOR: Yep. (disappears suddenly, as if pulled through a trap door)
- REPORTER: The abdicator's watchwords are "Let George do it" and "Don't blame me." The abdicator is so afraid to stick (his/her) neck out that (his/her) ability to get the job done is nearly paralyzed.
- Our next guest has a very different approach to leadership. (He/She) has won many awards both personally and for (his/her) church because of the many worthwhile projects (he/she) has undertaken. (He/she) has been the chairperson of (his/her) church board for the past 15 years and is well known in the community as a person who gets things done." Welcome (Mr./Ms.) Heavy Controller from the First Alienated Church . . . (puppeteer stomps feet heavily as controller appears.)
- CONTROLLER: (growls) Hello!
- REPORTER: Hello, (Mr./Ms.) Controller. We appreciate you being with us.
- In keeping with high standards of the hard-hitting investigative reporting for which I am famous, I'd like to ask you some very personal questions about your leadership style.
- CONTROLLER: Go ahead — ask me anything!
- REPORTER: (Mr./Ms.) Controller, there are reports that you run a tight ship at your church board meetings —
- CONTROLLER: (interrupts) That's right! I don't put up with any dilly-dallying at MY meetings!
- REPORTER: (continues talking over the interruption with increasing volume and accusing tone) — to the extent of embarrassing, insulting, threatening, bullying and intimidating your members!
- CONTROLLER: (very mean and vicious) I'll bet I know who told you that! It was that minister's wife! Well, I can tell you a thing or two about her! She . . .
- REPORTER: (interrupts loudly and firmly at "minister's wife" and talks over the top of controller) We're not interested in the minister's wife, (Mr./Ms.) Controller. We want to find out about YOU and your leadership style. (controller settles down and quits sputtering) Could you tell us how your group gets so much done?
- CONTROLLER: It's simple. When I crack the whip (waves whip), they better jump. After all, it's my group and what I say goes. When I say work, they work!
- REPORTER: You do get a lot accomplished, but how do your members feel about being pushed around?

CONTROLLER: Some don't like it at all. They usually quit and go to the church across town, but I say GOOD RIDDANCE! They were too lazy to put up with anyway. (mutters) Now, if I could just get rid of that minister's wife . . .

REPORTER: Your leadership style is very different from the abdicator's.

CONTROLLER: I should think so! That chicken couldn't make a decision if you lighted a fire under (him/her). I make ALL the decisions — it's my group you know. (waves whip)

REPORTER: Thank you.

CONTROLLER: Goodbye! (loudly stomps off)

REPORTER: If you like having someone else tell you exactly what to do, make all the decisions, and take all the responsibility, you will enjoy a group with a controller for a leader.

Our final guest today is another community leader whose group gets a lot done. (He/She) also has served in almost every capacity in the organizations (he/she) belongs to and takes (his/her) turn in the leadership of them all. Happy Activator is a long-time personal friend, so please join me in welcoming Happy Activator of the Extension Cords. (puppeteer blows whistle)

ACTIVATOR: Hi, everyone! Nice you have such a good crowd here today, _____. Gee, you're looking great. How's the family?

REPORTER: Doing great. Glad you could be with us, Happy. We especially wanted to have you share with us about your extension group. Your group gets so much done and has such a good time doing it. Could you let us in on your secret?

ACTIVATOR: Oh, it's no secret, really. We just use teamwork to get things done. Every member has a part to play in making our group as successful as it is.

REPORTER: Tell us how your group goes about working on a project.

ACTIVATOR: Usually one of us sees some problem or need in the community, and we all talk it over and try to agree on what part of the problem we think we could tackle. Sometimes it seems like it takes as long to really identify the problem as it does to fix it!

Anyway, we keep on talking about it until everyone agrees on what needs to be done. We do whatever research is needed, and then we set our goals. We set them very specifically. We organize the steps we need to take, assign jobs to everyone, and then we just buckle down and hop to it and get the job done. And of course, when we're finished, we evaluate our results.

REPORTER: No wonder your group has been so successful. Could you tell us what your role as leader is in all this?

- ACTIVATOR: Sometimes I think my main job is to really listen. I guess you could say I'm an active listener.
- REPORTER: What is active listening?
- ACTIVATOR: I try to really listen and understand what the people are trying to say, and I make sure that everyone in the group is listening to each other. I try to bring out the quiet ones — make sure everyone is included and has a chance to share their thoughts. If I don't understand somebody's point — I ask questions until it's clear. You know, sometimes the quietest person has the best ideas!
- REPORTER: What else do you do?
- ACTIVATOR: Basically I make sure everyone knows what they are supposed to be doing, what the goals are, and I check whether the work is getting done on schedule. I really don't do too much of the work — sometimes I feel guilty that I'm not doing enough.
- REPORTER: Sounds to me like you're the coach of the team, Happy. When there's good teamwork, the coach doesn't have much "doingness" to do.
- ACTIVATOR: Oh?
- REPORTER: Sure. Can you imagine a baseball team where the coach has to be out on the diamond stealing second? (pause) A good leader shouldn't be doing very much either — except managing the team!
- ACTIVATOR: Gee, that makes me feel a lot better.
- REPORTER: One last question for you, Happy, before you go. Over the years I've known you, I've seen you use some of the other leadership styles we've seen here today.
- ACTIVATOR: That's right, _____. I hate to admit it, but sometimes I'm a lot like Heavy Controller. If action has to be taken on something and there's not enough time to call everyone together to talk it over — well, I'll just make the decision myself.
- REPORTER: You make an executive decision.
- ACTIVATOR: That's right. And sometimes, well, sometimes I act just like old Chicken Abdicator.
- REPORTER: Oh, come on, Happy.
- ACTIVATOR: I do! Sometimes I just step back and let some other member come forward to take on a project. And sometimes I just don't agree with a group decision, so I let them have their way and see what happens . . .

REPORTER: I know you have some Frankie Cavalier in you — you all work hard, but you sure like to party, too!

ACTIVATOR: We sure do! We have a lot of fun.

REPORTER: What I'm hearing is that you have a lot of flexibility as a leader. You feel confident enough to use some of the other leadership styles when they are appropriate, but you don't get carried away with it.

ACTIVATOR: Flexibility — that's a good word.

REPORTER: (say to audience) If you want to have a group that is happy and productive — that encourages each member to learn, grow and make a contribution — encourage your leaders to develop the activator model as their leadership style. The keys are TEAMWORK and FLEXIBILITY.

Think about your leadership style and be ready to adapt this knowledge to different situations.

**Adapted from "Leadership Styles on Parade" by Michele Parish-Pixler, 1983. In: Family Community Leadership Resource Packet. Pullman: Washington State University, 1988.*

Learning Activity: *The Name Game*

Purpose: To help members of the group to get to know one another.
To build trust among group members.

Items Needed: Paper and pencil.

Procedure:

1. All participants should be given a sheet of paper.
2. The participants are asked to write their names on the left side of their papers with each letter being placed under the other, forming a vertical line.

Example: L
 I
 Z

3. Group members are asked to think of words that describe them that start with each letter in their name and to write those words to the right of the letters.

Example: L - ively
 I - nteresting
 Z - ealous

4. Following that activity, the group members share their description by reading what they have written.

Example: V - versatile
 E - eager
 R - racey
 N - nice
 O - open
 N - noteworthy

Discussion:

1. How does this activity help you to get to know one another?
2. Did anyone learn something new about another group member?
3. What groups would you use this activity with?

Summary: When members of the group know one another, they can function better and trust each other.

Learning Activity: Who Are You?

Purpose: To help members see the many ways they define themselves. To help members see that often a first response is more superficial and that with continued interest people will share more deeply of themselves.

Items Needed: Paper and pencil for each person.

- Procedure:**
1. Ask the group members to form pairs.
 2. Partners sit facing one another and one partner asks the other “Who are you?” As soon as the other person responds, he/she asks again, “Who are you?”
 3. The partner answering must give a different idea each time the question is asked.
 4. Ask the question over and over until one minute has gone by.
 5. Then the partner who answered the question writes down all the answers he/she can remember giving.
 6. Both members can check to see if any are left out and add them to the list.
 7. Now partners reverse roles and repeat the procedure giving one minute to ask, “Who are you?” over and over and allowing time to make a list. (Note: A minute can seem like a long time, but that is part of the exercise — to help people think of things they might not think of immediately. Do not allow the activity to stop before the minute has gone by. You may need to drift about and encourage people to stay with the task.)

- Discussion:**
1. Which things on your list describe who you are in relation to other people? (Daughter, sister, etc.)
 2. Which things describe what you do? (Basketball player, singer, etc.)
 3. Which things describe qualities you have? (Messy, kind, etc.)
 4. Which category is biggest? Why?

Summary: We define ourselves in many different ways.

Learning Activity: Crackerjacks*

Purpose: To identify special gifts of everyone.

Items Needed: Large Crackerjack box and strips of paper.

- Procedure:**
1. One large Crackerjacks box should be placed on a table for the group. All the members write a positive characteristic that describes their best feature on a strip of paper. Those are then folded and placed in the Crackerjacks box.
 2. Talk about where you find the prize in a crackerjack box — sometimes on the top, in the middle, or on the side, or on the bottom.
 3. Pull out different strips and read aloud. Save some so that one can be read each day. More can be added. The group should clap to assure each participant's positive feeling.

- Discussion:**
1. How does the Crackerjacks box analogy apply to human characteristics?
 2. Do we always find someone's best characters at the beginning? In the middle?

Summary: Everyone has special gifts.

**Adapted from Energizers and Icebreakers by Elizabeth S. Foster. Educational Media Corp., 1989.*

