
LESSON B

THE ROLES AND RESPONSIBILITIES OF LEADERSHIP

1. Discuss leadership types and individual characteristics of good leaders with students. Have students complete "My Personal Thoughts on Leadership" from the FHA-HERO Chapter Handbook.
2. To demonstrate traits of "natural" leaders have the students participate in activities where they have the opportunity to show natural leadership traits. (See teacher information "Natural Leaders." At the end of the activity show students the "Leadership" transparencies.
3. Read and discuss My Way Sally, by Mindy Bingham and Penelope Coville Pain, from Advocacy Press, P.O. Box 236, Santa Barbara CA. 93102 (805)962-2728.
4. Using the FHA-HERO Chapter Handbook available from Future Homemakers of America Inc., 1910 Association Drive, Reston, Virginia 22091 1991, pages 50-51 as a guide, develop a job description for each officer in your chapter.
5. Discuss techniques that contribute to role/responsibility definitions thus contributing to the organization of the chapter. See teacher information "Delegation, Motivation, Organization" "Delegation, Sampson." Have student leaders take the quiz "How Well Do You Delegate?"
6. Discuss the need for everyone to fulfill their specific role in order for an organization to operate successfully. Read "Whose Job Is It?" and have student participate in the "Sitting Circle" activity. See teacher information "Everyone's Needed."
7. To help students realize the different opportunities available through the FHA-HERO programs have them participate in the following activity. Give each student three different-colored sheets of paper. Using one color, have participants take 30 seconds tear the most round circle they can. Have some one judge the circles and select a winner.

Ask participants to use another sheet of colored paper to tear out a symbol representing what they like most about being involved with FHA or another relevant topic. Have them describe their symbols to the group.

Using the last sheet of paper, have participants work in groups of three to build themselves a home--putting into it whatever they want. At the end have one person from each group tell about the home.

Discuss the three activities. What three types of involvement were demonstrated here? (Competition, individualization and cooperation.) Why is it important to have a balance in a chapters program of work? In leadership roles and responsibilities. (Source: Advisor to Advisor manual, a national publication.)

Types of Leadership

Autocratic Demands the cooperation of others. The leader has full control of the group and makes all the decisions.

Goal oriented, may sometimes seem harsh, accomplishes a lot, works well with people who work better if they are told what to do. May be limited by the leaders abilities.

Democratic Stresses the needs and wishes of individuals. Members are encouraged to participate in decision making by voting.

Members select leader, generally a lot of trust. Accomplish quite a bit, but may get bogged down with discussion of everyone ideas. Has the advantage of everyone knowledge and creativity.

Laissez-faire Members do whatever they want to do. Leadership allows true freedom.

Very little pressure, may be a lot of activity but very little organization resulting in few accomplishments. Allows for a great deal of creativity.

My Personal Thoughts on Leadership

Some think leaders are born. Others believe leaders are made—by their experiences, the skills they acquire, the successes they achieve. Everyone has leadership potential.

My definition of leadership is—

I think the three most important leadership skills are—

1. _____
2. _____
3. _____

The five leaders I admire most are— (Beside each name list two traits you particularly admire.)

- | | |
|----------|--------------|
| 1. _____ | Traits _____ |
| 2. _____ | Traits _____ |
| 3. _____ | Traits _____ |
| 4. _____ | Traits _____ |
| 5. _____ | Traits _____ |

Now answer the following and think about why you chose each name:

Name four chapter members you would choose to organize a parent/member banquet:

Name two members you would call on to head a member recruitment drive:

Name two members you would ask to organize a playday for physically disabled children:

Name the person you would ask to introduce a skit at a senior citizens' party:

Are the names the same? Probably not. Chapter members have varied talents and skills but may be overlooked as potential leaders. Keep in mind that everyone has something unique to contribute. Effective chapter leaders discover abilities in themselves and others.

Chapter Officers

Because no two chapters are alike, you will want to consider chapter and school needs before deciding on your chapter's leadership structure. Chapter size and the scope of activities will determine the number of officers and other chapter leaders needed, as well as their duties.

Being a chapter officer or committee leader is an opportunity to gain experience, serve others, be a team member and help a group reach its goal.

Chapter leaders are responsible for involving all members in chapter decision-making and activities. Specific leadership functions vary as the needs of a chapter change.

Instructions: Use this checklist to rate yourself as a chapter leader. Look again at those traits you didn't check. Those are potential areas for personal growth as a student leader.

Traits of an Effective Chapter Leader

- I work well with both students and adults.
- I help develop leadership qualities in others.
- I communicate well with chapter members and leaders.
- I am a good listener.
- I show appreciation and give recognition as earned.
- I work to instill confidence and pride in the group.
- I show genuine interest and involvement in the chapter's activities.
- I place group interests above self-interests.
- I take pride in the mission of the organization.
- I encourage other students to participate and work toward group goals.
- I accept responsibilities and follow tasks through to completion.
- I make decisions and stand by them.
- I am flexible when change will benefit the group.
- I manage time, energy and resources well.
- I involve everyone when delegating responsibilities, considering individual abilities and interests.

Natural Leaders

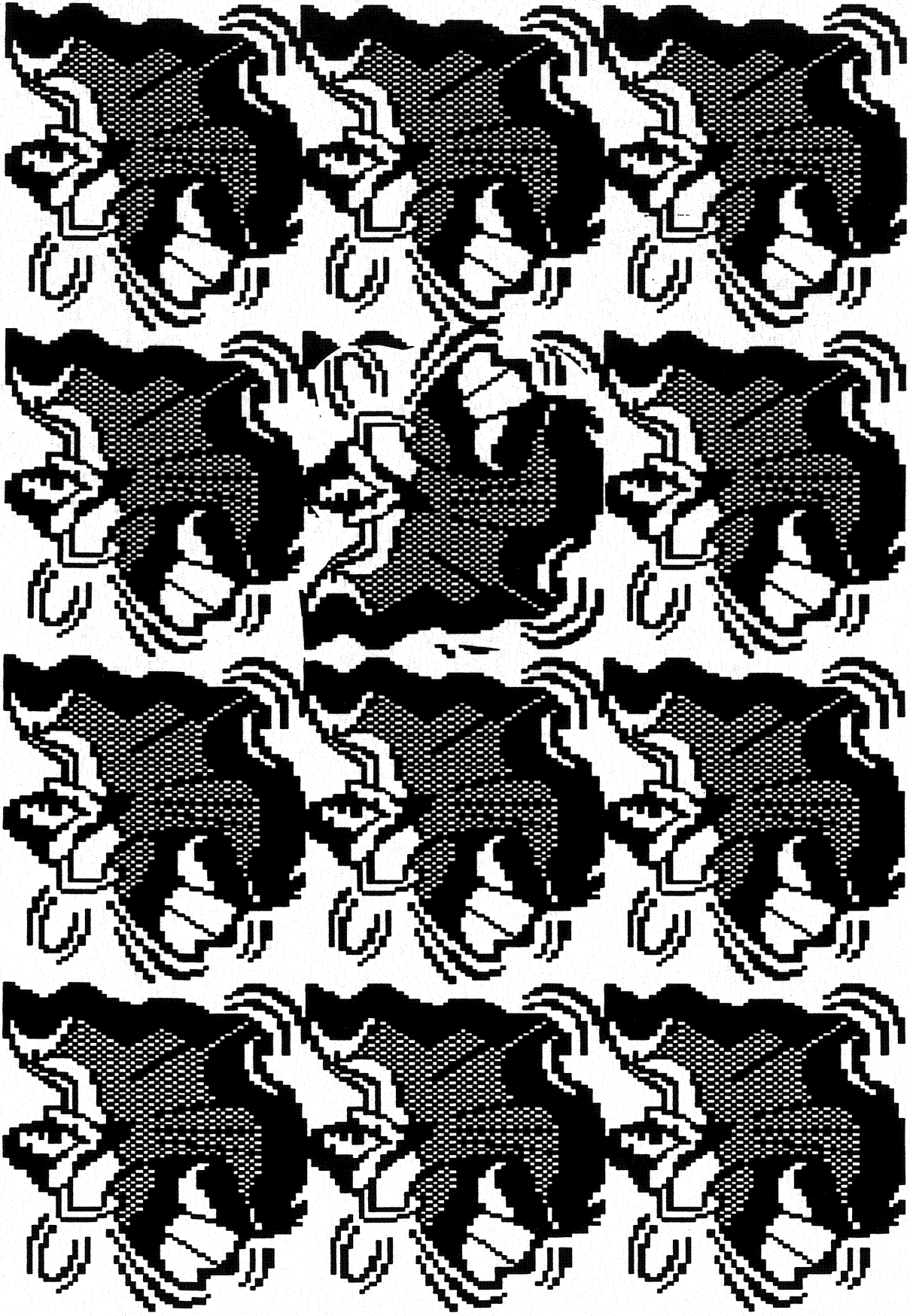
Paper Airplanes

Divide the class into groups of 4-6 students. Give each group several pieces of plain paper. Instruct them to make paper airplanes as a group developing the most aerodynamic design possible in 3-5 minutes. Let them know when they have one minute left. Each group should select the best design and use it in a competition against the other groups.

Have students fly their airplanes. If the class is large you may need to go outside or have several matches to select the winning plane.

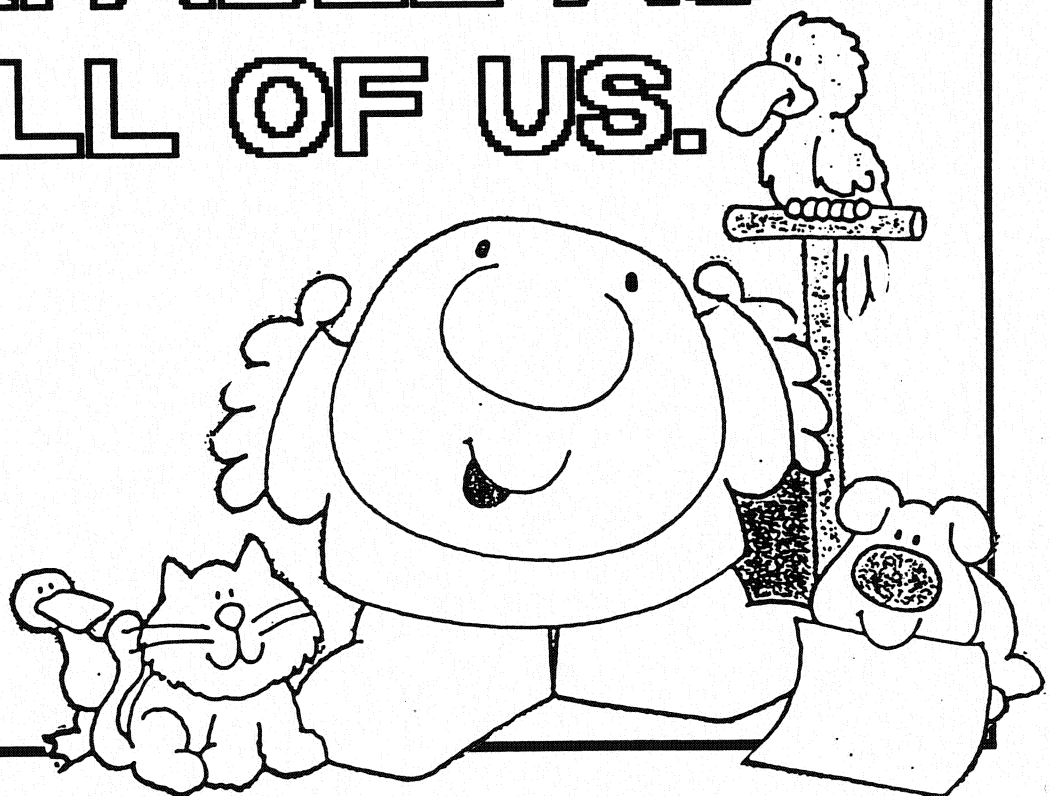
After completing the activity have students analyze the role each member of the group and how each effected the design of the plane. (Someone may have become a paper plane expert in 4th grade, or completed a science project on airplane design) Have the group with the winning plane share the role of each of their members with the class. Were any students natural leaders, did more than one student try to fulfill the same role? How would have designated roles and responsibilities have helped, how might it have hindered?

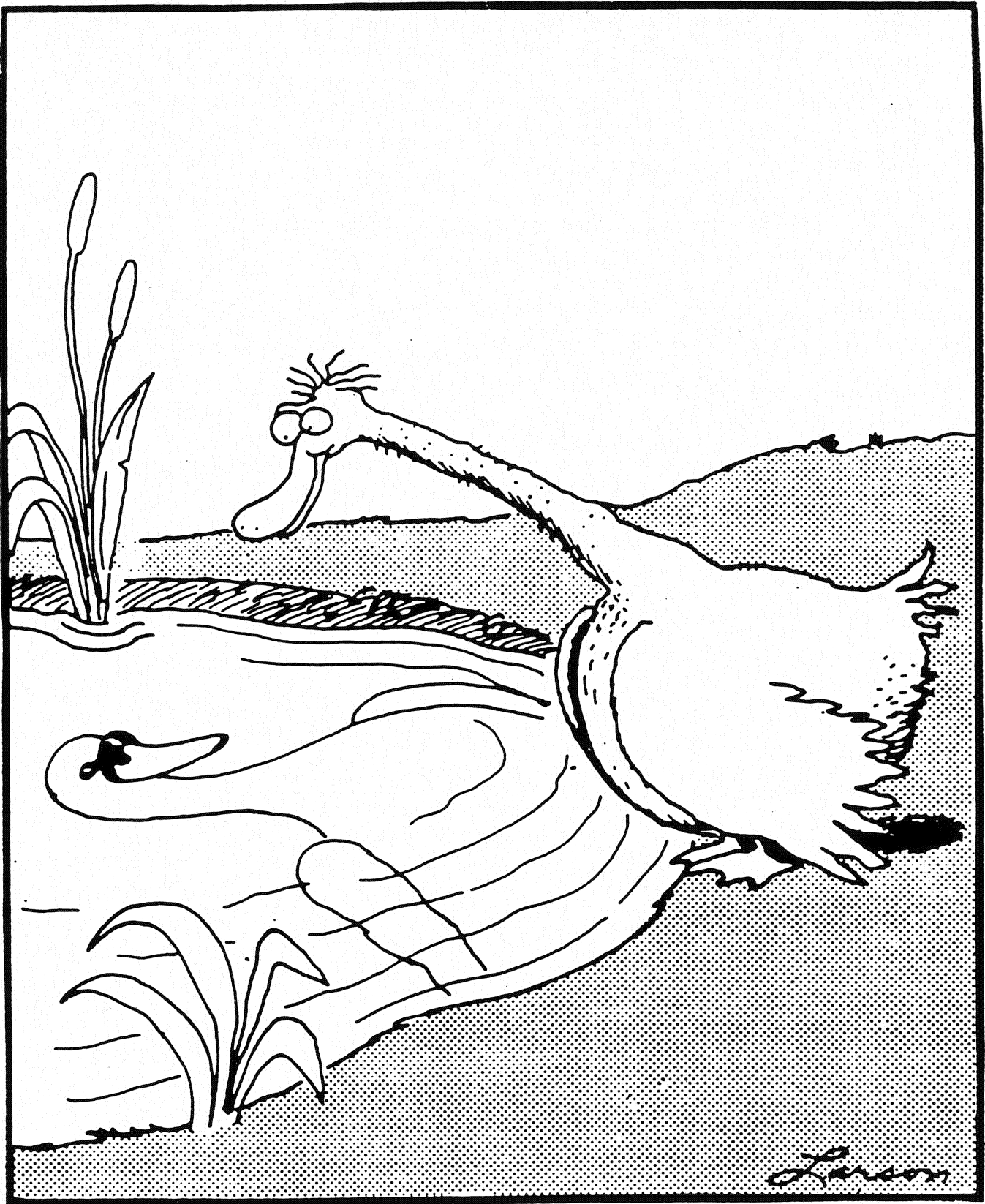
A LEADER SHOULD OCCASIONALLY



STRIKE OUT IN A NEW DIRECTION

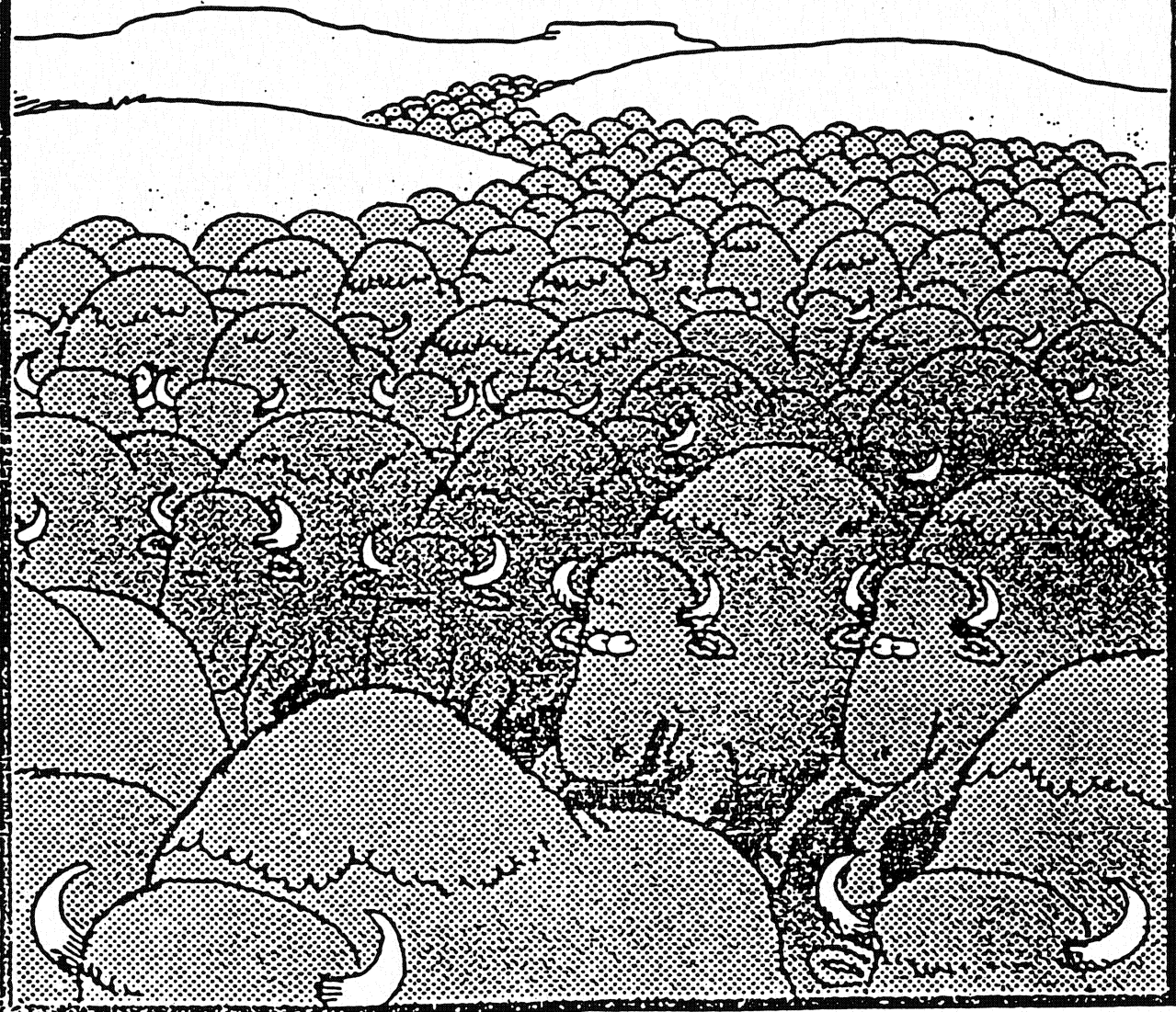
MANY OF US
ARE MORE
CAPABLE THAN
SOME OF US...
BUT NONE OF US
ARE AS
CAPABLE AS
ALL OF US.





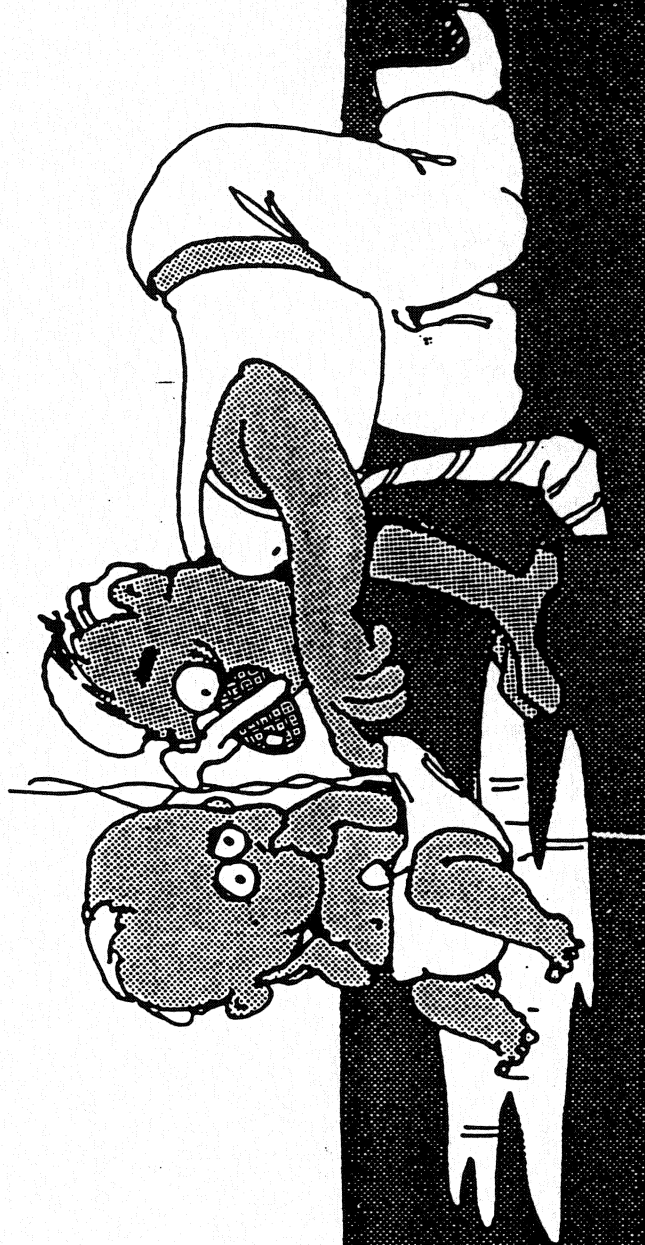
What you think you are...
you are !!

Larson



"As if we all knew where we're going."

Without change,
there can never be improvement



Delegation, Motivation Organization

Delegation has Four Essential Factors

1. Explain the delegation task.
2. Explain the expected results.
3. Give freedom to work out the details.
4. Review the success of the completed task with the subordinate.

Action Steps in Delegation

- | | |
|---|--|
| 1. Determine just what duties should be delegated | • routine tasks which would develop others' skills. |
| 2. Decide which subordinate | • who would welcome and benefit from the challenge, and who had proven potential ability? |
| 3. Assign the task | • explaining its relationship to the total picture in terms of objectives. Check for commitment and understanding of the assignment. |
| 4. Foster independence | • accepting others' detailing and problem solving as long as results are accomplished. |
| 5. Maintain controls | • review results of subordinates' first attempt. Give job related praise if successful. Share responsibility if failures occur initially and discuss objectives again. |

ORGANIZATION

Use agendas and parliamentary procedure. See FHA-HERO Chapter Handbook available from Future Homemakers of America Inc., 1910 Association Drive, Reston, Virginia 22091 1991, pages 57-59.

Calendaring

Develop an overall calendar for the year. Give key dates to the administration etc. Calendar as leaders once a week. Give monthly calendars, newsletters to the general membership to clarify roles and responsibilities.

DELEGATION

Sampson was a beautiful dapple-gray horse with a splendid physique and such height that he seemed to tower above all the other horses. But though large, he was gentle and friendly and everyone was attracted to him.

Sampson was a chain horse and stood daily at the foot of a steep hill waiting for the heavy loads that had to be pulled. Sampson always pulled in front of the other horses. When the lorry with the load would come, he would prick up his ears and stamp his feet eagerly - it meant an opportunity to show his strength.

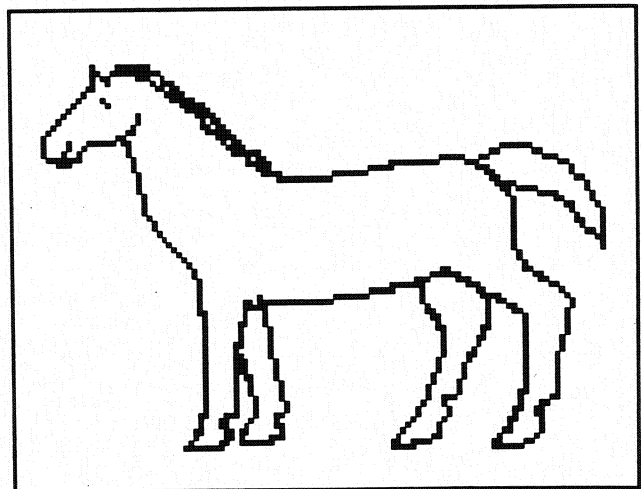
Sampson was an exhibitionist. When his keeper led him to the load and attached his chains, to the shafts, he did not wait for the other horses - he was a Sampson. Head down, knees almost touching the ground, sparks flying from his hooves, he practically pulled the whole weight by himself. He would not allow others to pull their share.

Sampson's keeper was asked why Sampson was not given a rest from his chain horse position, and put back into the shafts like the other horses. He replied that Sampson wouldn't pull when back with the others; he couldn't show off there.

He didn't seem to be able to cooperate; he had to be out in front doing everything by himself.

One day Sampson wasn't standing at the bottom of the hill, but another horse was in his place. Sampson was dead. He had died of overwork. He had pulled too hard alone.

Many leaders are like Sampson, wanting all the work and glory for themselves and refusing to cooperate with others. The power of any good organization is a combined power, and it is wasted by those who try to pull the load alone.



SAMSON

Period _____

Name _____

How Well Do You Delegate

1. Do you habitually take work home?
2. Do you work longer and harder than your subordinates?
3. Are you consistently being asked to make decisions for your subordinates which they could make for themselves?
4. Do you "do" for others what they could do for themselves?
5. How much time do you spend on details?
6. Do you keep close control on everything?
7. Do you believe being always busy justifies your salary?
8. Are you a perfectionist regarding all details even if they are not related to the main objectives of your job?
9. Do you work at details because you enjoy them and/or because you lack confidence in your workers' abilities?
10. Have you ever said, "Delegation takes time. I can't afford that time!"?
11. You can't afford not to delegate.

Everyon's Needed

Whose Job Is It?

This is a story about four people named Everybody, Somebody, Anybody and Nobody.

There was an important job to be done and Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

Sitting Circle

Have students stand in a circle shoulder to shoulder, squeezing in together as tight as they can. Check to make sure the circle is round. Have everyone turn, while still standing in the circle so they are behind the person next to them rather than shoulder to shoulder. Again pull the circle in tight. Check to insure that it is perfectly round. Instruct students to sit down on the persons lap behind them on the count of three.

If anyone falls the entire circle will generally go down with them. It may take two or three times to keep everyone sitting together. Students who do well and want more excitement can try walking together while sitting.

After participating in this activity discuss the importance of everyone participation. If one person falls the entire circle is effected just as they are in an organization.

*This activity is not recommended for students with bad backs or other physical problems. However weight and size is not a problem. The circle works with a 6 ft 200 lb male sitting on a 5'2" 102 lb female.