LEADERSHIP
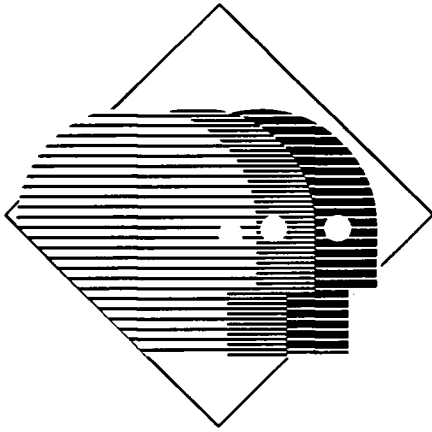## FOR THE '90s

OREGON STATE UNIVERSITY EXTENSION SERVICE

LEADERSHIP

FOR THE '90s

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HOW TO USE PUBLICATION

This publication has been designed to teach others about leadership. It includes a lesson plan, leader's guide, set of participant handouts and worksheets, and masters for overhead projects. The masters can be easily reproduced on most copy machines.

The workshop leader should have an easel with paper pad, adequate numbers of participant handouts and worksheets, overheads, an overhead projector, and a portable screen. A workshop preregistration assists in preparing correct numbers of handouts.

The lesson plan assists in guiding the workshop leader in designing the agenda. The leader may find it necessary to adjust the lesson plan due to a number of workshop variables (time restrictions, background and experience in working with the topic, specific group needs, etc.) The leader should be prepared, flexible, and excited about the new skills participants will take back to their communities.

LESSON PLAN

Equipment Needed: Easel with paper pad, marking pens, overhead projector, screen, and VCR with monitor if video tape is incorporated into training.

Material Needed: Appropriate number of copies of participant handouts.

Topic	Subjects, Activities, Discussion	Pages Used	Time Needed
Introduction	Get the group to think about leadership qualities.	4	5 min.
Goals of the workshop, participant expectations	Discuss the four workshop goals, write on flip chart paper and post at front of room. Now complete exercise on expectations.	5, 6	20 min.
Why we choose leaders	Discuss the two points outlined on page seven.	7, 8	5 min.
Five most important leaders	Hand out participant handout #2 and follow instructions on exercise.	9	10 min.
Successful leaders	Review the five points of an effective leader discussed in The Leadership Challenge.	10, 11, 13	25 min.
What do people look for in leaders	Use overheads to summarize survey results.	12, 14	5 min.
Developing leaders in those around you	Thoroughly discuss materials on pages dealing with modeling, integrating, practicing, and processing.	15, 16, 17, 18, 19	20 min.
Paradigms and leadership	Four areas of leader competence.	20, 21, 22, 23, 24, 25, 26	30 min.
Summary	Review workshop goals. Have participants identify characteristics of an effective leader.	----	5 min.

INTRODUCTION TO LEADERSHIP

Leader: **Read the following story. This will help participants to begin to focus on today's topic -- leadership.**

Newspaper Headline: President Fired

Boston, Massachusetts. Company President Wayne Hall had looked forward to a relaxing weekend in Chicago with his wife after a visit to a company plant in Ontario last September 15. Instead, the sleek Falcon 50 corporate jet in which he was riding was ordered to land at the company airport near company headquarters.

Chairman and Chief Executive Officer William LaMount met the plane, ushered his 48-year old heir apparent into a gray wallpapered airport conference room and told why he had diverted the plane: after only nine months as president, Mr. Hall was fired.

What happened? He came up through the system; why all the fuss? Why, after a few months, did his career take such a turn? White and DeVries estimate that one-third of those chosen for senior executive positions are, over time, considered disappointments. Some estimate this to be as high as fifty percent.

Leader: **Discuss the following questions with workshop participants. Jot down ideas on a flip chart pad at the front of the room. The logical question is: Why was he fired? What was lacking? Any guesses?**

WORKSHOP GOALS

Leader: **Share workshop goals with participants. Follow with the exercise "Expectations About Today." The exercise will help you determine participants' needs and help people to become acquainted.**

Workshop Goals:

When you leave this session you will be able to:

1.   Identify what makes a successful leader

2.   List characteristics of effective leaders

3.   Model effective leadership skills

4.   Identify four areas of leadership competence

EXPECTATIONS ABOUT TODAY

In groups no larger than three people, develop a list of workshop expectations. What do you expect to gain from this workshop?

Select a person to report, to the large group, three of your most important expectations and to introduce individual members.

EXPECTATIONS

-
-
-
-
-
-

SMALL GROUP PARTICIPANTS

-
-
-

CHOOSING LEADERS

Leader: Write points #1 and #2 on a flip chart as you discuss assessing reasons for choosing leaders. Point #1: The capacity to learn. Point #2: Personal values are recognized as important components of leadership effectiveness.

White and DeVries suggest that leaders are, sometimes, selected because of technical qualities and track record. They suggest that two other areas should be assessed when choosing leaders:

1.   The capacity to learn. This has a great deal to do with taking our experiences, both successes and failures, and learning from them. White and DeVries state that "... incorporating them (experiences, successes, failures) into a structure of concepts that is used to evaluate future experience and guide future actions." Failures are most powerful learning experiences. The Wright Brothers did not achieve flight on the first attempt. They did learn some powerful lessons from the first attempt however, and the second and third, etc.

If should be learners, it should be leaders. Leaders are people who have "... a well-developed and evolving overview about what they are doing and how it should be accomplished." (White/DeVries)

2.   Personal values are recognized as important components of leadership effectiveness. Those actively involved in determining strategic direction in organizations start with an evaluation of personal and organizational values. It would be an interesting challenge for an organizational leader to guide an organization with values that were not compatible to the leader's values. This was the major reason for the dismissal of Hall (page #1). If the corporate value is to share the credit for a successful venture with everyone involved, and credit is not shared, there is immediate conflict. Values are of prime importance in strategic thinking.

The following story told about Coach Bear Bryant and his approach to coaching:

"I'm just a plowhand from Arkansas, but I have learned how to hold a
team together. How to lift some players up, how to calm down others,
until finally they've got one heartbeat together, a team. There are just two
things I'd ever say:

If anything goes bad, I did it.

If anything goes real good, then we did it.

That's all it takes to get people to win football games for you."   (Bits-N-Pieces)

It is obvious what Bryant's thoughts were on leadership and how he valued teamwork as a part of that process.

Leader: **Distribute participant handout #2 and allow ten minutes to complete it. Then form groups of three and make one group list of the most important living U.S. leaders. Debrief exercise by asking group why they listed the leaders they did. What seemed to make them important leaders? What were the leadership qualities or behaviors that influenced the list of important living U.S. leaders?**

FIVE MOST IMPORTANT U.S. LEADERS

Individually, list whom you consider to be the five most important living U.S. leaders.

1. _____

2. _____

3. _____

4. _____

5. _____

Source: Working with Our Publics, USDA

Participant Handout #2

SUCCESSFUL LEADERS

Leader: **Make an overhead or write on flip chart easel a summary statement of each of the five major points that The Leadership Challenge suggests make a successful leader. Use descriptions to discuss each point listed below.**

What makes a successful leader? The authors of The Leadership Challenge found five common traits among successful leaders.

1. Successful leaders are those people who thrive on what they term "challenging the process." Leaders are active, not passive, observers. They tend to enjoy the challenge that change brings. They can recognize and nurture a new idea rather than feel threatened by it. They know how to support ideas and the people who have the courage to speak out. They actively demonstrate their willingness to speak up, even though their point of view may contradict the consensus of the group. They are risk-takers, and they are open to innovative ideas and new ways of approaching old problems. They are learners who consider mistakes a necessary part of success.

2. Successful leaders are those who are able to create a vision and inspire others to see it as possible and work to achieve it.

    Proverbs say that without a vision the people perish. The authors of The Leadership Challenge put it this way:

    "Leaders live lives backwards -- they see what could be and work back toward it."

    Strategic planners suggest a similar approach to form an organizational mission statement or vision. Develop what you think the organization should look like and be doing in the future (who, what, how) and work back to the present. This assists in the creation of a vision that all are focused on accomplishing. Otherwise, there is a tendency to maintain the status quo. A vision breathes life and hope into others. In a very real sense people of vision see by faith. Martin Luther King Jr.'s vision was fueled by his faith. His vision lived on, although he was gone. President Kennedy envisioned men in space, and his vision provided focus to America's space program.

    Each had a vision that he shared with his followers. They understood their needs, desires, and motivations. As leaders they enthusiastically promoted their hopes and dreams.

3.   Successful leaders enable and empower others. Bear Bryant knew that teams do not achieve success because of one player. Many are involved in a successful football program. In 1989 the Oregon State University Extension Service conducted an internal assessment of leadership training needs for its faculty members. The first part of the assessment asked the question:

> What do you consider the most important leader quality/behavior that an Extension faculty member should possess?

Leader: **Use overhead #1 to summarize the results of the Extension survey.**

Out of the top seven qualities/behaviors, three related to enabling and empowering others. It is interesting that three out of the remaining four relate to point two, inspiring a shared vision.

Most Important Leader Quality or Behavior
OSU Extension Faculty Members
Fall 1989

1. Sense of direction

2. Integrity

3. Visionary

4. Supportive of others

5. Willing to involve others

6. Able to delegate

7. Initiates (self-starter)

The authors of the <u>Leadership Challenge</u> note that their research shows that enabling others is the most significant indicator of a successful leader. Those who value this concept use the word "we" frequently in their conversations. They know how to support and develop strategies and build effective teams.

4. Successful leaders model what they want to see in operation. In other words, they practice what they preach.

5. Successful leaders know how to encourage others. They don't give up. People have to see it being done. They persevere; success will not be far behind. Encouragement comes in many forms: personal thank yous, celebration parties, tee-shirts, note cards, certificates, or a smile with the words "well done."

    Calvin Coolidge said it this way: "Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan Press On has solved and always will solve the problems of the human race."

    We have now examined five characteristics that <u>The Leadership Challenge</u> identified as making successful leaders.

    Now let's look at the behavior of individual leaders. What are people looking for in their leaders?

Leader: Use overhead #2 to summarize leader behavior.

<u>The Leadership Challenge</u> summarizes several studies that asked these questions about leader behavior. Kouzes and Posner completed a survey of 1,500 managers and found that they most wanted their leaders to display integrity, competence, and leadership.

These are the same behaviors found important in the Extension survey (Overhead #1).

In a follow-up survey with 800 senior executives Kouzes and Posner found the same categories rated highly. It was interesting to see similar results from the survey taken of OSU Extension faculty (Fall 1989).

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WHAT LEADERS SHOULD DISPLAY

1) Integrity (truthful, trustworthy, character, convictions)

2) Competence (capable, productive, efficient)

3) Leadership (inspiring, decisive, provides direction)

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DEVELOPING LEADERS

The authors of <u>Working With Our Publics</u> material on developing leadership suggest the following approach to developing leaders.

To help develop and strengthen leadership capabilities among those with whom you work . . . educators make use of non-formal experiential learning, as well as more formal educational programs. An effective leadership development process consists of at least four aspects:

1. <u>Modeling</u> leadership behavior (Handout #3)

2. <u>Integrating</u> leadership training (Handout #4)

3. <u>Practicing</u> leadership (Handout #5)

4. <u>Processing</u> leadership experiences (Handout #6)

Leader: **Hand out participant handouts #3, #4, #5, and #6 and discuss each one individually as they are distributed.**

HOW TO <u>MODEL</u> LEADERSHIP BEHAVIOR

One effective way to help people learn about leadership is to *model* good leadership behavior. How you work with people in groups should be an ongoing demonstration of how others should work effectively with groups. Here, people are <u>teaching by example</u>, by modeling good leadership practice. And they should be aware that they are "on stage." Others may use them as models of what to do, and how to do it. To model effective leadership behavior:

1.   Always keep group members informed. Share information with them.

2.   Solicit opinions, ideas, and feelings from the group members.

3.   Assist members in communicating with one another.

4.   Fully involve members in group decisions and activities.

5.   Help the group accomplish its purpose by following a reasonable timetable for tasks.

6.   Help members gain personal satisfaction from the group and its accomplishments.

Most important -- be conscious of the fact that you are serving as an example. The model of leadership behavior that you project is the model of leadership behavior that others will imitate.

Source: Working With Our Publics, USDA

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HOW TO <u>INTEGRATE</u> LEADERSHIP TRAINING

An effective way to help people learn how to carry out leadership functions and perform leadership skills is to have them *integrate*, into new projects and activities, what they already have learned and experienced. The more experience individuals gain, the more competent they become in performing leadership functions. When individuals use their current leadership ability in new situations, they further develop their leadership skills. To integrate leadership training, you should:

1.   Make explicit the leadership functions and skills that can be gained or improved through a particular activity or project.

2.   Help individuals identify what they have gained in leadership skills, and how these skills can be applied to other situations.

3.   Identify more challenging leadership situations for individuals who have performed well in other leadership assignments.

4.   Encourage individuals to use their leadership skills in their everyday work.

Most important -- the more the individual is able to were current leadership training and experience, the better the individual becomes at leading.

Source: Working With Our Publics, USDA

Participant Handout #4

HOW TO <u>PRACTICE</u> LEADERSHIP

Improving leadership skills means *practicing* those skills. While some skills (such as learning to play a musical instrument) can be practiced in private, leadership skills *must* be practiced in public. There is no other way. Practicing in public can be both difficult and potentially embarrassing to the individual. Leaders should be sensitive to this and help in the following ways:

1. Set up a <u>role-playing</u> situation in which individuals explain what they would do as they rehearse for the actual event.

2. Find <u>opportunities for individuals to practice leadership skills</u> that they already have acquired. This way, they can gain experience and confidence before moving on to more challenging and demanding responsibilities.

3. <u>Review</u> with an individual <u>how that person has performed certain leadership functions</u>. Suggest how the individual can do even better next time. The initial experience can be viewed as practicing for future situations.

4. Encourage group members to look upon their <u>functioning in a group as an opportunity to practice good leadership skills</u>, and to be prepared to help each other learn and gain from experience.

Most important -- if current and potential leaders can look at each leadership situation as an opportunity to practice and develop better skills, then leadership functions take on a whole new and challenging meaning.

Source: Working With Our Publics, USDA

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Participant handout #5

HOW TO PROCESS LEADERSHIP EXPERIENCES

Before individuals can learn by doing, they must realize *what* they did. By explaining, asking questions, and encouraging discussion, the leader can help individuals understand what they have learned in a situation, and how to transfer it to other situations. This is what *processing* leadership experiences means. To process leadership experiences, the leader should help individuals:

1. Analyze group situations and determine leadership needs that are important to the group at that time.

2. Understand how leadership styles affect productivity, decision-making, and personal satisfaction of group members.

3. Identify the leadership skills that were called for in particular situation, and work with the individual to determine whether or not the individual displayed those skills.

4. Use the skills required by a particular situation or know how to elicit those skills from others in the group.

Most important -- processing makes explicit what can be learned from each leadership experience. Through processing, learning-through-experience becomes an important step in helping people develop their leadership abilities and understand where, how, and when to use them.

Source: Working With Our Publics, USDA

LEADER COMPETENCE

A paradigm is defined as an example, pattern, or an outstandingly clear or typical example or archetype (Webster's New Collegiate Dictionary). Paradigms determine the way we look at the world around us. It is a pattern that we use to judge experiences and to help us understand how work or activities should be done. Paradigms are a set of rules that we use to measure change. If the new experience fits into our paradigm, we usually accept that experience as legitimate. If it does not fit, we may reject it.

What are the leadership paradigms of the 90s? What are people expecting? Warren Bennis, in his book <u>Why Leaders Can't Lead: The Unconscious Conspiracy Continues</u> examines some interesting transitions in leadership over the last 30 years. Prior to looking at the leaders of the 1990s, Bennis reflected on the past.

> "As often happens, however, I had to go back before I could go forward. I needed to look again at the context of leadership -- at our organizations and at society itself -- because leaders do not emerge from or function in a vacuum, and there has never been a more challenging context than the one in which we live today.
>
> ... Almost immediately, however, I saw that much more was needed. In tone and temper, the 1980s are totally different from the 1970s. Indeed, the 1980s are less an extension of the 1970s than they are the *result* of both the 1960s and the 1970s. In the 1960s, we wanted to make the world a better place. In the 1970s, we wanted only to make ourselves better. Now, at the close of the 1980s, we seem to be uncertain about whether we can make anything better.
>
> The business world is turbulent, its waters soiled by scandals and a recent stock market crash. The political world is in upheaval, rocked by secret arms deals with terrorists and concessions to foreign despots who deal in drugs and have only contempt for the concept of human rights. The very fabric of our society is being unraveled by unchecked crime and drug traffic, increasing poverty and illiteracy, and unprecedented cynicism toward possible solutions. Who's in charge here? The answer seems to be, no one."

What does this mean for leaders in the 90s? Are we in a new leadership paradigm? How can I as a leader help give purpose and direction to my group, my family, my organization? Nannis and Bennis, in a book titled <u>Leaders: Strategies for Taking Charge</u> suggest that leaders should develop four areas of competence.

Leader: Use Overhead #3 to summarize the four points. A video tape by Dr. Warren Bennis, titled <u>The Leader Within</u> is a good way to supplement this part of the worksheet.

1. Leaders are involved in providing a vision that people can own.

   Vision is a mental image of what is possible. A leader can be the catalyst that makes a vision become reality. To help an organization create a vision you must be a good listener, ask questions, and pay attention to the answers. Vision can grow out of and belong to the entire organization.

2. Leaders give meaning to the vision through effective communication.

   This brings excitement to the vision. It requires clarity. It requires expressing the vision distinctly. Not everyone understands words the same way therefore, do not take for granted that all will understand what is being said.

Leader: Complete participant handout #7. This will help participants focus on the first two steps: vision, communication. Have participants brainstorm methods of communicating the vision to others. Refine what should be communicated. What would they do with the feedback they receive?

3. Leaders are able to develop and promote high levels of trust.

   Promote trust by communicating frequently and regularly. Lack of communication can cause lack of trust. Develop trust by being reliable and consistent. Everyone must know the group's direction and vision. Vision will provide a sense of direction, focus, and identity.

Leader: Hand out participant handout #8. Working in groups of three or four, develop a list of behaviors that have helped you to trust an individual or an organization. Be prepared to share the list with the large group. Now think of specific situations where trust was destroyed. Write down the reasons why. How can trust be restored?

4. Leaders develop the attitude that it can be done!

   We must have a positive sense of self and what we can accomplish. We must know our worth. We must also see worth in others and help others feel good about themselves and help them accomplish goals.

Leader: The last step in this workshop is for you to develop a plan of action to improve your leadership abilities. Decide on three goals that you can realistically accomplish in the next few months (i.e., share vision, listen more effectively, promote trust delegate). Record on handout #9 Have participants keep their goal statements and review them on a regular basis.

LEADERSHIP COMPETENCIES

1. Ability to provide a vision

2. Ability to give meaning to vision through effective communication

3. Ability to develop trust

4. Ability to believe that it can be!

Source: Leaders: Strategies for Taking Charge

DEVELOPING A VISION

Assume you have a clear understanding of your organization, group, or committee. You also understand the challenges that will arise in the next few years. Write down a vision statement for your group. It should be short (25 words or less) and to the point.

Provide Meaning to Vision Through Communication

Ways to communicate vision:

-
-
-
-
-

Participant Handout #7

Develop and Promote Trust

Record ideas that promote trust:

_____

_____

_____

Record ideas that destroy trust:

_____

_____

_____

SUMMARY

Leader: Bring closure by reviewing workshop goals. Ask participants to identify
            what makes a successful and effective leader.

My Goals:

1. _____

_____

2. _____

_____

3. _____

_____

REFERENCES

Kouzes, James M. and Posner, Barry Z., 1989. <u>The Leadership Challenge</u>. Jossey-Bass
Publishers, San Francisco, London.