

Tennessee 4-H Youth Development Beginning Curriculum

Lead•er•ship



The act of leading a group of people or an organization

PROJECT OUTCOME:

Understand your personal leadership style

PROJECT INDICATOR:

Find your personal leadership style

1-2 YEARS IN PROJECT

What is a leadership style? That’s a very good question! In a sense, a leadership style is how you lead a group of people. Everyone has a different leadership style, and there is no “correct” way to lead. Every style has positives and negatives. Read more about the three major leadership styles below.

	Authoritarian	Participative	Laissez-Faire
Definition	<p>“My Way or the Highway!”</p> <p>This type of leader tends to give only one option when leading, their way.</p>	<p>“Everyone has something valuable to contribute!”</p> <p>A Participative leader wants all members engaged.</p>	<p>“Do what you want as long as the job gets done”</p> <p>This type of leader wants to build a strong team, and then stay out of the way.</p>
Examples	This style of leadership was made famous by military generals and sports coaches.	This is a common leadership style associated with presidents.	This type of leader allows their team members to accomplish goals however they want, as long as the job is done.
Famous Leaders	<p>Bill Gates</p>  	<p>Mark Zuckerberg</p>  	<p>Sandra Day O’Connor</p>  
Scan the QR code beside their picture to learn more!	<p>Martha Stewart</p>  	<p>Barack Obama</p>  	<p>Maya Angelou</p>  

Now it’s your turn. On the next page, complete the leadership survey to identify your personal leadership style. Keep in mind, this survey does not cover every possible leadership style, but it does help you identify which of the three styles discussed above best fits your personality. This information will help you progress further into the leadership project.

This survey contains statements regarding leadership styles and beliefs.

Using the number scale (5=almost always true; 4=frequently true; 3=occasionally true; 2=seldom true; 1=almost never true) write the number that best represents how you feel about the statement. Remember, there are no right or wrong answers. Example, for question 1, I almost never make the final decision, so I would write 1.

1. I always make the final decision _____
2. While I always try to include the thoughts and opinions of others in making decisions, I reserve the right to cast the deciding vote. _____
3. Any decision made within a group setting involves a group vote. _____
4. It doesn't really matter to me the suggestions of other people in my group if I am the leader.

5. I ask others to give me their ideas and suggestions on upcoming events. _____
6. Before making a major decision, I must have a majority of group members approve.

7. I directly tell my team or group members what has to be done and how to do it. _____
8. When something goes wrong, I get the advice of my fellow group members. _____
9. I prefer to communicate by email, memos, or phone; I do not care to meet with my group face to face to discuss information. _____
10. I get very upset when a team member makes a mistake. _____
11. I want all group members to have a sense of ownership regarding projects. Therefore, I encourage them to participate in the decision-making process. _____
12. I let my team or group members decide what needs to be done and how it needs to be done.

13. I watch new, young group members closely and do not allow them to participate in the decision-making process. _____
14. I ask team or group members what they are interested in seeing the group accomplish and use this information to set group goals. _____
15. My team or group members understand their specific tasks or roles. _____
16. When something goes wrong, I get the advice of my fellow group members. _____
17. I work with my team or group to decide on which tasks have the priority. _____
18. I delegate tasks in order to accomplish a task. _____

1-2 YEARS IN PROJECT

TOTAL YOUR SCORE

From the leadership assessment on the previous page, write the number your answers for each question in the box beside the number in the table below. Total the scores in each category, and discover your leadership style.

1		2		3	
4		5		6	
7		8		9	
10		11		12	
13		14		15	
16		17		18	
TOTAL		TOTAL		TOTAL	
	Authoritarian		Participative		Laissez-Faire

When to use each style?

Authoritarian — Use this style when a task needs to be accomplished quickly and in a certain way.

Participative — Use this style when you are looking for everyone in the group to give input on a certain task.

Laissez-Faire — Use this style when you trust your team members to accomplish a task in their own way, as long as the task is completed.

TAKE IT FURTHER

Share your leadership style with others in your 4-H Club. How does your style compare to that of other club members? Discuss with other members who have a different style from you to see how your leadership styles work together. You can always learn from others, as there is no one correct leadership style!

Using the URL below, write two to three sentences about what you learned about your personal leadership style.

tiny.utk.edu/leadershipone



PROJECT OUTCOME:

Identify what personal leadership abilities you possess

PROJECT INDICATOR:

Explain different concepts associated with leadership at a personal level

Each of the skills below has been identified as a quality a good leader should possess. For each of the words, write a short example of how it relates to leadership. On the next page, you'll find the definition of each of the words, so no peeking!

FOCUS: _____

INTEGRITY: _____

INSPIRATION: _____

PASSION: _____

PATIENCE: _____

ACCOUNTABILITY: _____

1-2 YEARS IN PROJECT

Let's see how you did. Below, there is a definition of each of the words and how each relates to leadership.

Focus

To be a good leader, one must be able to pay attention to the major task at hand. It's important to remember the ultimate goal and not get weighed down by the little things.

Integrity

A leader must always possess the quality of honesty and have strong moral principles. If you aren't an honest leader, how can people trust you?

Inspiration

Leaders don't get to where they are without people helping them out. Leaders should always inspire team members to do better and build them up, instead of tearing them down.

Passion

Everyone has to do what they love. In order to make things better, you have to be fully invested. This drives you to always look at how something can be improved.

Patience

Patience is really a test of your commitment to your team. If things aren't going your way, do you immediately give up, or do you have patience and wait it out for things to improve?

Accountability

Sometimes, it's easier for a leader to blame their mistakes on others. A good leader will always take responsibility for their actions, regardless of the consequences.

These are just a few examples of characteristics that a leader should possess. As you continue to work through the curriculum, you will see more examples of characteristics of different kinds of leaders.

Below are two short scenarios to read. After you have read the scenario, identify which of the traits above were used by the leader.

Latoya is the captain of her school’s academic bowl team. As a captain, she is in charge of running team practice. Before each practice, Latoya writes the goal for the day’s practice on the board for the team to read. When one of her teammates misses a practice question, Latoya always encourages that team member and tells them, “You’ll get it next time!” Sometimes, her teammates get distracted, but Latoya always reminds them of the reason they are there, and helps get everyone back on track.

In the space below, write what leadership qualities Latoya possesses and how she demonstrated those.

Kyle is a member of his school’s rowing team. He is one of the most experienced members on his team, and because of that his coach assigned him the task of helping some of the newer members of the team with form. Oftentimes, his newer team members get discouraged when they cannot perform a task correctly the first time, but Kyle always encourages them to keep trying. When new team members miss practice, Kyle always follows up with them to make sure they are ok and fills them in on what was missed at practice.

Reference: Bornstein, Adam and Jordan. “22 qualities that make a great leader.” Entrepreneur. N.p., 22 Mar. 2016.

1-2 YEARS IN PROJECT

PROJECT OUTCOME:
Identify what personal leadership abilities you possess
PROJECT INDICATORS:
Find what independent leadership abilities you possess
Summarize different leadership skills and abilities you possess

In the previous activity, you defined some common terms associated with leadership. Let's see which of those skills you already have and which ones you can work on learning.

Place each of the leadership traits below in the box you feel best describes your level with that trait.
Example: Focus describes me very well, it will go in the blue box.

- WORD BANK**
- | | | | | | |
|-----------------------|-----------------------|------------------------|---------------------|-------------------------|-----------------|
| Self-Motivated | Confident | Positivity | Engaged | Discipline | Maturity |
| Communication | Accountability | Open-Mindedness | Listening | Ability to Teach | |
| Focus | Transparency | Innovation | Decisiveness | | |

These traits describe me well

I need a little work on these traits

I need a lot of work on these traits

These traits do not describe me at all

Get those creative juices flowing!

Now it's time to release your creative side and show what you really know about leadership. In the space below, write a five- to eight-line poem in ABAB rhyme scheme that describes what it takes to be a good leader. ABAB rhyme scheme is where the first line rhymes with the third, and the second line with the fourth. You can use words from the mapping activity you just completed or other words from these activities. An example poem has been included to give you an idea of where to start, but remember, the possibilities are endless!

Focused Effort Prevails
Henry Wadsworth Longfellow

Poem Title: _____

In the space below, draw a small illustration that goes with your poem

*The heights by great men reached and kept
Were not attained by sudden flight
But they, while their companions slept
Were toiling upward in the night.*

*We have not wings, we cannot soar;
But we have feet to scale and climb,
By slow degrees, by more and more
The cloudy summit of our time.*

Take it further

Find ways to use the skills you already have to be a great leader in your club, community, country, and your world. Identify a specific event or task that will help you continue to work on your strengths and weaknesses.

Share your poem and illustration at this link: tiny.utk.edu/leadershiptwo.

PROJECT OUTCOME

Learn skills needed to be an effective organizational leader

PROJECT INDICATOR

Find leadership concepts that relate to organizational leadership

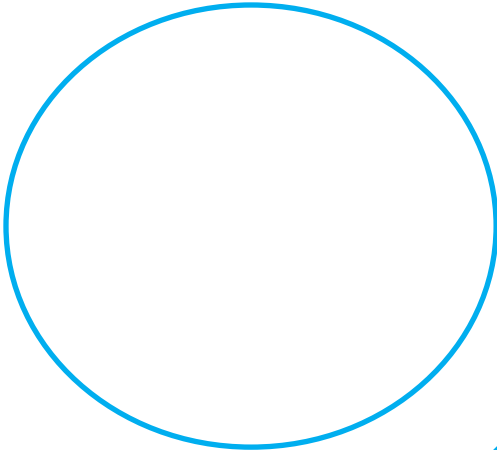
1-2 YEARS IN PROJECT

The first three activities in this set focused on your personal leadership style and skills. Now it's time to look at leadership from an organizational level. While many traits of an organizational leader are the same as those of personal leadership, different "levels" of organizational leaders require different skills.

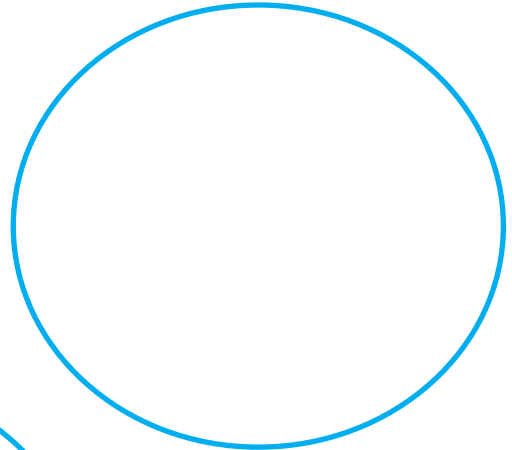
In the space below, there are several circles that different levels of political office. For each of the levels, identify four skills a leader at that level would need to be successful. Some traits may be the same, but try not to repeat too many of the words.

The governor should always be respectful, it goes in the state box.

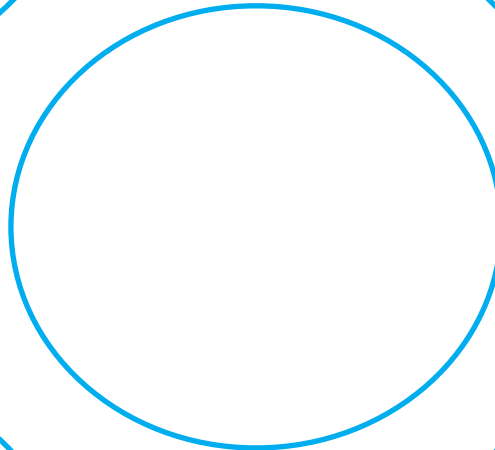
Local



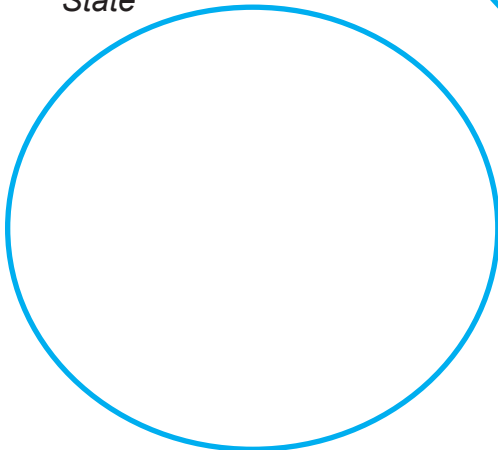
County



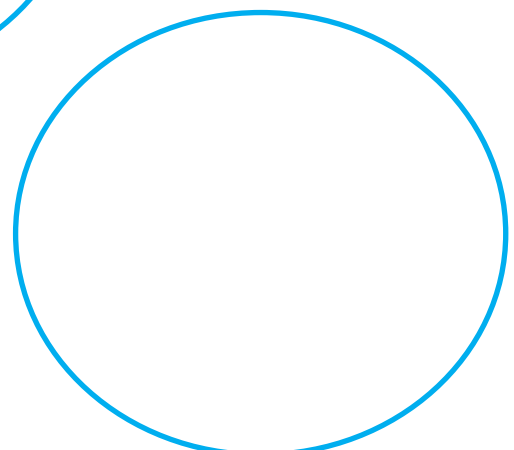
National



State



Other



Seven traits of highly effective organizational leaders

Below are seven traits associated with highly effective organizational leaders as defined by Peter Economy of Inc. Read about each trait and then complete the activity on the next page.

To be a highly effective leader, one must...

... Inspire Action.

Create a vision of where you want the organization to go in the future.

The best leaders also help the organization reach its goal by leading the charge.

... Be Optimistic.

We all want to work with and for people who lift us up instead of dragging us down. Make sure to seek out the positives in your people, help them overcome their own feelings of self-doubt, and spread optimism.

... Have Integrity.

Be honest and fair and treat everyone in the same way that you would want to be treated.

... Support and Facilitate Your Team.

For people to do their best work, they need an organizational environment that supports them by making it safe to take risks, to tell the truth, and to speak up without being punished for doing so. Always strive to make the environment inviting.

... Have Confidence.

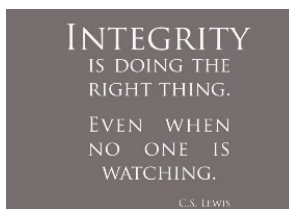
Highly effective leaders know deep down inside that they and their team can accomplish anything they set their minds to. Failure is not an option. If you are confident, your people will be too.

... Communicate.

No one in an organization should be kept in the dark. Almost all information should be shared by all members of a team at all times. As a leader, it is your responsibility to make sure your team stays informed by communicating with them.

... Be Decisive.

One of the most basic duties of a leader is to make decisions. Highly effective leaders aren't afraid to be decisive and make tough calls quickly when circumstances require it. Once you have all the information you need to make an informed decision don't hesitate — make it.



1-2 YEARS IN PROJECT

Apply what you have learned

For the seven traits listed on the previous page, list one leader that you know possesses that trait in each category below. It's ok if not every box is filled, but try to fill as many as possible.

If you need to research state and national leaders, a good place to start is www.capitol.tn.gov.

Trait	Local Leader	State Leader	National Leader
<i>Inspires Action</i>			
<i>Is Optimistic</i>			
<i>Has Integrity</i>			
<i>Supports their team</i>			
<i>Has Confidence</i>			
<i>Communicates</i>			
<i>Is Decisive</i>			

Take it further

Write a letter to a local leader asking them to describe their leadership style and traits to you and why those traits are important to their job.

Invite a local leader to a 4-H meeting to talk to the group about their leadership style and traits.

PROJECT OUTCOMES

Learn skills needed to be an effective organizational leader

PROJECT INDICATOR

Summarize the skills needed by someone in an organizational leadership role

It's time to combine all that you have learned about organizational leadership. Below, you will find several different categories and items in those categories. To complete this activity, you will complete a RAFT Activity. From the options below, choose either A, B, C or D and complete the format on the topic. Work with a friend to record and then upload the recording.

ROLE	AUDIENCE	FORMAT	TOPIC
A. Head Football Coach	Students and teachers at a pep rally	On the scene report	What leadership skills are needed in your role?
B. State Governor	State Residents	Newspaper Article	What is the hardest decision you have faced as a leader?
C. Class President	Student Body	TV Interview	Describe a situation where you used several different leadership skills.
D. City Mayor	People listening to a radio show	Radio Interview	Describe one situation where you had to make a tough decision that a lot of people disagreed with.

For this activity, it may be helpful to write out a script for the activity prior to recording it. If you are working with someone else in the leadership project, you can work together to complete this activity.

Once you have completed your recording, upload it to tiny.utk.edu/leadershipthree.



PROJECT OUTCOME

Define Community Leader

PROJECT INDICATORS

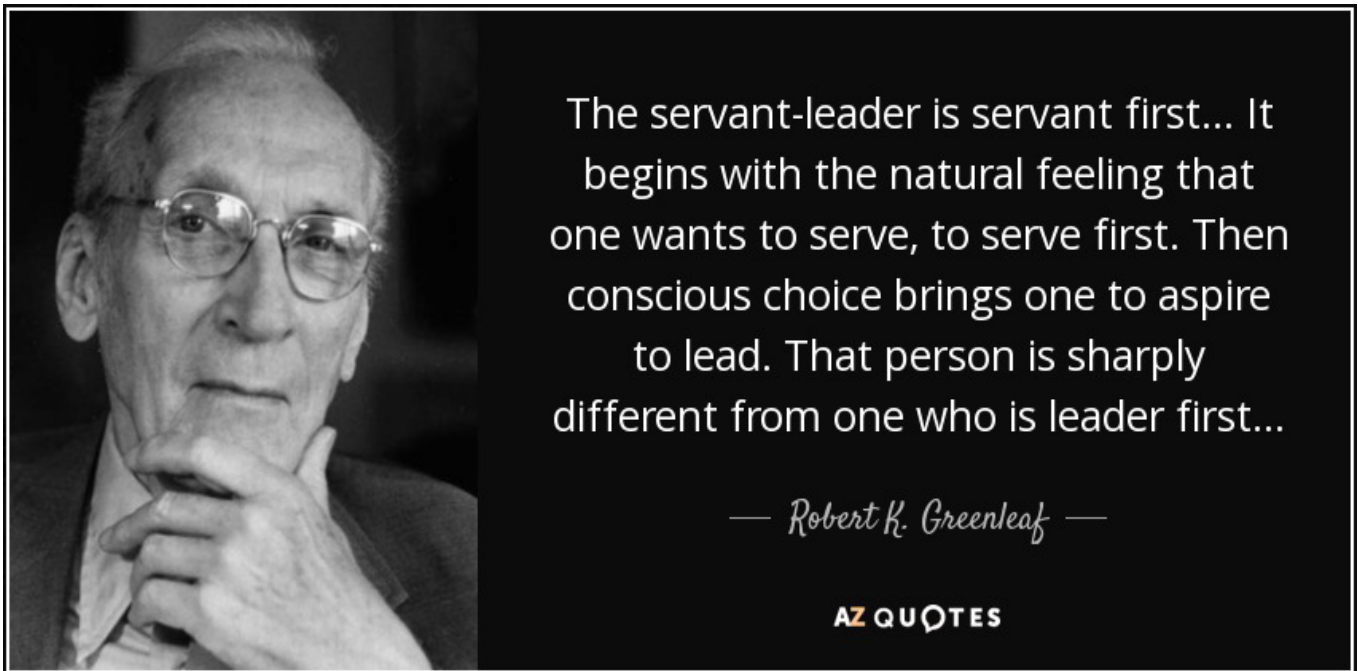
Define what it means to be a community leader

Define the leadership skills needed by a community leader

1-2 YEARS IN PROJECT

You've reached the halfway point in the Beginning Leadership curriculum. Up to this point, you have learned about your personal leadership style, what skills a good leader requires, and how those skills relate to organizational leadership. Now, we are going to look at leadership from a community point of view.

In many ways, a community leader is very similar to an organizational leader; they need to possess similar leadership traits and ultimately are leading large groups of individuals. However, a community leader can be seen as a servant leader, which is defined as a person who has a desire to serve others above all things. A servant leader desires for others' needs to be met. Robert Greenleaf was the first person to coin the phrase in 1970, and it is still widely used today.



Learn more about Robert by scanning the QR Code to the right.



On the next page, you will learn about the specifics of servant leadership. These traits are an essential part of being a well-rounded leader.

10 Traits of Servant Leaders

Building Community

Servant leaders strive to build a sense of belonging for each member in their community. Making their team stronger and more connected.

Healing

One of the great strengths of servant leadership is the potential for healing one's self and one's relationship to others.

Listening

A servant leader seeks to identify the vision of a group and helps to clarify it. He or she listens receptively to what is being said and unsaid.

Empathy

The servant leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits.

Foresight

The ability to foresee the likely outcome of a situation is hard to define, but easier to identify. Foresight is a characteristic that enables the servant leader to understand the lessons from the past.

Awareness

Awareness helps one in understanding issues involving ethics, power, and values.

Stewardship

Servant leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion, rather than control.

Persuasion

The servant leader seeks to convince others. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant leadership.

Conceptualization

The ability to look at a problem or an organization from a conceptualizing perspective means that one must think beyond day-to-day realities.

Commitment to the Growth of People

Servant leaders believe that people have value beyond their contributions as workers. As such, the servant leader is deeply committed to the growth of each and every individual within his or her organization.

Apply what you have learned!

1-2 YEARS IN PROJECT

Now that you've learned the 10 traits of servant leaders, put that and everything else you have learned to the test. Read the scenario below about a possible issue a leader would face. After reading the scenario, read the servant leader solution, and in the blanks provided identify which of the servant leader qualities that were used and how they were used.

SCENARIO

Paulo is a representative on his school's student council. He was selected to serve as the student organization chairman. This means he is responsible for meeting with organization leaders who are having problems within their club. Queisha, the president of the chess club, came to Paulo and explained that several members of her club were arguing among themselves and taking away from the goal of the club. Queisha asked Paulo to come speak to the club and get them back on track.

From a servant leadership perspective, Paulo should start by having the members of the club share the club's vision. He could then lead the group in a team-building activity, where each member participates and has an important task to complete. Paulo could also lead the group in an activity where everyone shares some issues they have seen in the club. This would help rebuild a sense of community among the club members and help them remember why they are a part of the organization.

Servant Leadership Qualities Observed:

Visit the URL below to share the servant leadership qualities you observed.

tiny.utk.edu/leadershipfour

PROJECT OUTCOME

Define Community Leader

PROJECT INDICATOR

List Community Leaders in your area

In the previous activity, you learned the characteristics of a servant leader. Let's use those to identify some community servant leaders in your area. In the table below, list some community leaders and write a brief description of what role they serve in your community.

For numbers 1 through 4, find historical leaders. For numbers 5 and 6, use current leaders. You will need to research the leader and identify their role in the community.

When you finish the activity, hold onto this sheet. As you progress further into project work, you may want to reach out to these individuals to learn more about their position as a community leader.

Leader's Name

Description of Role in the Community

1.	
2.	
3.	
4.	
5.	
6.	

PROJECT OUTCOME

Demonstrate initiative and creativity as it relates to leadership

PROJECT INDICATORS

Demonstrate initiative and creativity as it relates to organizational leadership

Demonstrate initiative and creativity as it relates to community leadership

1-2 YEARS IN PROJECT

Now that you have a background in what leadership is all about, it's time to start learning important skills that all leaders should possess. The first two are creativity and initiative. Lets look at a definition of each of those.



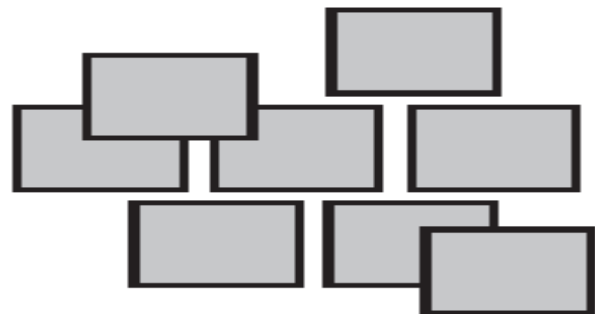
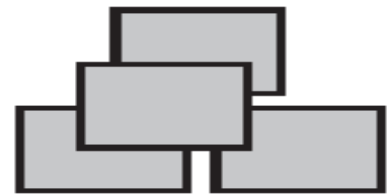
Both of these skills are important for leaders to possess. On the next page, you will look at several brainstorming techniques that can help you think more creatively, and then give you an opportunity to take initiative to encourage other members of your team or group to think creatively.

Brainstorming is a key part of using creativity effectively and showing initiative. Below, you will look at four different techniques for brainstorming that will help you make the most of those planning times.

Reasons to eat and not to eat at McDonald's™ tonight.

PRO	CON
1. Fast	1. Lack of quality
2. No clean up	2. Unhealthy
3. Inexpensive	3. Doesn't satisfy the adults
4. Satisfies the kids	

The T-Chart is an organizational tool designed to place information into two separate columns. This helps compare various ideas and make an informed decision.



The Sticky Wall is a visual brainstorming tool that helps not only generate ideas, but also organize and group them.

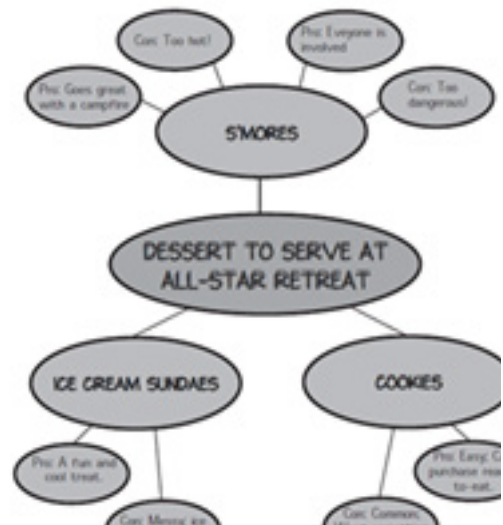
4-H HONOR CLUB MEMBERS

1. Anna	5. Eddie
2. Beth	6. Farrah
3. Cody	7. Ginnie
4. David	8. Howie

4-H BAKE SALE PROJECT

	Week of March 1	Week of March 7	Week of March 14	Week of March 21	Week of Event
Advertise		Ginnie →			
Find Location	Beth				
Create Signs			Howie →		
Set Up					David
Bake Goodies					All

The Matrix tool is helpful in assigning roles to members once a decision is reached. This helps make sure everyone feels involved.



Mind Mapping helps groups visually display a variety of ideas.

Now it's your turn

1-2 YEARS IN PROJECT

Think about an event that is happening in your club, school or community in the next couple of months. What all has to be planning for the event? Lead a brainstorming activity using some of the techniques discussed on the previous page to help make some of those planning decisions.

Write a description and take a photo of your brainstorming event, then upload it using the URL below. Make sure to include a description of the problem, what brainstorming techniques you used, and your final decision.

Some questions to consider when writing your description: What was a challenge you faced during the brainstorming process? What would you do different next time?

Take it further

Think of other opportunities you will have to lead brainstorming activities. What tools discussed earlier would work best for those?

Visit this URL to share the information you recorded above: tiny.utk.edu/leadership5.

PROJECT OUTCOME

Demonstrate responsibility as it relates to your community

PROJECT INDICATOR

Define what it means to be responsible to yourself

You have learned that creativity and initiative are great skills for leaders to have. Another important skill for any leader is responsibility. Responsibility is defined in a lot of ways. Below are three different definitions of responsibility. As a part of this activity, you will learn the different definitions, as well as see responsibility in action. On the last page of this activity, you will complete an activity that helps you define what responsibility means to you.

Responsibility- The state or fact of being responsible, answerable, or accountable for something within one's power, control or management.

Responsibility- The opportunity or ability to act independently and make decisions without authorization.

**Responsibility- A
Duty or task you are
required or expected
to do**

Below are two examples of people choosing to be responsible or ignoring their responsibilities. Each example includes some background information, whether or not the person chose to be responsible, and the outcome of that decision. Read each scenario and think about what you would do.

After you read each scenario, use the space to answer the questions.

1-2 YEARS IN PROJECT

Jennifer is the captain of her middle school cheerleading squad. As captain, it is her responsibility to make sure everything is ready for practice and to make sure everyone on the squad knows what time to be ready for games.

On Friday, Jennifer had a project due at school and a basketball game that night. At practice Thursday, she was distracted by all the work she still had to complete on her project that she forgot to tell her squad the reporting time for the game. When it came time for the game to start two team members were missing, so they could not perform their routine.

Was Jennifer acting responsibly? _____

What were the outcomes of Jennifer's decision?

What would you have done differently?

Mark is the president of his local 4-H club. He is in charge of making sure all of the other officers of the club have their reports prepared for upcoming meetings.

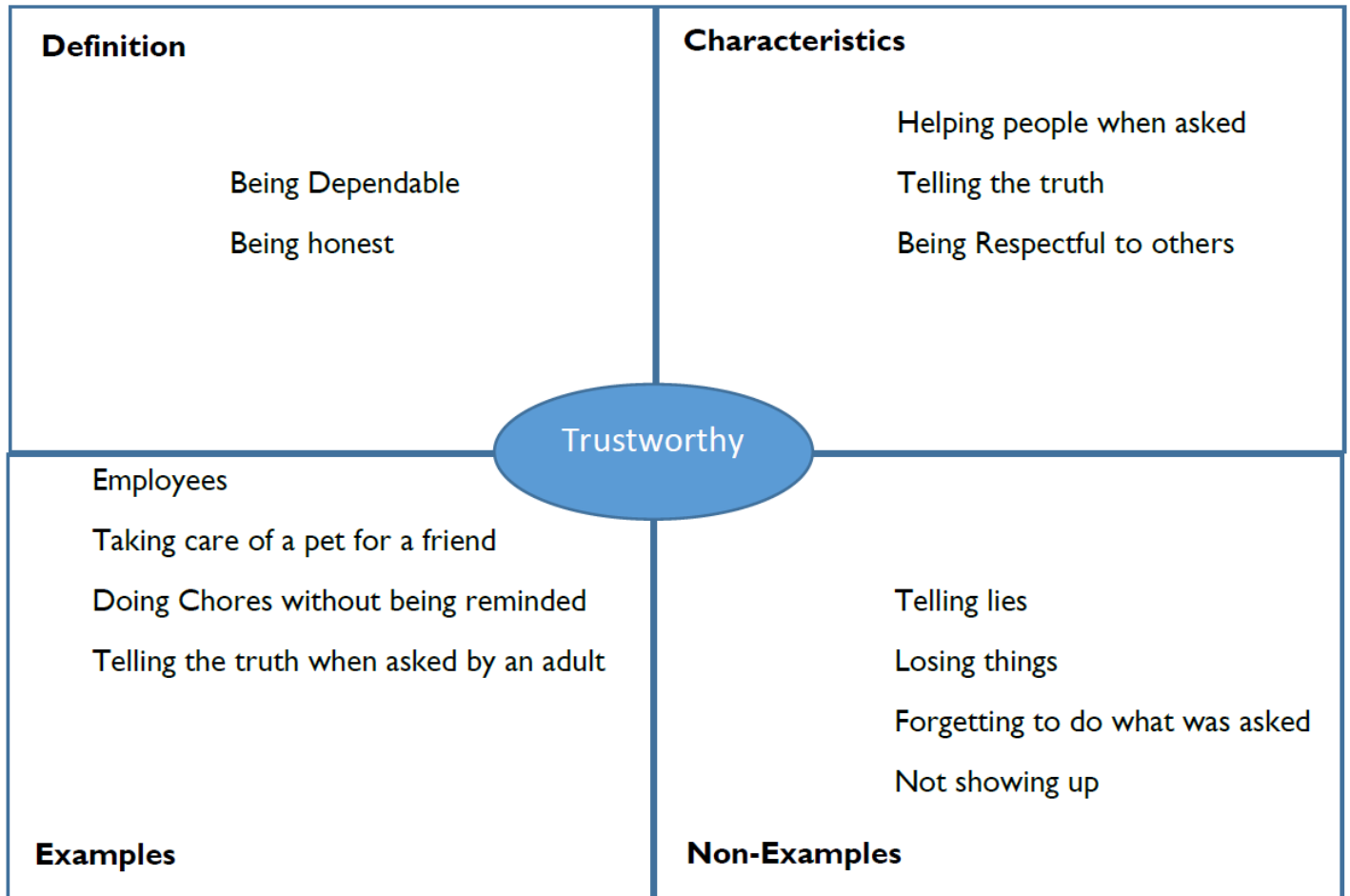
In addition to being active in his 4-H club, Mark is also a member of the football team, which practices right before 4-H club meetings on Monday nights. On Sunday nights before meetings, Mark calls his fellow officers and makes sure they are prepared for the next day.

Is Mark being responsible? _____

What are the outcomes of Mark's decision?

What would you do if you were in Mark's place?

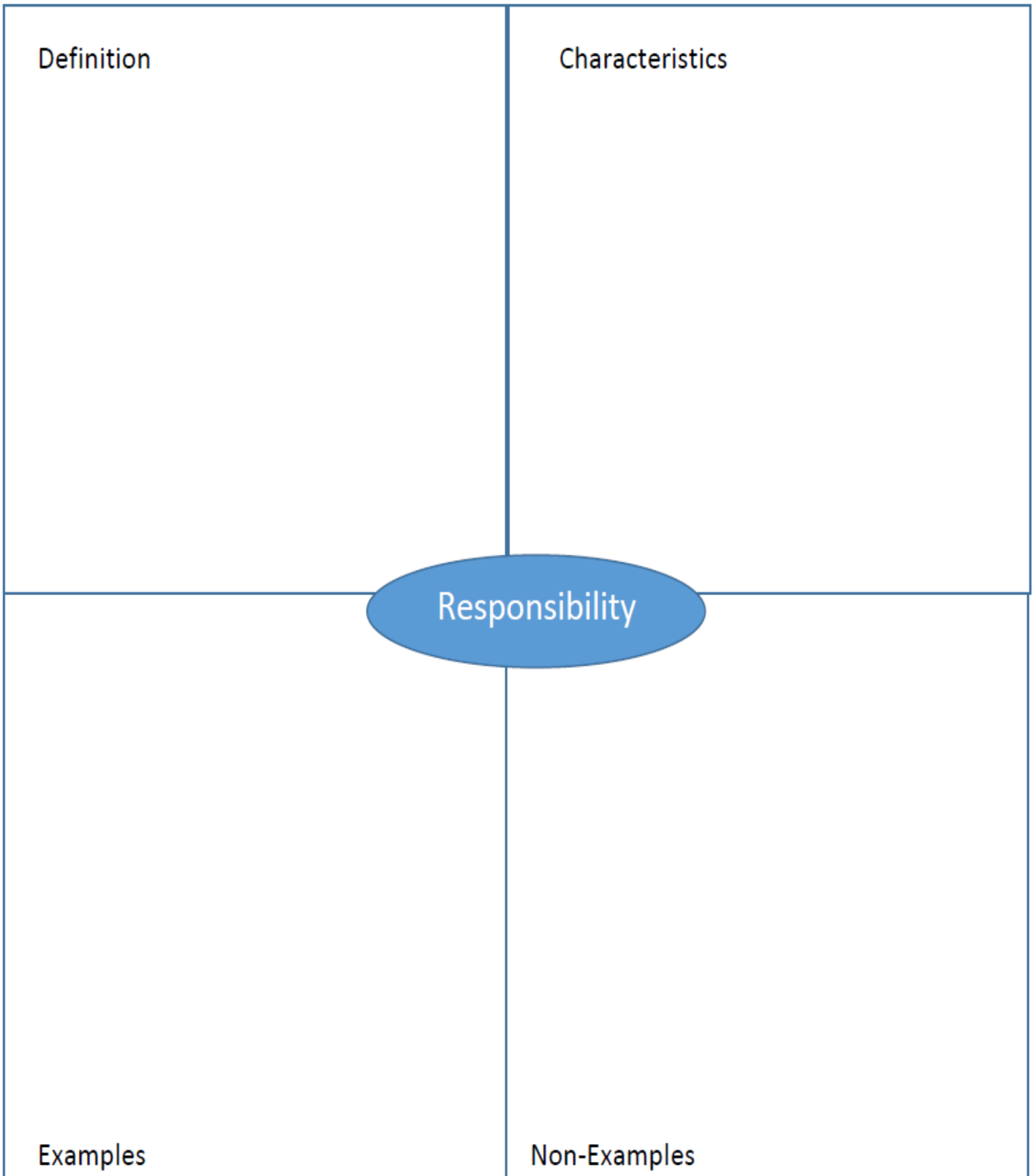
Now that you have read some examples of people being responsible or irresponsible and looked at some different definitions for the word “responsible,” it is time to define what responsibility means to you. Below is an example of a Frayer Model. This model allows you to come up with your own definition for words and list examples and non-examples of it. The Frayer Model below is on trustworthiness. On the following page is a blank model for you to fill out for RESPONSIBILITY.



Take it further.

Discuss with other members of your club their definition of responsibility.

1-2 YEARS IN PROJECT



PROJECT OUTCOME

Demonstrate responsibility as it relates to your community

PROJECT INDICATOR

Demonstrate responsibility by taking on leadership roles within your club or community

In the last activity, you learned the importance of showing responsibility as a leader. Without responsibility from a leader, we would have incomplete teams, disorganized meetings or major delays in getting tasks accomplished.

We have also learned that leaders need to take initiative. They may also need to lead brainstorming efforts, which take skills in creativity as well. This is just a small look at the skills a leader needs to possess.

What's the best way to learn other skills related to leadership? To get out there and practice! 4-H gives you the opportunity to practice new skills in safe environments where it is ok for things to not go perfectly the first time around. Within 4-H, you have agents, volunteer leaders and older 4-H members that you can learn from and who all want to see you succeed. So get out there and learn by doing!

APPLY WHAT YOU HAVE LEARNED

Seek opportunities to be a leader in your club or community. There is no leadership position that is too small. Whether it's a committee chairperson or club president, everyone has something valuable to contribute to the team. Go and find a position that fits for you and continue to build your leadership skills.

Visit the URL below to share a short blurb about what you learned from seeking out a leadership position.

tiny.utk.edu/leadership6

PROJECT OUTCOME

Describe the value of a variety of leadership styles within a group

PROJECT INDICATOR

Compare the leadership styles of community leaders in your area

1-2 YEARS IN PROJECT

Throughout the course of this curriculum, you have looked at different knowledge and skills that leaders need to possess. You found your personal leadership style, learned what it means to be a servant leader, and recognized the importance of being creative, showing initiative and being responsible.

In the first activity, you learned that there is no “correct” leadership style. You’re now going to take that one step further. It takes all different kinds of leaders to make a highly effective team. It also takes people with a variety of skills. Think about it. What if you were a member of a team where everyone had an authoritative leadership style? Everyone would want things done their way, and no one would have any flexibility. Nothing would get done!

Think back to the leadership skills you defined in the second activity. Those are all very important skills for a leader to have. The University of Notre Dame has also identified seven other skills that are important for leaders to possess. Those skills are listed below.

Sharp Perception — Knowing how other people see them.

Responsiveness to group’s needs — A leader always has his team’s needs in mind.

Knowing the Organization — A leader should always be effective communicators.

Motivation — A leader should always serve as a positive role model for the organization.

Communication — Leaders should always be effective communicators.

Team-building — A leader should always strive for a stronger team.

Risk-taking — Have you heard the saying “You’ll never hit a home run if you don’t step up to the plate?” Leaders should always be willing to take a reasonable risk.

On the next page, you will complete a compare and contrast table for two different leadership skills that you feel are essential for community leaders.

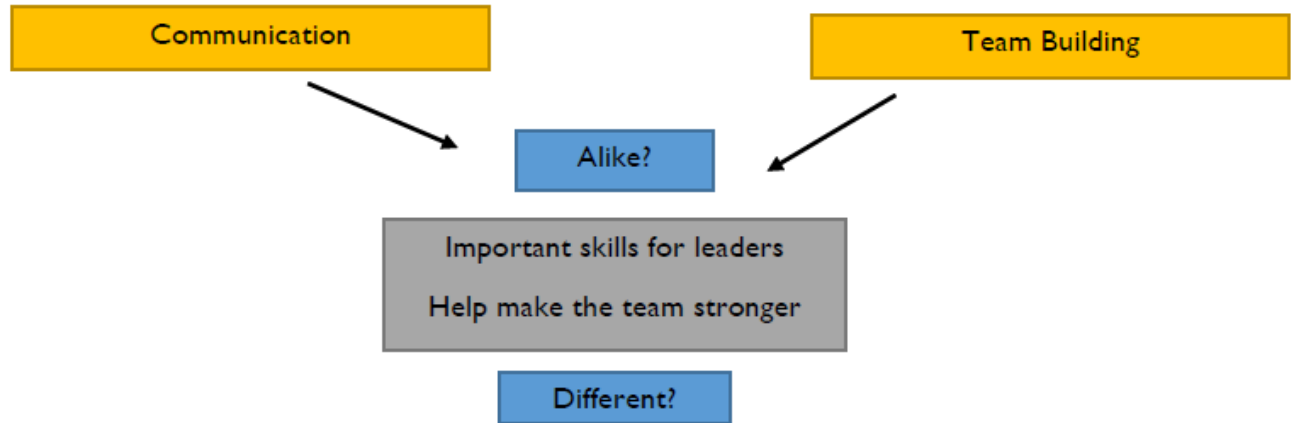
Brainstorm now and list those two words below.

Leadership Skill 1 _____

Leadership Skill 2 _____

Compare and Contrast

From the two skills on the previous page, let's compare and contrast those terms using a compare and contrast table. An example is below and you can find a blank one on the following page.



Communication can be worked on individually, team building requires the team

Team building requires a receptive audience to be effective

Team building skills can be picked up easier than communication skills by most people

Take it further

Try to schedule meetings with community leaders to ask them about skills they need in their position. Talk with them about leadership styles and what they feel are the four most important skills for a community leader to possess.

For each of the skills you identified, identify a community leader that possesses that skill.

Visit the URL below to share your compare and contrast table.

tiny.utk.edu/leadership7

1-2 YEARS IN PROJECT

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ALIKE

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DIFFERENT

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PROJECT OUTCOME

Value that leadership can look different from other viewpoints

PROJECT INDICATORS

Compare your leadership style to that of others

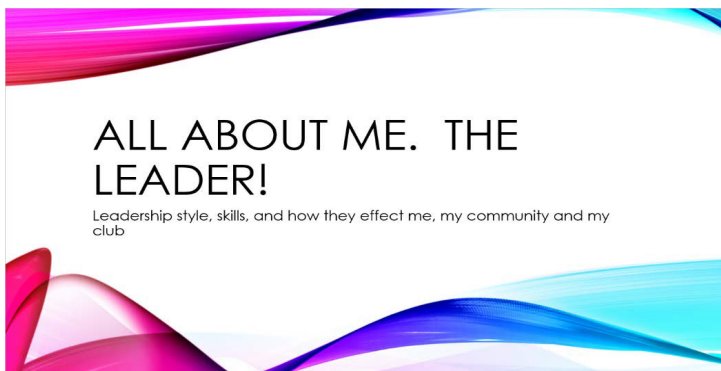
Compare leadership concepts and how they differ when looked at from a standpoint of self, community and organization

Congratulations! You have reached the final activity for the Beginning Leadership curriculum. Now it's time to take a step back and look at the bigger leadership picture and put everything together.

In this final activity, you are going to complete an electronic presentation that talks about you that you can present to your club.

In your presentation, 1) include the results from your leadership style assessment, 2) talk about what that leadership style means and what it means to you personally. After this, 3) pick a friend from your school or club and compare your leadership style to his or hers. Make sure to list common things between the styles and what is different. After this, 5) highlight some of the leadership skills you have gained over the past two years and how they have made you a better leader.

To wrap everything up, spend a few minutes talking about how your leadership style and skills can affect you personally, your community and your organization.



Visit the URL below and upload your presentation.

tiny.utk.edu/leadership8

CONGRATULATIONS!

You have now completed the Beginning Leadership Curriculum. Throughout this project curriculum, you have learned about many things related to leadership, gained numerous skills, and begun to appreciate the complexity of leadership, but it doesn't have to stop there!

Continue to seek out opportunities to be a leader in your club and community. Find opportunities to learn from others and continue building skills that will help you become a better leader.

There are several ways to continue to grow within the leadership project, and those are listed below.

Write and present a 4-H speech.

Compete in the Leadership/Personal Development demonstration project.

Seek out positions in your local 4-H club and other organizations.

More information on this project can be found online at 4h.tennessee.edu.

Tennessee 4-H Leadership Project Beginner Curriculum



Prepared using research-based practices in Youth Development and Experiential Learning

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