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Training the gifted in leadership

Stephen Michael Clinton

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TRAINING THE GIFTED IN LEADERSHIP

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

———————

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Special Major

———————

by

Stephen Michael Clinton

May 1988

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INTRODUCTION

The study of leadership has intensified in recent years with most studies carried out in the fields of management and education. In the last two decades controlled experiments (cf. Stogdill, 1974; Friedman, 1984; Sisk, 1985) have given rise to a body of knowledge regarding leadership which had previously been absent. As yet, however, little work has been done to pull this knowledge together to generate a systematic theory of leadership. The application of research on leadership has been scanty. What has been done is primarily among business executives and educational administrators.

On July 4, 1960, John F. Kennedy said, "It is time for a new generation of leadership, to cope with new problems and new opportunities, for there is a new world to be won." This call for an emphasis on developing leaders, and the growing critical need for leaders has been echoed in the field of education. Harry Passow writes:

The general welfare, the standard of living, the cultural level of society all depend to a great extent on the contributions of a comparatively small number of citizens--individuals who have developed their outstanding abilities and who are providing leadership.
(1979, p.5)

Passow intended to pragmatically point out that each

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society depends on its leaders for direction and growth, not to raise the specter of elitism.

During the past two decades there has been an increasing demand for quality leadership. People are crying out for effective leadership to avoid military and economic disasters. The business world puts high demands on leadership, and rewards leaders far out of proportion to the average worker or supervisor. In many fields, such as education and medicine, the managerial demands on top level administrators has led to stress breakdowns, early retirement and the briefest tenure among top positions in recent history (Bunce, 1981; Hayes, 1983).

Despite this interest and perceived need, there is no unified definition of leadership, description of leadership development, means to identify leadership potential, method of training, or systematic theory of application. Thus, the discrepancy between the present need and the ability to meet that need has been a growing phenomenon for more than twenty years (Time, 1979). Nathan Kravetz (1982) has said, "Discrepancies in any field, academic, social, or physical-recreational, bring about distorted, unbalanced, and skewed development. When left unexamined and unremedied, they may produce the incomplete and inadequate citizen".

Many mentally gifted persons eventually attain positions of leadership. While giftedness is not

necessarily a prerequisite for leadership, leaders are often gifted. With the massive increase in the amount of information available today in what has been termed the "information age," and the increasing complexity of the technology needed to solve major problems, intellectually gifted people may be in greater demand in the future.

Giftedness is often defined as having an IQ score two standard deviations above the norm (100). Thus, in many school district, having an IQ of 132 is sufficient to meet qualifying standards. In the school district in which this project was carried out, the tool for identification of giftedness was a nine-point instrument including IQ, excellent grades, high test scores on standardized tests, plus other factors which could add to the overall score.

Leadership is much more difficult to define. As will be seen in the review of literature, there is no standard definition of leadership. The best definition the present author has seen is from the IBM Corporation, designed by their own top executives: "A leader is one who is able to initiate, communicate, motivate and sustain commonality of purpose" (Jenson, 1982, p. 2; cf. Rodgers, 1986, pp. 25-28).

While some leadership skills and abilities may be found in a child's early years, sufficient maturity and opportunity to exercise social leadership is usually not present until junior high school age. Young adults are

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able to lead research projects, serve effectively in student councils, direct group activities (such as school projects, yearbooks, church or community youth groups), and participate in high-level decision- making (such as reviewing values, assessing personal factors in problems, maintaining goal directedness, using proper methods of communications and motivation). Many junior high students are able to get jobs such as paper routes or sales positions. A few students at this age enter fields such as entertainment, technology or writing.

Since it is typically at this age (12-14) that young adults begin to take personal and group leadership and make decisions which affect other people, it seems appropriate to discern what leadership information can be taught so that effective abilities are developed. This may be especially true for gifted students who have better ability to understand, process and internalize the information necessary to develop their skills.

This project will examine some of the leadership research data from business and education, develop a teaching unit on leadership, administer that unit to a seventh grade class of gifted students (described on p. 20), evaluate the leadership tendencies present in the class members, and assess the effectiveness of the unit in educating the students regarding leadership abilities and characteristics of leaders. It will attempt to discern if

any particular instrument is effective in identifying leadership potential and provide a short term (five years) assessment of the actual leadership involvement of the top students picked out in the class.

Because of the limited scope of this project, it will focus on developing a teaching unit on leadership. It is not include an exhaustive study of leadership, it will not generate a conclusive specific theory of leadership, the study will not research the effectiveness of instruments in identifying leaders, and, finally, will not predict the effectiveness of the teaching unit to develop leadership talent over time.

REVIEW OF LITERATURE

This section will review the literature which exists on both leadership and giftedness, looking for areas in which the two fields of study meet. In the field of leadership much has been written in general. While little has been universally agreed on in terms of developing a comprehensive theory of leadership, there has been considerable effort to consolidate the findings of thousands of research reports.

The struggle to generate a theory of leadership has been well summarized by Burke. "Debate between those who contend that there is one best style of leadership and those who contend that situations call for different styles

has raged for years among theorists and researchers" (1980, p. 54). Although there are many groups and leaders who contend that one style is best for all situations, they disagree as to which is the best style. Other theorists maintain that leaders have to deal with whatever situation they face and that the style of leadership must change for new or changing situations. The first group focuses on the leaders. The second group focuses on the environment in which the leader must work.

The development of leadership theory has followed a chronological pattern from basic theories in the 1950's, to large research projects in the 1960's and 1970's, to review and revision of theory in the late 1970's and 1980's. The present discussion of the research will follow this chronological pattern, attempting to relate the various parts.

In the 1950's, the understanding was that there were two styles, or dimensions, of leadership. Some researchers called them task roles and group building roles. Others called them task and socio-emotional factors. In the late 1950's and early 1960's Fred Fiedler called them task motivation and relationship motivation (1977).

As defined by this early work, task motivated leaders seem to have a drive to accomplish the goals they are given or have developed, sometimes to the exclusion of caring for the people involved in the project. Relationship motivated

leaders seem to care more for the well-being of the people on their team than for the accomplishment of the goals of the group.

These labels, or similar ones, have been widely used both in research and in the business and educational marketplace. Fiedler argued that one style or the other could be used depending on the situation, but that the most effective leader needs to know, and be able to implement, both styles. The blending of the two factors has set the pace for theory development.

Fiedler's theory has been supplemented by research done by Paul Hersey and Ken Blanchard (1969). They developed the following chart to reflect the identification of different leadership styles.

```
HIGH 9  | 9,1                              9,9



Relationship




 LOW 1  | 1,1                              1,9
        |_____
          1                                9
          LOW                              HIGH



                        Task
```

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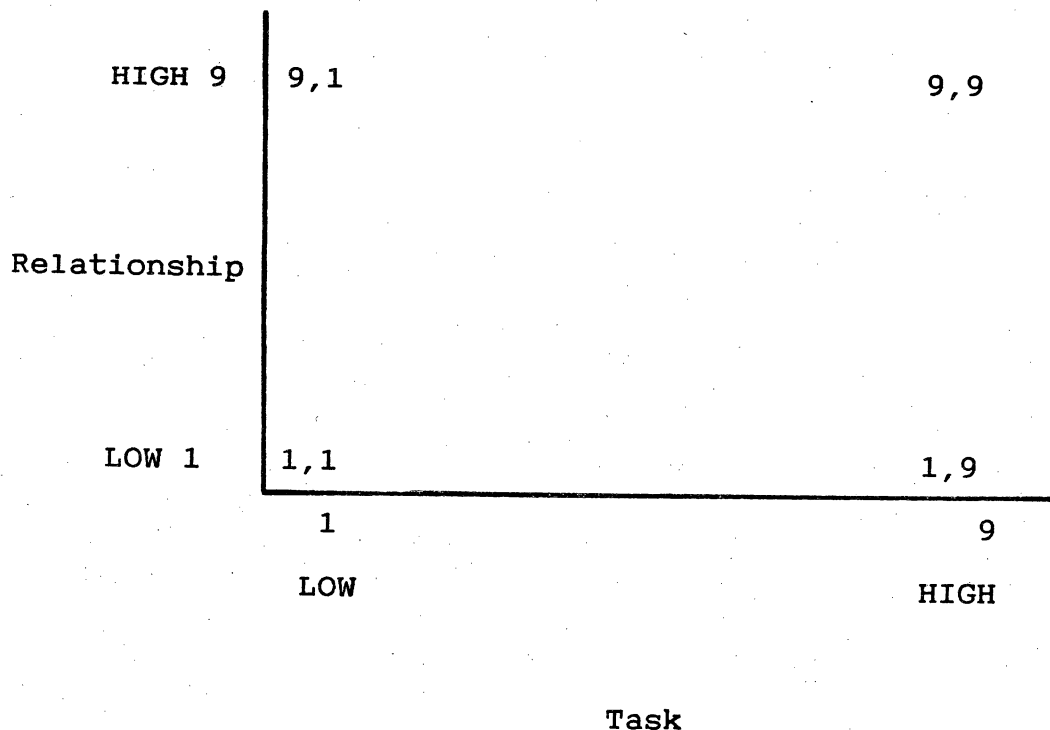
Hersey and Blanchard's theory specifies that different types of leadership—represented by three of the four quadrants in the chart—are needed, depending on the nature of the task. High relationship skills (9,1) are best used when there is a personnel problem. High task skills (1,9) are needed when there is a problem with production of the product or fulfillment of the goals of the group. Both skills are needed at a high level (9,9) when an organization is starting or undergoing a major change of direction or significant restructuring. The 1,1 designation is a non-leader score.

Robert Blake and Jane Mouton (1964) have disagreed with Hersey and Blanchard. They argue that the best style of leadership always involves both a concern for production and a concern for people. Thus, only the top right quadrant in the chart represents good leadership to Blake and Mouton. They believe that good leaders, who are concerned with both people and production, will need a variety of strategies and techniques.

Actually, the difference between Hersey & Blanchard and Blake & Mouton is best seen as a difference between a theory focused on leadership and a theory focused on identification of leaders, respectively. There is not as much conflict between these two positions as has been thought (Burke, 1980). In the 1960's & 70's much more was done in terms of extensive research. Jay Hall (1966)

studied more than 11,000 managers from various levels of business and industrial organizations. His definition of effectiveness, or success, as a leader was measured in terms of high managerial level and youth. While one can argue with this method of measuring success, his findings are compelling. Hall concluded that a leader's achievement is positively correlated with the following characteristics (a) a high need for personal fulfillment, (b) choice of subordinates who have a high need for personal fulfillment, (c) better interpersonal skills, (d) subordinates involved in decision making, (e) a participative style of management, and (f) an equal emphasis on task and people. These findings tended to confirm Blake & Mouton at increasing levels of interpersonal influence and added the element of participative decision making.

Also in the early 1970's, Ralph Stogdill (for ten years the Associate Director of the Ohio State University Leadership Studies) organized an inventory of "all the published research findings on leadership" (1974, p.vii). His group studied more than 7,000 books and articles. There are references to more than 3,000 reports in the 40 sections of his Handbook.

In the preface Stogdill comments:

Four decades of research on leadership have produced a bewildering mass of findings. The endless

accumulation of empirical data has not produced an integrated understanding of leadership. There is need for a stocktaking--for an inventory of results. (p. vii)

Almost every sentence in the book is footnoted with one or more research reports. It is advisable here to summarize the major findings and suggest some applications. One of the early problems is the definition of a leader, or of leadership. Some researchers cited by Stogdill viewed leadership as unidirectional influence, persuasion, or direction from one member of a group to the rest of the group. Other researchers cited by Stogdill disagreed. They believed leadership to be an interactive process. Stogdill's conclusion (pp. 16,23) was that a number of traits (personality, interpersonal skill, problem solving skills, etc.) prepare a person for a leadership role; then, social or environmental factors allow the person to actively initiate leadership. This active leadership is then sustained over time based on position, personal initiative, interactive communication and success.

Of special interest is Stogdill's conclusion regarding trait characteristics:

The following conclusions are supported by uniformly positive evidence from 15 or more of the studies surveyed. The average person who occupies a position of leadership exceeds the average member of his group in the following

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respects: (1) intelligence, (2) scholarship, (3) dependability in exercising responsibility, (4) activity and social participation, and (5) socio-economic status (p. 62). He highlights two traits (intelligence and scholarship) which can be associated with some gifted children.

Many of the studies on leadership discussed in Stogdill's Handbook were based on factor analysis. Six common functions were identified (p.30): (a) defining objectives and maintaining goal direction, (b) providing means for goal attainment, (c) providing and maintaining group structure (d) facilitating group action and interaction, (e) maintaining group cohesiveness and member satisfaction, and (f) facilitating group task performance. Note that none of these relate to production. All deal with directing and maintaining the group in its efforts to achieve a goal. Especially in natural groups, the leader who is spontaneous and encourages participation is quickly promoted and highly valued.

Characteristics of leaders were also studied using factor analysis. There were twenty-six primary characteristics and five seemingly indispensable characteristics (p. 93) which were (a) social and interpersonal skills, (b) technical management skills, (c) social nearness and friendliness, (d) task motivation and application, and (e) group task supportiveness. All

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studies of leaders in which these five were absent showed low leader effectiveness.

Stogdill, in his Handbook, concluded that the primary leadership functions and leader characteristics are teachable and learnable. This has very important implications for teachers and parents of gifted children. We may be able to literally train leaders for tomorrow.

The performance of leaders on the job occurs in three main categories (p. 163). Supervision of subordinates and projects takes 39% of the leader's time. Planning and general managerial functions take 32% of the leader's time. All other factors combined take 29%, and no single element is over 8%. Thus, training needs to include the teaching of planning and controlling strategies as main aspects.

Stogdill says that leaders who are highly task oriented usually accomplish results in terms of production. Leaders who are highly people oriented build loyalty, commitment and satisfaction. The converse is also true, namely that leaders who are low task oriented don't accomplish results and leaders who are low people oriented don't build loyalty, and so forth. Further research has shown that this combination of task and person orientation almost always results in successful experiences in production and in member satisfaction. The task related trait that correlates most highly with production is

structuring, or organizing and differentiating jobs (Stogdill, 1974, p. 395).

A different approach to the issue of leadership was developed by R. K. Greenleaf (1977), Director of Management Research for AT&T. In his book he indicates that he:

has a concern for the total process of education and what appears to be indifference to the individual as servant and leader, as a person and in society, on the tacit assumption that intellectual preparation favors optimal growth in these ways, where quite the reverse may be true. (p. 6)

Greenleaf lays the blame on the educational process. "An occasional gifted teacher will take some initiative, but the institutions rarely sanction the effort" (p. 4).

Greenleaf says that the nature of national and international companies or schools is to fit the individual into the needs of the community. The present needs, for some decades, have been for technicians and administrators, not visionaries or dynamic leaders who genuinely seek to serve. Greenleaf believes that we reap what we sow, therefore, most leaders of business and society today are "skin deep" servants only. He thinks that most politicians and social leaders are also shallow. Thus, he believes, no foundation is being laid for change.

After identifying the problem of so many "anti-leaders" (Greenleaf, 1977, p.22) briefly, Greenleaf

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notes that leadership is often bestowed on people by the pragmatic fact that others follow the person. Greenleaf says this comes from one of two reasons. Either the situation presents a problem no one else can adequately resolve, or the leader has so served the people it is almost natural to bestow the right to leadership on the person. In the first case a person is called to leadership because of skills or abilities he possesses. He will remain a leader as long as his skills are needed. In the second case the person has so given of himself, his time, his effort, he has so identified with the ones he is serving, it is obvious he is the leader. The contention is that both forms are valuable, both forms can be learned; but that in the long run a servant leader is more trustworthy and will accomplish more of a qualitative nature for the good of humankind.

Four of Greenleaf's articles in the book are on education. The first is concerned with two issues. First, an assumption in education that some individuals know what others ought to learn and that the teachers are justified in imposing their judgments - backed up with sanctions. Greenleaf questions the morality modeled in this aspect of the system. He concludes that all education should be voluntary and should not grant degrees or credentials, as was the case in the University of Virginia when Jefferson was rector. The second assumption is that our total

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educational system is based on mandatory attendance, and then on social and economic factors. His contention is that removal of adverse sanctions and any form of coercion, would set free the spirit of the student learners. People who (a) desire to learn, (b) use what they learn, and (c) by default become the leaders of society would quickly rise to the top. This would make servant leaders available to society.

In an article Greenleaf presented as a Senior Woodrow Wilson Fellow, he offers a proposal for establishing a leadership training program for a voluntary group of students led by faculty volunteers. The goals of the program are that the students learn (a) to clarify and establish values for themselves as persons and in the community, and (b) to use the resources of the university and the community to find and implement solutions to human problems. Greenleaf believes these goals are capable of fulfillment and that the process will train the students to do the same thing in society, because the university is part of the world.

Another article by Greenleaf was the opening address to representatives of 75 colleges under a Lilly Endowment for the liberal arts. It is a proposal that resource people from local communities serve as mentors and coaches to students who are identified as having abilities, interests, and the drive to become leaders in the future in

a similar role as the mentor now holds. This link between society and the schools is usually missing.

The late 1970's also saw a rise in the international study of leadership. The Japanese leadership style, based on financial success in the marketplace, is largely participative (Ouchi, 1981; Pascale and Athos, 1983). Their business environment resembles much more of a "family" approach. Once hired, an employee has "tenure" unless he or she "dishonors" the company. Future management personnel are identified early and trained within the company (i.e., mentorship is a planned phenomenon as part of a total training package). From the Board of Directors down there is a continual concern for both production and personnel.

In 1979 Hunt and Larson published <u>Crosscurrents in Leadership</u>, which is the fifth volume in the Leadership Symposia Series. The fourteen articles are arranged in three main sections. This work updates the 1974 work by Stogdill. Most research begins with a theory, selects a relevant population, and tests the theory. While this approach is fine for testing small aspects of a theory or practice, it is not appropriate for building general field theory (its assumptions are far too broad, its population usually is picked because it already demonstrates some aspects of what is being looked for in the group).

The contention of these authors is that the study of leadership needs to make mid-course corrections in the research. For large groups there should be a summarizing of the research done thus far, establishing clear research methodology, and greater specificity on the exact nature of what should be studied. Unfortunately, the authors do not do in their study what their own methodology suggests. The book includes calls for this summarization, but offers no examples. There are no significant changes in the empirical findings from Stogdill's findings in 1974.

The evidence from the studies in the 1970's strongly suggests that both task concern and relationship concern are important, regardless of the situation. Thus, while a leader may need to draw on a variety of skills in order to manage effectively, he will always need to have a commitment to both task fulfillment and people needs.

These conclusions from business and educational environments have implications for all of society. Values are becoming more humanistic and persons are valued for who they are and what their needs are, as well as for what they can contribute. The amount of information is growing rapidly and even with the use of computers to help organize and access knowledge, it is difficult for one leader to know everything necessary to make decisions. For both these reasons the leaders who involve their followers in making decisions will gain commitment which will filter

through the entire organization. As Field Marshal Montgomery said, "A leader has the capacity and will to rally men and women to a common purpose, and the character which inspires confidence" (Sanders, 1980, p. 19).

In 1961, Barbe collected speeches from a number of educators in a book titled Educating Tomorrow's Leaders. Most of the articles call for a renewed emphasis on character development and interpersonal skills as a balance with cognitive content. This began a trend which includes research from the taxonomy of the affective domain and an emphasis on interpersonal relations.

In 1969, Pasternack studied leadership patterns in gifted students in group contexts. His research largely substantiates that intelligence combined with concern for "environmental" factors can produce effective leaders. In 1973, Isaacs studied the relationship of giftedness and leadership, but his concern was for parents and teachers of gifted students as leader models for the students. A similar work was done by Michael and Dolores Giammatteo in 1981.

Recognizing the need for both management techniques and interpersonal skills James Cribbin published Leadership in 1981. He attempted to present an action-oriented interpersonal process, based on research, as the foundation for leadership. The dynamic elements of situations call for a knowledge of: the environment, the organization one

is leading, and human behavior. Only with this information can the leader determine appropriate behavior. This emphasis on behavior, focusing on motivation, interaction processes, and negotiation, is directed towards leaders in the Blake & Mouton category who are seeking to balance people and production concerns.

One attempt to pull the theory together has been well received and widely applied. Erwin Stanton (1982) wrote:

> This book is intended for managers and executives who, regardless of organizational level and functional specialty, supervise and direct the work activities of people in profit or non-profit settings. (p. vii.)

His reality centered management system involves five elements:

1. Personnel selection and placement - the successful staffing of motivated people, whatever the task.

2. Training and development - the need to focus on attitudes of excellence and cooperation as well as production.

3. A good performance appraisal program - evaluating task and relationship development with goals of both honest feedback and motivation.

4. Supervision and direction - the on-going application of an effective leadership style to both the product process and the people involved.

5. Reward system - a source or system of feedback that

gives personal and public approval to personnel who perform well.

Thus, in business and education there has been a growing consensus that a good leader must be committed to both accomplishing a task and caring for the people needs of his subordinates (Bass, 1975; Nanus, 1985; McCormack, 1984). The leader must have character qualities which build a relationship of trust and confidence (Fiedler, 1974; Eims, 1975; Johnson, 1977; Peters, 1985). He must be able to apply leadership skills in actual situations (Douglass, 1981; Gangel, 1974; Magoon, 1980; Maher, 1985). A very simple matrix of these concerns for training leaders includes character, conviction, and competence (Clinton, 1985). Identifying and developing these characteristics for junior high or high school age people is an educational task which has not been addressed in the literature.

PROJECT DESIGN

Justification

The literature review indicates that no significant data exists regarding leadership skills or aptitude among seventh grade gifted students. There is not sufficient evidence to direct the project nor to give specific direction to testing. Of necessity, the development of the unit has had to be done based on the author's past experience and training, from the literature studied, and

from consultation with other professionals who teach gifted students and/or leadership curricula.

Goals

The project has the following goals: (a) to develop a new teaching unit on leadership the will be appropriate in quantity and quality for seventh grade through high school gifted students (Sisk, 1985), (b) to use two instruments to begin to assess the presence of leadership skills and aptitudes among a small group of gifted seventh grade students enrolled in a "Gifted and Talented Education (GATE)" class, and (c) to teach the unit to the same group of students, and (d) to conduct a summative evaluation.

Sequence

A teaching unit on leadership was developed by the author in 1978-1980 for use with adults. In 1981-1982 it was modified for use with adolescents. Six weeks after the beginning of the 1982-1983 school year, the first session of the unit on leadership was presented to a combined class of GATE students (N=70). The students had been told previously that as a part of their Social Studies curriculum there would be a year-long sequence on leadership. The six presentations of this teaching unit on leadership constituted half the year's content (approximately ten hours). Since the unit was presented

prior to any content from the teacher, no prior knowledge
was expected. Most of these students had been together in
GATE classes for the previous three years. In checking
with the teachers in the elementary schools it was found
that there had been no organized instruction on leadership
in the GATE curriculum. A formative evaluation was done in
the first session. After the six presentations, a summative
evaluation was done. Finally, the two GATE teachers were
asked to discuss the unit and its value and to write a
final evaluation from their perspective.

A five year follow-up survey was done with four
students: two of the students who showed the greatest
leadership potential (of the seventy in the sample, cf. p.
20) and with two students who showed little leadership
potential, as defined elsewhere in this project.

Choice of Materials and Resources

Since there were no existing leadership training
materials for use with gifted students at this grade level,
a unit was developed by the author. Stogdill (1974) was
used as the main resource for outline purposes, since it is
based on the greatest empirical data base. Other content
came from Barber (1981), Clous (1985), Gallager (1979),
Gibson (1980), Jackson (1980), Kohlberg (1981), Lindsay
(1981), Maccoby (1981), Maher (1985), Morris (1985),
Thompson (1985), and Wood (1984). The structure of the

lessons is based on Egan (1975), Gallager (1975), Joyce and Weil (1986), Mager and Beach (1976), Meeker (1969), and Quirk (1978). No single secondary source accounts for more than 10% of the final unit.

A number of instruments which assess leadership potential are available, but none has been standardized for seventh graders, much less normed for gifted seventh grade students. Therefore, the choice of instruments was done by the author based on previous personal experience. Three tests were administered to the students in the sample: the Personal Profile System (see Geier, 1979 and Kaplan 1983, 1984), the Personal Rating Scale (completed responses were inadequate so this instrument could not be used in the analysis), and the Learning Style Inventory (see Kolb, 1976). Also, peer and teacher nominations were obtained.

Procedures

Student Population

The students in the classes had all been identified as gifted either by the central GATE process--either IQ scores (=> 132) or by the San Bernardino District instrument (see the discussion of this instrument on page 3 above) --or by the GATE coordinator, working with the principal. Data was collected on most of the students including IQ score, CTBS math composite score, and whether they had been previously identified as gifted. The class was evenly divided between

male (35) and female (35) students (there were 76 students, but six failed to attend enough sessions to collect data for comparison purposes; none of the students for whom data is missing were among the top choices as leaders, either by the instruments or by the students).

Educational Objectives

The primary objective was to find out whether a class of seventh grade gifted students could be taught basic principles of leadership which they could then apply effectively. A secondary objective was to find out if any of the instruments were effective in identifying good leaders.

Formative Evaluation

In the first session the students were asked to write four principles of leadership. No student listed more than one of the principles later presented in the unit. The students were also asked to identify (a) a student in the class they had worked with before on a class project who was a good leader for the group, (b) a student in the class for whom they had voted in an election for a class or school leader or as a student council officer, (c) a student in the class whom they would like to have as the leader of a team, when the team had to accomplish a research project within a six week period, (d) a student in

the class whom they think would do a good job as student council president. These questions were asked prior to any training or definitions in regard to leadership skills or assessment of potential. Therefore, in effect, the results are based on experience and popularity, which are two of the bases for leadership choice in Stogdill's research (pp. 232-235).

The desire of the author in asking these questions was to find out what persons the students already identified as leaders in popular and productive situations, at personal and social levels. Having the students identified by this means would help validate how effectively the instruments picked out the perceived leaders from within the group.

Summative Evaluation

At the conclusion of the six presentations the students were asked to recall from memory the three content questions and to make two evaluations. The content questions were (a) define a "leader," (b) list the three characteristics of a leader, and (c) list the four steps in effective exercise of leadership. The evaluations were (a) describe the most important point you have learned from this unit, and (b) describe what would you like to see changed about the leadership unit. The written responses were tabulated and will be presented later in this project.

Project Evaluation

Basing their responses on personal experiences and teaching expertise, the two GATE teachers were asked to discussed the project in light of its research goals the effectiveness of the presentations in terms of motivating the students and fitting the needs of the teacher's class objectives. They sent their responses to initial faculty advisor for this project, Dr. Kravetz. The author then met with the teachers and with Dr. Kravetz to discuss their responses. Specifically, the teachers felt that the project's objectives had been accomplished, that the unit met their overall teaching objectives, and that it had been well presented.

EVALUATION

Results of the Project Testing

The leadership curriculum unit was taught to 76 seventh grade students as described above. A questionnaire was administered to them during the first session. The leadership instruments were used in the third and fourth sessions. Prior to testing, all students were assigned numbers. All data will be reported based on the student's assigned number.

The instruments used were the Personal Profile System (PPS, see Geier, 1979; for studies of this instrument see Kaplan, 1983 and Kaplan, et al., 1984); the Learning Style

Inventory (LSI, see Kolb, 1976); and the Personal Rating Scale.

The Personal Rating Scale must be filled out both by the person being evaluated and by a co-worker who knows the person well. Copies were given to the students with the request that they, one parent, and one friend fill them out. The returns were so inadequate that the instrument could not be used in evaluations.

The PPS divides student responses into four categories. A high "D" (dominance) represents a responder who is strong in setting his own goals, and pursues these goals strongly. A high "I" (influence) represents a responder who is concerned about relationships with others and tends to lead by influence. A high "S" (steadiness) represents a responder who is very stable and who functions best in leadership capacities when using his ability to not get tense under pressure and to be a calming influence on other people. A high "C" (compliance) represents a person who is concerned about details and finishing a task.

All four traits are useful to leaders and all four need to be learned skills, if they are not natural ones. Certain combinations have been identified as significant (twelve combinations are possible in the scoring), as has been any score occurring over the midline on the scale.

The LSI also divides respondents into four categories. The first category is Concrete Experiencer (CE). This type

of individual processes information by getting involved with the actual situation and relates to others by his/her experience with the person.

The second category is Reflective Observer (RO). The RO is a person who listens, reflects on the content, then responds to his or her own conclusions. This person often needs more time to reflect than others do and is not usually perceived as a leader in the short run, but can perform well in a role which calls for positional authority.

The third category is Abstract Conceptualizer (AC). An AC wants to understand how the information or action fits into a wider picture or how the whole fits into a system. He tends to respond to the context as well as to the content.

The fourth category is the Active Experimenter (AE). The AE can gather data from a variety of sources and tends to respond by doing something more or less creative with the information. He wants to know why it works like that, or how it can be manipulated or applied in a new or different context.

Responses to the Peer Evaluation Questions

The class had been together about four weeks when these questions were asked. Many of the students had been in one of two sixth grade classes, therefore, they had

prior experience with each other. They had not yet done any team projects in any of their classes in the current year. Student Council elections and class elections had been held in these classes.

Response to the first question: "Who have you worked with before on a class project who was a good leader for the group?"

Thirty-four of the seventy-six students were identified as having been good leaders in the past. Seven students were listed three times each and eight students were listed two times each.

Response to the second question: "Name a student in this class for whom you voted in an election for a class or school leader or as a student council officer."

One student was listed thirteen times. One student was listed ten times. Two students were listed six times. Fifteen students were listed three times or less. The four students who received six or more votes had also recently been elected to the student council. This question resulted in being very selective among the total population. The four students who stand out are numbers 3, 10, 6, and 42.

The PPS pattern on student number 3 is high I, second high (also above the midline) D. This pattern is

reflective of a person who is concerned with people and relationships and also about achieving objectives. He works to bring his or the groups objectives into reality and works well with people in doing this. Number 3's LSI is high AE and high AC. This reflects an orientation toward rational processing of information, relating specifics to a system, and working with the results in new or creative application.

The PPS pattern on number 10 is high I, second high D. This is identical to number 3's pattern. The LSI pattern for number 10 is high AE, second high AC, also identical to number 3's pattern.

The PPS pattern on number 6 is high I, the second high is D. The LSI pattern is high AE, second high CE. This indicates a tendency to work less with patterns or systems and more with actual people or situations.

The PPS pattern on number 42 is high I. The second score is D, but not above the midline. The LSI pattern is high AC, second high CE. This is similar to number six.

On the PPS all four students were highest on the I scale. All four student's second highest score was D, only one of them below the midline. This singular combination is highly improbable $(p < .0001)$, since there were twelve possible combinations.

On the LSI all students highest score was AE, with the

second score evenly split between AC and CE. This also represents a fairly unusual coincidence.

Response to the third question: "Who would you like to have as a leader of a team you are on, when the team had to accomplish a research project within a six week period?"

The question was asked with the intent of establishing a work situation which called for a leader who was expected to lead the group in accomplishing a task as well as being a friendly (popular) leader. The results were one student was listed ten times, one student was listed seven times, one student was listed five times, one student was listed four times. The two highest students on this question were the two highest on the previous questions, but in reverse order. The third student has a PPS pattern of high I and an LSI pattern of high AE. The fourth student has a PPS pattern of high I, second high D, and an LSI pattern of high AE.

On the PPS all four students were high I. On the LSI all four were high AE. Three of the four students have IQ scores above 142 (the mean IQ in the class is 128). The other student (number 3) had not been tested for IQ.

Response on the fourth question: "Who do you think would do a good job as student council president?"

Having worked with each other for a month since the

class election the students had more opportunity to get to know each other. This vote, therefore, was in effect a popularity contest based on relatively good knowledge in a classroom context. The results were that one student received twenty votes, two students received six votes, and one student received five votes. Three of these four students are among the ones already described. They all have PPS highs of I, second high D, and LSI patterns of high AE. The fourth student (one of the ones who received six votes) has a PPS with high I and a LSI with high AC, second high AE.

Summary of the Test Data

Of the seven high peer identified leaders on all scales (10, 3, 6, 42, 11, 37, 38), three appear on two or more of the question responses and two of these appear as the two top choices on three of the four questions. A closer look at these students is appropriate.

Student 10 received the highest listing on the latter two questions and on the first question. This student's IQ is 168, his CTBS math composite score reflects a grade level of 12.9 (actual grade level at testing was 7.1). The class average on the CTBS was 10.0 (note that the CTBS only scores to 12.9 maximum; in this class seven students scored 12.9). His PPS is high I, second high D. His LSI is high AE, second high AC. The PPS and LSI suggest an active,

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experimenting influencer who is moderately goal directed. The high IQ, highest in the class by 18 points (more than one standard deviation), plus the profile scores suggests a strong conceptual ability. This is supported by the CTBS math score six years above grade level. The interpretive pattern correlates well with business leadership findings to indicate a successful leader. This is confirmed by the strong class support in both popular elections and task oriented contexts.

The second highest rating student is number 3. This student was ranked highest on the second question and second highest on the last two questions (related to present choices). She has not been tested for IQ. Her PPS is high I, second high D. Her LSI is high AE, second high CE, and a third high score (above 60%) on AC. Her CTBS math score is 10.6, approximately three and one-half years above grade level.

The third highest ranking student was number 6. This student was given two or more votes on all four questions and was ranked third or fourth on two of the questions. This student's scores are: PPS-high I, second high D; LSI-high AE, second high CE; IQ-143; CTBS math-10.2. This is almost identical to the two previous students, indicating a student who is both highly gifted and is perceived as a leader.

The final four students in the top ranked category are numbers 11, 37, 38, 42. Two of these students' scores are PPS high I, second high D. One of these is LSI-high AE; IQ-136; CTBS-10.9. The other student is LSI-high CE, second high AE; IQ-132; CTBS-8.1. The other two students are PPS high I, second high S (steadiness). One of these has LSI-high AE, second high AC; IQ-148; CTBS-12.9. The final student has LSI-high AC; CTBS-9.3. No IQ was available for this student.

The composite pattern of high scores from the two tests are shown on the following chart.

	CE	RO	AC	AE
D				
I	1		1	5
S				
C				

When this summary is viewed in light of the fact that all students scored high I, and five of the seven scored second high D, that all but two scored high AE (the other two had that as their second score), and that there was no other pattern or combination of patterns in the top seven. The data gathered in this preliminary study leads to an hypothesis that the PPS needs to be further investigated to discern whether it identifies leaders. The probability of

these scores occurring in this particular combination is very low, as reported previously (p<.0001).

One way to check this apparent direction is to look for other students who have similar scores on the PPS and LSI and see if there are some who have this pattern but were not picked as leaders on the preference questions. In fact only one other student, number 43, shares the PPS and LSI pattern of the top seven. This student has PPS-high I, second high D; LSI-high AE; IQ-126; CTBS-12.9. This student received three votes on question four, tied with one of the seven leaders. The overall voting pattern for this student indicates that he would have been fifth overall in terms of the vote for school president. Discussion with two of the GATE teachers supported the idea that this student is looked upon as a leader by a limited number of peers, but that perceived personality factors influence others not to follow this student.

These findings support the idea that a pattern emerges from considering PPS and LSI scores compared with actual leadership indicators. In fact, the relationship is that six of the top eight leaders share an identical pattern and that those six exhaust that particular category. The other two leaders vary by only one or two scores from this pattern.

A further question concerns the relationship between leadership and giftedness. Five of the seven leaders have

IQ scores within the top 14 students in the total number of 76. Three of the top four IQ scores for the whole class are in the seven leaders.

Of the top five leaders, all have CTBS math composite scores of 9.7 or higher, that is, at least two and one-half years above grade level. However, while this indicates a high average for a normal population, it is not particularly high for this gifted class. The class average on the CTBS is 10.0. The math CTBS does not seem to discriminate leaders from non-leaders, nor to indicate IQ.

Thus, all the top leaders have high IQ and CTBS math scores. Other high IQ scoring people do not appear to be natural leaders, at least within this GATE population. There seems to be a strong relationship between leadership preference and high intellectual ability.

Five Year Follow-Up Report

Two of the students (number 6 and number 10) who had the top scores were tracked for five school years. Two other students (number 25 and number 39) with nearly opposite profiles (moderate CS scores; there is no exact opposite in the matrix of the test) were also tracked for these years for purposes of comparison.

Students 6 and 10 have been outstanding overall. Both won many (literally a score or more each) of awards for scholastic and writing achievement and athletic and

dramatic participation. For leadership purposes, the following discussion centers on elective and citizenship types of leadership accomplishments.

Student 10 has had 23 positions of leadership and/or awards in the last five years. Nine of these were through election: three were in class offices, five were in school clubs, one was in a community group. The other fourteen awards were by teacher or all-school selection.

Student 6 has had ten positions of leadership and/or awards in the last five years. Five were through election, all for class offices. Three of the other awards were by teacher or all-school selection; two were national honorary appointments.

Students 25 and 39 had moderate C and S scores, with the I and D scores below the midline (this is the nearest to opposite of the PPS instrument scores of the indicated leaders). Neither of these students have had any elective positions or leadership appointments in the past five years.

These results tend to confirm that the high I, high D combination is indicative of leadership. However, the numbers are so small (four students) that no conclusion can be drawn.

Results of the Teaching Unit

Upon completion of the teaching unit the students were

asked to answer five questions. Three of these were recall questions from the content. Two were questions which asked them to make an evaluation of the content. The questions and the students' responses will be given below.

Question 1: "Define a leader."

The answer to question one should be "A leader is one who has the ability to initiate, communicate, motivate, and sustain commonality of purpose." Of 67 respondents, 58 (86.9%) answered the question with the correct answer. Many of these correct respondents have partial answers, but included at least three of the four components and the idea of common purpose. 42% gave the answer correctly and completely.

Question 2: "List the three characteristics of a leader."

This should have been answered, "character, conviction, competence." Of the 67 respondents, 64 listed all three parts of the answer. Two others listed two of the correct parts. One student had no response.

Question 3: "List four steps in effective exercise of leadership."

This related to the main point of the training on competence, i.e. the functions which a leader does to be an effective leader. The response should have been, "plan,

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organize, manage and control." Fourteen respondents gave two or less correct parts. Fifteen (22%) gave three correct parts, and thirty-eight (56%) gave all four correct responses.

Question 4: "Describe the most important point you have learned from this unit."

The most important points listed were: (a) knowledge about myself as a leader (N=19), (b) knowing how I can become a good leader (N=18), (c) knowing what makes a good leader (n=14), and (d) knowing how to organize and complete a project (N=9) .

In examining this data, the author found that 37 students (55%) personalized the fact that they learned about themselves as leaders and how they could be good leaders. Fourteen other students (20%) gave a similar response, which was stated impersonally.

Question 5: "What would you like to see changed about the leadership unit?" The responses were: (a) no response (N=23), (b) have shorter sessions (N=14), (c) have more about convictions (N=6), (d) have more sessions and more content (N=3), (e) have more student participation (N=3), (f) use more tests about us (N=2), and (g) teach more about competence (N=2).

These responses were helpful in revising the unit for further use. Fourteen students wanted shorter sessions. The six sessions were seventy-five minutes long because the school had double sessions for social studies. Normal sessions are about forty minutes. Thirteen students asked for more content and three asked for more student participation. These could be met by increasing the content in the indicated sections and by having more time for the students to practice the skills being taught. The teacher planned to do the latter in subsequent sessions in the year long plan.

CONCLUSION

The teaching unit seems to have effectively taught the students the goal of a leader, the characteristics of leadership, and steps in effectively exercising leadership. It also seems to have motivated the students to believe that they can become effective leaders. This was evidenced by the class discussions and requests to the teacher to assign projects so they could lead. The student suggestions for improving the unit were all helpful.

Testing indicates that there is a response pattern closely associated with perceived leadership. The two instruments indicated may be used in further testing both to show the students some of the specific characteristics of leaders and to inform them of their own natural

potential and ways in which they can develop and/or adapt in their leadership style.

Those perceived as leaders were in the top 15% of the class of gifted students in IQ and/or CTBS math scores. Thus, in this case, high IQ was associated with leadership.

There is a possibility of using the two instruments to search for leadership potential in seventh graders. There seems to be a relationship between the findings of the PPS and peer-identified leaders. It also appears possible to teach a significant amount about leadership to junior high students. A more exhaustive analytical study would have to be carried out to confirm these preliminary findings regarding predictive ability.

Additional study needs to be done in many areas. The instruments were normed on adults. Junior high norms have not been established. The unification of diverse information into a cohesive whole, as presented in the unit, was of necessity done on the basis of the researcher's experience, since no comprehensive theory exists.

The nature and extent of giftedness among leaders in the business and political communities is unknown. A longitudinal study on a significant number of gifted leaders would hopefully reveal much about the development of leadership potential in actual experience. This could follow the format of Bloom's 1985 study on development of

talent. A study could be set up to test gifted students'
ability to learn and then apply the functions of effective
leadership. It could also be set up to see how much of
leadership skills can be learned versus how much is
"naturally" acquired through informal or genetic means.

APPENDIX

A Teaching Unit on

LEADERSHIP

Stephen M. Clinton

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Contents

The Need for Leaders

Session One

Objectives: By the end of this session the students will:

1. Define leadership.

2. Describe the need for a specific type of leader.

3. Identify the three elements necessary for a person to be an effective leader.

Overview: Prior to and in this session the teacher will:

1. Nominate leaders from his/her class

2. Do a peer nomination survey

3. Present the lesson titled "The Need for Leaders"

4. Make the assignment for next meeting.

I. Teacher nomination of leaders

Prior to obtaining the student nominations for leaders from their class, the teacher should make a list of all the students in the class who the teacher considers effective leaders. Include in the list students who you think could be effective leaders in a short time if one or two obstacles were removed. Your choice of leaders should be based on reading the rest of this Teaching Unit to be informed of criteria and definitions of leadership.

List of Student Leaders

1. _____   2. _____

3. _____   4. _____

5. _____   6. _____

7. _____   8. _____

II. Peer Nomination of Leaders

After an introduction and opening comments regarding having this unit, the teacher should have the students answer the following questions.

a. Write down the name of one person in the class with whom you have worked, who proved to be a good leader of a small group.

b. Write down the name of someone in the class for whom you have voted in an election.

c. Write down the name of someone in the class who you would like to be the leader of a team, when the team has to accomplish a research project in the next six weeks, and all the members of the team will have to work together.

d. Write down the name of a person in the class who you would vote for student body president, who would do a good job.

Collect the student responses for later tabulation. Tabulation includes listing each person who is voted for in each of the four categories, then consolidating the names into one list, by how many total votes they received. Anyone who receives ten or more votes should be considered a leader.

III. The Need for Leaders

   A. Introduction

      1. John Kennedy

      2. TIME Articles

   B. Social Climate

   C. Leaders are Resources

   D. Defining "Leadership"

   E. Development of Leaders

Text: The Need for Leaders

A. Introduction

President Kennedy, in a speech delivered on July 4, 1960, wrote, "It is time for a new generation of leadership, to cope with new problems and new opportunities, for there is a new world to be won." We are living today in the context of the world to which John Kennedy referred. How are we doing? Do we have the leaders we need?

TIME magazine's cover headline in 1974 read "Where are America's Leaders?" Fourteen years after Kennedy's death we had experienced in the United States the race riots of the late 1960's, the Vietnam War, the radical political and hippie social movements, and the Watergate scandal. The leadership needed to renew and restore America was still missing.

The situation became worse. In 1979, and again in 1981, TIME wrote, "A Cry for Leadership!" These articles included the following quotes:

B. Social Climate

1. Douglass Fraser of the United Auto Workers, a labor union, said, "I can't think of any leaders. Isn't this sad?"

2. William F. Buckley, a writer and conservative, wrote, "There's no one I know of who has the potential grip on the imagination of the American people that would be conclusive enough to cause everybody to say `there is a leader'."

3. Arthur Schlesinger, Jr., then Secretary of Energy, said, "I don't see around the kind of people who constituted leadership when I was younger."

4. Omar Bradley, general of the army, said, "The world has achieved brilliance without conscience. Ours is a world of nuclear giants and ethical infants."

Why are these comments true? The U.S. is the heir of some of the greatest leaders in the world. We are producing no less capable people. Why are we not producing exemplary leaders, and how can we begin to do so?

C. Leaders are a Resource

People who can give direction to different aspects of our culture, and sustain other people through the process, are scarce and precious. This has been recognized in many different spheres of life.

1. Peter Drucker, a top management consultant, states, "Good leaders are our scarcest and most precious commodity. Where will we find the great leaders who will inspire courage, build vision, give direction?"

2. Walter Lippmann, a social critic, writes, "Leaders are the custodians of a nation's ideals, of the beliefs it cherishes, of its permanent hopes, of the faith which makes a nation of a mere aggregation of individuals."

3. Harry Passow, an educator, said, "The general welfare, the standard of living, the cultural level of society all depend to a great extent on the contributions of

a comparatively small number of citizens - individuals who have developed their outstanding abilities and who are providing leadership in these areas of specialized talent." Because our nation and the world are so complex today, we need leaders who can combine expertise in their specialty with personal character and the ability to lead others. These leaders, area by area through the culture, are desperately needed today, and the need will only become greater in the years to come.

The people who will meet these needs will be leaders. They will have to combine academic and professional expertise with depth of character and dynamic conviction, or vision. Let's look at some definitions of leadership and try to develop one to work with in the rest of this unit.

D. Defining Leadership

Field Marshall Montgomery - Leadership is the capacity and will to rally men and women to a common purpose, and the character which inspires confidence.

President Harry Truman - A leader is a person who has the ability to get others to do what they don't want to do, and like it.

Paul Judkins, Jr. - A leader is a person with a following and a cause. Maintenance of the status quo demands diplomacy; change demands leadership.

Ralph Nader - The function of leadership is to produce more leaders, not more followers.

Oswald Sanders - True greatness, true leadership is achieved, not by reducing men to one's service, but in giving oneself in selfless service to them. This is never done without cost.

A few years ago IBM Corporation asked their top leaders to get together in a conference setting and come up with a definition of leadership. After two days, these executives developed the following definition.

"Leadership is the ability to initiate, motivate, communicate and sustain commonality of purpose."

This definition describes a leader in terms of what he or she does. It is the best definition I have seen. If you aspire to be a leader, or if you want to follow a good leader, you should memorize this definition.

We need to go a step further and describe the kind of personal characteristics that will be required for this type of leadership. If leadership is what is done, what are the characteristics of the person who is a leader?

Character

The first need is for character. When the extent of President Nixon's deception, vulgarity, etc. became known, he was faced with resigning or being removed. Two other modern leaders, Edward Kennedy and Gary Hart, have had to drop out of presidential campaigns because of suspicion of immorality. People will not stand for improper behavior in their top leaders. This is because people want to believe in their

leaders and trust their leadership, not merely have someone to administrate a program.

Character is the inner person. It is honesty, love, simplicity. When a person is right within himself or herself that inner person will shine through the words and actions and the attitude will be perceived. Likewise, when there is an inner core of immorality, this will eventually become evident and will impair a leader's effectiveness. A person's reputation - the external self - will be close to the reality of their nature. This is often seen in their attitude as either a desire to control people or as an attitude to serve them. One great leader said, "Whoever wishes to be first among you shall be the servant of all." (Jesus)

This is not talking about the morality of a person's actions. This is something deeper, in the nature of the person. Actions are an expression of this inner nature. When you see a person repeatedly, and apparently simply, doing the right thing, you begin to trust that person. This is a demonstration of character.

Conviction

The second need for a dynamic leader is conviction. A leader has a cause, he has something he wants to do and will see it accomplished or is ready to die trying. Some people want to improve the environment, some want to make a million dollars, some want to be the best athlete in the world. Whatever the cause, they are willing to pay the price to

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achieve success.

The 500 largest corporations in the U.S. are regularly studied by Fortune magazine. As they studied the leaders of these corporations, they found one trait that all the leaders had in common - they refused to accept failure. They never quit trying. This kind of inner determination comes because a person has some inner conviction they believe in and want to bring into reality.

People don't have many of these kind of convictions, maybe one or two. Most people don't have this kind of conviction at all. A leader must have the inner character to build trust, and a conviction that will inflame the minds of people. Someone has said, "There is a great battle going on all over the world, which in the final analysis is a struggle for the hearts, minds and souls of men." (Karl Marx)

A person with character, but not conviction, is a nice friend. A person with conviction, but without character, can be a crime boss or a dictator. But to be successful in guiding a people a leader needs a third element.

Competence

Ours is a big, complex world and there are many competitors for the allegiance of people. A leader must have character, conviction and the skills to make things work. Competence includes the ability to plan, organize, manage and control the activities of people so that the desired goals are achieved.

This is the easiest area in which to train someone to be a leader. There are many training programs for effective managerial excellence.

E. Development of Leaders

Every person who wants to can become a leader. Character can be improved when someone wants to do so badly enough. Convictions can deepen, or even change, when the inner motivation is directed to the fulfillment of a deeply held value. Competence in management skills and abilities to make a leader practically effective can be taught. All that is needed is the knowledge of these things and the commitment of people to be trained.

Daniel H. Burnham, an architect, said, "Make no little plans, they have no magic to stir men's blood and will probable themselves not be realized; make big plans, aim high and hope and work, remembering that a nobel idea once realized will never die, but long after we are gone will be a living thing, asserting itself with ever growing intensity."

IV. Assignment

Tell the class to make a list, right now, of the ten greatest leaders of all time. After they have done this have three or four student share their lists. Then assign them to pick one of the leaders on their own list and answer the following question about him/her. What did this person do that set him or her apart, and led to his being called great? Have the students write a one page summary of their findings.

Assessment of Leadership Potential

Session Two

Objectives: by the end of this session the students should:

1. be able to carry out assignments which will help in the identification of their leadership potential.

2. have taken three tools

Overview: Prior to and in this session the teacher will

1. Collect and evaluate the "leader" assignments.

2. Distribute and help the students take three tools.

3. Make the assignment.

I. Collect and evaluate the "leader" assignments.

This should be done between the first two units. At the beginning of the second unit, have two students read their reports to the class. The best reports to be read, for the purposes of this unit, should be ones which include descriptions of a leader's character, convictions and competence at giving direction to millions of people. It will be helpful for modeling purposes if one of the reports read is on a male leader and one is on a female leader, but it is important that they be good reports.

II. Introduction to this session and completion of the tools.

Introduction

We need to evaluate ourselves so that we can find out how we measure up to the need for leaders and find out the areas in which we need to grow and be trained to become better leaders.

As we find out more about ourselves we are able to
discern strengths of personality and character, of skills and
interpersonal abilities. By knowing our strengths we know
what we can do best. These are the areas from which we
usually want to lead. By knowing the areas which are weaker
in our ability to lead, we can work to develop these areas so
that they do not hinder our effectiveness.

Sometimes it hurts to admit we have weaknesses. It can
threaten us and we may feel insecure. That's normal. But
the best attitude to adopt is that we need to improve and
develop our abilities. Therefore, this is going to help me.
If you are honest and desire to learn, then you can grow and
be more able to help others. You can develop your ability to
lead other people in the future.

**The teacher should take each of these instruments before
administering them to the class or reading any further in the
instructions.**

Learning Style Inventory

Distribute and help the students to take the Learning
Style Inventory. This instrument will help assess their
preferred manner of learning, that is, how they process and
assimilate new material. This is an essential function of
leaders.

The key, after learning their own typical preference, is
to understand that all these styles are available and can be
used by a good leader in the way in which each situation

needs to be comprehended. It is also helpful in learning

that different people come at learning differently and that

we need to allow, in our interpersonal transactions, for

these differences.

Least Preferred Co-worker

This scale helps find out about interpersonal attitudes.

The scale asks the subject to identify one person with whom

they have worked in the past who was the hardest to get along

with. The questions then ask about the co-worker's

personality and the value of the person. It does not ask

about the co-worker's performance.

Use with a variety of workers has confirmed that the

higher the level of leadership, the more the person is able

to distinguish between a co-worker's personality and his/her

performance. Therefore, the higher the number scored the

better, in terms of leadership potential.

Personal Profile System

This instrument assesses how a person will behave in

various circumstances. The three graphs indicate the type of

need-bases motivation which guides the person in choosing

behaviors. Those who are motivated to initiate tasks are

designated by the "D" label. Those who are motivated to

initiate contacts or relationships with people are

designated by the "I" label. Those who are motivate to build

and keep close personal contacts are designated by the "S"

label. Those who are motivated by the completion of tasks

are designated by the "C" label.

Each person will usually have two or three scores above the midline on the graphs. Any score above the midline indicates a significant need in that area in a person's life. Research indicates that the combination of highest "I," with a "D" above the midline, is the `natural' leader style. A leader needs to be an initiator toward people and needs to have a purpose or conviction which they want to see worked out. People who do not have these strengths can develop these abilities. Graph one gives the usual pattern of behavior. Graph two shows the tendency of the person to change behavior under pressure. Thus, the direction of change from Graph one to Graph two indicates the need based tendency of the respondent when under pressure. An effective leader needs to be able to choose his responses to meet a variety of circumstances.

This instrument is also helpful in seeing that a good team needs to have all four characteristics present. Thus, each person's ability is necessary and useful.

Conclusion

A good leader needs to be able to learn from many different circumstances, thus different learning styles are useful. The leader must be able to use different styles as the need arises, and will often want to have people on the executive team who have different styles.

The leader needs to be able to distinguish between

personality and performance in order to retain followers and to deal with failures without alienating people.

The leader needs to initiate both toward people and toward task or goal fulfillment. He also needs to see that personal relationships are maintained and that goals are accomplished. To do these things he will need a balanced team of people.

III. Assignment

The students should read all the interpretive pages of each instrument before the next session. The teacher should prepare a quiz (about five questions) based on these instructions and the major interpretive sections of the instruments. This quiz should be given just prior to the next session.

Since the purpose is to help the students see if they are properly comprehending the information, the answers to the quiz should be given but the quiz should not be graded or collected. The students should be instructed to use the quiz to find the weak areas of their comprehension and restudy the information.

Interpretation

Session Three

This session is to be spent on helping the students finalize their interpretation of the three instruments, so that before session four they can write a personal assessment of their own leadership potential, including:

1. the record of their three set of test scores;

2. an analysis of their leadership strengths;

3. an analysis of their leadership weaknesses;

4. a statement of their hopes for future leadership;

5. a description of the areas they need to develop so that their future hopes may be realized.

A Theory of Leadership

Session Four

Objectives: by the end of this session the students will

1. be able to define leadership and describe the three major characteristics of a leader.

2. relate their own leadership development to the general theory and design a plan for self-improvement.

Introduction

A theory set out the elements of a model in an interconnected way which enables a person to see the major elements of the model and to see the development of the elements from one to another.

A Theory of Leadership

A definition of leadership was given in session one. Every student should be familiar with this definition.

Leadership is the ability to initiate, motivate, communicate and sustain commonality of purpose.

In keeping with this definition, the leader is one who works with people to accomplish a goal. In some cases, the leader will need to provide all four aspects of the definition, namely to initiate a goal (conceptualize it and refine it so that many people can easily understand it), motivate other people to adopt this goal and give themselves to the fulfillment of it, communicate with the workers and with others outside the group concerning the activities necessary to fulfillment of the goal, and sustain the group

cohesiveness and individual effort until the goal is fulfilled.

On many occasions the circumstances and/or the environment will designate many of the elements. At the core of leadership in these cases will be the fulfillment of the communication and sustaining elements.

In either case, the successful leader will be one who combines personal character, a clear, specific conviction and managerial competence toward the fulfillment of the goal.

CHARACTER   CONVICTION

COMPETENCE

Character is the inner person. It is honesty, love,
simplicity. When a person is right within himself or herself
that inner person will shine through the words and actions
and the attitude will be perceived. Likewise, when there is
an inner core of immorality, this will eventually become
evident and will impair a leader's effectiveness. A person's
reputation - the external self - will be close to the reality
of their nature. This is often seen in their attitude as
either a desire to control people or as an attitude to serve
them. One great leader said, "Whoever wishes to be first
among you shall be the servant of all." (Jesus)

This is not talking about the morality of a person's
actions. This is something deeper, in the nature of the
person. Actions are an expression of this inner nature.
When you see a person repeatedly, and apparently simply,
doing the right thing, you begin to trust that person. This
is a demonstration of character.

Convictions are more difficult to identify. Many people
don't have specific, deeply felt convictions. Often, people
who do have convictions have a difficult time describing
those convictions. The first effort is to try to describe
different kinds of convictions.

Convictions can be thought of in two broad categories.
The first category is values. This includes beliefs and

opinions about specific items. These could include racial feelings, telling the truth bs. lying, whether to drink alcohol or not. It could also include specific items about which we have very deep, highly emotional feelings: the issue of divorce (more likely to be deeply felt if you come from a home where a divorce has taken place), or, the issue of drunk driving (if you have had a close relative killed by a drunk driver you will probably feel your position more deeply). These are all issues of values. They relate to specific items, but are often not related to each other.

Another category of convictions relates to your philosophy of life, or the meaning and purpose of life when it is all taken together (what Bloom calls "characterized by a value set"). It is unusual to have this set of convictions well defined before age 21 or so.

This level of conviction is often defined by a person's religious feeling, whether committed theist or atheist. If you believe in God, especially if you think of him as savior in some eternal sense, this religious belief may become the heart of your views on all other subjects. Some people hold equally deep convictions that there is not a god of any kind, that mankind is alone in the world, and that to hold any other belief is to pervert human effort into false efforts.

Other people come to clear, deep convictions through some climactic experience which deeply influences them to hold some particular value, not just as a surface value, but

as a central value, in light of which all other values are adjusted. Other people come to this same centralizing of a value through personal reflection and self-examination.

Leaders have deeply held convictions about something. This is usually part of what makes them leaders, they are passionately committed to some value and have oriented their life to achieve the goals this value suggests. Without any deeply felt conviction, a leader becomes a manager of a task or of a group. There are many managers, few leaders.

This inner dynamic sense of purpose can be developed through personal value clarification and reflection on one's convictions concerning the purpose of life, your place and purpose in the world, what is true about reality, and the issues about which you believe you should have deep feelings.

Competence in leading concerns the leader's ability to plan a course of action leading to the fulfillment of the goal, recruitment and organization of a group of people to work toward the goal, managing the group through motivation and communication, and control of the outcomes through evaluation and restructuring.

Conclusion: All these elements (character, conviction and competence) work together to influence the leader's behavior. To the extent these are effective, the leader will be both influential and successful.

A successful leader is one who uses his or her character, conviction, and competence to initiate, motivate,

communicate and sustain commonality of purpose.

Assignment

The student should take the personal assessment they developed, now with suggestions and corrections by the teacher, and revise their plans in light of this session.

Each student needs to identify his or her present level of development in the three areas. Only then will they be able to assess the needed areas of growth and plan the study and experiences which will lead to personal growth. Hopefully, this experience will also lead to a felt need for more information and opportunity to learn about leadership.

Developing Character

Session Five

Objectives:

By the end of this session the students will:

1. have defined "character."

2. know eight elements of character and what hinders the development of character.

3. have been through a role-play model of character analysis.

Introduction

The inner person, who you are when you are alone, is the real person. When we are with other people we tend to show off, or cover up, or project an image. When we are alone or sometimes when we are with people who know us well, our true person is revealed.

Many people lack a clear view of who they are. Their self-perception is not good. They need to be in touch with their inner person, especially their feelings and beliefs. We each need to know ourselves and be honest with ourselves.

It is sometimes a problem to be honest with ourselves. We may have tried to put on a front for so long that we don't know who we really are. Or, our life experiences may have led us to learn certain habits that aren't really true of what we want to be doing, but are a response to what we think is expected of us; these dishonest responses may have led to an unhealthy mental situation. Therefore, the first goal of

examining our character is to learn to honestly evaluate ourselves.

Identifying "Character"

At this point let's define more specifically what we mean by character. A person's character is his/her inner value set (Krathwold, 1964) manifested in the total lifestyle over a period of extended time. There are many elements which make up the value set of a good character. The following discussion will focus on eight elements.

1. Integrity - Firm adherence to a system of ethics.

Honesty and dependability in word and deed. Harmony between public and private life. An unblemished reputation in relationships with the opposite sex, creditors, neighbors, government, etc. A total lifestyle that enhances one's reputation, because it highlights the person's wholeness.

2. Direction - Interested in doing what can and ought to be done.

Sees the potential and the possibilities, as well as the obstacles and hurdles. Thinks about what can happen-dreams, imagines, forecasts, predicts. Focuses on the ideal. Thinks in the future as well as the present. Thinks developmentally, not just operationally.

3. Confidence - An observable assurance of worth and ability.

Faith in oneself and one's abilities, without conceit or arrogance. May be quiet and cautious or aggressive and bold. Conveyed by physical presence and bearing, by personal

dynamism, by knowledge and experience, by position and status, by the way one speaks. Not uncertain, unsure, hesitating, wavering, or insecure. Closely related to one's self-concept.

4. Curiosity - An insatiable desire to learn.

A healthy dissatisfaction with one's present level of achievement. A lively interest in searching and probing. An inquisitive mind that wants to explore and is constantly asking pertinent questions. Pursues general realms of knowledge as well as special areas of interest. Motivated to explore and investigate.

5. Creativity - Enjoys generating new ideas.

Willing to experiment; to try the new. To innovate, not just repeat. The ability to focus and harness the imagination. To do something different. To look at all sides of an issue and to seek new perspectives.

6. Stability - A consistent, dependable lifestyle.

Not given to major mood changes, nor major fluctuations of interests. Able to stick with the plan, to adjust to the new and unexpected without losing sight of the goal. The ability to cope patiently and steadily with pressures, problems and challenges.

7. Happiness - An attitude that is pleasantly positive.

A joy, gladness, optimism and contentment that is positive, yet realistic. Not silly and superficial. Not overly sober and serious. An outlook on life that is

essentially peaceful and positive.

8. Discernment - sensitive, perceptive insight.

A delicate awareness of what is going on internally and externally. The ability to accurately assess the situation. To know what is right and wrong and what needs to be said and done. The ability to distinguish the real from the apparent.

Hinderance to the Development of Character

There are two main blocks to the development of good character: stress and poor relationships.

We all live with stress, and for the most part it is good for us. When someone asks you to do something, that gives you stress. First you have to make a decision, then you have to follow through, then you have to live with the results. Any demand on our time or activity is stress. Often we put ourselves under stress by demands we make on ourselves.

We can respond to most stress by simply looking at who we are, what we want to do, and then making a decision. In these cases, the stress has resulted in healthy growth. The stress was an opportunity to be challenged or stretched, to help someone who needed us.

But stress also comes in two negative forms. When we are under a load physically or emotionally, events which we could usually handle may now prove to put too much stress on us. The result may be anger, or attack or withdrawal. In this case, we do not respond in a healthy way. This

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unhealthy response can lead to our character qualities being compromised (lying, cheating, instability, loss of happiness).

Another form of unhealthy stress is when someone or some event comes to us with demands we cannot meet. This may often happen in disaster situations: or home is destroyed in a fire; a close relative or a friend dies. It may come through someone screaming at us to do something and we are so shocked or afraid that we can't respond.

Since stress comes to all of us, we can prepare for it both physically and mentally. Physically we can prepare for stress by getting proper nutrition and exercise. It is a fact that people who are in good shape physically can take more stress and handle it better than people in poor health.

Mentally we can prepare to deal with stress by building good mental habits. We need to look at some of the ways we have reacted to situations in the past and evaluate those reactions. Is that how I want to respond to that situation? If I didn't respond as I wish, how should I have responded? And how can I respond by choice in the future? Many future stress situations will be similar to what we have already experienced. By anticipating what problems we may encounter, we can build up good mental responses.

Leadership situations are always interpersonal situations. Leaders lead people. Leaders spend 80% of their time in interpersonal communications. There are four

abilities which help build good relationships and four
abilities which keep good relationships from breaking down.

How to Build Good Relationships

1. Establish and maintain good friendships.

This calls for character qualities of humor, a good
self-concept, a positive outlook on life, stability, the
ability to empathize and sympathize, listening, showing
genuine interest in others. Non-verbal factors are
important: a smile, a touch, a laugh. These are all
contagious. Friends are also very helpful when the times of
stress come, through their listening, caring and support.

2. Accept individual differences.

We tend to include some people and exclude others in our
friendships. When we relate to people on the basis of
external circumstances (how much money do they have, how do
they dress, etc.) we will often miss many important contacts.
By looking for character qualities, we can find people who
will be friends in many situations. They will be people we
can count on in both stress and relaxation. The only reason
we should exclude someone from a relationship is because of a
poor attitude toward us. Even then we should remain open to
the person's attitude changing. Good leaders tend to be
significantly more open in their personal and working
relations than non-leaders. They see the potential in people
and how others can fit into the overall plan.

3. Build and maintain a servant attitude.

There are positions of leadership in every activity and those who occupy them have both responsibility and authority. The attitude with which a person uses his authority should be that of a servant. A servant acts in love to meet the needs of others and to draw them to the common objective. Then, together, the group is able to accomplish the objective in a way that is fulfilling to all the members. A servant leader does not do everything for the people. He serves by caring for their needs while they all work together on the objective.

4. Communicate honestly, openly, and appropriately.

A leader is willing to reveal enough about himself and his goals so that people know who he is and feel good about both his strengths and weaknesses. They need to know him as a person as well as an organizational leader. Of course, only appropriate information should be shared. This will probably differ with those closer to you in the group, but all should see that you are open and honest.

When you lead by the example of your own life, as well as by what you say, it puts pressure on other people to examine how they are responding. If you are open, they will be also. This has the potential of deepening the relationships of all those involved.

How to Maintain Good Relationships.

1. Recognize and handle negative reactions in others.

People may be negative for many reasons. We need to be

close to others so that we can freely talk with them and explore why they have reacted negatively. The skill of listening will be important. Often people differ because they have a different perspective on the situation and we can learn from them. This doesn't mean we will give up on the objective, but we may be able to find ways to fulfill multiple objectives. If someone is always negative, then they may have to leave the group.

2. Handle crisis situations firmly.

In crisis situations people often don't know what to do. Crisis often results in a loss of perspective and objectivity. Listen, gain other counsel if needed, then make a decision and act upon it. Often this action will be to help other people. You cannot be in the situation for them, but you can help them to act and to seek success.

3. Face conflict openly.

Conflict is not always wrong. Sometimes it comes just because people are different and need space to carry out their responsibilities in their own way. In these cases, learn to put up with difference as long as the purpose is still being accomplished.

If the conflict is over issues of your behavior, then you may need to apologize and change the behavior. Or you may need to explain why you choose that behavior and seek reconciliation without changing.

The point is that the issue need to be opened up and

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dealt with openly. When a leader has to mediate between others who are in conflict, he must deal with the issues and behaviors, not the personalities.

4. Learn to solve problems.

Carefully evaluate the situation. Leaders need to seek and get good advice. Without correct information, it is hard to make correct decisions. Consider various options for change. Try to take different perspectives. Consult with others until you have all the information. A good leader learns to know how much information is necessary to make a decision. If you spend too long on the information, you may miss the opportunity. If you get too little information, you are sure to have problems later. Once a decision is made see that all people involved in the problem follow through on the solution.

Assignment

The point of this exercise is for the students to learn to evaluate character and to choose leaders based on character. Pick an issue currently confronting the school or community with which the students will be familiar. Form the students into teams (about five each) and have them pick a leader who will help them resolve the issue. Then have the leader bring about a proposed solution. After each group has a leader and a proposed solution, ask them to write down the qualities they wanted in the leader, the good and bad aspects of working out a solution and whether the leader acted as

they anticipated or if they have suggestions for better leadership. Then have them choose another student from within the same group as a new leader and give them another issue to deal with. Again help them evaluate the dynamics of the leader selection, solution choosing and resolution phases of the project.

Developing Convictions

Session Six

Objectives: by the end of this session the student will:

1. be able to define Convictions

2. know how to form one's own convictions

Many people don't have specific, deeply felt convictions. Often, people who do have convictions have a difficult time describing those convictions. The first effort is to try to describe different kinds of convictions. Convictions can be thought of in two broad categories. The first category is values. This includes beliefs and opinions about specific items. These could include racial feelings, telling the truth vs. lying, whether to drink alcohol or not.

It could also include specific items about which we have very deep, highly emotional feelings: the issue of divorce (more likely to be deeply felt if you come from a home where a divorce has taken place), or, the issue of drunk driving (if you have had a close relative killed by a drunk driver you will probably feel your position more deeply). These are all issues of values. They relate to specific items, but are often not related to each other.

Another category of convictions relates to your philosophy of life, or the meaning and purpose of life when it is all taken together (what Bloom calls "characterized by a value set"). It is unusual to have this set of convictions well defined before age 21 or so.

This level of conviction is often defined by a person's religious feeling, whether committed theist or atheist. If you believe in God, especially if you think of him as savior in some eternal sense, this religious belief may become the heart of your views on all other subjects. Some people hold equally deep convictions that there is not a god of any kind, that mankind is alone in the world, and that to hold any other belief is to pervert human effort into false efforts.

People often come to clear, deep convictions through some climatic experience which deeply influences them to hold some particular value, not just as a surface value, but as a central value, in light of which other values are adjusted. Other people come to this same centralizing of a value through personal reflection and self-examination.

Leaders have deeply held convictions about something. This is usually part of what makes them leaders, they are passionately committed to some value and have oriented their life to achieve the goals this value suggests. Without any deeply felt conviction, a leader becomes a manager of a task or of a group. There are many managers, few leaders.

This inner dynamic sense of purpose can be developed through personal value development and reflection on one's convictions concerning the purpose of life, your place and purpose in the world, what is true about reality, and the issues about which you believe you should have deep feelings.

Martin Luther King, Jr. had deep convictions about God (he was a Christian minister) and about racial equality. His speeches, actions and writings are oriented toward furthering these two causes.

President John Kennedy had deep convictions about the United States becoming a first class world power and about the development of technology. This worked out in the United States being first to put a man on the moon. But lesser known achievements include the renewed emphasis on science and technology in public schools, billions of dollars going into computer and technology research, and the growth of the military-industrial complex during the sixties and seventies.

Steve Wozniak (a graduate of the California Mentally Gifted Minors program) and Steve Jobs built the second largest computer company, Apple Computers, around an idea of staff and performance excellence.

Leaders need to have deep convictions. They also need to be able to communicate these effectively to other people. In this role they become value-shapers. Thomas Peters, in A Search for Excellence (1982), says,

> An effective leader must be the master of two ends of
> the spectrum: ideas at the highest level of abstraction
> and actions at the most mundane level of detail. The
> value-shaping leader is concerned, on the one hand, with
> soaring, lofty visions that will generate excitement
> and enthusiasm for tens or hundreds of thousands of

people. That's where the pathfinding role is critically important. On the other hand, it seems the only way to instill enthusiasm is through scores of daily events, with the value-shaping manager becoming an implementor par excellence. (p. 287)

This combines what has been describe as convictions with competence in follow through. In this way, convictions are passed on to other people and the leader becomes a value-shaper.

Assignment:

The students should each write down five values they think are most important to them. The teacher will need to help them see if what they wrote is a value or a description of a goal (a behaviorally-oriented phrase). Next, the students should research their own values to 1) define them, 2) write a paragraph about how they came to hold each value, 3) write a paragraph about how they would like to implement each of these values through their life, and 4) how they would like to influence others concerning each of these values.

In the process the students may shorten their list to two or three values. The purpose of this assignment is for each student to clarify and sharpen his or her own values.

Session Seven

Objectives: by the end of this session the student will:

1. be able to describe the four broad stages in

    exercising leadership.

2. have begun the process of exercising leadership and

    of evaluating leadership effectiveness.

Let's review the definition of leadership we are using

in this unit:

Leadership is the ability to initiate, motivate,

communicate and sustain commonality of purpose.

If a leader has the character and conviction needed, he

or she is ready to exercise leadership. This means working

with other people to bring them to share the value (common

purpose) and work toward its fulfillment in some aspect of

life.

The various phases of exercising leadership have been

summarized into four stages: plan, organize, manage and

control [cf. Douglass, Management (1973), pp. 1-16, 1-17; and

Stogdill, Handbook (1974), pp. 156-166]. This simple schema

will be used to develop the idea of competence in working

with people and developing a practical application of one's

idea.

Planning

Can you identify the common factor in the following

activities: an Apollo moon shot, a small business meeting, a

trip to Hawaii, reaching the American public with a new
computer? At first glance no similarity is apparent. What
does a moon shot have in common with a business meeting? The
common thread in all these activities is planning.

In each case above, it is necessary to sit down and
think through what you want to do and make necessary
preparations before beginning a project. It is this thinking
ahead that we define as planning. Planning is the process of
predetermining a course of action. Often you will want to
involve other people in the stage of planning, especially
those who have experience in the objective you wish to
accomplish, or if other people will be effected by your
activities.

There are four steps in planning. The first step is to
establish objectives. In this step you determine what should
be accomplished. You establish a target toward which you and
the people who work with you will be directing your efforts.
You cannot very well determine how much money will be spent
or when different activities need to happen until you have
determined what should be accomplished.

Objectives are criteria against which you can measure
the effectiveness of the present activities. Therefore, they
need to be stated as measurable activities in an organized
set.

For example, write a research paper on an assigned topic
within the next week. It can be clearly determined whether a

person fulfills this or not.

The second step is to program. Here you lay out the steps which will be necessary to go from where you are now to your objectives. You start with the first needed activity, then the next, etc., until the correct activities are going on so that the objectives can be accomplished. You then have a list of the needed activities an the order in which they are to happen.

To use the objective given above, write a research paper on an assigned topic within the next week, the steps may be shown as follows:

1) choose a topic for a research paper from a list provided by the teacher within ten minutes,

2) spend one hour in study in the library,

3) spend two hours discussing your findings and ideas with other students who have chosen to work on the same topic,

4) write a three page paper on the topic and turn it in to the teacher seven days from now.

Each of these is a measurable step (usually both of directed effort and of time) and the whole set is organized to accomplish an overall task--writing a research paper.

The next step is to schedule the activities. In this step you determine when each different activity will be accomplished. Determine when each activity will begin and end. Enter these on a written schedule so that you can

remember each one and will be able to measure whether each one is finished on time. This is a very important step because it coordinates the activities of all the people who will be involved.

The final step of planning is to budget. In this step you determine how much personnel, funds and other resources will be needed and how they should be supplied. Many practical issues are faced in this step: How much money is needed and how it can be obtained, how many people are needed and how to recruit and train them, what materials are needed and where will they be obtained.

Expect your plan to change as you work through the actual steps. From your plan you will know the approximate steps to take and what the requirements will be. Do not worry about rewriting your plan unless major shifts take place.

Once a plan is developed you use it to keep yourself and those working with you aimed at fulfillment of the objective. The plan is also useful to give other people an overview of what your value or objective will look like when it is put into action.

Organizing

Organizing is a logical step in a process of accomplishing an objective. It is difficult to motivate people to get involved in something if it is not clear and defined in your own mind. Planning must precede organizing.

Organizing is the process of placing people into a unified structure to accomplish objectives.

Since the people involved may change, the environment or situation may change, and the work load may grow, organizing is not accomplished once and for all, but is continual.

In any plan there will tend to be natural clusters of activities and people that seem to go together. These links need to be recognized in your organization.

Once you have determined the related steps in the chain of activities, you can show these on a chart. From the research paper example above we might show twenty-five students choosing a topic and doing research in the library, then coming together in groups centered around the topics to discuss their findings.

All personnel involved need to be shown on the chart so that their contribution can be seen. Begin at the top or left side of a chart and show all the steps involved. Assigning people to specific jobs is called delegation. Delegation is the process by which a leader gives responsibility and authority. Assign people to activities that will utilize each person's strengths and previous experience.

If the job is complex or will extend over a longer period, say a month or more, then the leader may need to develop job descriptions for each person. Job descriptions are for the people and include all the steps that particular

person will need to do to accomplish his part of the task.
Usually you should include: what the responsibilities are,
what authority the person has for doing the tasks, to whom
the person looks for direction and approval, and who looks to
the person for direction.

Managing

Managing is causing people to take effective action.
This is where the activities you have been planning and
organizing will actually take place! This is when you will
see the objective begin to be fulfilled.

The teacher should develop one page essays on the
following topics to give to each student:

* Being a consistent example.

* Making hard decisions.

* Live with some tension.

* Be confident about yourself and the project.

* Care about the people.

* Keep focused on the overall objective (not on the
planning steps or the organizational chart).

* Motivate through creating self-starters (help others
to see the need and feel the common value).

* Encourage and recognize achievement.

* Dissolve inter-personal tensions.

* Be flexible, because changes will always take place.

These ten topics are all needed steps of managing a
project and when applied will lead to fulfillment of the

objective through the plan and the organization.

Control

Control is a process the leader takes to assure that the group performance conforms to the plan and fulfills the objective. Controlling will help to harness and sustain the initial momentum of a plan. In this sense controlling is essentially an attitude which is committed to accomplishing the objective and want to measure progress to make sure the job is getting done.

To establish controls, set intermediate target points at which you can measure whether the plan is on course and is accomplishing the objective. By having these target points, all personnel will know whether the objective is being accomplished and will be able to applaud the progress or redouble their efforts, as needed.

There can be target points for each individual and/or the group as a whole. Each person needs to report on his progress and each leader needs to verify the report. You are measuring the results of your effort. If you find that there is a problem in the activity, you can either change the efforts being put out or you can revise the plan.

Assignments

The teacher can use this opportunity to accomplish other educational objectives by having the students form into groups and seek to accomplish a group educational goal. For example, the students may be put into groups of five or six

and given the assignment of doing a group research project. They are responsible to select a leader (do not put all your natural leaders in the same group), plan the tasks, organize the work and the personnel, manage the work and control the results. The teacher sets the objective and evaluates the outcome by measuring the products against the objective.

During this process the teacher will be able to help the students learn by leading by how they lead and manage the group. On another project the students can switch being the group leader. In this way they will be exposed to other people's strengths and will learn more about interpersonal dynamics.

Teaching   Unit

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