



Facilitator's Guide

Significant Leadership Characteristics

Character matters; leadership descends from character.—Rush Limbaugh

Rationale:

For maximum leadership development potential, it is important for every person to have a strong understanding of what leadership is, what effective leadership looks like and how it can vary between individuals.

Program Goal:

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

Program Objectives:

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

Pre-Program Preparation:

- Secure several pictures of widely known leaders, both from a local and national perspective (you want individuals to connect with some local leaders). Note: You can use those found in the Power-Point presentation, or find others and print hard copies to show to participants.
- Have on hand pencils, pens, note paper, and one or more flip charts.
- Review and make a copy of *Significant Leadership Characteristics* (CLD1-6) for each participant.
- Make copies of the *Leadership Traits and Characteristics* handout to give all participants.
- Make copies of the *Leadership Style Questionnaire* for each participant.
- Secure a computer/projector and have the Power-Point presentation ready (if you intend to use it).

Introduction:

Leadership can be seen all around us. From the local pastor to the county judge executive to the Little League Baseball coach, leadership is played out in a variety of situations every day. Everyone has the opportunity to be a leader at some time, so it is important that every person have a strong understanding of what leadership is, what effective leadership looks like and how it can vary between individuals. Learning about leadership will make you much more effective the next time it is your turn to lead.

Introductory Activity:

Show photos of several leaders using the Power-Point and/or still pictures. As you show the individual pictures, ask the audience to raise their hands when they see a picture of an effective leader. (Note: At this point, we are not considering whether a leader is good or bad, only whether they are effective. Also, as facilitator, try to steer the discussion away from political comments and opinions.) Pose these questions to your audience (and write down their answers on two separate flip chart papers or in two columns on the whiteboard):

- What makes these leaders effective?
- What makes the other leaders ineffective?

At this point, begin the lesson by going over the list of qualities of effective leaders in the publication, referring back occasionally to the flip chart lists. Make sure to refer to the leaders who have been discussed when one of their perceived qualities is listed.

This leadership curriculum was developed by Agriculture & Natural Resources (ANR) agents along with University of Kentucky specialists. Therefore, the examples used in the facilitator's guides are geared toward an ANR/Horticulture audience, such as Master Gardener groups. Please feel free to modify and reproduce the facilitator's guide for any appropriate educational or training purposes with other audiences.

Objective 1: Distinguish the three basic factors that define leadership

Leadership is important in a wide variety of situations. While it can be said there are several hundred leadership definitions out there, a good leadership definition must include three factors: (1) group occurrence, (2) directed by a goal, and (3) structure. Each of these factors helps to give meaning to the idea of leadership.

Learning Activity 1:

Split the class into three groups. Present the following scenario and have each group pick out the three basic factors of leadership.

Scenario: Joe has been a member of the farmer's market for the past seven years. As a whole, the market has had no direction beyond each producer trying to sell a bit of produce during the season. Joe and a few other producers have been discussing the need for the market to have a permanent location, expand and be able to offer more and a larger variety of produce. The market generally holds two meetings each year, and officers are elected on a yearly basis at the meeting in early spring. This year Joe agrees to serve as president and explains to the potential market members his vision of what the market could be in the future. He stresses that it will take time and dedication, but that if everyone will pull together it will strengthen the market and bring in more customers. Joe soon convinces those who are skeptical that he is willing to do his part by aggressively pursuing ideas put forth for a permanent set up location, actively seeking input from all members as well as customers, and hiring help for his farm so that he commit more time to overseeing the operation of the market.

Key: (1) Farmer's market (group occurrence), (2) Having a permanent location, expansion, and the ability to offer more and a larger variety of produce (goals), (3) Joe—president; a few other producers—could be considered steering committee (structure)

Once each group has finished discussing, bring the whole class back together and let each group report how and why they picked out each factor. Then pose the following questions:

- Why are these factors important to leadership?
- Is it possible to have leadership without one or more of these factors?

Objective 2: Identify characteristics of successful leaders

Effective leaders share many common characteristics. Several of these characteristics are directly tied to the factors mentioned above.

Learning Activity 2:

First, give each audience member a copy of the *Leadership Traits and Characteristics* handout (see below). Once audience members have a chance to look over the list, have them choose (and write down) five characteristics they feel are the most important for a leader to be effective. Then break the audience into smaller groups of three or four. Have them each bring their lists of important characteristics into the group setting; then have each group negotiate and come up with the top five characteristics that the group feels are important for effective leadership. Pose these questions:

- What characteristics did you choose? Why?
- Which characteristics did your group choose? Were they the same as your individual choices? Why or why not?
- So, what do we now know about leadership characteristics?

Answers:

There are no right/wrong answers to the first two bullet points; the third bullet point should focus on that while there is a lot of agreement in what characteristics are of an effective leader, there is also a lot of disagreement. Ultimately, some characteristics are universal (i.e. sincerity, trust, etc.) but many depend upon the situation.

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

In general effective leaders have been found to demonstrate many of the characteristics we have already discussed. Still, there have been basic differences noted between certain leadership approaches. In general, individuals tend to be either more task- or relationship-oriented when focusing on leadership.

Learning Activity 3:

For this exercise, you may either have individuals rate themselves, or have them focus on a well-known leader (i.e. a local county judge executive, city mayor, local sports coach, state representative or senator, or nationally known leader). Explain to the class that

they need to answer each question based on how they or the leader are, not how they would like to be. Give each participant a copy of the *Leadership Style Questionnaire* (see below). After everyone has completed the questionnaire and totaled their scores, pose the following questions:

- Is your leadership style more task- or relationship-oriented?
- Do you feel that you could use one style or the other depending on the situation?
- What are some strengths of each style?
- What are some weaknesses of each style?
- When would it be better to use a relationship style? A task style?

Answers:

With the exception of the first two questions, there will be a broad array of possible responses, all of which could have some validity to them. Some believe one style or the other is better, some feel it is good to be able to use either style based on the situation.

Discussion Question:

What does it take to be a successful leader?

Summary:

Just as specific factors contribute to an accurate definition of leadership, there are common characteristics shared by effective leaders. Realizing what characteristics are associated with successful leaders is important for personal leadership development and helps give the individual a clear picture of who he or she is as a leader. The same is true for individual differences in leadership. By understanding how leadership works for men and women, people can be put into the right situations in order to excel as leaders.

References:

- Covey, Stephen R. (2004) *The 7 Habits of Highly Effective People*. New York, NY: Free Press.
- Northouse, Peter G. (2007) *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage Publications.

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Leadership Traits and Characteristics

A summary of traits and characteristics of leaders identified by several different research studies:

First Study	Second Study	Third Study	Fourth Study	Fifth Study
Intelligence	Intelligence	Achievement	Intelligence	Drive
Alertness	Masculinity	Persistence	Masculinity	Motivation
Insight	Adjustment	Insight	Dominance	Integrity
Responsibility	Dominance	Self-confidence		Confidence
Initiative	Extroversion	Responsibility		Cognitive ability
Persistence	Conservatism	Cooperativeness		Task knowledge
Self-confidence		Tolerance		
Sociability		Influence		
		Sociability		

Adapted from: Leadership: Theory and Practice, 4th ed., by Peter G. Northouse

Leadership Style Questionnaire

Instructions: Read each item carefully and think about how often you (or the person you are evaluating) engage in the described behavior. Indicate your response to each item by circling one of the five numbers to the right of each item.

Key: 1 = Never 2 = Seldom 3 = Occasionally 4 = Often 5 = Always

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|---|---|---|---|---|---|
| 1. Tells group members what they are supposed to do. | 1 | 2 | 3 | 4 | 5 |
| 2. Acts friendly with members of the group. | 1 | 2 | 3 | 4 | 5 |
| 3. Sets standards of performance for group members. | 1 | 2 | 3 | 4 | 5 |
| 4. Helps others feel comfortable in the group. | 1 | 2 | 3 | 4 | 5 |
| 5. Makes suggestions about how to solve problems. | 1 | 2 | 3 | 4 | 5 |
| 6. Responds favorably to suggestions made by others. | 1 | 2 | 3 | 4 | 5 |
| 7. Makes his or her perspective clear to others. | 1 | 2 | 3 | 4 | 5 |
| 8. Treats others fairly. | 1 | 2 | 3 | 4 | 5 |
| 9. Develops a plan of action for the group. | 1 | 2 | 3 | 4 | 5 |
| 10. Behaves in a predictable manner toward group members. | 1 | 2 | 3 | 4 | 5 |
| 11. Defines role responsibilities for each group member. | 1 | 2 | 3 | 4 | 5 |
| 12. Communicates actively with group members. | 1 | 2 | 3 | 4 | 5 |
| 13. Clarifies his or her own role within the group. | 1 | 2 | 3 | 4 | 5 |
| 14. Shows concern for the well-being of others. | 1 | 2 | 3 | 4 | 5 |
| 15. Provides a plan for how the work is to be done. | 1 | 2 | 3 | 4 | 5 |
| 16. Shows flexibility in making decisions. | 1 | 2 | 3 | 4 | 5 |
| 17. Provides criteria for what is expected of the group. | 1 | 2 | 3 | 4 | 5 |
| 18. Discloses thoughts and feelings to group members. | 1 | 2 | 3 | 4 | 5 |
| 19. Encourages group members to do high quality work. | 1 | 2 | 3 | 4 | 5 |
| 20. Helps group members get along. | 1 | 2 | 3 | 4 | 5 |

Scoring

The leadership style questionnaire is designed to measure two major types of leadership behaviors: task and relationship. Score the questionnaire by doing the following. First, sum the responses on the odd-numbered items. This is your task score. Second, sum the responses on the even-numbered items. This is your relationship score.

Total scores: Task_____ Relationship_____

Scoring Interpretation

45 – 50	Very high range	30 – 34	Moderately low range
40 – 44	High range	25 – 29	Low range
35 – 39	Moderately high range	10 – 24	Very low range

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