

Table of Contents

Chapter 1	An Introduction To Leadership Education	3
Chapter 2	Outcomes of Leadership Education	13
Chapter 3	Personal Characteristics of Effective Leaders	21
Chapter 4	Skills of a Group Leader.....	31
Chapter 5	Communication Skills for Leaders.....	41
Chapter 6	Leadership Skills for Group Members	55
Chapter 7	Developing Group Goals	65
Chapter 8	Planning Group Activities	75
Chapter 9	Committee Organization.....	89
Chapter 10	Parliamentary Procedure Skills for Leaders.....	99
Chapter 11	Leadership and Special Abilities	107

PREFACE

The development of leaders is an important national issue. News reports and national journalists stress the problems associated with the lack of effective leaders in all phases of American life. Educational, religious, political, industrial and community institutions in our society are but a few instances where the lack of effective leaders is noted.

The development of leaders as a national priority requires that the concept of leadership be stressed at an early stage in the education of youth. Leadership education as a curriculum thrust in schools has promise as a field of study much the same as the arts and sciences. Youth who will someday begin to fill the various leadership roles in our society can develop their skills in a non-threatening learning environment.

This book is designed to provide the basic leadership skills needed by youth in leadership education programs. Three important aspects of leadership education are stressed. First, information pertaining to the nature and outcomes of leadership education is presented. Second, leadership from the leader and member perspective is discussed. Third, leadership education from an organization perspective is provided.

This book is based on extensive development and testing by the authors. A project funded in 1975 by the Indiana State Board for Vocational and Technical Education initiated the authors' research in leadership education. The funded project resulted in the development of thirteen leadership education units of instruction. Each unit was extensively tested in Indiana public schools. A doctoral dissertation by Dr. Kevin Hynes further tested and documented the effectiveness of the units. The authors of this book have used these thirteen units in numerous seminars, workshops, and formal classes. The many refinements made in the original units appear in the contents of this book.

Each chapter provides basic information necessary to master the chapter objectives. In order that students gain practical experience in applying the leadership skills, each chapter contains leadership development activities. Also, an additional activities section is included in each chapter to allow students and teachers to gain additional leadership education experiences.

Chapter I

AN INTRODUCTION TO LEADERSHIP EDUCATION

OBJECTIVES

After finishing this chapter, you should be able to:

1. Write a personal definition of leadership.
2. Recognize the qualities of a leader in yourself and in leaders of our country.
3. Compare the three ways that leadership can develop.
4. Recognize the four definitions of leadership demonstrated in speeches given by your classmates.
5. Choose the method of leadership which you feel would work best for you in different situations.
6. Identify an area in your life that has potential for improving your leadership ability.

In the early years of our country, we were fortunate to have many good leaders. Those were difficult years, filled with new challenges and questions around each corner. Many decisions were required concerning the future of the United States. Strong leadership helped make the U.S. a respected and powerful country. Yet, the challenges did not end in 1800, nor in 1900, or 1980. They are still present today. Our country needs strong leaders to make difficult decisions and to answer difficult questions. The issues become a bit more complex each year. Many times, we, as American citizens, feel that our leaders fail to resolve major problems. When this happens, we question their ability to lead our country.

Our nation's leadership is not limited to our political offices such as the President, the Congress, governors or representatives. Businessmen are leaders in the area of commerce. Teachers are leaders in the field of education. Ministers are leaders in the realm of religion. Any field of human endeavor is represented by its leaders, including the creative areas of art, music and literature. Even research, exploration, and technology require creative leadership. Each person is faced with leadership whether it be in church, schools, business, or in the home.

LEADERSHIP

Leadership may be formal, as in an elected or appointed leader of an organization. Leadership may also be informal, as in the case of the person who has influence in a group as a specialist or advisor, though he/she does not hold an elected position.

As you read this chapter, keep in mind: 1) If civilization is to progress, we must have leaders. 2) Leaders do not just happen. In order to become a leader, the person must inherit the position, win it in some manner, or be appointed to it. Usually some training is required. 3) The stability of a group or organization depends on its leadership. Leadership is a concern for all. The future of our country depends on our elected officials and on the decisions which they make. Your future may depend on your ability to lead.

WHAT IS IT?

Leadership is an ability which may lead to a better job, to more security and self-confidence, and to greater service to society as a whole. A leader is someone who stands out in a group because he/she possesses, to an unusual degree, some outstanding qualities. These qualities may be valued, respected, or feared by those people who follow the leader. The first of those qualities might be *superior skill* as demonstrated by the quarterback of a football team. Because he has the skill to lead the team and set up scoring plays, his leadership and skill is respected. Closely related to superior skill is the *quality of knowledge*. People will usually follow someone who is knowledgeable in an area. This may easily be seen by observing the professionals in a field whose job is to offer expert advice to the general population. Examples of this type of leadership might be doctors, lawyers, ministers, and teachers. Another quality which might be possessed by a leader is *personal position*. The office of president or governor or the position of king or queen commands a certain amount of respect. The degree of respect will depend on how much leadership ability the person possesses. One other characteristic which may produce a leader is financial wealth. A wealthy person may use his/her finances to help others and thus he/she becomes a benevolent leader. In some cases, money can be used to buy power.

Leadership is a composite of these four qualities. Individual leaders will possess varying degrees of each quality.

FOUR DEFINITIONS OF LEADERSHIP

Leadership may be defined as *personality*. The person who possesses the greatest number of traits, behaviors, or characteristics that a group considers desirable will usually be the leader of that group. Because the group is impressed by the personality of their leader, he/she is able to influence the group to the greatest degree. For example, if a group elects a leader who is confident, humorous, popular, etc., then that group probably defines leadership as personality. This leader