

CLD1-6-4H



Facilitator's Guide

Significant Leadership Characteristics

Character matters: leadership descends from character. — Rush Limbaugh

Rationale:

It is important for every person to have a strong understanding of what leadership is, what good leadership looks like and how it can vary between task and relationship-oriented approaches for maximum leadership development potential.

Goal:

To recognize significant leadership characteristics for increasing individual leadership development opportunities in a variety of situations.

Program Objectives:

- Distinguish the three basic factors that define leadership.
- Identify characteristics of successful leaders.
- Compare differences between relationship and task-oriented approaches.

Pre-Program Preparation:

- Copy the “Significant Leadership Characteristics” factsheet, and the “Leadership Characteristics” chart for each participant.
- Collect pictures of five to six great leaders such as Gandhi, George Washington, Abraham Lincoln, Napoleon, Mother Theresa, local community leaders.
- Copy the “Question and Quote” handout for each member of the group.
- Make “Leadership Definition Factor Scramble” cards.
- Make “Task vs. Relationship (Approach) Strengths” cards.
- Secure pencils/pens/markers, wall poster/paper, highlighters, baskets/containers marked “task-oriented” and “relationship-oriented”

Introduction:

Leadership can be seen all around us. From the local pastor to the county judge executive to the Little League baseball coach, leadership is demonstrated and utilized in a variety of situations every day. It is important for every person to have a strong understanding of what leadership is, what effective leadership looks like and how leadership approaches can vary. Everyone has the opportunity to be a leader in some capacity; the question is: *How effective can you be as a leader?*

Introductory Activity:

- Post or show pictures of five to six great leaders to the participants. Include individuals such as Gandhi, George Washington, Abraham Lincoln, Napoleon, Mother Theresa. (Continue the list on your own; include a few local great leaders so the audience can make a personal connection with the activity.)
- Ask the audience to consider the list. Together, brainstorm which characteristics and traits make these leaders exceptional. Write the list on flip-chart/wall poster. After a few minutes, segue into the workshop while leaving the list on the board to refer to later.

Objective 1. Distinguish the three basic factors that define leadership

Leadership is important within a wide variety of situations. A good, basic definition of leadership is: to influence others towards a shared goal.

This leadership curriculum was developed by 4-H Youth Development agents with University of Kentucky specialists. Examples in the guide are geared toward an 4-H audience. This guide may be reproduced or modified for educational or training purposes and used with other audiences.

Learning Activity 1:

Divide the participants into groups and distribute the “Leadership Definition Factor Scramble Cards.” Ask the participants to arrange the cards in order to correctly complete the sentences. Once the completed sentences are assembled, post the completed sentences with the correct factor for participants to view.

The three factors are:

- **Structure** – There is always some type of structure within the leader-follower relationship.
- **A group occurrence** – A leader cannot practice leadership without at least one follower.
- **Directed by a goal** – The leader must be leading the group toward a shared goal that followers believe in.

Objective 2. Identify characteristics of successful leaders

Effective leaders share many common characteristics. Several of these characteristics are directly tied to the three factors we just discussed. At the beginning of the lesson, we discussed characteristics of great leaders. Let’s compare the list of characteristics with a list developed from research studies of effective leaders. (Share the “Characteristic Chart”). What similarities are there between the two lists?

Learning Activity 2: Characteristics Study Activity

- Separate group into small groups.
- Give each group a “Question and Quote” segment and the “Characteristic Chart.”
- Participants will compare the question and quote segment with the Characteristic Chart and highlight which characteristics come out in the quote or question that was assigned.
- Each group should be ready to discuss their quote and question and corresponding characteristics with the whole group.

Objective 3. Compare differences between relationship and task-oriented leadership approaches

While successful leaders generally share similar characteristics, one way they may differ is by taking a more relationship or task-oriented approach to leadership. A “relationship-oriented” leader focuses first on the leader-follower relationship, and then decides how to accomplish the task. On the other hand, “task-

oriented” leaders first consider the task, and then they think through how the leader-follower relationship will be affected. While each of these approaches views the leadership process slightly differently, both are appropriate in different situations.

Learning Activity 3.

Distribute “Task vs. Relationship (Approach) Strengths” cards to participants. Ask participants to read their card and place the cards in the appropriate basket marked “relationship-oriented” or “task-oriented”.

Relationship-oriented strengths:

- Democratic
- Participative
- Inspiring motivation
- Individualized attention to one’s followers
- Reward successful follower behaviors

Task-oriented strengths:

- Autocratic
- Directive
- More likely to ask for what they want
- Skills at negotiation

Being more task or relationship-oriented allows leaders to be more effective within different leadership situations. The key is matching the leader demonstrating the right approach (either relationship or task oriented) with the right situation.

Ask volunteers to select two strength cards from each of the baskets. Read each card and ask the participants to give examples of a 4-H (either volunteer or member) situation when the leadership strength would be an effective strategy to influence others toward a shared goal.

Summary

Just as there are specific factors that contribute toward an accurate definition of leadership, there are also some common characteristics shared by effective leaders. Realizing what characteristics are associated with successful leaders is important for personal leadership development and helps give individuals a clear picture of who they are as a leader. The same is true for an individual’s preferred approach to leadership. By understanding how leadership styles differ for more task or relationship oriented men and woman, people can seek the situations that will allow them to excel as a leaders.

References

- Northouse, P. (2007). *Leadership: Theory and practice*. Sage Publications; Thousand Oaks, CA.
- Ricketts, K. G. (2009). *Empowering Leaders in Kentucky*. University of Kentucky Cooperative Extension Service. Publication # ELK1-101.

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Leadership Characteristics Chart

Confidence

Consistency between word and action—"walking the talk"

Creativity

Active listening skills

Efficient coaching skills

Visioning

Ability to inspire

Long-term focus

Ability to balance individual needs and team needs

Awareness of realistic conditions

Willingness to share credit or recognition

Strong self-esteem

Sense of priorities

Service mentality

Sincerity

Technical expertise

Trust

Willingness to share responsibility



Question and Quotes

Kentucky Senator Denise Harper Angel

“I truly love public service. Being in a capacity to make real and positive change in the lives of the citizens of my district and in all our Commonwealth is an honor beyond explanation.”

Source: Opening Door of Opportunity Empowering and Inspiring Kentucky Women into Public Service <http://www.sos.ky.gov/NR/rdonlyres/1F10EF93-9EE0-4261-A562-C85B2111DD94/0/WomensReport2009.pdf>

Tony Robbins

“I challenge you to make your life a masterpiece. I challenge you to join the ranks of those people who live what they teach, who walk their talk.”

“People are not lazy. They simply have impotent goals —that is, goals that do not inspire them.”

“The only limit to your impact is your imagination and commitment.”

Source: http://www.brainyquote.com/quotes/authors/t/tony_robbins.html

John Maxwell

“A great leader’s courage to fulfill his vision comes from passion, not position.”

“A leader is one who knows the way, goes the way, and shows the way.”

“Competence goes beyond words. It’s the leader’s ability to say it, plan it, and do it in such a way that others know that you know how—and know that they want to follow you.”

Source: http://thinkexist.com/quotes/john_c._maxwell/2.html



Leadership Definition Factor Scramble Cards

Directions: Make as many copies of this sheet as you will have groups. Cut each copy into strips at the dotted lines. For each group, put the three bold-faced statements in one envelope and the three sentences in another.

A group occurrence

A leader cannot practice leadership without
at least one person following.

Directed by a goal

The leader must be leading the group toward
a shared goal that followers believe in.

Structured

Some type of structure is needed within
the leader-follower relationship.



Task vs. Relationship (Approach) Strengths

Directions: Make enough copies of this sheet for the number of participants. Laminate each sheet. Cut the sheets on the dotted lines into individual cards. Give each participant a full set of cards.

Democratic	Autocratic
Participative	Directive
Inspiring motivation	Skills at negotiation
Individualized attention to one's followers	More likely to ask for what they want
Reward successful follower behaviors	Negotiating Skills



My First 4-H Club Meeting

1. What year did you attend your first 4-H meeting? _____

2. Who invited you to attend your first 4-H meeting? _____

3. Where was your first meeting held? _____

4. What do you remember most about your first 4-H meeting? _____

5. What activities were conducted at your first 4-H meeting? _____

6. What business was discussed at your first 4-H meeting? _____

7. Were refreshments served? _____ And if so, what was served? _____

8. Who took you to your first 4-H meeting? _____

Did that person stay at the meeting with you? _____

9. Were you excited to attend the meeting? _____

Were you nervous about attending? _____

What do you remember most? _____
