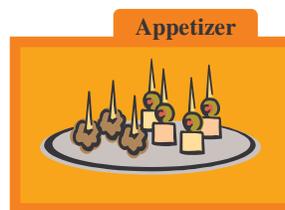




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APPETIZER MODULE: WHAT IS LEADERSHIP?



UNIT: Understanding Leadership

SKILL 1) Defining Leadership

- A. **Leaders That You Know** (BEGINNING) – Consider leaders that you know; what characteristics or traits make you think of them as leaders, good or bad? Can there be effective leaders who are still “bad” leaders?
- B. **First You Lead Yourself** (BEGINNING) – Being a leader means first taking responsibility for yourself; how do you establish “strength of character,” and how does this relate to being a leader?
- C. **Organizer vs. Leader** (ADVANCED) – Do leaders always “do?” What is the difference between an organizer and a leader?

SKILL 2) Distinguishing Between Born Vs. Created

- A. **I Am A Leader Because...** (BEGINNING) – Do you think of yourself as a leader? Why or why not? What do you think you need to become one?
- B. **Learning To Lead** (BEGINNING) – What key skills and abilities do you need to do to be an effective leader? Where can training, resources and support be found to help you grow into a leadership role?
- C. **Identifying Future Leaders** (ADVANCED) – How can you recognize and support the next generation of leadership? Why is this important?

SKILL 3) Determining Leadership Styles And Situations

- A. **Leadership Styles** (BEGINNING) – Typically there are several distinct styles of leadership approaches defined; what are these approaches, and how does your personality relate to a particular leadership style? What are the ways that people lead, and how can using various styles at different times be helpful?
- B. **Leadership Situations** (ADVANCED) – Leaders need to be flexible and be able to modify their approach to the situation; how can you learn to adapt your leadership style to the circumstances, and what situations require certain kinds of leadership?

UNIT: Principles, Ethics and Values for Leadership

SKILL 4) Defining A “Principled” Leader

- A. **What Are Principles And Values?** (BEGINNING) – What do people consider as foundational principles, what are the levels of principles that guide us, and how are these principles distinctive from values?

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- B. *Principle-Based Decisions*** (ADVANCED) – Principles guide the choices we make; what does it mean to **define your compass**, how do we identify the challenges to maintaining our principles, and how can we overcome these challenges and stay “true” to our principles?

SKILL 5) Exploring real-world ethics and values

- A. *From The Headlines*** (BEGINNING) – Corruption, greed and power are regularly in the news; this exercise will use examples from recent news stories to promote discussions about how ethics among real leaders of today affect their accountability and responsibility. Did they show lack of character? Did they stay true to core principles?
- B. *Personal Agendas Or Greater Good?*** (ADVANCED) – Many groups of people have shared systems of values; do our values tell us right from wrong, or do we need a set of ethics (based on our inner principles) to guide us? If faced with a choice to serve a greater good but break a rule, how do you choose? Can you make a decision which serves the good of the group but harms you personally?

SALAD MODULE: PERSONAL SKILLS

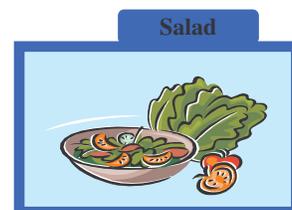
UNIT) *Personal Vision and Goals*

SKILL 6) Determining Motivation

- A. *Why Are You Here?*** (BEGINNING) – Why are you stepping forward to lead? What’s important to you, and what motivates you to get involved in leading?
- B. *Sharing Your Motivation*** (ADVANCED) – How can you convey your motivation to others? What does it mean to be passionate, and how does that translate to motivating others?

SKILL 7) Establishing Goals And Objectives

- A. *How To Establish A Goal*** (BEGINNING) – What is necessary to write a good, clear, measurable goal? What things should be included, and how will you measure your goals to know if you’ve achieved them?
- B. *Personal Goals And Vision*** (BEGINNING) – Do you know yourself? What are your personal goals in terms of leadership? What is your vision for your project/work/organization? How will developing your leadership skills affect you personally?
- C. *Sharing Your Leadership Plan*** (ADVANCED) – Leaders rely upon goals and objectives to guide their decisions; how can you create a personal leadership plan that establishes clear goals and measurable objectives?



UNIT) Time Management

SKILL 8) Personal Scheduling and Planning

- A. **Keep Track Of Your Time** (BEGINNING) – How do you keep a personal calendar, and coordinate time with others? What are the best ways to collaborate with others and still allow time for dialogue?
- B. **Personal Planning** (ADVANCED) – What does personal planning entail? What types of planning systems (e.g., Franklin, Priority Manager, BlackBerry, etc.) can help you stay organized, and which is the best fit for you?

SKILL 9) Prioritizing Tasks

- A. **Time Wasters And How To Avoid Them** (BEGINNING) – What takes up our time each day? Do you spend your time and energy on the most important tasks, and how can you contain all the “other” tasks that seem to waste your time?
- B. **Life Is A Jar Of Golf Balls** (ADVANCED) – Priorities can change from day to day; before you rank your to-do tasks in terms of what needs to be addressed first, what do you need to consider about the big picture for life’s priorities, both for the short and long term?

SKILL 10) Planning is proactive

- A. **Project Planning – Tasks And Timelines** (BEGINNING) – How do you go about planning for long-range tasks and projects? What is a project timeline and how do you develop one for your work? How long will the various parts of a project take, and what gets done first? How can you use due dates to set priorities and interim deadlines along the way to avoid crunches?
- B. **Basics Of Strategic Planning** (ADVANCED) – Strategic planning can provide a framework for how goals and actions relate; this activity reviews simple strategic plans and how they can lead to action plans that guides your to-do’s.

UNIT: Flexibility and Adaptability

SKILL 11) Seeing Leaders As Catalysts Of Change

- A. **Getting Comfortable With Change** (BEGINNING) – Many people are resistant to change; where do you fall along the continuum of comfort with change, and how can you come to see change as a positive force?
- B. **Change From Within** (ADVANCED) – For a group to change from within, new ideas must have broad acceptance; how can leaders foster a participatory, grassroots approach to change while still setting the standard?

SKILL 12) Thinking On Your Feet

- A. **That Wasn’t The Plan** (BEGINNING) – Things don’t always go as planned; what leadership skills and resources will help you when you need a plan B?

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UNIT: Stress Management

SKILL 13) Managing Your Emotions

- A. ***Calm In The Storm*** (BEGINNING) – Losing your temper won't help! How can you take a little time out and stay calm when under pressure?
- B. ***Ok To Say No*** (BEGINNING) – Sometimes it's hard to say no, and having too much can become overwhelming; how can you politely, but firmly, say no?

SKILL 14) Establishing Boundaries

- A. ***Where Is The Heart?*** (ADVANCED) – Sometimes leaders can be perceived as “unfeeling;” how can a leader show concern and compassion and still maintain his or her professionalism?
- B. ***Not Here, Not Now*** (ADVANCED) – For some people, it's easy to separate work from personal, but for others it can be difficult; how can you keep your work in its place and make sure you don't define yourself through your work?

ENTRÉES MODULE: COMMUNICATION SKILLS

UNIT: Listening

SKILL 15) Active Listening

- A. ***How To Listen*** (BEGINNING) – The basic technique of active listening includes specific ways that you physically listen to someone and let them know that you are listening. What can you do to improve your listening skills and ultimately become a better communicator?
- B. ***Memory Test – You Said, I Heard*** (ADVANCED) – After listening to some basic information, how well can you do on a brief test about what you heard? What tips and techniques can you learn to become a better listener? Do you know the 6 rules for effective listening?

SKILL 16) Listening Between The Lines

- A. ***I Think This Is What You Meant*** (BEGINNING) – Most conversations have a direct message and an indirect message; this exercise will explore other ways to convey meaning like facial expressions and body language, and why it's important to consider the additional meaning they convey
- B. ***Hearing Hurdles*** (ADVANCED) – Cultural and gender differences, to name only a couple factors, can affect both how people communicate and how they hear or process information; what do you really need to be aware of as the sender or receiver?



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UNIT: Speaking

SKILL 17) Making Introductions

- A. ***May I Introduce*** (BEGINNING) – How do you handle basic face-to-face introductions, remember who you met, and how do you introduce others during daily interactions and routine meetings?
- B. ***Our Speaker Is*** (ADVANCED) – Preparing a formal introduction for a guest presenter involves doing some advance research; what do you need to know about a person to make a memorable yet professional introduction?

SKILL 18) Holding Individual And Small Group Conversations

- A. ***One-On-One*** (BEGINNING) – What are the basics of engaging someone in a direct conversation with you? What are the rules of conduct for professional conversations, and how do you still make the dialogue friendly?
- B. ***Let's Broaden The Group*** (ADVANCED) – How can you welcome others into a conversation? What techniques will help you make people feel comfortable joining into a conversation?

SKILL 19) Presenting To A Group

- A. ***Public Speaking*** (BEGINNING) – What are the basic rules of giving a speech? How can you reach those who don't seem to be listening?
- B. ***Making Your Case*** (ADVANCED) – How do you advocate for a particular position, present accurate information, and both refute and respect the other side?

SKILL 20) Phone Calls

- A. ***Phone Etiquette*** (BEGINNING) – What do you need to consider when leaving a message, taking a message, or returning a call?

UNIT: Writing

SKILL 21) Meeting Notes And Agendas

- A. ***How To Take Meeting Notes*** (BEGINNING) – What needs to be included to take good meeting notes? What standard information needs to be included and how do these notes get shared after the meeting? How can taking notes which are visible to the group can be a tool to build consensus about the various issues?
- B. ***Developing An Agenda*** (ADVANCED) – What purpose does a meeting agenda serve? What needs to be included in a meeting agenda, and how are they formatted? Since the best agendas have a clear time structure, how do you accommodate issues that take longer to discuss, and still keep the meeting on time and moving along?

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SKILL 22) Correspondence

- A. **Thank You Notes** (BEGINNING) – What actions or circumstances require a thank you note? Why and when should it be written instead of emailed, and what are the standard formats for such notes?
- B. **Business Letters** (ADVANCED) – What parts does a business letter need to include, and when do you need to write one? Since business letters can be tools to ask for resources or recruit support for your project, what do you need to include to make sure your correspondence helps serve your goal?

SKILL 23) Marketing

- A. **How To Make A Flyer** (BEGINNING) – What should be included, or not, in a good flyer? What are the recommended formats for marketing pieces, and what do you need to consider about how information is arranged to catch people’s attention?
- B. **For The Press** (ADVANCED) – How do you develop an announcement for the local paper to let the public know about your group’s event or project? What do you need to consider if you are developing an informational article for publication or use in your organization’s promotional materials?

UNIT: Networking

SKILL 24) Creating Positive First Impressions

- A. **First Things First** (BEGINNING) – It is said that you only get one chance to make a first impression; what factors help shape the first impression that you make? Are there ways to recover from a bad first impression and handle the follow-up with someone to make sure you’ll have another chance?
- B. **Preparation Counts** (ADVANCED) – Beyond good grooming and a solid handshake, what can you do to prepare in advance to make a great impression? What materials do you need to have ready, or what background research should you have done to be well-prepared for an initial meeting, presentation or interview?

SKILL 25) What And Who You Know

- A. **Mapping Personal Assets** (BEGINNING) – Every person has talents, skills and gifts important to the community; what gifts do you bring as an individual and as a leader? How might they support your leadership? Serving your group, organization or community?
- B. **Who Do You Know?** (BEGINNING) – How can you utilize the people that you know? What does it mean to “network,” and how does this help your effectiveness as a leader?
How to you “schmooze” with purpose to develop an organized list of professional contacts whom you can call upon for support and information when you need it?

DESSERTS MODULE: GROUP SKILLS

Dessert



UNIT: Ground Rules

SKILL 26) Avoiding Stereotypes And Prejudices

- A. **What Is A Stereotype?** (BEGINNING) – Accepting stereotypes and invalid assumptions can make it even more difficult to discuss our differences; what are stereotypes, and how do they affect our interactions and perceptions of others?
- B. **Pride And Prejudice** (ADVANCED) – What are the roots and origins of prejudice? How is it overcome? How can even subtle dimensions of prejudice reduce your effectiveness as a leader and cost you respect?

SKILL 27) Celebrating Diversity/Cultural Awareness

- A. **Everyone Has A Culture** (BEGINNING) – Each individual has a unique history and story; how can we respect and honor each person's individuality? What makes us each unique, and yet what remains the same among all people?
- B. **Cultural Leadership** (ADVANCED) – How do we honor cultural differences, and what is the etiquette to show your respect for these differences?

SKILL 28) Minding Your Manners

- A. **Manners** (BEGINNING) – What are “good manners,” who sets the standards, and who is Emily Post anyway? Good manners are more than saying please and thank you; what else do you need to know?
- B. **Formal Dinner Protocol** (ADVANCED) – What do you need to know if you are attending a professional or formal dinner event? What are all those pieces of silverware for, and how will you know what to do with all of them?

UNIT: Team Building

SKILL 29) Breaking The Ice

- A. **What's In A Name?** (BEGINNING) – Do you know everyone's name? Why are our names important and what does it matter if you get someone's name right?
- B. **Fortune Cookie Icebreaker** (BEGINNING) – This exercise uses quotes to foster discussion among the group about their thoughts and perspectives on leadership

SKILL 30) Identifying Types Of Teams

- A. **Team Types** (BEGINNING) – How do groups of people function together as a team? What kinds of teams are there, and how does the type of team and their purpose impact the way you lead?
- B. **Team Leadership Strategies** (ADVANCED) – A team might be a long-term group or might be together for a specific task; what leadership approaches do you need to know to address various team issues?

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SKILL 31) Becoming A “Team”

- A. **Scavenger Hunt** (BEGINNING) – Groups can get familiar with each other by accomplishing a mission as a team; how can you use a simple human scavenger hunt to get people interacting and working together?
- B. **Flip The Blanket** (BEGINNING) – What happens when a group is challenged to truly work as a team, both physically and mentally?
- C. **Helium Hoop** (ADVANCED) – What does a group need to work out in order to complete a simple task as one cohesive unit?

SKILL 32) Building Trust

- A. **Wind In The Willows** (BEGINNING) – Why is trust important among members of a group? Using a variation of the classic trust fall, this activity challenges participants to trust each other at the most basic level – not to let them fall!
- B. **Minefield** (ADVANCED) – How do you handle trust at the personal, one-on-one level? If one person cannot “see” and their partner must be the lead then through a series of obstacles or hazards, what communication and trust do they have to work out in order to be successful?

UNIT: Engaging and Empowering Others

SKILL 33) Delegating

- A. **What Is Delegation?** (BEGINNING) – Sometimes it can seem easier to simply do a task yourself, but sharing the load can help; how do you enlist your helpers, by issuing orders or making requests?
- B. **Keeping Track** (ADVANCED) – Once you do delegate, how does a leader follow-up and make sure that the job is getting done? What communication and supervisory strategies can help? How do you manage unpaid volunteers? What do you do when others don’t follow through on their assignments?

SKILL 34) Motivating

- A. **A Role For Everyone** (BEGINNING) – Effective leaders find ways to engage the members of their group; what roles or tasks are needed to achieve a particular goal, and how do you match various individuals with the tasks?
- B. **Making Room For Other Leaders** (ADVANCED) – When does a leader need to step back and make room for other leaders to emerge within the group? How do new challenges keep people energized?

SKILL 35) Acknowledging The Team

- A. **Appreciation Matters** (BEGINNING) – What is the right way and the best time to acknowledge a job well done? How can the basic techniques of setting goals and giving praise help people feel appreciated?
- B. **Incentives And Rewards** (ADVANCED) – One of the most common rewards for doing a good job is to get a raise or a promotion; what if you are leading volunteers, or can’t offer more pay to acknowledge an individual? What are other ways to keep people enthused?

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UNIT: Group Decision-Making

SKILL 36) Hosting Meetings And Open Forums

- A. *How To Hold A Meeting*** (BEGINNING) – What are the basic components of a meeting? What considerations will help the meeting be productive and accomplish the goal? What roles can various individuals play to help keep a meeting moving and make sure the follow-up gets addressed?
- B. *Parliamentary Procedure*** (ADVANCED) – What are the standards for running a large, professional or public meeting? What are Roberts Rules of Order, and how do they work?

SKILL 37) Building Consensus

- A. *Honoring All Voices*** (BEGINNING) – What are some ways to make sure that everyone gets to have a say? What if some voices tend to dominate?
- B. *Agreeing To Disagree*** (ADVANCED) – What if circumstances are such that not everyone in the group will agree? Can the discussion still conclude with respect for different perspectives?

UNIT: Conflict Resolution

SKILL 38) Mapping The Conflict

- A. *The Nature Of Conflict*** (BEGINNING) – What are the basic components of a conflict that must be identified first before a conflict can be resolved?
- B. *Coping With Conflict*** (ADVANCED) – How do you cope with conflict in your life? What coping strategies exist to deal with the routine conflicts of daily life?

SKILL 39) Cooperative Power

- A. *Respecting Differences*** (BEGINNING) – How can a leader make sure that each perspective is acknowledged as having value, so that people start the dialogue with a foundation of respect for all views?
- B. *Cooperative Process*** (ADVANCED) – The cooperative process outlines an approach for dealing with difficult people: clarify details, find options, redirect to a positive, and acknowledge legitimate needs and concerns. How can this process be used to resolve emotionally-charged situations?

SKILL 40) Mediation And Negotiation

- A. *Ground Rules For Fighting Fair*** (BEGINNING) – How do you make sure the disagreement stays fair? What does negotiation mean and what are the rules for keeping a disagreement fair?
- B. *Strategies For Win-Win Resolutions*** (ADVANCED) – What are the fundamentals of mediation? What does a win-win outcome mean? If people have opposing views or want different things, how can a mediator bring about a win-win resolution?