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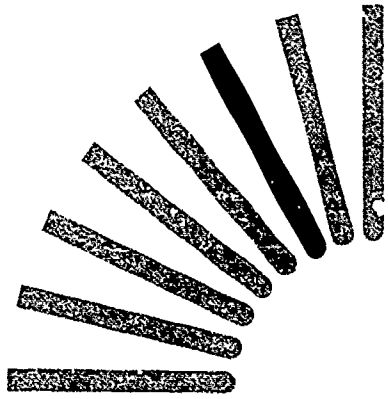
ABSTRACT

This module is the third in an inservice education series for extension professionals that consists of seven independent training modules. It covers how to acquire and exercise leadership skills and how to identify, recruit, develop, and work with community leaders. The three units in this 12-hour workshop are identifying and working with leaders, group leadership skills, and individual leadership skills. The module consists of four major parts. The sourcebook includes a concise, readable synopsis of the content, objectives, and a selected annotated bibliography of 99 items with a subject index. The leader's guide provides step-by-step instructions on how to conduct the workshop and suggestions for use of the other parts. Preliminary and follow-up activities are described, as well as those to take place during the workshop. The learner's packet includes materials to be used during the workshop. The last section lists instructional aids (posters) and provides masters for producing overhead transparencies. (YLB)



Working With Our Publics

In-Service Education for Cooperative Extension

Module 3
Developing Leadership

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Published by the North Carolina Agricultural Extension Service and the Department of Adult and Community College Education North Carolina State University, Raleigh

The in-service education series *Working With Our Publics* has been developed for use by the Cooperative Extension System under a grant from the W. K. Kellogg Foundation, Battle Creek, Michigan. The series was developed under the direction of the Department of Adult and Community College Education, North Carolina State University. The contents of this publication reflect the opinions of the individual authors.

To order materials or to request information about this module or the entire series, *Working With Our Publics: In-Service Education for Cooperative Extension*, write to:

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Foreword

Welcome to *Working With Our Publics: In-Service Education for Cooperative Extension.* Those who have been involved in developing this project look forward to your participation as a way of bringing it full circle—back to the state and county Extension educators whose requests for help in their changing professional roles initiated the materials you are working with today.

This in-service education series has been supported by the W. K. Kellogg Foundation, ECOP, the ECOP Subcommittee on Personnel and Program Development, ES-USDA, and all of the state and territorial Extension services and their directors. Each of these groups hopes you find the training a rewarding and enjoyable experience.

Working With Our Publics was made possible through its many supporters and participants, a few of whom are mentioned here. Initial support by Mary Nell Greenwood was crucial, as has been the continuing involvement of Administrator Myron Johnsrud. The ECOP Subcommittee on Personnel and Program Development has guided every step of the project. M. Randall Barnett, Terry L. Gibson, W. Robert Lovan, Ronald C. Powers, and Leodrey Williams deserve special mention, as does Connie McKenna, whose untold hours of work and miles of travel made sure it all fell into place.

The expertise, leadership, proficiency, and hours of work devoted to the project by the developers of the seven modules—David R. Sanderson, Richard T. Liles and R. David Mustian, Lee J. Cary and Jack D. Timmons, Laverne B. Forest, Betty L. Wells, Verne W. House and Ardis A. Young, and J. David Deshler, respectively—brought it all together.

It is obvious that *Working With Our Publics* would not have come into being without the financial support of the W. K. Kellogg Foundation. What may not be so immediately obvious is the continuing interest, support, and dialogue provided by the Foundation through its president, Norman A. Brown.

The many state and county Extension professionals who took part in this project as writers, researchers, reviewers, and field test participants in the individual modules are gratefully acknowledged.

As project leader, I would like to acknowledge here the support given to the entire series by North Carolina Agricultural Extension Service Director Chester D. Black. Grateful recognition is given to a long-time colleague and collaborator in many writing projects, Adele P. Covington, who was principal editor for the series. Valuable contributions to the development were made by Joan Wright (California), Lee Hoffman (Washington, D.C.), Brian Findsen (New Zealand), Heriberto Martinez (Puerto Rico), and in the later phases by Janice L. Hastings (New Hampshire), Jo Jones (Ohio), John M. Pettitt, John G. Richardson, and Frank J. Smith (North Carolina). David M. Jenkins and the staff of North Carolina State University's Department of Agricultural Communications deserve special thanks for their outstanding performance in publishing the modules.

Working With Our Publics is designed to increase your knowledge and skills for work with your changing clientele in today's social environment. It also will help you, as a member of the Extension team, to work with the imperative issues facing the Cooperative Extension System, as well as to expand those skills as an Extension educator that are a necessary complement to your other technical and administrative roles.

If you are new to the practice of Extension, we hope that you will view these training materials as a greeting and a gesture of support from those who have gone before you. If you are an experienced Extension educator, we hope that you will enjoy this "literary conversation" with your peers. In either case,

we are confident that you will find the information and activities presented here to be timely, stimulating, and practical. After all, they were developed by Extension educators!

Edgar J. Boone, Project Director

Assistant Director, North Carolina
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Head, Department of Adult and
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Overview of the Series

The series *Working With Our Publics: In-Service Education for Cooperative Extension* consists of seven independent training modules. Based upon needs and objectives identified by Extension professionals, the modules are designed to stand on their own as independent instructional packages, or to be used as a comprehensive series. Very briefly, the modules and their authors are:

Module 1: Understanding Cooperative Extension. The history, mission, values, and networks that make the Cooperative Extension System and the land-grant institutions unique. Participants will examine their own expectations, values, and skills, in light of the System's needs, to ensure a good "fit" between the individual and the organization. (Nine contact hours of training developed by David R. Sanderson, University of Maine at Orono.)

Module 2: The Extension Education Process. An introduction to, and guided practice in, the premises, concepts, and processes of nonformal Extension education—planning, designing and implementing, and evaluating and accounting for Extension education programs. Both new and experienced staff members who complete this module will understand and be able to apply the programming process as it relates to Extension education. (Twenty-four contact hours of training developed by Richard T. Liles and R. David Mustian, North Carolina State University at Raleigh.)

Module 3: Developing Leadership. How to acquire and exercise leadership skills and how to identify, recruit, develop, and work with community leaders. Intended for all Extension professionals, the module is designed to improve participants' abilities to identify and involve lay leaders in Extension programs and, hence, to develop leadership capabilities among Extension's clientele. (Twelve contact hours of training developed by Lee J. Cary and Jack D. Timmons, University of Missouri at Columbia.)

Module 4: Situational Analysis. How to determine the need for the Extension educator's involvement in issues and to understand the economic, social, political, and environmental contexts in planning, designing, and implementing programs. This module is designed to provide both new and experienced Extension staff members with an appreciation of the role that analysis plays in programming and decisionmaking, as well as the skills to identify, collect, analyze, and use relevant data in the Extension education effort. (Twelve contact hours of training developed by Laverne B. Forest, University of Wisconsin–Madison.)

Module 5: Working With Groups and Organizations. Development of skills in working with and through groups and understanding the behavior of groups, organizations, and agencies. New and experienced staff members who complete their training will be better able to analyze the behavior of individuals, groups, organizations, and governmental agencies. They will gain the skills to build mutually beneficial working relationships, and to deal with networks of influence and key power actors in client communities. (Eighteen contact hours of training developed by Betty L. Wells, Iowa State University.)

Module 6: Education for Public Decisions. In-service education in analyzing public problems, anticipating the consequences of Extension's involvement in issues, and working effectively in areas of controversy. Personnel who play a part in deciding Extension's involvement will build the knowledge and skills needed to design, deliver, and evaluate educational programs on public issues. (Eighteen contact hours of training developed by Verne W. House, Montana State University, and Ardis A. Young, Washington State University.)

Module 7: Techniques for Futures Perspectives. Information and exercises on working with Extension's publics to

achieve a proactive stance toward the future through projecting future conditions, analyzing trends, and inventing futures. All participants, particularly those with a background of field experience, will benefit from enhanced capabilities to develop and provide educational programming that helps clients carry out systematic planning for the future. (Twelve contact hours of training developed by J. David Deshler, Cornell University.)

How to Use This Module

This module consists of four major parts, separated into sections in this notebook. Workshop leaders are urged to become thoroughly familiar with each of these parts well before they schedule training.

Sourcebook. The sourcebook includes a concise, readable synopsis of the module's content, the objectives of the module, and a Selected Annotated Bibliography. Separately bound copies of the Sourcebook are available for workshop learners. They may be used as preliminary readings or as follow-up materials after the learners have completed the workshop.

Leader's Guide. The Guide provides step-by-step instructions on how to conduct the workshop. Preliminary and follow-up activities are described, as well as those to take place during the workshop.

Learner's Packet. All materials other than the Sourcebook that are intended for distribution to the learners are included here. Additional copies may be purchased from the publishers or reproduced locally. Suggestions for when these materials should be used are in the Leader's Guide.

Instructional Aids. The materials in the Instructional Aids Packet include posters and masters for producing overhead transparencies. Suggestions about when to use the various aids are included in the Leader's Guide.

Edgar J. Boone, Project Director

Acknowledgments

While the Project Team is responsible for **Module 3, Developing Leadership,** many others had an important part in the process and the product.

Colleagues in the Department of Community Development at the University of Missouri-Columbia were most helpful and supportive during the time these materials were being developed. Particular thanks go to Vicki Selby and Debbie Williams, who prepared numerous drafts of the Module.

Edgar Boone and his associates at North Carolina State University were most helpful throughout the life of this project. Lee M. Hoffman deserves special mention for reviewing earlier drafts and offering numerous suggestions for improvement.

The ECOP Advisory Committee members, Connie McKenna and M. Randall Barnett, in particular, helped guide the direction of the Module. W. Robert Lovan, Cooperative Extension System, USDA, offered advice and support at several crucial points in the process. We enjoyed the opportunity to work with the other Module developers. Our meetings with them helped refine our work.

To all those who had a part in this effort, we want to acknowledge their help and thank them.

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Module Developers

Tammy Klaproth and Donald W. Littrell
Project Team

Working With Our Publics

Module 3: Developing Leadership

Sourcebook

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North Carolina State University, Raleigh

Contents

Overview of the Scope and Purposes of Module 3: Developing Leadership

Extension educators will find this module on developing leadership both useful and important to them in their work. It will help to remind them of their leadership functions and the potential. As Extension educators work with volunteer leaders and bring their knowledge and skills to specific situations, they are exercising leadership. More about this later.

Scope of the Module

The content of Unit I, "Identifying and Working With Leaders," can help Extension educators in mapping the various groups and organizations with which they work, and in identifying the linkages between groups and organizations. It also will help them to identify current leaders and emerging leaders. While they seldom "create" leaders, Extension educators often help current leaders in their own development; recruit and train emerging leaders; and assist emerging leaders in finding suitable opportunities to use their leadership skills.

In Unit I, Extension educators are reminded of the importance of ethnic and other minority leadership and of the role of women in leadership. The recruitment, placement, and training of volunteer leaders and recognition of their contributions are discussed.

Four techniques that help group members develop leadership are *modeling, integrating, practicing,* and *processing.* These behaviors are stressed throughout the Module. Extension professionals who exercise leadership should serve as examples of how leadership functions are carried out. They should *model* good leadership practices for the benefit of others. Individuals need to *integrate* what they have learned about leadership skills into their everyday work with people. The volunteers and clients with whom Extension works need opportunities to *practice* newly acquired leadership skills. They must *process* what they have learned in one situation in order to transfer that learning to other situations. The Extension educator has an important role in helping individuals effectively use each of these four techniques—modeling, integrating, practicing, and processing—in developing their leadership skills and methods.

Unit II of this Module is devoted to group leadership skills. Helping groups to develop creativity, communication skills, and cooperation are important functions of group leadership. Group leadership skills also focus on assisting groups to solve problems and make decisions. Barriers to effective problem solving must be recognized and dealt with. How to motivate people and how to deal with conflict are additional important leadership functions discussed in this unit.

Individual leadership skills and characteristics are dealt with in Unit III. Personal characteristics frequently identified among those in leadership positions are intelligence, a high level of energy, a positive attitude, self-confidence, assertiveness, ability to express feelings, ability to control inappropriate emotions, humor, empathy, openness, and creativity. While intelligence and a high level of energy generally are thought to be relatively unchanging characteristics, the other characteristics can be learned and developed.

Two major leadership skill areas are presented and discussed in Unit III: personal relationships skills and task accomplishment skills. Personal relationships skills—such as encouraging, mediating, praising—help a group build productive relationships among its members. Task accomplishment skills, e.g., coordinating, managing, and evaluation, help a group get the job done. Personal characteristics of the leader, and personal relationship and task accomplishment skills of all group members must be

brought together in order for a group or organization to function effectively and reach its goals. The Extension educator plays a key role in helping the leaders of groups and organizations provide the leadership needed to accomplish effective functioning and goal attainment.

The materials presented in this Module on developing leadership can help Extension educators better understand their own leadership functions as they learn how to help others develop their leadership skills. "TIP Sheets" on how to carry out these procedures and develop these skills are included in the training material. A three-part leadership case study and nine leadership exercises also are included. Extension educators are encouraged to draw on their own knowledge, skills, and experience and to use this material, as appropriate.

Leadership is a shared process, rather than belonging to one individual. The focus in Module 3 is on the knowledge, functions, and skills of the leadership process. Thus, the definition of "leader" may vary. When the process is being carried out by an individual, we identify that person as a leader. However, as others in the group or organization participate in the process, they share the leadership role and, for that period of time, become leaders. Throughout this Module, your attention will be directed to *what* is being done, rather than *who* is doing it. Leadership knowledge and skills are broadly applicable and can be learned. Having said this, one must recognize that leadership is situational. That is, the application of leadership knowledge and skills must relate to the context and content of a specific situation. The context can be a small group, organization, or community, but it is always situated within a particular environment and related to a larger context. The specific issue content is whatever the group, organization, or community identifies as its concern or focus. Remember, too, that these leaders usually are volunteers. They are giving their time and energies for a variety of personal and social reasons, and have been elected or appointed, or have assumed leadership positions within the group or organization.

Purpose of the Module

The materials in this Module are designed to help Extension educators and the people with whom they work become increasingly effective in dealing with a wide variety of issues, concerns, problems, and challenges in leadership. The focus of this Module is on leadership values, knowledge, and skills, with the emphasis on "how to." The Module content is intended to (1) make Extension professionals more aware of leadership opportunities; (2) sharpen the Extension professional's skills in identifying current and emerging leaders and involving them in a leadership development process; and (3) encourage sharing of the responsibility for designing and implementing educational programs that will help to develop and strengthen the leadership capabilities of the people with whom they work.

Although the major focus of Module 3 is on leadership as it occurs in group and organizational reactions, there also is a dimension of leadership that might be called the inspirational or visionary role. In this aspect, the leader serves as a role model and helps inspire the energy necessary for substantial human accomplishments. This role is only marginally discussed in the standard studies and discussions of leadership.

Four Perspectives on Leadership

There are at least four ways in which volunteer leadership can be viewed. Each of these ways is pertinent in developing leadership, i.e., community leadership, team leadership, situational leadership, and transactional leadership.

Community Leadership. The concept of community leadership involves influence, power, and input into public decisionmaking over one or more

spheres of activity. Members of the local Extension Advisory Council are active people who hold leadership positions in other community groups. They are seen as community leaders. The leadership functions and skills called upon here are similar to those needed for organization leadership. But, in community leadership, we are operating at a much more complex level. Community leadership is more complex because it includes numerous and varied groups with differing viewpoints and agendas that may have competing interests.

Team Leadership. Leadership is a shared effort that usually involves a number of persons, rather than one individual. Commodity groups, county fair boards, and all types of judging teams are examples in which team leadership is essential. John W. Gardner (1986, pp. 15-16), former Secretary of the U.S. Department of Health, Education and Welfare, in the first of a series of papers for the Leadership Studies Program, notes: "Most of the leadership that can be called effective involves a number of individuals acting in a team relationship. . . . Team leadership enhances the possibility that different styles of leadership can be brought to bear simultaneously." [*Note*: References are cited fully in the Selected Annotated Bibliography in this Sourcebook.]

Situational Leadership. This perspective stresses the interrelationships of behaviors and characteristics among leaders and group members, and the situation in which they find themselves. In facilitating tasks and relationships, the leader must also maintain the ability to be flexible in style. Leadership style must constantly adjust to members' abilities and their willingness to carry out specific activities. For example, the leader of a resource development committee may be very anxious to reach certain objectives, and may be a "hard driver." If the committee members are less experienced than the leader, and are not clear on objectives, the leader will need to recognize this situation and to work within these limitations.

Transactional Leadership. Transactional leadership is viewed as a reciprocal process between leaders and followers, in which each influences the behavior of the other. This mutual influence establishes the leadership functions in a particular group at a particular time. The approach focuses on the communication between leaders and group members. Members recognize as leaders those whom they believe are competent and trustworthy. For example, 4-H Club members, junior leaders, and other volunteer leaders, working together, agree on assignments and Club goals. All of these persons participate in making these decisions; each has the opportunity to influence others in the group. This is *learning leadership by leading.*

The foregoing perspectives are not mutually exclusive, but should be viewed as complementary aspects of leadership. Together, they offer the fullest understanding of what constitutes effective leadership, and what needs to be understood in order to help people prepare for and carry out leadership functions. A multiple perspective is particularly important at the community level, because it is the most complex level at which Extension educators work.

Five Important Points

Before proceeding to the literature and research findings regarding leadership, five important points will be made. These points were crucial in deciding what information to select and how to organize it. The five points are not listed in any particular order, and you may consider some more important than others. The points are, however, highly interrelated and should be considered as a group.

1. *Leadership is a process that is shared by members of the group or organization* through a complex relationship among the person exercising leadership at a particular point in time, the followers, the nature of the group or organization, the

issue or project under consideration, and the larger context in which the group or organization functions.

2. *Leadership is not distributed equally throughout any population.* Some people, because of personal characteristics (such as self-confidence, energy, ability), position, personal traits (such as race, sex, age), or other factors, fulfill leadership functions more consistently than do others in the population. How to identify such people, and how to encourage others to serve as leaders will be discussed later in this Module.

3. *Community leadership functions are most often performed by volunteers.* People volunteer for a wide variety of reasons, but the important point to remember is they *are* volunteers. They serve as long as the work satisfies some personal or altruistic need. Therefore, it is important to be aware of these needs; match needs with tasks, whenever possible; and help group members meet their needs, when you can.

It also is important to remember that not all volunteers are leaders, and not all leaders are volunteers. Many people perform important volunteer work that involves few, if any, leadership skills. Others serve in leadership positions to which they have been appointed or "assigned," with little or no feeling on their part that they are volunteers.

4. *Leadership skills are gained through practicing those skills.* People need opportunities to learn how to perform leadership roles, tasks, and functions, and to apply what they learn to a wide variety of situations. This procedure involves "processing," that is, understanding what is taking place in one situation and transferring that understanding and skill to a new setting. Involving people in a leadership development process means helping them *learn through doing.* Educational efforts in leadership should never be limited to a classroom setting.

5. *The three major functions of leadership* are accomplishing tasks, building group relationships, and meeting the needs of group members. No one of these is more important, because each is necessary for a healthy and productive group. These three functions should be carried out simultaneously.

Unit I. Identifying and Working with Leaders

A study of leadership begins with an explanation of who can fill leadership roles and how such persons can be identified and nurtured.

The Extension Educator As a Leader

All Extension professionals are in leadership positions, whether or not they recognize the fact, and whether or not they consciously exercise leadership. Leadership creates both opportunities and responsibilities for Extension professionals. If they *model* good leadership behavior, they serve as examples for others to follow. Learning by observation is better than instruction alone. Learning by doing, however, is considered the best method of gaining leadership skills, and *practicing* is an important component of that method. Extension educators need to understand the leadership functions they perform in groups and organizations. They are viewed as leaders by many in the communities in which they work, because the majority of Extension educators:

1. Have specific content knowledge that is needed by the group;

2. Are a link to the vast resources of Cooperative Extension and the land-grant institution;

3. Have an understanding of human behavior, the dynamics of leadership, and the leadership development process;

4. Are objective and impartial professionals who have particular skills and abilities in working with groups; and

5. Are known and trusted by people in the community.

In addition to providing direct leadership in some situations, the Extension educator has two other important leadership responsibilities:

1. To facilitate and support others in carrying out leadership functions, and

2. To provide leadership skill training in both formal and nonformal situations.

If Extension educators are to develop and strengthen leadership capabilities among the people they serve, they must first establish linkages with the existing and potential leaders in the communities they serve. Identifying this leadership pool is a necessary preliminary to establishing one's own role and fostering growth in others.

Mapping Our Publics

Before we focus on developing leadership, it is important to identify our publics: the various groups and organizations with which Extension works, and other groups and organizations to which Extension may relate. Mapping our publics is a linkage process in which the Extension educator engages for the purpose of identifying and delineating learner groups and systems within each of our actual or potential publics. If Extension is to work effectively with other local groups and organizations, it is important to be knowledgeable about their structure and functioning, and how their activities relate to the goals and work of Extension.

At a minimum, the Extension educator should know what an organization stands for: its goals and objectives, and how it goes about achieving those goals. The Extension educator also should be aware of the organization's leadership, which includes those who formulate policy and program and those who carry out the program. Personnel, in addition to those in leadership roles, also should be examined. A third dimension includes the resources of the organization such as money, physical facilities and equipment,

supplies, and so forth. A fourth major dimension is the organization's linkages. Linkage encompasses the organization's relationships with other organizations that hold authority over it (such as a state or national organization's influence over a local chapter); that provide it with support (the Extension Council of a local Extension office); or that serve somewhat the same group or need, or have a similar interest (4-H and FFA). Be aware also of negative relationships: groups with which the organization does not agree on general objectives or specific actions.

By mapping local publics first, Extension educators are then in a position to identify the current leaders of those groups and organizations and to work with them. Understanding each of the organizations and their relationship with Extension gives direction to this process of identifying leaders and leadership development.

Identifying Current Leaders

The Extension educator may already know and work with many of the local leaders, and using formal approaches to identify these current leaders might seem unnecessary. However, new groups and organizations are constantly being formed, and existing groups and organizations are just as constantly undergoing change. Also, the Extension educator may begin working in a different area, in which he or she does not know the local leaders. To keep abreast of changes in the local situation, it is good practice periodically to identify or reconfirm community leaders.

Identifying established community leaders is important in itself. It also is a crucial first step before going on to identify emerging leaders and helping them to develop their leadership skills. There is a reservoir of leadership that can be identified and involved in every community. We will begin by looking at the more traditional approaches to identifying community leadership.

The two most widely used procedures for identifying current leaders are the *reputational approach* and the *positional or formal leadership approach.* Several other techniques can be used to identify current leaders. Those are combined later under the heading of *other leadership identification approaches.*

Reputational Approach

The most frequently used technique for identifying community leaders is the *reputational approach.* This approach is based on the assumption that local residents can identify those in their community who are opinion leaders and risk takers. Individuals who are knowledgeable about community affairs and usually are involved in community activities, themselves, can identify these leaders. Such persons are asked to name those in the community whom they consider to be general or "visible" leaders. Those who are named can be interviewed and asked to identify other leaders; this "snowball" or chain-referral technique will soon produce a list of most of the reputational leaders in a community. While other questions may be asked, the "key" interview question frequently is worded like this: "There often are people in a community whom one will find in leadership positions, time after time, on many types of issues and activities. Who, in your opinion, are the general leaders in this community?" The person seeking the information may simply ask, "Who gets things done around here?" or ask a respondent to "Name the people who are most important in this community."

Positional Approach

The positional approach is widely used and consistently produces accurate information about who are the current leaders. This approach has two possible shortcomings. First, it is necessary to decide which organizations to include in this approach; then to determine which positions to include. Organizations that are

oriented to serving the general community probably will have a higher percentage of positional leaders who are community leaders than those organizations that mainly serve only their own membership (Preston, 1979). The advantages of the positional approach are: (1) once the positions are determined, there is no problem in identifying who fills each position; and (2) it is much less time consuming than the reputational approach, which involves personal interviewing.

The telephone directory will have listed at least some of the organizations that might be included in the positional approach. Local Chambers of Commerce typically have a list of the names and addresses of presidents of various organizations. An inventory of local organizations and their leaders can be very useful. Organizers of county fairs, fall festivals, organizers of farm tours, and similar events often need to identify people who are community leaders, and are able to assist in a variety of ways. The positional approach will quickly produce such a list.

In his well-known study of "Regional City," in his book, *Community Power Structure*, Hunter (1953) raises questions about identifying leadership based on positions held. However, subsequent research shows that quite similar leadership groups can be identified with either the reputational or the positional approach.

The positional approach is straightforward and takes little time or money, as long as you know what organizations you want to include and the list is not too long. The approach has two possible limitations. The positional leader may be little more than a "figurehead," which can often be determined only through experience. Also, the approach is limited to positional leaders in formal organizations. It does not help in identifying nonformal leaders and others who do not hold formal leadership positions.

Other Leadership Identification Approaches

Additional techniques for identifying community leadership are the decisionmaking, social participation, and personal influence approaches.

A community decisionmaking process is observed or reconstructed to identify the active participants. Interviewing community leaders about how specific decisions are made, attending community meetings to watch the decisionmaking process, and reviewing newspaper accounts of important community decisions and actions are three of the ways to identify this leadership.

The second technique is based on the viewpoint that *social participation* is leadership. The number of community activities in which a person is involved, and the extent of involvement in each are rough measures of participation. In this framework, social participation identifies community leadership. The technique for this approach includes checking membership lists with attendance rosters to determine which people are most active in community organizations.

The *personal influence* approach recognizes that people usually turn to others for information and advice, particularly when they have questions about specific issues. Those they turn to are viewed as opinion leaders, and their personal influence establishes them as leaders. These types of leaders can be identified by asking, "Whose opinion do you respect on issues?" or "Who do you think can really speak for this community?"

These three leadership identification approaches have some limitations. The decisionmaking and social participation approaches take more time and effort than either the reputational or positional approach. The personal influence approach identifies opinion leaders, in general, but may not relate them to specific programs and actions. The selection of an approach to leadership iden-

tification should depend upon your resources and the type of leader you wish to identify.

To be an effective Extension educator is to be aware of and knowledgeable about reputational, positional, and decision-making/social participation/personal influence leaders. We must also know how to go about identifying them. These approaches focus directly on those who are actually involved in important community decisions and actions. But, the Extension educator also needs to be involved in the development of new leadership, and how to identify emerging leaders. This is because of the turnover of volunteer leaders, and because of the need for greater numbers of volunteer leaders in the years ahead. Information on emerging leadership will be considered next.

Identifying Emerging Leaders

While much of the community leadership may come from the community power structure and the local social class structure, there is another leadership group that may be either overlooked entirely or not given sufficient attention. This is the emerging, developing leadership that needs the attention and supportive help of the Extension educator. Four sources of this emerging leadership are considered here:

1. Organizational hierarchies;

2. Customers, clients, and members of organizations;

3. Issue or special subject-matter people; and

4. A reservoir of individuals with particular personal qualities.

Organizational hierarchies are made up of those who fill supervisory and administrative positions in a variety of economic, governmental, religious, educational, and social service organizations. These persons carry out leadership functions within their own organization or sphere of interest, and are often called upon by community leaders because of their positions within important community structures. Many in these positions can emerge from exercising leadership within their organization to providing leadership in the community. For example, the supervisor of a local counseling agency may be asked by the County Extension Home Economics Agent to help develop a stress management workshop for farm families. Often people such as this have the potential to become leaders outside the confines of their specialty area. Or, wider community decisions may profit from the involvement of leaders from groups or agencies that have not been active participants in the past.

Customers, clients, and members of organizations frequently exercise leadership in the community. One example is when such individuals band together and take collective action in response to an issue. There are any number of examples in which customers, client groups, or members of an organization (e.g., Parent-Teacher Associations, farm organizations) have brought about change through their activities. Leaders within such groups gain leadership experience that can be transferred to other situations in the community. Many a lobbyist in state legislatures began as a concerned parent in a neighborhood PTA/PTO.

In working with such spontaneous or ad hoc groups, one should be careful not to strip them of their leader. One might hope that those leadership qualities exhibited within one organization can be developed into a commitment to leadership in the larger community. At the same time, one should recognize that the leader's allegiance to the original group probably will remain strong.

Issue or special subject-matter people are those who possess a certain amount of authority and influence, because of their specialized technical knowledge, or because of their knowledge and skill around

a particular issue. If a community is interested in reconstructing one of its oldest stone buildings, a retired stonemason may be a very important resource, and may serve as leader in such an effort. If the community is concerned with how to go about incorporating a new development council, an attorney who specializes in such matters, but who previously has been inactive in the community, may become active in the emerging development council. These issue or special subject-matter persons may not become general leaders, and it would be a mistake to assume that their involvement around a particular situation will necessarily make them active leaders in the organization. However, they should be kept in mind as possible resources should issues within their area of interest come up again.

A reservoir of individuals with unique personal qualities can be found in every community. They may be thought of as charismatic or simply looked upon as those who have a special ability to work with groups. This personal potential for leadership usually is acquired through experience and often relates to a specific situation. It is the "right" person, in the "right" place, at the "right" time. For instance, a local rancher who has not been active before, but who shows creativity in adopting new ideas, may be just the right person to provide leadership in setting up, organizing, and carrying out ranch clinics in the area. Such individuals are found in any community, but they may not be identified through the leadership identification techniques discussed earlier. Being aware that such people do exist may be enough to alert Extension educators to be watchful for them.

Except for the reservoir of individuals with particular personal qualities, the other emerging leaders are easily identified. Either the position they hold in an organization, or the fact that they are active customers, clients, or members of a particular organization, identifies these people for the Extension educator. If a special issue or special subject matter needs to be addressed, look for those with the necessary expertise or skills who will volunteer to help.

Ethnic and Other Minority Leadership

Before we leave the subject of identifying current and emerging leaders, we need to give attention to ethnic and other minority leadership. White, middle-class males are overrepresented in leadership positions throughout the United States. That is, their frequency in leadership roles is far greater than their proportionate numbers in the general population. While a growing number of blacks, other racial and ethnic minorities, and the handicapped are assuming leadership roles in a growing variety of groups and organizations, the Extension educator can identify such leaders and help them assume greater leadership responsibilities in the community. When working with minority leadership, Extension educators should ask themselves a number of questions.

1. Are the individuals viewed as leaders only to the extent that they have connections and influence in the white, male, middle-class community, or are they viewed as leaders within their minority group? If they are not seen as leaders by the minority group, then they speak for no one but themselves.

2. When minority leaders are identified, have they gained distinction because of talents and accomplishments unrelated to leadership, or because they have served in leadership positions within groups and organizations? There is an important difference between gaining distinction as an athlete or artist who happens to belong to a minority group and being a minority leader.

3. How can we help members of groups and organizations get beyond the myths and distortions about ethnic and other minority leaders that are so common in our society? For example, many have bought into the myths that Hispanic

leaders are too "macho"; blacks are either too passive or too assertive; physically handicapped individuals cannot lead groups of people who are not physically handicapped.

4. Will the involvement of minority leaders in larger community groups and organizations weaken the leadership within the minority groups? Such minority groups, especially if they are small and fairly new, may have problems developing cohesiveness and strength, if their leadership becomes too involved with communitywide activities.

These questions are difficult to answer, because they depend upon the specific situation. However, the Extension educator should consider them carefully. Involving minority members who are not seen as leaders by the minority group, or recruiting the leadership away from a small minority organization, can be dysfunctional both to the minority group and to the community. It is necessary to work with both the minority groups and the larger community to bring about more effective working relationships among all parts of the community. Flores (1968), in his book *The Nature of Leadership for Hispanics and Other Minorities*, discusses three roles of American Spanish-speaking leaders, as identified by Juan Ramos:

1. *Latin leaders*—professionals and business people who are oriented to Anglo values and have an outlook on the world similar to the Anglos;

2. *Mexican American leaders*—persons who generally have ties with both the Anglo and the Spanish-speaking community, and are viewed as leaders in both cultures; and

3. *Chicano leaders*—persons who are identified more with and are more responsive to the needs of the Spanish-speaking community than are the Latinos or Mexican Americans.

While the frame of reference here is that of American Spanish-speaking leaders, similar categories of leaders can be identified in most, if not all, ethnic and minority groups. There are minority group leaders who are closely identified with the dominant majority leadership. Other leaders have ties to both the dominant community and to their own minority group. And, finally, there are those who are identified with and responsive only to their minority group. While any one of the three types may be "right" for a specific situation, the person who is considered a leader by both cultures (such as the Mexican American leaders in Ramos' typology) can best serve the whole community.

As more people volunteer to work in a wide range of community activities, Extension educators need to encourage groups and organizations to reach out for new people from a broader spectrum of the community. When ethnic and other minority leaders are identified, it is useful to find out who identified them, and what type of minority leaders they happen to be. Knowing the answers to these two questions will help the Extension educator to assist these minority leaders in developing and strengthening their leadership capabilities. It also will help such leaders in becoming effective volunteer leaders in the larger community, without reducing the effectiveness of the minority group organizations from which they come.

Women and Leadership

While women comprise a numerical majority in our society, their role in community leadership needs to be better understood.

As Adams and Yoder (1985, p. v) point out, "Much of what is known about leadership has been developed by men, using male subjects." Because of this, men frequently are identified as the "doers" and achievers, while women are viewed as passive responders. It is not surprising, therefore, that traits such as assertiveness and self-confidence, which are identified as important leadership qualities, are more often assigned to

men than to women. Or, the same trait may be viewed differently for the two genders (e.g., an *assertive* man, but an *aggressive* woman).

In many community groups and organizations, men make up the bulk, if not all, of the membership and leadership. This arrangement tends to perpetuate itself when new members are sought and new leadership is identified. It is a challenge to Extension educators to help groups and organizations overcome this bias, where it exists, and to develop a more open approach to participation and leadership. Adams and Yoder (1985, p.45) noted that "evidence from contemporary studies on sex-roles and leadership indicates that men and women, with similar education, career aspirations, and training, have basically identical scores on measures of psychological masculinity and femininity." In other words, the traits we assume are important in good leadership can be found among candidates of both genders.

If the Extension educator helps people realize that leadership is a process; that it is situational; and that it is shared, there will be less emphasis on the characteristics of the leader (e.g., "tall," "female," "Chinese"). Rather, emphasis will shift to the leadership qualities and skills needed at a particular place and time, and to those persons best able to offer them. When skills and abilities become the criteria, women and minority group members will assume more active roles in community groups and organizations, and will take on more leadership responsibilities in such groups and organizations.

Extension is an exception, however, in that it involves more women than men as volunteers, but not all of these women are in leadership roles. In a recent study of Extension volunteers, Steele (1985) reports that approximately 60 percent of the female volunteers work with either 4-H or home economics. This fact helps to explain why the majority of Extension volunteers are women, since home economics recruits few men, and 4-H involves more women than men. Agriculture and resource development attracts more men than women volunteers, but does not have the numbers of volunteers that are seen in 4-H and home economics.

Recruitment, Placement, and Training of Volunteer Leaders

Since leadership is a process that is learned, and the leadership function is a shared one, it is important for Extension educators to recognize leadership development as a major responsibility. They may begin by identifying and working with current leaders, but Extension educators need to go on to identify and work with new and emerging leaders. And this attention to leadership is vital, because much of what happens in every community is brought about by volunteers working in groups.

Leadership development is a gradual process, and can be fostered in a variety of situations. The emphasis here, so far, has been on identifying current and emerging leaders. Once they are identified, the next step is to help these volunteers make use of their skills in suitable leadership positions. While general recruitment efforts may be adequate for a wide range of volunteer needs, volunteer leaders are asked to accept specific responsibilities with a particular group or organization on an individual basis. This means knowing volunteer leaders well enough to help them match their talents and strengths with a particular opportunity. Matching is important for both the volunteer and the organization.

Someone who has worked well on a small community activity may be recruited to head a new community effort. The more important the leadership needs, the more selective will be the recruitment, and the more recruitment and placement will be seen as a single step. This does not mean that there is only one "right" person for a particular leadership position, but it does mean that the position should be filled by someone

who has the specific qualities needed. This calls for a well-thought-out process of recruitment and placement that takes into account the interests and needs of the members of the group who will be interacting with this leader.

Training is another step in the process of developing leadership. While some of this may be formal in nature, much of it will be informal, on-the-job training, or learning through doing. The Extension educator has a crucial job here to help leaders in their development. This job includes, but is not limited to, offering suggestions about procedures, suggesting how to deal with specific problems, identifying good and bad aspects of past meetings and activities, reviewing group members' roles and their interaction with the leader, and evaluating how well various tasks were performed. Most of this is done informally and should be presented as suggestions and observations. It should be seen as part of the learning process, and not as a judgmental evaluation of the leader or the group. Volunteers working with 4-H councils will have many opportunities to help members develop leadership skills as they work on specific programs and projects. The contents of Module 3 will help the Extension educators and leaders develop these skills.

It is important to provide leaders with opportunities for growth through new challenges. Not only will such challenges help keep leaders alive and active, they will serve as a way to help them enhance their leadership skills.

Identifying, recruiting, placing, and training volunteer leaders are all important aspects in leadership development, but Extension educators should not let these activities overshadow the ultimate goal of *involving* this leadership in both Extension and community activities. Extension has done more to help volunteers build leadership skills that are used within Extension than it has to train people for leadership roles within their communities. While Extension needs to continue and to strengthen its own volunteer leadership base, these efforts should be seen as a means of helping people develop leadership skills and abilities that apply in the broader community as well.

Recognition and Leadership Growth

Most volunteer leaders do not become active in groups or organizations because they anticipate awards and recognition. However, recognizing volunteers' contributions publicly is an important way to acknowledge what they have done, and to thank them. Such recognition also serves as an incentive for future volunteer leaders, as they see that people like themselves can make valuable and appreciated contributions. It is better to recognize too many volunteers than too few: when in doubt, present more awards; do not cut back. Remember, this may be the only public acknowledgement of what the leaders have helped to accomplish. Recognition of volunteer leaders not only reflects favorably on them, but also on the activity, the members of the group or organization, and the Extension educator who assisted in the effort. Public acknowledgement of achievements helps these leaders grow, because it increases their confidence in what they are doing, and it serves to identify these leadership accomplishments for the membership.

Recognition can be simple or as elaborate as tradition, money, and style dictate. Many groups and organizations have well-established award ceremonies, and these traditions should be maintained. Recognition luncheons, award banquets, receptions, and similar events are common to many organizations. Certificates, plaques, pins, and inexpensive gifts frequently are awarded in recognition of service and leadership. The cost of the gifts is much less important than what they symbolize. Over time, awards made on an annual basis gain prestige and significance in the eyes of the group members. Again, the most important point in recognition of volunteer leadership is not

the gift or the event, but the simple fact that service and leadership are publicly acknowledged and appreciated.

Modeling, Integrating, Practicing, and Processing Leadership Skills

To help develop and strengthen leadership capabilities among those with whom they work, Extension educators make use of nonformal, experiential learning, as well as more formal educational programs. The emphasis here, as in most Extension programs, is on learning through doing, through an effective leadership development process. Such a process consists of at least four aspects: modeling, integrating, practicing, and processing leadership functions and skills.

Modeling

When Extension educators understand and use leadership skills themselves, they serve as *models* for others. These educators need to model good leadership practice as an example of how leadership skills can help groups and organizations accomplish tasks; build productive relationships among members; and help members meet their individual needs. You cannot talk convincingly about "good" leadership practices without displaying such practices in your own behavior. Many people in a community, particularly the younger people, look to current leaders as their models. Modeling leadership is one of the most effective ways to "teach" leadership to others. It is not unlike apprenticeship training, in which one learns mostly by observing an experienced person perform certain skills.

Integrating

The Extension educator should help individuals *integrate* their leadership skills into their everyday work with people in groups and organizations. What one learns in one situation has application to many others. Transferring this new skill or knowledge into ongoing situations is an important learning device. Through working with a commodity board, a young farmer may increase his ability to help make group decisions; preside at public hearings; and mediate in situations where disagreements emerge. If he integrates these newly developed skills into his general patterns of functioning, they become a part of him and how he works with others. These leadership skills then make the young farmer a more useful and valuable member of other groups and organizations to which he belongs.

Practicing

As someone has noted, learning leadership means "practicing in public." There is no other way. And practicing in public can be difficult and potentially embarrassing to the individual. The Extension educator needs to be sensitive to this, to help individuals find relatively safe opportunities to practice leadership skills, and to support them as they gain experience and confidence through practice. It is one thing to talk about dealing with conflict in a group, but it is quite another to be in a conflict situation and have people expect you to resolve it. Role-playing is one useful technique for simulating any number of different situations in which to practice newly acquired leadership skills.

Processing

The Extension educator has a final important role in helping individuals *process* leadership situations. People learn best by *doing*, if they understand *what* it is they are doing, and *why*. Processing is the step that combines action with reflection. Through processing, or analyzing what is going on, the Extension educator helps people gain insight into the dynamics of a situation. This processing helps to distill the new skills, or to improve skills that the individual has

gained. The experience then becomes part of that individual's way of using leadership in working in groups and organizations.

Modeling, integrating, practicing and *processing* are four techniques that help individuals develop their understanding of leadership and of how to carry out leadership functions in a number of situations and under a variety of conditions. Extension educators will find these techniques particularly helpful when used in informal learning situations. Also, the methods have the advantage of being as useful in one-on-one situations as in group settings.

Summary of Identifying and Working With Leaders

Volunteer leadership in the Extension effort extends and enriches the work of the Extension educator. The future direction of Extension is to develop more volunteer leaders to carry out a wider range of tasks with increasing levels of skills, knowledge, *and* responsibilities. This makes the job of the Extension educator both harder and easier. Harder because more people will be involved in more responsible positions in Extension, thus adding to the training, supervision, and administrative duties of the Extension educator. Easier because the end result will be additional qualified people to share in Extension efforts. The Extension educator and volunteer leaders, working together, are essential to the continued growth and development of Extension.

This expected development is in line with our earlier contention that leadership is a shared process. Unit II follows through on the observation that leadership occurs in a group setting by outlining the skills group members need to work effectively.

Unit II. Group Leadership Skills

The Extension educator must be able to help group members realize their own expectations in order to maintain both their individual productivity and that of the group. A person is motivated to continue a relationship with a group, if the returns are greater than the costs. People tend to avoid situations in which there is a high potential for failure. The goals and objectives of the group, therefore, should be attainable, and the leadership must be able to convey that message to other members.

Communication is thus one of the most important activities of leadership. It is through communication that leaders and group members influence each other to act. When working with our publics, Extension educators must have skills that enable them to communicate effectively. They also must be able to help in developing communication skills within the group. Mutual understanding is a crucial precondition for any group activity.

In Unit II, we will look at group characteristics, and then focus on team building and decisionmaking. The roles of the group members and effective group leadership roles will be discussed. Possible task "hang-ups" that interfere with team-building efforts and the accomplishment of specific objectives are presented. Five stages in group decisionmaking are described, along with procedures to improve decisionmaking. In the final section of Unit II, suggestions are made about guidelines for dealing with conflict, as well as some positive functions conflict can serve in a group.

Group Characteristics

To lead a group effectively, the Extension educator needs to know something about the context in which the group is operating; i.e., its history, the silent structure of the group, size of the group, group members' personalities, and group cohesiveness.

History

Knowing the group's history is essential to full understanding or its characteristics. Explore questions such as:

- How long has the group been in existence?
- What was the original purpose of the group?
- Is the group's membership static or changing?
- What style of leadership is accepted?
- Has the group been open to change in the past?

Answers to these and other questions about the group's operating procedures will provide some understanding of where the group has been and where it is headed. The answers will give some indication of how the members work together and how they respond to leaders.

The environment also is important to the group's functioning and effectiveness. Environment includes the physical, as well as the psychological surroundings. The lighting in the meeting room, the furnishings, the total decor, even the clothing of the group members are all parts of the group's context. The time of day, the day of the week, and the weather also can influence the group and the members' responses to one another.

Silent Structure

The silent structure of a group is an element of the psychological environment. The silent structure refers to the nonverbalized, unwritten rules, and other unspoken arrangements and conditions that set limits and affect the group and its

functioning as much as the physical environment. Nonverbal communication is another aspect of the silent structure.

The silent structure is frequently overlooked, but knowledge about it can greatly aid the Extension educator in learning about working with the group. To learn more about this phenomenon, the Extension educator needs to observe the group for the following types of behavior:

- Are there members who consistently arrive late or leave early?
- What kind of seating arrangement does the group use?
- Does the arrangement isolate the leader from the members?
- Are certain members constantly ignored or interrupted?

These and similar questions alert you to indicators of how the members feel about the group, the task, and one another. The Extension educator may want to ask individuals privately to change some behaviors—to arrive on time or stay until the meeting is over. More important is finding out why the individual behaves in that manner. Being aware of these behaviors is the first step toward improving the group situation.

Size of the Group

The size of the group is another important characteristic. Communication becomes more difficult as the number of members increases and less "air time" is available for each person to speak. Large groups (say, more than 12) frequently are dominated by a few talkative members, while the rest sit silent. Meetings of large groups also require more time, and consensus becomes more difficult to achieve. On the other hand, a larger group has the advantages of more collective knowledge and a greater variety of perspectives on a problem.

In situations in which leaders can determine who will attend a particular meeting, they should invite people who have relevant knowledge; who have a stake in the outcome; and whose participation is necessary for effective implementation. As the size of the group increases beyond a workable number of members for open discussion, subgroups should be established to facilitate communication.

Members' Personalities

The personalities of group members also can affect group processes. Certain members may have incompatible personalities, which can lead to friction and distrust. Research shows that groups with compatible members are more productive in task accomplishment, especially when it is necessary to reach an agreement under the pressure of time. However, research also shows that homogeneous groups may be less creative. One important aspect of personality is the extent to which members are aggressive, disruptive, or competitive. A leader can ignore disruptive behavior; try to suppress it; or point out its effects and attempt to use it in a creative, positive manner. Maturity and stability are obviously important for members in building an effective group. Effectiveness is reduced when the group includes a large proportion of immature members.

Group Cohesiveness

A group's compatibility is directly linked to its cohesiveness. Cohesiveness is the degree of mutual respect among members and their attraction to the group. A group whose members have similar values, attitudes, and cultural backgrounds is more likely to agree on issues. At times, however, members tend to agree too quickly without a complete, objective evaluation of the alternatives. In extreme cases, "groupthink" can occur (Janis, 1972). When groupthink happens, the members adopt a soft line of criticism and avoid open expression of disagree-

ment. Under such circumstances, many possible alternatives may be ignored. This phenomenon and the problems it causes are discussed in detail in **Module 5: Working With Groups and Organizations.**

The Extension educator can use various methods to assist a group in becoming cohesive. These include:

1. Accentuating members' similarities;

2. Helping members identify individual needs they can satisfy in the group, and how this can be done; and

3. Giving members a chance to make sacrifices for the group.

Team Building

Extension educators spend a great deal of their time "working with our publics" through groups. Extension educators often find themselves in situations of assisting a group by helping to develop its leadership, or filling part of the leadership role themselves.

If you were to look at a continuum of group effectiveness, at one end would be a collection of individuals who are unable to accomplish anything, because of personal conflicts, inadequate information, nonexistent goals, or numerous other reasons. At the other end would be teams who are effectively working toward the accomplishment of a common task. What is lacking in the dysfunctional group that is present in the functional group? Jerry Robinson (1974) identified the "three Cs" that must be present in an effective group. These are *creativity, communication, and cooperation*, which depend, in turn, upon a knowledge of the various roles that must be met in a working group.

Group Members' Roles

Just as important as helping the group establish the "three Cs" is the leader's responsibility to help an effective team define the group members' roles. These roles can be divided into:

1. Task or content roles,

2. Team-building and maintenance or process roles, and

3. Self-centered or individual roles.

The *task* or *content roles* are those involved with providing facts and knowledge needed by the group, and with behaviors that relate to the group's ability to solve the task problem. For example, in Unit I, we spoke of issue or special subject-matter people. If these persons' only involvement were to contribute their expertise—say, legal advice on county functions—they would be filling a task role. *Team-building and maintenance* or *process roles* are those involved with working with people, or behaviors that help create a group-centered attitude and solve social-emotional problems. The *self-centered* or *individual roles* refer to behaviors that address individual problems or individual needs, instead of the group's goals.

The leader's responsibility is to see that the task and team-building roles are performed, not to carry them out single-handedly. As the situation changes, the role of leadership should adapt to meet emerging needs. There are times when the leadership style has to be more task-oriented than team-oriented, and times when the reverse is true. Again, while an individual need may occasionally become the major focus of the group, for the most part, the leadership should concentrate on the entire team.

The maintenance or process roles assumed by members are usually beneficial to the group. These often are called team roles, and include:

1. Initiating action from other group members,

2. Active listening that encourages other group members to express themselves,

3. Giving up something that is personally wanted in order to solve a problem, and

4. Reinforcing good ideas and encouraging other persons.

[*Note*: See "Personal Relationship Skills" in Unit III of this Module for a more complete list.]

Self-centered roles can be detrimental to the group. When destructive, these behaviors are concerned more with solving individual problems or needs than with group goals. They can include:

1. Domination by one member,

2. One person making personal attacks on another, and

3. Avoiding involvement and participation.

[*Note*: Team and task roles are discussed further in **Module 5: Working With Groups and Organizations.**]

Task "Hang-ups"

A group often is confronted with task "hang-ups." When this occurs, it is the leadership's responsibility to suggest alternatives and to focus the group on overcoming the problems, rather than dwelling on them nonproductively. Possible hang-ups include:

1. *Showing excessive concern over details.* A group can spend considerable time discussing whether to send postal cards or letters to announce a meeting, and then gloss over the plans for the meeting itself.

2. *Attempting problems beyond its scope and responsibility.* Instead of working on renovating one town building, the group decides that rebuilding the whole downtown area is a more attractive challenge.

3. *Losing contact with the major problem and going off on a tangent.* For example, starting with a concern about farm families facing foreclosure, the group wanders off on a discussion of long-range possibilities for attracting new industries to the area.

4. *Having limited knowledge of content and process.* A group may stall on making a decision because the members have little background in the issue and are not clear about what further information they need.

5. *Trying to reach a decision without enough information and without following the steps for making a decision.* An issue that is thought to be resolved can appear over and over again, because those who held a dissenting opinion believe their arguments were not given a fair hearing.

Effective Group Leadership

Extension educators need to be aware of the roles assumed by group members in order to work with others. They must ask themselves whether or not the leadership is dealing with those roles. Effective group leadership is an essential component in maintaining a productive group. Group leaders can help members, in a number of ways, to identify what is happening and the roles assumed in the group. Group leaders can:

1. Learn to trust their own feelings, hunches, and intuitions and to share such feelings with the group.

2. Assist group members in analyzing their own behavior and in discovering what is happening within the group.

3. Lead the group in analyzing the verbal content of the meeting, the particular stage of group development, the decision-making process and its effectiveness, and the degree of personal interest and involvement each member has in what has been happening.

4. Ask for a discussion about what has *not* been happening, and how the group feels about omissions or lack of progress.

Forming a productive group is a major goal of team building, and the leadership needs to be especially aware of group relationships. The characteristics of a productive group are:

1. *Common purpose*—the feeling of shared need and a desire to achieve goals;

2. *Shared sentiments*—values, feelings, and attitudes that are compatible, or at least mutually acceptable;

3. *Opportunity for participation*—work with others that provides mutually self-satisfying feelings;

4. *Cohesiveness*—a sense of group belonging and exclusiveness in the task to be performed; and

5. *Structure and social control*—having a set of organizational and role assignments, as well as customs, rituals, and behavioral norms that provide a sense of order and direction.

Assisting group members to acquire these characteristics is an important leadership job that requires the performance of several human relations functions. The skills required for team building are oriented toward social and communication skills (receiving, retaining, and transmitting information). Much of the information transfer for leaders occurs through verbal communication with others in face-to-face situations: old-fashioned conversation.

Group Decisionmaking

For most problems, a group decision will be superior to one made by a single individual, such as the leader. However, many things can prevent a group from realizing its potential. Many of the possible barriers to effective decisionmaking have already been discussed. These barriers were too large a group, inadequate group cohesiveness, disruptive behavior among members, a distracting physical environment, and poor leadership. If group members have the knowledge necessary to solve their problem, and are motivated to do so, then the success of the group will depend more on the quality of leadership than on any other single factor. The leadership function is a difficult one, because the decisionmaking process may be adversely affected if the leader is either too passive or too domineering.

Five Stages in Decisionmaking

Leadership can be divided into task-oriented behavior and relationship-oriented behavior, as it relates to decisionmaking.

Task-oriented leadership behavior in group decisionmaking can be divided, in turn, into five categories or stages. These stages correspond, to a large degree, with the content and task roles already discussed.

The first stage of task-oriented leadership behavior is *initiating and structuring*. A problem is presented to the group. The goal is to propose an objective and get the group's approval, to introduce a procedure for the group to use in making a decision, and to develop an agenda of topics to be discussed and issues to be decided.

Stimulating communication and information seeking follows the first stage. The purpose of this second phase is to seek specific information from group members, to ask members for their opinions, to encourage members to contribute their ideas, and to provide information needed to carry out the task.

Next comes the stage in which *communication is clarified.* In this third stage, confusion is reduced or misunderstanding is cleared up by asking a member to elaborate on what he or she has said. Ideas are interpreted; terms are defined; and separate concepts are integrated to show how they are related. Clarifying communication is especially important in groups whose members are not proficient in listening.

Summarizing follows. The purpose of this fourth stage is to review what has been said or accomplished, to report ideas and facts offered during a lengthy period of discussion, to post ideas as they are suggested, and to ask the group to review those ideas.

The fifth and final stage of task-oriented leadership behavior in group decision-making is *consensus testing*, which is a check on the amount of agreement among group members with regard to objectives, interpretation of information, evaluation of different alternatives, and readiness to reach a decision.

Task-oriented leadership behavior in a meeting is essential for group effectiveness, but group maintenance behavior (relationship-oriented) also is important. Group maintenance includes leadership behavior that increases cohesiveness; improves interpersonal relations; aids resolution of conflict; and satisfies the personal needs of members for acceptance, respect, and involvement.

Procedures to Improve Decisionmaking

There are some procedures that can be used by a leader to improve a group's effectiveness in carrying out its tasks. One of these is preparing an agenda that is circulated before the meeting. At the meeting, the first step is to present the problem, or agree on what is to be decided. The problem statement should not suggest the reasons for the problem or possible solutions to it. The wording should incorporate the mutual interests of group members in the problem statement. The statement should be brief, and should specify only one major objective. When the problem is presented, essential facts need to be reviewed, including an indication of how long the problem has been evident, the nature of the problem symptoms, and what (if anything) has been done about the problem up to this time.

Next, the *cause of the problem* needs to be determined. The Extension educator has a vital role here in helping the group avoid some of the more common mistakes. Yukl (1981) identified seven common errors, when identifying problem causes: (1) confusing facts with opinions or assumptions, (2) confusing symptoms with causes, (3) looking for scapegoats to blame, (4) proposing solutions before the problem is clearly understood, (5) defining the problem in a way that implies there is only one solution, (6) defining the problem in a way that implies a choice must be made between two particular solutions, and (7) defining the problem in such a way that it could not possibly be solved without exceeding the discretion and authority of the leader and the group.

Once the cause of the problem has been identified, the group is ready to generate *possible solutions*. Two common methods used to do this are brainstorming and the nominal group technique. After a number of possible solutions have been generated by the group, the alternatives are evaluated and the best one is selected.

Making a decision on the solution to be selected can occur in a variety of ways, such as voting, compromise, consensus, minority control, or a decision by "the expert." Factors that influence the choice are the experience of the leader, group size, homogeneity of opinions, time constraints, and nature of the decision to be reached.

When discussion is possible among those reaching a decision, a *consensus* is the preferred type of decision. Research continually shows that consensus decisions are superior to other types of decisions. It usually takes more time for a consensus to be reached, but bringing together individual perspectives almost always results in better decisions. The consensus decision also is discussed in **Module 5: Working With Groups and Organizations**.

Voting usually is preferred, particularly when the group is large and discussion

cannot occur among all of those involved in the decisionmaking process. Among the advantages of voting are the opportunity to reach a quick decision, and the fact that everyone is able to participate. Voting also has disadvantages. It can polarize those participating into "for" or "against" factions. Another disadvantage occurs when participants always vote one way, without considering alternatives. A *compromise* may occur when some members are ambivalent about the issue being decided upon. Others who need the support of these individuals may then offer to trade future support on issues that concern the ambivalent members, in exchange for their support. Although discussion must occur to work out these exchanges of support, the compromise often is determined more by bargaining ability than by agreement on issues.

Minority control usually can occur only when the minority has built-in structural control. The minority may find this method advantageous, but the majority is bound to feel suppressed and ignored. When highly technical decisions have to be made, an *expert's decision* may be preferred. The advantage of this approach is that those with expertise are able to use their knowledge. But it does have its disadvantages—others concerned with the issue may feel alienated and cease to support the issue. Or, with a single expert decisionmaker, important alternatives may be ignored.

The final step in decisionmaking is *planning how to implement the decision.* In this step, detailed action should be specified, and it is a good idea to establish procedures for monitoring progress.

Before proceeding, the common problems associated with decisionmaking should be reviewed. A "*hasty decision*" is one made without an adequate evaluation of the available options. Such decisions often happen in highly cohesive groups—those in which the members agree strongly among themselves. *Incomplete participation* is a second common problem, one that is likely to appear when group members are inhibited from contributing their opinions and knowledge. A third concern is *polarization.* Polarization may occur when group members form two or more opposing factions, each strongly committed to its own preferred alternative. When this happens, the group usually is focused on differences, rather than similarities. Finally, *inadequate action planning* can undermine good decisions. The leadership needs to ensure that adequate action plans are made.

Dealing With Conflict

Conflict usually is regarded as negative. But conflict is an inescapable reality, and can be used creatively to produce positive outcomes.

Positive Functions of Conflict

Coser (1971) identifies six positive functions that conflict serves in society:

1. Conflict permits internal dissension and dissatisfaction to rise to the surface, and enables a group to restructure itself, or deal with dissatisfaction.

2. Conflict provides for the emergence of new norms of appropriate behavior by exposing shortcomings.

3. Conflict provides means of ascertaining the strength of current power structures.

4. Conflict works to strengthen the boundaries between groups by bringing out their distinctiveness.

5. Conflict creates bonds within loosely structured groups by unifying dissident and unrelated elements.

6. Conflict works as a stimulus to reduce stagnation.

The Extension educator and the group need to decide whether to deal with the conflict directly; avoid the conflict, if

possible; or treat it ambivalently. Common methods for avoiding conflict are separating those who may be in conflict, removing any conditions that may cause the conflict, acting ambivalently by simply ignoring the tension, or brushing over it. Conflict can be dealt with directly by having opponents negotiate their differences, by having them consult a third party, or by combining the concerns and interests of all parties into a solution that satisfies all their needs.

Guidelines for Dealing With Conflict

Turner (1977) identifies some guidelines that should be considered when a group deals with conflict:

1. Attempt to define and describe the conflict in cooperative terms (i.e., as a common problem).

2. Try to deal with issues, rather than personalities.

3. Deal with one issue at a time.

4. Focus on issues while they are small, rather than permitting them to grow, over time, and become large.

5. Attempt to persuade one another, rather than using threats, intimidation, and power plays.

6. Opt for full disclosure of all facts, rather than allow "hidden agendas" (left-over feelings or old arguments not settled) to function.

7. Encourage the validation of the other parties' interests or concerns (feelings are valid, no matter what the facts are).

8. Emphasize what you still have in common.

9. Attempt to portray a trusting and friendly attitude.

10. Opt for a "win-win" solution (i.e., there is a piece of the pie for everyone) rather than a "win-lose" solution (my gain is your loss).

11. Attempt to generate as many new ideas and as much new information as possible to broaden the perspective of all persons involved.

12. Include all principal parties involved in the conflict at a common meeting.

13. Clarify whether you are dealing with one conflict or multiple conflicts.

[*Note*: Dealing with conflict is discussed in further detail in **Module 5: Working With Groups and Organizations.**]

Summary of Group Leadership Skills

In Unit II, we discussed the characteristics of effective groups and the skills that must be exercised by the leadership and by the group, as a whole, to accomplish tasks. In Unit III, the focus will be on the more specific level of the individual as the characteristics and skills of effective leaders are addressed.

Unit III. Individual Leadership Skills

Individual leadership skills are needed if a group is to be effective and accomplish its objectives. The leader shares responsibility with the group for its success or failure. In this unit, we will first consider personal characteristics of leaders, and then look at personal relationship skills and task accomplishment skills. These skills need to be used in concert for the group or organization to function effectively.

Personal Characteristics

The personal characteristics that may be effective in a leader will vary among cultures, as well as across different situations in the same cultural setting. Nearly everyone has the capacity to exercise leadership in certain situations and under certain conditions. However, there are certain personal characteristics associated with people who persistently emerge as leaders in a variety of situations. These characteristics are intelligence, a high level of energy, a positive attitude, self-confidence, assertiveness, ability to express feelings, ability to control inappropriate emotions, humor, empathy, openness, and creativity.

Two of these characteristics—intelligence and a high level of energy—are generally considered to be relatively unchangeable characteristics. Intelligence is important, but only to the extent that an individual is above the average of the group that is attempting to accomplish something. If the leader is too much above the average, however, a communication difficulty can develop. Whether a high level of energy is an inherited trait, or results from personal motivation, or both is unclear. However, many effective leaders seem to have above-average energy levels.

Most of the personal characteristics cited here are learned or developed environmentally. They may be difficult to alter, but *they can be changed* through sustained effort. As mentioned earlier, cultures vary in the value they place on some of these personal characteristics. Such variations can be determined only by specific application. For example, there are cultures in which controlling one's emotions is not desirable in leaders. Their leaders are expected to shout and cry and laugh and otherwise freely exhibit their feelings and emotions. However, in most North American settings, in addition to intelligence and a high level of energy, the personal characteristics of attitude, self-confidence, assertiveness, expression of feelings, control of inappropriate emotions, humor, empathy, openness, and creativity are useful to leaders in helping groups successful'y complete tasks and develop productive relationships.

Attitude

One's disposition toward people and the effectiveness of group action is important in effective leadership. If the leader is optimistic and cheerful, it is likely that other group members will have a similar attitude, and that productive, willing participation will follow. A negative attitude is likely to result in apathy and dissatisfaction with the task to be accomplished.

Self-Confidence

Confidence in oneself will generate confidence on the part of others. Like a positive attitude, self-confidence is contagious. This characteristic may be one of the most important attributes a leader can possess, and it can be developed.

Assertiveness

The ability to make one's needs and feelings known, without offending, is critical to good personal relations. Assertiveness is essential for good communications and understanding among people who must

work together. The greatest difficulty most people encounter is realizing that others do not take offense when we politely but firmly assert our feelings.

Expressing Feelings

People respond to feelings much more sympathetically than they do to factual information. The ability to communicate one's feelings is essential in gaining understanding between and among people. Our society tends to teach us to hide our feelings, rather than to express them. Again, the ability to express one's feelings is a skill that can be learned.

Controlling Inappropriate Emotions

While it is important to express feelings, it also is important to show that one is in control of those feelings and able to deal calmly with other peoples' opinions and feelings. When one's emotions become dominant, it is difficult to listen to others' ideas and contributions.

Humor

Nothing is as effective as humor in relieving tension and inspiring a cooperative attitude. It, too, can be learned and practiced. As with many other characteristics, self-confidence is a key to developing the ability to see the humor in one's situation.

Empathy

Understanding others is vital to communication, and the ability to put oneself in another's shoes is an important step toward understanding. Ask the question, "What would the others do or feel?" instead of "What would I do?"

Openness

The ability to share information and feelings freely and openly provides for a trusting relationship that is essential in interpersonal relations. When a group feels that it does not have all the information it needs, it can become frustrated and lose motivation.

Creativity

The ability to be creative, to look at situations and solutions in a different way, can be learned. If real, long-term productivity is to be achieved, new ideas are needed to allow us to cope with the constant change that surrounds us.

Personal Relationship Skills

The primary task of leadership is to accomplish some task, project, or program through the efforts of other people. Consequently, personal relationship skills are a necessary part of the leader's repertoire. Personal relationship skills discussed here are: listening, encouraging, providing feedback, praising, questioning, mediating, teaching and training, and maintaining discipline.

Listening

Good listening skills are at least as important to effective communication as are good speaking skills. Listening means really hearing what others are saying and accurately interpreting what they mean by their words and actions. Concentrating on the speaker, asking clarifying questions, repeating or reflecting on what the speaker has said, maintaining eye contact and open body language, and smiling are some of the actions that reflect good listening. Listening is an active process that involves hearing, understanding, and relating that understanding through verbal and nonverbal feedback.

Encouraging

Encouraging group members to participate in discussion creates a positive, open situation, and helps the group move from planning to implementation. Maintaining a warm, friendly, open atmosphere; praising others and their ideas; accepting contributions courteously and agreeing that they are important considerations are some of the encouraging behaviors needed to develop productive efforts in others.

Providing Feedback

Providing feedback to a group ensures that information is clearly understood, in the same way, by all group members. Clarifying concepts and information, reinforcing contributions, making sure the information is understood in the same way by all parties in a discussion are all methods for assuring others in a group that what they have to contribute is important.

Praising

Praising group members for their contribution is one way to encourage an open, participatory atmosphere. When someone makes a contribution to a discussion, recognize it and publicly praise it. The contribution does not have to be usable as it is, but can be accepted and praised as an important consideration. Often, the best ideas "come from left field," and, at first, appear to be unsuitable. Keep those ideas rolling by rewarding people for generating them, regardless of their immediate merit.

Questioning

Questioning helps the leader discover what the group members know and understand. This is a process of eliciting additional information and ideas by asking open-ended questions, or stimulating different perceptions by questioning the existing situation. All avenues should be explored in problem solving. One way of doing this is constant questioning of what is being done and eliciting new information from others. The leader must set the tone of interaction so that everyone feels comfortable asking questions and digging into the topic.

Mediating

Disagreements and conflicts are inherent in settings that encourage everyone to participate and speak out. When wide-ranging discussion occurs and many ideas are generated, disagreements will emerge, and conflicts may occur. A leader must be prepared to help find common ground between competing ideas and actions, and to offer intermediate or alternative solutions. Reinforcing common ground will encourage an integrated response to differences of opinion.

Teaching and Training

Effective teaching can create an environment that encourages learning, and can provide people with skills to continue this learning on their own. Teaching skills to others, by example and by discussion, is a means of improving interpersonal interaction. Providing knowledge and skills needed by the group to improve its productivity and the environment of satisfaction also are important. Creating the environment for learning, and encouraging it to happen, may be the most important teaching roles the leader will fulfill.

Maintaining Discipline

Although encouraging creativity and openness are important goals for group leaders, maintaining discipline is needed to assure that everyone has a chance to participate and to maintain focus in the discussion. Making it possible for all members of the group to participate requires keeping some members limited in

the amount of time they consume. Setting a time limit on speakers, keeping the members of a group on the topic, asking reticent members to comment, establishing (with the group) goals for group achievement, and mediating conflict are ways a leader maintains the disciplined direction of the group.

Task Accomplishment Skills

In the minds of many group participants, the most important feature of leadership is getting the task accomplished. Tasks may include reaching decisions, planning and implementing programs or projects, aiding personal growth and development, and building group capacity.

Certain task-oriented functions are necessary to group activity when selecting and achieving goals. These functions are initiating, elaborating, communicating, coordinating, information seeking, content knowledge, information giving, analyzing, diagnosing, summarizing, evaluating, and managing. Persons who perform such functions are leading the group. These functions may be accomplished by one individual or by several members of the group acting together. A person assigned, or assuming, a leadership role should be aware of these functions and facilitate their performance.

Initiating

To help the group make progress toward its goals, someone must initiate the discussion of topics and help the group in its transition through various stages of development. Proposing solutions, suggesting new ideas, providing new definitions of the problem, suggesting new attacks on problems, providing new organization of material, or suggesting procedures are all examples of necessary initiating activities.

Elaborating

Elaborating is a way to expand on existing information through clarifying the information and giving it more detail. Clarifying includes giving examples or developing meanings, trying to envision how a proposal might work if it were adopted, defining terms, or clearing confusion.

Communicating

Effective communication exists between two persons when the receiver interprets the sender's messages in the same way the sender intended. The abilities to communicate clearly and to take into account the feedback that is given are crucial, if tasks are to be accomplished in a manner satisfactory to all involved.

Coordinating

Coordination ensures that group activities move toward a common objective. Coordination is the process of showing relationships among various ideas or suggestions, pulling ideas and suggestions together, trying to draw together activities of various subgroups or members, and trying to make sense out of the pieces.

Information Seeking

A group must seek information that will help it accomplish a task. This skill encompasses asking for information that is pertinent to the current needs of the group, and seeking clarification of suggestions. Also included is requesting additional information or facts regarding topics raised in discussion.

Content Knowledge

A sufficient base of understanding on a subject is needed in order to know what

information is necessary to deal with a given situation. The leader must have sufficient knowledge about the topic to know when to ask questions, as well as to be able to evaluate the information presented.

Information Giving

A leader initiates many group activities, and often will need to provide information as a part of this process. Offering facts or generalizations and relating one's own experience(s) as illustrative of group problems are helpful behaviors.

Analyzing

Analyzing a task is a skill that involves being able to separate the task into various parts and understanding those parts as they relate to the task, as a whole. Analyzing also involves the ability to deal with a variety of task and group conditions in diverse settings.

Diagnosing

Diagnosing involves identifying a problem and suggesting a remedy, or a way to deal with the difficulty. In diagnosing, one determines the sources of difficulties, suggests the next appropriate step, and identifies the main obstacles to progress.

Summarizing

Summarizing requires the skill to condense material so that it is clear and understandable, as well as making intuitive connections among the mass of information so that new insights may emerge. One aspect of summarizing is pulling together related ideas or suggestions and restating suggestions after the group has discussed them. Another aspect is offering a decision or conclusion for consideration by the group.

Evaluating

Evaluating group activities is a way of understanding how a group is progressing. Evaluation involves submitting group decisions or accomplishments to comparison with group standards, and measuring accomplishments against goals. Evaluating also involves helping the group and individuals within the group to measure how far they have progressed in learning and competencies.

Managing

Managing implies organizing people, as well as tasks. Managing requires foresight and a knowledge of what resources are at hand. Managing is the ability to plan, organize, and make assignments, and to guide the group toward its goal in a manner acceptable to the members.

Summary of Individual Leadership Skills

In any given situation, a leader must analyze group needs and objectives, and exercise the skills appropriate to meeting those needs and objectives. Task-oriented leadership skills tend to be most needed when the task objectives are either very well defined, *or* when they are very poorly defined. When the objectives are quite clear (for example, setting up and judging county fair projects), the task to be performed usually is routine, and there is relatively little need for building group involvement. When tasks are completely undefined; the group has little motivation; or the members are not familiar with each other, there will be a great deal of stress and ambiguity. Research shows that in those cases, task-oriented skills are needed to define objectives, clarify goals, and reduce ambiguity.

If the task is moderately well-defined, and creativity and cooperation are needed, relationship skills become highly important. New ideas and information are produced more freely and construc-

tively in an atmosphere of openness and encouragement. Under these conditions, high levels of structure and direction on the part of the leader will suppress interaction. Consequently, a group charged with organizing a new community recognition banquet, or one concerned with improving a youth-activity transportation system, needs help from someone with relationship-oriented leadership skills.

Those who perform leadership functions also must keep in mind the needs of the individuals comprising the group. The motivation needed for participation and involvement will vary from one person to another. One may be concerned with recognition. Another may be moved by a sense of achievement. To assure maximum participation and productivity among the group, all members must have a sense of worth and a feeling that they can make a contribution. Each also must accept a leader's actions and respond positively. This does not necessarily mean agreeing with a leader, but it does require that actions and suggestions are not rejected without consideration.

These functions and skills are so important that, if the formal leaders do not perform the needed roles, others in the group will. When the group is sufficiently motivated to succeed in its task, someone in the group eventually will "emerge" to carry out the required leadership functions. These functions may be distributed among any number of group members. However, if these functions are divided, they must be exercised in a mutually supportive manner for the group to experience success. And, even when the formal leader accepts the responsibilities of the position, he or she may encourage leadership on the part of those group members who have special talents in various task or relationship functions.

The performance of leadership functions and skills is in relation to the major needs of the group. It also is important to be aware that those functions and skills are interrelated. If too little attention is focused on individual needs, task accomplishment will suffer. If group maintenance is inadequate, task accomplishment decreases, and the level of stress on individuals increases, which, in turn, brings individual needs to the forefront.

Leadership is a process and an art, and leadership skills are gained through experience. Extension educators have a key role, both as leaders themselves and in developing leadership in others. Just as the different aspects of leadership interact, so too do these two roles. In fact, when leadership is viewed as the process of getting things done with and through others, it is difficult to imagine any role of the Extension educator in which leadership functions and skills do not play a major role.

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Selected Annotated Bibliography on Leadership

Adair, John. 1973. *Action-Centered Leadership*. London: McGraw Hill Publishers.

The author believes that the first step in leadership training is to help people think deeply for themselves, but the training must also provide participants an opportunity to relate theory to practice. While Adair goes into a brief description of the "ACL" course, he primarily gives testimonials from different organizations that have benefited from implementing ACL.

Adams, Jerome, and Janice D. Yoder. 1985. *Effective Leadership for Women and Men*. Norwood, N.J.: Ablex Publishing Corp.

Intended for persons concerned with understanding contemporary issues in leadership. The first two chapters offer a theoretical framework on leadership with particular attention to gender roles and differences. In later chapters, the authors describe research on leadership, a synthesis of the research, and its application.

Anderson, E. Frederick. 1980. *The Development of Leadership and Organization Building in the Black Community of Los Angeles From 1900 Through World War II*. Saratoga, Calif.: Century Twenty-One Publishing.

Anderson looks at the history and formation of two minority community organizations: the Los Angeles Forum and the Los Angeles Negro Victory Committee. The study is significant in that it provides knowledge and a perspective to the larger social science literature about social action strategies of the early black community of Los Angeles.

Argyris, C. 1977. *Increasing Leadership Effectiveness*. New York: John Wiley and Sons, Inc.

The result of research Argyris carried out to formulate the "double-loop" learning theory—learning to change underlying values and assumptions. Argyris had three objectives: to make a contribution to the double-loop learning theory; relate that theory to a theory of effective leadership; and develop a learning environment that helps people discover their present theories of action and unfreeze them. The book is divided into three parts. The theoretical framework of the experiment is described in Part 1. The experiment is described in Part 2, and the method's logical issues are discussed in Part 3.

Arnot, Marie, Lee J. Cary, and Mary Jean Houde. 1985. *The Volunteer Organization Handbook*. Blacksburg: Center for Volunteer Development, Cooperative Extension Service, Virginia Polytechnic Institute and State University.

The first five chapters of the handbook are a step-by-step guide designed as self-instruction to help one lead groups more effectively. The second part consists of nine chapters that focus upon special concerns and problem situations. The authors conclude, from their years of experience, that volunteer leaders can learn on their own. This book is designed to aid in that self-instruction process.

Bales, R. F. 1958. "Task Roles and Social Roles in Problem-Solving Groups." In Eleanor F. Maccoby, Tim Newcomb, and E. L. Hartley (eds.), *Readings in Social Psychology*. New York: Holt, Rinehart and Winston, Inc.

Factors are observed, such as activity, likability, and task accomplishment ability, in small discussion groups. The results suggest that low likability ratings were received by people who overtalked and who did not allow for appropriate amounts of feedback, objections, qualifications, and questions.

Bass, Bernard M. 1985. *Leadership and Performance Beyond Expectations*. New York: The Free Press.

Bass tries to bridge the gap in theory and research between social and organizational psychology, on the one hand, and political science and psychohistory, on the other. Bass looks at what makes the performance of charismatic world-class leaders so remarkable, and what seems often to be missing in leadership performance in small groups and larger organizations. Bass analyzes the transformational processes that occur when the effort expected from followers is elevated into extra effort beyond their expectations.

Bathory, Peter Dennis (ed.). 1978. *Leadership in America: Consensus, Corruption, and Charisma*. New York: Longman, Inc.

A collection of essays in which attempts are made to provide a common focus for the analysis of American leadership, public and private. The essays address the roles of particular leaders in specific circumstances and the disagreement that surrounds them. The essays are divided into three categories: the Science of Politics and the Art of Ruling, Private Interests and Public Values, and Public Power and Private Values.

Beal, George M., Joe M. Bohlen, and J. Neil Raudabaugh. 1962. *Leadership and Dynamic Group Action*. Ames, Iowa: Iowa State University Press.

Theories on group behavior from sociology and social psychology are applied to everyday problems that groups experience. Both leaders and group members will find this book useful, as it aids one in becoming a more effective group member. Individual behavior in group settings is discussed throughout the three parts, which include group interaction, techniques, and evaluation.

Bell, Wendell, Richard J. Hill, and Charles R. Wright. 1961. *Public Leadership*. San Francisco: Chandler Publishing Company.

Social science research literature dealing with public leadership and citizen participation in public affairs is reviewed and organized. Includes a selected bibliography of approximately 600 books, articles, and unpublished documents on public leadership in the U.S.

Bennis, Warren. 1984. "The Four Competencies of Leadership." *Training and Development Journal 38:14–19*.

A summary of Bennis' interviews with 90 leaders and their subordinates. Bennis identifies four competencies common to all 90 leaders: management of attention, management of meaning, management of trust, and management of self.

Bonjean, Charles M. 1963. "Community Leadership: A Case Study and Conceptual Refinement." *American Journal of Sociology 68:672–681*.

Bonjean takes the positional and reputational methods of identifying a group of community leaders one step further by ranking those identified through the process. High agreement on additional leaders emerges from this analysis.

Borg, W. R. 1957. "The Behavior of Emergent and Designated Leaders in Situational Tests." *Sociometry* 20:95–104.

The objective of this research is to determine how individual and group performance changes when a leader is appointed, after the opportunity has been presented for a natural leader to emerge. The performance in groups in which a leader emerged, groups in which no leader emerged, and groups in which two leaders emerged also are compared. The presence of a leader increased leadership performance of followers rather than suppressing such performance.

Bothwell, Lin. 1983. *The Art of Leadership: Skill Building Techniques That Produce Results.* Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Fourteen leadership-technique sections help the reader apply current theories of leadership. The four independent variables present in any leadership situation are covered. These variables are: *what* the leadership is meant to accomplish, *where* the leadership is taking place, *whom* the leadership is provided for, and *who* the leader is. Assessment exercises on personal leadership and an extensive annotated bibliography also are included.

Bradwell, Martin, M. 1979. *Supervising Today: A Guide for Positive Leadership.* Boston, Mass.: CBI Publishing Company, Inc.

Bradwell tells a supervisor how to survive and succeed in the work world by giving guidelines and steps to follow in supervising. The underlying assumption in the book is that we can count on some things about people being the same all the time. Bradwell discusses methods for dealing with people from a positive perspective, rather than a worrisome one.

Burns, J. MacGregor. 1978. *Leadership.* New York: Harper and Row, Publishers.

A comprehensive look into the study of leadership. Burns attempts to unite conceptually the roles of leader and follower by placing the study of leadership in the structure and processes of human development and political action. Burns identifies two basic types of leadership: the transactional and the transforming. Transactional leaders approach followers with a view toward exchanging one thing for another. The transforming leader recognizes and exploits an existing need or demand of a follower, or looks for potential motives in followers.

***Community Leadership and Decisionmaking.* 1966. Ext. Bull. 842. Ames: Iowa Cooperative Extension Service, Iowa State University.**

A collection of papers presented at the third Annual Urban Policy Conference. The topics discussed at the conference were community leadership and decisionmaking. The titles of the papers in this bulletin are: "Community Decisionmaking," "Patterns of Leadership," "Political Participation in Urban Areas," "Power and City Officials," "Community Leadership and Policy Implementation," and "Alternative Approaches to Community Renewal."

Cribbin, James J. 1981. *Leadership: Strategies for Organizational Effectiveness.* New York: Amacon Publisher.

Cribbin looks at the importance of management research as a key in helping managers become more effective leaders. He includes several approaches for review that can formulate a leadership development program. A person will remain in a relationship only if the costs are less than the returns on his or her invested effort. The manager should be well aware of the returns that groups often provide the members. These returns include needs satisfaction, support, social validation and definition, change, and stability.

Crockett, W. H. 1955. "Emergent Leadership in Small Decisionmaking Groups." *Journal of Abnormal and Social Psychology* 51:378–383.

In the analysis of organized groups, the designated leaders of a group are not always the real leaders or operational leaders. If a leader fails to perform leadership functions and if a group is to progress toward its goals, then some other member or members must take over the performance of the functions. Such individuals are termed "emergent leaders." Emergent leaders will be more

highly valued by the group because of the "moving up" process by which they earn leadership status.

Feldman, D. C., and H. J. Arnold. 1983. *Managing Individual and Group Behavior in Organizations.* New York: McGraw-Hill Book Company, Inc.

A text consisting of 20 chapters, divided into 8 sections: "Introduction"; "Integrating the Individual and the Organization"; "Motivation, Satisfaction, and Performance"; "The Design of Work"; "Leadership in Organizations"; "Managerial Processes"; "Groups in Organizations"; and "Conclusions." Feldman and Arnold describe the day-to-day problems managers face at work; present theories and research on why individuals and groups behave the way they do; and suggest some guidelines on how to manage individual and group behavior in organizations more effectively.

Fiedler, Fred E. 1967. *A Theory of Leadership Effectiveness.* New York: McGraw-Hill Book Company, Inc.

Fiedler summarizes the results of a 15-year program of research on leadership and provides a theory of leadership effectiveness that seeks to integrate the findings. The book is divided into four parts. Part 1 is an introduction to the problem of leadership performance and to the organizational context within which leadership should be seen. The empirical studies of interacting groups that led Fiedler to his present theory of leadership are presented in Part 2. Fiedler's Contingency Model of leadership effectiveness is developed in Part 3. Studies that extend the Contingency Model to other groups are listed in Part 4.

Fiedler, Fred E. 1973. "The Trouble With Leadership Training Is That It Doesn't Train Leaders." *Psychology Today* 6:23ff.

Fiedler developed the Contingency Model to help explain the phenomenon of leadership. This model is based on the finding that effective group performance depends on a match between (1) the leader's style of interacting with subordinates, and (2) the degree to which the situation gives control and influence to the leader. To establish the degree to which the situation gives power and influence to the leader, Fiedler classifies groups along three dimensions: leader-member relations, the leader's position power, and the task structure. To provide effective leadership, it first must be determined what type of leadership each situation calls for. Unfortunately, results show that leadership training does not always result in across-the-board improvement in leadership performance.

Fiedler, Fred E., and Martin M. Chembers. 1974 *Leadership and Effective Management.* Glenview, Ill.: Scott, Foresman and Company.

Situational favorableness is a concept developed by Fiedler to make sense of the many situational variables that may be crucial in understanding leadership effectiveness. The three dimensions of a situation that appear to be of most importance in determining the leader's control and influence are (1) whether the leader-member relations are high or low, (2) whether the task is relatively structured or unstructured, and (3) whether the position power is high or low.

Fleishman, Edwin A., and James G. Hunt (eds.). 1973. *Current Developments in the Study of Leadership.* Carbondale: Southern Illinois University Press.

Fleishman and Hunt summarize the papers of a symposium on this topic held at Southern Illinois University in Carbondale. The first two papers are an overview of the evolution of the Ohio State and Illinois leadership schools. The third paper contains a discussion of leadership style flexibility. In the fourth paper, James Hill and James Hunt consider organizational level as a situational variable. In the fifth paper, the situational approach is carried further by considering culture as a moderator of leadership

effects. In the final paper, Robert House examines the path-goal theory of leader effectiveness.

Flores, Ernest Y. 1981. *The Nature of Leadership for Hispanics and Other Minorities.* Saratoga, Calif.: Century Twenty-One Publishing.

While earmarked for Hispanics and other minorities interested in leadership, the content is general enough to be of interest to a wider audience. Flores discusses leadership styles and approaches, the "hidden agenda" of leadership, and some myths and "near myths" about leadership.

Freeman, Linton C. 1968. *Patterns of Local Community Leadership.* Indianapolis, Ind.: The Bobbs-Merrill Company, Inc.

The final report of a study of community leadership conducted in Syracuse, New York, from 1959 through 1961. The author and four others address three general questions in this study: What is a community leader? To what degree is leadership concentrated? What factors affect differential rates of leadership in various segments of the population?

Gardner, John W. 1986. *The Nature of Leadership: Introductory Consideration.* Washington, D.C.: Independent Sector.

In this first of 12 papers on leadership, John Gardner defines leadership and looks at many types of leaders. He notes the importance of team leadership and the fact that leadership is dispersed throughout all segments of the society. Gardner closes the first paper with a series of questions to be addressed in the other papers in the series.

Goble, Frank G. 1972. *Excellence in Leadership.* New York: American Management Association, Inc.

Although Goble has attempted to identify fundamental leadership concepts common to all sizes and types of organizations, most of the research studies and case histories cited are from business and industry. Goble believes that leadership skills can be developed only through practice, and that, first, one must know what to practice. Goble presents a theory that is based on broad research with emphasis on the human aspects of leadership.

Gordon, Thomas. 1977. *Leader Effectiveness Training.* Ridgefield, Conn.: Wyden Books.

Gordon's primary purpose is to take a model of leader effectiveness out of university laboratories and place it in the public domain where it can be easily accessible. He also discusses the special skills and methods a person must attain to become an effective leader.

Guest, Robert H. 1977. *Organizational Change Through Effective Leadership.* Englewood Cliffs, N.J.: Prentice-Hall, Inc.

A longitudinal study of change in a large assembly plant, designated as "Plant Y." Guest looks at a management that was "acutely ill and became extremely healthy." Before and after data are given on the organization studied, as well as information on the process of change itself—how Plant Y moved from a condition of failure to one of success. The book is not merely a narrative case study, but also contains theoretical, diagnostic, and therapeutic materials.

Gustafson, D. P., and T. W. Harrell. 1970. "A Comparison of Role Differentiation in Several Situations." *Organizational Behavior and Human Performance 5:299–312.*

Small group discussions are observed to measure six variables: (1) talking incidents, (2) percentage of time talking, (3) participation, (4) ideas, (5) guidance, and (6) liking. Gustafson and Harrell hypothesize that insofar as the accomplishment of the group task is important to the group members, those leaders who contribute to the accomplishment of that task will be rewarded with positive effect on

group members. When the group has a greater task commitment, there will be less role differentiation (social-emotional and task ability).

Hart, Lois B. 1980. *Moving Up! Moving Up! Moving Up! Women and Leadership*. New York: Amacon.

A practical guide for women on the move, directed toward understanding and learning the concepts and skills involved in effective leadership. *Moving Up!* is structured for readers to participate actively in and take responsibility for their decisions. The presentation is based on two assumptions: that a leader does not learn and grow in isolation, and that the readers are in charge of their lives.

Hersey, P., K. Blanchard, and W. Natemeyer. 1979. "Situational Leadership, Perception, and the Impact of Power." *Group and Organization Studies* 4:418–428.

The authors discuss the concept of power as it relates to situational leadership. Seven power bases are defined; situational leadership is reviewed; and there is a discussion of the perception of power and how power contributes to a leader's success. The Power Perception Profile, a new instrument to measure perceptions of power, is described and discussed. Also identified are maturity levels and how they relate to power sources and leadership styles.

Highram, John. (ed.). 1978. *Ethnic Leadership in America*. Baltimore, Md.: The Johns Hopkins University Press.

A collection of papers presented at a symposium held at Johns Hopkins University in February, 1976, on the subject of ethnic leadership. The various essays address such questions as: What roles have leaders played in the history of America's ethnic groups? What objectives have ethnic leaders sought? What methods have they employed? How important have such leaders been to the ethnic groups and to our society and culture?

Hill, Walter A. 1973. "Leadership Style Flexibility, Satisfaction, and Performance." In Edwin A. Fleishman and James G. Hunt (eds.), *Current Developments in the Study of Leadership*. Carbondale: Southern Illinois University Press.

In this paper, Hill's purpose is to determine whether subordinates perceive their leaders as using the same leadership style for a variety of problems, or altering their style as they confront different situations. A majority of respondents felt that their superiors would vary their style according to the situation. This conclusion suggests that the belief that supervisors have only one style of responding to problems may be erroneous.

Hollander, Edwin P. 1964. *Leaders, Groups, and Influence*. New York: Oxford University Press.

Hollander's underlying theme in this book is that "leadership is one aspect of a broader influence process feeding into conformity, attitude change, interpersonal attraction, and so on." The book is divided into four parts: leadership, innovation, and influence in varying settings; leadership and interaction in formal structures; sociometric methods of assessment, which gives special focus to the "peer-nomination technique"; and theoretical and experimental work on leadership emergence, status, and conformity.

Hollander, E. P. 1978. *Leadership Dynamics: A Practical Guide to Effective Relationships*. New York: Macmillan Free Press.

Hollander provides a more dynamic view of leadership than the traditional perspective. He supports the transactional approach to leadership, which looks at leadership as a two-way influence, with the presence of social exchange in the relationship between leaders and fol-

lowers. The content is general enough for those with a limited knowledge of leadership to understand and appreciate.

House, Robert J., and Mary L. Baetz. 1979. "Leadership: Some Empirical Generalizations and New Research Directions." *Research in Organizational Behavior* 1:341–423.

House and Baetz look at the major findings of existing empirical research. Leadership theories are reviewed and subjected to critical analysis. New directions for leadership research also are suggested. Although the literature review is selective, the authors do present materials that are representative of the broad range of leadership research.

Hunt, James G., and Lars L. Larson (eds.). 1977. *Leadership: The Cutting Edge*. Carbondale and Edwardsville: Southern Illinois University Press.

A collection of the papers presented at the Southern Illinois University Leadership Symposium in October, 1976. The purpose of the symposium was to consider current and future leadership directions. This book is divided into four major sections: "The State of the Field and Some Diverse Perspectives," which is a broad look at the leadership field; "Micro and Macro Studies," which concentrates on two studies combining theory with data; "New Approaches to Old Questions," in which leadership evaluation and charismatic leadership are discussed; and "Overview and Epilog," in which the leadership materials are summarized.

Hunt, James G., Uma Sekaran, and Chester A. Schriesheim (eds.). 1982. *Leadership: Beyond Establishment Views*. Carbondale: Southern Illinois University Press.

A compilation of papers presented at the biennial symposium on leadership at the Carbondale campus of Southern Illinois University. A middle ground is reached in these papers between those who rigorously hold to scientific studies on leadership and those who believe such studies should be disregarded. The Leadership Symposium focused on both future and present research directions in the study of leadership and the current state of the science. The book is divided into four parts: (1) "Leadership and Managerial Behavior," (2) "Semi-establishment Views and a Triad of New Models," (3) "Micro and Macro Extensions to Establish Views," and (4) "Overview, Epilog, and Conclusion."

Hyman, Ronald T. 1980. *Improving Discussion Leadership*. New York: Teachers College Press.

Hyman guides one through the fundamentals of becoming an effective discussion leader. The book contains a self-survey of discussion leadership, the key characteristics of a discussion, illustrative discussion excerpts, a 10-point approach to planning a discussion, a 4-stage strategy for preventing and solving discussion problems, guidelines for getting and giving feedback, forms to help specify areas needing improvement, and a mini-course in logic to help keep a discussion on its desired goal.

Janis, Irving L. 1972. *Victims of Groupthink: A Psychological Study of Foreign Policy Decisions and Fiascoes*. Boston, Mass.: Houghton Mifflin Company.

The author presents case studies of major fiascoes resulting from poor decisions made during the administrations of four American presidents. The decisions were a product of a highly cohesive group that was making major miscalculations about the consequences of its decisions. In the second section of the book are two of the case studies, with decisions made by similar groups whose members made realistic appraisals of the consequences. The book concludes with methods for preventing groupthink.

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Kellerman, Barbara. 1985. (ed.). *Leadership: Multidisciplinary Perspectives*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

A series of essays in which leadership issues are reviewed from a multidisciplinary perspective: historical, psychological, anthropological, political, organizational, sociological, and philosophical. Both theory and practice are presented to provide a base for understanding the complex exchanges between leaders and those who are led.

Kerr, S., and J. M. Jermier. 1978. "Substitutes for Leadership: Their Meaning and Measurement." *Organizational Behavior and Human Performance* 22:375–403.

The authors question the assumption that some leadership style will be effective, regardless of the situation. It has been found that certain individual, task, and organizational variables act as substitutes for leadership. Numerous such substitutes for leadership are identified in this paper, as well as scales of questionnaire items for their measurement and reports on some preliminary tests.

Kismaric, Carole. 1974. *On Leadership*. Armonk, N.Y.: International Business Machines Corporation.

Offers a mosaic illustrated with individuals filling leadership roles. The illustrations are accompanied with quotations from those who have filled leadership roles.

Knox, Alan B. (ed.). 1982. *Leadership Strategies for Meeting New Challenges*. San Francisco: Jossey-Bass, Publishers.

Knox encourages continuing education administrators to reflect on their current approach to decisionmaking, and to recognize concepts and practices they could use to enrich the process. The major theme of this book is that creating more explicit decisionmaking strategies can contribute to sounder decisions and enhanced proficiency in the decisionmaking process. Rather than suggesting specific decisions for issues, Knox presents a general approach to leadership strategies that focuses attention on five aspects of decisionmaking: conceptual, technical, organizational, human interpersonal relationships, and belief.

Kreitlow, Burton W. 1960. *Leadership for Action in Rural Communities*. Danville, Ill.: Interstate Printers and Publishers.

Kreitlow develops an understanding of how inheritance, relationships with other people, and environment interact with and about an individual leader to help him or her grow and mature in rural communities. The book is divided into four parts: the setting for leadership and action; principles and practices of leadership; programs in action; and the leader, the community, and the action.

Kuykendall, Crystal. 1976. *Developing Leadership for Parent and Citizen Groups*. Columbia, Md.: The National Committee for Citizens in Education.

Written as a source of insight and the basic tools to develop the leadership potential in oneself and others. The book has only 55 pages, but it is filled with information on styles of leadership, being a leader, making groups work, and motivating others The first lesson Kuykendall presents is that "leadership development for parent groups is both a necessity and a long-term commitment."

Lassey, William R. (ed.). 1971. *Leadership and Social Change*. Iowa City, Iowa: University Associates, Publishers and Consultants.

The readings in this book provide an overview of the research on leadership behavior and its consequences, and present a point of view about participative and democratic strategies of leadership. The book is divided into five parts: (1) "Basic Concepts," (2) "Communication and Leadership," (3) "Organiza-

tional Change and Leadership," (4) "Community Change and Leadership," and (5) "The Study of Leadership." Each of the readings is essentially self-contained, although the chapters are interrelated.

Lassey, William R., and Richard R. Fernandez. 1976. (eds.). *Leadership and Social Change*. 2nd rev. ed. San Diego, Calif.: University Associates, Inc.

A collection of 25 articles divided under the headings of "Basic Concepts," "Leadership and Communication," "Leadership in Business and Government Organizations," "Leadership in Educational Institutions," and "Leadership in Communities." The readings represent research results and analyses from psychology, sociology, management science, communication science, and political science.

Lassey, W. R., and M. Sashkin (eds.). 1983. *Leadership and Social Change*. 3rd rev. ed. San Diego, Calif.: University Associates, Inc.

In this third revised edition of *Leadership and Social Change*, greater emphasis is placed on research findings, theory, and practices. The content has been expanded to include a focus on social movement and political leadership. This edition has been updated so that over 75 percent of the contributions were published after 1970.

Lawson, Leslie G., Franklyn D. Donant, and John D. Lawson. 1982. *Lead On! The Complete Handbook for Group Leaders*. San Luis Obispo, Calif.: Impact Publishers.

Essential skills for novice and experienced group leaders are described. The book is divided into four sections: understanding your own leadership style and how it affects others; knowing what is important to your members, so you can keep them motivated; being able to express your ideas and feelings to others and to understand the messages they send to you; and recognizing and responding sensitively to the special needs of members of varied backgrounds.

Lippitt, Gordon L. (ed.). 1961. *Leadership in Action*. Washington, D.C.: National Training Laboratories/National Education Association.

Lippitt brings together some of the articles contributing to the field of leadership during the 1940s and 1950s. Included are the early theoretical approaches, studies, and theories about group leadership; the place of leadership in organizational life; ethics and leadership as it varies with varying organizational goals; situational dynamics; individual leadership; and the group being led.

Lowry, Ritchie P. 1965. *Who's Running This Town? Community Leadership and Social Change*. New York: Harper and Row, Publishers.

Lowry summarizes the study of a rapidly changing small community in the western United States. The importance of the community leadership in the change process is reviewed. This is a comprehensive overview of leadership in a small community.

Lowry, Sheldon C. 1980. *Committees . . . A Key to Group Leadership*. North Central Regional Extension Publication No. 18. East Lansing: Cooperative Extension Service, Michigan State University.

A discussion of the contributions of committees in getting work done. Lowry examines the advantages and types of committees, how to select the committee, instructing the committee, committee cooperation, and acting on a committee report. This bulletin can serve as a practical guide for anyone involved with committee functions.

Loye, David. 1977. *The Leadership Passion.* San Francisco: Jossey-Bass, Inc., Publishers.

One hundred and eighty years of theory and research that relate ideology in the individual and social leadership and management styles are surveyed. The book is divided into five parts: the left-right goals in historical leadership, the measurement of ideology, the training of leadership elites at Princeton University, hypotheses for empirical exploration, and solutions to major "real-life" problems for professionals.

McCall, Morgan W., Jr. 1976. "Leadership Research: Choosing Gods and Devils on the Run." *Journal of Occupational Psychology* 49:139–153.

McCall examines the accumulated research on leadership. He believes that, up to 1976, research had added to our understanding of leadership, but had not yet produced an integrated body of knowledge. Guidelines for designing leadership development programs are included.

McGregor, Douglas. 1966. *Leadership and Motivation: Essays.* Cambridge, Mass.: The M.I.T. Press.

Fourteen of McGregor's essays make up this book, with three of them on the subject of leadership. In "An Analysis of Leadership," he lists four major variables involved in leadership: (1) the characteristics of the leader; (2) the attitudes, needs, and other personal characteristics of the followers; (3) the characteristics of the organization; and (4) the social, economic, and political milieu. McGregor points out that leadership is not a property of the individual, but a complex relationship among the variables.

Mitchell, John B. 1973. *Power Structures, Community Leadership, and Social Action.* Columbus: Cooperative Extension Service, Ohio State University.

Mitchell's major objective in this bulletin is to increase the effectiveness of Extension personnel and other change agents engaged in community resource development, through greater understanding of community power structures, levels of community leadership, and social action.

Nathan, Ernest D. 1979. *24 Questions in Group Leadership.* Reading, Mass.: Addison-Wesley Publishing Company, Inc.

For supervisors, staff members, and managers who often find themselves in the role of group meeting leader, and who are looking for ways to improve their leadership style. The content of this book is built around a number of questions frequently asked about group meeting leadership. It is designed to help one more effectively lead conferences, seminars, and workshops.

National Association of School Counselors. 1977. *Leadership, a Process—Not a Position.* Washington, D.C.: Northwest Regional Educational Laboratory.

Leadership exercises and information that are designed to improve the interpersonal skills that are important in effective leadership. The book includes guides for looking at groups and for improving one's communication skills, decision-making skills, and carrying out group roles.

National Extension Task Force for Community Leadership. 1986. *Community Leadership Development: Implications for Extension.* University Park: Northeastern Regional Center for Rural Development, Pennsylvania State University.

Reported in this publication are results of the national survey of Extension staff who are involved in community leadership efforts. Four recent national projects on community leadership are summarized. A review of the literature on leadership and the implications for Extension community leadership development programs complete the report.

Naylor, Harriet H. 1976. *Leadership for Volunteering.* New York: Dryden Associates.

An appeal for order rather than a chaotic development of the volunteer potential. In each chapter, strong administrative support for the volunteer is urged; methods for implementing alternative types of support are outlined. Chapters are focused on specific audiences, from those working with the mentally disabled to those working in government.

Nix, Harold. 1969. "Concept of Community and Community Leadership." *Sociology and Social Research* 53:500–510.

"Community" is defined and types of leaders and forms of leadership are categorized. "Community" is seen as the social facts existing in "the exchange and coordinative relationships between the various special-interest groups and organizations within a locality." Nix classifies community leaders into three categories: (1) hierarchical level and function classification, (2) scope of influence, and (3) orientation. Possible community power structures also are discussed: (1) focused or unitary, (2) split or bifactional, (3) multifactional, and (4) amorphous.

North Central Regional Interest Network (NCRIN). 1984. *Extension Community Leadership Programs in the United States.* Ames: North Central Regional Center for Rural Development, Iowa State University.

This report is the result of a few individuals organizing themselves into an interest network concerned with Extension community leadership programs. The nature and types of community leadership programs conducted by Extension across the nation are summarized, and information is provided about who is involved in what types of leadership programs and where. The report contains information about how these programs are conducted, with what materials, and for what audiences.

Oates, James F. 1970. *The Contradictions of Leadership: A Selection of Speeches.* New York: Meredith Corporation.

A volume of selected speeches delivered by James Franklin Oates, Jr., during his tenure as the Chief Executive of The Equitable Life Assurance Society of the U.S. Oates's speeches are preceded by an interpretative essay written by Robert K. Merton, who worked closely with The Equitable during Oates's tenure.

O'Connell, Brian. 1976. *Effective Leadership in Voluntary Organizations: How to Make the Greatest Use of Citizen Service and Influence.* New York: Association Press.

Guidelines for making voluntary organizations effective instruments for citizen service and influence. O'Connell draws from his more than 20 years' experience with the American Heart Association and the National Association for Mental Health to guide the reader through the process—from getting organized, to recruiting the right staff, to evaluating the results of a voluntary organization.

Pandey, Janak. 1976. "Effects of Leadership Style, Personality Characteristics, and Method of Leader Selection on Members' and Leaders' Behavior." *European Journal of Social Psychology* 6:475–489.

Pandey examines the individual and combined effects of the method of leader selection, personality, and styles of leadership on selected behaviors of leaders and members in discussion groups. The findings suggest that the relationship-oriented leader is more effective than the task-oriented leader in helping the discussion group generate more ideas. The personality of the leader did not significantly influence either generation or rejection of ideas. The rotational and elected leaders showed more democratic and accommodative attitudes and behaviors in comparison to appointed leaders.

Peters, Thomas J., and Nancy Austin. 1985. *A Passion for Excellence: The Leadership Difference.* New York: Random House, Inc.

This sequel to Peters and Waterman's *In Search of Excellence* provides a series of individual and group histories intended to demonstrate leadership excellence Both small and large companies serve as examples. The original eight attributes of excellence discussed in the earlier book are reduced to five: common sense, taking care of customers, promoting innovation, inspiring employees, and visionary leadership.

Peters, Thomas J., and Robert H. Waterman, Jr. 1982. *In Search of Excellence: Lessons from America's Best-Run Companies.* New York: Harper and Row, Publishers.

In response to all the attention focused on Japanese theories of management, Peters and Waterman look at 62 well-run American firms to show that excellence in management is also found in the U.S. A hierarchy of eight attributes of managerial success is presented, as well as findings that indicate the key to excellence may be in the firms' relationships with their employees.

Pfeiffer, J. 1977. "The Ambiguity of Leadership." *Academy of Management Review* 2:104–112.

Pfeiffer discusses the problems associated with the concept of leadership: (1) the ambiguity of its definition and measurement, (2) the issue of whether leadership affects organizational performance, and (3) the process of selecting leaders. He suggests that the study of leaders, as symbols, and of the process of attributing leadership might be productive.

Phillips, T. S., and R. G. Lord. 1981. "Causal Attributions and Perceptions of Leadership." *Organizational Behavior and Human Performance* 28:143–163.

The authors look at the relationship of causal ascriptions in determining perceptions of leadership. Subjects viewed one of two videotapes of the same four-person, problem-solving group with the salience of the group's leader, the existence of alternative causal explanations for performance, and the group's performance being manipulated. Both the causal ascriptions and perceptions of leadership were affected by the experimental manipulations, but the results suggest that explicit causal analyses were unnecessary for explaining leadership perceptions.

Plachy, Roger. 1978. *When I Lead, Why Don't They Follow?: Leadership Strategy and Human Capacity.* Chicago, Ill.: Teach'em.

Plachy focuses on persons in the health-care sector who have direct responsibility for the management and coordination of patient care. He believes that a person can learn leadership skills. This book serves as a guide to increase readers' awareness of their impact and influence on other people. Includes practical examples and references.

Preston, James D., and Patricia B. Guseman. 1972. "The Identification of Leadership in Two Texas Communities: A Replication of the Bonjean Technique." *The Sociological Quarterly* 13:508–515.

The Bonjean reputational technique of identifying community leaders was used in two small Texas communities that had vastly different demographic and economic characteristics. Both communities revealed a highly visible power structure, with few concealed leaders (those ranked higher by key influentials than by lower-ranking influentials) and few symbolic leaders (the opposite ranking pattern). The results suggest that the Bonjean technique is a valuable instrument.

Preston, James D., and Patricia B. Guseman. 1979. "A Comparison of the Finding of Different Methods for Identifying Community Leaders." *Journal of the Community Development Society* 10:51–62.

The authors present findings from an analysis of four communities in two southern states in which reputation, decision, and position measures of leadership were used. The most striking finding was that, generally, the same leadership group was identified by the different measures. This was particularly the case for the top group of leaders.

Richardson, William B., and Others. 1976. *Leadership Training Units for Vocational Youth: A Teacher Manual Designed to Provide Individual and Group Activities for the Development of Leadership Skills*. Indianapolis: Indiana State Board of Vocational and Technical Education.

Contains 13 leadership training units for vocational youth. Each unit has three stages: (1) the Self-Instructional Guide, which is a reading designed to teach the objectives of the unit; (2) the Group Instructional Guide, which provides an introduction, statement of objectives, specific learning activities, and a basic summary; and (3) the Procedures for Individual Projects, which apply the new information to real-life situations. This manual provides an explicit guide for teaching leadership to youth.

Roberts, Dennis D. 1981. (ed.). *Student Leadership Programs in Higher Education*. Carbondale: ACPA Media, Southern Illinois University Press.

Focuses upon the multiple purposes, strategies, and populations that must be a part of the delivery of student leadership programs. The book is divided into seven sections that include: an introduction and the rationale for focusing on student leadership; a model; the process; types of leadership programs; special populations; evaluation; and leadership development.

Robinson, Cedric J. 1980. *The Terms of Order: Political Science and the Myth of Leadership*. Albany: State University of New York Press.

Robinson challenges the historical and philosophical foundations of the myth of social order, which creates dependence on traditional forms of leadership. He also challenges the assumption that leadership is a basis of social order.

Robinson, Jerry W., and Roy A. Clifford. 1972. *Process Skills in Organizational Development*. Urbana-Champaign: Illinois Cooperative Extension Service, University of Illinois.

Five modules, plus an introduction and conclusion module, are featured in this text to help leaders develop their process and human relations skills. This text is designed for Extension professionals and local leaders to use in a one-week workshop setting. The modules cover organization styles, leadership styles, team skills, conflict management, and change implementation.

Robinson, Jerry W., and Roy A. Clifford. 1974a. *Leadership Roles in Community Groups.* North Central Regional Extension Publication No. 36-3. Urbana-Champaign: University of Illinois.

The authors define five different leadership roles, and the behaviors associated with each role. The effects of each role on commun. ation, productivity, and conflict are discussed. The objective in this module is to help leaders expand their skills by describing and illustrating behaviors associated with several leadership roles.

Robinson, Jerry W., and Roy A. Clifford. 1974b. *Team Skills in Community Groups.* North Central Regional Extension Publication No. 36-4. Urbana-Champaign: University of Illinois.

Authors describe how groups work and what will make them work better. The content and process roles of team members are described in detail, outlining how to develop effective team behavior. This brief module provides a helpful overview of group member roles for those involved with groups.

Robinson, Jerry W., Roy A. Clifford, and A. Christine Wills. 1975. *Motivation in Community Groups.* North Central Regional Extension Publication No. 36-8. Urbana-Champaign: University of Illinois.

The authors clarify the concept of motivation for organizational leaders so they will be able to understand, develop, and use behaviors that have a positive motivational impact. Motivation is defined and the types of self-needs that people have and the impact these needs have on their motivation are discussed. Behavioral techniques for motivating also are included.

Rosenbach, W. E., and R. L. Taylor (eds.). 1984. *Contemporary Issues in Leadership.* Boulder, Colo.: Westview Press.

A comprehensive and interdisciplinary view of the concept of leadership, including 28 articles that range from the classical perspective to contemporary views of leadership. The book is appropriate for both professors and students of leadership, as well as for practicing leaders in public service, business, military, religion, and education.

Rosener, Lynn, and Peter Schwartz. 1980. *Women, Leadership, and the 1980s: What Kind of Leaders Do We Need?* New York: NOW Legal Defense and Education Fund, inc.

Two styles of leadership are analyzed: the traditional model, labeled "Alpha" in this paper, which relies on hierarchical relationships, analytical thinking, and short-range solutions for problems; and a newly recognized leadership style labeled "Beta," in which followers are engaged in a participatory, cooperative mode, and acknowledged concerns for growth, learning, and negotiation of different value choices in a long-range time frame. The authors conclude by looking at some contemporary issues, such as war, energy, and the economy, and a discussion of how a balance of Alpha and Beta leadership must be maintained to deal with these societal problems.

Schul, Bill D. 1975. *How to Be an Effective Group Leader.* Chicago, Ill.: Nelson-Hall.

The focus in this book is on the untrained leaders who assume leadership roles. Leadership methods and techniques are explained in nontechnical terms. This is essentially a "how-to-do-it" text that covers the whys and wherefores, the dos and don'ts, of leadership.

Schultz, Beatrice. 1978. "Predicting Emergent Leaders: An Exploratory Study of the Salience of Communicative Functions." *Small Group Behavior* 9:109–114.

Schultz found that it is possible to predict emergent leaders on the basis of followers' ratings of a very few communicative functions, and that the strength of these functions from a first meeting is sufficient for use in selecting potential leaders. Two variables found to be particularly important for predicting leaders are formulating goals and summarizing. After five sessions, participants were asked to identify the leader, if one had emerged. In eight of the nine groups, the predicted leader emerged as the nominated leader.

Seekins, T., R. M. Mathews, and S. B. Fawcett. 1984. "Enhancing Leadership Skills for Community Self-Help Organizations Through Behavioral Instruction." *Journal of Community Psychology* 12:155–163.

The authors studied whether or not chairpersons of a community self-help group could lead their groups more effectively after studying textbook and training procedures on chairperson activities. The results showed that, for each of the two chairperson trainees studied, the use of specific chairperson activities increased after training. The data also suggest that more decisions were made. The authors concluded that the chairperson training procedures can enhance the leadership and decisionmaking resources of community self-help groups.

Stech, Ernest L. 1983. *Leadership Communication*. Chicago, Ill.: Nelson-Hall.

Stech looks at the ways in which communication can and does occur, and examines techniques by which leaders can improve communication effectiveness. Although a leader can benefit from reading the material, this is not intended as a self-help book. Instead, it is written mainly for those who are responsible for training potential leaders.

Steele, S. M. 1985. *Implications of Volunteerism in Extension*. Madison: Department of Continuing and Vocational Education, University of Wisconsin.

The purposes of this study were (1) to increase understanding of agent and volunteer partnerships through providing a national summary of Extension's volunteer activities, and (2) to identify ways in which Extension staff can improve or increase work with volunteers. Data were collected from 315 counties throughout the U.S. which included responses from 1,035 Extension agents.

Stogdill, Ralph M. 1974. *Handbook of Leadership: A Survey of Theory and Research*. New York: The Free Press.

From more than 5,000 abstracts, Stogdill looks at what is known about leadership. A dual criterion was used to determine this. First, results on a given topic were regarded as validated when several investigators attained agreement; second, a competent piece of research was given greater credence than a poorly designed experiment. Stogdill has prepared a comprehensive handbook intended for the serious reader who wants to know what has been learned about leadership.

Tait, John, Janet Bokemeier, and Joe Bohlen. 1979. *Identifying the Community Power Actors: A Guide for Change Agents*. North Central Regional Extension Publication 59. Urbana-Champaign: University of Illinois.

The authors assume that obtaining support from "community power actors" is essential to the success of community action programs. Four leader identification methods are examined: (1) the positional, (2) the reputational, (3) the decisionmaking, and (4) the social participation methods. A description, the assumptions, the procedures to be used, the types of

power actors identified, and the advantages and limitations of each method are discussed.

Turner, Nathan W. 1977. *Effective Leadership in Small Groups*. Valley Forge, Penn.: Judson Press.

Written for anyone who wants to become more effective in small group leadership. The reader is led through general background information about small groups to more specific "how-to-do-it" types of information. Turner describes the stages of development experienced by most groups; suggests creative ways to deal with conflict when it arises; and outlines workshops on leadership that may be conducted in a church.

U.S. Department of Agriculture. 1986. "Leadership Development." *Extension Review* 57 (Winter/Spring): entire issue.

The focus in this issue of *Extension Review* is on the significant role of leadership development in Extension education. Some articles are discussions of various leadership programs in different states, such as the Oklahoma Agricultural Leadership Program and "The Emerging Leadership" program in Minnesota. Other articles are discussions of community leadership development, educational leadership, and Extension and leadership.

Vroom, V. H., and P. W. Yetton. 1973. *Leadership and Decisionmaking*. Pittsburgh, Penn.: University of Pittsburgh Press.

The authors examine the way in which leadership is reflected in social processes used for decisionmaking, specifically in leaders' choices about how much and in what way to involve their subordinates in the process. Two theoretically distinct sets of questions that managers can use in their choice of a decisionmaking process are reviewed. These are normative questions, which ask what should be done; and descriptive questions, which ask what decisionmaking process would actually be used. The materials presented are based on Vroom and Yetton's research results.

Wilkinson, Kenneth P. 1970. "Phases and Roles in Community Action." *Rural Sociology* 35:54–68.

Dynamic community action roles are analyzed within the context of the community as an action network. Procedures for identifying community roles are presented, based on the phases of a community action process.

Wright, Peter L., and David S. Taylor. 1984. *Improving Leadership Performance*. Englewood Cliffs, N.J.: Prentice-Hall International, Inc.

The authors apply an interpersonal skills approach to leadership theory and training. Both a framework for the analysis of the interpersonal skills of leadership and methods for their training and development are discussed. Wright and Taylor regard themselves as "tool developers rather than theory builders." Exercises are included to help readers practice the skills discussed, along with a formal training course in interpersonal skills.

Young, Sandy. 1977. *Developing a Student Leadership Class*. Reston, Va.: National Association of Secondary School Principals.

The author provides a rationale for offering a leadership class in high school: (1) students learn more from peers; (2) student leadership should be reinforced; (3) the skills acquired in a leadership class are essential to any educational program; (4) daily feedback helps ensure personal growth; (5) leadership training can prevent some trial-and-error learning; (6) a class in leadership provides more opportunities for student participation; (7) students should be allowed to learn in a classroom setting before entering a leadership position; and (8) students should be able to practice what they

learn. Included in the Appendix is an explicit example of a student leadership workshop.

Yukl, Gary A. 1981. *Leadership in Organizations*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Focuses on managerial leadership. Both theory and practice are discussed simultaneously throughout the chapters. Yukl's purpose is to review existing theory and research, rather than present new ideas, although some original materials are presented. Yukl believes this book is appropriate for use as the primary text in an undergraduate or graduate course on leadership.

Zaleznik, Abraham. 1966. *Human Dilemmas of Leadership*. New York: Harper and Row, Publishers.

A psychological study of leadership and the special problems facing individuals who are called upon to exercise authority in organizations is presented in this book, which is an attempt to bridge the gap between technical research and the needs of professional managers. Zaleznik applies the clinical and theoretical concepts of psychoanalysis to the study of human behavior in organizations. He looks at important organizational questions, such as the problems of power, authority, and dependency; tensions in group relations; and analysis of leadership styles.

Working With Our Publics

Module 3: Developing Leadership

Leader's Guide

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North Carolina State University, Raleigh

Contents

continued

Introduction to the Leader's Guide for Module 3

Module 3: Developing Leadership requires 12 contact hours (excluding breaks) and consists of four sections—the introduction and three units. The Leader's Guide is divided into these four sections, with materials for each hour of instruction carefully set forth. The leaders should read the Sourcebook first as background for teaching Module 3. Everything covered in these 12 contact hours is in the Sourcebook.

An overall time and materials schedule follows this introduction to the Leader's Guide. The schedule is intended to be a convenience for leaders in checking time elements and materials needed for each section of the Leader's Guide.

The content outline, materials, and timing for each of the four sections provides all the information needed by the leader to conduct Module 3. Step-by-step instructions in the content outlines suggest important points to cover within each section. A set of transparencies to reinforce the materials presented is included in the Instructional Aids Packet. Directions for the Leadership Exercises follow the content outline, materials, and timing in each of the three units. The parallel Leadership Exercises for the participants to complete are in the Learners' Packet. The leader is encouraged to use these exercises as a means for involving participants in the materials and to make the materials more relevant to the individual participant. A "Leadership Case," divided into three parts, should be used during the last hour of each of the three units. A copy of each part is the final item in each unit of both the Leader's Guide and the Learners' Packet. The participants should form into groups of four to six to discuss each part of the case and the questions at the end of each part.

TIP Sheets are in the Learners' Packet. These are one-page "how-to" information sheets that participants will find helpful to them during the workshop, and useful in their own in-service education efforts in the county.

Four "popular" articles on leadership (most of them two or three pages long) are included with the Learners' Packet. Several of these articles could be assigned for participants to read in advance of the workshop, or could be assigned to them to be read between sessions. A short annotated listing of films suitable for use with Module 3 concludes the Learners' Packet.

Two copies of the Self-Assessment Instrument are included in the Learners' Packet. Instructions for administering the instrument appear in the Leader's Guide. It is suggested that this instrument be used as a pretest at the beginning of the workshop and as a posttest at the end of Module 3. The leader should review the initial responses to the Self-Assessment Instrument to gain a better understanding of the group's knowledge and attitudes about leadership. The responses to the instrument at the end of Module 3 will help identify, for the leader and the learners, any changes that have occurred in their knowledge or attitudes about leadership.

The Learners' Packet contains Leadership Exercises, TIP Sheets, the three parts of the "Leadership Case" two copies of the Self-Assessment Instrument. four "popular" articles, and an annotated list of selected films.

The content outline, materials, and timing for each section of the Module are offered as a guide to introducing the Module and to presenting the three units and their respective subunits. The leader may wish to vary the order in which elements within a subunit are used. More or less time may be devoted to various subunits, as long as the total contact time of four hours per unit is not exceeded. Also, you may decide to use other materials, depending on their availability and on your own experience. Finally, the participants should have an opportunity to suggest modifications in this outline, based on their needs, interests, and levels of experience.

Time and Materials Schedule for Module 3

INTRODUCTION TO MODULE 3

Introduction (10 minutes)

Administering Self-Assessment Instrument (15 minutes)

Learning Objectives (15 minutes)

Total Time—40 minutes

Materials Needed:

Sourcebook "Overview of Scope and Purposes of Module 3"

Transparencies 1 through 5 (in Instructional Aids)

Self-Assessment Instrument (in Learners' Packet)

UNIT I. IDENTIFYING AND WORKING WITH LEADERS

Subunit 1—"The Extension Educator As a Leader"

Subunit 2—"Mapping Our Publics" (30 minutes)

Subunit 3—"Identifying Current Leaders"

Subunit 4—"Identifying Emerging Leaders" (30 minutes)

Subunit 5—"Ethnic and Other Minority Leadership"

Subunit 6—"Women and Leadership" (30 minutes)

Subunit 7—"Recruitment, Placement, and Training of Volunteer Leaders"

Subunit 8—"Recognition and Leadership Growth" (30 minutes)

Subunit 9—"Modeling, Integrating, Practicing, and Processing" (30 minutes)

Leadership Case—Part 1 (60 minutes)

Total Time—4 hours, 10 minutes

Materials Needed:

Sourcebook, Unit I

Transparencies 6 through 16 (in Instructional Aids)

Leadership Exercises 1 through 3 (instructions in Leader's Guide)

Leadership Exercises 1 through 3 (in Learners' packet)

TIP Sheets 1 through 10 (in Learners' Packet)

Leadership Case—Part 1

UNIT II. GROUP LEARNING SKILLS

Subunit 1—"Group Characteristics" (45 minutes)

Subunit 2—"Team Building" (45 minutes)

Subunit 3—"Group Decisionmaking" (45 minutes)

Subunit 4—"Dealing With Conflict" (45 minutes)

Leadership Case—Part 2 (60 minutes)

Total Time—4 hours

Materials Needed:

Sourcebook, Unit II

Transparencies 17 through 21 (in Instructional Aids)

Optional:

Film, "Team Building" (18 minutes)

Film, "Dealing With Conflict" (24 minutes)

Leadership Exercises 4 through 6 (instructions in Leader's Guide)

Leadership Exercises 4 through 6 (in Learners' Packet)

TIP Sheets 11 through 18 (in Learners' Packet)

Leadership Case—Part 2

UNIT III. INDIVIDUAL LEADERSHIP SKILLS

Subunit 1—"Personal Characteristics" (40 minutes)

Subunit 2—"Personal Relationship Skills" (60 minutes)

Subunit 3—"Task Accomplishment Skills" (60 minutes)

Leadership Case—Part 3 (60 minutes)

Self-Assessment Instrument (20 minutes)

Total Time—4 hours

Materials Needed:

Sourcebook, Unit III

Transparencies 22 through 26 (in Instructional Aids)

Leadership Exercises 7 through 9 (instructions in Leader's Guide)

Leadership Exercises 7 through 9 (in Learners' Packet)

TIP Sheets 19 through 35 (in Learners' Packet)

Leadership Case—Part 3

Self-Assessment Instrument (in Learners' Packet)

It is suggested that the accommodations for this workshop be sufficiently flexible to handle the participants in groups ranging in size from one-half of the participants to as few as four persons.

Introduction to Module 3

Welcome participants to the in-service education program and make sure everyone is introduced.

Read the instructions and administer the Self-Assessment Instrument (in Learners' Packet).

Instructions for Self-Assessment Instrument

The Self-Assessment Instrument consists of three parts, and is intended as a simple and approximate "measure" of where participants are at the beginning and at the end of Module 3.

Part 1 of the Self-Assessment Instrument is made up of 12 statements with which the participant is asked to strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD). All but statements 1 and 5 should produce an "agree" or "strongly agree" response. Statements 1 and 5 should produce a "disagree" response. When this instrument is used again at the end of Module 3, some of the responses probably will shift from "agree" (A) to "strongly agree" (SA).

Part 2 consists of 10 different situations that can and do face Extension educators. The participants are asked to indicate if they *would* take the action indicated; *might* take the action indicated; *would not* take the action indicated; or they are *undecided* about whether or not to take the action indicated. Situations 1, 2, 5, 6, and 8 tend to produce mainly "yes" or "possibly" responses. Situations 3, 4, 7, 9, and 10 tend to produce mainly "no" or "possibly" responses. When the instrument is administered again, at the end of Module 3, participants will tend to move away from "possibly" and "undecided" responses.

Part 3 is a list of 15 leadership activities. Participants are asked to indicate which of the activities would be easier for them to do, and which ones they would find harder to do. Their responses will give some rough measure of how experienced a participant might be, and how comfortable he or she would be in a variety of leadership situations. When the instrument is administered again as a posttest at the end of Module 3, there should be some shifts from the "harder to do" column to the "easier to do" column.

The Self-Assessment Instrument has two purposes: (1) to give the leader some indication of where the participants are at the beginning of Module 3; and (2) to give some indication, at the end of Module 3, of whether or not the participants' knowledge and understanding about leadership have changed, and whether or not they have a better feeling about themselves as leaders.

Learning Objectives for Module 3

Introduce the Module by reviewing the first section of the Sourcebook, "Overview of the Scope and Purposes of **Module 3: Developing Leadership**" and using Transparencies 1 through 5.

Key Points—Learning Objectives for Module 3

The four learning objectives of **Module 3: Developing Leadership** are:

1. Understand and apply the behaviors and skills involved in leadership practice;
2. Identify and work effectively with current leaders, as well as identify and involve emerging leaders;
3. Develop and carry out educational activities that will strengthen leadership capabilities among others; and
4. Understand better what motivates people to participate in group, organization, and community activities.

[See Sourcebook, Overview, "Learning Objectives"]

Use Transparencies 1 through 4.

Key Points—Module 3 Consists of Three Units

The three units in Module 3 are:

Unit I. "Identifying and Working With Leaders"

Unit II. "Group Leadership Skills"

Unit III. "Individual Leadership Skills"

[See Sourcebook, Overview, "Scope of the Module"]

Use Transparency 5.

Give participants an opportunity to ask questions or comment about the format and content of Module 3, and what will be required of them.

(Elapsed time, 40 minutes)

Unit I. Identifying and Working With Leaders

Introduce Unit I by using Transparencies 6 and 7. Unit I consists of nine subunits, as outlined on the transparencies.

Subunit 1—The Extension Educator As a Leader and Subunit 2—Mapping Our Publics

(Total time—30 minutes)

Key Points—The Extension Educator As a Leader

All Extension professionals are in leadership positions, whether or not they recognize it and whether or not they carry through.

Extension professionals need to understand the leadership functions they perform in groups and organizations.

Extension educators are seen as leaders by many in the communities in which they work, because Extension educators:

1. Have specific content knowledge needed by the group;
2. Are a link to the vast resources of Cooperative Extension and the land-grant institution;
3. Understand human behavior, the dynamics of leadership, and the leadership development process;
4. Are objective and impartial professionals who have particular skills and abilities in working with people; and
5. Are known and trusted by people in the community.

[See Sourcebook, Unit I, "The Extension Educator As a Leader"]

Use Transparency 8.

Ask participants to discuss leadership functions that they perform in groups or organizations, and how and why members of the groups or organizations view them as leaders.

Use Leadership Exercise 1—"The Extension Educator As a Leader" (in Learners' Packet). Give directions for completing the exercise.

After participants have completed the exercise, have them discuss on which step they placed themselves, and why.

Key Points—Mapping Our Publics

It is important to identify our publics, the various groups and organizations with whom Extension works, and others to whom Extension might relate.

Mapping our publics is a technique to examine a number of dimensions of each local group and organization.

At a minimum, the Extension educator should find out:

1. What a group or organization stands for; its goals and objectives; and how it goes about achieving its goals.
2. The group or organization's leadership and membership.
3. Resources of the group or organization.
4. The group or organization's linkages and relationships to other groups or organizations.

Through mapping our publics first, Extension educators are in a position to identify current leaders in local groups or organizations, and to determine how best to work with them on various projects and activities.

[See Sourcebook, Unit I, "Mapping Our Publics"]

Use Transparency 9.

Ask participants to discuss how they learn about the functioning of various groups and organizations, and how they make use of this information in their work.

(Elapsed time, 1 hour)

Subunit 3—Identifying Current Leaders and Subunit 4—Identifying Emerging Leaders

(Total time—30 minutes)

Key Points—Identifying Current Leaders

It is good practice to reidentify periodically current community leaders, for a variety of reasons.

The two most widely used procedures to identify current leaders are the *reputational* approach and the *positional*, or formal leadership approach.

Other leadership identification approaches are the *decisionmaking, social participation,* and *personal influence* approaches.

To be an effective Extension educator is to be aware of and knowledgeable about current local leaders and how to identify them.

[See Sourcebook, Unit I, "Identifying Current Leaders"]

Use Transparency 10.

(Optional) Use Leadership Exercise 2—"Identifying Community Leaders." Give directions for listing up to eight individuals who live in the same community, and whom the participants would identify as current community leaders. When participants are ready to proceed, read directions and repeat them at least once. When all are finished, ask participants to report on their results.

(Optional) Use TIP Sheets 1, 2, and 3 on "Identifying Current Leaders."

Key Points—Identifying Emerging Leaders

In every community there is emerging, developing leadership that needs the attention and supportive help of the Extension educator.

There are at least four sources of this emerging leadership:

1. Organizational hierarchies—those filling supervisory and administrative positions in a variety of organizations;
2. Customers, clients, and members of organizations;
3. Issue or special subject-matter people who have specialized technical knowledge, or knowledge and skill about a particular issue; and
4. Individuals with particular personal qualities.

[See Sourcebook, Unit I, "Identifying Emerging Leaders"]

Use Transparency 11.

Ask participants to discuss techniques they have used to identify both current and emerging leaders, and what advantages and disadvantages they have experienced with the technique(s).

(Optional) Use TIP Sheet 4, "Identifying Emerging Leaders."

(Elapsed time, 1 hour, 30 minutes)

Subunit 5—Ethnic and Other Minority Leadership and Subunit 6—Women and Leadership

(Total time—30 minutes)

Key Points—Ethnic and Other Minority Leadership

White, middle-class males are overrepresented in leadership positions throughout the United States.

A growing number of blacks, other racial and ethnic minorities, and handicapped are assuming leadership roles.

Extension educators can identify these leaders and help them assume greater leadership responsibilities in the community.

Extension educators also can encourage groups to reach out to a broader spectrum of the community.

[See Sourcebook, Unit I, "Ethnic and Other Minority Leadership"]

Use Transparency 12.

Ask the participants to consider the four questions Extension educators should ask themselves when working with minority leadership, and relate these questions to their own experience. (See Sourcebook, Unit I, "Ethnic and Other Minority Leadership.")

(Optional) Use TIP Sheet 5, "Identifying and Working With Minority Leaders."

Key Points—Women and Leadership

While women comprise a numerical majority in our society, their role in community leadership needs to be understood better.

Traits that we assume are important in good leadership can be found among candidates of both sexes.

Extension educators can help people to realize that leadership is a process; is situational; and is shared, with less emphasis on the individual as leader.

Based on these considerations, women and minority group members will assume more active roles in community leadership.

[See Sourcebook, Unit I, "Women and Leadership"]

Use Transparency 13.

Ask participants to discuss leadership roles women have assumed in communities in which the participants work. Ask them to give reasons why more women are not in leadership roles.

(Elapsed time, 2 hours)

Subunit 7—Recruitment, Placement, and Training of Volunteer Leaders
and
Subunit 8—Recognition and Leadership Growth

(Total time—30 minutes)

Key Points—Recruitment, Placement, and Training of Volunteer Leaders

Leadership development is a major responsibility of Extension educators.

Volunteer leaders are asked to accept specific responsibilities, matching their talents and strengths with a particular opportunity.

Extension educators have a crucial job in helping leaders in their development.

It is important to offer leaders new opportunities for growth and development.

Extension educators can help people develop leadership skills and abilities that can be applied at the community, state, regional, national, and international levels.

[See Sourcebook, Unit I, "Recruitment, Placement, and Training of Volunteer Leaders"]

Use Transparency 14.

Ask participants how they go about the informal, on-the-job training that helps volunteer leaders develop their leadership skills and abilities.

(Optional) Use TIP Sheet 6, "How to Recruit and Place Leaders."

Key Points—Recognition and Leadership Growth

Recognizing volunteer leaders' contributions publicly is an important way to acknowledge what they have done and to thank them. Such recognition of volunteer leaders reflects favorably on all who have participated.

Recognition can be as simple or as elaborate as tradition, money, and style dictate.

Public acknowledgement of achievements helps volunteer leaders grow, because it increases their confidence in themselves and what they are doing.

[See Sourcebook, Unit I, "Recognition and Leadership Growth"]

Use Transparency 15.

Ask participants for their views on recognition ceremonies. They may want to divide into two groups and briefly argue the advantages and disadvantages of recognition.

(Elapsed time, 2 hours, 30 minutes)

Subunit 9—Modeling, Integrating, Practicing, and Processing Leadership Skills

(Total time—30 minutes)

Key Points—Modeling, Integrating, Practicing, and Processing Leadership Skills

To help develop and strengthen leadership capabilities among those with whom they work, Extension educators make use of informal, experiential learning, as well as more formal educational programs.

An effective leadership development process consists of at least four aspects:

1. *Modeling*—displaying good leadership skills;
2. *Integrating*—building leadership skills into everyday activities;
3. *Practicing*—gaining leadership experience and confidence through practice; and
4. *Processing*—learning as much as possible from each situation.

[See Sourcebook, Unit I, "Modeling, Integrating, Practicing, and Processing Leadership Skills"]

Use Transparency 16 .

Ask participants to react to these four aspects of a leadership development process.

Use TIP Sheets 7 through 10, on modeling, integrating, practicing, and processing leadership skills. Ask participants for their comments and any experience they have had or any examples they can think of in which modeling, integration, practicing, and processing have been used in leadership development.

Here are six *discussion questions* that are based on the materials in Unit I. These questions can be used as a brief review of Unit I, or they can be used at various points throughout the Unit. Participants can be divided into small groups, with each group responsible for studying the question assigned to it, and being prepared to give a brief report.

1. Extension educators perform leadership functions in many groups and organizations. Why do group members look to Extension educators for leadership?

(See Sourcebook, Unit I, "The Extension Educator As a Leader")

2. What are some of the advantages and limitations of the three methods of identifying current leaders?

(See Sourcebook, Unit I, "Identifying Current Leaders")

3. Emerging leadership can be divided into at least four categories. Where can these people be found, and why should one attempt to help develop this possible leadership pool?

(See Sourcebook, Unit I, "Identifying Emerging Leaders")

4. Name some possible reasons why white, middle-class males have been over-represented in leadership positions. How can Extension educators help develop the leadership potential among ethnic and other minority groups, as well as among women?

(See Sou.cebook, Unit I, "Ethnic and Other Minority Leadership")

5. What must people understand before they will shift their emphasis from the individual as leader to the leadership qua"ies and skills needed at a particular place and time?

(See Sourcebook, Overview of Module 3, "Purpose of the Module")

6. Why is the recruiting, placing, and training of volunteers for leadership important? How does one go about recruiting, placing, and training leaders?

(See Sourcebook, Unit I, "Recruitment, Placement, and Training of Volunteer Leaders")

(Elapsed time, 3 hours)

Instructions for Using the Leadership Case

The Leadership Cas. s divided into three parts, each of which should be used during the last (fourth) hour of each of the three units. Prior to presentation of each part of the Leadership Case, participants should form into groups of four to six members to discuss the respective case part; review the questions at the end of that part; and be ready to present their views and opinions.

The workshop leader should read that part of the Leadership Case to be presented at the end of each of the three units, and should allow the participants at least 10 minutes to read or review it themselves. A copy of each part of the Leadership Case is in the Learners' Packet.

After reading the case part, participants should have at least 20 minutes to discuss, within their respective group, the part of the Leadership Case presented. All groups may consider all of the questions at the end of each part, or the leader may ask each group to focus on one or two of the questions.

At least 20 minutes then should be devoted to a general discussion of each part of the case, with particular attention to the questions at the end of each part.

Notes to Leader

1. At least two 15-minute breaks or one 30-minute break should be included in Unit I. This should be in addition to the 4 hours for Unit I. The leader should determine when such break(s) will be most appropriate, in terms of the material being presented, as well as the comfort of participants.

2. Leadership Exercise 3 is the third Leadership Exercise that is particularly appropriate for Unit I. It is not listed specifically in the content outline, materials, and timing because of time limitations. It may be used in place of Leadersh Exercise 2, or used together with it, if time is available.

3. TIP Sheets 1 through 10 relate to Unit I, and should be discussed at the points indicated throughout the course outline or used at other times during the in-service education program. TIP Sheets are in the Learners' Packet.

4. After reviewing, return Self-Assessment forms to participants to be used to compare results on the final assessment.

Leadership Exercise 1: The Extension Educator As a Leader

Purpose:

To have the Extension educator identify his or her leadership role in Extension work.

Material Needed:

Leadership Exercise 1—"The Extension Educator As a Leader" (in Learners' Packet).

Directions:

1. Use Leadership Exercise 1—"The Extension Educator As a Leader."
2. Ask each participant to think of a situation in which an Extension educator has no leadership role in the Extension education process. Place this person on step 1.
3. Think of another situation in which the Extension educator has a *major* leadership role in the Extension education process. Place this person on step 10.
4. Now, participants should place themselves on the *one* step that best reflects how they view *their* leadership role in Extension education situations.
5. Ask participants how they responded, and why.
6. Collect the exercise sheets. Tabulate responses to find out how the participants rated themselves as leaders in Extension education situations. Return Exercise Sheets to participants.

Leadership Exercise 2: Identifying Community Leaders

Purpose:

To see how different approaches to leadership identification can be used in communities.

Materials Needed:

"Leadership Exercise 2—"Identifying Community Leadership" (in Learners' Packet).

Directions:

1. Use Leadership Exercise 2—"Identifying Community Leadership."
2. Ask participants to list up to eight individuals who live in the same community and whom they would identify as community leaders.
3. After each individual's name, place a check mark in one or more of the four columns as follows. (*Important: participants may check one, two, or three columns for each individual):*
   - Check Column 1 if this individual's name would come up if a *reputational approach* to identifying community leadership were used.
   - Check Column 2, if this individual's name would come up when using a *positional approach* to identifying community leadership.
   - Check Column 3, if this individual's name would come up using a *decision-making/social participation/personal influence approach* (sometimes referred to as the *social participation approach.*)

- Check Column 4, if you *do not* think this individual's name would come up when using any of the three approaches.

4. Ask participants to report on their results including:
   - Which approach was most often selected?
   - Were leaders more likely to be found through single or multiple approaches?
5. If any participants placed check marks in Column 4, ask them:
   - On what basis did they decide to include these individuals on a list of community leaders?
   - What approach might help other Extension educators identify these individuals?

Leadership Exercise 3: How Would You Act?

Purpose:

To learn how participants think they would act in situations in which they have leadership responsibilities.

Materials Needed:

Leadership Exercise 3—"How Would You Act?" (in Learners' Packet).

Directions:

1. Use Leadership Exercise 3—"How Would You Act?"
2. Ask participants to consider themselves in the position of leading a group.
3. Ask participants to circle "U" (usually), "S" (seldom), or "N" (never) that best describes how they would act in each of the situations listed in the exercise.
4. After all participants have completed the exercise, inform them that the *odd-numbered* statements (1, 3, 5, 7, and 9) emphasize task orientation and the *even-numbered* statements (2, 4, 6, 8, and 10) emphasize group relations orientation.
5. If a participant circled "U" for the odd-numbered statements and "S" or "N" for the even-numbered statements, he or she is highly task-oriented.
6. If a participant circled "U" for the even-numbered statements, and "S" or "N" for the odd-numbered statements, he or she is more concerned with favorable group relationships.
7. If a participant circled "U" for some of the odd-numbered statements *and* some of the even-numbered statements, he or she is interested in both task accomplishment and good group relationships.
8. Discuss the results with the participants.

Leadership Case—Part 1

(Total time—60 minutes)

Developing Leadership: A Task Force is Appointed in Adams County

The Adams County Community and Rural Development (CRD) Advisory Committee has appointed a task force of seven persons to consider a number of needs that have been discussed by the Advisory Committee over the past year, but never resolved. The task force is asked to report back within three or four months with a ranking of these needs in terms of their importance to and impact on the City of Mason and Adams County. The task force has been encouraged to add other members to the task force if this will make it more representative, and if it will help to add weight to the group's report.

You, as a member of the Adams County Cooperative Extension Service staff, have been asked by Joe Stevens, local agribusinessman and acting chairperson of the task force, to attend the first meeting of the task force. Because the group has not met before, and because no one knows exactly what help and consultation the group might need, it was Joe's idea that someone from Extension might be helpful.

You arrive at the meeting room and find seven people standing around drinking coffee and talking. You know all of them from various other meetings and activities. In addition to Joe Stevens, there is George Amberg, editor of the Adams County newspaper; Bob Jenkins, owner of several farms; John Wilson, realtor and currently president of the Mason Chamber of Commerce; Mark Manski, president of the Adams County Technical Institute; Martha Rogers, president of the Junior Woman's Club of Mason; and Alice Trent, president of the Arts Council of Mason.

At exactly 8:00 p.m., Joe Stevens breaks away from a conversation with two other men and asks everyone to fill their coffee cups and sit down around the table. There are five men, two women, and you present. Stevens begins the meeting by asking Martha Rogers if she would mind taking a few notes of what goes on at the meeting; she declines. George Amberg volunteers to keep notes of what happens at the meeting. Stevens states that he is not chairperson of the task force, but did agree to serve as temporary chairperson. As soon as the group begins to function, he will step aside and let the members choose a permanent chairperson. He states that he is not a candidate for that job.

According to Stevens, there are two items on the agenda, in addition to the selection of a chairperson. The first item is the list of needs referred to the task force by the CRD Advisory Committee. The task force has been asked to rank the items listed. The list includes:

1. Need for two additional middle schools.
2. Need for a countywide water and sewer system.
3. Concern about industries coming in and buying up prime farmland.
4. Consideration of some city-county central services, such as law enforcement, recreation, and libraries.
5. County participation needed in meeting the operating costs of the Mason Municipal Airport.
6. Need for farmers, realtors, builders, and others to understand and use the new soil survey published about three months ago.

The second item is whether or not the task force wants to invite additional people to serve. George Amberg, the newspaper editor, suggests the task force hold off on any action until some of the community leaders are contacted and asked to join the group. Someone jokes that the people around the table are certainly community leaders and, besides, too many people on the task force will make the group unwieldy. A serious discussion follows on who are the community's leaders, and who needs to be involved to make the work of the task force successful. That is, to bring in a ranking of the needs that the CRD Advisory Committee can accept and act upon.

Names are suggested, including several local business people and farmers, the presidents of both the Kiwanis Club and Lions Club of Mason, the president of the Jaycees, and others. Someone mentions William Bradley. He is retired and holds no office in any organization at the present time, but he is well known and well respected in Adams County. He lived here at one time; moved away and became a very successful businessman; and then moved back here to retire. Everyone seems to check things out with him because he has had so much experience and seems to know a great deal about everything.

"If you're thinking of William Bradley, you should also think about Grace Sanchez," Alice Trent suggests. "Grace is a recognized photographer and author, and one of our best-known citizens. She can make valuable contributions to any community project." Another person agrees that Grace's views are highly respected in the community, and that she would make an excellent member of the task force.

George Amberg raises three concerns. "If we keep going back to the so-called community leaders, how will new and younger leaders ever get a chance? Second, as long as we are suggesting names, shouldn't we consider people with particular knowledge about what the CRD Advisory Committee has referred to the task force? And, finally, how many can we add to the task force and still get our job done within the three to four months' time limit?"

This opens up a number of questions and concerns from other members of the task force. Among the points of discussion:

1. Should the task force be limited to the current seven members, or should it be enlarged? Why?
2. If the decision is to add members, how many should be added and how will they be selected?
3. What about George Amberg's concern about the need for emerging leaders to get a chance to serve on such a task force?
4. How about including the presidents of the various social and civic organizations? They could represent their groups on the task force, and this would provide a broad base of support for the work of the task force.
5. What kind of leadership will this task force need?
6. How does the task force go about securing a chairperson?

(Elapsed time, 4 hours)

Unit II. Group Leadership Skills

In Unit II, which has four subunits, we will look at group characteristics and then focus on team building and decisionmaking. In the final section, some positive functions of conflict in a group are suggested, and guidelines for dealing with conflict are offered.

Use Transparency 17.

Subunit 1—Group Characteristics

(Total time—45 minutes)

Key Points—Group Characteristics

To work with and lead a group effectively, the Extension educator needs to know something about the context in which the group is operating and the group's characteristics. These characteristics are:

- Group's history,
- Silent structure,
- Size of group,
- Members' personalities, and
- Group cohesiveness.

The Extension educator can assist the group in becoming cohesive by:

- Accentuating members' similarities;
- Helping members identify individual needs they can satisfy in the group;
- Giving members a chance to make "sacrifices" for the group.

Use Transparency 18.

Ask participants to identify special characteristics of groups with whom they have worked and what impact, if any, those characteristics had on the groups and their performance.

(Optional) Use TIP Sheets 11 through 13. Give particular attention to TIP Sheet 12, "How to Recognize and Deal With the Silent Structure."

(Optional) Show the film "Individuality and Teamwork" (24 minutes, color), which is a look at individuality within a group. A list of Selected Annotated Films is included in the Learners' Packet.

(Elapsed time, 45 minutes)

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Subunit 2—Team Building

(Total time—45 minutes)

Key Points—Team Building

Extension educators often find themselves assisting groups to develop into effective teams.

Effective leadership is essential in helping groups develop creativity, communication, and cooperation.

Group members' roles must be clearly defined and understood.

Groups should avoid task "hang-ups" or, where they occur, the leadership should help the group overcome the problems rather than dwell on them.

Effective group leadership enables members to build group relationships and be a productive group.

[See Sourcebook, Unit II, "Team Building"]

Use Transparency 19.

Ask participants to identify task "hang-ups" they have encountered in their own experience, and how they have handled these hang-ups.

(Optional) Use TIP Sheets 14 and 15. Ask participants to discuss the balance between team and task roles, as presented in TIP Sheet 14, "How to Deal With Self-Centered Individuals in the Group."

(Optional) Show the film, "Team Building" (18 minutes, color).

(Elapsed time, 1 hour, 30 minutes)

Subunit 3—Group Decisionmaking

(Total time—45 minutes)

Key Points—Group Decisionmaking

For most problems, a group decision is superior to a decision made by a single individual, such as the leader.

Possible barriers to effective decisionmaking include:

- Too large a group,
- Inadequate group cohesiveness,
- Disruptive behavior among members,
- Distracting physical environment, and
- Poor leadership.

The five stages in group decisionmaking are:

- Initiating and structuring
- Stimulating communication and information seeking
- Clarifying communication
- Summarizing
- Consensus testing

Various ways to make a group decision:

- Voting,
- Compromise,
- Consensus,
- Minority control, and
- Decision by "the expert."

[See Sourcebook, Unit II, "Group Decisionmaking"]

Use Transparency 20.

Ask participants to discuss various ways groups that they have worked with went about making decisions.

Use Leadership Exercise 4 —"Working Together to Reach Decisions" (in Learners' Packet). Review the directions carefully; give special instructions to the group leaders in advance. Leadership Exercise 5—"Problem Solving in a Group" can be used in place of Exercise 4. Have participants complete the exercise and discuss the results.

(Optional) Use TIP Sheets 16 and 17. Ask participants to discuss the advantages and limitations in reaching decisions through consensus (TIP Sheet 17).

(Elapsed time, 2 hours, 15 minutes)

Subunit 4—Dealing With Conflict

Key Points—Dealing With Conflict

Although conflict is usually regarded as negative, it can be used creatively and result in positive outcomes.

Extension educators and the groups they work with need to decide whether they are going to deal with conflict directly, avoid conflict if possible, or treat it ambivalently.

Turner identifies 13 guidelines that should be considered when a group deals with conflict. Among these 13 guidelines are:

- Try to deal with issues rather than personalities:
- Deal with one issue at a time;
- Emphasize what you still have in common; and
- Opt for a "win-win" solution.

[See Sourcebook, Unit II, "Dealing With Conflict"]

(Total time—45 minutes)

Use Transparency 21.

Ask participants to relate how they have dealt with conflict in group situations.

(Optional) Use TIP Sheet 18, "Dealing With Conflict," in which Turner's 13 guidelines are listed.

Ask participants about these 13 guidelines, and to identify the ones they feel are most helpful, and why.

Here are five *discussion questions* that are based on the material in Unit II. These questions can be used as a brief review of Unit II, or they can be used at various points throughout the Unit.

1. Discuss the characteristics of a cohesive, productive group. How do these characteristics enhance productivity?

(See Sourcebook, Unit II, "Group Characteristics")

2. How important is the group's history in understanding the group? What other group characteristics are more important?

(See Sourcebook, Unit II, "Group Characteristics")

3. The decisionmaking process can occur in a variety of ways—voting, compromise, consensus, minority control, or an "expert" decision. Is one way more advantageous than the others? What are the advantages and disadvantages of each? Does the size of the group or member characteristics affect which method is used?

(See Sourcebook, Unit II, "Group Decisionmaking")

4. Should conflict always be avoided? Are there positive functions that it serves? If there are, describe several of these positive functions.

(See Sourcebook, Unit II, "Dealing With Conflict")

5. What are some ways in which a leader in a small group can help group members develop a sense of group identity?

(See Sourcebook, Unit II, "Team Building")

(Elapsed time, 3 hours)

Notes to Leader

1. At least two 15-minute breaks or one 30-minute break should be included in Unit II. This should be in addition to the 4 hours for Unit II.

2. Leadership Exercise 6 is the third Leadership Exercise appropriate for Unit II. It may be used in place of either Leadership Exercises 4 or 5, *or* in addition to these two.

3. TIP Sheets 11 through 18 relate to Unit II, and should be discussed at the points indicated throughout the course outline, or at other times during the in-service education program.

4. Review "Instructions for Leadership Case" (in Unit 1).

Leadership Exercise 4: Working Together to Reach Decisions

Purpose:

To see how different leadership styles affect both the interaction between the leadership and group members and the outcome of the group decisionmaking process.

Materials Needed:

Leadership Exercise 4—"Working Together to Reach Decisions" (in Learners' Packet), which contains a statement of a community problem.

Directions:

Instructions for the three groups.

1. Divide the participants into three groups of equal size.

2. Appoint a leader for each group. Give the following *special instructions* to the three group leaders, but *not* to the members of the group.

   - Leader of Group 1 will act *autocratic*—make all decisions, discourage participation, and, in general, "run" the group.
   - Leader of Group 2 will act *democratic*—invite participation, involve members fully in the discussion. If decisions are made, they will be made by majority vote.
   - Leader of Group 3 will act in a *laissez-faire* manner—let group members do as they please, with little or no direction.

3. These *special instructions* may be given to the three leaders any time before the participants are divided into three groups.

4. Use Leadership Exercise 4—"Working Together to Reach Decisions" (in Learners' Packet).

5. After the three groups have worked on their problem for about 10 minutes, stop the discussion and ask someone from each group, but *not* the group leader, to report on what happened in the group.

6. After these brief reports, ask each of the three leaders to reveal his or her *special instructions*, which assigned a particular leadership style to each of them

7. Ask for comments from and reactions of the participants.

Leadership Exercise 5: Problem Solving in a Group

Purpose:

To see how a group functions (or fails to function) when no leader is designated and little or no group structure is introduced.

Materials Needed:

Leadership Exercise 5—"Problem Solving in a Group" (in Learners' Packet)

Directions:

1. Divide participants into groups so that no more than four or five participants are in each group.

2. Use Leadership Exercise 5—"Problem Solving in a Group," which contains a statement of the problem (in Learners' Packet).

3. Appoint *no* leaders and give *no* instructions other than to encourage all groups to work fast and try to resolve the problem in less than 10 minutes.

4. Observe *who* takes on the leadership role in each group, and *how* it comes about. Observe how each group organizes (or does not organize) to solve the problem. Observe *how long* it takes each group to begin to function.

5. If there are more than three or four groups, you may need a second person to help make these observations.

6. After the groups have worked for 10 minutes, ask each group to tell how it got organized.

7. Discuss your observations with the participants.

Leadership Exercise 6: The Five Most Important U.S. Leaders

Purpose:

To create one list of the most important living U.S. leaders, using a problem-solving process.

Materials Needed:

Leadership Exercise 6—"Most Important U.S. Leaders" (in Learners' Packet).

Directions:

1. Use Leadership Exercise 6—"Most Important U.S. Leaders."

2. Ask participants to list on the exercise sheet whom they consider to be the five most important living U.S. leaders.

3. Divide the participants in groups of three or four.

4. Have each group come up with *one* list of the five most important U.S. leaders. Record on flip chart.

5. Have the individual groups report how they formulated their list, and any problems they encountered.

6. Collect the exercise sheets. During a break, tabulate the responses and report the summary results to the participants. Participants should be interested in the results of this exercise (e.g., U.S. leaders named, amount of duplication, and so forth). If time permits, qualities common to these leaders can be identified. Return exercise sheets to participants.

Leadership Case—Part 2

(Total time—60 minutes)

Developing Leadership: A Task Force at Work in Adams County

A month has gone by since the first meeting of the task force, and much has happened. The group finally decided to add three members to the task force to provide broader representation; but, on the other hand, not let the group become too large and unwieldy. They asked William Bradley first, but he planned to be away from the county two of the next three months, so he felt he had to decline serving. Grace Sanchez was the next person asked to accept membership on the task force; she was willing to serve. As several members agree, this will make the group more representative. Apparently, they are referring to the five men and two women originally appointed by the CRD Advisory Committee. The other new members are the presidents of the Lions Club of Mason and the Mason Jaycees. Both organizations have large memberships, and it is felt that the presidents can represent their members' views on the needs under consideration.

As soon as all 10 members are "on board" and functioning, two other decisions are made by the task force. Since Joe Stevens would serve only as temporary chairperson, and since no one wanted to chair the group, it was finally agreed that the leadership would rotate, with a different committee member presiding at each meeting and responsible for overseeing activities until the next meeting. Names were drawn out of a hat to determine the order in which each would serve. Also, they agreed to meet every two weeks until the job was completed.

This is the third meeting of the task force, and you are still meeting with them. You help them secure the needed information, and you respond to questions they ask about procedure. Bob Jenkins is chairing the meeting. The members discuss one of the six needs referred to them by the CRD Advisory Committee. This meeting is focused on the concern about industries coming in and buying up prime farmland. With the recent drop in land prices, this concern becomes more real. While several task force members say they would like new industry in the area, they worry about keeping a balance between prime farmland and industrial sites.

The task force seems about the right size and structured just enough so the members can interact freely in moving toward accomplishing their objective. Their report is due to the CRD Advisory Committee in another two or three months. Because of the background and ability of these 10 members, they work well together. Rotating the chairperson seems to limit the team building roles one usually expects of the group leader. Some of the communications about meetings, next steps, and other details get lost between one chairperson and the next. No one seems responsible for helping the group become cohesive, or to help group members with any individual needs or concerns.

Halfway through the third meeting, John Wilson, realtor and president of the Mason Chamber of Commerce, questions whether or not the task force is making sufficient progress on the need to set priorities. He feels the discussion of each need is helpful, but he is afraid the group will still be discussing those needs two or three months from now, and still be no closer to the ranking requested by the CRD Advisory Committee.

Alice Trent says she agrees, and thinks that we have no decisionmaking process set up in the group. Bob Jenkins, who is chairing the meeting, takes these comments rather per-

sonally, and says that if they want a different person to conduct this meeting to let him know.

What started out as concern with the apparent lack of an adequate procedure for decision-making soon gets somewhat out of hand, with several members now speaking up and getting rather excited. There appears to have been more frustration among some members about the lack of progress and direction than was apparent. George Amberg, the newspaper editor, suggests the task force take a 10-minute break to cool down. Bob Jenkins immediately accepts the suggestion and calls a 10-minute recess.

George Amberg gets together with Bob Jenkins, John Wilson, and Alice Trent to talk over the concern voiced by John and Alice. George, John, and Alice assure Bob that it is not a reflection on his leadership, but that several of the members feel progress toward reaching a decision is too slow. Bob apologizes for taking the comments personally, saying that he has not chaired many groups and is happy that this is the only meeting of the task force he will have to chair. John and Alice admit that they should have taken on more active roles as members of the group and should have expressed their concern earlier.

As the task force reconvenes, Bob Jenkins asks each member to give some indication of where he or she feels the group is headed, and if he or she thinks the time schedule and way the group is working are realistic. While there are some differences of opinion, most members feel that they must focus more on a way of ranking the relative importance of those needs. If they continue on their present course, the task force will have considerable information about the six needs, but they will be no closer to ranking them, even after another two months of meetings. After considerable discussion, the task force votes unanimously to continue to discuss one of the six needs at each meeting, but, also, to rank the need(s) discussed at the end of each meeting. As additional information becomes available, the rank order may change, but at least the group can keep a running record of actions and make a final determination at the last meeting.

Bob Jenkins expresses his appreciation to the task force members for what he considers to be real progress at this meeting. He apologizes again for getting a little "hot" earlier, and states that tonight's experience should help him to be a better group leader in the future. He closes the meeting by raising a number of questions that concern him about the task force, the role of task force members, the job to be done, and how best to go about it. Among his concerns:

1. Is rotating the chairperson a good idea, or does this lessen group cohesiveness and weaken the group's decisionmaking ability?

2. After three meetings, are we functioning as a group, or are we 10 individuals going in 10 different directions?

3. If we are not functioning as a group, what can we do to improve team building and group leadership?

4. What types of roles should members carry out to make the whole process more effective?

5. How do we develop a balance among the three functions of our group: accomplishing the task before us, building an effective group, and still being aware of the needs and interests of individual task force members?

6. Finally, what do we mean by such terms as "balanced" and "representative"?

(Elapsed time, 4 hours)

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Unit III. Individual Leadership Skills

In Unit III, which has three subunits, we will focus on the individual leader and the skills he or she may develop to enhance leader effectiveness. Few people will develop all of the skills, but a leader should be aware of those skills that are necessary to accomplish group goals and, either help to perform them, or be aware of others in the group who can perform them. The skills will be identified and we will show how they relate to various leader activities. The TIP Sheets provide some suggestions on how to perform the skills. Leaders may want to pursue further the development of some of the skills. There are many existing training programs that focus on each of the skills discussed in Unit III.

Use Transparency 22.

Use Leadership Exercise 7 "Identifying Important Leadership Characteristics" (in Learners' Packet). Review the directions and have participants identify characteristics. Use the discussion to lead into presentation and discussion of Subunit 1.

Subunit 1—Personal Characteristics

(Total time—40 minutes)

Key Points—Personal Characteristics

The personal characteristics that are effective may vary among cultures. Nearly everyone has the capacity to exercise leadership in particular settings and under particular conditions.

Some characteristics persistently emerge among people who are identified as leaders in a variety of situations These characteristics are:

- Intelligence,
- High level of energy,
- Positive attitude,
- Self-confidence,
- Assertiveness
- Ability to express feelings,
- Ability to control inappropriate emotions,
- Humor,
- Empathy,
- Openness, and
- Creativity.

Most of these characteristics are learned, either formally or environmentally. They may be difficult to change, but they can be changed through sustained effort.

[See Sourcebook, Unit III, "Personal Characteristics"]

Use Transparency 23.

Ask participants to identify those characteristics they think are most important to leadership. Ask them to identify well-known leaders, and evaluate their apparent possession of

those characteristics. Find out what they think about "born" leaders versus "made" leaders.

(Elapsed time—40 minutes)

Use Leadership Exercise 8—"Checklist of Leadership Roles." Review directions carefully and use discussion of results to lead into subunit 2 presentation and discussion.

Subunit 2—Personal Relationship Skills

(Total time—60 minutes)

Key Points—Personal Relationship Skills

The primary task of leadership is to accomplish some task, project, or program through the efforts of other people. Personal relationship skills are, then, a necessary part of the leader's repertoire.

Personal relationship skills include skills both in developing group relationships and in dealing with individual needs of members of the group. These would include:

- Listening,
- Encouraging,
- Providing feedback,
- Praising,
- Questioning,
- Mediating,
- Teaching and training, and
- Maintaining discipline.

[See Sourcebook, Unit III, "Personal Relationship Skills"]

Use Transparency 24.

Ask participants if they can identify other skills that would be helpful for leaders in dealing with relationships in groups and organizations. Ask them to identify situations they have been part of in which one or more of these skills were not practiced, and what happened.

(Optional) Use TIP Sheets 19 through 25 (in Learners' Packet)

(Elapsed time, 1 hour, 40 minutes)

Subunit 3—Task Accomplishment Skills

(Total time—60 minutes)

Key Points—Task Accomplishment Skills

The objective of leadership usually is the accomplishment of some task. Task-oriented functions require the performance of several leader skills by members of the group. Sometimes those skills are performed by a person having a leader title, and sometimes by others. However, a person behaving as a leader needs to know the skills and ensure that they are carried out. Task accomplishment skills include:

- Initiating,
- Elaborating,
- Communicating,
- Coordinating,
- Information seeking,
- Gaining content knowledge,
- Information giving,
- Analyzing,
- Diagnosing,
- Summarizing,
- Evaluating, and
- Managing.

Task-oriented skills are most needed when objectives are either very well-defined, or when poorly defined. Where a task is moderately well-defined, but where creativity is needed, relationship skills become more important.

A leader must always keep in mind that people participate in groups for different reasons. It is, therefore, important to pay attention to the needs of individuals in the group. Understand the needs of the members of the group, and then make sure they are met (if they do not interfere with the performance of the group).

[See Sourcebook, Unit III, "Task Accomplishment Skills"]

Use Transparencies 25 and 26 .

Ask participants which of the task skills they consider most important. Why? How would they involve others in the group in carrying out some of the task functions?

Use Leadership Exercise 9 —"Assessing Your Leadership Skills" (in Learners' Packet). Review directions carefully. Allow time for participants to complete the exercise and for full discussion of the skills the group identifies as those they need to develop more fully.

(Optional) Use TIP Sheets 26 through 35. Discussion of Leadership Exercise 9 might be helped by using TIP sheets on skills identified as needing more attention.

The following six *discussion questions* are based on the materials in Unit III. These questions can be used as a brief review of Unit III, or they can be used as appropriate throughout the Unit.

1. Intelligence and a high level of energy are two personality characteristics thought to be at least partially inherited. Can one enhance these to be a more effective leader?

(See Sourcebook, Unit III, "Personal Characteristics")

2. Which personal characteristics do you believe are the most important? Why? How can these characteristics be developed?

(See Sourcebook, Unit III, "Personal Characteristics")

3. Why are personal relationship skills essential for effective leadership? Discuss these skills and their purpose.

(See Sourcebook, Unit III, "Personal Relationship Skills")

4. What task skills are necessary for "getting the job done?" When is task-oriented leadership most needed?

(See Sourcebook, Unit III, "Task Accomplishment Skills")

5. When are personal relationship skills most importa...?

(See Sourcebook, Unit III, "Summary of Individual Leadership Skills")

6. When formal leaders do not carry out the leadership functions, emergent leaders will (if there is a high level of motivation to accomplish a task). Do you believe it is possible to have a smooth transition between individuals performing leadership functions?

(See Sourcebook, Unit III, "Summary of Individual Leadership Skills")

(Elapsed time, 2 hours, 40 minutes)

Notes to Leader

1. At least two 15-minute breaks or one 30-minute break should be provided during Unit III. If possible, this should be in addition to the 4 hours allotted for subject-matter discussion and presentation.

2. TIP Sheets 19 through 35 relate to Unit III and may be used at times indicated in the schedule, or at some other time during the in-service education program, as desired by the leader. To be most effective, the participants need time to read and develop questions and comments on them. This could involve another one-hour session, if time permits.

3. Review "Instructions for Leadership Case" (in Unit I).

Leadership Exercise 7: Identifying Important Leadership Characteristics

Purpose:

To identify what participants consider to be the most important leadership characteristics.

Material Needed:

Leadership Exercise 7--"Identifying Important Leadership Characteristics" (in Learners' Packet).

Directions:

1. Use Leadership Exercise 7—"Identifying Important Leadership Characteristics."

2. Ask participants to name what they consider to be the most important characteristics of leadership. Characteristics that might be listed are: intelligent, interested in people, well-organized, highly motivated, effective speaker, energetic, sense of humor, self-confident, well-respected, good communication skills, sensitive to group's interests, among others.

3. Write these characteristics on a chalkboard or newsprint at the front of the group, and number them.

4. Ask each participant to list, on Leadership Exercise 7, the *five* characteristics he or she considers *most* important. Encourage participants to identify these by the numbers assigned to the characteristics on the chalkboard or newsprint sheet.

5. Ask participants, one by one, to announce the numbers of the five characteristics they have listed on their sheet.

6. Record the "votes" on the chalkboard or newsprint sheet, alongside the leadership characteristics receiving the votes.

7. Total the results and discuss the five characteristics considered most important by the group.

8. Look at those characteristics that received the fewest votes, and ask the group to discuss them.

Leadership Exercise 8: Checklist of Leadership Roles

Purpose:

To identify the leadership roles of Extension educators in various group situations.

Materials Needed:

Leadership Exercise 8--"Checklist of Leadership Roles" (in Learners' Packet).

A transparency or newsprint sheet with the leadership roles listed down the left side of the sheet.

Directions:

1. Use Leadership Exercise 8—"Checklist of Leadership Roles."

2. Ask participants to identify a recent group meeting they attended that was related to Extension work and in which they had some active part to play.

3. Ask participants to identify or describe the meeting in the space provided on the Checklist sheet.

4. Ask participants to go down the list of leadership roles and check, in Column 1, the role or roles they felt they carried out in the meeting. Check as many as apply.

5. Ask participants to rate, in Column 2, from 1 (low) to 10 (high) the importance of each of these roles *to the group.*

6. Ask participants to check, in Column 3, the one or two roles they think are most important for Extension educators (not limited to what they checked earlier in Column 1).

7. After participants have completed these steps, ask each participant to report on what he or she has marked on the checklist *or* collect the checklists and have them tabulated.

8. Place the results of all the checklists on a transparency or newsprint sheet.

9. Discuss: (a) the roles most frequently checked in Column 1; (b) the roles the participants rate as being most important to the group (Column 2); and (c) the roles participants think are most important for Extension educators (Column 3).

Leadership Exercise 9: Looking at Your Leadership Skills

Purpose:

To have the Extension educator make an assessment of his or her leadership skills.

Materials Needed:

Leadership Exercise 9—"Looking at Your Leadership Skills" (in Learners' Packet)

Directions:

1. Use Leadership Exercise 9- "Looking at Your Leadership Skills."

2. Ask participants to look down the list of leadership skills and indicate how they would assess themselves on *each* skill.

- Place a *plus sign* (+) before each leadership skill that they feel they *have* and *use* in groups and organizations.
- Place a *minus sign* (-) before each leadership skill that they feel they *do not have*, or do not have at a level sufficient to use in groups and organizations.
- Place a *question mark* (?) before each leadership skill that they are not sure that they have, or have at a level sufficient to use in groups and organizations.
- Circle the *one* or *two* leadership skills that they would like to develop more fully and effectively use in groups and organizations.

3. Ask participants to discuss those leadership skills that they would like to be able to use more fully and effectively. Have participants suggest how they might improve their ability to use these leadership skills.

Leadership Case Study—Part 3

(Total time—60 minutes)

Developing Leadership: A Task Force Makes Its Report in Adams County

Nearly four months have passed since the task force was appointed and, tonight, it is meeting with the Adams County Community and Rural Development (CRD) Advisory Committee to give its report. Joe Stevens, who served as temporary chairperson when the task force first started, has been selected by the group to make the report. After thanking the other members of the task force for their hard work and dedication, and after briefly reviewing the process the group followed in carrying out its assignment, Stevens reports on the results.

Two needs are placed in the top category and should receive immediate attention: (1) consideration of some city-county central services, such as law enforcement, recreation, libraries, and others; and (2) concern about industries coming in and buying up prime farmland, and the need to maintain some balance in land use. The two needs in the middle range are (1) need for two additional middle schools; and (2) consideration of a county-wide water and sewer system. Finally, Stevens reports on the other two needs referred to the task group by the CRD Advisory Committee. Although they are both important, county participation in meeting the operating costs of the Mason Municipal Airport and the need for farmers, realtors, builders, and others to make use of the new soil survey are at the bottom of the list.

Stevens goes on to thank you for serving as a consultant to the task force, and helping it complete its work on schedule. He turns in the group's report and a separate file on each of the six needs studied by the task group. He mentions that you and the Cooperative Extension Service in Adams County provided the leadership in seeing that the report and the separate file on each need were typed, reproduced, and ready for distribution tonight. The chairperson of the CRD Advisory Committee congratulates the task force on its hard work and fine report. Before discharging the task force, he asks if any member would like to comment.

George Amberg, the newspaper editor, says that he enjoyed serving and was proud of the job they did, but one decision they made early was a mistake. He then goes on to describe the rotating leadership. "Don't misunderstand me. I think we worked well together and did a good job, but a different chairperson at each meeting disrupted communications, made for unevenness in our progress, and hindered our coming together as a team." Amberg goes on to say that leadership can be shared, but one person as group manager is much better.

These comments interest several members of the CRD Advisory Committee, and a general discussion soon develops. Several suggest that personal characteristics, like assertiveness and self-confidence, are important individual leadership traits, and if somebody has these traits, select him or her as group leader. Someone else feels strongly that most of these characteristics can be learned and developed. Joe Stevens gets into the discussion by emphasizing that certain task skills (coordinating, summarizing, communicating) are the key elements needed in leadership positions. Another person says this is fine, but if the leader does not have good personal relationship skills, not much will be accomplished, and the group may never really function as a group.

A member of the CRD Advisory Committee turns to you, and reminds those present that developing leadership is one of your responsibilities in your Cooperative Extension work. He asks you to settle some of these issues that have been brought up tonight. Specifically, he asks:

1. Are some people born with leadership traits, or are all personal characteristics learned and developed through experience?

2. Is getting the job done, or building team spirit among the group's members more important?

3. Does a forceful, directive leader accomplish more than one who waits for the group to make decisions?

4. Through various techniques that you know, how would you go about developing a list of community leaders?

5. How do you go about developing leaders? If they are already leaders, why do they need developing? If they are not leaders why spend time trying to develop them?

6. The majority of community leaders are men because men possess the personal characteristics of leadership and have the leadership experience. What do you think?

(Elapsed time, 3 hours, 40 minutes)

Self-Assessment

(Time—20 minutes)

The final exercise in Module 3 is administering the Self-Assessment Instrument, as a posttest. As stated earlier, the purpose here is to give some indication, at the end of the Module, of whether or not the participants' knowledge and understanding about leadership and their leadership skills have changed. And, most important, whether or not they have a better feeling about themselves as leaders.

Ask the participants to complete the Self-Assessment Instrument (in Leader's Packet) and, if time permits, discuss with them the results of the posttest.

(Time elapsed, 4 hours)

A Final Note

After completing Module 3, the participants will know more about leadership and leadership functions and will be better able to apply the behavior and skills involved in leadership practice. Participants also will be better prepared to identify and work with other leaders and to develop and carry out educational activities that will strengthen the leadership capabilities among their clientele. The Leadership Exercises, TIP Sheets, and Leadership Case, in particular, will help participants in their understanding of leadership and will be useful to them in leadership training.

Comparing the Self-Assessment Instrument results, obtained at the beginning and end of Module 3, will give participants an indication of their progress during the workshop, as well as indicate the leadership knowledge and skills that may need further attention.

Working With Our Publics

Module 3: Developing Leadership

Learners' Packet

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Contents

continued

Introduction to Learners' Packet for Module 3

The material in the Learners' Packet is important to you and your work with others. Developing leadership among the volunteers with whom you work is a priority objective of Extension. Much of what happens through Extension is the work of active, knowledgeable, and committed volunteer leaders. Important, too, is fully realizing your own leadership functions as you apply your knowledge and skills to specific situations.

This material focuses on identifying and working with leaders, group leadership skills, and individual leadership skills. Included here are TIP Sheets (one-page "how to" handouts), Leadership Exercises, a three-part Leadership Case, four short articles on leadership, and pretest and posttest self-assessment instruments to give you some ideas of your understanding of leadership at the beginning and the end of Module 3.

After using these materials, we hope that you will be able to:

1. Understand better and apply more fully the behaviors and skills involved in leadership practice, including your ability to perform in leadership roles related to your professional responsibilities.

2. Identify and work effectively with current leaders in groups, organizations, and communities, as well as identify and involve emerging leaders.

3. Develop and carry out educational activities that will strengthen leadership capabilities among others.

4. Understand better what motivates people to participate in group, organization, and community activities, and act on those understandings.

Four important techniques that will help you and group members to develop leadership skills are highlighted in these materials. These techniques are *modeling, integrating, practicing,* and *processing*. Those who exercise leadership should serve as examples of how leadership functions are carried out. They should *model* good leadership practices for the benefit of others. Individuals need to *integrate* what they have learned about leadership skills into their everyday work with people. What one learns in one situation has application to many other situations, if the individual incorporates these new skills or knowledge into ongoing situations.

Learning leadership skills means *practicing* those skills in public. You need to be sensitive to this and help others find opportunities to practice leadership skills. Role-playing is one useful technique to simulate any number of different situations for practicing newly acquired leadership skills. Finally, you have an important role in helping individuals *process* leadership situations. People learn by doing, especially if they understand *what* it is they are doing and *why*. Through processing, analyzing what is going on, people gain insight into the dynamics of a particular situation. *Modeling, integrating, practicing,* and *processing* are four techniques that help individuals develop their understanding of leadership and how to carry out leadership functions in a group.

Self-Assessment Instrument

Part 1

Read the following statements on leadership carefully. Circle the response that most nearly reflects your agreement or disagreement with each statement. Use the following rating scale for your responses:

SA = Strongly agree
A = Agree
D = Disagree
SD = Strongly disagree

1. It is personal qualities alone that distinguish a leader from followers.

   SA A D SD

2. The group task itself may influence the style with which leaders do their job.

   SA A D SD

3. For every leader role, there is a follower role.

   SA A D SD

4. Leadership is a process and not a person.

   SA A D SD

5. The traits and abilities required of a leader do not vary from one situation to another.

   SA A D SD

6. Leaders are not born; they are made and maintained by the followers who support them.

   SA A D SD

7. Effective leadership results from the right combination of situational factors and leadership style.

   SA A D SD

8. Both followers and leaders are active participants in the leadership process.

   SA A D SD

9. Although a leader can delegate tasks to other group members, the leader maintains primary responsibility for the accomplishment of those tasks.

   SA A D SD

10. Followers grant status to the position of leadership, giving the leader role legitimacy.

SA A D SD

11. Leadership is a dynamic process of mutual influence between a leader and followers.

SA A D SD

12. High participation calls attention to prospective leaders, and convinces the group of the person's motivation.

SA A D SD

Part 2

Read the following statements carefully. Circle the response that most closely reflects how you would react to each of the situations. Use the following rating scale for your responses:

Yes = You would take the action indicated.
Possibly = Perhaps you would take the action indicated.
No = You would *not* take the action indicated.
Undecided = You are not sure whether you would or would not take the action indicated.

You find yourself in a variety of small group situations (committees, boards, work groups, and others) in which you are a member or you serve in an advisory capacity to the group. In each of the following situations, check the degree to which you would take action.

1. A group is meeting for the first time, and you are attending as a member. If no one seems to be in charge, you would be willing to start the meeting off with introductions of those present and what they saw as the purpose of the meeting.

Yes Possibly No Undecided

2. You are a consultant to a group that has met several times. You begin to realize that the group has not understood the implications of its proposed action. You would ask questions and raise issues to help group members understand the implications of their proposed action.

Yes Possibly No Undecided

3. The chairperson fails to show up at a meeting of a group to which you serve as an advisor. You would act as chairperson unless someone else volunteers.

Yes Possibly No Undecided

4. You are attending a meeting of a group as a member. During the course of the meeting, several members get upset and start shouting at each other. If the chairperson does not act, you will stand and ask all the members to remain calm and discuss the issue in a businesslike manner.

Yes Possibly No Undecided

5. The leader is highly task-oriented, and is pushing the group to finish an assignment within a few weeks. As a consultant or adviser to the group, you feel the leader is pushing too hard. You would arrange a meeting with the leader to discuss your concerns.

Yes Possibly No Undecided

6. The same people keep appearing in leadership positions every time a new group is formed. As a member of several such groups, you would take it upon yourself to try to involve new people who have leadership potential, in these groups.

Yes Possibly No Undecided

7. Group members take on assignments, but do not carry them out. As a member of the group, you would bring this to the group's attention at the next meeting.

Yes Possibly No Undecided

8. Group members seem to enjoy meeting together, but nothing gets accomplished. The group has accepted a task, and the deadline is fast approaching. As a member of the group, you would feel it was your responsibility as much as anyone's that this be brought to the attention of the members.

Yes Possibly No Undecided

9. If you were chairing a group and the members did not respond to your leadership, you would resign and let someone else try to lead the group.

Yes Possibly No Undecided

10. If you were working as a consultant with a group on a project and the members looked to you for all their decisions, you would stop meeting with them to force them to make their own decisions.

Yes Possibly No Undecided

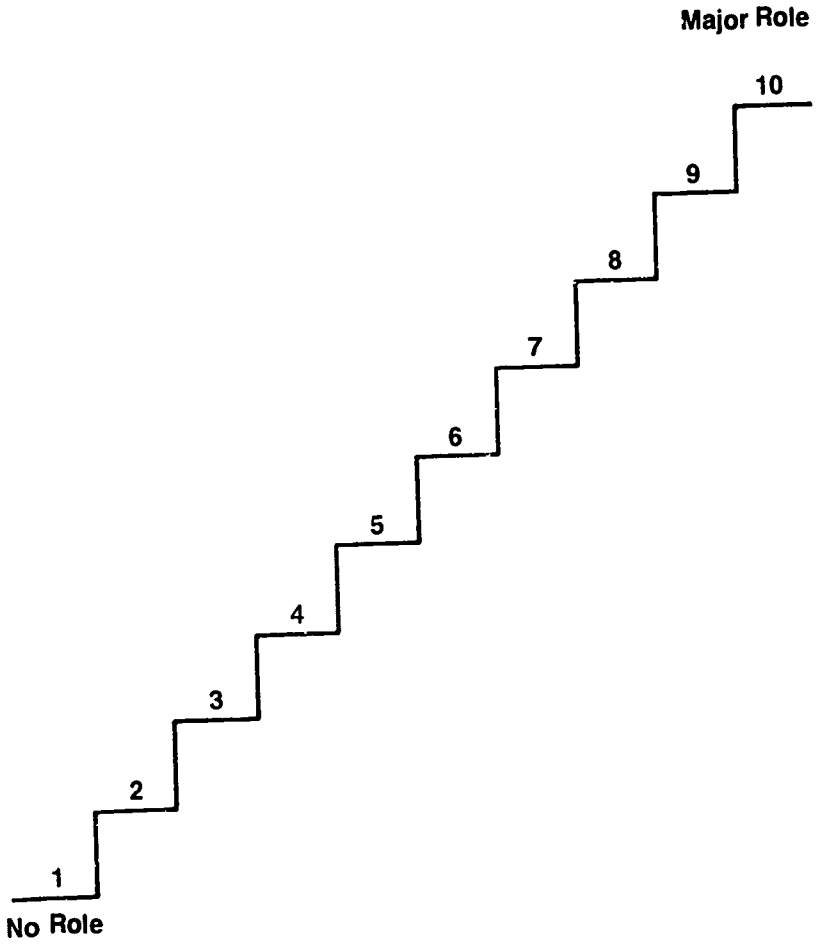
Part 3

The following items describe certain leadership activities in a group. As a group leader, which of these would be easier for you to do; which would be harder for you?

	Easier to do	Harder to do
1. Serve as a spokesperson for the group.	_____	_____
2. Settle conflict within the group.	_____	_____
3. Allow members complete freedom of action.	_____	_____
4. Accept blame for group failures.	_____	_____
5. Assign members to particular tasks.	_____	_____
6. Let members do their work in their own way.	_____	_____
7. Keep the group working at a rapid pace.	_____	_____
8. Schedule the work to be done.	_____	_____
9. Share leadership with other members.	_____	_____
10. Help individual members with their problems.	_____	_____
11. Represent the group in front of other people and organizations.	_____	_____
12. Establish the agenda for group meetings.	_____	_____
13. Recruit new members for the group.	_____	_____
14. Conduct group meetings.	_____	_____
15. Build a team spirit among the group members.	_____	_____

Leadership Exercise 1
The Extension Educator As a Leader

Consider the staircase below, and think about a situation where an Extension educator has no leadership role in the Extension education process. Place this person on step 1. Think of another situation in which the Extension educator has a major leadership role in the Extension education process. Place this person on step 10. Now, place yourself on the appropriate step that reflects your leadership role in Extension education situations.



Leadership Exercise 2
Identifying Community Leadership

List up to eight individuals who live in the same community and whom you would identify as community leaders; then wait for further instructions.

Community Leaders	1	2	3	4
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___

Leadership Exercise 3
How Would You Act?

If you were leading a group, how would you act in each of the following ten situations? *Circle* whether you would **U**—usually, **S**—seldom, or **N**—never act in tne described way.

U S N . . . 1. I would keep the group working at a rapid pace.

U S N . . . 2. I would allow the group a high degree ot freedom.

U S N . . . 3. I would stress being ahead of competing groups.

U S N . . . 4. I would be willing to make changes.

U S N . . . 5. I would schedule the activities to be completed

U S N . . . 6. I would trust the group members to exercise good judgment.

U S N . . . 7. I would assign group members to particular tasks.

U S N . . . 8. I would let the members do their work in the way they think best.

U S N . . . 9. I would urge the group to beat its previous record.

U S N . . . 10. I would permit the group to set its own pace.

Leadership Case—Part 1

Developing Leadership: A Task Force Is Appointed in Adams County

The Adams County Community and Rural Development (CRD) Advisory Committee has appointed a task force of seven persons to consider a number of needs that have been discussed by the Advisory Committee over the past year, but never resolved. The task force is asked to report back within three or four months with a ranking of these needs in terms of their importance to and impact on the City of Mason and Adams County. The task force has been encouraged to add other members to the task force if this will make it more representative, and if it will help to add weight to the group's report.

You, as a member of the Adams County Cooperative Extension Service staff, have been asked by Joe Stevens, local agribusinessman and acting chairperson of the task force, to attend the first meeting of the task force. Because the group has not met before, and because no one knows exactly what help and consultation the group might need, it was Joe's idea that someone from Extension might be most helpful.

You arrive at the meeting room and find seven people standing around drinking coffee and talking. You know all of them from various other meetings and activities. In addition to Joe Stevens, there is George Amberg, editor of the Adams County newspaper; Bob Jenkins, owner of several farms; John Wilson, realtor and currently president of the Mason Chamber of Commerce; Mark Manski, president of the Adams County Technical Institute; Martha Rogers, president of the Junior Woman's Club of Mason; and Alice Trent, president of the Arts Council of Mason.

At exactly 8:00 p.m., Joe Stevens breaks away from a conversation with two other men and asks everyone to fill their coffee cups and sit down around the table. There are five men, two women, and you present. Stevens begins the meeting by asking Martha Rogers if she would mind taking a few notes of what goes on at the meeting; she declines. George Amberg volunteers to keep notes of what happens at the meeting. Stevens states that he is not chairperson of the task force, but did agree to serve as temporary chairperson. As soon as the group begins to function, he will step aside and let the members choose a permanent chairperson. He states that he is not a candidate for that job.

According to Stevens, there are two items on the agenda, plus selection of a chairperson. The first item is the list of needs referred to the task force by the CRD Advisory Committee. The task force has been asked to rank the items listed. The list includes:

1. Need for two additional middle schools

2. Need for a county-wide water and sewer system.

3. Concern about industries coming in and buying up prime farmland.

4. Consideration of some city-county central services, such as law enforcement, recreation, and libraries.

5. County participation needed in meeting the operating costs of the Mason Municipal Airport.

6. Need for farmers, realtors, builders, and others to understand and use the new soil survey published about three months ago.

The second item is whether or not the task force wants to invite additional people to serve. George Amberg, the newspaper editor, suggests the task force hold off on any action until some of the community leaders are contacted and asked to join the group. Someone jokes that the people around the table are certainly community leaders and, besides, too many people on the task force will

make the group unwieldy. A serious discussion follows on who are the community's leaders, and who needs to be involved to make the work of the task force successful. That is, to bring in a ranking of the needs that the CRD Advisory Committee can accept and act upon.

Names are suggested, including several local business people and farmers, the presidents of both the Kiwanis Club and Lions Club of Mason, the president of the Jaycees, and others. Someone mentions William Bradley. He is retired and holds no office in any organization at the present time, but he is well-known and well-respected in Adams County. He lived here at one time; moved away and became a very successful businessman; and then moved back here to retire. Everyone seems to check things out with him because he has had so much experience and seems to know a great deal about everything.

"If you're thinking of William Bradley you should also think about Grace Sanchez," Alice Trent suggests. "Grace is a recognized photographer and author, and one of our best-known citizens. She can make valuable contributions to any community project." Another person agrees that Grace's views are highly respected in the community, and that she would make an excellent member of the task force.

George Amberg raises three concerns. "If we keep going back to the so-called community leaders, how will new and younger leaders ever get a chance? Second, as long as we are suggesting names, shouldn't we consider people with particular knowledge about what the CRD Advisory Committee has referred to the task force? And, finally, how many can we add to the task force and still get our job done within the three to four months' time limit?"

This opens up a number of questions and concerns from other members of the task force. Among the points of discussion:

1. Should the task force be limited to the current seven members or should it be enlarged? Why?

2. If the decision is to add members, how many should be added and how will they be selected?

3. What about George Amberg's concern about the need for emerging leaders to get a chance to serve on such a task force?

4. How about including the presidents of the various social and civic organizations? They could represent their groups on the task force, and this would provide a broad base of support for the work of the task force.

5. What kind of leadership will this task force need?

6. How does the task force go about securing a chairperson?

TIP Sheet 1
Identifying Current Leaders: Reputational Approach

The reputational approach to identifying current leaders is based on the assumptions that (1) leadership in a community cannot always be determined by participation alone; and (2) knowledgeable people in the community are able to identify community leaders. Reputational leaders can be identified through several techniques.

1. Interview people who are knowledgeable about community affairs and ask them who are the important decisionmakers in the community. Members of the Extension Council, local business leaders, public officials, and others can offer names. From this information, a list of names can be drawn, with those mentioned most frequently at the top of the list. This is a rather simple technique and can be carried out in interviews, or on a rather informal basis. There are other steps that can be taken to provide more accurate and complete information.

2. People named as leaders can be interviewed to find out who *they* name as community leaders.

3. The list of community leaders can be presented to a group of knowledgeable people, such as the Board of Directors of the local Chamber of Commerce, for additions and modifications.

Some of the possible limitations to the reputational approach for identifying current leaders are:

1. If the knowledgeable people are not as knowledgeable as you think, you may get an incomplete and possibly inaccurate list of community leaders.

2. Your list may identify general community leaders, but these may not be the people who deal with specific issues and problems in the community.

TIP Sheet 2
Identifying Current Leaders: Positional Approach

The positional approach to identifying current leaders is based on the assumption that those in certain leadership positions in community organizations are, in fact, leaders, and are involved in community decisions. Positional leaders can be identified through a simple two-step technique.

1. Determine which formal organizations are to be included in this approach by drawing up a list of organizations that are relevant to the particular issue or activity for which leadership is needed.

2. Identify who fills the formal leadership positions in each of these organizations.

Positional leaders are easy to identify. This technique takes little time, and involves little or no cost.

Some of the possible limitations to the positional approach are:

1. Some positional leaders may be only "figureheads," and do not exercise any authority or provide any leadership to their organizations or the community.

2. This approach is limited to formal organizations and, therefore, does not help to identify the informal leaders in the community.

TIP Sheet 3
Identifying Current Leaders—Decisionmaking, Social Participation, and Personal Influence Approaches

The decisionmaking, social participation, and personal influence approaches to identifying current leaders are based on the assumption that those who are involved in important community decisions and actions are leaders in the community. These leaders can be identified through several techniques:

1. Look at several recent community decisions and identify those who took part in making those decisions. Here you are identifying *actual behavior,* instead of identifying people in leadership positions, or people identified by others as leaders. Because the focus is on behavior, the leaders are quite visible. Looking at several community decisions helps to distinguish general community leaders (involved in several decisions) from those leaders who are involved in only one special issue or project.

2. Look at several recent community projects and identify those who participated in the action phase of each project. Sometimes referred to as the "social participation approach," this technique, like the decisionmaking approach, focuses on actual behavior. The number of community activities in which the individual is involved and the extent of involvement in each are a rough measure of social participation. Because of this, leadership is visible.

3. Ask people whom they turn to when they seek advice or need an opinion on some matter of importance. They turn to people whose advice they respect, and hence these people are viewed as opinion leaders with considerable personal influence. You can find out who these people are through survey techniques, by development of sociograms, or both.

Some of the possible limitations to the decisionmaking, social participation, and personal influence approaches are:

1. Identifying leaders through these approaches takes more time and effort than either the reputational or the positional approach.

2. These approaches fail to identify those leaders who may be functioning on community issues in the background.

TIP Sheet 4
Identifying Emerging Leaders

Identifying potential or emerging leaders is more difficult than identifying current leaders, but is worth the extra effort. The assumption is that these are the community's leaders in the years ahead. Helping these emerging leaders develop the skills needed should be a priority task for Extension educators. Potential leaders can be identified through several techniques.

1 Look at the people who fill supervisory and administrative positions in educational, religious, governmental, social service, and other organizations in the community. These people provide much of the information on which decisions are made, and they frequently have major responsibility for carrying out these decisions.

2. Look at the customers, clients, and members of organizations who work together on community projects. Members of a Parent–Teacher Association who sponsor a student science fair and farmers organized against what they consider unfair policies are displaying leadership qualities. These people can serve in other leadership capacities in the community.

3. Look for people who have the technical knowledge needed for a project, or have special information about a particular issue. While they serve a specific function related to a particular project or activity, their involvement may identify them as potential leaders for more general community leadership.

4. Look for people (or listen to others to identify them) who seem to have a special ability to work with groups. Such people, once identified, can provide leadership in a variety of situations.

Some of the possible limitations to these approaches to identifying potential leaders are:

1. The techniques for identifying potential leaders are not clear-cut and are not as easy to follow as are the techniques for identifying current leaders.

2. Potential leaders may not be able to operate effectively outside the limited environment in which they functioned initially.

TIP Sheet 5
Identifying and Working With Minority Leaders

White, middle-class males are overrepresented in leadership positions throughout the United States. Therefore, identifying and working with minority leadership should receive careful attention from Extension educators. Minority leaders can be identified by using the following steps:

1. Through either a *reputational* or *positional* approach, identify the leadership in minority groups and organizations. If a reputational approach is used, make sure that the "knowledgeable" individuals who identify the leaders are truly knowledgeable about the minority group.

2. Try to determine whether these leaders are closely identified with the white leadership; primarily identified with their minority group; or have strong ties to both groups. While many of these leaders can assume additional leadership roles in the community, those seen as leaders by both groups may be best able to serve the whole community.

3. Constantly encourage groups and organizations to reach out for new leadership from among minority leaders so that a wide spectrum of the community is involved in community activities.

Some of the possible limitations of these steps to identifying minority leaders are:

1. Having minority leaders identified who, in fact, are not viewed as leaders within the minority group;

2. Having minority leaders identified for talents and accomplishments (e.g., sports hero), which may or may not prepare them for leadership positions within groups and organizations; and

3. Having minority leaders identified and then not being invited to participate in meaningful community activities.

TIP Sheet 6
How to Recruit and Place Leaders

Once leaders have been identified, the work really begins. Recruiting and placing leaders in appropriate leadership positions require a careful *matching* of the individual with a particular situation. The following suggestions will help in recruiting and placing leaders:

1 Recruiting and placing leaders should be considered a single step. A leadership need is identified and an individual is sought to fill that specific need.

2. To make a good "match," the strengths and abilities of the individual, the nature and needs of the group, and the dynamics of the current situation must all be kept in mind and fitted together effectively.

3. Recruiting and placing must be followed by adequate, usually nonformal, on-the-job training. Here, the Extension educator can be particularly helpful in offering suggestions, reviewing how the leader and the group members are functioning together, evaluating how various tasks have been performed, and so forth.

Some of the possible limitations in the recruiting and placing of leaders are:

1. A particular leader may not perform adequately in a group. The Extension educator must be prepared to assist the group in making changes, when change seems necessary.

2. A particular leader may be "just right" for a group, but over time, either the leader or the group changes, or both change, and a change in leadership may be called for.

TIP Sheet 7
How to Model Leadership Behavior

One effective way to help people learn about leadership is to *model* good leadership behavior. How Extension educators work with people in groups should be an ongoing demonstration of how others should work to be effective with groups. Here, Extension educators are *teaching by example*, 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 and schedule of 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.

TIP Sheet 8
How to Integrate 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. In other words, individuals, by integrating their current leadership ability into new situations, continue to learn from these new experiences and further develop their leadership skills. To integrate leadership training, the Extension educator 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, in one situation, 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 with people.

Most important—the more the individual is able to integrate current leadership training and experience, the more the individual becomes a whole or complete leader.

TIP Sheet 9
How to Practice Leadership

Learning 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. The Extension educator needs to be sensitive to this possibility and can help in the following ways:

1. Set up a "role-playing" situation in which individuals explain what they would do and how they would go about it as a "rehearsal" for the actual event.

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

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

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

Most important—if current and potential leaders can look at their exercise of leadership as opportunities to practice and develop better skills, then leadership functions take on a whole new and challenging meaning.

TIP Sheet 10
How to Process Leadership Experiences

Before individuals can learn by doing, they must first realize *what* it is they have done. By explaining, asking questions, and encouraging discussion, the Extension educator can help individuals understand what they have learned in one situation, and how to transfer that learning to other situations. This is what is meant by *processing* leadership experiences. To process leadership experiences, the Extension educator should help individuals:

1. Analyze group situations in which they were a part, and determine leadership needs important to that group at that time.

2. Understand how leadership styles affect productivity, decisionmaking, and personal satisfaction of group members.

3. Identify the leadership skills that were needed in a particular situation, and work with the individual to determine whether or not the individual possesses those skills.

4. Use the skills called for in a particular situation, or know how to elicit those skills from others in the group.

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

Leadership Exercise 4
Working Together to Reach Decisions

The group has approximately 10 minutes to discuss the following problem and try to reach a decision:

People have expressed a number of concerns about their community—empty stores downtown, lack of adequate recreational facilities for young people, loss of jobs because of the closing of two small factories, an apparent lack of pride, and a loss of interest in the community and its future. What can the members of this group do to respond to one or more of these concerns? What steps can we suggest? How do we get started?

Leadership Exercise 5
Problem Solving in a Group

The group has approximately 10 minutes to discuss the following problem and try to reach a decision:

Cooperative Extension is planning to introduce a new program of professional in-service education for all Extension personnel. Your group has been asked to consider *how* the program might best be carried out, if the total time for in-service education is 40 to 50 hours (for example, one week of intensive training, one day a week for five or six weeks, two long weekends, or others).

Leadership Exercise 6
Five Most Important U.S. Leaders

List whom *you* consider to be the five most important living U.S. leaders.

1. _____

2. _____

3. _____

4. _____

5. _____

Now, form into groups of three or four and formulate *one* group list of the most important U.S. leaders.

Leadership Case—Part 2

Developing Leadership: A Task Force at Work in Adams County

A month has gone by since the first meeting of the task force, and much has happened. The group finally decided to add three members to the task force to provide broader representation; but, on the other hand, not let the group become too large and unwieldy. They asked William Bradley first, but he planned to be away from the county two of the next three months, so he felt he had to decline serving. Grace Sanchez was the next person asked to accept membership on the task force; she was willing to serve. As several members agree, this will make the group more representative. Apparently, they are referring to the five men and two women originally appointed by the CRD Advisory Committee. The other new members are the presidents of the Lions Club of Mason and the Mason Jaycees. Both organizations have large memberships, and it is felt that the presidents can represent their members' views on the needs under consideration.

As soon as all 10 members are "on board" and functioning, two other decisions are made by the task force. Since Joe Stevens would serve only as temporary chairperson, and since no one wanted to chair the group, it was finally agreed that the leadership would rotate, with a different committee member presiding at each meeting and responsible for overseeing activities until the next meeting. Names were drawn out of a hat to determine the order in which each would serve. Also, they agreed to meet every two weeks until the job was completed.

This is the third meeting of the task force, and you are still meeting with them. You help them secure the needed information, and you respond to questions they ask about procedure. Bob Jenkins is chairing the meeting. The members discuss one of the six needs referred to them by the CRD Advisory Committee. This meeting is focused on the concern about industries coming in and buying up prime farmland. With the recent drop in land prices, this concern becomes more real. While several task force members say they would like new industry in the area, they worry about keeping a balance between prime farmland and industrial sites.

The task force seems about the right size and structured just enough so the members can interact freely in moving toward accomplishing their objective. Their report is due to the CRD Advisory Committee in another two or three months. Because of the background and ability of these 10 members, they work well together. Rotating the chairperson seems to limit the team building roles one usually expects of the group leader. Some of the communications about meetings, next steps, and other details get lost between one chairperson and the next. No one seems responsible for helping the group become cohesive, or to help group members with any individual needs or concerns.

Halfway through the third meeting, John Wilson, realtor and president of the Mason Chamber of Commerce, questions whether or not the task force is making sufficient progress on the need to set priorities. He feels the discussion of each need is helpful, but he is afraid the group will still be discussing those needs two or three months from now, and still be no closer to the ranking requested by the CRD Advisory Committee.

Alice Trent says she agrees, and thinks that we have no decisionmaking process set up in the group. Bob Jenkins, who is chairing the meeting, takes these comments rather personally, and says that if they want a different person to conduct this meeting to let him know.

What started out as concern with the apparent lack of an adequate procedure for decisionmaking soon gets somewhat out of hand, with several members now speaking up and getting rather excited. There appears to have been more frustra-

tion among some members about the lack of progress and direction than was apparent. George Amberg, the newspaper editor, suggests the task force take a 10-minute break to cool down. Bob Jenkins immediately accepts the suggestion and calls a 10-minute recess.

George Amberg gets together with Bob Jenkins, John Wilson, and Alice Trent to talk over the concern voiced by John and Alice. George, John, and Alice assure Bob that it is not a reflection on his leadership, but that several of the members feel progress toward reaching a decision is too slow. Bob apologizes for taking the comments personally, saying that he has not chaired many groups and is happy that this is the only meeting of the task force he will have to chair. John and Alice admit that they should have taken on more active roles as members of the group and should have expressed their concern earlier.

As the task force reconvenes, Bob Jenkins asks each member to give some indication of where he or she feels the group is headed, and if he or she thinks the time schedule and way the group is working are realistic. While there are some differences of opinion, most members feel that they must focus more on a way of ranking the relative importance of these needs. If they continue on their present course, the task force will have considerable information about the six needs, but they will be no closer to ranking them, even after another two months of meetings. After considerable discussion, the task force votes unanimously to continue to discuss one of the six needs at each meeting, but, also, to rank the need(s) discussed at the end of each meeting. As additional information becomes available, the rank order may change, but at least the group can keep a running record of actions and make a final determination at the last meeting.

Bob Jenkins expresses his appreciation to the task force members for what he considers to be real progress at this meeting. He apologizes again for getting a little "hot" earlier, and states that tonight's experience should help him to be a better group leader in the future. He closes the meeting by raising a number of questions that concern him about the task force, the role of task force members, the job to be done, and how best to go about it. Among his concerns:

1. Is rotating the chairperson a good idea, or does this lessen group cohesiveness and weaken the group's decision-making ability?

2. After three meetings, are we functioning as a group, or are we 10 individuals going 10 different directions?

3. If we are not functioning as a group, what can we do to improve team building and group leadership?

4. What types of roles should members carry out to make the whole process more effective?

5. How do we develop a balance among the three functions of our group: accomplishing the task before us, building an effective group, and still being aware of the needs and interests of individual task force members?

6. Finally, what do we mean by such terms as "balanced" and "representative"?

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TIP Sheet 11
Considering Group Characteristics When Planning Meetings

To maximize the group's success, the leadership needs to make decisions before the group meets. Some of these decisions are:

1. Schedule meetings for times when members are likely to feel most energetic, interruptions are least likely to occur, and members are most likely to have the information needed for the meeting.

2. Consider the goals and tasks of the meeting in determining how long the meeting should last. Do not drag out a meeting to the point that members become bored. On the other hand, do not rush a meeting to the point that some members have no opportunity to participate.

3. When choosing a location for a meeting, consider convenience; room size (the room should be full, not packed); furniture (do members need to write on tables or move chairs for discussions?); and lighting and room colors. Bright lighting and plain decor often are helpful for getting work done, but softer lighting and attractive surroundings may enhance discussion and interaction.

4. Make sure all needed equipment is available, i.e., easels, chalkboards, projectors, flip charts, and overhead projectors.

5. Provide group members with any reproduced information (documents, pamphlets, photographs, drawings) they are likely to need to participate in the discussion, arrive at a decision, or develop a workable solution to a problem.

6. Allow people plenty of time to make arrangements to attend meetings. The meeting time and location should be publicized at least one or two weeks in advance.

7. Prepare an agenda and, if possible, make it available to those who are to attend the meeting.

TIP Sheet 12
How to Recognize and Deal With the Silent Structure

The silent structure can be seen as nonverbal communication, but its scope extends beyond those involved in verbal communication. The leadership needs to consider the following aspects in trying to understand how the silent structure affects the group.

1. Observe those members who continually arrive late, or leave early without an explanation. Find out if they have a reason, or if they are bored with the group.

2. Encourage members to sit in an arrangement that promotes participation by everyone. Do not let the leadership become isolated from the members.

3. If some members are constantly ignored or interrupted, confront the group and ask them to give each member an opportunity to speak.

4. When making decisions, do some members always side with the same members? Try to promote consensus decisions so that polarized factions do not develop.

TIP Sheet 13
How to Help Make Groups Cohesive

Group cohesiveness refers to the degree of mutual respect among group members and their attraction to the group. Cohesiveness allows a sense of group belonging and exclusiveness in the task to be performed. Group leaders can use several methods to assist groups in becoming cohesive. These are:

1. Accentuate members' similarities.

2. Help members identify individual needs they may satisfy in the group.

3. Help members achieve their individual needs.

4. Give members a chance to make sacrifices for the group.

5. Situate members within easy reach of one another.

6. Allow members to communicate openly their ideas and feelings within the group.

7. Establish the members' common purpose for belonging to the group, i.e., the feeling for common need, or the desire to achieve goals important to the group.

8. Reinforce the importance of each member's participation.

9. Give the group unique characteristics, e.g., a name or a logo.

A possible limitation to group cohesiveness may occur when group members agree too quickly. In these instances, objective alternatives to a problem-solving discussion may be ignored and members become scared to express disagreement.

TIP Sheet 14
How to Deal With Self-Centered Individuals in the Group

The most effective groups are those in which there is an adequate balance between team and task roles. *Team roles* are those roles involved in working with people—behaviors that help create a group-centered attitude and solve social-emotional problems. *Task roles* are those involved with providing facts and knowledge needed by the group, and behaviors that relate to the group's ability to solve the task problem. Problems can arise, though, when individuals assume self-centered roles in which they place their own personal needs before those of the group. The following techniques can be used to deal with self-centered individuals in the group:

1. When the problem arises from an individual dominating the discussion time, the group can choose to set time limits on how long each person can speak.

2. If a person continues to stray from the discussion topic of the group to a topic of his or her own interest, the leader needs to intervene, tactfully, by thanking the person for sharing his or her comments, but pointing out that it does not pertain to the group discussion.

3. The leader may need to focus attention on another member by turning away from the self-centered individual and asking the other member his or her opinion.

4. The group leader may find it necessary to call a break and talk to the individual privately, letting him or her know how some forms of participation are distracting rather than enhancing to the group.

TIP Sheet 15
Providing for Individual Needs

People join groups for many different reasons. Their membership must fill some need, or they will no longer continue with the group. Specific techniques that the leadership can use to provide for individual needs are:

1. Be aware of the individual needs.

2. Try to discover what each member needs from the group.

3. Attend to personal problems by recognizing individual differences, and making allowances for situations as well as helping the individual cope.

4. Praise individuals—when someone makes a contribution, recognize it and encourage it publicly.

5. Give recognition for special talents and abilities, and encourage their use in the group.

6. Provide learning opportunities for the group and for individuals, as needs become apparent.

7. Provide status to individuals through titles, rewards, or other appropriate means.

TIP Sheet 16
How Groups Solve Problems

Five steps usually are involved in effective problem solving. These are:

1. *Define the problem.* The group members need to understand what they specifically want to change. They need to describe clearly what their goals are, and what things are important to reaching those goals.

2. *Diagnose the problem.* Diagnosing involves identifying all the things that will help the group achieve its goals.

3. *Develop strategies.* Members need to be encouraged to generate creative ideas through their imagination.

4. *Decide on the one best strategy, and implement it.* During this step, the resources and materials needed for each strategy should be examined; the positive and negative points of each should be listed; and each strategy should be evaluated for how realistic it is. After the group members have decided on the best strategy, they need to implement it.

5. *Design an evaluation to measure the success of the strategy.* The group members need to understand what change actually occurred, after they implemented their decision.

Some common problems in problem solving are:

1. Hasty decisions;

2. Incomplete participation;

3. Polarization, i.e., "for and against factions"; and

4. Inadequate action planning.

TIP Sheet 17
How to Reach a Decision Through Consensus

Although consensus decisionmaking takes a great deal of time, energy, and group participation, it produces the most effective group decision. In this approach to decisionmaking, attempts are made to get all members of the group to support the decision. When each member of the group accepts the same alternative, the group has achieved consensus. The following suggestions help a group reach a consensus decision:

1. Encourage each member to *listen* carefully to the views of others before they insist upon their own ideas.

2. Look for a *most* acceptable solution. Everyone should come out a winner; there should be no losers.

3. Give *everyone* a chance to be heard. Explore as many views as possible so that the best alternative is chosen.

4. Look at disagreement from a *positive* view. Differences of opinion can be seen as a way of gathering additional information, clarifying issues, testing group commitments, determining how good an idea is, or forcing the group to seek better alternatives.

TIP Sheet 18
Dealing With Conflict

If the group needs to cope with conflict, Turner (1977) has identified some guidelines that should be considered:

1. Attempt to define and describe the conflict in cooperative terms (i.e., as a common problem).

2. Try to deal with issues, rather than personalities.

3. Deal with one issue at a time.

4. Focus on issues while they are small, rather than permitting them to grow, over time, and become larger ones.

5. Attempt to persuade one another, rather than using threats, intimidation, and power plays.

6. Try for full disclosure of all facts, rather than allowing "hidden agendas" (left-over feelings or old arguments not settled) to function.

7. Encourage validation of the other parties' interests or concerns (feelings are valid, no matter what the facts are).

8. Emphasize what you still have in common.

9. Attempt to portray a trusting and friendly attitude.

10. Try for a "win-win" feeling (i.e., there is a piece of the pie for everyone), rather than a "win-lose" feeling (my gain is your loss).

11. Attempt to generate as many new ideas and as much new information as possible in order to broaden the perspective of all persons involved.

12. Involve all principal parties to the conflict at a common meeting.

13. Clarify whether you are dealing with one conflict, or multiple conflicts.

Leadership Exercise 7
Identifying Important Leadership Characteristics

You and the other participants will be asked to name what you consider to be the important characteristics of leadership. These characteristics will be listed and numbered on a flip chart at the front of the room so all can see. You will be asked to "vote" for the *five* characteristics you consider *most* important, by writing five numbers. You will then be asked to announce your "vote" so that the numbers can be recorded and totaled with the "votes" of the other participants.

I "vote" for numbers:

_____

_____

_____

_____

_____

TIP Sheet 19
Listening

Good listening skills are at least as important to effective communication as are good speaking skills. Listening goes beyond keeping silent. It is an active process that involves hearing, understanding, and relating the understanding through verbal and nonverbal feedback. The following suggestions will help improve listening skills:

1. Hear what is being said. Focus your attention.

2. Pay attention not only to the meaning of the words, but to the meaning of the body language and the voice inflections of the person speaking.

3. Maintain attentive body posture and facial expressions, such as eye contact, smiling, and nodding to show a positive interest.

4. Encourage the speaker to give more information by asking open-ended questions.

5. Reflect understanding and interest by paraphrasing what has been said, or by asking clarifying questions.

6. Empathize with the speaker. Put yourself in his or her place, and develop understanding based on the other person's perspective.

TIP Sheet 20
Providing Feedback

Providing feedback to a group ensures that information is understood clearly, and in the same way, by all group members. This can be done, informally, in the following ways:

1. Pay attention to moments when feedback is needed, such as when there is confusion about some information, or when a lot of information has been discussed.

2. Ask questions that will clarify the information being discussed.

3. Paraphrase what has been said.

4. Try to create an overall view of what was discussed by relating the different bits of information.

5. Summarize the topics of discussion.

TIP Sheet 21
Praising

Praising group members for their contributions is one way of encouraging an open, participatory atmosphere. Praise can be subtle, or quite open, as the situation requires. The following are some suggestions for giving praise:

1. Compliment the contributions to the discussion. Be spontaneous. Be specific. Be honest—don't overdo.

2. Show the importance of a contribution by repeating the information and incorporating it into the discussion.

3. Praise group members for their individual contribution, whether or not it will be used.

4. Distribute praise as evenly as possible, not favoring certain group members. Be sincere.

5. Give credit to the group for the final product, but thank each member, individually, for his or her contribution(s).

TIP Sheet 22
Questioning

Questioning helps the group leader discover what the group members know and understand. There are many ways to ask questions, depending on the results the questioner wants to obtain. The following are some suggestions on questioning techniques:

1. Ask open-ended questions: questions that cannot be answered with a simple "yes" or "no," or with a single-word response.

2. Ask questions in a way that shows genuine interest in the response.

3. Ask questions that challenge assumptions and unclear ideas.

4. Encourage others to question.

5. Ask questions to clarify ideas for the group.

6. Ask questions of the group, in general, to stimulate discussion—or of individuals to draw them into the discussion.

TIP Sheet 23
Mediation

Disagreements and conflicts are inherent to discussions that encourage everyone to participat and speak out. Conflict can stimulate new ideas, or bring people to a new awareness. However, for this to occur, the group must be helped to reach some satisfactory agreement. A leader who has good mediating skills can help the group work through its conflict. The following are some ways a leader can do this:

1. Make sure everyone in the group clearly understands the different issues.

2. Maintain the focus of discussion on issues. Do *not* allow attacks on individuals.

3. Help the group members recognize the interests they have in common.

4. Offer alternative solutions and seek others from the group.

5. Suggest various ways that the group might reach common ground.

6. Reinforce the common goals and objectives shared by the group.

TIP Sheet 24
Teaching

Effective teaching should create an environment that encourages learning and provides people with skills needed to continue this learning on their own. The teacher or trainer concentrates less on giving presentations and more on helping people develop their skills through analysis and practice. The following are some suggestions for creating this type of environment:

1. Encourage group members to have a positive interest in group objectives.

2. Create an open atmosphere for discussion through acceptance, encouragement, and praise.

3. Let the discussion sessions be the focus of learning, so that members learn how to develop effective interaction.

4. Compliment group members who contribute to the session, whether their contribution is used or not.

5. Ask questions that stimulate thought and conversation. Group members will develop skills through practice.

6. Provide knowledge that will help the group develop its skills.

7. Teach by example. Be a model for the group.

8. Periodically take stock of where the group is in achieving its objectives and in learning what is occurring in group development. Do this with the group so the members will become more aware of what they are learning and accomplishing.

TIP Sheet 25
Maintaining Group Discipline

Although encouraging creativity and openness are important goals for group leaders, maintaining discipline also is needed to make sure everyone has the chance to participate and to maintain focus on the topic of discussion. The following are suggestions for helping maintain group discipline:

1. Start on time.

2. Help the group establish goals that it can achieve during the session.

3. Set time limits for individual speakers, if there is a problem with some individuals monopolizing the discussion.

4. Address questions to group members who are not participating in order to draw them into the discussion.

5. Watch a conversation that strays to see if the discussion is productive, or simply wandering. The group can be brought back to the original discussion by commenting that the conversation seems to be off the center of discussion, or by asking a question about the original topic.

Leadership Exercise 8
Checklist of Leadership Roles

1. Identify a recent group meeting you attended that was related to Extension work, and in which you had some active part to play. List this on the space below.
2. In Column 1, place a check mark to identify each role you felt you carried out in the meeting you identified.
3. In Column 2, indicate—on a scale of 1 (low) to 10 (high)—the importance of each role you checked in Column 1 *to the group* at that meeting.
4. In Column 3, indicate the one or two roles you consider to be most important for Extension educators (do not limit yourself to what you checked earlier in Column 1).

Group Meeting:_____

	Column 1 Your roles	**Column 2** Importance to the group	**Column 3** Importance for Extension educators
Initiator			
Information giver			
Evaluator			
Analyzer			
Coordinator			
Communicator			
Harmonizer			
Team builder			
Trainer			

Leadership Exercise 9
Looking at Your Leadership Skills

Look over the listed leadership skills. Assess yourself on each skill as follows:

1. Place a *plus sign* (+) before each leadership skill you *have* and *use* in groups and organizations.
2. Place a *minus sign* (-) before each leadership skill you *do not have*, or do not have at a level sufficient to use in groups and organizations.
3. Place a *question mark* (?) before each leadership skill that you are not sure whether you have, or have at a level sufficient to use in groups and organizations.
4. Circle the *one* or *two* leadership skills you would like to be able to use more fully and effectively in groups and organizations.

Leadership Skills

_____ Initiating	_____ Evaluating
_____ Elaborating	_____ Managing
_____ Communicating	_____ Listening
_____ Coordinating	_____ Encouraging
_____ Information Seeking	_____ Providing Feedback
_____ Content Knowledge	_____ Praising
_____ Information Giving	_____ Questioning
_____ Analyzing	_____ Mediating
_____ Diagnosing	_____ Teaching and Training
_____ Summarizing	_____ Maintaining Discipline

TIP Sheet 26
Initiating

To help the group make progress toward its goals, someone must initiate discussion of topics and help the group in transition through various stages of development. Designated leaders can initiate many of the activities of the group The following suggestions show some of the ways a leader can initiate discussion and group activities:

1. Introduce topics for discussion.

2. Suggest activities for the group to undertake in order to reach its objective.

3. Propose ways to coordinate activities.

4. Ask group members to seek information.

5. Suggest ways to solve problems that might arise.

TIP Sheet 27
Elaboration

Elaborating is a way to expand on some given information; to clarify the information; to give it more detail. Elaborating will help group members work more cohesively toward accomplishing their task. The following are some ways to elaborate:

1. Repeat the main idea or ideas in concrete and precise terms.

2. Give examples to illustrate ideas and information.

3 Define unclear terms.

4. Elicit additional information and ideas from the group.

5. Provide additional information that will give the group more insight to the ideas being discussed.

6. Project how this information is useful to the task, by giving examples of how it might be applied.

TIP Sheet 28
How to Communicate Effectively

Effective communication exists between two persons when the receiver interprets the sender's messages in the same way the sender intended. Through communication, leaders and group members influence each other to act. Effective communication involves sending effective messages, effective listening, and the use of feedback. The following techniques can help improve communication.

Sending effective messages:

1. Make messages complete and specific.

2. Make verbal and nonverbal messages congruent with one another.

3. Clearly acknowledge your own message by using personal pronouns.

4. Ask for feedback concerning the way your messages are being received.

5. Reemphasize key points.

6. Make the message appropriate to the receiver.

Effective listening:

1. Be attentive to the sender.

2. Process the message thoroughly by relating it to experiences, ideas, and feelings.

3. Take notes, when appropriate.

Using feedback:

1. Use descriptive, rather than evaluative, feedback.

2. Be specific, rather than general.

3. Solicit feedback; do not impose it.

4. Time the feedback so it is given at the earliest opportunity after the given behavior.

5. Use feedback to ensure clear communication.

TIP Sheet 29
Coordination

Coordination ensures that group activities are moving toward a common objective. Coordination saves time and energy, and it improves the chances for having a satisfying outcome. The following are some suggestions for coordinating group efforts:

1. Have a clear view of the objective the group wants to accomplish.

2. Understand the different activities required to reach the objective. Be sure the group understands the interrelationships of various activities.

3. Imagine how the activities will work together. If different subgroups are working on different activities, be sure they are communicating and sharing their progress.

4. Propose an order for the activities so that they complement each other.

5. Connect ideas or suggestions that will help to unite the various activities.

TIP Sheet 30
Giving Information

A leader initiates many group activities, and often will need to provide information as a part of this process. The following are some suggestions for giving information to a group:

1. Give information when it will help the group accomplish a task.

2. Give information that is pertinent to the current needs of the group.

3. Relate the information clearly; give examples to illustrate the content of the information.

4. Make sure that all group members have the same understanding of the information; direct the information to everyone, and ask questions, if there seems to be confusion.

5. Show how the information relates to the task at hand by applying it to specific areas of the task.

6. Do not dominate the group with information. Allow others to discuss and contribute their information.

TIP Sheet 31
Analyzing

Analyzing a task is a skill that involves being able to separate the task into its various parts. However, this must be done in a way that results in a better understanding of the task as a whole. Analyzing a task will give the leader and the group a clearer understanding of the direction and magnitude of the task, and will enable them to coordinate the task accomplishment steps. Some suggestions for analysis are the following:

1. Know the content of the task to be accomplished.

2. Think about the principal components of the task, and try to break them down into their simplest forms.

3. Clarify the components by stating them in precise and straightforward terms.

4. Imagine how these simplified components will fit back together, and see if the task has become more understandable.

5. Repeat the first four steps if the task still needs clarification, and if there is time.

5. Anticipate how to coordinate the group's activities with the various parts of the task.

TIP Sheet 32
Diagnosis

When we think of diagnosing, we tend to think in the medical sense of identifying a problem and prescribing a remedy. A group leader does the same thing when there is some difficulty within the group process, or related to the issue the group is trying to resolve. The following are suggestions on diagnosis:

1. Identify the difficulty.

2. Find its source.

3. Look for any interconnected issues relating to the difficulty.

4. Offer solutions for overcoming the problem.

5. Imagine the outcomes of these proposed solutions. What could be the results?

6. Compare possible results with the objectives of the group.

TIP Sheet 33
Summarizing

Summarizing requires the skill to condense material so that it is clear and understandable, as well as to make intuitive connections within the material so that new insights emerge. The purpose of the summary is to help the group conclude an activity or discussion. Some suggestions for summarizing are:

1. Summarize the principal ideas of a group discussion or activity. This should reinforce the ideas that contributed to the group objective, and should provide a clear outline of what was said or done.

2. Ask for additions or corrections to your summary.

3. Tie together any loose ends in the discussion by connecting related ideas.

4. Propose a final decision or outcome.

TIP Sheet 34
Evaluation

Evaluating group activities is a way of understanding how the group is progressing. The group's goals should be considered as much as the group's accomplishments. The following are some suggestions for helping the group evaluate its activities:

1. Be sure the group members have established objectives as they begin their interaction. These objec ves include daily as well as long-term objectives.

2. Review what has been accomplished by the group. Encourage the group to identify its accomplishments.

3. Consider everything that was gained by the group, such as the ability to work better together, the boost in self-confidence, the subject-matter learning, and the achievement of personal development.

4. Compare these accomplishments to the group's objectives.

5. Encourage the group to decide how near it has come to reaching its objectives. Emphasize the positive outcomes the group feels it has gained. Discuss the areas in which group members feel they have fallen short of their objectives, and explore ways to improve the results.

TIP Sheet 35
Managing Group Activity

Managing implies organizing people, as well as tasks. It requires foresight and a knowledge of what is at hand. Managing skills are a combination of skills that include the following:

1. Prepare for meetings. Have an agenda. Invite the group to modify the agenda, and then use it.

2. Keep the discussion on track. Set some ground rules.

3. Attend to individual needs, and know what they are.

4. Make sure all members are consistently on the same track of understanding. Check members frequently to be sure.

5. Make sure resources needed are available.

6. Be prepared to move on to the next step when the group is ready.

7. Summarize accomplishments periodically, and assess what still needs to be done.

8. When each session is over, make sure all group members know what is needed before the next session, and check with them in between to see if they need help.

Leadership Case—Part 3

Developing Leadership: A Task Force Makes Its Report in Adams County

Nearly four months have passed since the task force was appointed and, tonight, it is meeting with the Adams County Community and Rural Development (CRD) Advisory Committee to give its report. Joe Stevens, who served as temporary chairperson when the task force first started, has been selected by the group to make the report. After thanking the other members of the task force for their hard work and dedication, and after briefly reviewing the process the group followed in carrying out its assignment, Stevens reports on the results.

Two needs are placed in the top category and should receive immediate attention: (1) consideration of some city-county central services, such as law enforcement, recreation, libraries, and others; and (2) concern about industries coming in and buying up prime farmland, and the need to maintain some balance in land use. The two needs in the middle range are (1) need for two additional middle schools; and (2) consideration of a county-wide water and sewer system. Finally, Stevens reports on the other two needs referred to the task group by the CRD Advisory Committee. Although they are both important, county participation in meeting the operating costs of the Mason Municipal Airport and the need for farmers, realtors, builders, and others to make use of the new soil survey are at the bottom of the list.

Stevens goes on to thank you for serving as a consultant to the task force, and helping it complete its work on schedule. He turns in the group's report and a separate file on each of the six needs studied by the task group. He mentions that you and the Cooperative Extension Service in Adams County provided the leadership in seeing that the report and the separate file on each need were typed, reproduced, and ready for distribution tonight.

The chairperson of the CRD Advisory Committee congratulates the task force on its hard work and fine report. Before discharging the task force, he asks if any member would like to comment.

George Amberg, the newspaper editor, says that he enjoyed serving and was proud of the job they did, but one decision they made early was a mistake. He then goes on to describe the rotating leadership. "Don't misunderstand me. I think we worked well together and did a good job, but a different chairperson at each meeting disrupted communications, made for unevenness in our progress, and hindered our coming together as a team." Amberg goes on to say that leadership can be shared, but one person as group manager is much better.

These comments interest several members of the CRD Advisory Committee, and a general discussion soon develops. Several suggest that personal characteristics, like assertiveness and self-confidence, are important individual leadership traits, and if somebody has these traits, select him or her as group leader. Someone else feels strongly that most of these characteristics can be learned and developed. Joe Stevens gets into the discussion by emphasizing that certain task skills (coordinating, summarizing, communicating) are the key elements needed in leadership positions. Another person says this is fine, but if the leader does not have good personal relationship skills, not much will be accomplished, and the group may never really function as a group.

A member of the CRD Advisory Committee turns to you, and reminds those present that developing leadership is one of your responsibilities in your Cooperative Extension work. He asks you to settle some of these issues that have been brought up tonight. Specifically, he asks:

1. Are some people born with leadership traits, or are all personal characteristics learned and developed through experience?

2. Is getting the job done, or building team spirit among the group's members more important?

3. Does a forceful, directive leader accomplish more than one who waits for the group to make decisions?

4. Through various techniques that you know, how would you go about developing a list of community leaders?

5. How do you go about developing leaders? If they are already leaders, why do they need developing? If they are not leaders why spend time trying to develop them?

6. The majority of community leaders are men because men possess the personal characteristics of leadership and have the leadership experience. What do you think?

Self-Assessment Instrument

Part 1

Read the following statements on leadership carefully. Circle the response that most nearly reflects your agreement or disagreement with each statement. Use the following rating scale for your responses:

SA = Strongly agree
A = Agree
D = Disagree
SD = Strongly disagree

1. It is personal qualities alone that distinguish a leader from followers.

   SA A D SD

2. The group task itself may influence the style with which leaders do their job.

   SA A D SD

3. For every leader role, there is a follower role.

   SA A D SD

4. Leadership is a process and not a person.

   SA A D SD

5. The traits and abilities required of a leader do not vary from one situation to another.

   SA A D SD

6. Leaders are not born; they are made and maintained by the followers who support them.

   SA A D SD

7. Effective leadership results from the right combination of situational factors and leadership style.

   SA A D SD

8. Both followers and leaders are active participants in the leadership process.

   SA A D SD

9. Although a leader can delegate tasks to other group members, the leader maintains primary responsibility for the accomplishment of those tasks.

   SA A D SD

10. Followers grant status to the position of leadership, giving the leader role legitimacy.

SA A D SD

11. Leadership is a dynamic process of mutual influence between a leader and followers.

SA A D SD

12. High participation calls attention to prospective leaders, and convinces the group of the person's motivation.

SA A D SD

Part 2

Read the following situations carefully. Circle the response that most closely reflects how you would react to each of the situations. Use the following rating scale for your responses:

Yes = You would take the action indicated.
Possibly = Perhaps you would take the action indicated.
No = You would *not* take the action indicated.
Undecided = You are not sure whether you would or would not take the action indicated.

You find yourself in a variety of small group situations (committees, boards, work groups, and others) in which you are a member or you serve in an advisory capacity to the group. In each of the following situations, check the degree to which you would take action.

1. A group is meeting for the first time, and you are attending as a member. If no one seems to be in charge, you would be willing to start the meeting off with introductions of those present and what they saw as the purpose of the meeting.

Yes Possibly No Undecided

2. You are a consultant to a group that has met several times. You begin to realize that the group has not understood the implications of its proposed action. You would ask questions and raise issues to help group members understand the implications of their proposed action.

Yes Possibly No Undecided

3. The chairperson fails to show up at a meeting of a group to which you serve as an advisor. You would act as chairperson unless someone else volunteers.

Yes Possibly No Undecided

4. You are attending a meeting of a group as a member. During the course of the meeting, several members get upset and start shouting at each other. If the chairperson does not act, you will stand and ask all the members to remain calm and discuss the issue in a businesslike manner.

Yes Possibly No Undecided

5. The leader is highly task-oriented, and is pushing the group to finish an assignment within a few weeks. As a consultant or adviser to the group, you feel the leader is pushing too hard. You would arrange a meeting with the leader to discuss your concerns.

Yes Possibly No Undecided

6. The same people keep appearing in leadership positions every time a new group is formed. As a member of several such groups, you would take it upon yourself to try to involve new people who have leadership potential, in these groups.

Yes Possibly No Undecided

7. Group members take on assignments, but do not carry them out. As a member of the group, you would bring this to the group's attention at the next meeting.

Yes Possibly No Undecided

8. Group members seem to enjoy meeting together, but nothing gets accomplished. The group has accepted a task, and the deadline is fast approaching. As a member of the group, you would feel it was your responsibility as much as anyone's that this be brought to the attention of the members.

Yes Possibly No Undecided

9. If you were chairing a group and the members did not respond to your leadership, you would resign and let someone else try to lead the group.

Yes Possibly No Undecided

10. If you were working as a consultant with a group on a project and the members looked to you for all their decisions, you would stop meeting with them to force them to make their own decisions

Yes Possibly No Undecided

Part 3

The following items describe certain leadership activities in a group. As a group leader, which of these would be easier for you to do; which would be harder for you?

	Easier to do	Harder to do
1. Serve as a spokesperson for the group.	_____	_____
2. Settle conflict within the group.	_____	_____
3. Allow members complete freedom of action.	_____	_____
4. Accept blame for group failures.	_____	_____
5. Assign members to particular tasks.	_____	_____
6. Let members do their work in their own way.	_____	_____
7. Keep the group working at a rapid pace.	_____	_____
8. Schedule the work to be done.	_____	_____
9. Share leadership with other members.	_____	_____
10. Help individual members with their problems.	_____	_____
11. Represent the group in front of other people and organizations.	_____	_____
12. Establish the agenda for group meetings.	_____	_____
13. Recruit new members for the group.	_____	_____
14. Conduct group meetings.	_____	_____
15. Build a team spirit among the group members.	_____	_____

Popular Articles

Why You Should Be a Leader

The toughest challenge you'll ever face . . . and why you should accept it.

By Art Williams

If you've paused to see what this article's about, read on. You've already proved that deep down you think you have leadership potential. And you do.

Eveyone, regardless of his personal or business status, has an influence in other people's lives. How great your influence will be is entirely up to you.

I want to encourage you to think about that responsibility. A decision you make—or do not make—today could mean the difference in the direction of your life and the lives of a lot of other people. You can decide to stand back and let relationships go as they will—or you can decide to be a leader.

Leadership is one of the most misunderstood concepts in our society. I've found that most people believe that leaders are born, not made. Nothing could be further from the truth. Much of the reason for the confusion is that. in our modern-day society, we've come to equate leadership with management—another, and totally different, concept.

Management is a science and can be taught right out of a textbook. Leadership is an art. It can be learned and developed, but only through action—in other words, the hard way.

The most vivid example of the difference between managers and leaders came from a gutsy U.S. naval officer interviewed recently on the "60 Minutes" TV show. "Managers manage things," she asserted. "Leaders lead people."

That, in a nutshell, is what is so important about the concept of leadership—*people.*

People need leaders today more than ever before—when there seems to be fewer and fewer leaders around. There's a real shortage of people to admire, to be inspired by, and to emulate.

Now you're probably asking, "Me? I'm not a business tycoon. I don't have any opportunity to be a leader." But you're wrong. You don't have to hold a high position to be an effective leader.

Maybe you're not even involved in business. There's a vast world beyond the business community that includes a very large group of people. You may be involved in your neighborhood or community; you may coach a little league team; be a PTA leader or a scoutmaster; teach Sunday School; or lead a civic group.

One of the most obvious, and the most overlooked, examples of how you can provide critically needed leadership is in the home. Many parents today employ a surprising "hands off" policy with their children. In an attempt to be "modern" parents, they almost seem to be bystanders in their children's lives. It's so easy to be passive and take the path of least resistance. But parents who forgo the opportunity to help children learn lifelong values and attitudes also lose a rich opportunity to lead.

Leaders are, above all, *examples*, and maybe people just don't see themselves as potential examples for others.

That's where we make two mistakes. We tend to think that, to be leaders, we must also be saints. And we think we must dedicate ourselves to a task involving thousands of people. In truth, leaders are desperately needed in every walk of life, at every level of society—in every individual household. And the qualities that make a leader aren't charisma or power or wealth or genius. The most important qualities I've observed in the leaders I've known personally or ad-

mired from afar were caring, concern, courage, determination, commitment—and love. If you've got those qualities, you're leadership material, and somebody you know needs you.

Nobody ever said being a leader was easy. But there are a few common denominators I've observed in all the leaders I've known or studied. Look them over and see if you're willing to face the challenge of leadership.

The ability to dream. A leader isn't content to be one of the crowd. But that doesn't mean you can't be an ordinary person in an ordinary town. I'm talking about what's in the heart. Leaders have the ability to dream big dreams—to have high expectations—both of themselves and for others, as well as the ability to instill those feelings in others. Again, this activity doesn't have to take place in the business world. I can't imagine anything more worthwhile than teaching your own children discipline, self-reliance, and an expectation of success.

A positive attitude. No one will follow a disappointed, frustrated crybaby. Because people who decide to be leaders have goals and set priorities, they can't afford to waste time worrying uselessly. They never get bogged down by the petty difficulties of life.

Concern for the success and accomplishments of others. The most important thing leaders do is to lead others. They are interested in *more* than their own success. A leader's goal is bringing out the best in others.

Be an example. Before you can expect anyone to do something, you must first be prepared to do it yourself. You must be the example to follow. Before you ask for commitment, you must be more committed than anyone else. Before you ask for hard work, you must set the example by working harder than anyone else. You must persuade through your example and conviction and see it through. This is critical. You must make it clear you're committed to the role you've taken; that you're in it for the distance. Commitment to lead is the difference between sprinting and running a marathon. You must be prepared to expend energy for a period of years, not days or months.

The most important thing to remember is that no one is born a leader—leadership is something you must commit yourself to.

If you've made it this far with me, you have a little inkling down inside that you are leadership material. If you're floundering a little bit in your life, if it's not as meaningful as you think it could be, if you're bored or feel as though something's missing—maybe you aren't challenging yourself. Maybe you're too absorbed in your problems, and you haven't devoted yourself to someone or something in a long time.

Maybe it's time you accepted a challenge—in your business life, your community, in your own home. Think about it. Maybe it's time you reached for something outside yourself and reached down for something inside your own heart, for the potential that you haven't even acknowledged exists.

Maybe you ought to be a leader.

—In *The Open Forum,*
January–February, 1984.

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Community Leadership Development—A National Extension Effort

By W. Robert Lovan
and
Daryl Heasley

Throughout its history, Cooperative Extension has been committed to developing leadership capacities in the people it serves. In recent decades, this interest has been translated into an increasing variety of educational programs aimed at developing effective public leadership.

Decentralization of public programs continues to place increased decisionmaking responsibilities on local government officials and community leaders. There are approximately 53,993 units of local government in rural areas—cities, counties, schools, townships, and special districts. Over 2 million people are employed as local officials in these units. Over half of these officials are associated with schools while the remainder serve in a range of local service functions. There are 318,000 elected officials of which 40 percent vacate office after one term.

Volunteers represent another enormous Extension group who also reach out in many directions. In 1983, about 2.9 million individuals served as Extension volunteers—one out of every 80 people in the United States. More than one-quarter of these volunteers are affiliated with community-based agencies and organizations outside of Extension.

In a report to Congress, the Comptroller General observed that in 1980 Extension devoted a total of 2,998 staff years (17 percent of total staff years) to "organizational development and maintenance" and "leadership development."

A Continuing Challenge

As a result, community leadership development is expected to be a continuing area of responsibility and challenge to all Extension personnel. There is a need to strengthen the system of disseminating program-related information in support of community leadership without adding new demands on already limited state Extension budgets.

Increased activity in Extension's community leadership development programs created a desire, by those involved in such programs, to find out what others are doing. Out of this need a National Interest Network on Community Leadership Development (CLD) arose.

The original concept was due to the efforts of Les Frazier (retired), Kansas State University Cooperative Extension. The ECOP Subcommittee on Community Resource Development and Public Affairs, the four Regional Rural Development Centers, and the federal ES-USDA partner have teamed up to support the CLD Interest Network.

CLD Interest Network

The primary purpose of the Interest Network is to serve as a catalyst in identifying and nurturing a support system for Extension community leadership efforts: (1) mechanisms for identifying appropriate people to participate in a community leadership network of communications; (2) methods of giving leadership to a system of sharing information in support of community leadership efforts; and (3) potential support resources for network projects.

Communication Functions

A 1983 survey report highlighted ongoing program content, target audiences, evaluation of leadership programs, perceived needs for materials, and research on leadership. A 1986 CLD reference publication presents information on four major areas:

(1) Extension's present CLD programs; (2) Extension initiatives; (3) summary of the CLD research literature and

knowledge base; and (4) CLD Directory of Extension and contacts and organizations outside of Extension.

An early outgrowth of the Network is a study of "Research-Extension Linkages for Community Leadership Programs" by Fear and Thullen of Michigan State University. The study introduces a literature-based framework and offers five theoretical approaches to community leadership development. A national meeting, "CLD Networking for a Revitalized Rural America," is planned for Cincinnati, Ohio, on September 9–11, 1986.

Many Extension efforts, regardless of program affiliation or position responsibility, provide training or support to citizens and groups that aid public decisions contributing to the resolution of community problems.

Network Work Group Tasks

Primary network action is through informal "work groups." Identified needs to support community leadership programs include:

Sponsored Leadership Programs Outside of Extension—Utility to Extension of leadership development programs and materials in the private sector, both profit and nonprofit organizations.

Innovative Research in Community Leadership for Program Development—Develop frameworks for models that are effective across all Extension program or subject-matter areas to identify research questions and priorities.

Models for Achieving Community Leadership Integration Across all Extension Programs—Examine current efforts that cross Extension program areas and determine best methods for establishing a dialogue for cross-program linkages.

Glossary of Leadership Concepts—Clearly communicate problems and priorities of community leadership to researchers, and program leaders within and outside of Extension.

Investigate "Fugitive" Community Leadership Research Programs—Much reserach of relevance to community leadership is conducted in different disciplines and therefore is not always identified as community leadership research.

Anticipate and Plan for Community Leadership Decisions—Decisions community leaders make will have both anticipated and unanticipated consequences. Community leaders need to be aware of the socioeconomic and technical impacts of these decisions.

Process for National Program and Policy Development—Local leaders must understand the process by which state and national policies and programs are developed and the implications at the local level.

Cross-Cultural Community Leadership Process and Behavior—Gather information for community leadership development models that have application across divergent cultures and socioeconomic groups.

—From *Extension Review*, Winter/Spring, 1986.

Educational Leadership: The Decade Ahead

By **David W. Dik**
Assistant Director, Extension Field Operations, Cornell Cooperative Extension, Ithaca, New York

In the decade ahead, the leadership required for Cooperative Extension must differ greatly from the patterns of the past. A wide gap still exists between the concept of new leadership styles and actual practice.Changes in leadership have not kept pace with the shift from the labor and capital intensive society/ economy to the information intensive mode. Surely most educational enterprises, including Cooperative Extension, cannot be exempt from these transformational forces.

Already many contemporary writers have sounded the alarm about the need to change. Blanchard, *The One Minute Manager;* Naisbitt, *Megatrends* and *Reinventing the Corporation;* Drucker, *Innovation and Entrepreneurship;* Toffler, *The Adaptive Corporation;* and many others, have been in the lead identifying some of the transitions taking place. The principles of leadership in these books apply to most organizations and institutions and they can be adapted and applied to Cooperative Extension as well.

The Need for a Change

As a society, we find ourselves on the threshold of a change in technological conditions that will affect human organizations and corresponding leadership more than has ever been the case in human history.

Technology has, in large measure, been responsible for these shifts in society. Peter Drucker, in his recent book, *Innovation and Entrepreneurship*, was emphatic about the changes taking place. "We are indeed in the early stages of a major technological transformation," he writes, "one that is far more sweeping than the most ecstatic of the 'Futurologists' yet realize, greater than *Megatrends* or *Future Shock*. Three hundred years of technology came to an end after World War II."

The Cooperative Extension System is involved in this change and has, in fact, sometimes created it.

Today's Extension leaders and staff often find themselves dealing with the three "waves" of influence, the Agricultural Age, the Industrial Age, and the Information Age, simultaneously.

Barriers to Overcome

Many educational organizations desire to change and adapt, but face built-in barriers to this adaptation. Some of these barriers are:

- organizational structure paralyzes leadership and change is slow or nonexistent;
- staff pride and self-esteem often embody conformity;
- perpetuation of existing structure necessary for enhancing self-worth or organization leaders; and
- most leaders focus on maintenance and preservation of the organization, especially in times of crises.

John D. Rockefeller, III, related to this inherent condition with words that have direct application to Cooperative Extension: "An organization is a system with a logic of its own, and all the weight of tradition and inertia. The deck is stacked in favor of the tried and proven way of doing things and against taking risks and striking out in new directions." One could rightly question tinkering with success. But in the current environment of competition, to overlook the effects of the major forces impacting on Cooperative Extension invites trouble.

Key Elements

New and innovative leadership styles are necessary to meet new educational opportunities and clientele facing the Cooperative Extension System. Gordon Lippitt offers some sound advice on the subject.

Leadership more in tune with today's organization and staff needs will enhance the organization, according to Lippitt, by seeing the organization as a system designed to release human energy rather than control human energy; helping people through leadership to establish individual targets and to achieve them; realizing that organizations, like individuals, pass through levels of maturity, and often maintain the status quo when they should be growing toward mastery of change; and helping the overall organization set targets and objectives, particularly as they relate to developing human resources.

Specific actions by Cooperative Extension leaders in response to operating in the socio-technological, multiple revolutions of society could include:

Eliminating maintenance management in favor of leadership with vision; viewing change as inevitable and as a situation filled with *unlimited opportunities* for *positive responses* rather than a threat; fostering an internal organizational environment that encourages creativity and honest communications; projecting a mission statement that is clearly and often communicated; encouraging an orientation toward quality of programs, service, and caring; developing the ability to think in a nonlinear fashion with nonlinear skills; and furthering the ability to reconceptualize programs before crisis is at the doorstep. All of these steps require an ongoing commitment to planning communication, and new organizational structures.

Need to Unlearn

Organizations often have difficulty making the shift to a new type of leadership. Leaders must have the courage to work out the specific intentions of the Cooperative Extension System and allow, at the same time, every staff member to hold his or her visions as also being of value. To move ahead, we need leadership that will demand that we unlearn in order that we may relearn and function appropriately in the Information Age.

To break from the past, each leader must come to the realization that he or she unknowingly and knowingly sets the climate of the Cooperative Extension organization.

Leadership that allows a questioning spirit and an awakened attitude will go a long way to helping the cause. Leaders who bring a vision to an organization establish an environment that underlies creative action. True leaders will empower staff, helping them to gain commitment to a vision, and, in the process, convey a sense of excitement, promise, and hope. These visions define not what the organization is but rather what it seeks to be.

Across the nation, states are beginning to incorporate some of these new management and leadership trends into program development and evaluation. Marketing principles and strategic planning are part of this transition. Electronic technology is another. The decade ahead can be frustrating or challenging for Cooperative Extension—the choice is ours.

—From *Extension Review*, Winter/Spring, 1986.

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Taking the Helm of Leadership Development

A high seas experience teaches potential leaders the immediate consequences of their actions.

By Graham Strong

In organizations where leadership development is seen as a craft, potential leaders are apprenticed to work a specified length of time for a "master craftsman." Therefore, as part of their jobs, managers are mentors to their subordinates in the same way that an accomplished pianist encourages his or her students. To learn to play the piano, three principles are involved: understanding, practice, and feedback. In business, this translates into establishing a formal policy to support leadership development. The goal is to cut down the time it takes to learn from experience so that people can be more productive sooner.

Understanding

To understand leadership is to recognize what a leader does to address the needs within a working group, namely, to develop people as individuals, to build and maintain a team, and to share responsibility in the achievement of common tasks. However, leadership is not just a matter of action by the leader and reaction by the team members. It also means interaction among all who comprise the team.

To gain such a state of affairs, the leader must direct, coordinate, and provide purpose and togetherness. Leadership is enhanced by:

Direction—setting the aim, organizing the team, and deciding; then, briefing and controlling everything to do with the day-to-day running of the affairs of the team.

Motivation—giving life, soul, image, and determination: all that we mean by team spirit. This is only gained by the leader being a member of the team.

These areas are not separate; they overlap and are interdependent as shown in Figure 1.[1]

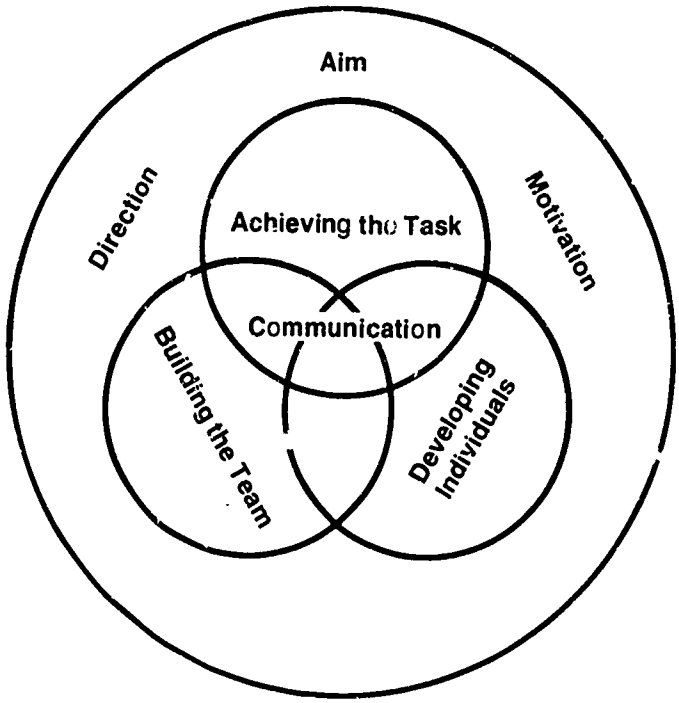
Practice

The apprentice acquires skill through work experience—often known as learning by doing. By combining understanding with hands-on experience, a manager molds leadership.

The following example shows an assignment that conveys leadership development projects, experiences, and training which meet the above criteria of direction and motivation. In addition to myself in the role of mentor, there were seven managers representing several corporations who joined me aboard a 30-foot sailboat for a week in the Florida Keys. Each day one of the managers took turns as leader (captain of the crew). Since the manager had to learn to work through others rather than do the work himself, the experience did not require any specialized knowledge. In this way, managers discovered for themselves what does and does not work. Very quickly managers learned to take actions gaining the cooperation of others to achieve desired results. They did so by identifying the [illegible]s while recognizing inappropriate ones.

The key element in our training is the immediacy of consequences. It is this factor that makes such training so valuable because the learning time can be cut from years to hours. This experience is related in the following excerpt from one of the managers who attended the course.[2]

We dropped anchor and set about pulling the sails down and getting ready for the evening. First order of business after settling the boat down was to do a debriefing on the day's sail.



Functions Primarily of Direction
1. Establishing the aim
2. Organizing the Team
3. Directing and controlling
4. Coordinating effort and resources
5. Providing the driving force—energizing the Team

Functions Primarily of Motivation
1. Establishing the aim
2. Seeing that individual needs are satisfied (security, friendship, status, esteem, recognition, respect, achievement)
3. Seeing that the Team needs are satisfied (Team recognition, status, reputation, achievement)
4. Seeing the right example
5. Representing the Team

Figure 1: The essentials of team leadership

Graham pulled out his leadership circles and asked Kathy to start the debriefing since she was the official observer. I really don't remember what she had to say, as I was in a semicomatose state. I was really tired and couldn't seem to get my brain to function. Suddenly, Graham asked a question that jolted me out of my state: "Did you know what you did at the start of the trip?"

I stared blankly at him. I couldn't think. "Not really," I answered.

He asked several other questions which just bounced off. He was really pushing me. I almost felt like he was getting belligerent and I couldn't figure out why. Then he hit with a lightning bolt. "You did everything right at the beginning, like you were reading from a checklist that I was sure you didn't have. You set up a group purpose for the day—a training exercise to show us how much y'all had learned. You then broke the day's exercise into the appropriate tasks and you executed."

Some inner revelation was stirring: I don't believe this. This exercise is getting to the heart of what I've been having so many difficulties with. Just by my inability to answer Graham's questions, I know that I still am not to the conscious state we learned about so many years ago in "counselor selling." I'm still in the unconscious competent state. What a diagnostic!

Then Graham started on the three circles. For the first time he asked the group to rate how the captain had performed in each of the three categories on a scale from 1 to 10. Performance of the task was clearly a 10 since we had reached the objective—and had arrived much earlier than expected. The "individual needs" was also rated a 10, the explanation being that everyone knew what his or her task was at all times and that the desired learning had taken place.

Then we arrived at teamwork. This time Graham asked me to rate myself in this category. Bang! The big lightbulb went on. There was no teamwork in the greater sense. "I rate myself a 4 to 5 there." Graham readily agreed. He pointed out how I had missed every opportunity to bring the group together to either explain where we were, to recognize the group for passing each milestone (the four tasks that we had broken the exercise into), or to do group discussions during the slow period.

Bill quickly jumped in and said "Wait a minute. You're being much too hard on the guy. The exercise we did today is the most difficult challenge that we set in the Keys. This is only the second time that a group has made it through the exercise without running aground. That is a major accomplishment that involves a great deal of teamwork. Skip is a very quiet guy. He leads through example, not through personality."

I appreciated the vote of confidence, but I was on to an important lesson here. I had just seen in a six-hour day a microcosm of what I had been through the last five years in trying to manage. The groups I had managed had done impossible things through great effort, but there was never any synergy. The group today performed at one level quite well, but those skills had been handed to me as the results of what had gone before in the course of the week. I had done nothing to develop further what was passed to me.

Then the analogy hit. The comment about not recognizing the group as we had passed each of the four milestones was a familiar criticism. Members of my group were constantly commenting about not feeling a sense of accomplishment. We had talked about it and realized that we didn't take time to recognize when we had accomplished something. But the same problem kept occurring time after time.

OK, now I had seen the problem in a short time in an area outside my area of expertise. Could I track down the underlying reason as to why I don't work harder on the group interaction?

The bombshell went off. At any given point in the trip, I was planning and playing through what I expected to have happen or go wrong in the following legs—mentally prepping myself for all the "what if" situations that could occur. It was clear to me at any point that the current task would be accomplished, well before it actually was. So mentally, by the time a task was completed, I'd already forgotten about it because I was so wrapped up in the next set of tasks.

In my head, the significant milestones were already dismissed as solved one to six months before the actual date. I was mentally processing the next year and its set of milestones. In the course of this simple exercise, I had seen very clearly a problem I had and was able to discover the primary causative effect.

The nearest equivalent to such hands-on training as described above would be a trade school that maximizes practical activity. Yet, the accelerated learning in the excerpt took place because the outdoor classroom offers the interlinking of three learning experiences: cognitive, emotional, and physical. The interlinking is not a new process, but a natural one that takes place when the conditions allow. The training situation should use all the powers available to the manager so that learning is holistic.

Feedback

By placing people into situations where they are learning by doing, there is immediate feedback. Actions have immediate consequences. The problem for developing leaders is that feedback often does not occur for months or years, thus retarding their growth. The objective for policymakers, therefore, is to provide experience in which this time factor can be reduced. Short-term assignments and activity-based training courses have been suggested. But perhaps the most important contribution can be made when line managers become convinced they are the real leadership trainers, however effective they are in that role. Line managers are in a position to provide immediate feedback to their subordinates. If managers are expected to give this kind of feedback, they will soon develop the skills to do so and it will have the built-in advantage of improving their own leadership.

In the example on the boat, Kathy was an official leadership observer primarily responsible for debriefing—the role for a manager providing feedback. Feedback is withheld until the project has been completed, but the manager monitors progress and is available for advice.

The key to cutting down the time it takes to learn from experience lies in focus, concentration, and attention to the task. Managers are more attentive when they know they will be evaluated or called on to make a self-evaluation according to a prescribed model.

Footnotes

1. J.J. Adair. (1983). *Effective Leadership.* Gower.

2. S. Walter. (1985). *The Florida Sea Program.* Unpublished excerpt.

16:

Selected Annotated Films

The Abilene Paradox
(27 minutes, color)

Producer: McGraw-Hill Films
110 15th Street
Del Mar, Calif. 92014

Looks at how the management of agreement can greatly affect the productivity and efficiency of an organization. Mismanaged agreement can be as dangerous to organizational effectiveness as excessive conflict, because it can lead an organization toward inappropriate goals. This Abilene Paradox occurs when the participants in a group decision acquiesce without communicating their reservations to others in the group.

Challenge of Leadership
(14 minutes, color)

Producer: BNA Communications
9401 Decoverly Mall Road
Rockville, Md. 20850

Demonstrates how leadership naturally arises in a critical situation. Helps identify and discuss qualities that make a leader and skills used in applying leadership by consent of the group.

Follow the Leader
(11 minutes, color)

Producer: Straus (Henry) Company, Inc.
Primary Communications
Southern Pines, N.C.

The problems, pitfalls, and barriers confronting the would-be leader are all brought out and analyzed in the context of basic responsibility—that of getting things done through people.

Group Dynamics: "Groupthink"
(22 minutes, color)

Producer: CRM-McGraw-Hill Films
110 15th Street
Del Mar, Calif. 92014

"The symptoms of groupthink arise when the members of decisionmaking groups become motivated to avoid being too harsh in their judgments of their leaders' or colleagues' ideas. They adopt a soft line of criticism, even in their own thinking."—Irving L. Janis, author of *Victims of Groupthink.*

Group Productivity
(21 minutes, color)

Producer: CRM-McGraw-Hill Films
110 15th Street
Del Mar, Calif. 92014

A group's success is determined by work issues, but much depends on personal issues as well: how individuals view themselves, alone and in the group. Strategies for moving through three critical phases of group interaction: orientation, power distribution and tasking, and team production and feedback are outlined.

Individuality and Teamwork
(24 minutes, color)

Producer: BNA Communications
9401 Decoverly Mall Road
Rockville, Md. 20850

How can an organization get teamwork without sacrificing individuality? One answer is the "matrix" organization described by Lippitt, in which each individual in a group is considered a resource, and his or her contributions are fully utilized. Processes of leadership, shared leadership, and membership, with many "how-to's," are presented.

Leadership: Style or Circumstance?
(27 minutes, color)

Producer: BNA Communications
9401 Decoverly Mall Road
Rockville, Md. 20850

Two styles of leadership, relationship-oriented and task-oriented, are examined. Rather than claiming that either style is better, the film shows, through interviews with the presidents of Baskin-

Robbins and Deluxe General, that the effectiveness of each style depends upon the specific situation.

Put More Leadership Into Your Style
(30 minutes, color)

Producer: Barr Films
3490 E. Foothill Blvd.
P.O. Box 5667
Pasadena, Calif. 91107

Presents a formula for increasing everyone's leadership potential by teaching them how to acquire the common, successful skills, techniques, and principles practiced by men and women who occupy leadership roles in a variety of settings.

Team Building
(18 minutes, color)

Producer: McGraw-Hill Films
110 15th Street
Del Mar, Calif. 92014

Regardless of how independent people in an organization think they are, everyone is involved at some time or other in group meetings and decisionmaking. Such involvement requires teamwork. This film shows how to avoid pitfalls that commonly plague most group situations.

Instructional Aids

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Instructional Aids for Module 3

The following instructional aids, developed to accompany Module 3, are provided to assist workshop leaders in conducting effective learning experiences. These materials are referred to in the Leader's Guide and elsewhere in this Module. They are listed here by the unit in which they are used. Workshop leaders may find this checklist helpful in ensuring that all necessary materials are on hand before presenting this Module.

The instructional aids include masters from which transparencies can be made using whatever type of equipment is available locally. Tips on producing transparencies are given on the following page.

Introduction to Module 3

Transparency 1: Learni..g Objectives for **Module 3: Developing Leadership**
Transparency 2: Learning Objectives (Continued)
Transparency 3: Learning Objectives (Continued)
Transparency 4: Learning Objectives (Continued)
Transparency 5: **Module 3: Developing Leadership** Consists of Three Units

Unit I. Identifying and Working With Leaders

Transparency 6: Unit I. Identifying and Working With Leaders Consists of Nine Subunits
Transparency 7: Nine Subunits (Continued)
Transparency 8: Extension Educators Are Seen As Leaders
Transparency 9: Mapping Our Publics—We Should Know
Transparency 10: Identifying Current Leaders
Transparency 11: Identifying Emerging Leaders
Transparency 12: Ethnic and Other Minority Leadership
Transparency 13: Women and Leadership
Transparency 14: Recruitment, Pla- . nt, and Training of Volunteer Leaders
Transparency 15: Recognition and Leadership Growth
Transparency 16: MIPP

Unit II. Group Leadership Skills

Transparency 17: Unit II. Group Leadership Skills Consists of Four Subunits
Transparency 18: Group Characteristics
Transparency 19: Team Building
Transparency 20: Group Decisionmaking in Five Stages
Transparency 21: Dealing With Conflict

Film, "Team Building" (18 min.)
Film, "Individuality and Teamwork" (24 min.)

Unit III. Individual Leadership Skills

Transparency 22: Unit III. Individual Leadership Skills Consists of Three Subunit.
Transparency 23: Personal Characteristics Generally Associated With Leadership

Transparency 24: Personal Relationship Skills
Transparency 25: Task Accomplishment Skills
Transparency 26: Task Accomplishment Skills (Continued)

Making Overhead Transparencies from the Transparency Masters

Provided with this module are masters for making transparencies to be used with an overhead projector. The transparencies can be made in one of three ways.

Method 1: Thermal Process

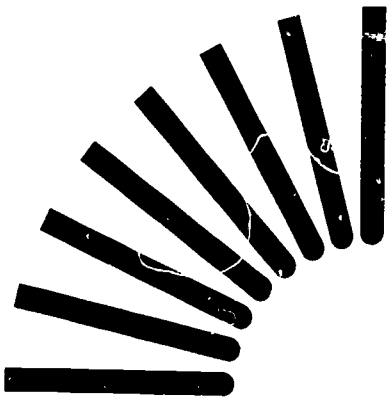
One of the quickest ways to make overhead transparencies is with a Thermofax copier or similar thermal machine designed for this purpose. The masters themselves, however, cannot be run through the Thermofax. Start by making good quality copies of the masters on an office copier. Then lay a piece of thermal transparency film on top of the copy and run the two sheets through the Thermofax machine together. (*Do not use acetate;* it will melt and destroy your copier.) The resulting positive transparency can be placed in a cardboard frame for durability. By using different types of film, transparencies of various colors can be made.

Method 2: Diazo Process

As in making transparencies by the Thermofax method, the first step in the diazo process is to make a high-quality copy of the transparency master. For this process, however, the copy must be translucent or transparent. The copy is placed onto a piece of diazo film and exposed in a special light box with an ultraviolet light source. After the proper exposure interval, the film is removed and processed in a jar of ammonia vapor. The completed film can be mounted in a cardboard frame. The color can be varied by using different types of diazo film.

Method 3: Film Negative Process

This process requires the use of a darkroom and a copy camera capable of handling large originals and negatives. No preliminary copying of the transparency masters is necessary. The masters themselves are photographed on 8 1/2-by-11-inch high-contrast line film at full size using the copy camera. After the film negative has been processed, the image will appear as clear areas on a black background. The negative can be mounted in a cardboard frame and used to project a white image on a black background or backed with an adhesive gel such as Project-O-Film to produce a colored image. This approach is ideal for situations in which the image is to be revealed one part at a time during projection; opaque flaps can be taped to the frame to cover the various parts of the image and turned back one at a time.



Working With Our Publics

In-Service Education for Cooperative Extension

Module 3
Developing Leadership

Transparency Masters

LEARNING OBJECTIVES FOR MODULE 3:
Developing Leadership

1. Understand and Apply the Behaviors and Skills Involved in Leadership Practice.

LEARNING OBJECTIVES (Continued)

2. Identify and Work Effectively with Current Leaders, as well as Identify and Involve Emerging Leaders.

LEARNING OBJECTIVES (Continued)

3. Develop and Carry Out Educational Activities That Will Strengthen Leadership Capabilities Among Others.

LEARNING OBJECTIVES (Continued)

4. Understand Better What Motivates People to Participate in Group, Organization, and Community Activities.

MODULE 3: Developing Leadership

Unit I. Identifying and Working with Leaders

Unit II. Group Leadership Skills

Unit III. Individual Leadership Skills

UNIT I. Identifying and Working with Leaders

Subunit 1. The Extension Educator as a Leader

Subunit 2. Mapping Our Publics

Subunit 3. Identifying Current Leaders

Subunit 4. Identifying Emerging Leaders

Nine Subunits (continued)

Subunit 5. Ethnic and Other Minority Leadership

Subunit 6. Women and Leadership

Subunit 7. Recruitment, Placement, and Training of Volunteer Leaders

Subunit 8. Recognition and Leadership Growth

Subunit 9. Modeling, Integrating, Practicing, and Processing Leadership Skills

EXTENSION EDUCATORS AS LEADERS

Specific Content Knowledge

Link to Vast Resources

Understanding Human Behavior and
Leadership Development

Objective and Impartial Professional

Known and Trusted

MAPPING OUR PUBLICS--WE SHOULD KNOW

Organization's Goals, Objectives
and Methods

Leadership and Membership

Resources

Linkages

IDENTIFYING CURRENT LEADERS

Reputational Approach

Positional Approach

Other Leadership Identification Approaches

- Decisionmaking
- Social Participation
- Personal Influence

IDENTIFYING EMERGING LEADERS

Organizational Hierarchies

Customers, Clients, and Members of Organizations

Issues or Special Subject-Matter People

Reservoir of Individuals with Particular Personal Qualities

ETHNIC AND OTHER MINORITY LEADERSHIP

White, Middle-Class Males Are Overrepresented

Work with Both Minority Groups and the Larger Community

Encourage Groups to Reach Out

WOMEN AND LEADERSHIP

Women's Role in Community Leadership Needs
to Be Understood Better

Traits We Assume Are Important in Good Leadership
Can Be Found Among Candidates of Both Sexes

RECRUITMENT, PLACEMENT AND TRAINING OF VOLUNTEER LEADERS

Volunteer Leaders Are Asked to Accept Specific Responsibilities

Match Their Talents and Strengths with a Particular Opportunity

Training--Helping Leaders Develop Their Potential

RECOGNITION AND LEADERSHIP GROWTH

Public Recognitions of Volunteer Leaders Reflects Favorably on All Involved

Recognition Can Be Simple or Elaborate

Recognition Identifies Leadership Accomplishments and Increases Confidence

M I P P

1. Modeling--Displaying Good Leadership Skills

2. Integrating--Building Leadership Skills Into Everyday Activities

3. Practicing--Gaining Leadership Experience and Confidence Through Practice

4. Processing--Learning as Much as Possible From Each Situation

UNIT II. GROUP LEADERSHIP SKILLS CONSISTS OF FOUR SUBUNITS

Subunit 1. Group Characteristics

Subunit 2. Team Building

Subunit 3. Group Decisionmaking

Subunit 4. Dealing with Conflict

GROUP CHARACTERISTICS

Group's History

Silent Structure

Size of Group

Members' Personalities

Group Cohesiveness

TEAM BUILDING

Group Members' Roles

Task "Hang-Ups"

Effective Group Leadership

GROUP DECISIONMAKING IN FIVE STAGES

1. Initiating and Structuring

2. Stimulating Communications and Information Seeking

3. Clarifying Communications

4. Summarizing

5. Consensus Testing

DEALING WITH CONFLICT

Positive Functions of Conflict

Groups Need to Decide How They Will Deal with Conflict

Guidelines for Dealing with Conflict

UNIT III. INDIVIDUAL LEADERSHIP SKILLS

Subunit 1. Personal Characteristics

Subunit 2. Personal Relationship Skills

Subunit 3. Task Accomplishment Skills

PERSONAL CHARACTERISTICS GENERALLY ASSOCIATED WITH LEADERSHIP

Intelligence
High Level of Energy
Positive Attitude
Self-Confidence
Assertiveness
Ability to Express Feelings
Ability to Control Emotions
Humor
Empathy
Openness
Creativity

PERSONAL RELATIONSHIP SKILLS

Listening
Encouraging
Providing Feedback
Praising
Questioning
Mediating
Teaching/Training
Maintaining Discipline

TASK ACCOMPLISHMENT SKILLS

Initiating
Elaborating
Communicating
Coordinating
Information Seeking
Content Knowledge

TASK ACCOMPLISHMENT SKILLS (Continued)

Information Giving
Analyzing
Diagnosing
Summarizing
Evaluating
Managing