LEADS

Curriculum Notebook

Leadership Excellence and Dynamic Solutions

K·STATE
Research and Extension

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

LEADS
Curriculum Notebook

Leadership Excellence and Dynamic Solutions

Publications from Kansas State University are available at: ***www.ksre.ksu.edu***

Publications are reviewed or revised annually by appropriate faculty to reflect current research and practice. Date shown is that of publication or last revision. Contents of this publication may be freely reproduced for educational purposes. All other rights reserved. In each case, credit the authors, *LEADS Curriculum Notebook*, Kansas State University, May 2014.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service
K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, John D. Floros, Director.

S137 May 2014

Acknowledgements

Reviser:

Trudy Rice, Specialist, K-State Research and Extension Community Development

Reviewers:

Carla Nemecek, Director, K-State Research and Extension-Southwind District

Bev Dunning, Director, K-State Research and Extension Sedgwick County

Laurie Chandler, Director, K-State Research and Extension-Shawnee County

Debra Bolton, Specialist, K-State Research and Extension-Southwest District

David Key, Director, K-State Research and Extension-Meadowlark District

Jan Steen, Director, K-State Research and Extension-Reno County

Jennifer Wilson, Director, K-State Research and Extension-Riley County

Carl Garten, Director, K-State Research and Extension-Central Kansas District

Sheryl Carson, Agent, K-State Research and Extension-Kearney County

Kylie Ludwig, Agent, K-State Research and Extension-Wildcat District

Rick Miller, Agent, K-State Research and Extension-Johnson County

Leslie Manning, Agent, K-State Research and Extension-River Valley District

Table of Contents

2 **Acknowledgements**

3 **Table of Contents**

1 **Introduction**

2 **Leadership: A Definition and Philosophy**

- 2 Situation
- 3 Leadership/Volunteerism Relationships
- 3 Leadership/Management Relationships
- 3 Curriculum Foundation

5 **How to Use this Resource**

- 5 Format

8 **Planning The Program**

- 8 Goals
- 8 Outcomes
- 9 End Results
- 9 Teaching Methods
- 11 The Learning Process
- 12 Strategies for Teaching
- 13 Evaluation Methods
- 13 Designing Leadership Programs
- 14 References

1 **Unit 1: Personal Leadership Skills**

1 **Module 1: The Leader Within You**

- 1 Overview

1 Objectives
1 Teaching Tips
2 The Leader Within You
2 The Challenge of Leadership
3 Citizen Leadership
3 Consider the Following Factors
3 Motivation
4 Empowerment
5 Applying Your Leadership Skills
6 Summary
6 References
7 Learning Activity: What is Leadership?
8 Learning Activity: There is Always Room at the Top
9 Learning Activity: Your Leadership Philosophy
10 Learning Activity: Pictures

1 **Unit 1: Personal Leadership Skills**

1 **Module 2: Values and Ethics**

1 Overview
1 Objectives
1 Teaching Tips
2 Values and Ethics
2 Recognize What You Value
4 Values and Goals
5 Self-Esteem
7 Building a Framework for Dialogue
8 Six Pillars of Character
9 Types of Values
10 Ethical Motivation in Leadership
11 Summary
11 References

12 Learning Activity: Needs Auction
13 Learning Activity: Extra Time
14 Learning Activity: Priorities
15 Learning Activity: Toothpaste Confidence
16 Learning Activity: Good What?
18 Learning Activity: The Ethical Person

1 **Unit I: Personal Leadership Skills**

1 **Module 3: Strengths and Styles**

1 Overview
1 Objectives
1 Teaching Tips
2 Strengths and Styles
2 Dealing With Stress
4 Selecting a Leadership Style
7 Flexibility in Roles
7 Summary
8 References
9 Learning Activity: Leadership Styles on Parade
10 Learning Activity: Leadership Styles on Parade (skit)
17 Learning Activity: The Name Game
18 Learning Activity: Who Are You?
19 Learning Activity: Crackerjacks

1 **Unit II: Interpersonal Leadership Skills**

1 **Module 1: Building Trust**

1 Overview
1 Objectives
1 Teaching Tips
2 Building Trust
7 Summary

8 References
9 Learning Activity: Post Your Strengths
10 Learning Activity: What Makes a Person Trustworthy?
11 Learning Activity: Mummy Wrap
12 Learning Activity: Characteristics of Trustworthiness
13 Worksheet: Characteristics of Trustworthiness

1 **Module 2: Communication Basics**

1 Overview
1 Objectives
1 Teaching Tips
2 Communication Basics
2 What is Communication?
2 Types of Communication
4 Visual vs. Verbal Activities
4 Active Listening and Feedback
5 Effective Listening
5 Whose Responsibility: The Speaker or Listener?
6 Listening
6 Listening Principles to Remember
7 Active Listening
11 Communication Difficulties
12 Write Like a Pro (Written Communications)
15 Summary
15 References
16 Learning Activity: Say What You Mean
18 Learning Activity: Communication Patterns
19 Learning Activity: Reflective Listening
21 Learning Activity: Listening Habits
22 Worksheet: Listening Habits — A Self-Assessment
23 Learning Activity: The Echo Game
24 Learning Activity: How Well Do You Listen?

26 Questions: How Well Do You Listen?
27 Learning Activity: The Whisper Game

1 **Module 3: Discussions and Presentations**

1 Overview
1 Objectives
1 Teaching Tips
2 Discussions and Presentations
2 Effective Discussions
2 What Causes 'Lead Balloons'?
3 Active Discussion Techniques
5 Productive Presentations
6 Developing the Content
8 Developing Audience Enthusiasm
8 Summary
9 References
10 Learning Activity: In the Eye of the Beholder
11 Learning Activity: What's Good About It?
12 Learning Activity: A Short Presentation
13 Learning Activity: Brainstorming
14 Learning Activity: Future Wheels
15 Learning Activity: Open-Ended Statements
16 Learning Activity: Idea Search
17 Worksheet: Idea Search
18 Learning Activity: Case Study/Role Play

1 **Unit III: Group/Organizational Leadership Skills**

1 **Module 1: Productive Groups**

1 Overview
1 Objectives
1 Teaching Tips
2 Productive Groups

2 What is a Group?
2 Types of Groups
3 Basic Needs of People in Groups
4 Forming a Group
5 Facilitating Group Development
6 Stages in Group Development
7 Building Group Trust
7 Elements of a Group
14 Summary
14 References
15 Learning Activity: Cooperating Squares
16 Learning Activity: Alphabet Names
17 Learning Activity: Building a Representative Group
18 Learning Activity (skit): 'Heavenly Days Cemetery Board'
21 Learning Activity: Group Member Function (Observer Form)
22 Learning Activity: Balls of Yarn

1 **Module 2: Effective Meetings**

1 Overview
1 Objectives
1 Teaching Tips
1 Effective Meetings
13 Summary
13 References
14 Learning Activity: Introductions
15 Learning Activity: Puzzling Puzzles
16 Learning Activity: Improving Your Meeting Skills
17 Activity Sheet: Improving Your Meeting Skills
18 Learning Activity: Getting a Good Start

1 **Module 3: Group Decisions**

1 Overview

1 Objectives
1 Teaching Tips
2 Group Decisions
5 Consensus Decision-Making
7 Steps in Decision-Making
8 Negotiating Decisions
9 Summary
10 References
11 Learning Activity: How Many Beans?
13 Learning Activity: Tree of Knots
15 Learning Activity: Wing It
17 Learning Activity: Nominal Group Techniques

1 **Module 4: Managing Conflicts in Groups**

1 Overview
1 Objectives
1 Teaching Tips
2 Managing Conflicts in Groups
10 Summary
10 References
11 Learning Activity: Fish Boning — An Exercise in Conflict Resolution
13 Learning Activity: What Are Your Attitudes on Conflict?
15 Learning Activity: Neighborhood Problems
18 Learning Activity: "I-Messages"

1 **Unit IV: Community/Public Policy Leadership Skills**

1 **Module 1: Dealing With Change**

1 Overview
1 Objectives
1 Teaching Tips
2 Dealing With Change

7 Summary
7 References
8 Learning Activity: Moving With Change
10 Learning Activity: Flower Pot
12 Learning Activity: Future Squares
13 Learning Activity: Imagine That
14 Imagine That Worksheet

1 **Module 2: Strategic Planning and Mobilizing Resources**

1 Overview
1 Objectives
1 Teaching Tips
2 Strategic Planning and Mobilizing Resources
2 Strategic Planning
3 The VMOSA Model
4 Vision to Action Model
5 Aligning and Mobilizing Resources
8 An Ongoing Process
8 Summary
8 References
9 Learning Activity: Point North
10 Learning Activity: Goal Tending
11 Learning Activity: Juggling
13 Learning Activity: Finding the Connection

1 **Module 3: Public Issues**

1 Overview
1 Objectives
1 Teaching Tips
2 Public Issues
2 The Issue Evolution Cycle
3 Issue Analysis

6 Educators and Advocates
7 Models of Public Issues Education
9 Summary
9 References
11 Learning Activity: The Picket Line
12 Learning Activity: Townville Tree Issue
13 Townville Tree Issue Case Study
15 Learning Activity: Where Do You Stand?
16 Statements: Where Do You Stand?
17 Learning Activity: What Would You Do?*
18 Questionnaire: What Would You Do?

1 **Module 4: Influencing Policy Decisions**

1 Overview
1 Objectives
1 Teaching Tips
2 Influencing Policy Decisions
2 Public Deliberation
3 Citizen Participation
4 Locating the Decision-Makers
5 Express Your Opinion
6 Guidelines for Lobbying
7 Testifying at a Public Hearing
9 How to Contact Government Officials
11 Working Through Groups
12 Teamwork
14 Summary
14 References
16 Learning Activity: Moving Paper Clips
17 Learning Activity: Speaking Your Piece
18 Skit: 'Speaking Your Piece'
20 Learning Activity: Who Should Be Involved in the Coalition?

21 Worksheet: Who Should Be Involved in the Coalition?

22 Learning Activity: Lobbying Case Situations

23 Scenarios: Lobbying Case Situations

1 Designing Leadership Programs

1 Overview

3 How Extension Agents Can Use LEADS

3 Organizing Committees

21 Planning an "Informal" Leadership Program

1 Evaluation Tools

1 Evaluation Tools Overview

4 References

5 Evaluation Tools

5 SESSION EVALUATION
LEADERSHIP

7 LEADERSHIP _____
SESSION EVALUATION FORM

9 Overall Program Evaluation
Leadership _____ Curriculum Evaluation

11 OVERALL PROGRAM EVALUATION

13 County Leadership Course
Participant Survey

17 County Leadership Course
Employer Survey

19 County Leadership Course

24 LEADS Program Evaluation:
State Summary

26 Leadership Development
Federal Report: State Program Evaluation Summary

Introduction

As a K-State Research and Extension agent or community citizen, you have many opportunities to promote leadership development as specific leadership programs, as parts of other educational programs, or in working with other professionals or volunteers.

This LEADS Resource book provides a variety of materials to assist you in your leadership development work. The acronym LEADS refers to "Leadership Excellence and Dynamic Solutions," expressing the K-State Research and Extension vision of action-oriented programming to address community issues. Background information, teaching methods, learning activities, and evaluation tools are provided for a wide range of topics. Materials can be tailored for beginning and experienced audiences, youth, adult, or combinations.

The purpose of this resource book is to help you become more aware of possibilities for initiating and conducting leadership programs in your community, to learn how to do this with a minimum of confusion, to feel comfortable about working in the leadership field, and to become excited and motivated to make use of it. Community may be a specific locality (such as a neighborhood, town, or county), a school, a work site … any place where there are some common needs, interests, or opportunities.

Leadership: A Definition and Philosophy

In these materials, leadership is defined as the process of people working together to achieve mutual purposes. This definition is based on the philosophy of shared or participative leadership (in contrast to positional or authoritarian leadership models) and on the concept that leadership abilities can be learned (rather than the belief that leaders are born, not made). Building leadership capacity involves development of human resources, such as knowledge and skills, time and energy, attitudes and enthusiasm, and appreciation of diversity.

A variety of words and phrases are used to describe leaders and leadership. Integrity, communication, vision, caring, decision-making, commitment, dedication, motivation, knowledge, and courage are among those words frequently chosen. Leaders are described as those who seek to understand, clarify expectations, respect others, and keep promises. They exhibit honesty, openness, kindness, courtesy, win-win thinking, and loyalty. They are willing to give and receive feedback and to admit their mistakes.

Leadership includes working with other people (as well as learning ourselves) in enhancing abilities, transferring skills, learning through reflection and action as well as in other ways, and recognizing that everyone has leadership potential.

Thus, leadership is a body of knowledge that can be taught and learned. It offers guidance to those who want to be involved in improving their communities and are unsure where to begin.

Many people, who may or may not have positions or titles that bring power, are eager to learn more and need to be encouraged to learn more about effective leadership and followership. This step-by-step process of learning how to lead is an invaluable tool to help people answer the question, "What can I do?"

Situation

Leadership and citizen involvement are key ingredients in addressing many problems communities face today. Community in this context may be a geographic area or "community of interest," such as an organization, workplace, or other institution.

No matter how competent a leader is, no one person can take the responsibility or provide all the resources and expertise for solving a community's problems. People move in and out of leadership roles based on their knowledge and skills at different points in the problem-solving process.

The complexity of issues facing communities requires people from various backgrounds, with different perspectives and skills, to come together to work on issues involving their common interests. Professionals and other experts alone cannot accomplish this task. Local leaders must generate the ability to bring people with diverse interests together, develop a shared vision and goals, and achieve results in an ethical way.

Many counties lack a pool of potential leaders — citizens with the skills, abilities, and interests for organizational and local government activity. Difficulty is experienced by those who try to recruit new officers and committee chairs for a club or association, leaders for youth organizations, or volunteers to serve on boards or task forces. Many researchers and practitioners find that local leadership is fundamental to the future of each community.

The availability of citizen leaders (actual and potential) is reduced by:

- Changing demographics, particularly the aging of current leaders, the out migration of residents, the increase in women in the labor force, and the decrease in youth planning to stay in the community.
- Growing demands on an individual's time, resulting from needs of business, employment, family, and other responsibilities.
- Lack of leadership training or leadership development opportunities.

Leadership/Volunteerism Relationships

The National Extension Plan, *For the Common Good: a Strategic Leadership and Volunteer Development*, states, "Leadership and volunteer development are separate disciplines with unique purposes and methodologies."[1]

- Leadership development builds the capacities of individuals, groups, and organizations to address community issues.
- Volunteer development enhances the potential for community service.

The disciplines share a common focus: human capacity building for public well-being.

Leadership/Management Relationships

Leadership is different from management . . . not because leadership is mysterious or requires charisma or because leaders are born. Rather, leadership and management are two distinct and complementary systems of action. Each has its own functions and activities. Both are necessary for an organization to be successful.[2]

In some organizations, the same person has to be both leader and manager. Many of the skills are similar; the difference is in the context and application.

Leadership is about addressing change. Leadership involves setting a direction or vision, aligning people, motivating, and inspiring. Major changes are more and more necessary to survive in today's environment.

Management is about coping with complexity. Good management brings a degree of order and consistency. Activities include planning, budgeting, organizing, staffing, controlling, and problem solving.

Curriculum Foundation

The LEADS Curriculum is a good foundation for building leadership capacity in committees or task forces, organizations, or in the community. Both adults and youth can benefit from community leadership development programs. Leadership training can be

helpful as you deal with other agencies and coalitions that may be working on a variety of issues.

Leadership involves a lifelong educational process of growth and development.

A leadership development framework includes both levels of competencies and stages of the curriculum for skill development.[3]

- Developmental phases of competencies:
    1. Awareness
    2. Understanding of concepts
    3. Ability to articulate principles
    4. Application of skills
    5. Integration into practice
- Developmental phases in leadership curriculum skills and issues:
    1. Personal (or individual) development
    2. Interpersonal development
    3. Group/organizational development
    4. Community/societal development (institutions/systems)

How to Use this Resource

The book is divided into 10 sections. After you have selected your topic and objectives to meet your group's needs and interests, plan which module or modules or combinations to include in your workshop.

Format

A condensed table of contents is provided here for quick reference.

There are 10 sections to this notebook. Following this introduction, there are four subject matter units, each containing three or four modules. The sixth section describes ways to organize either formal or informal leadership development programs. Many examples are provided. The seventh section provides a variety of evaluation tools. The last three sections (Resources, Other, and Appendix) provide space for your own notes or for supplementary materials.

Introduction

Unit I: Personal Leadership Skills

Module 1: The Leader Within You

Overview, Objectives, and Teaching Tips
Fact Sheet: The Leader Within You
Learning Activities

Module 2: Values and Ethics

Overview, Objectives, and Teaching Tips
Fact Sheet: Values and Ethics
Learning Activities

Module 3: Strengths and Styles

Overview, Objectives, and Teaching Tips
Fact Sheet: Strengths and Styles
Learning Activities

Unit II: Interpersonal Leadership Skills

Module 1: Building Trust

Overview, Objectives, and Teaching Tips
Fact Sheet: Building Trust
Learning Activities

Module 2: Communication Basics

Overview, Objectives, and Teaching Tips
Fact Sheet: Communication Basics
Learning Activities

Module 3: Discussions and Presentations

Overview, Objectives, and Teaching Tips
Fact Sheet: Discussions and Presentations
Learning Activities

Unit III: Group/Organizational Leadership Skills

Module 1: Productive Groups

Overview, Objectives, and Teaching Tips
Fact Sheet: Productive Groups
Learning Activities

Module 2: Effective Meetings

Overview, Objectives, and Teaching Tips
Fact Sheet: Effective Meetings
Learning Activities

Module 3: Group Decisions

Overview, Objectives, and Teaching Tips
Fact Sheet: Group Decisions
Learning Activities

Module 4: Managing Conflict In Groups

Overview, Objectives, and Teaching Tips
Fact Sheet: Managing Conflict in Groups
Learning Activities

Unit IV: Community/Public Policy Leadership Skills

Module 1: Dealing With Change

Overview, Objectives, and Teaching Tips
Fact Sheet: Dealing with Change
Learning Activities

Module 2: Strategic Planning & Mobilizing Resources

Overview, Objectives, and Teaching Tips
Fact Sheet: Strategic Planning & Mobilizing Resources
Learning Activities

Module 3: Public Issues

Overview, Objectives, and Teaching Tips
Fact Sheet: Public Issues
Learning Activities

Module 4: Influencing Policy Decisions

Overview, Objectives, and Teaching Tips
Fact Sheet: Influencing Policy Decisions
Learning Activities

Designing Leadership Programs

Overview

Organizing Committees

Marketing

Possible Funding Sources for County Leadership Programs

Sample of Budget Reports, By-laws, Guidelines for Operation, and Boards of Directors

Application Forms

Evaluation Tools

Overview

Evaluation Tools

Other

For your notes.

Planning the Program

Leadership development is an educational process learned through both formal means (e.g., training programs) and informal means (e.g., experience). It is important to build the leadership capacity of people, regardless of age, occupation, education, or income level. A variety of methods for implementing a program are possible depending on time, audience, and resources.

Goals

Individuals enhance their leadership capacity through both structured educational programs and practical experience.

As a result of leadership programming, program participants will:

- improve their leadership and followership abilities,
- effectively address public issues, and
- take action to improve themselves, their families, and their communities.

Specific objectives of program participants might include:

- Work with extension agent(s) and partners to determine needs and methods for gaining leadership knowledge and skills.
- Identify individual and group goals for using leadership knowledge and skills.
- Increase their knowledge of leadership principles and techniques.
- Develop or improve their leadership skills.
- Become more actively involved in leadership roles and responsibilities.
- Use their leadership capability in organizations, community roles, and actions to address and resolve organizational and public issues.
- Share their knowledge of leadership concepts, techniques, teaching methods, and problem-solving skills with other individuals, groups, or organizations.
- Develop coalitions and partnerships that share resources to address complex problems and issues.

Outcomes

The choice of outcomes, of course, should be based on the needs and interests of the clientele. The difficulty, however, is satisfying the needs of everyone. In any group, there is a diversity of people with various levels of leadership skills and interests. What may be new, exciting, and rewarding to one person, may be repetitive and "old hat" to another. Nevertheless, attempting to clearly define the focus of a program and the intended outcomes beforehand, which are based on participants' interests and needs, can help reduce frustrations resulting from unmet expectations. Some leadership programs are often well suited

to participative evaluations, where participants decide what they want to learn and how to demonstrate the learning.

The intended outcomes of a leadership development program are tied closely to teaching methods. For example:

- The presentation of data and information is helpful to develop awareness, to help people conceptualize and think critically about an issue.
- Modeling or demonstrating leadership skills is a teaching method that enables people to see how to behave in various situations.
- The opportunity to role-play and practice in simulated settings with time for feedback is also an effective teaching method.
- The opportunities to practice leadership skills with the opportunity to discuss one's actual experiences with others is helpful.
- Measuring accomplishments and progress toward goals in leadership requires careful planning and creative evaluation because of the variable objectives of participants and the intangible nature of the impacts.

End Results

Impact or end results commonly occur some time after a program has been completed. They may include:

- more confidence to participate in public affairs,
- opportunity for public dialogue and civic action,
- increased communication among all community members,
- stronger ability of community groups to identify priorities and take action, and
- development of effective partnerships and coalitions.

Teaching Methods

Many leadership skills are most effectively developed when participants take an active role in their learning. In its simplest form, the Experiential Learning Method has three parts: experience, reflection, and application. This method is often described as "learning by doing."

Experiential learning takes place when a person:

- **Experiences** — performs or is involved in an activity.
- **Reflects** — looks back on what took place by sharing and processing.
- **Applies** — uses the new information or ideas by generalizing about the results and using the new information in another activity.

Experiential learning allows individuals to select, modify, and take responsibility for their own educational activities. This serves two purposes: (1) it provides opportunities for active involvement; (2) it offers a variety of activities and techniques. Together, the quality of learning can be greatly enhanced. It also lets people learn from one another.

In a more comprehensive version of the Experiential Learning Model[4], the Reflection stage includes two phases, Sharing and Processing; and the Application stage includes Generalizing and Applying.

The facilitator's role is to guide participants through each step. Some key points facilitating the discussions are listed here.

Experience:

- Begin with concrete experience, either an active/doing one, or primarily reading, listening, or watching a videotape or demonstration.
- Can be an individual or group experience.
- May be unfamiliar to the learner.
- Often pushes learner beyond previous performance levels.
- May be uncomfortable for the learner.

Share:

- Gets participants to talk about experience.
- Share reactions and observations.
- Let the group (or individual) talk freely.
- Acknowledge ideas generated.
- Encourage answers to questions posed.
- Avoid having the leader answer questions.

Process:

- Discuss how themes, problems, and issues are brought out.
- Discuss specific problems or issues discovered by group.
- Discuss personal experiences members recalled.
- Look for recurring themes and list.
- Generate ideas by groups, panels, or individuals.

Generalize:

- Find general trends or common truths in the experience.
- Identify "real life" principles that are important.
- Keep focused on the key messages.
- List key terms that capture the lessons.
- Identify situations where the principles apply.

Apply:

- Discuss how new learning can be applied to everyday situations.
- Discuss how issues raised can be useful in the future.
- Discuss how more effective behaviors can develop from new learning.
- Write personal goals for behavior changes.

- Use role-playing to demonstrate new behaviors.
- Help each individual feel a sense of ownership for what is learned.

The Learning Process

Providing an experience alone does not create "experiential learning." The activity comes first. The learning comes from the thoughts and ideas created as a result of the experience. Addressing each step in the process assures a purposeful plan to obtain a specific goal. Using the experiential model comes easy for some people; for others, it stretches their comfort zone.

Each of the 14 content modules in this notebook contains a brief overview, learning objectives, subject matter section ("fact sheet"), and suggested learning activities. Discussion or processing questions are listed with each activity. Remember that learning comes from reflection, sharing, and generalizing. Otherwise, the activity falls into the fun or games category, rather than a learning experience.

Learning passes through the following four levels if it is to permanently change the way a person sees the situation:

1. The experience itself, which can come in many forms.
2. What the learner identifies as significant in that experience.
3. Analysis, based on reason, of why it is significant.
4. Generalization, which results from the learner's unique perceptions of the experience's future value.[5]

Everyone gives and receives messages through sensory channels. The main senses used in learning are the visual, auditory, tactile, and kinesthetic senses. Learning occurs as information is processed through all of these sensory channels; however, learning preferences or effectiveness of processing information through the various channels varies among individuals.

Learners need the opportunity to see, hear, and do each time new material is presented. In general, learners remember:

10 percent of what they read
30 percent of what they see
80 percent of what they say
20 percent of what they hear
50 percent of what they see and hear
90 percent of what they say as they act

Dialogue and collaboration form the foundations of many leadership functions.

Cooperative learning requires participants to work in groups and depend on each other to accomplish a goal. Cooperative learning encourages development of social interaction skills but takes the most time of any of the ways of learning (individualistic and/or competitive). Cooperative learning is more than working in groups. It requires these components:

- Positive interdependence
- Face-to-face interaction
- Individual accountability
- Teaching social skills
- Processing

Experiential learning provides the opportunity to develop skills such as cooperation, teamwork, communication, trust, decision-making, and creative problem-solving. In the leadership field, working together to address issues is a key goal for learning. Participants whose preferred learning style involves observation and reading may need special assistance to feel comfortable with some of these activities.

Strategies for Teaching

Learning that provides alternatives to current problems confronting adults is effective. Adult learners have limited time and numerous experiences that offer a challenge to the facilitator/teacher.

About 85 percent of learning occurs through vision. This includes reading, seeing, demonstrations, seeing pictures and drawings, and observing daily life. About 10 percent of learning occurs through hearing. This includes lectures and public speaking, hearing instructions on how to do something, and listening to everyday happenings. The other senses account for the remainder.

When deciding on an appropriate teaching method, keep in mind that adults remember more when they actively participate in the learning process. When teaching adults, the responsibility for learning is shared. The adult teacher should facilitate learning, inspire and encourage learners, and assist learners in achieving the goals they have set for themselves.

To best facilitate adult learning, consider the following strategies for how adults learn[6,7]. Adults usually:

- Want to explore what they have identified as important rather than what the teacher views as important.
- Want to learn information relevant to their needs.
- Are busy. Their time is limited. Design lessons so they can learn at their own pace.
- Like to share experiences and knowledge in a supportive, people-centered climate.
- Prefer a variety of teaching methods.
- Will decide whether or not they will participate or not participate in a learning experience.

It is often helpful to remember that, in general;

- Adults are independent, and may resist change.
- Adults have a greater fear of failure.
- Adults are more likely to have problems with seeing or hearing.

Some adult learners have been away from structured learning experiences for many years and may doubt their ability to learn. A facilitator should keep these characteristics in mind when preparing and conducting a learning experience.

Youth generally prefer active learning, although individual learning styles vary. Teenagers are busy. They are thinking and planning for their future and want to be treated as individuals moving into adulthood, capable of assuming responsibility and able to do many tasks without adult supervision. They are interested in being with their peers.

Differences in learning styles and past experiences, as well as age, affect the ways people prefer to learn.

During learning activities, the facilitator allows the group to develop its own abilities, with guidance when appropriate. The facilitator takes people out of their standard frame of reference and helps them engage in things new and different.

Evaluation Methods

Changes in knowledge, attitudes, skills, and aspirations result in practice changes, which in turn contribute to the achievement of the measurable objectives. A program evaluation system that documents activities and accomplishments at all levels of the Bennett Hierarchy will be conducted.

In addition to the measures of self-perception by participants, observation checklists, interviews, and other sources of data may be used. Specific questions to be asked, persons to be contacted, and times and methods for observation of activities can be determined jointly by the project team, planning committees, and program participants themselves.

- Program evaluation in leadership development can benefit from participative evaluation as well as pre-determined objectives and measures of accomplishment. Long-range evaluations are useful whenever practical.
- Written evaluations of program activities and group interactions and individuals' assessment of changes in their behavior or attitude.
- Audio evaluations such as a telephone interview between agents and/or facilitators and a team member, or face-to-face discussion, such as focus groups.
- Visual evaluations such as observing group members interacting or documentation through slides or videos.
- Opinions of representatives of the stake holders.
- Success stories or case studies.

Examples of tools and data collection methods are provided in the evaluation tools section. Program results will be aggregated so that the state-wide impact of leadership programming can be assessed.

Designing Leadership Programs

There is sometimes a distinction made between "formal" programs (such as those having an organized structure, usually with by-laws, alumni groups, and some system of governance), and informal programs (which may have the same or somewhat a different educational focus, but which do not have the same sort of organizational structure). Informal does not mean that the program is less carefully planned or conducted. The curriculum

will be chosen carefully, with careful attention to specific needs, interests, and experience levels of the target audience.

We encourage the inclusion of some subject matter and skill-building experiences, as well as getting acquainted with the community businesses and institutions and with government personnel and agencies.

The information and materials in this resource also apply to the informal program. While the emphasis is generally on adult participants, the materials are readily adaptable to programs for adults and youth in shared programs.

Programs that include both youth and adults should help participants regard one another as partners and resources. This develops positive attitudes about working together. It is important for adults to accept young people as capable colleagues, not just in the role of recipients of adult directions.

References

1. Michael, John A., ed., and National Extension Task Force for Leadership and Volunteer Development. *For the Common Good: A Strategic Plan for Leadership and Volunteer Development.* USDA, October 1994.

2. Kotter, John P. "What Leaders Really Do." In *The Leader's Companion: Insights on Leadership Through the Ages*, ed., J. Thomas Wren, 114–123. New York: The Free Press, 1995.

3. The developmental stages and curriculum topics were adapted from a model initially developed by Janet Ayres, "The Leadership Continuum," Department of Agricultural Economics. Purdue Cooperative Extension Service, West Lafayette, Indiana, 1990.

4. McFarland, Marcia. "Session IV, Experiential Learning Model." In *Moving Ahead Together/Lesson Plans*. Army School Age and Teen Project. Kansas State University Cooperative Extension Service, Manhattan, Kansas, 1995.

5. Fultz, Pat. Unpublished material prepared for L*I*F*E (Leadership Initiatives for Educators Training) Conference. Kansas State University Research and Extension, 4-H and Youth Programs. Manhattan, Kansas, May 1998.

6. Price, M. Gayle. "Teaching as a Volunteer Leader," (MF-971). Manhattan: K-State Research and Extension Service, October 1990.

7. Young, Carol. "Teaching Guide: Teaching as a Volunteer Leader," (GT-307). Manhattan: K-State Research and Extension Service, October 1990.