

FOR GRADES 10-12

Leadership Skills

You Never Outgrow 3



UNIVERSITY OF ILLINOIS
EXTENSION

College of Agricultural, Consumer and Environmental Sciences



Leadership Skills You Never Outgrow 3 **Acknowledgements**

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Leadership Skills You Never Outgrow 3



Welcome to the Illinois 4-H Project, *Leadership Skills You Never Outgrow 3*. These leadership activities will help you strengthen skills in seven different areas. Good leaders practice these skills.

LEADERSHIP SKILLS

- **Understanding self**
- **Communicating**
- **Getting along with others**
- **Learning to learn**
- **Making decisions**
- **Managing**
- **Working with groups**

These skills will be helpful throughout your life. You will use them at home, at school, and in your clubs or groups. By learning and practicing these skills, you and your groups will be able to accomplish the goals you set.

Leadership skills are not developed overnight. Be prepared to invest time and effort into developing your skills as a leader. *Leadership Skills You Never Outgrow 3* will help you build your leadership skills as you complete a series of leadership activities. A Leadership Coach will provide guidance for most of the activities. You will work with another person or a group of people to complete many of the activities.

Illinois 4-H also has leadership projects for groups. Group projects include activities that members of a group work on together. If you are interested in a group leadership project, talk with the adult sponsor of your group about one of the following projects.

Group Project Name	Grade Level
<i>Step up to Leadership 2</i>	3–5
<i>Step Up to Leadership 3</i>	6–8
<i>Step Up to Leadership 4</i>	9–12
<i>What's Leadership?</i>	3–12

Leadership Skills



A leader needs skills in each of seven different areas.



Understanding self

Learning about yourself and how to like yourself



Communicating

Writing, listening, speaking, and giving messages through facial expressions and body movements



Getting along with others

Building relationships: meeting and accepting people, even those who are different from you



Learning to learn

Learning information in different ways



Making decisions

Looking at a situation, thinking of possibilities, choosing the best one, and taking action



Managing

Planning and organizing resources such as possessions, time, skills, and money



Working with groups

Learning how groups work together to achieve their goals

Directions for Completing

Leadership Skills You Never Outgrow 3



You can easily do many of the activities in this book by yourself. Read the lesson introductions and follow the directions for each activity. In some activities you will work with a Leadership Coach (see Choosing a Leadership Coach section below) or a few friends.

Keeping your project organized

Place this book in a 3-ring notebook to keep all the pages together.

Choosing a Leadership Coach

You will choose a Leadership Coach to guide you through the project. He/she may be a trusted adult, respected young adult in a leadership role, or one of your parents. Choose someone you can easily talk to, admire, and enjoy being around. Make a list of people who would make a good Leadership Coach, and then choose someone to ask. Your Leadership Coach will

- assist as you choose activities in the project book.
- help you set goals for your project plan.
- assist with the activities if necessary.
- answer your questions.
- talk about the “Making the connection” questions at the end of activities.
- help you finish a planning form, *Planning for My 4-H Project Work* (for 15–18 year olds), as you plan your work and after you have completed the activities.

When you have explained the Leadership Coach’s responsibilities and the person has agreed to serve as your Leadership Coach, exchange phone numbers and e-mail addresses.

My Leadership Coach’s name :

My Leadership Coach’s phone number :

My Leadership Coach’s e-mail address :

Saving your work

You will save your work in a Leadership Portfolio. The Portfolio documents your activities in this project and the progress you have made in developing your leadership skills. It also provides evidence of your leadership development.

A large 3-ring notebook is a good way to save your work. Decide how you want to organize the notebook. Develop a system that makes sense for you. Remember that you may take this project multiple years. Make a label for the notebook and decorate it to reflect your personal style, if you wish.

Completing the project plan

- Look through the activities in each leadership skill section. For each section, pick the activities that most interest you.
- Fill out the planning section of *Planning for My 4-H Project Work* (for 15–18 year olds). This planning form is available from your 4-H leader, your county Extension office, or web.extension.illinois.edu/state4h/projects.
- Do the activities you have chosen.
- Each year you take this project, complete at least one activity in each skill section; choose more if desired. You may do the activities in any order.
- Complete your *Planning for My 4-H Project Work* (for 15–18 year olds) by recording what you did and what you learned.

Completing each activity

- Read the introduction and directions for the activity.
- If you need help, contact your Leadership Coach.
- Follow the instructions through the activity.
- At the end of each activity answer the “Making the connection” questions. These questions help you think about and apply what you learned from the activity. The activities will be most meaningful when you answer these questions. Don’t skip this step!
- You will also notice each activity offers a “Putting it to work” section. If you are serious about leadership and strengthening your skills, try to do one or two of these suggested activities for each topic.
- On the “Record of Lesson Completion” (see next page), write the date you finished the activity.
- Save your completed work in your Leadership Portfolio.

Record of Lesson Completion



Understanding Self



Name of activity	Page	Date completed
You've Got to Stand for Something	13	
Strengths and Weaknesses	17	
Lean on Me	23	
Setting Personal Goals	27	
What's My Style?	31	

Communicating



Name of activity	Page	Date completed
Are You Listening?	39	
Networking	45	
You're the Star!	51	
Compelling Correspondence	57	
Writing Press Releases	63	

Getting Along with Others



Name of activity	Page	Date completed
Making Respect a Priority	69	
Appreciating Differences	75	
The Way I See It	81	
Dealing with Difficult People	87	
All About Perspective	93	

Learning to Learn



Name of activity	Page	Date completed
Always Learning	101	
Good Question!	105	
This Is My World	111	
Make the Most of Your Mistakes	115	

Making Decisions



Name of activity	Page	Date completed
Just the Facts M'am	121	
Decision Making in Action	125	
Unintended Consequences	129	
Imagine the Possibilities	133	

Managing



Name of activity	Page	Date completed
Aggressive? Assertive? You Decide!	139	
Not Just Another Meeting	143	
Mix 'n Match Responsibilities	149	
Me: Project Manager	153	

Working with Groups



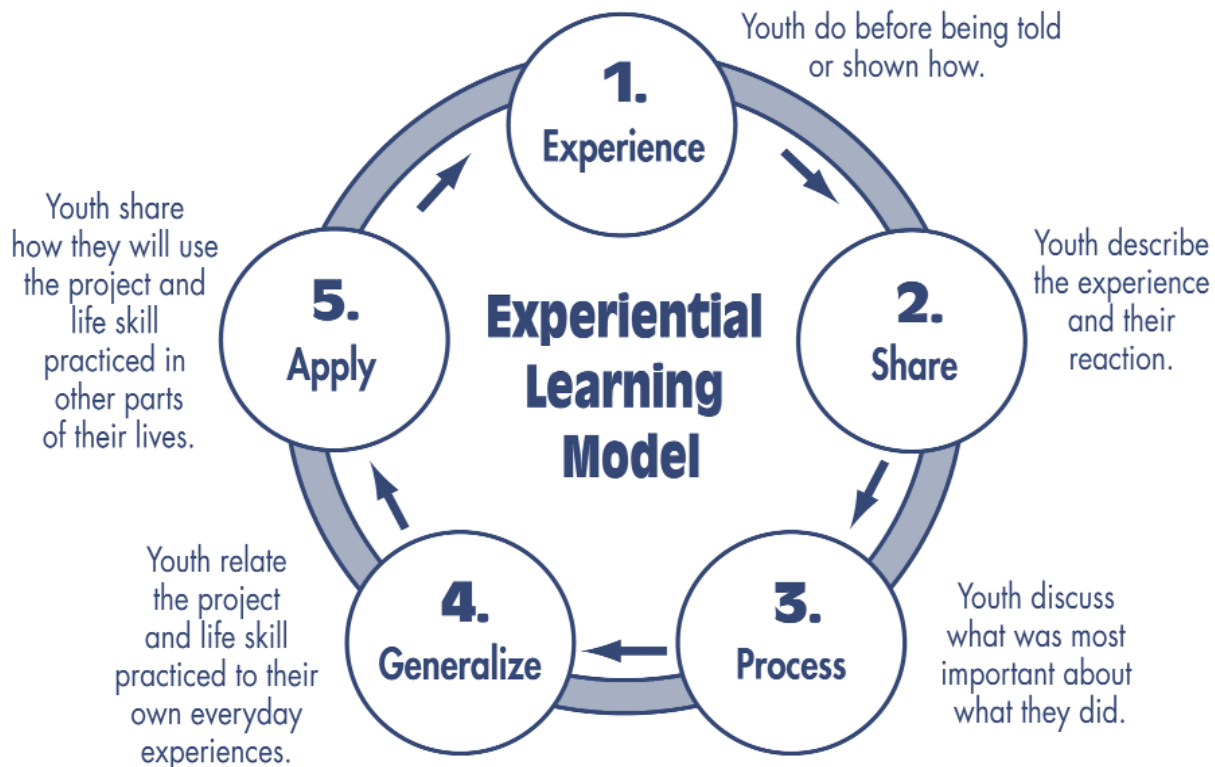
Name of activity	Page	Date completed
Stages of Group Development	161	
Mutual Admiration Society	165	
Icebreakers	169	
Teambuilding	173	

A Note to Leadership Coaches



Thank you for agreeing to be the Leadership Coach for a 4-H teen who wants to be a better leader! You will make a significant contribution to the life of the young person and to your community. To learn the project's expectations for the young person, please take a moment to read the section "Directions for completing *Leadership Skills You Never Outgrow 3*."

During the activities, the youth will learn by doing. It is important to allow the young person to complete the activities; your responsibility is to support and guide the young person in the project. Your unique experiences and perspectives will help the teen better appreciate, understand and apply the leadership lessons presented. You can also add to the learning experience by asking reflective questions (Why? How? What if?). Avoid asking questions that can be simply answered "yes" or "no." The questions in "Making the connection" help a young person analyze, understand, and apply what he/she learned from the activity. Please encourage the young person to share their responses to those questions.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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Experiential Learning Tips

After the activity, the young person is asked to **share** what he/she experienced.

The next step requires the youth to **process** the information he/she learned by analyzing the activity and its results.

Then the young person is asked to **generalize** — to connect what he/she learned to his/her personal life and real-world examples.

The last step asks the youth to determine how he/she will **apply** or use the information in other situations.

The process of answering these “Making the connection” questions will guide youth toward accomplishing his/her leadership goals. You can help by discussing the answers with the young person. Through the hands-on learning experiences and your guidance, the young person will develop valuable leadership skills. Thank you for the difference you will make in the young person’s life!



Understanding Self



Leaders don't work alone. By definition, leadership is the ability to guide or influence people. To do that effectively, leaders must first understand themselves. Without a strong understanding of self, a leader is standing on a weak foundation. By understanding themselves, leaders are better able to understand, appreciate, and involve others.

Effective leaders have a genuine understanding of themselves, are confident in their abilities, and aware of their limitations. They appreciate their strengths and acknowledge their limitations and weaknesses. At the same time, effective leaders rely on those around them to use their skills and abilities. Awareness of self and appreciation of others allows leaders to be effective in guiding and influencing others.

Effective leaders also realize that they are not perfect, make mistakes, and don't always have the answer. Humble leaders are knowledgeable without being know-it-alls. The combination of humility and confidence allows leaders to tap into the strengths, skills, and resources of others.

To understand yourself, you must identify and appreciate your values, motives, strengths, weaknesses, and unique contributions that you can make to a group. The more you know and understand yourself, the more effective you will be as you work with others. When you understand who you are and what you can contribute, you are more confident and are less likely to take on responsibilities that don't match your skills, interests, or abilities.

Understanding self requires awareness, appreciation, and balance. Being aware of and appreciating strengths, balancing weaknesses with the ability to succeed, and pairing humility with confidence allows leaders to influence their world in a positive and effective way.

