BUILDING LOCAL LEADERSHIP:

THE HEARTLAND CENTER GUIDE TO DEVELOPING LOCAL LEADERS
ACKNOWLEDGEMENTS

For more than 25 years, the Heartland Center for Leadership Development has focused on helping small town leaders face the challenges of the future. Through publications and webinars, face to face training and coaching and longer term technical assistance with strategic planning, the Center has been a strong resource for local leaders.

Our emphasis has always been to cultivate local capacity to improve and sustain communities. Local leadership programs have proven to be a vital part of capacity building.

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What are the pathways to leadership roles in your community? Is there any structured, organized training program for leaders? Do volunteers and elected officials have the opportunity to gain new skills in leadership and network with others? Community leadership is far too important to be relegated to merely hoping that the best folks will emerge as a result of a random process or even to the idea that community conflict will draw out leadership for the future. Rural communities are faced with too many challenges to simply defer to the status quo or just hope for the best.

We know that an engaged community, with active citizens ready to learn and practice all types of skills, will have the best chances of not just surviving but thriving in the future. This publication is based on the Heartland Center’s 30 plus years of experience in designing delivering and evaluating community leadership training programs. We have seen all types of programs in a wide variety of rural areas, small towns and reservations and offer here the lessons we’ve learned during our work in those communities.

We know that recruiting and nurturing local leaders is a great challenge for every community yet an irreplaceable ingredient in success. Leadership is often the most significant factor in the effort to improve and sustain a community, far more important that grant money, great scenery or other amenities. It’s leadership that can make the difference between a community that gradually declines in quality of life and one that faces the future with energy and ideas.

You’ll find here some easy first steps and basic strategies for getting started in Section One, then Section Two will offer ideas on special features that make leadership training really worthwhile to the participants. Section Three highlights some concepts of leadership and summaries of classic research on the subject. Section Four and Five deal with leadership and change as well as the topic of renewing and recruiting new community leadership. Lastly, Section Six is compilation of all types of activities and program topics from the Heartland Center’s resources of practical materials.

We’ve included a wide range of Heartland Center resources here in a framework that can be adapted to specific community leadership training needs. Our hope is that each community will be able to fill in the framework with new ideas and training programs that will develop community capacity. And what exactly is community capacity? It’s the knowledge, skills and attitudes necessary to improve and sustain a community. That is the foundation of leadership development in the community setting and the basis of all Heartland Center programs and projects.

Vicki Luther
Milan Wall
Co-Directors
Kurt Mantonya
Senior Associate
SECTION 1

WHAT ABOUT SOME EASY FIRST STEPS?

This section explains how a “quick start” can be useful in leadership development. All set in a community context, these strategies can be used and adapted by any community group.
Section 1

Have You Ever Seen Yourself In Any Situations Like These?

What About Some Easy First Steps

- You’re at the service club breakfast and realize that one of your neighbors is on the agenda as a speaker on a controversial topic. You immediately become nervous for him, since you assume that the mild mannered fellow that helps you scoop snow won’t be much of a public speaker. To your surprise, he not only offers great ideas but does so in a calm and assured manner. You wonder why he’s not more involved in community activities since he obviously is an excellent public speaker with good ideas.

- The community has received a generous endowment from the estate of a little known local benefactor. The gift requires that the mayor appoint a committee to decide how to spend the funds on community projects. The committee turns out to be the “usual suspects” who have controlled community decisions for far too long. There are no women in the group and certainly no members under 60! You wonder how someone else could break into that inner circle and have some influence.

- While at the local café, you overhear a heated argument about several members of the village board. There seems to be a lot of complaints but nobody really wants to run for office when there’s so much acrimony and hostility towards elected officials. You wonder how the town can overcome such negative attitudes.

- You read in the paper that a small group of high school students attended the meeting of the village board to ask for help in creating a skateboard park in a vacant lot. While you think this might be a good use of that area, you can read between the lines that the kids were met with impatience and questions about where to get the money, if the activity would lead to crime, etc. You can imagine how discouraged the students must feel and you wonder if any of them would consider staying around after graduation.

The answer to all these situations is, of course, a local leadership cadre that is eager, active and above all, inclusive of everyone who lives in the community.

Why a Quick Start Can Be Useful

In some communities, leadership may not be the first issue that is addressed. In fact, each community is encouraged to decide where to start and which issue to tackle first. If there’s already some activity underway regarding charitable assets or entrepreneurship, it may be that a Steering Committee will make a strategic decision to focus on those areas. In some cases, there are informal, quick-start ways to address the need to build local leadership. Three of the most important ways are engaging existing service clubs, creating a coaching team and recruiting individual mentors.

The answer to all these situations is

a local leadership cadre that is eager,
active and above all,
inclusive of everyone
who lives in the community.

Have You Ever Seen
Yourself In Any
Situations Like These?
WHAT ABOUT SOME EASY FIRST STEPS

Engage Existing Service Clubs

Almost every community has a variety of service clubs that offer all types of community improvement projects within the framework of a social group. Such clubs form an important part of a community’s volunteer and leadership core and might even be counted as “social capital.” The problems that service clubs encounter usually deal with the increasing age and decreasing numbers of members as well as the usual territorial, controlling behavior that is part of human nature. For the most part, service clubs are treasures waiting to be mined for the good of the community.

So, how to engage this type of existing structure in leadership development? It’s important to remember that information must travel both ways: a champion who wants to activate the service club must also be prepared to listen to the perspective of the members. Clearly, the membership is a touchstone for getting some momentum going towards the issues such as leadership, youth engagement, entrepreneurship and charitable assets.

Here are some basic techniques for using existing clubs to develop stronger leadership in the community.

1. **Trade membership lists and look for overlapping connections.**
   
   This is one way to analyze the community networks—just by seeing who belongs to which club. If you can access and then compare memberships, you’ll find that there’s a cadre of individuals who are networked across the community. These folks should be recruited to help with all types of strategies.

2. **Focus on the elected leaders of clubs.**
   
   The officers of service clubs represent a solid, experienced group of volunteers. They may be targeting one area of community life through a particular club, but you can be sure that they will offer insight, history and suggestions for all areas of community improvement. One technique is to hold a Summit Meeting of all the officers of service clubs and ask them to talk about the strengths and opportunities of the community, the aspirations (dreams of the future) and results that are needed. Getting all the officers together once a year for discussion and some skill training is an excellent way to begin building local leadership.

3. **Experiment with club partnerships.**
   
   This means linking several clubs together to co-sponsor a project and give the members a chance to work together. Sometimes the simplest shared task is promoting an event such as a town hall meeting or
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WHAT ABOUT SOME EASY FIRST STEPS

community forum to talk about the future. Or how about collaborating on a once a year “Leadership Day” in the community that honors local leaders and recruits new folks to join in?

4. **Rotate the host role to different clubs over time.**

If you’d like to try out a few workshops on leadership skills, for example, invite three different service clubs to host each of the three short workshops. The first host club will be the most difficult to get but once you do have that support, you’ll be surprised how the others fall into line. If hosting a leadership activity can be “marketed” to the clubs as a special privilege, then the clubs will get behind their own event and work hard to make it a success.

5. **Try targeting the next president of each club for special skill training.**

Many clubs use a system of increasing responsibilities so that members serve in various offices just before they assume the president’s role. Target the folks who are in line for leadership for a special, short workshop on a useful topic like improving meetings or managing conflict. Because they will be assuming these volunteer leadership roles, investing in the skill level of the upcoming officers is a great short term way to build leadership.

Create a Coaching Team

The role of a coach is a special one that was at one time the exclusive territory of organized sports but has recently been applied to all types of work and community settings. Coaches are teachers, but they use a special approach to sharing information. The coach role really focuses on creating the conditions for learning, assessing skills, perhaps suggesting training, and then encouraging and offering feedback.

Can you see how this might be applied in a community leadership situation? A coaching approach to leadership development would focus first on creating learning conditions. One application would be to arrange for people to rotate in the role of chairing or convening a meeting. The chance to chair the meeting is the learning opportunity. The coaching approach might also help each chairperson, in turn, to take a good look at her or his experience and skills in leading a meeting. That’s the assessment part of coaching. Lastly, the coach would observe the meeting and offer some feedback on how it went and how it might be improved.

Coaching is a wonderful way to recruit and strengthen volunteer skills. Rather than delegating a task and then abandoning the volunteer, the coach stays the course but in the background and as a support. Especially in the
WHAT ABOUT SOME EASY FIRST STEPS

realm of leadership development where community members will often defer to others (I’m not a leader!), coaching can be just the right approach for encouraging someone to try out a new skill or take a risk and step into the leadership role. Knowing that you have a coach (or a team of coaches) to help you through a volunteer commitment makes a huge difference.

A coaching team can be a quick start to leadership development. Serving as a coaching team may be one way that the leadership task force might decide to operate. Or a sub-group or committee of the leadership task force might serve or recruit others to serve as a coaching team. Remember that the coaching team will use this approach:

1. Identify opportunities or create conditions for learning to happen
2. Work with individuals and groups to assess strengths and skills
3. Develop a systematic, step by step plan to try out new skills and behaviors
4. Offer feedback on performance

While this might sound daunting, it can be paraphrased in this way:

Coaches find places for people to try out new skills, observe and then discuss ways to improve.

Recruit Individuals to Serve as Mentors

The last quick-start suggestion for leadership development revolves around the identification and recruitment of experienced individuals in the community. Of course, this is exactly the type of person who often serves on a steering committee or on a leadership task force. Potential mentors are also found in the ranks of retired teachers, pastors, elected officials or people with special skills. Age is not a requirement to be a mentor, as anyone who has had a grandchild serve as a guide to computer skills would attest!

A mentor is someone who can develop a trusting, advising relationship with a less experienced individual (often called a protégé or a mentee). The most important skills for mentors are embedded in the term “careful listening,” because a mentor must be able to communicate in a consistently reflective manner.

Here are some mentor communication techniques:

1. Use open ended questions to bring out more conversation. (What did you think about?)
2. Offer non-judgmental responses rather than opinions. (That’s interesting...)
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3. Give advice through story telling. (Maybe this will help. One time…)

4. Use two-way problem-solving as part of the conversation. (What do you think might work?)

5. Paraphrase or reflect content. (So you’re saying that…)

Mentoring involves a one-to-one relationship with someone who wants to improve or take on community leadership activities. Mentors must agree to confidentiality and to maintaining contacts for an agreed up on length of time. Mentors also open doors and make connections for their mentees/protégés. This can take the form of suggesting others to call, books to read, or web sites to visit. Keeping in regular contact is extremely important to developing the mentoring relationship.

In a community setting, the leadership task force could recruit a mentor that is a retired teacher who also has experience with public speaking or debate tournaments. Matching her up with a newly elected official who has to give speeches and press conferences or even write a news story now and then makes sense. The mentor can advise on public meetings, hearings or talking with voters about issues. Meeting regularly for a cup of coffee gives the new official someone he trusts to talk to about experiences.

Mentoring as an approach to leadership development is a very useful tool that makes great use of the community’s human resources. It requires a good knowledge of the community and the people in it. Community mentors can be seen as a buddy system that supports new and emerging leaders.
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Funding Sources

The funding for a leadership program will probably come from multiple sources:

- grants from foundations
- corporate contributions
- participant fees
- individual donations
- sales and auctions
- special events
- revolving loan funds
- fund-raising events
- community foundations
- local or county government appropriations

Leadership development is a critical investment for communities. Securing long-term funding is a good way to establish some longevity for the program and create the best chance to show positive results. The challenge in securing support for a leadership development program rests in devising ways to make the importance and the benefits of leadership training known.

Studies have shown that prefund-raising activities are critical to successful results and warrant careful research and planning before fund-raising begins. It’s worth the effort to educate the public—and potential contributors—to the value of the program before the first request for money is made. This is true whether the potential contributor is a foundation or a county board of commissioners.

Case Statements

The first step is the development of a “case statement” that will answer the question, “Why should I give?” The process of writing a case statement—which should be no more than a page or two—is a helpful first step in getting clear on what’s intended and what’s needed.

In building a case statement for your program, consider the following questions:

1. **What is the current problem?**
   
   Don’t just claim that current leadership is weak or inadequate. List some specific examples of “lack of leadership” or trends such as population decline or rapid growth that make the need for strong leadership more important than ever. Focus on why the community needs to strengthen or expand leadership.
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*Strong leadership programs are inclusive, drawing from all areas, factions and diverse groups represented in the community.*

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2. **What do you intend to do about it?**

   Here’s your chance to describe how a leadership program will really improve community capacity to deal with the challenges of today and tomorrow. Be specific and concrete. Again, relate the impact of the leadership program to helping with other community activities.

3. **Who is the intended audience?**

   Strong leadership programs are inclusive, drawing from all areas, factions and diverse groups represented in the community. Don’t describe an audience that is too specialized or restricted. One advantage that you can use is to target young participants from the beginning.

4. **What is the scope of the program?**

   Explain what topics the program will cover and in what order. Give some rationale for the importance of these topics to improving community capacity and helping with the community improvement.

5. **What is the time frame involved?**

   This question can be answered by examples of how the program might operate. For example, you might describe a series of nine workshops over a year’s time. Each workshop might run for three hours and use both outside and local speakers.

6. **Who benefits from the program, and how?**

   This is probably the most crucial question in the case statement and the one that must be tailored to meet the specific interest of each potential contributor. For example, if a request for financial support is sent to the home office of a corporation that sells a product in the county, then it makes sense to develop some benefit statements about how strengthening the leadership will improve the market for the corporation’s product. In other words, developing strong leaders improves the entire community but can be described to appeal to special contributors.

7. **What is the bottom line on the amount of money needed to make the idea become a reality?**

   A simple and realistic budget is essential. The most difficult contribution to obtain is the first since everything that follows can be approached as a request for “matching” gifts. Get one bank to contribute and others are sure to follow!
WHAT ABOUT SOME EASY FIRST STEPS

Looking For Financial Support

After a case statement is in place, the second element to consider is the identification of potential funding sources. Figuring out who does not have gift potential is as important as establishing who does. It is also useful to gather some in-depth information about specific funding targets, such as annual reports, business publications or newsletters.

If the funding source is an individual within the community or county, do some research about the types of programs he or she usually supports. Letters are not as effective as face-to-face meetings. Or, if necessary, send a note and follow-up by phone. The “personal” touch is the key to gaining the contributor’s trust. A strong case statement is helpful because it is something tangible that can be left behind after a personal visit.

Involving many people in planning your county leadership program will also help fund-raising efforts. Those most involved in a program will always be its most enthusiastic promoters. Highly credible, visible supporters encourage contributions. Invite these individuals to serve on the advisory committee for the program. Sometimes lending a name to an effort is as good as a monetary gift.

The media should also be a partner in the fund-raising efforts. Newspapers, television, radio and newsletters are excellent places to advertise facts, feature stories and progress reports in the early stages of fund-raising. As goals are met and gifts are received, the media can feature stories on contributors and run a wrap-up story when all the funds needed are raised.

The key is to look for as many sources of funding as possible and to use a creative approach. One way to do this is to devise an array of “gifts,” allowing people to donate amounts ranging from $25 to several thousand. In addition, make clear that the fund-raising program will accept gifts other than money, such as donations of facilities, food, supplies or labor.

Selecting Participants

An initial consideration when selecting participants for the program is geographic representation. When developing a county-wide program, representatives from all communities in the county need to be included. Other factors to consider when choosing participants include gender and age diversity, as well as racial or ethnic minority representation. Multiple perspectives increase the quality of the experience for participants and the reach of the program into all parts of the county. There might also be some value in cross-recruiting participants with interests in various issues.
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WHAT ABOUT SOME EASY FIRST STEPS

Start by appointing a subcommittee to draft selection criteria for program participants. The criteria must be fair and equitable. Make a written list available to any individual who requests information about the selection process.

Equitable representation is a vital dimension of a successful leadership program. Establishing criteria, and using the criteria to recruit if necessary, only works if the criteria honestly reflects the entire community.

The selection committee may want to develop an application form to help equalize the selection process. Applications should be made available to all individuals in the county, using various promotional techniques to reach a variety of people.

An application should include some basic information, such as:

Name               Education
Address/E-mail Address  Work Experience
Telephone/FAX Numbers  Volunteer Experience

Additional information may be requested and listed as optional:

Age               Gender
Ethnic Background

It’s also appropriate to request several references or perhaps to require a “sponsor” or nominator from the community. Perhaps a steering committee or leadership task force might serve this purpose in some settings. Some applications will also request a brief statement from applicants about why they would like to be part of the program.

Answers to open-ended questions always make interesting reading, but it’s important to remember that the answers have to be read! Sometimes the temptation is to ask many, many questions that result in an overload of information. Keep your format simple enough to save processing time, but complete enough so you don’t have to seek additional information.

Increasing Involvement and Support

Gaining public interest in and community support for a leadership development program is vital to its success. The more you can involve community institutions such as the newspaper, churches, schools, banks and retailers, the greater the chance for financial support and community enthusiasm.
Section 1

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When trying to generate interest, the rule is, “Go to them, and don’t make them come to you.” Attend meetings of community groups to explain your leadership program. Emphasize ways for community organizations to get involved.

Here are some basic ideas for increasing community involvement and support:

1. **Create opportunities at all levels of involvement.**
   
   Even the most basic tasks, such as stuffing envelopes or passing out flyers, should be considered important contributions. In addition, it’s important to create opportunities for newcomers to serve as chairs of committees. Volunteers might not apply to the leadership program, but they’ll help recruit others if their initial impression is positive.

2. **Enhance communication, coordination and networking in the community.**
   
   Look for opportunities to ask service clubs to co-sponsor activities or fund scholarships. Try new pairings of community institutions such as newspapers and churches, schools and businesses.

3. **Find the right method, words and people to invite others to become involved.**
   
   The most effective request to support the county leadership program will match the listener’s interest. Once again, benefit statements are important. Convincing a teacher to apply will take a different angle than talking to a business owner. Appealing to an individual’s self interest is the soundest approach. This takes some analysis and requires good listening skills. Then the message can be tailored to her/his needs.

4. **Anticipate who might be threatened by your program and develop a proactive strategy to deal with the situation.**
   
   Make sure you play out the “What if...” game and try to anticipate problems before they develop. If you can identify those who will be critics, try to recruit them for the program or at least ask their advice in advance. This is one way to avoid undercurrents of criticism.

5. **Ask more than once.**
   
   Understand that sending out a letter or getting an article in the newspaper won’t accomplish all of the necessary recruiting. Successful marketing of a new leadership program requires a repeated message of invitation and benefits. While some people may hear the invitation the first or second time, others won’t get interested until they’ve received a letter, read about it in the newspaper, seen a poster and then heard a conversation in the café.
What About Some Easy First Steps

Program Goals

It’s very important that shared goals are set for developing a leadership program. This guidebook assumes that the following goals would be appropriate for any program, but especially those that serve more than one community in an area or county.

1. Create an environment in which communities can work together to combine limited resources and use available experience and expertise to benefit each community and the entire area.

2. Create a definition of leadership as it applies to an area and expands the definition of community.

3. Identify and encourage the involvement of people from various geographic, ethnic, occupational and economic segments of the area in leadership roles.

An area or multi-community leadership program may have additional goals specific to a region’s needs. For example, there may be a particular emphasis on youth leadership and school involvement. Remember that these are samples of typical goals for leadership program and shouldn’t prevent the development of goals for your own program.

Establishing Outcomes

When planning a leadership program, you should specify the outcomes you would like to achieve.

For example, one outcome of the county leadership development program might focus on specific subject areas such as working with groups or managing conflict (content outcome). Another outcome might be more concerned with a particular process, such as encouraging networks and recruiting future classes (process outcome). Another outcome might emphasize the participants’ interaction during and after the program (relationship outcome).

It is possible that all three of these types of outcomes will be found throughout the program. Identifying outcomes for a program can be difficult, as other members of the planning group may not agree with your viewpoint. Some people may have hidden agendas that they want to promote. It’s worth the time to reach consensus before you start, however, as a way to avoid conflicts on program objectives later.

When outcomes are clearly stated, it’s much easier to describe the results or what will be different because of the program.
Section 1

Logistics: Timing and Facilities

Cross-check the community calendars of each town. The farther in advance dates can be set the better.

WHAT ABOUT SOME EASY FIRST STEPS

Scheduling

When planning a series of training sessions for your leadership program, an important consideration will be the timing and dates selected for the program series. Obviously, well-known schedules for school sports events and service club meeting nights should be avoided. Cross-check the community calendars of each town. The farther in advance dates can be set the better, especially if attendance at all sessions will be an expectation or perhaps even a requirement.

Site

When choosing sites, strive for convenience, adequate size and an appropriate setting. For example, a room with a panoramic view of the outdoor scenery can be distracting to participants. However, the mood is often much more positive in a room with good lighting and acoustics than in a poorly lit basement. Some leadership programs use several different meeting sites and rotate among several communities. This allows different communities to share the hosting responsibilities and also spreads out the financial impact of meals, etc.

Facilities

Try to locate a facility where all your audiovisual needs and meal arrangements are available in the same building. Because a multi-community leadership program can involve people from a large geographic area, a centralized location that is equal distance from all directions may be important.

Some additional considerations include:

• Options for childcare.
• Special arrangements (in terms of accessibility or equipment) for disadvantaged or disabled populations
• Meal requirements for special diets
• Audiovisual needs such as overhead/LCD projectors, screens, microphones, VCR/DVD player
• Parking availability
• Wireless Internet access
**WHAT ABOUT SOME EASY FIRST STEPS**

Some facilities may require a contract and a deposit to reserve dates. Many times facility fees can be negotiated or donated. Some facilities, such as motels, may give discounts for a series of programs or won’t charge for meeting space if a meal is served. It may be possible to negotiate meal prices by setting a top limit (and making sure that the total includes tax and gratuities). Buffet arrangements are usually less expensive than potluck meals.

If facilities and meal arrangements are very informal and you agree on them verbally, it’s still a good idea to summarize the conversation in writing. Use a letter that outlines the date, times, meal plans and audiovisual needs. A written agreement can be very helpful as a reminder of what was requested.

**Child Care**

If programs are offered in the evening, working parents may not participate unless some type of child care is available. In many communities, program organizers never consider the many different options that can be used to solve the child care problem and increase participation. For example, a special contribution from a business might be used to pay for evening child care in an existing home-based program with participants’ eligibility for a “discounted” fee for a two- or three-hour stay. Church groups might be asked to contribute child care services for participants as a way of supporting the leadership training program with various churches taking turns, and students in a consumer education class at a local high school may be able to help.

**Creating a Budget**

Budgets for leadership programs should include both income (participant fees, contributions and underwriting from local government, for example) and expenses. In-kind contributions can also be part of the total budget. Office space and clerical help from existing organizations such as a Chamber of Commerce can be a considerable contribution.

It’s helpful to try to estimate the cost or value of resources that may be needed to develop, carry out and operate a county leadership program. These may include office equipment, office space rental, supplies, postage, telephone charges and staff (full-time, part-time or internships). Volunteer time can be valued by looking at the IRS website.

Here’s an example of a budget for a county leadership program that will serve 30 participants (five from each of six towns) in a series of nine programs, each held on a Saturday morning at a motel meeting room in the geographic center of the county. Each participant will pay for her/his own lunch.
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Leadership Program**

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<table>
<thead>
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<th>Sample Budget</th>
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<td>Contribution of three service clubs</td>
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<td>Donated telephone costs from county extension ($25 per month for one year)</td>
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<td>Donated printing from school district (Brochure &amp; nine mailings)</td>
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<td>Meeting room rentals (Nine meetings @ $250)</td>
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<td>Training materials: notebooks &amp; handouts (30 @ $25)</td>
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<td>Honoraria for speakers (Six speakers @ $300)</td>
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<td>Travel expenses for speakers (Estimated)</td>
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<td><strong>Total</strong></td>
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WHAT ABOUT SOME EASY FIRST STEPS

This type of budget demonstrates the way that in-kind contributions can keep expenses low. For a beginning program, this budget is minimal. One expense that might be much greater as a program continues is speaker honoraria or fees. However, a business might be willing to sponsor a special speaker and, as a result, get some publicity.

Evaluation

Getting feedback from participants is the best way to improve a program. At a minimum, each program should be evaluated on site by everyone attending. For best results, evaluations should be anonymous and ask questions about both the program content and the skills of the speaker or trainer. Ask “rating” questions (On a scale of 1 to 5, with 5 the highest, how would you rate today’s program?). Also ask “open-ended” questions (One way to make the program better would be to. . . ).

Participants can be asked their opinions on content, speakers, facilities, timing and program management.

Evaluations should be summarized and used for planning the next year’s program, selecting speakers, and generally improving most aspects of the program. If staff time—or lack of full-time staff—is a problem, dealing with evaluations is an assignment that participants can take on as part of the learning experience. Summarizing the information and reporting back to the group at the beginning of the next session can be a useful exercise for participants. An evaluation form can be very simple and direct. An example follows.
Section 1

Leadership Program

Sample Participant Evaluation

What About Some Easy First Steps

Program I: Getting to Know the Region

Date: ____________________________

1. Three things I really liked about the program are:

2. Three things I’d like to see changed are:

3. On a scale of 1 to 5, I’d rate this speaker:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Great</th>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
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4. On a scale of 1 to 5, I’d rate the materials used in this program:

<table>
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<th>Poor</th>
<th>Fair</th>
<th>Great</th>
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</thead>
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<td>1</td>
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<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

5. Comments or suggestions?
MAKING THE PROGRAM WORTHWHILE

How do we define leadership in a community setting? What topics should be included in a leadership program? These questions, along with a discussion of participant projects, are answered in this section.
Section 2
Changing Definitions of Leadership

At one time, leadership meant knowing all the right answers. Today, it means asking the right questions!

MAKING THE PROGRAM WORTHWHILE

The definition of leadership has changed dramatically in the last 25 years. At one time, leadership meant knowing all the right answers. Today, it means asking the right questions! Here are some ideas that form the platform for defining leadership in one approach.

Community leaders need to know where to get information about the region and its population.

Information and knowledge are key variables in the age of communication. However, information is useless unless it’s timely and relevant. Leaders should be expert at tapping the right databanks at the right time or expert at getting help in this way.

Community leaders need skills for working with groups of people and for shared decision-making.

Community leaders of today involve many people in the community development process. They are team players who believe that decisions should be made from the bottom-up rather than from the top-down. As such, they seek the opinions of those around them, encouraging broad-based participation. Today’s leaders have the skills to increase citizen participation.

Community leaders understand techniques for creating a shared vision of the future and systematic planning to make things happen.

Leaders are strategic thinkers and doers. They see the value of using the lessons and knowledge learned from the history of the community and combining it with a vision for the future. They have the ability to combine vision with action, guiding the members of the community through a process of making wise choices that reflect community values and exploit local strengths.

Community leaders know how to manage change.

Another important characteristic of today’s leader is the ability to cope with change. Successful leaders are aware of their own reactions to change and are able to overcome resistance to change on the part of others. Balancing the town’s nay-sayers while motivating others to take on a community improvement project is a major commitment of the leader’s time and effort.

Knowledge, Skills and Attitudes

It takes skills, knowledge and attitudes to make successful community leaders. With this in mind, here are the suggested general topics that can be used to build a leadership development program.
Section 2

Suggested Topics For a Leadership Program

Gaining an awareness of attitudes about change and the understanding of one’s own strengths and aspiration can be a significant learning experience.

MAKING THE PROGRAM WORTHWHILE

1. **Information about the Region and its Resources**
   Participants should gain a basic understanding of the region and how government and other resources work. Skills and practice in using resources such as state agencies are part of this topic.

2. **Group Process Skills**
   Techniques for leading meetings and for working with small groups to make decisions and carry out tasks should be part of the training. Learning basic communication skills and improving public speaking or presentations also might be part of this topic.

3. **Strategic Planning**
   A clear understanding of the steps in strategic planning and how they can be applied to various community needs—economic development, education, health care—are important to leadership development. This is the ability to use a step-by-step, systematic approach to visioning, planning and project management.

4. **Understanding and Managing Change**
   Gaining an awareness of attitudes about change and the understanding of one’s own strengths and aspiration can be a significant learning experience. When combined with motivational techniques and applied to the problem of maintaining momentum in a community program, this makes for a worthwhile topic.
Making the Program Worthwhile

The climate or the atmosphere in the session is also very important when working with adults. The facilitator should set a climate that is supportive and helpful to learning. The following conditions are characteristic of a positive climate for learning.

1. A Climate of Mutual Respect
   People are more open to learning if they feel respected. If adults feel they are being talked down to, embarrassed or otherwise abused, their energy is transferred from learning to dealing with those feelings.

2. A Climate of Collaboration, Not Competitiveness
   The participants must see themselves as mutual helpers rather than rivals. Training exercises should be designed so that participants will discover that their peers are rich resources.

3. A Supportive Climate
   The facilitator should be a role model, encouraging and reinforcing participation. The opening activity sets the mood for establishing support relationships among participants. For example, the facilitator should model the basic rules that state there all questions are welcome and all opinions are valued. It is important to engage the introverts—those that want to participate but are afraid to have their voices heard. Several techniques including small group breakouts alleviate the inner tension of introverts.

4. A Climate of Fun
   Learning should be one of the most enjoyable things we do. Spontaneous humor should be encouraged in the learning environment. Informal dress, a flexible schedule, and get-acquainted activities all help to create an atmosphere of relaxed attention.

5. A Humane Climate
   Establish a climate where people feel they are human beings, not objects. Pay attention to human needs with comfortable chairs, frequent breaks, adequate ventilation and lighting and availability of coffee or cold drinks. Varying the pace and alternating presentations with table or small group discussion respects the participants attention and energy level.
Section 2
Characteristics of Community Leadership Programs

MAKING THE PROGRAM WORTHWHILE

What Purposes are Served?
- Identification of emerging or potential leaders
- Improved understanding of civic or community affairs
- Enhanced involvement in community leadership circles
- Development of leadership skills
- Study of key community issues
- Generation of action plans for community improvement
- Recruitment for volunteer leadership in community groups

What Activities are Undertaken?
- Presentations on leadership themes or topics
- Visits to civic or community agencies or offices
- Workshops to learn leadership skills
- Research on community needs and issues
- Planning activities for community betterment
- Reports recommending community action
- Mentoring by recognized community leadership
- Placement in volunteer service roles
- Evaluation of program impact

Who Provides Support and Direction?
- Chambers of Commerce
- Community Foundations
- Development Associations
- City/County Governments
- Schools and Colleges
- Employers
- Individuals

What are the Impacts?
- Improved awareness of community and civic activities
- Improved attitudes about community futures
- Greater participation in community and civic affairs
- Expanded pool of people with leadership skills
- Improved direction and focus for community betterment
MAKING THE PROGRAM WORTHWHILE

Using Projects as Learning Experiences

Most adults have had the realization that real learning comes through the application of a new skill or idea. Trying out a new communication skill, for example, is different from reading about it or listening to a presentation about communications theory. Many leadership training programs include a participant project of some type for just that reason.

Certainly within the leadership development approach, participant projects have an important place. If, in fact, the leadership program does include a participant project, it should be linked directly to some community issue or need.

Participant projects have many advantages. One obvious advantage is the application of new knowledge. A more complex dimension of application is the way new ideas and skills are combined when a project is underway. Working as part of a team is also a benefit of participant projects and is particularly helpful if the leadership program is designed to build bridges among communities. A participant project can provide a powerful lesson in working together, and it can demonstrate that a team can solve problems in ways that individuals cannot.

There are also disadvantages to including participant projects as part of the leadership development program. Some adults may interpret such an assignment as distasteful “busy work” if it’s not an authentic project with useful results. Another disadvantage is the potential for controversy related to a participant project or conflict within a team. While these may be natural side effects of community work, controversy and conflict may be very disruptive to a training program, but, of course, offer many opportunities for learning as well.

One way to decide whether or not to include a participant project in a training program is to consider the context of the program itself. Is this a new program in its first year or an expansion of a well-established program? Is there a history of team projects within local service clubs, or is this a new and untested idea in the county? Is there any precedent for individuals from several towns working together? Is the general support for the program strong or are there many critics and nay-sayers? Can time be structured to allow for “debriefing” and reporting on projects?

Identifying a Participant Project

Some examples of participant projects that can be planned and completed in a year’s time include community beautification efforts, group painting or renovation of low-income housing, recreation events for youth or seniors, special fund-raising events for worthy causes, elaboration of existing community celebrations, creation of tourism materials, conducting
MAKING THE PROGRAM WORTHWHILE

educational events, and data collection activities related to community history/heritage. These few examples demonstrate the wide variety of possibilities. In most cases, participants don’t have difficulty imagining projects, but they need to make sure the project they undertake is well-defined and realistic.

If a decision is made to include participant projects in your leadership program, then careful preparations will help to insure success. Guidelines for participants on how to identify a project are very helpful. Identifying a project should require participants to do some research, assess needs and discover what activities are already underway to address the situation. Basic considerations include:

- Understanding of the problem or issue
- Contact with others already working on the problem
- Development of a plan of action
- Identification of resources that might be needed
- Valuation to monitor progress
- Regular reports to other participants

Questions for Participants considering class projects

Here are some questions that might form the basic guidelines for project identification. Use these questions to identify a community improvement project that a team of participants will work on as part of the leadership development program.

1. What is the problem or issue you plan to address? Write a single paragraph that describes the problem.

2. What activities or programs have already addressed the problem? Are others working in this area? If so, how will you interact with them? What have they learned?

3. Given the time frame of this program, what actions can your team plan to address the problem?

4. What resources—from within the county and from outside the county—might be needed? How does your team plan to access these resources?

5. How will you evaluate progress? How will you evaluate the impact of the project?

6. How will you report progress to other participants? Is there a need to report to others in the community? If so, how will you do this?
Section 2

Making the Program Worthwhile

Managing Participant Projects
Participant projects usually last the entire length of the training program and sometimes continue after formal training has been completed. Keeping enthusiasm high while implementing a significant yet manageable project may be difficult. There may be a need to structure time in the first or second session to help participants to identify a project. Additional work on the preceding questionnaire could be done as homework.

Progress Reports
Regular reports to the training group are an important part of managing participant projects. This report can take the form of a brief verbal update at each training session or a written memo from each team. The regularity of the report is more important than the format since the expectation that some progress will be made is implied when a report to the group is scheduled. Reports might also be made to the steering committee or to a newsletter or community web site.

Problem-Solving
Problem-solving discussions during training sessions should also be a regular part of managing participant projects. Everyone will encounter some sort of problem, obstacle or difficulty in the course of a project. Participants can serve as consultants to each other if time is set aside for discussions of project problems. This type of sharing also reinforces the team-building aspects of participant projects.

Participants should be encouraged to measure progress as the project continues. This might mean setting some outcomes (expected results), working within a timeline of activities, and framing reports to the group in terms of outcomes and deadlines. Final evaluations should also be part of the project so that participants can consider what impacts—expected and unexpected—have resulted from their efforts.

Good communication at each stage of activity is the key to successful management of participant projects. Sometimes participants themselves can be inventive about reports and updates. Asking each team to invent a reporting method is a challenge that produces exchanges that are fun and interesting for the whole group. One significant evaluation question regarding projects is to ask participants to identify the application or use of tools, techniques, information and ideas that were part of the training sessions. This consideration creates a very strong connection between the project and the series of training sessions.
Making the Program Worthwhile

Creating a Network
Alumni activities have two main purposes: First, to continue personal development begun in the program and, second, to build support for the continuation of the program itself.

Personal development might take the form of a once-a-year “refresher course” for graduates that offers some advanced level of a previously covered topic. Use participants themselves as speakers on topics included in their own area of expertise. Participants who return to annual alumni workshops are those who have been changed by the training experience and want to continue their own development.

Finding ways for graduates of a leadership development program to support the on-going training is almost as important as recruiting new participants. Alumni are the most significant sales force a training program has. This, of course, is the reason to use good planning and on-going evaluation to make sure participants are satisfied with the training experience. Once they have completed the program, alumni should be considered the core of the program’s volunteer potential.

Here are some ways that alumni can be involved in an on-going leadership development program.

- Recruit new participants
- Donate funds to sponsor a participant
- Contribute to a newsletter
- Serve on the selection committee and other special project work groups
- Act as part of a speakers’ bureau on the topics of leadership and the county-wide training program
- Help with fund-raising (sign letters, visit potential contributors, talk to elected officials)
- Offer testimonial statements for use in a brochure
- Assist in planning future programs
- Conduct evaluation activities and make comparisons

Networking Among Participants
An important benefit of a leadership development program is the enlarged circle of acquaintances and colleagues that results. Such a network will have a major impact on the way problems are solved and resources are used. A network of participants is a significant factor in building collaboration among communities. The network allows individuals to cross many of the barriers mentioned earlier in this guidebook.
Some of the ways that a network can be created and supported are strictly mechanical. For example, provide a good directory of participants that includes contact information and also some personal information about participant interests and skills.

Another basic element of a network is structured contact. Networks don’t exist on paper. Networking means contact. This contact can be in person through an annual meeting, social gathering or workshop. The contact can also be by telephone or electronic format. Telephone or texting tree arrangements work efficiently to pass information in an orderly way. Buddy programs can create partners who have regular contact with one another will also work well.

Networks need some structure and a defined task or agenda. If the participants in a leadership development program are clear that their network has a focus, they will be much more involved and enthusiastic. Networks of alumni might be dedicated to the maintenance of the training program, or they could be focused on a new topic each year. Creating social media page such as Facebook and encouraging participants in the leadership program to sign on and contribute is an excellent way to maintain a network. Social networking sites such as Facebook are tools that provide excellent means for nurturing connections.
This section offers a review of the history of leadership studies and a practical model for thinking and talking about the behaviors of successful leaders. More definitions of leadership are also included.

In the following pages you’ll find a variety of concept papers and summaries of leadership studies. In addition to materials from the Heartland Center for Leadership Development, authors such as James Kouzer, Barry Posner and others are referenced. These papers provide a conceptual framework and some additional definitions for leadership.
Research and Theories About Leadership

Researchers have examined leadership skills from a variety of perspectives. Early analyses of leadership, from the 1900s to the 1950s, differentiated between leader and follower characteristics. Finding that no single trait or combination of traits fully explained leaders’ abilities, researchers then began to examine the influence of the situation on leaders’ skills and behaviors. Subsequent leadership studies attempted to distinguish effective from non-effective leaders. These studies attempted to determine which leadership behaviors were exemplified by effective leaders. To understand what contributed to making leaders effective, researchers used the contingency model in examining the connection between personal traits, situational variables, and leader effectiveness. Leadership studies of the 1970s and 1980s once again focused on the individual characteristics of leaders which influence their effectiveness and the success of their organizations. The investigations led to the conclusion that leaders and leadership are crucial but complex components of organizations.

Leaders versus Followers

Initial investigations of leadership considered leaders as individuals endowed with certain personality traits which constituted their abilities to lead. The studies investigated individual traits such as intelligence, birth order, socioeconomic status, and child-rearing practices. Stogdill identified six categories of personal factors associated with leadership: capacity, achievement, responsibility, participation, status, and situation but concluded that such a narrow characterization of leadership traits was insufficient: “A person does not become a leader by virtue of the possession of some combination of traits” (Stogdill, 1948, p. 64). The attempts to isolate specific individual traits led to the conclusion that no single characteristic can distinguish leaders from non-leaders.

Impact of the Setting on Leaders

These “trait” investigations were followed by examinations of the “situation” as the determinant of leadership abilities, leading to the concept of situational leadership. Studies attempted to identify “distinctive characteristics of the setting to which the leader’s success could be attributed” (Hoy & Miskel, 1987, p. 273). Henley (1973) reviewed leadership theories and noted that “the situation approach maintains that leadership is determined not so much by the characters of the individuals as by the requirements of social situation.” According to this research focus, a person could be a follower or a leader depending upon circumstances. Attempts were made to identify specific characteristics of a situation that affected leaders’ performance. Hoy and Miskel (1987) listed four areas of situational leadership: “structural properties of the organization, organizational climate, role characteristics, and
subordinate characteristics.” Situational leadership revealed the complexity of leadership but still proved to be insufficient because the theories could not predict which leadership skills would be more effective in certain situations.

**Two Dimensions**

Other attempts to examine leadership have yielded information about the types of behaviors leaders exhibited in order to determine what makes effective leaders effective. These behaviors have been categorized along two common dimensions: initiating structures (concern for organizational tasks) and consideration (concern for individuals and interpersonal relations). Initiating structures include activities such as planning, organizing, and defining the tasks and work of people: how work gets done in an organization. Consideration addresses the social, emotional needs of individuals—their recognition, work satisfaction and self-esteem influencing their performance. Other researchers conceptualized these two dimensions as effectiveness and efficiency (Barnard, 1938), goal achievement and group maintenance (Cartwright & Zander, 1960), instrumental and expressive needs (Etzioni, 1961), and system- or person-oriented behaviors (Stogdill, 1963). Speculation about which dimension, initiating structures or consideration, was more important for various situations led to the assessment of leaders’ skills along these two dimensions. Among the assessment instruments developed to measure leadership skills, the Leader Behavior Description Questionnaire (LBDQ) has been the most used. Halpin (1966) stated that one of the major findings resulting from the LBDQ data was that “effective leadership behavior tends most often to be associated with high performance on both dimensions” (p. 97). In summary, the situation approach to leadership supported the contention that effective leaders are able to address both the tasks and human aspects of their organizations.

**More than the Situation**

Other research efforts to identify leadership characteristics focused on the fit between personality characteristics, leaders’ behaviors, and situational variables. The “situational leadership” approach contains an underlying assumption that different situations require different types of leadership, while the contingency approach attempts to “specify the conditions or situational variable that moderate the relationship between leader traits or behaviors and performance criteria” (Hoy & Miskel, 1987, p. 274). Fiedler (1967), differentiating between leadership styles and behaviors, concluded that leadership styles indicate leaders’ motivational system and that leadership behaviors are leaders’ specific actions. He believed that group effectiveness was a result of the leaders’ style and the situation’s favorableness. House’s (1971) Path-Goal Theory included the interaction
SECTION 3

RESEARCH AND THEORIES ABOUT LEADERSHIP

of leadership behaviors with situation characteristics in determining the leaders’ effectiveness. House identified four leadership behaviors: directive, achievement-oriented, supportive, and participative, and two situational variables (subordinates’ personal characteristics and environmental demands such as the organization’s rules and procedures) that most strongly contributed to leaders’ effectiveness. The contingency models furthered the understanding of leadership but did not completely clarify what combination of personality characteristics, leaders’ behaviors, and situational variables are most effective.

Many Leaders

Similar to the contingency explanation of leadership is the notion of organizational leadership. Barnes and Kriger (1986) suggest that previous theories of leadership were insufficient because they “deal more with the single leader and multi-follower concept than with organizational leadership in a pluralistic sense” (p. 15). They contend that leadership is not found in one individual’s traits or skills but is a characteristic of the entire organization, in which “leader roles overlapped, complemented each other, and shifted from time to time and from person to person. . . [implying a] more inclusive concept of leadership” (p. 16). This concept of organizational leadership has not been examined as closely as the investigations of individual leadership traits and behaviors.

An extension of organizational leadership is the concept of shared leadership. Slater and Doig (1988) dispute the assumption that leadership is a possession of one individual and state that such a supposition ignores the “possibility that leadership may also be exercised by a team of individuals” (p. 296). Murphy (1988) states that the hero-leader framework “ignores the invisible leadership of lower-level staff members throughout effective organizations” (p. 655).

Current Leadership Research

The leadership literature of the 1970s and 1980s, with its focus on effective leaders, revisited personal traits as determinants of leadership abilities. It primarily contributed to understanding the impact of personal characteristics and individual behaviors of effective leaders and their role in making organizations successful. The studies differentiated between leaders and managers and introduced a new leadership characteristic—vision—and explored its importance. Along with having vision, effective leaders are said to facilitate the development of a shared vision and value the human resources of their organizations. In addition to these insights on leadership, a new theory emerged—transformational leadership.
Leaders versus Managers

“Managers are people who do things right and leaders are people who do the right thing” (Bennis & Nanus, 1985, p. 21). Burns (1978) describes managers as transactors and leaders as transformers. Managers concern themselves with the procurement, coordination, and distribution of human and material resources needed by an organization (Ubben & Hughes, 1987). The skills of a manager facilitate the work of an organization because they ensure that what is done is in accord with the organization’s rules and regulations. The skills of a leader ensure that the work of the organization is what it needs to be. Leaders facilitate the identification of organizational goals. They initiate the development of a vision of what their organization is about. “Management controls, arranges, does things right; leadership unleashes energy, sets the vision so we do the right thing” (Bennis & Nanus, 1985, p. 21).

The central theme of the research is that those who find themselves supervising people in an organization should be both good managers and good leaders. As Duttweiler and Hord (1987) stated, “the research shows that in addition to being accomplished administrators who develop and implement sound policies, procedures, and practices, effective administrators are also leaders who shape the school’s culture by creating and articulating a vision, winning support for it, and inspiring others to attain it” (p. 65).

Vision

“All leaders have the capacity to create a compelling vision, one that takes people to a new place, and the ability to translate that vision into reality” (Bennis, 1990, p. 46). Current leadership literature frequently characterizes the leader as the vision holder, the keeper of the dream, or the person who has a vision of the organization’s purpose. In Leadership Is an Art (1989), De Pree asserts that “the first responsibility of a leader is to define reality” (p. 9). Bennis (1990) writes that leaders “manage the dream” (p. 46). Vision is defined as “the force which molds meaning for the people of an organization” by Manasse (1986, p. 150).

According to Manasse, this aspect of leadership is “visionary leadership” and includes four different types of vision: organization, future, personal, and strategic. Organizational vision involves having a complete picture of a system’s components as well as an understanding of their interrelationships. “Future vision is a comprehensive picture of how an organization will look at some point in the future, including how it will be positioned in its environment and how it will function internally” (Manasse, 1986, p. 157). Personal vision includes the leader’s personal aspirations for the organization and acts as the impetus for the leader’s actions that will link organizational and future vision. “Strategic vision involves connecting the reality of the present (organizational vision) to the possibilities of the future (future vision)
in a unique way (personal vision) that is appropriate for the organization and its leader” (Manasse, 1986, p. 162). A leader’s vision needs to be shared by those who will be involved in the realization of the vision.

Shared Vision
An important aspect of vision is the notion of “shared vision.” “Some studies indicate that it is the presence of this personal vision on the part of a leader, shared with members of the organization, that may differentiate true leaders from mere managers” (Manasse, 1986, p. 151). A leader’s vision needs to be shared by those who will be involved in the realization of the vision. Murphy (1988) applied shared vision to previous studies of policy makers and policy implementation; he found that those studies identified gaps between policy development and its implementation and concluded that this gap also applies to current discussions of vision. He stressed the need for the development of a shared vision. “It is rare to see a clearly defined vision articulated by a leader at the top of the hierarchy and then installed by followers” (Murphy, 1988, p. 656). Whether the vision of an organization is developed collaboratively or initiated by the leader and agreed to by the followers, it becomes the common ground, the shared vision that compels all involved. “Vision comes alive only when it is shared” (Westley & Mintzberg, 1989, p. 21).

Valuing Human Resources
Leaders go beyond the development of a common vision; they value the human resources of their organizations. They provide an environment that promotes individual contributions to the organization’s work. Leaders develop and maintain collaborative relationships formed during the development and adoption of the shared vision. They form teams, support team efforts, develop the skills groups and individuals need, and provide the necessary resources, both human and material, to fulfill the shared vision.

Transformational Leadership
Burns (1978) introduced the concept of transformational leadership, describing it as not a set of specific behaviors but rather a process by which “leaders and followers raise one another to higher levels of morality and motivation” (p. 20). He stated that transformational leaders are individuals that appeal to higher ideals and moral values such as justice and equality and can be found at various levels of an organization. Burns (1978) contrasted transformational leaders from transactional leaders which he described as leaders who motivated by appealing to followers’ self interest. Working with Burns’ (1978) definition of transformational leadership, Bass (1985) asserts that these leaders motivate followers by appealing to strong emotions regardless of the ultimate effects on the followers and do not necessarily
attend to positive moral values. The Reverend Jim Jones of the Jonestown massive suicide could be an example of Bass’s definition of transformational leadership. Other researchers have described transformational leadership as going beyond individual needs, focusing on a common purpose, addressing intrinsic rewards and higher psychological needs such as self actualization, and developing commitment with and in the followers (AASA, 1986; Bass, 1985; Bennis & Nanus, 1985; Coleman & La Roque, 1990; Kirby, Paradise, & King, 1992; Leithwood, 1992; Leithwood & Jantzi, 1990; Leithwood & Steinbach, 1991; Sergiovanni, 1989; 1990).

In summary, the literature reveals that effective leadership in an organization is critical. Early examinations of leaders reported the differences between leaders and followers. Subsequent leadership studies differentiated effective from non-effective leaders. The comparison of effective and non-effective leaders led to the identification of two dimensions, initiating structures and consideration, and revealed that effective leaders were high performers in both. Leadership was recognized as a complex enterprise, and as recent studies assert, vision and collaboration are important characteristics of effective leadership.
During a 15 year period we investigated the perceptions that followers have of leaders. We asked more than 75,000 people around the world from a wide range of private and public organizations to tell us what they look for or admire in their leaders. In response to that question, respondents identified more than 225 values, traits and characteristics. The results from these surveys have been striking in their regularity. It seems there are several essential tests a leader must pass before we are willing to grant him or her the title of “leader.”

Although all characteristics receive some votes, and therefore each is important to some people, what is most striking and most evident is that, consistently over time and across continents, only four have continuously received over 50 percent of the votes. Some other qualities have flirted with the consensus, but what most people look for and admire in a leader has been constant. As the data clearly show, for people to follow someone willingly, the majority of the constituents must believe the leader is:

- Honest
- Forward looking
- Competent
- Inspiring

### Characteristics of Admired Leaders

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James M. Kouzes and Barry Z. Posner
Research and Theories about Leadership

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<tr>
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Forward Looking

More than 70 percent of our respondents selected “forward looking” as their second most sought after leadership trait. We expect our leaders to have a sense of direction and a concern for the future of the company. Some use the word “vision,” others, the word “dream.” Still others refer to this sense of direction as a “calling” or “personal agenda.” Whatever the word, the message is clear: True leaders must know where they are going.

Two other surveys that we conducted with top executives reinforced the importance of clarity of purpose and direction. In one study, 284 senior executives rated “developing a strategic planning and forecasting capability” as the most critical concern. These same senior managers, when asked to select the most important characteristics in a CEO, cited “a leadership style of honesty and integrity” first, followed by “a long term vision and direction for the company.”

By “forward looking” we do not mean the magical power of prescient visionary. The reality is far more down to earth: It is the ability to set or select a desirable destination toward which the organization should head. The vision of a leader is the compass that sets the course of the company. Followers ask that a leader have a well defined orientation to the future. A leader’s “vision” is, in this way, similar to an architect’s model of a new building or an engineer’s prototype of a new product.

Think of it another way. Suppose you wanted to take a trip to a place where you had never been before—say Nairobi, Kenya. What would you do over the next few days if you knew you were going there in six months? Probably get a map, read a book about the city, look at pictures, talk to someone who had been there. You would find out what sights to see, what the weather is like, what to wear, and where to eat, shop, and stay.

Followers ask nothing more from a leader than a similar kind of orientation: “What will the company look like, feel like, be like when it arrives at its goal in six months or six years? Describe it to us. Tell us in rich detail so we can select the proper route and know when we have arrived.”
The leader must bring some added value to the position.

Research and Theories about Leadership

Competent

The leadership attribute chosen third most frequently is competence. Leadership competence refers to the leader’s track record and ability to get things done. To enlist in another’s cause, we must believe that person knows what he or she is doing. We must see the person as capable and effective. If we doubt the leader’s abilities, we are unlikely to enlist in the crusade. Leadership competence does not necessarily refer to the leader’s technical abilities. Rather, the competence followers look for varies with the leader’s position and the condition of the company. For example, the higher the rank of the leader, the more people demand to see demonstrations of abilities in strategic planning and policy making. If a company desperately needs to clarify its corporate strategy, a CEO with savvy in competitive marketing may be seen as a fine leader. But at the line functional level, where subordinates expect guidance in technical areas, these same managerial abilities will not be enough.

We have come to refer to the kind of competence needed by leaders as value added competence. Functional competence may be necessary, but it is insufficient. Tom Melohn, president of North American Tool and Die (NATD) in San Leandro, California, is a good case in point. Tom, along with a partner, bought NATD several years ago. A former consumer products executive, Tom knows nothing about how to run a drill press or a stamping machine. He claims he cannot even screw the license plates on his car. Yet, in the nine years since he bought the company, NATD has excelled in every possible measure in its industry, whereas under the original founder—an experienced toolmaker—NATD achieved only average or below average results.

If Tom brings no industry, company, or technical expertise to NATD, what has enabled him to lead the firm to its astounding results? Our answer: Tom added to the firm what it most needed at the time—the abilities to motivate and sell. Tom entrusted the skilled employees with the work they knew well; and for his part, he applied the selling skills he had learned from a quarter century in marketing consumer products. He also rewarded and recognized the NATD “gang” for their accomplishments, increasing their financial and emotional sense of ownership in the firm.

Honest

In every survey we conducted, honesty was selected more often than any other leadership characteristic. After all, if we are to willingly follow someone, whether into battle or into the boardroom, we first want to assure ourselves that the person is worthy of our trust. We will ask, “Is that person truthful? Ethical? Principled? Of high integrity? Does he or she have character?” These are not simple questions to answer. It is not easy to
It is not enough for a leader to have a dream about the future. He or she must be able to communicate the vision in ways that encourage us to sign on for the duration.

Research and Theories About Leadership

measure such subjective characteristics. In our discussions with respondents we found that it was the leader’s behavior that provided the evidence. In other words, regardless of what leaders say about their integrity, followers wait to be shown.

Leaders are considered honest by followers if they do what they say they are going to do. Agreements not followed through, false promises, cover ups, and inconsistencies between word and deed are all indicators that an ostensible leader is not honest. On the other hand, if a leader behaves in ways consistent with his or her stated values and beliefs, then we can entrust to that person our careers, our security, and ultimately, even our lives.

This element of trustworthiness is supported in another study we conducted of leadership practices. In that study we found that of all behaviors describing leadership, the most important single item was the leader’s display of trust in others. Irwin Federman, venture capitalist and former president and CEO (chief executive officer) of chip maker Monolithic Memories, says it best: “Trust is a risk game. The leader must ante up first.” If leaders want to be seen as trustworthy, they must first give evidence of their own trust in others.

Inspiring

We expect our leaders to be enthusiastic, energetic, and positive about the future—a bit like cheerleaders. It is not enough for a leader to have a dream about the future. He or she must be able to communicate the vision in ways that encourage us to sign on for the duration. As Apple Computer manager Dave Patterson puts it, “The leader is the evangelist for the dream.”

Some people react with discomfort to the idea that being inspiring is an essential leadership quality. One chief executive officer of a large corporation even told us, “I don’t trust people who are inspiring”—no doubt in response to past crusaders who led their followers to death or destruction. Other executives are skeptical of their ability to inspire others. Both are making a mistake. It is absolutely essential that leaders inspire our confidence in the validity of the goal. Enthusiasm and excitement signal the leader’s personal conviction to pursuing that dream. If a leader displays no passion for a cause, why should others?

Credibility

Three of these four attributes—honesty, competence, and being inspiring—comprise what communications experts refer to as “source credibility.” We found, quite unexpectedly, in our investigation of admired leadership qualities that more than anything else people want leaders who are credible. Credibility is the foundation on which inspiring leadership visions are built. When we believe a leader is credible, then we somehow feel more secure around him or
her. This sense of security enables us to let go of our reservations and release enormous personal energy on behalf of the common vision. Credibility and an attractive image of the future are the very essence of leadership.

However, credibility is extremely fragile. It takes years to earn it, an instant to lose it. Credibility grows minute by minute, hour by hour, day by day, through persistent, consistent, and patient demonstration that one is worthy of followers’ trust and respect. It is lost with one false step, one thoughtless remark, one inconsistent act, one broken agreement, one lie, one cover up.

Leadership Practices

Leaders establish and maintain their credibility by their actions, and in our research we uncovered five fundamental practices that enabled leaders to earn followers’ confidence and to get extraordinary things done. When at their best, leaders (1) challenge the process, (2) inspire a shared vision, (3) enable others to act, (4) model the way, and (5) encourage the heart.

Leaders are pioneers–people who seek out new opportunities and are willing to change the status quo. They innovate, experiment, and explore ways to improve the organization. They treat mistakes as learning experiences. Leaders also stay prepared to meet whatever challenges may confront them.

Leaders look toward and beyond the horizon. They envision the future with a positive and hopeful outlook. Leaders are expressive and attract followers through their genuineness and skillful communications. They show others how mutual interests can be met through commitment to a common purpose.

Leaders infuse people with spirit, developing relationships based on mutual trust. They stress collaborative goals. They actively involve others in planning, giving them discretion to make their own decisions. Leaders ensure that people feel strong and capable.

Leaders are clear about their business values and beliefs. They keep people and projects on course by behaving consistently with these values and modeling how they expect others to act. Leaders also plan and break projects down into achievable steps, creating opportunities for small wins. They make it easier for others to achieve goals by focusing on key priorities.
Leaders encourage people to persist in their efforts by linking recognition with accomplishments, visibly recognizing contributions to the common vision. They let others know that their efforts are appreciated and express pride in the team’s accomplishments. Leaders also find ways to celebrate achievements. They nurture a team spirit that enables people to sustain continued efforts.

The concept papers and resources in this section focus on how community leaders can successfully deal with change. Leaders can also be considered as agents of change overcoming community resistance.
LEADERSHIP AND CHANGE

What Does Leadership Really Mean?
The definition of leadership has changed dramatically in the last quarter century.

Before, leadership meant knowing all the right answers.

*Today, it means asking the right questions.*

Once, leaders were people who announced decisions they had already made.

*Now, leaders are expected to involve many others in the process of making decisions.*

In the past, leaders were pictured as elders, as white, and as male.

*Today, leaders increasingly are young as well as old, people of color as well as Caucasians, women as well as men.*

For leaders of an older generation, some of these changes are difficult to accept. They were accustomed to others looking to them for leadership. Others were accustomed to looking to them for answers. In the community setting, these changes are no less important than they are in the world of business, or government, or education.

It’s common to hear leaders described as people of vision.

*Today, what we mean is that leaders will help a community of people picture together what kind of community they all want in the future.*

It’s common to hear leaders described as people of wisdom.

*Today, what we mean is that leaders will help a community understand the implications of the increasing rapidity of change in the world that surrounds them, and then guide the community through a process of making wise choices that reflect community values and build on local strengths.*

It’s common to hear leaders described as people of action.

*Today, what we mean is that leaders will help others feel comfortable in assuming responsibilities for getting things done, in concert with a deliberate plan for action that specifies goals, establishes schedules, and evaluates progress.*
LEADERSHIP AND CHANGE

Some Ideas on How Leaders Behave

In the community setting, leadership today is more often a team activity than an individual task. That is not strikingly different from other settings. The so-called Japanese management model, which is built on worker cooperation in a team setting, originated in American management theory and is slowly finding its way into business and government operations throughout the industrialized world. The reason is that people feel better about themselves, make better decisions, remain more loyal to overall objectives, and produce better quality products and services when they work in a cooperative atmosphere...as part of a team. Each individual has the chance to see how her or his contribution fits into the whole.

Healthy communities today operate in much the same way.

Thomas Cronin, a political scientist who writes extensively about political leadership, compares today’s leaders to the role of coach, orchestral conductor or film director. In each case, he points out, the person in the lead role has to get others to work together as a team. Only then will the job get done.

Perry Smith, an American military leader who has written about leadership in large organizations, describes leadership in terms of “fundamentals.” Those fundamentals, translated into community terms, include:

- Trust and respect for others
- Problem-solving skills
- Communication skills
- Trust in their own intuition
- Skill in running meetings
- Understanding of how organizations work
- Being open-minded and approachable
- Ability to combine substance and style
- Exuding integrity
LEADERSHIP AND CHANGE

Warren Bennis and Burt Nanus, after studying 90 leaders in business and other enterprises, concluded that these leaders used five “key skills.” In their book, *Leaders: The Strategies for Taking Charge*, they describe those skills as:

- The ability to accept people as they are
- The capacity to approach relationships and problems in terms of the present rather than the past
- The ability to treat people close to you with the same courteous attention that you extend to strangers
- The ability to trust others, even if the risk seems great
- The ability to do without constant approval and recognition from others

What’s most important about these characteristics is that they go beyond what leaders think and believe. They also reflect what leaders say and do. Someone with leadership potential who does not behave like a leader will not be perceived as a leader. People who are perceived as serving themselves, rather than others, are not leaders.

Roles and Responsibilities of Community Leaders

Community leadership is similar to many other leadership roles. But it has its unique aspects, as well. It is more public. As it is often not compensated, it comes with fewer tangible rewards. It is subject to greater political pressure. It must satisfy a much broader and more diverse constituency.

Thomas Cronin describes what he terms three “stages” of leadership that are relevant to the community setting. On those stages, Cronin sees:

In Act I, the *trouble makers*, who “stir things up” and “get things going.”

In Act II, the *movement organizers*, who “set agendas” and “organize others to push causes.”

In Act III, the *power brokers*, who exert significant influence through reputation or position.

The role and responsibility of community leaders takes on greater complexity in times of volatile and unpredictable change. John P. Kotter, author of *The Leadership Factor*, wrote in the *Harvard Business Review* that
“management is about coping with complexity” while leadership “is about coping with change.” Says Kotter, “…doing what was done yesterday, or doing it 5% better, is no longer a formula for success.”

Though Kotter wrote about leadership in business, his advice is also relevant to communities that find themselves, like businesses, surrounded by a vastly more complex, dynamic and competitive marketplace or environment. “Major changes are more and more necessary to survive and compete effectively in this new environment,” Kotter says. “More change always demands more leadership.”

The community leader today plays a different role than in the past. In many ways it is more difficult because of the times in which we live. Change is now a constant; modern transportation and communications have transformed a far-flung globe into one highly interdependent marketplace; the patterns of society and economy that once predicted the future no longer work even to explain the present.

In this age, community leaders must assume responsibility for these major roles:

- Helping their community, through processes open to citizen participation, articulate and then communicate a vision that most citizens can embrace with enthusiasm
- Matching community needs with available community skills and accessible internal and external resources
- Specifying realistic strategies that can be undertaken today to move the community in the direction it must go to transform today’s vision into tomorrow’s reality

Finally, people facing the challenge of community leadership should remember that what we’ve learned about leadership in the last quarter century turns the old adage upside down. Leaders are made, not born. That means that leadership can be learned. It’s not something you just have. It is something that many people can acquire.
LEADERSHIP AND CHANGE

Challenge No. 1: Doing More with Less

Today’s leaders often discover that community needs and expectations far exceed available financial resources. And for every taxpayer who demands tax cuts, another wants more tax-supported services. As a result, community leaders find themselves searching for innovative ways to squeeze more from each available dollar or to increase revenues through innovative financing schemes. Only through careful planning, with a realistic eye on future possibilities and a creative approach to fiscal management, will local leaders be able to walk the fine line that defines “doing more with less.”

Challenge No. 2: Mandates from Above

Unfunded mandates from state or federal governments further complicate the fiscal challenges that community leaders face, as they are compelled to institute or continue programs for which no additional financial support is forthcoming. Yet, refusing to accept such mandates may endanger support for other programs. The community may not object to the program rationale for a particular mandate, but without the accompanying financial support the result is another complication in the tasks that community leaders must complete. To get their message back up the chain of bureaucratic control, community leaders must join with others in similar circumstances to increase the impact of the local perspective.

Challenge No. 3: The Rapids of Change

The late Robert Theobald, a futurist, wrote that a leader today is like someone riding a boat through rapids, where little is known about the dangers that lay ahead. The point is that change today comes at an increasingly faster pace and with unpredictable complications, and the patterns of the past are no longer reliable predictors of the future. As Theobald put it, today’s leaders need to learn how to “avoid being surprised by unexpected events.” Only through some locally driven “future forecasting” will the community leader keep on top of fundamental changes affecting the community and the region.
LEADERSHIP AND CHANGE

Challenge No. 4: Complexity of Issues

Today, it seems like everything is related to everything else, in intricate and complicated ways, making difficult the task of breaking apart complex challenges into manageable chunks. Yet community leaders don’t even control all of the key contingencies that may impact the community’s prospects for the future. That’s why leaders are challenged today to help define the issues in ways that many people can understand and then get lots of citizens involved in finding new and creative answers.

Challenge No. 5: Economic Realities

Today’s economic realities can, understandably, cause community leaders to throw up their hands in frustration as they try to help their towns chart a path toward a successful future. Economic ups and downs are oftentimes a given. And when they are not—when economies are stable—communities risk the danger of apathy about the future. Community leaders are, therefore, challenged to help citizens understand both current conditions and future possibilities, with a strategic outlook that searches for new and realistic opportunities.

Challenge No. 6: Social and Cultural Unrest

Migration from the coasts, urban flight from the cities, or an influx of new residents from quite different cultures can cause social and cultural unrest, even in the best of situations. The clash of cultures that results will challenge leaders who have been accustomed to working with homogeneous populations whose shared history and values are obvious, even if unspoken. The clash of cultures may pit developers against environmentalists, or it may divide communities into longtime residents vs. those whose color or language brands them as new and different. Seeking advice from other communities with similar experiences may help leaders find creative answers.
LEADERSHIP AND CHANGE

Challenge No. 7: Loss of Confidence in Institutions

The lack of respect for authority is pervasive in our society, not just, as conventional wisdom might have it, among the younger generations. Increasingly, citizens of all ages mistrust institutions of government, office holders, corporate leaders, schools and the news media. The challenge to leaders is to learn to use authentic processes for citizen participation in those issues that are critical to the community’s sense of self and to encourage people at the grassroots to take seriously their individual and collective responsibilities for community health and well being.

Challenge No. 8: Fear of “Assassination”

Ronald A. Heifetz, author of Leadership without Easy Answers and sometimes controversial teacher of leadership at Harvard University, says that anyone who volunteers for leadership assumes the “risk of assassination.” By that, he means that leaders risk the reality that someone, someday, will try to take them down a notch or two and, in extreme cases, attempt to remove them from office. Today’s leaders, unfortunately, must learn to live without constant approval. At the same time, citizens should recognize that they have a responsibility to provide support and encouragement to the people who assume the public leadership roles, even if they do not always agree.

The implications of these challenges is that today’s leaders often need to expand their knowledge about how to lead and increase their skills to become more and more effective in the leadership role.
LEADERSHIP AND CHANGE

These Seven Secrets are drawn from the experience of several years of immersion into the challenges facing small towns and rural communities, as they struggle to overcome the uncertainties caused by a fickle world economy and the continuing depopulation of America’s countryside.

Obviously, these are not “secrets” in the sense that no one else knows about them. But they do represent an important perspective that gets relatively little attention, despite overwhelming evidence that small towns with the right leadership can survive... even in times like these!

Secret 1: Positive Attitude

Conventional wisdom says that a small town has to be located within a few miles of a major highway or close to significant natural resources or a large city, or be larger than a certain size, or have some other “characteristic of circumstance” to provide any hope for survival.

Now, however, conventional wisdom is being replaced by a far more useful, up-to-date perspective. Research conducted by the Heartland Center for Leadership Development and studies by the National Governors Association demonstrates that leadership is more important than location, that community attitude is more important than community size.

In the thriving small towns studied by the Heartland Center, leaders are ready and willing to take on the challenges associated with community development.

Secret 2: Entrepreneurial Spirit

Communities that are good at surviving are successful entrepreneurs, in much the same way that surviving businesses are entrepreneurs.

In healthy small towns, leaders are willing and creative risk takers, learning from their failures as well as their successes. Public and private sectors work together for the community’s future, using new and innovative public-private partnerships that build on local strengths and create entrepreneurial successes.

In these communities, support for maintaining current businesses and developing new ones is evident, and no one believes that simply recruiting industry is the hope for the future.
SECTION 4

LEADERSHIP AND CHANGE

Secret 3: Bias for Action

Communities that are coping successfully with change are communities with a bias for action, where citizens don’t just talk about doing something new or trying something different. They are communities of problem-solvers, where creative energy is evident in ongoing community programs and new community projects. Here, leadership assumes the chief responsibility for the community’s future viability. In these communities, leaders are clever enough to pick new projects that have a realistic chance for success, that will have a significant enough impact to be felt if they succeed, and that will not devastate the community if they don’t work.

In viable communities, people are not waiting for someone else to tell them what to do, and they don’t blame others for their own inaction.

Secret 4: Focus on Controlables

Communities that are surviving in challenging times are communities that are smart enough to focus on what they can control, rather than worrying about all the forces outside of their control.

They don’t waste time fretting about all the problems that they can’t do anything about or talking only about the forces they really can’t influence.

In these communities, leaders are good not only at exploiting community strengths, they are also realistic about community weaknesses. They are willing to take steps to minimize the negative impacts of those weaknesses on their future survival.

Secret 5: Plan for Development

Surviving communities are not just “drifting toward an uncertain future,” but rather they are taking deliberate steps to plan for the development of their towns, schools and businesses.

In these communities, leaders understand the importance of engaging in active planning as a community, with lots of participation in the development of specific blueprints for action, specifying who does what, when, and what is expected to happen as a result.

Development plans must be flexible enough to respond to changing conditions. Leaders need to have a strategy in place that enables them to respond quickly to new opportunities.
LEADERSHIP AND CHANGE

Secret 6: Entrepreneurial Spirit

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Secret 7: Vision for the Future

A community that tackles change head on and wins is a community that has a vision for the future. It has leaders who are good at helping the community articulate what residents want the community to be in 5, 10, or even 25 years.

As a community, the town coping with change is able to find sufficient consensus to not only articulate the vision, but also to make it understandable, so that everyone has a chance to support it.

Communities coping with change find ways to take what is unique about them and then translate that uniqueness into a vision that encourages and motivates citizens to work harder on their community’s behalf.

Hope for the Future

The attitudes and behaviors of leaders are key among the factors that will help communities cope with change in these times. No longer will a town survive simply because it is located next to the major highway or close to a larger city, nor will these “industrial age” assumptions save a community whose leadership is not ready to take charge.

What the Heartland Center has been learning about community leadership implies a strong message of hope for small towns, since community attitude (however inflexible it may seem) is still easier to change than community location!

The message for today’s leaders is this:

You can’t move your town to a different location; you can move your town’s attitude in a different direction.
LEADERSHIP AND CHANGE

The behaviors of leaders can sometimes create barriers to change and programs. Take a look at these leadership factors.

**Overlooking Human Nature**
Many leaders are trained in technical fields rather than in social sciences. They may not know very much about how to motivate people.

**Message Not Urgent & Compelling**
Leaders sometimes don’t really sound convincing when they deliver the change message. The wording may be important, but it’s not conveyed with enough passion or urgency to be convincing.

**Not Walking the Talk**
Leaders make a mistake when their own behavior doesn’t reinforce their change message. How the leaders devote their time and energy sets the tone for what’s really important.

**Outdated Reward Systems**
Leaders may not alter internal reward systems to reinforce volunteer performance that supports the change. So workers continue to spend time and effort where it impacts on their chances for recognition rather than adapting to changing situations.

**Talking Not Listening**
Leaders tend to over talk the change message, rather than waiting to see how others perceive it. If leaders listened more, they’d learn how and when to deliver the change message so that others will hear it. Listening is a vital part of persuasion.

**Never Taking Action**
Leaders sometimes make the mistake of talking a lot about change, but never really making it happen. If they want others to embrace change, eventually leaders have to implement the change, not just plan for it. Short term goals and results can be motivating and pave the way for greater change.

**Giving Up Too Soon**
Resistance to change is a natural human response, so leaders need to stick with it. Courage and persistence are key factors for change agent success.

Adapted from: Getting Your Message Through by Robert Hargrove.
Leaders can serve as agents of change in communities. Here are some characteristics of change agents.

1. Change agents make a different set of assumptions (essentially positive) about human nature from the assumptions (essentially negative) made by “controlling” leaders.

2. Change agents believe that people feel a commitment to a decision in proportion to the extent that they have participated in making it.

3. Change agents understand that people tend to rise to other people’s expectations for them.

4. Change agents sense that people perform at a higher level when they are operating on the basis of their unique strengths, talents, interests, and goals than when they are trying to conform to some imposed stereotype.

5. Change agents stimulate and reward creativity. They understand that in a world of accelerating change, creativity is a basic requirement for the survival of individuals, organizations, and societies.

6. Change agents are committed to a process of continuous change and are skillful in managing change. They understand the difference between static and innovative organizations and aspire to make their organizations the latter.

7. Change agents emphasize internal motivators over external motivators. They understand the internal motivators (such as achievement, recognition, fulfilling work, responsibility, advancement, and growth) and the external motivators (such as organizational policy and administration, supervision, working conditions). They take steps to minimize dissatisfaction with external motivators but concentrate their energy on optimizing the internal motivators.

8. Change agents encourage people to be self-directing. They sense intuitively what researchers have been telling us for some time—that a universal characteristic of the maturation process is movement from dependency toward states of increasing self-directedness.
Renewing Community Leadership

Ideas for recruiting new leaders and the Heartland Center’s landmark research on community survival highlight this section.
RENEWING COMMUNITY LEADERSHIP

These ideas represent a synthesis of theory and experience. Working at community development in small towns throughout the United States has provided a source of examples and anecdotes that offer real life applications of the theories about leadership and motivation. None of these ideas is original: all of the examples are based on the actions of community leaders dealing with the very real problem of recruiting new and emerging leaders to join in the improvement of a community. Nor is the list by any means exhaustive, since ideas for recruiting new leaders are really only limited by personal creativity and circumstances. However, these are proven approaches to the recruitment problem and can be considered with confidence.

Idea 1: Ask the Question: “Who’s Not Here?”

In order to answer this question, members of a community group have to understand the composition of their community. What groups or individuals should be involved in order to have a truly representative community organization? Which groups are missing from the organization (or the meeting or the project)?

Understanding the make-up of the community helps in analyzing the leadership pool so that certain segments of the community can be targeted for special recruiting efforts.

This can also be considered as an “insurance policy” for a community action project since making sure that the group is inclusive is the best way to build in cooperation from the beginning.

Answering this question assumes, of course, that efforts will be made to involve those not present, as a way of making sure that all parts of the community are well represented.

Idea 2: Look for Skills, Not Names

One of the problems caused by relying on the same people for the same tasks over and over again is that those people will eventually tire of making the same contribution. Burnout is a phrase that is all too familiar to most community leaders and volunteers.

A simple way to identify new people to recruit is to focus on the skills needed for the task, not on the person who last did it. By listing the skills required for a task and then attempting to match those needed skills with an individual’s experience, it’s also possible to identify a whole new group of people who can help with a community project.

It might turn out that the person with the necessary organizing skills for the community picnic is a retired farmer or an elementary school teacher who’s never before been asked to help out with a project. By looking at skills rather than names, you can discover leadership potential and involve new people.
Idea 3: Try Involvement by Degrees

One of the most successful techniques for helping new leaders develop is to offer ways in which individuals can become involved on a limited basis and then “grow” into a larger and more prominent role.

Asking for help with a small and simple task makes it easier for an individual to respond with a yes while presenting the chance to increase the commitment as time goes by. In fact, there often seems to be a natural progression from helper to leader.

It’s important to remember, though, that many people do need a strong push to the front to take on a leadership role. Often history and cultural influences can keep talented individuals in the background. However, gaining experience working within a group usually bolsters confidence to take on more responsibility.

Idea 4: Appeal to Self-Interests

A standard approach to recruiting new volunteers is to try to understand the personal motivation of others. The realization that others see rewards in community service is a vital step to both identify and recruit new leaders.

Active self-interest may be intellectual or altruistic or even social. Individuals may wish to help others, to pay back a debt to the community that fostered them, or to receive the approval of friends or neighbors.

It is, essentially, the personal drive that brings a new leader to the point of taking a risk and trying to accomplish some task. By understanding how a person sees the rewards of community service, the appeal to take on a leadership role can be tailored to be most persuasive.

Idea 5: Use a Wide-Angle Lens

While the effort to bring new people into the leadership arena is important to community improvement projects, it’s also important to recognize that even the smallest and most limited volunteer contribution can be part of the leadership activities of a community.

Planting flowers in a park or helping with a mass mailing may seem like small efforts, but they still are part of the whole picture of what makes up a healthy and vital community. What’s important is seeing how each contribution fits into the whole picture.

Recognizing and encouraging any and all contributions to community survival requires a sense of the big picture. And, by never discounting any effort, no matter how small, the door to increased involvement remains open.
Idea 6: Define the Task

Recruiting new leaders by asking for help on a community project becomes very effective when a task is very clearly defined. This means describing the skills needed as well as the time commitment required.

It’s also a good motivational technique to describe a task in terms of what the expectations are, perhaps even including a final product. For example, if a leader is asked to manage a town hall meeting, the expectations will certainly include speaking to the assembled group and introducing others. It might also involve helping with advertising the meeting or designing the agenda. The difference in time commitment is obvious.

Finally, defining the task should also cover some ideas about how the special task fits into the whole scheme of community improvement. That understanding of how a contribution makes the whole effort stronger is an important motivational tool.

Idea 7: Use Current Leaders to Recruit New Leaders

One of the signs of a healthy and vital community is a leadership group that recognizes the need to recruit new members into the leadership role. The most successful recruitment efforts are conducted by the people already in leadership positions. Because of their visibility alone, current leaders are in an excellent position to draw new leaders into community activity.

Current leaders are also in positions to make use of resources such as the media, public meetings, perhaps even staff or existing committee structures to recruit new leaders.

Example is perhaps the most powerful recruiting tool available to current leaders. By sharing responsibilities through delegation, current leaders can recruit and train newcomers to the leadership pool. Recognition of effort and friendly interest and encouragement go a long way to insure a good supply of leaders for any community.

Idea 8: Create a History of Efficient Use of People’s Time

There’s nothing so encouraging to a volunteer as a meeting that’s well run. Since no one likes to waste time, especially volunteer time, the efficient use of time helps build a positive reputation for an organization.

Good time management practices include careful follow-up practices for delegating tasks as well as meetings that are focused and productive. Short as well as long-term goals are important too, so that some results are accomplished immediately and serve to build that reputation for productive activity.
Group members who are convinced that the organization (or community) project is worthwhile and that the effort is well-managed are much more likely to take on a leadership role.

**Idea 9: Offer Membership “Premiums”**

What are the advantages of assuming leadership? By offering some sort of “premium” to newcomers, emerging leaders can often be persuaded to try out a new role.

The use of a reward, often an intangible or even just a symbolic gesture, can often overcome hesitation on the part of the volunteer leader.

“Premiums” can be anything from a discount on club dues, a trip to a convention or a workshop or even a letter of recognition sent to an employer highlighting the community service contributions of an employee.

**Idea 10: Market Your Wares**

Making sure that the community is aware of the results of local effort is an important technique for attracting potential leaders. Service clubs and community organizations, as well as elected or appointed councils and commissions, should consider ways to let the community know what’s being accomplished.

While word of mouth is, of course, a major communication path in any community, local newspapers (weekly or daily) and radio or TV stations can be used to highlight projects and plans. Newsletters and special notices take advantage of the print media too. Be creative in the way your organization is presented to the community. Build on the reputation of your group as both effective and important.

If a community improvement group offers an “annual report” to the community through the local media or even a presentation to the city council or village board, the reputation and visibility of the group is greatly increased. That visibility makes the organization or project attractive to emerging leaders and makes recruiting potential leaders easier.
Here are materials that can be used as workshop handouts or directions for program leaders. Also included is a basic leadership skills assessment form that can guide participants in a training program to identify personal strengths and weaknesses.
This Resource Section contains training activities and handouts that relate to the leadership skills topics discussed in Section 2, including:

- Leadership Skills Assessment and Personal development Plan
- Get Acquainted Activities
- Group Process Skills
- Strategic Planning
- Understanding and Managing Change
- Publications by the Heartland Center

In addition, a bibliography of theory and training publications related to leadership development concludes the Resource Section.

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## Resources

### Leadership Skills Assessment and Personal

Part I of this survey is designed to help you assess your own leadership skills. Using the following scale as a guide, circle the number that comes closest to your skill level.

### Part I: Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 Very Strong</strong></td>
<td>I do this regularly, I'm good at it, and I could help others learn this skill</td>
</tr>
<tr>
<td><strong>4 Moderately Strong</strong></td>
<td>I do this often, I am comfortable doing it</td>
</tr>
<tr>
<td><strong>3 Adequate</strong></td>
<td>I have done this, I can do it reasonably well, but I have room for improvement</td>
</tr>
<tr>
<td><strong>2 Weak</strong></td>
<td>I tried this, I don’t think I did it well</td>
</tr>
<tr>
<td><strong>1 Don’t Know</strong></td>
<td>I have not done this</td>
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### Developmental Skills

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<thead>
<tr>
<th>Skill</th>
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<th>Adequate</th>
<th>Weak</th>
<th>Don’t Know</th>
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</thead>
<tbody>
<tr>
<td>1. Learn new skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Self-evaluation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Using feedback from others</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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### Motivating Others

<table>
<thead>
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<th>Adequate</th>
<th>Weak</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Giving positive feedback</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Giving constructive criticism</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Coaching and mentoring</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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### Communication

<table>
<thead>
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<th>Skill</th>
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<th>Adequate</th>
<th>Weak</th>
<th>Don’t Know</th>
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<tbody>
<tr>
<td>1. Speaking to small groups</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Formal public speaking</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>3. Framing and reframing issues and ideas</td>
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<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
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<td>4</td>
<td>3</td>
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<tr>
<td>5. Media relations</td>
<td>5</td>
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### Group Skills

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<tr>
<td>1. Group dynamics</td>
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<td>4. Planning and running meetings</td>
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<td>4</td>
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<tr>
<td>5. Delegating</td>
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<td>4</td>
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### Project Planning

<table>
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<th>Adequate</th>
<th>Weak</th>
<th>Don’t Know</th>
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<tbody>
<tr>
<td>1. Identifying stakeholders</td>
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<tr>
<td>2. Project budgeting</td>
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<tr>
<td>3. Developing timelines</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>4. Project evaluation</td>
<td>5</td>
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### Community and Organizational Development

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<td>2. Identifying needs and assets</td>
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<tr>
<td>3. Strategic planning</td>
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<tr>
<td>4. Gathering information</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>1</td>
</tr>
<tr>
<td>5. Recruiting/using volunteers</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
</tbody>
</table>
Part II will help you use this assessment to develop a personal leadership development plan.

**Resources**

**Part II: Leadership Development Plan**

Use the assessment to help you to determine which skills and abilities you need to develop.

Look at those you scored 4 or above. How could you help others on your team improve those skills?

For those that you scored 3 or below, pick three you would like to improve. Identify tasks you could take on during the Leadership Development Program to help you develop these skills.

1.

2.

3.
Facilitators often start each meeting in a series with some type of brief, interactive “game” that helps participants get acquainted and establishes an atmosphere of informal cordiality. Such activities may also be used as energizers when groups reconvene after a lunch break or as fun ways to enliven a group during a late afternoon session.

In community leadership programs, participants often assume that they know one another. Their knowledge of one another is typically based on roles and local history. These activities can help break down communication barriers and raise the knowledge of and connections among participants.

Get acquainted activities can also be considered team-building investments of time and energy.

The only limit is to keep the activity short. Remember that participants have different comfort levels with physical activity. Try to link the content of the activity to the content of the training by adapting the question or subject matter of the activity.

Several examples follow and may be adapted to fit the needs of most groups.

- Think of a Leader
- Forming New Groups
- Silent Birthday Line
- Partner Info Exchange
- Explain Your Name
**Resources**

**Goals**

1. To provide a content-related topic as a structure for getting acquainted.
2. To introduce a presentation on the theory of leadership.

**Time Required**

Five minutes for individuals to work alone, then ten minutes for discussion in groups of three or more, then five minutes to share ideas with the whole group.

**Materials**

Paper and pencils, a flip chart or overhead for recording comments.

**Directions**

The facilitator asks each participant to think of a leader he or she has known personally. Examples include teachers, coaches, relatives or employers. After a moment or so, the facilitator asks participants to consider what characteristics made that leader memorable. In other words, why did you recall that person when I asked you to think of a leader?

Participants are instructed to write down at least three characteristics of the leader they thought of.

At this point, the facilitator asks each person to introduce himself/herself and share one of the characteristics each wrote down. Everyone in the group contributes a characteristic in turn and the facilitator records the list on a flip chart or an overhead transparency.

If the group is too large to allow for individual comments, the facilitator instructs table groups of three to eight to share their ideas and, after about 10 minutes, creates a list by asking each table for comments.

After the list has been created, the facilitator summarizes the activity by commenting that the list is a good start on defining the concept of community leadership. The facilitator may also use the list as an introduction to a presentation on leadership skills by asking the group to sort the characteristics by whether they are learned or innate behaviors.
Forming New Groups

RESOURCES

Goals
1. To increase opportunities for participants to get acquainted.
2. To combine movement and action with the task of getting acquainted.

Time Required
15 to 30 minutes, depending on the size of the group.

Materials
None. Sufficient room space is required so that participants can move from one small group to another.

Directions
The facilitator introduces the activity by announcing that the next few minutes will be spent in forming and reforming new groups. Directions will be given as to the size of the new groups (for example, “form a trio”) and a subject will be introduced for the new group to discuss.

Depending on the size of the group and the room, the facilitator may need to stand on a chair or use a whistle in order to be heard when giving directions for new groups to form.

The facilitator then directs the participants to form trios and exchange information about a favorite relative.

After allowing about three minutes for the trios to talk together, the facilitator gets the attention of the group and directs them to form groups of five and talk about their last vacation.

After about five minutes, the facilitator directs the participants to form pairs and share something they like about their jobs or volunteer work.

The facilitator can judge how long to let each new group talk together and how many times this activity should be repeated. Participants may be directed to share information on a variety of topics. Topics may be fun and light-hearted or specific to the content of the training.
Silent Birthday Line

RESOURCES

Goals
1. To create a fun activity in which participants learn about each other.
2. To demonstrate creative group problem-solving.

Time Required
No more than 10 minutes, depending on the size of the group.

Materials
None. Space for the entire group to line up around the room is required.

Directions
The facilitator informs the group that they are to form a single line by order of their birthday—month and day. It is very important at this point that the facilitator has complete silence from the group and their undivided attention.

The facilitator names one side of the room as the beginning of the line at “January 1” and opposite side of the room as the end of the line at “December 31.” Participants are then instructed to arrange themselves in this line, according to birthday as quickly as possible,

However, this must be done in complete silence.

When the line is completed, the facilitator asks each person in turn to say her/his birthday. If some participants are in the wrong place, they may move if they choose.

After each person in the line has spoken, the facilitator congratulates the group on their speedy solution to a problem (“You folks finished in less than five minutes!”) and comments on creative problem-solving as a good skill for leaders.
RESOURCES

Goals
1. To assist participants in getting acquainted.
2. To focus conversation on training topics.

Time Required
15 to 30 minutes.

Materials
None.

Directions
The facilitator directs participants to spend a few moments working as an individual to complete the following statement:

My most successful experience as a leader was...

Participants should be reminded that their recollections may be on a very small scale...helping with a 4-H program or taking charge of a specific task at work. Some participants may want to write down their answers. Allow three to five minutes for participants to collect their thoughts.

The facilitator then instructs participants to find a partner and exchange answers. About 15 to 20 minutes should be allowed for the exchange.

The facilitator then summarizes the activity by either asking for examples from volunteers or commenting on the fact that everyone has some successful experience on which to build.
**RESOURCES**

**Goals**
1. To provide a structure for self-introductions.
2. To share personal information in a non-threatening atmosphere.

**Time Required**
About one minute per person.

**Materials**
None.

**Directions**
The facilitator asks each participant to introduce himself/herself by explaining how his/her name was selected. The facilitator should model the self-introduction by saying something like:

“My name is Catherine Marie and I was named for both of my grandmothers. These were family names, but my parents changed the spelling a bit.”

Each person then does a self-introduction and tells the story of how their name was selected.

**Variations**
Participants may be instructed to select a partner, exchange information about names and then introduce each other to the group.
RESOURCES

Because so much of the work of effective leaders today depends on their skills in leading or facilitating groups, an activity and other information are included to help develop group process and meeting skills. The group process material helps explain how groups can become more effective. The information on meetings may be used to help prepare for or lead meetings of groups.

Remember that each group has its own personality, but that, at the same time, groups often follow established patterns of behavior that are quite similar from group to group. Also remember that effective meetings will keep people coming back again and again. Ineffective meetings will drive them away.

Activities/Resources

- Best and Worst Groups
- Characteristics of Effective Groups
- Group Behavior: Roles in Group Activities
- Checklist for Effective Meetings
- 12 Skills for Leaders of Meetings
**Goal**
To provide a content-related activity to introduce a discussion of group process skills.

**Time Required**
Five minutes for individuals to work alone, then 15 to 20 minutes for group discussion.

**Materials**
Paper and pencils, flip chart or overhead for recording.

**Directions**
The facilitator asks participants to recall the best and worst groups they’ve been part of. Each person writes down several characteristics of both. The facilitator then creates a list of best and worst by dividing a flip chart sheet in half and titling each side of the paper. After a list is created, the facilitator leads the group in a discussion or makes a presentation on the handout, “Characteristics of Effective Groups.”
1. Members do not ignore seriously intended contributions.
Each member needs to know the effect of her/his remarks if any improvement in participation can be possible. When other members don’t respond, the speaker cannot know whether:
- no one understands
- the remark was understood and others agreed
- others understood but disagreed
- others understood but thought the remark was irrelevant

When the principle of responding to contributions is followed, discussion is cumulative and the group moves together. When it’s not followed, discussion becomes scattered, the same points are made over and over and members feel no progress is occurring.

2. Members check to make sure they know what a speaker means before they agree or disagree with a contribution.
The question, “What is meant?” should precede the question, “How do we feel about it?” In other words, understanding should come before evaluation. In an effective group, members frequently use paraphrasing and provisional summaries to clarify assumptions about what others are saying and feeling.

3. Each member speaks only for herself/himself and lets others speak for themselves.
Each member states his/her own reactions. Reactions aren’t attributed to others, nor is there an impression that one person is speaking for others.

Each member reports personal reactions and opinions honestly. Members recognize that unless they are true to themselves, the group can’t deal with individual feelings.

4. All contributions are viewed as belonging to the group to be used or not as the group decides.
A member who makes a suggestion does not have to defend it against other ideas. Instead, all accept responsibility for evaluating it as the “joint property” of the group.
5. **All members participate but in different and complementary ways.**

When some members fulfill task functions, others carry out maintenance functions. While some are providing information, others are making sure it is understood and organized or identifying points of agreement or disagreement.

Each member doesn’t always participate in exactly the same way. Instead, necessary functions are fulfilled as appropriate to an individual’s interest, information and the behavior of other group members.

6. **Whenever the group senses that there’s difficulty in getting work done, the group tries to find out why.**

Some symptoms of difficulty are excessive analysis, points repeated over and over, suggestions that are made but not considered, private conversations in subgroups, two or three individuals dominating the discussion, ideas being attacked before completely expressed and apathetic participation.

When such symptoms occur, the group shifts easily from working on the task to discussing interpersonal issues and processes. This transition prevents pluralistic ignorance. For example, one member can be confused and assume that no one else shares that condition when, in fact, many others are also confused.

7. **The group accepts responsibility for what it does.**

No group can avoid making decisions; the group cannot choose whether or not to decide, but only how to decide. Thus, an effective group makes decisions openly and not by default.
When an effective group faces an issue, it must make a decision. The group may agree to take action or not to take action. Deciding by default not to act (for example, by avoiding discussion or a decision) has the same impact on the problem as openly deciding not to act, but it also has a negative impact on the group itself. Default decisions make group members feel like they have failed and create tensions within the group. With each open decision, the group grows and becomes stronger and more effective.

The effective group makes decisions in different ways depending on the issue and factors such as the importance of the outcome and time available. The crucial factor is that the group has an agreement on the way decisions are made.

8. **The group brings conflict into the open and deals with it.**

   The members recognize conflict as inevitable. They know that the choice is theirs as to whether the conflict will be open and subject to group control or hidden and out of control.

   Problem behaviors in an effective group are also dealt with openly. For example, the member who continually introduces irrelevancies can get the group off task only if other members allow this to happen.

   The group gives helpful information to individuals about the impact of their actions on the group. It does not, however, analyze, dissect or overwhelm any member.
Group Behavior: Roles in Group Activities

Facilitators should be aware of these roles, as should participants.

SECTION 6

RESOURCES

The skilled observer can identify any number of roles that individuals assume in groups, especially in problem-solving or work groups. Facilitators should be aware of these roles, as should participants. We can also contribute to the health and productivity of a group by understanding the need for various roles and expanding our own abilities to take on new and different roles.

Task and Maintenance

One way to analyze group roles is to consider two main functions of groups: task and maintenance. Task roles are focused on the completion of an activity or achieving a final product. If too little attention is paid to task roles, the group will accomplish little, and members are likely to become frustrated and perhaps even abandon the group.

On the other hand, maintenance roles consider the emotional life of the group and provide support for the feelings of the members. These roles are also extremely important because the emotional comfort level of group members greatly influences everyone’s behavior. Again, if too little attention is paid to these roles, members may leave the group because of their discomfort at unmet emotional needs.

Examples of Task Roles

Here are some examples of behaviors that are related to task.

- **Initiating**: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.
- **Information or Opinion Seeking**: Requesting facts; seeking relevant information about an issue; asking for suggestions or ideas.
- **Information or Opinion Giving**: Offering facts; providing relevant information; stating a belief; giving suggestions or ideas.
- **Clarifying or Elaborating**: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives and issues; giving examples.
- **Summarizing**: Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.
- **Testing Consensus**: Sending up trial balloons to see if the group is nearing a conclusion; checking with the group to see how much agreement has been reached.
Examples of Maintenance Roles
Here are some behaviors that are related to maintenance roles.

- **Encouraging**: Being friendly, warm and responsive to others; accepting contributions from others; giving others an opportunity to speak; recognizing and commenting on contributions from others.

- **Expressing Group Feelings**: Sensing feelings and moods; understanding and relating to relationships in the group; sharing one’s own feelings or effect with other members.

- **Harmonizing**: Attempting to reconcile disagreements; reducing tension through conciliation or humor; getting others to explore differences.

- **Compromising**: Admitting errors; offering mid-way positions; suggesting ways to blend positions; describing points of agreement rather than differences of opinion.

- **Gate-Keeping**: Attempting to keep communications open; facilitating the participation of others; creating opportunities for inclusion of others.

- **Setting Standards**: Expressing standards or norms for the group; evaluating the function of the group; describing group strengths and weaknesses.

Need for Balance
Balance is the most important consideration of group roles. Too much emphasis on task roles and emotional conflicts may not be manageable. Too much emphasis on maintenance roles and members may enjoy the group interaction but not much will be accomplished. The balance between task and maintenance is crucial.

The purpose of the group will, to some extent, determine the blend of task and maintenance roles that are necessary. For example, a work group in which members know each other well meeting to make a decision under a deadline may require almost entirely task roles. Certainly many social groups have higher needs for maintenance roles than for completing tasks.
This checklist can be used as a way to prepare for a meeting. Good planning means a better, more productive use of time and clearer understanding of both purposes and outcomes.

A. Intended Outcome
   - Does the meeting have a clear, simple purpose?
   - Do all participants understand and consent to the intended outcome?
   - Should the meeting begin with a statement of purpose? (What we plan to achieve at this meeting is...)

B. Agenda
   - Is there a structured agenda for the meeting?
   - What is the time frame for the meeting?
   - Should the agenda be sent out in advance?
   - Should participants have a chance to modify the agenda?
   - Will the agenda include:
     - Information
     - Decision making
     - Planning
     - Assigning responsibility
     - Does each agenda item have an estimated time requirement?
     - Is there an activity on the agenda that will involve all the participants and allow them to be heard?

C. Logistics
   Is the person leading the meeting prepared?
   Is there a time keeper assigned?
   Is there a note taker assigned
   Is there any need for additional promotion of the meeting?
RESOURCES

Are there any special needs that should be arranged?
Is the setting appropriate?
Do any of these aspects need attention/planning?

Location  Lighting  
Room temperature  Parking  
Acoustics/sound system  Handouts  
Chairs/seating arrangements  Refreshments  
Child care  Audiovisual  
Name tags  Sign-in sheets  
Clean-up arrangements  Greeters/hostesses
1. **Be the Leader**
   Do not hesitate to take charge and show your interest and involvement. Use the first few minutes of the meeting to establish the climate you would like to promote during the meeting. Depending on the overall objective of the meeting, you may choose to be very official and structured, or you may allow a very informal and relaxed atmosphere.

2. **Establish Ground Rules**
   Let people know your expectations for the meeting before it actually begins. One good idea is to mail the agenda prior to the meeting so that participants can bring materials they may need.

3. **Keep Focused**
   Keep the group fixed on the topic at hand. If you are well prepared, you should be able to stay on the subject. Be willing to interrupt conversations in order to keep the group on track.

4. **Keep Ramblers in Check**
   If someone is getting off track, gently steer them back on course. You may try tactfully asking them to hold their idea until another time or place in the agenda.

5. **Increase Participation**
   At the end of the discussion, ask if anyone has something to add. Lead, but remember not to run the meeting alone. Let it be known that you want input from everyone. When you ask a question, make a conscious effort to pause for a few seconds to allow for responses.

6. **Draw People into Participation**
   Ask individuals to comment on their area of expertise. Avoid putting people on the spot who may be unprepared. Try talking to participants before the meeting and let them know you would like them to share their knowledge on a specific subject with the group during the meeting.
7. **Stick to Time Limits**

Avoid running over the time you have scheduled for the meeting. A good rule to follow is to start on time and end early. Leaders who have long meetings or go over time limits on a consistent basis will receive less attention and participation than leaders who respect others’ time.

8. **Acknowledge Peoples’ “Hot Buttons”**

Try to understand the motivation behind the different meeting personalities. Avoid becoming angry if someone disagrees with you. Remember it is part of the communication process. Keep in mind that challenges are directed at ideas and not at people.

9. **Keep Conflict in Check**

If disruptive conflict arises between two or more meeting participants, ask them to resolve it at another place and time.

If you anticipate conflict arising during the meeting, you may want to have assigned seating for participants.

10. **Maintain Attention**

If you lose attention of the group, try changing the tone or volume of your voice to get it back. Often silence is a very effective “attention getter.” If it is a long meeting, you may want to plan a time for a break or at least allow time for participants to stand and stretch before continuing with the agenda.

11. **Be Prepared to Present**

A meeting is only as good as the person leading it. Prepare for a meeting in the same way as you would prepare for any other presentation. When developing or planning the meeting, ask a colleague you trust to review the agenda and make suggestions for improvements.

12. **Thank the Group**

Use the time at the end of the meeting to thank everyone for their time and set the stage for the next meeting. You may want to summarize decisions that have been made and set the date and time for the next meeting.
Strategic Planning is a useful and effective planning approach that may be used with businesses, organizations, community groups and elected leaders. It is a form of long-range planning that uses a marketplace outlook to collect information about the organization’s operating environment, analyzes that information from a situational point of view, and then develops a vision and goals to drive organizational or community action.

Several activities and information items are included.

Activities/Resources

- Planning a Family Vacation
- An Overview of Community Strategic Planning
- Six Steps in Strategic Planning
- Information and Research Assignments
- Images of Your Community
- Goal-setting with a group
- Visioning Activities
Goals
1. To provide a content-related topic that will introduce the step-by-step process of strategic planning.
2. To introduce a presentation or activity on strategic planning.

Time Required
Three to five minutes for individuals to work alone, then 10 minutes for a large group brainstorming and listing. Table discussions of about 15 minutes and a brief summary will complete the activity. Total time equals 35 to 40 minutes.

Materials
Paper, pencils, handouts and flip chart or overhead for recording group contributions.

Directions
The facilitator asks participants to consider the actions involved in organizing and taking a family vacation. A few moments are used for individuals to jot down ideas or organize their thoughts, then all members engage in creating a list on flip chart or overhead.

After an extensive list is completed, the facilitator distributes the handout “Six Steps in Strategic Planning” (see page 58) and asks each table group to look at the vacation activities list and suggest which activities are examples of the various steps in strategic planning. For example, finding out how much time and money are available for the vacation would be part of Step 1, What Do We Know? Deciding on a destination would be part of Step 3, What Do We Do?

After the group list has been discussed, the facilitator gives a brief summary of strategic planning using the handout, “An Overview of Community Strategic Planning.”
Strategic planning can be described as an outlook, guiding reflection on the future, or as a discipline, guiding action toward shaping the future.

Such planning is becoming more common in business, where highly volatile, competitive operating environments make the future uncertain and render traditional planning techniques relatively useless. The use of the term “strategies” is one distinction between traditional long-range planning and strategic planning as applied in the public sector. In a strategic planning process, strategies are formed as responses to opportunities or to a decision situation rather than set out in advance as long-term benchmark activities.

Strategic planning also differs from other planning approaches in that within the framework of identified opportunities, it selects and concentrates resources. A strategic plan will focus on the best effort possible and allow a business or a community to “take their best shot while the timing is right.” The most important results of a strategic planning process are a few well-defined short-term strategies, consistent with a vision for the community’s future.

In the Heartland Center’s strategic leadership programs, strategic planning techniques adopted from business have been applied to local community economic development. These techniques have been combined with a future-oriented planning perspective that helps people accommodate their local situation as it relates to images of the future in the state, nation and world.

Community strategic planning is a step-by-step process to match strengths with opportunities resulting in actions framed by a vision for the future. Strategic planning focuses community attention on six important questions that represent the steps in the planning process.
Six Steps in Strategic Planning

Section 6

Resources

Step 1: What Do We Know About Current Conditions and Future Trends?
- Conduct a community assessment.
- Identify trends impacting your community’s future.
- Create a shared vision for your community’s future.

Step 2: What Does this Information Tell Us?
- Analyze your community’s strengths and aspirations.
- Identify both the threats and opportunities facing your community.
- Keep the community informed about all activities.

Step 3: What Do We Want to do Differently?
- Broaden community involvement.
- Personally invite others to work sessions.
- Set goals that use information from the community assessment.

Step 4: How Do We Get it Done?
- Formulate strategies for accomplishing goals.
- Plan community appreciation activities.

Step 5: Who Does What, When?
- Develop an action plan.
- Assign tasks and include timelines for completion.

Step 6: How Well is it Working?
- Re-evaluate projects.
- Celebrate and publicize accomplishments.
- Rejuvenate the leadership pool.
Steps in Strategic Planning

Information Gathering
- Issues
- Assets
What do we know about current conditions and future trends?

Information Analysis
What does this information tell us?

Vision and Goals
What do we do differently?

Action Strategies
How do we get it done?

Implement Plan
Who does what, when?

Monitoring & Evaluation
How well is it working?

Recycle Loop

Building Local Leadership
RESOURCES

A good way to learn about the assets of the county is by “scanning the environment” for any available information about history and heritage, present status and future possibilities.

The history and heritage may be incorporated into the county leadership program by arranging for a presentation by a historian or storyteller from the area. An inventory of the county may offer excellent learning experiences as a project to be conducted by participants. The “inventory” of the county can start with assigning participants to gather basic information about the following topics:

**Demographic information about the population**

Some information to look for in census data includes: average or median age in the county and by community, racial breakdown, gender breakdown, and the number of people over 65 and under 18. The latter constitutes the portion of the population that is dependent (in one way or another) upon the adult working population.

**Educational opportunities**

How many elementary and high schools are in the county? What is the student population in each of these schools? Have any of these been consolidated, or do they currently share teachers or programs? What is their present and future role in each community, and what is their role in the county? Is there a community college, state college or university in the county? Are these institutions involved in community development efforts?

**Recreational facilities and activities**

Make a list of the various recreational facilities, both public and private, available within the county, such as parks, lakes, ball fields, indoor and outdoor courts, hiking or biking trails, and golf courses. In addition, inventory recreational programs or activities at the local or county level. Some of these might include community baseball or softball teams, volleyball or soccer teams, dancing groups, festivals or celebrations.

**Community/county image**

Another activity that could be used to familiarize communities with each other is a video documentary of each community’s image. Some communities have asked students from each high school in the county to develop a video of what they see as the image of their community. This is an excellent way to get the youth involved in community development. This will provide diverse perspectives about the elements that the community is providing, as well as those that are missing. The videos can then be showcased at a meeting with representatives from all communities in the county.
**Resources**

**Goals**

1. To generate discussion about the positive and negative images of your community.
2. To discuss the effect these images have on actions and planning.

**Time Required**

30 to 45 minutes

**Materials**

Paper and pencils, flip chart or chalkboard for recording, and markers or chalk.

**Directions**

The group leader asks participants to imagine that they are working as a team of television scriptwriters. Their task is to develop a list of negative words to describe their community to use in a forthcoming situation comedy set in a large city in New York or California. The sitcom will have characters who are former Midwesterners* accustomed to making jokes about their rural backgrounds. Each participant works alone on a list of “negative” words and then shares it with the group. The lists are recorded on the flip chart for the group to view.

Then, the group leader instructs participants to imagine that they are a team of advertising copywriters who have been asked to generate a list of positive images of their town for a brochure that will be used to recruit new businesses into the community. The potential employees would be professional, highly educated individuals. Each participant again works on a list as an individual and then shares with the group. After recording these positive images, a discussion should be led to compare the two lists.

**Comments**

This activity can be a lot of fun and can generate considerable discussion of the images of a community. It is important that the group leader offers a summary of the discussion that emphasizes the fact that negative images do adversely affect people’s ability to deal with problems and must be overcome by focusing on the positive images that coexist with the negative.

*You may want to localize geographical references to provide a more meaningful activity for participants.
Goal-Setting With a Group

**RESOURCES**

**Goal**
To help group members generate information that can be used in setting shared goals and planning program activities.

**Time Required**
1 to 3 hours

**Materials**
Pencils, index cards, flip chart, tape and markers

**Directions**
1. Leader introduces activity by discussing the need for a shared goal. Goals can be defined as broad, general statements of the end we want to achieve.
2. Leader asks each member to answer (use an index card) and respond to a question such as this:
   • Projecting two years into the future, what would you hope this group (or this program) has accomplished?
   • Group members are encouraged to be creative and make a “wish list.” Allow 5 to 15 minutes for this work.
3. Leader asks individuals to share their responses in trios and come to an agreement on a list that represents their ideals. Allow 10 to 20 minutes for this work and ask each trio (small group) to display their list if possible.
4. When the lists are displayed or shared, the leader asks each group to report briefly on their discussion.
5. Leader then asks the large group to suggest categories that seem obvious from the list. A colored marker may be used to circle similar items in order to emphasize similarities. Allow 15 to 30 minutes for this analysis, depending on the number of lists.
6. Leader then asks the group to suggest possible goal statements based on the categories that have been identified. A brainstorming session can be useful at this point.
7. Subcommittees or volunteers can further refine suggested goal statements and bring these back to the large group for review at a future session.
SECTION 6
Visioning Activity

RESOURCES

Here’s a simple process for creating a community vision statement using small group work and basic brainstorming techniques.

1. The facilitator asks each participant to consider the preferred future for the community. The word preferred is stressed so that participants imagine the ideal future, not necessarily the probable or possible future.

2. Each participant writes down two or three words or phrases that express the preferred future. Examples might be: progressive, stable, prosperous, caring, environmentally sensitive, and full of young families or lots of jobs.

3. After a few moments of reflection and individual writing, the facilitator leads the group in listing their ideas. In turn, each participant offers one idea from her/his list. The listing continues until all ideas are recorded.

4. At this point, the facilitator may lead a brief discussion about the list, asking for clarification if needed.

5. Either as a group or by means of a smaller subcommittee (no fewer than three) the list is used as a basis for writing a vision statement. If a smaller subcommittee does the writing, the draft should be reviewed by the whole group and revised if necessary.

6. The draft Vision Statement is then ready for community wide review. The group should devise a means for recording reactions so that if a pattern emerges, revisions can be made. For example, if the draft vision statement is presented to several service clubs and many comments are received noting the omission of any mention of attracting retirees, an addition may be made to the vision statement.

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In these times, leadership is often defined as “the ability to deal with change.” That is because so many of the challenges that leaders face are related directly to significant changes that community leaders face on a daily basis: Changes in the economy, demographics, marketplace competition, labor force...sometimes even changes in the weather!

To help learn how to deal with change, several activities and information items are included in this section that relate to the necessity to cope with significant changes in smaller communities.

Activities/Resources

- Decades Brainstorm
- Rapid Change: A Brainstorming Activity
- Awareness of Change
RESOURCES

Goals
1. To help participants discuss the images of the past, present and future that influence their thinking.
2. To increase participation within the group.

Time Required
15 to 30 minutes

Materials
Flip chart or several chalkboards, markers or chalk.

Directions
On paper or chalkboard, group leaders list decades: perhaps 1960, 1970, 1980, 1990, 2000 and beyond. Judging the beginning date by the age of the group, the leader asks participants to “brainstorm” what they remember about those years. Suggestions such as news events, songs, styles, and new technologies can be offered. The leader must also judge the amount of time spent on each decade list and move the group through the past to the present and then ask group members to predict what will be memorable about the future.

Comments
Because it dramatizes personal reactions and memories of changes, this activity is an excellent beginning for any group that wants to deal with the issues of change and the future. This activity can be used at the beginning of a meeting or work session to set the stage for a serious discussion or as an icebreaker that helps a group to relax and enjoy working together. It is used most effectively when the leader plans some time for comments that can serve as a transition to a longer consideration of the impacts of change.
Rapid Change: A Brainstorming Activity

Goals
1. To engage a group in a discussion of rapid change.
2. To increase awareness of the development of attitudes toward change.

Time Required
15 to 30 minutes, depending on discussion.

Materials
Flip chart or overhead and markers.

Directions
The facilitator selects an example of “amazing” technology that has very quickly become commonplace, such as laptop computers. Using such an example, the facilitator then leads the group in a brainstorming session to list similar examples.

When the facilitator is satisfied with the size of the group list or the time expended on the listing, a summary discussion can be developed around questions such as:

• What does this list tell us about change?
• How do we deal with the rapidity of change?
• What makes change easy to deal with?
• What makes change hard to deal with?
Many of the changes that we experience today are fundamental. That is, these changes are permanent and not likely to be reversed in the foreseeable future. In order to understand how these forces will impact the future, we must look at the nature of fundamental change and its implications for both communities and organizations.

These fundamental forces of change are characterized by at least three factors:

1. Change is inevitable.
2. Impacts of change are overriding.
3. Change is truly transformational.

In *The Rapids of Change*, a book written by the late economist and futurist Robert Theobald, Theobald says that:

*We are being swept downstream by a torrent of change. Each year, each month, and almost very week, the landscape alters. The familiar vanishes and with it the effectiveness of the styles and tools we have used to make decisions about our lives.*

*This is the overwhelming reality of our times. It challenges us at every level of our existence. It destroys the validity of many of our established patterns of behavior. It forces us to think about the processes we use to avoid being surprised by unexpected events.*
The Heartland Center for Leadership Development is an independent, nonprofit organization developing local leadership that responds to the challenges of the future. A major focus of the Heartland Center’s activities is practical resources and public policies for rural community survival. Based in Nebraska, the Heartland Center was organized in 1985 by a group of Great Plains leaders as an outgrowth of Visions from the Heartland, a grassroots futures project.

Today, the Center is known throughout North America for its field research on Clues to Rural Community Survival and for its hands-on programs in community leadership development.

Heartland Center programs and publications stress the critical role played by local leadership as communities and organizations face the challenges associated with changing times. Programs of the Center emphasize that local capacity is critical, and renewing local leadership essential, as towns, cities and states work to remain competitive today and in the future.

Heartland Center Programs

- Training for leaders in communities, businesses and organizations to help them deal with fundamental change by finding opportunities where others may see only threats
- Assisting communities and organizations in developing a capacity for strategic planning and tackling problems of the future through solutions they themselves take the lead in devising
- Helping policymakers clarify questions key to the future of communities and states and promoting broad-scale public participation in the search for workable yet innovative solutions to problems brought on by significant change
- Conducting research on leadership and its potential impact on quality of life, public policy, and business and community prosperity.

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The History of Leadership Studies and Evolution of Leadership Theories

RESOURCES

While leadership has been a topic of interest since the dawn of man, leadership and management studies were taken up in earnest in the early 20th century. This hub chronicles a kind of evolution in leadership behavior studies from the traits of effective leaders to follower-centered leadership theories proposed in the late-20th, early 21st century. Much of the credit for the information in this hub go to Dr. Peter Northouse and Dr. Gary Yukl and their respective publications Leadership: Theory & Practice and Leadership in Organizations. Through these important works each man has contributed greatly to the understanding of leadership behaviors within organizations.

This brief survey is not meant to be exhaustive by any means.

Scientific Management

In the early 20th century, Frederick Winslow Taylor proposed the practice of scientific management. This is not a leadership theory per se but changed the way leader-managers interacted with employees and handled production of a given product. Through his own work experience and informal education, Taylor recognized that employers could get the most out of their workers if they broke labor projects into their various parts and trained laborers to specialize in each particular station of production. Taylor timed each part of the production process in order to improve production to maximum efficiency. In terms of leadership within organizations, Taylor believed that leaders were born, not made and assumed there was only one form of effective leadership.

Great Man and Trait Theory

Leadership studies in the early part of the 20th century focused on what has been referred to as Great Man and trait theories. Great man theory of leadership proposes that certain men are born to lead and when crises arise these men step up to take their natural place.

This theory was also related to trait theory. Trait theory proposes that only men with the in-born characteristics
for leadership will be successful leaders. The search was for the right combination of characteristics that would lead to effective leading of organizations.

Through two meta analytical surveys of 124 previous studies in 1948 and 163 others in 1974, R.M. Stogdill identified a list of 10 best traits and skills of effective leaders. The 1974 list included:

• drive for responsibility and task completion
• vigor and persistence in pursuit of goals,
• venturesomeness and originality in problem-solving,
• drive to exercise initiative in social situations,
• self-confidence and sense of personal identity,
• willingness to accept consequences of decision and action,
• readiness to absorb interpersonal stress,
• willingness to tolerate frustration and delay,
• ability to influence other persons’ behavior,
• capacity to structure social interaction systems to the purpose at hand.

Kurt Lewin worked with colleagues Lippett and White to pen the 1939 publication, Patterns of aggressive behavior in experimentally created social climates. In that work, Lewin et al. proposed three leadership types displayed within organizations. Those leadership styles included:

1. Autocratic leadership whereby the corporate leader made all decisions without consultation.
2. Democratic leadership whereby the leader-supervisors included members of the organization in the decision-making process.
3. Laissez Faire leadership whereby the leader played a minimal role in the decision-making process.

Max Weber, a German sociologist, was the first to propose and describe Charismatic authority (the precursor to charismatic leadership theory) in his work The Protestant Ethic and the Spirit of Capitalism. Weber described Charismatic leadership as “a special personality characteristic that gives a
person...exceptional powers that result in the person being treated as a leader.” House (1976) published a theory of charismatic leadership within which he described the personal characteristics of this type of leader as “being dominant, having a strong desire to influence others, being self-confident, and having a strong sense of one’s own moral values” (Northouse, 2004).

**Contingency Theory of Leadership**

The ‘Taylorists’ believed there was one best style of leadership and that that style fit all situations. Fred Fiedler in various works came to believe that best leadership style was the one that best fit a given situation. Accordingly, Fiedler proposed the Contingency Theory of Leadership and the Least Preferred Coworker Scale to establish whether a particular manager-supervisor was a good match for his leadership assignment.

**Participative Leadership Theory**

Participative Leadership has been proposed and highlighted by a number of scholars including Dr. Rensis Likert (1967) and Gary Yukl (1971). Likert is best known for the Likert Scale, a measurement devise used to measure degrees of acceptance of a given premise. His theory of leadership styles included the following.

**Likert Leadership Styles**

1. Exploitative authoritative - by which the leader shows little if any concern for his followers or their concerns, communicates in a demeaning, accusatory fashion, and makes all decisions without consultation with the subordinates.

2. Benevolent authoritative - is concerned with the employees and rewards for quality performance, but makes all decisions alone.

3. Consultative - makes genuine effort to listen to the subordinates’ ideas, but decisions are still centralized in the leader.

4. Particpative - shows great concern for employees, listens carefully to their ideas, and includes them in the decision-making process.

**Participative Leadership**

Yukl described a similar participative leadership style but used different labels.
SECTION 6

RESOURCES

1. Autocratic - makes all decisions alone without concern for or consultation with followers
2. Consultation - leader asks for opinions and ideas from subordinates but makes decisions alone.
3. Joint Decision - leader asks for ideas from subordinates and includes them in the making the decision.
4. Delegation - manager-supervisor gives a group or individual the authority to make decisions.

Leader-Member Exchange Theory

Leader-Member Exchange Theory (LMX) has been discussed extensively by a number of organizational behavioral scientists including Dansereau, Graen, and Haga, 1975; Graen & Cashman, 1975; and Graen, 1976. LMX is based on social exchange theory and focuses the quality of relationships and interactions between leaders and followers. Organizational scholars showed that leaders develop separate exchange relationships with each subordinate as the each party mutually defines the subordinates role. According to Graen & Uhl-Bien as highlighted by Gary Yukl, higher quality exchanges between supervisors ans subordinates result in

1. less turnover
2. more positive performance evaluations
3. higher frequency of promotions
4. greater organizational commitment
5. more desirable work assignments
6. better job attitudes
7. more attention & support from the leader
8. greater participation
9. faster career progress

Situational Leadership

Situational leadership theory was proposed by Dr. Paul Hersey and Dr. Ken Blanchard. By there conceptualization, leaders choose the leadership style based on the maturity or developmental level of the follower. Their theory yielded a four quadrant configuration based on the relevant amounts of directive and or supportive needed to motivate a given employee to fulfill a
given task. The four quadrants are labeled according to the corresponding leadership style related to each of the four sections of the model.

1. Directing is aimed at the least mature employee or member whereby the leader uses only directive words and no supportive behaviors to motivate the employees.

2. Coaching whereby leader-supervisors use both high directive and high supportive words and behaviors in their interaction with employees.

3. Supporting whereby leader-supervisors refrain from directive behaviors and concentrate on supportive behaviors only. These employees work well on their own but lack self-confidence or may be overwhelmed with a new task.

4. Delegating whereby leader-supervisors no longer need to offer directives or supportive words and behaviors. These employees have matured to the place where they are competent and confident in the task and do not need anyone to look over their shoulders.

Path-Goal Theory of Leadership
Path-goal theory was developed by Martin G. Evans (1970) and Robert J. House (1971) and based on Victor Vroom’s Expectancy Theory. The main underlying assumption is that subordinates will be motivated if (a) they think they are capable of the work (or high level of self-efficacy); (b) believe their efforts will result in a certain outcome or reward; and (c) believe the outcome or reward will be worthwhile.

Path-goal theory is said to emphasize the relationship between

1. the leader’s style
2. the follower’s personality characteristics
3. the work environment or setting.

Like situational leadership, leaders choose between four primary leadership behaviors when interacting with subordinates, including

1. directive
2. supportive
3. participative
4. achievement-oriented wherein the leader sets high standards of excellence and seeks continuous improvement.

According to the purveyors of this leadership theory, leadership motivates followers when

1. the leader increase the number and kinds of payoffs
2. makes the path to the goal clear through coaching and direction
3. removes obstacles and road blocks
4. makes the work more satisfying.

**Servant Leadership**

Robert Greenleaf (1970 and 1977) published a set of essays proposing a new type of leadership focused on the follower. That leadership type is servant leadership. Greenleaf’s ideas on this new type of leadership did not truly catch on however until the mid-1990s when Larry Spears dissected Greenleaf’s ideas. Spears gleaned from Greenleaf’s writings 10 proposed characteristics of servant leaders:

1. Listening
2. Empathy
3. Healing
4. Awareness
5. Persuasion
6. Conceptualization
7. Foresight
8. Stewardship
9. Commitment to the growth of the people
10. Building community

Since Spears delineated these characteristics in 1995, a host of leadership researchers postulated conceptual models of servant leadership. More impetus for discovering and promoting more ethical forms of leadership was given in the aftermath of repeated ethical failures within large brand name organizations within the US in the first decade of the 21st century.
Transformational Leadership

Transformational Leadership has been the most widely researched form of leadership from the 1980s to 2011. Transformational leadership was first described by James McGregor Burns and then expounded upon by Bernard Bass. Burns wrote of this form of leadership in his important 1978 work Leadership in which he contrasts the characteristics of transformational leadership with transactional leadership.

Transformational leadership refers to the process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader and the followers. Bass explained that transformational leadership was centered in the followers and motivates followers to do more than was expected by:

1. Raising followers’ level of consciousness about the importance of organizational values and goals
2. Getting followers to transcend their own self-interest for the sake of the team or organization
3. Moving followers to address higher-level needs

Bass, in his 1985 publication Leadership and Performance beyond Expectation, broke transformational leadership into four concepts including

1. Idealized Influence whereby the leader-supervisor acts like a role model of ethical behavior and gains respect and trust.
2. Inspirational Motivation whereby the leader communicates high expectations and inspires the crew to reach higher
3. Intellectual Stimulation whereby the follower-subordinates are stimulated to think outside the box, be creative and innovative
4. Individualized Consideration whereby the subordinates are provided a supportive environment and the leader cares about each employee’s needs and desires.

Authentic Leadership

Authentic leadership is one of the newest proposed leadership styles. In Academic circles, it was first coined by Dr. Bruce Avolio and Fred Luthans. In 2008, Walumbwa, Avolio and others devised the Authentic Leadership Questionnaire. In that publication, they reworked the definition of the leadership concept:

Authentic Leadership a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster great self-awareness, an internalized moral perspective, balanced
processing of information, and relational transparency on part of leaders working with followers, fostering self-development.

From this definition, Avolio and his colleagues gleaned four aspects of Authentic Leadership including:

1. Self-awareness
2. Relational transparency
3. Balanced processing
4. Internalized moral perspective

Implicit Leadership Theories

Implicit leadership theories are informal theories about leadership that reside within the thoughts of each individual. They are pet theories we devise based on our respective beliefs and assumptions about the characteristics of effective leadership.

Hanges, Braverman, and Reutsch (1991) observed that individuals have implicit beliefs, convictions, and assumptions concerning attributes and behaviors that help that individual distinguish between

1. leaders and followers
2. effective leaders from ineffective leaders
3. moral leaders from evil leaders

Robert J. House and company and Gary Yukl explained that implicit theories are developed and refined over time as a result of

1. actual experience
2. exposure to literature (books and other publications)
3. other social-cultural influences

Moreover, they explain that these pet theories are influenced by

1. individual beliefs, values, and personality traits
2. shared beliefs & values about leaders in organizational culture and national or local culture.

Finally, these implicit theories act to

1. constrain
2. moderate
3. guide the exercise of leadership.