

# Developing Personal Leadership

## Objectives

- ✓ To understand one's personal preference (strengths) for leading others
- ✓ To identify ways to build on personal leadership strengths
- ✓ To determine techniques for developing weak areas

## Advance Preparation

- ✓ Review materials and PowerPoint

## Materials Needed

- ✓ Copies of Values assessment
- ✓ Flip chart
- ✓ Markers
- ✓ Tools to group participants
- ✓ Value-of-Work Activity (Attachment #1)
- ✓ Value-of-Work Survey (Attachment #2)
- ✓ Value-of-Work Survey Score Sheet (Attachment #3)
- ✓ Leadership Styles Document (Attachment #4)

## Time Needed

- ✓ 90 minutes

## BACKGROUND

Leadership is an important component of anyone's life. It enables us to stretch beyond our limits. Within the profession it has become clear that leadership ability must be found in all citizens, it is something we all can do and should aspire to do. Viktor Frankl indicated that we are all responsible for our own lives as well as, for the life of our communities and world. Bennis and Goldsmith set forth that we are all capable of honest, ethical leadership.

One key element in this quest for personal leadership is the ability and desire to see a need for change in the world. We become more enabled when we need to improve our own lives; we become more motivated to be a leader.

Bennis and Goldsmith identified the need for leaders throughout communities, on every block and in every church. They bring the challenge that every person should create visions for their future, to inspire commitment, to foster creativity and stimulate achievement.

We will begin with a values assessment as the interest approach. In most cases our natural strength as a leader is based on our values.

## INTEREST APPROACH (20 minutes)

The Value of Work activity and the Value of Work survey are the interest approach component to this lesson. This is a fun, easy way to identify important values. It allows participants to score and then rank ten different values, including leadership.

To facilitate dialogue, this activity works best with small groups of 4 or 5, but can also work with larger groups. The attached sheets include the Facilitator instructions,

questionnaire sheet, and scoring card. You will need a flip chart and markers for discussion.

Hand out copies of the Value-of-Work Survey. Explain to participants that although it is titled the Value-of-Work they should try hard to think more broadly about the statements, apply them to their lives, families, etc. Have each participant score each statement on a scale of 0-4, with 0=Not Important to 4=Very Important. Allow 5-7 minutes. Then, hand out the scoring sheet and allow participants to rank their values.

After they have completed the survey, ask participants what their top 3 values were. Have participants explain and give examples of those values and how they are currently represented in their lives. Reiterate that personal leadership is tied to personal values and that these values should be seen as their personal strengths. It is important that as a leader, you work to make sure everyone you come in contact feels important and has a contribution to make to the group.

## **LESSON**

1. Open lesson/discussion with the reading of Victor Frankl's quote about human freedoms. (slide 2)
2. Review objectives for the lesson. (slide 3)
3. Complete Value-of-Work Questionnaire. (slide 4)
4. Group participants based on their top value. You could have any number of groups, but no more than 10.
5. Have the groups work on their definition of leadership. Consensus should be made. Allow 5 minutes for this discussion. Have a group member report their definition. Discuss any similarities and differences among the groups. You can use flip chart and markers. (slide 5)
6. Review definitions of leadership from the experts (Attachment 3). Establish and reiterate that everyone has a different perspective, different values and this is what builds a leadership definition that is personal and meaningful. (slides 6-10)
7. The next discussion is about personal qualities of leaders. Individually have the participants think of a leader that they know and ask them to depict 3-5 characteristics, behaviors, etc. of that leader, which made them admire this leader. In an extreme case, you may have someone who wants to do the inverse, a sort of what not to do. Use the flipchart and markers to record responses. (slide 11)
8. Review list of leadership styles. You don't need to go into a lot of detail; brief definitions of each may be provided. See attachment. (slide 12)
9. The primary focus of the leadership practices will be the five identified by Kouzes and Posner. These are transformational leadership practices. Additional information is provided at the end for personal assessment.
10. Discuss each of the five practices, along with the ten challenges (two challenges per practice). Ask for participants to provide feedback and discuss each, any pros or cons, examples, etc. (slides 13-17)
11. Slides 18 and 19 discuss the perceptions of individuals demonstrating these leadership practices. This should reiterate to the participants that these are valid practices and offer a strategy for bettering themselves as leaders.
12. The last objective deals with addressing weaknesses. Not everyone will be good at all five of the practices. With that in mind, have participants think of one of the five practices, along with the 2 challenges, that they might not be as strong in. Have them identify 2 strategies or things that they could do or use in the coming

- year to help hone those practices. For example, if inspiring a shared vision is an area of perceived weakness, have the participant identify two ways to develop or hone that practice. They could discuss talking about a family vision, or personal vision, etc. (slide 20)
13. The last slide depicts a picture of a turtle on a fence. The point of the picture is that the turtle could not have gotten there alone. End the session with the talking with the participants about the fact that although it is each person's responsibility to seek leadership, no one can do it alone. They should strive to talk about leadership and the five practices with others and to make an effort to bring these practices to their every day life. (slide 21)
  14. Before dismissing, review objectives. See how they did, what they were able to get out of the lesson. (slide 22)

### **APPLICATION**

The application piece is reinforced during the PowerPoint presentation. Participants should feel inspired to work on the 2 strategies listed (slide 20) during the activity. Participants should feel these leadership strategies are appropriate to employ in either their work, family, or community responsibilities.

### **REFERENCES**

Kouzes, J. & Posner, B. (1995). *The leadership challenge*. San Francisco, CA: Jossey-Bass.

Bennis W. & Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. Cambridge, MA: Perseus Books.