

THE EFFECTIVE COMMUNITY LEADER

*How to build leaders through
process, content and resources.*

by Dr. Arturo Menefee



ACKNOWLEDGEMENTS

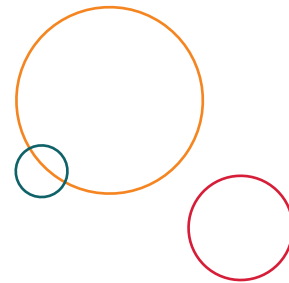
To my family, mentors, friends, The University of Alabama Center for Economic Development, Alabama Community Leadership Network and all that are committed to building leaders and improving communities.

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PREFACE

The development of local leaders is needed for the long-term development, growth and sustainability of a community. Think about the fairy tale story, The Three Little Pigs. In the story, there were three pigs; each pig built a house from different building materials. The first pig built his home out of straw. The second built his place with sticks, and the third built his home with bricks. Then the big bad wolf, the other primary character in the story, was able to blow down the houses made from straw and sticks. He was unsuccessful at knocking down the house made of bricks. This house was built with bricks on a solid foundation. The brick house was able to sustain and will last for the long haul. The purpose of this leadership development curriculum is to help communities build an effective leadership development program that will assist leaders at being effective when addressing community problems for the long-term success and sustainability of that community.

The word “community” is defined differently depending on who is supplying the answer. Some definitions of community are:

- **People** who live within a specific area and who have social ties with each other and with the place where they live.
- A grouping of **people** who live close to one another and are connected by common goals and interests.
- A combination of **people** and systems which are responsible for social functions and activities.

The common theme throughout the aforementioned definitions on the word community is the word “people.” People from various backgrounds make up a community. The people of that community are responsible for the development of that community. Not some, all. Therefore, leadership is the responsibility of everyone within that community. Some believe that leadership is only for a few gifted individuals in the community with a high-profile job or title. That is not the case. Everyone has a role and a part in the development and sustainability of the community.

The Effective Community Leader curriculum (ECL) was written with the approach of equipping all people of a community with essential knowledge and skills to adequately address problems within that community. This curriculum focuses on the process, structure, content and resources needed for an effective community leadership program. ECL provides flexibility to adapt to meet the needs of the local community. Throughout this book are helpful insights, prompts, activities and suggestions to truly engage and build the capacity of each participant.

PART

1

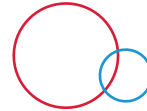


*“The journey
is the reward.”*

—Author Unknown

PART

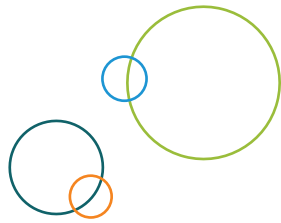
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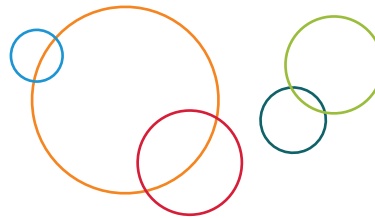
Contents

- Program Overview
- Process
- Appendices





PROGRAM OVERVIEW



PROGRAM OVERVIEW

Effective community leadership is needed for the well-being, sustainability and development of communities throughout the United States. Every community has problems and/or concerns that affect the lives of local residents. To resolve or alleviate these concerns, local citizens must not only become involved, but also must utilize their leadership skills to help the local community achieve its goals. Residents should understand their leadership role within the community and become actively engaged in developing and implementing strategies for the betterment of their community. The mayor, city council members, chamber of commerce president, non-profit executives, hospital administrators, business leaders and other city/county administrators are not the only leaders within a given community. Other leaders such as teachers, janitors, cashiers, construction workers, small business workers, computer technicians and many more all play a vital role in the success of a community. Everyone has the ability to become a better leader and to become actively involved in addressing community concerns. Simply stated, leadership is everyone's responsibility. Therefore, residents should strive to maximize their leadership opportunity and potential in an effort to realize (discover and develop skills), organize (engage others, identify issues and develop a plan) and mobilize (utilize skills and implement the plan) resources for the betterment of the community.

Purpose

The Effective Community Leader (ECL) is a solutions-oriented, participatory-based leadership development curriculum designed to help individuals develop and strengthen their skills, allowing them to take a more active and constructive leadership role within the community. This curriculum will effectively equip leaders with the following:

- Improved leadership knowledge and skills.
- Better understanding of leadership in communities.
- Increased awareness of issues/problems facing the community.
- Increased awareness of local assets.
- Better equipped to work with a diverse population in teams.
- Experiential (hands-on) experience in working with teams and mobilizing assets to find solutions to local problems.
- Strategies for becoming involved in the local community.
- Access to an expanded leadership network and resources.

Benefits

The development of local leaders will yield significant benefits for participants and the entire community. Benefits include:

- Enhanced leadership skills and practices for community residents.
- Greater number of citizens aware and prepared to address local concerns.
- Improved solutions to community concerns.
- Stronger group of local leaders.
- More informed decision-makers.
- Larger and committed volunteer/donor base.
- Increased interest and involvement in community activities.
- Increased teamwork capabilities.
- Better understanding and appreciation of diversity and inclusion.
- Greater sense of confidence and pride in locality.

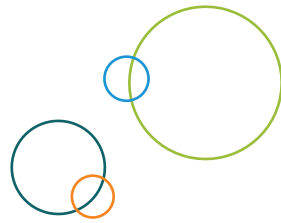
Leadership development is a small investment in local residents that can make all the difference in the success of a community. Leadership is the foundation of any community. Without engaged and effective leaders, it is nearly impossible for a community to reach its full potential.

Summary

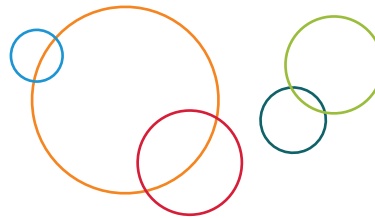
Starting a community leadership program is a meaningful and worthwhile venture. A community leadership program should be a rewarding experience for all parties involved (participants and the community). Therefore, in the development of leaders, one must keep in mind **two basic principles**:

- 1 – The source of a community's strength is its leadership (all local leaders).
- 2 – Community leadership is everyone's responsibility (all local leaders, not just a few).

The most prosperous and well-developed communities feature involved citizens with their unique skills working together to achieve local goals.



THE PROCESS



PROGRAM PROCESS

The development of a community leadership program requires meaningful thought and a significant amount of time, energy, and resources. To that end, the following steps are essential for the successful outcome of an effective leadership program.



Host Agent

Someone or some entity (e.g., local government, cooperative extension office, chamber of commerce, civic group, non-profit, planning commission/district, etc.) must take the lead role in initiating this process to start a community leadership program, based on the interests, needs, support and commitment from the local area. This person or organization will serve as the host agent and will assist in subsequent steps for the creation and implementation of the community leadership program.



Geographical Area

At this stage of the process, it is necessary for the host agent to determine the geographical coverage area for the leadership program. For example, is this leadership development program primarily focused on the city, the county, a region (multiple counties), the state or multiple states? Determining the geographical area is important because the steering committee, participants, sponsors and other stakeholders should be a diverse representation (race, gender, income, etc.) of the selected geographical area.



Steering Committee

The next task is to establish a steering committee. As stated in Step 2, the steering committee should represent the diversity of the local community and/or geographical area. Steering committee members may include anyone from the local community including individuals from businesses, community groups, healthcare facilities, local government, school system, media, religious organizations, neighborhood associations and other local agencies. On average, most steering committees consist of three (3) to nine (9) members. Every member on the steering committee should be actively involved with the development of the entire leadership development program; thus, specific tasks should be assigned to each member. For the community leadership program to be a success, the steering committee must take ownership of the program and remain actively involved throughout the process, step by step.

STEP 4

Mission and Objectives

At this stage in the process, the steering committee should write and approve their mission statement and objectives. A **mission** statement is the broadly defined goal or purpose for the organization. In other words, the mission statement of an organization states the reason for the organization's existence. All members and individuals associated with the community leadership program should understand the mission of the organization. See sample mission statement.

An **objective statement** establishes the criteria needed to help the organization/group accomplish its mission (results). The objectives of the program are the steps needed to accomplish the overall mission (purpose, goal) of the organization/group. Therefore, if the objectives are met, the organization is fulfilling (accomplishing) its mission. Thus, the objectives of the leadership program must be in accordance with the mission of the leadership program. The following are examples of **objectives**:

- To prepare adults for future leadership positions.
- To increase awareness of community issues.
- To develop a network of committed and informed, action-oriented citizens.
- To increase the volunteer/donor base of the local community.
- To establish a mentoring network for the community.

Note: If having difficulties deciding on the mission and objectives of the community leadership program, it is recommended to seek professional assistance from a trained facilitator.

Mission Statement, EXAMPLE

"The mission of the ABC Community Leadership Program is to create and implement a leadership program that will enhance the leadership capacity of local residents for community and economic development."

STEP 5

Program Director/Leader

This step involves selecting the director for the community leadership program. The primary responsibility of the program director is to serve as the main coordinator (schedule, training locations, speakers, etc.) of the program, working with the steering committee and other stakeholders for the successful development and implementation of the leadership program. The program director may or may not be from the initiating agency (host agent) identified in Step 1 of this process. A member on the steering committee or any community member with the necessary skills can serve as the program director. The director should be someone that is good with planning events, has time management and basic budgeting skills, as well as someone that is comfortable working with diverse populations. This could be a paid or volunteer staff position dependent upon the time, resources and effort required.

STEP 6

Curriculum

The selection of the curriculum for the community leadership program is essential for the development of participants. For this step, the program staff should select and familiarize themselves with the selected curriculum. A leadership development curriculum, as presented in this book, provides structured capacity building activities and issue-awareness instructional exercises that prepares participants to address concerns in the community. The program director and staff are responsible for ensuring the successful implementation of the program curriculum.

STEP 7

Budget

A budget is an estimate, typically itemized, of expected income and expenses for a given program or project. As a management tool, the program director/staff will need to create a budget for the upcoming leadership development program. When creating the leadership program budget, committee members should include income such as sponsorships, donations, and tuition, as well as expenses such as curriculum, materials, supplies, marketing, etc. (See Appendix 1.1.)

STEP 8

Application and Selection Process

Determining the application process and selection criteria for the participants occurs at this stage of the process. To select individuals on the same principles, the selection criteria or requirements must be established before participants are selected. The following is a list of suggested criteria considerations:

- Interest in leadership opportunities.
- Leadership and/or volunteer experience.
- Leadership qualities.
- Interest in addressing community issues.
- Experience working with diverse populations.
- Willingness to become a mentor.
- Time and commitment to complete the entire program.
- Financial requirements (ability to pay for tuition or other costs associated with the leadership program).

Once the requirements are set for the selection of participants, the committee must establish the application process. Generally, the normal application process is as follows:

1. Someone from within the local community nominates an individual to participate in the community leadership program. Also, please note that a person may nominate himself/herself.
2. Individuals that are nominated must then complete and submit an application form (including basic information and responses to the selection criteria questions developed by program director/staff).
3. Applications are reviewed by the steering committee and participants are selected.
4. Individuals are notified of acceptance or non-acceptance.

(Please refer to appendix 1.2.)

CONFIDENTIAL			
LEADERSHIP COUNTY			
<small>Instructions: Please complete each section fully. Type or print in black ink.</small>			
Sign and return by _____ to		Leadership County P.O. Box 1234 Somewhere, USA 11111 Phone: 111-111-1111 Email: Leadership@countyprograms.com	
Tuition: Tuition for each participant is \$ _____. Once selected, payment is due by _____ unless other arrangements are agreed upon.			
Tuition will be paid by: _____ Employer _____ Participant			
Will you need financial assistance to participate in the program? _____			
Personal			
Name: Last		First	Middle Preferred Name
Date of Birth	Gender	Race	Years in Community
Home Address: Street Number		City	Zip Code
Home Telephone		Business Telephone	Email
Have you participated in another state or community leadership program? If so, where and when?			

Marketing

Once the geographical area, budget and selection process are all set, then marketing items are needed to build community support and to generate local interest. The best method for disseminating information about the leadership development program is to develop a marketing campaign. Some recommended marketing strategies are as follows:

- **Brochure** – Create a brochure describing the content of the leadership program.
- **Website** – Develop a website (or hire a web designer to create a website) promoting the community leadership program.
- **Social Media** – Establish a presence on social media (Facebook, Instagram, Twitter, LinkedIn, etc.) to promote the program.
- **Local Presentations** – Program staff and steering committee members can meet with local groups (civic clubs, non-profits, churches, businesses, public community boards, etc.) to inform them of the leadership program.
- **News Article/Newsletter** – An article describing the community leadership program can appear in the local newspaper or a newsletter that reaches the broader community.
- **Radio/TV** – Program staff can contact local television and radio shows to inquire about the possibility of appearing on local radio/TV to inform viewers and listeners about the program.
- **Other Media Outlets/Events** – Print media can be handed out at large public events such as a festival, musical, sporting event, etc. to provide information regarding the local leadership program. Also, to reach underrepresented populations, reach out to faith-based entities, youth programs, public housing residents and agencies that provide services to a variety of groups in the local area.

STEP 10

Solicit & Select Participants

Once information has been disseminated in the community via a marketing campaign (Step 9), interested individuals must submit an application for entry into the program. After the applications are collected, the steering committee, along with the program director/staff, must convene a meeting and select the participants for the leadership program. Please note that all activities regarding the application and selection process should follow a stringent timeline (e.g., applications are due by X date, participants will be notified by X date, etc.). Individuals that are selected for the program should receive an acceptance letter and individuals that are not accepted should receive a non-acceptance letter.

STEP 11

Facilitation

The purpose of the program staff is to oversee and manage the training process of the leadership development program, adhering to the guidelines determined by the steering committee (e.g., curriculum, location, schedule, budget, etc.). Please note that guest speakers can be selected from the community to visit specific sessions to educate the class on a community concern or to teach a specific skill (grant writing, planning, etc.).

STEP 12

Graduation, Evaluation & Dissemination

The graduation ceremony is the last session of the leadership development program. This is a great opportunity for program graduates and program staff to intermingle with local stakeholders such as government, business and community leaders. Program staff should encourage these local leaders to attend the graduation, as this will build relationships within the area.

At the ceremony, program graduates will be presented with a certificate (Appendix 1.3) for their successful completion of the leadership program. Graduates should assist in the planning of this event and be a part of the program itself. This will allow the current graduates to speak directly to the audience stating how they intend to utilize their leadership skills within the community. Also, if the program graduates are proposing or have completed a community project, that information should be presented at this ceremony.

Evaluation is extremely important to the overall success of the program. It is necessary to get feedback from the participants of the leadership program. All program participants will receive an evaluation (Appendix 1.4) form to be completed at the graduation ceremony, rating their sentiments about every aspect of the leadership program (speakers, location, materials, etc.). This information is useful for the steering committee and program staff in developing next year's program.

Distributing information is also a necessary element of the community leadership program. Information celebrating the leadership program graduates should be circulated in the following formats:

- Local newspaper
- Agency newsletters
- Website (city, county, and/or organizational)
- Letter to stakeholders (governmental, business, and community entities)
- Social Media

This is a great way to increase the visibility of program graduates and to raise awareness about the significance of the leadership development program in the community.

CONTINUATION OF LEADERSHIP DEVELOPMENT

The best way to continue developing leaders and improving the local community is to establish a **leadership alumni association**. The program staff (program director, steering committee, and program volunteers) of the community leadership program should take the lead role for establishing this association. This association will consist of graduates from the community leadership program. Similar to the community leadership program, the leadership alumni association should begin with a steering committee. The steering committee should consist of program staff and graduates (five to eight members) from the community leadership program.

Every year, the steering committee of the alumni association should establish a plan for the alumni association that fulfills the following three (3) goals:

1. There should be some type of training session/workshop for the alumni members to continuously build and refresh their leadership skills. This training can occur as a one-day workshop or a series of workshops, dependent upon the desires of the alumni association members.
2. There should be ample opportunities for alumni members to be actively involved within the local community (e.g., community projects, assisting with community programs, volunteering for non-profit agencies, etc.).
3. The alumni association should meet at least quarterly to discuss problems or concerns and to devise potential strategies for resolving those problems.

In some communities, leadership alumni programs falter because the members simply have few responsibilities or become inactive within the local community. The following can help to keep alumni members actively involved:

Evaluation Advisory Board

Improvements for the community leadership and alumni programs are extremely important to the leadership development of the local area. Alumni members can assist in the evaluation of the programs and make recommendations to strengthen and enhance the programs.

Program Staff and Training Development

Alumni members can serve as moderators, facilitators or speakers in the current community leadership classes. In fact, recruiting facilitators and speakers for the leadership program is a big part of the program staff's job. This is an important job because the speakers and facilitators play a major role in the implementation of the program. Members of the alumni association can be a terrific option for assisting with training development.

Youth Program

Alumni members can serve as moderators, facilitators or speakers in the local youth leadership program. If there is not a youth leadership program, alumni members can provide leadership to start a youth leadership program.

Mentor

Mentorship is greatly needed in community leadership development. Alumni members can serve as a mentor to both youth and adults in the local area.

Ambassador

Alumni members can take on the role of community leadership ambassador, speaking to individuals and groups about the importance of leadership and promoting the efforts of the local leadership infrastructure (e.g., community, youth, and alumni leadership programs).

Program Development

Alumni members can develop activities/exercises to strengthen the curriculum of the leadership development program.

Graduation

The alumni association can assist and participate in the graduation ceremony for the current community leadership program. This provides an excellent opportunity for alumni members to remain actively involved with the community leadership program and to meet future members of the alumni association. This type of networking among leaders is important in building a community with strong, connected leaders.

Community Project Staff

All communities have problems and concerns that require special attention. Members of the leadership alumni association can take an active role in leading or participating in a local community project to address a pressing concern.

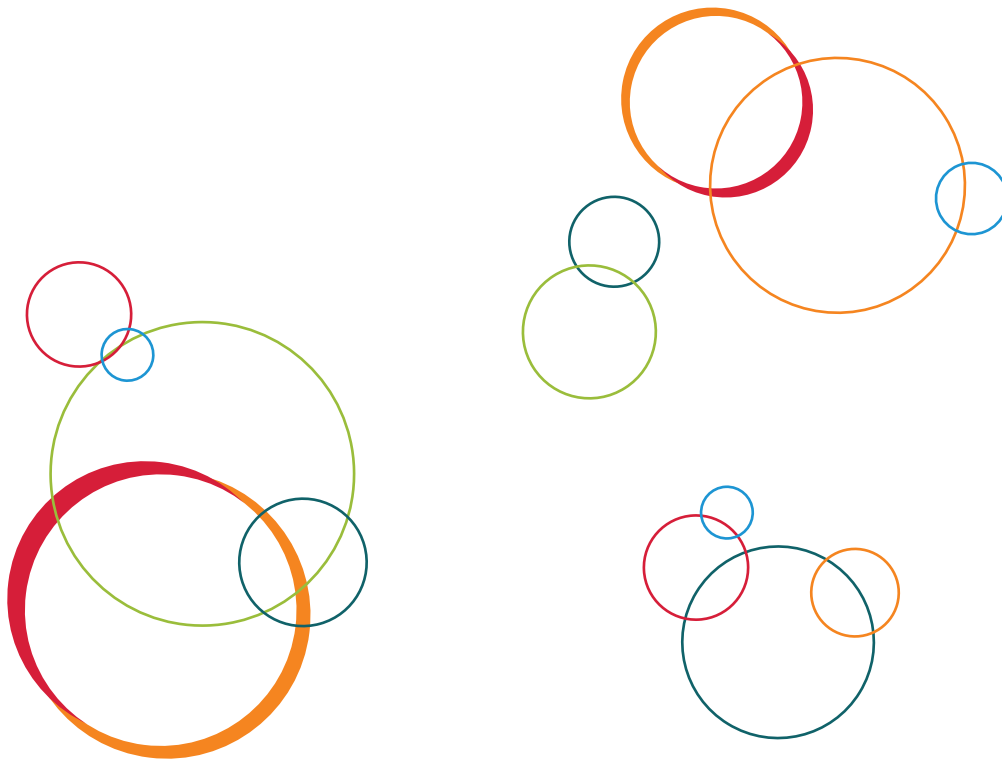
Membership Recruitment

The alumni group can develop a marketing campaign to recruit potential participants for the community leadership program and the leadership alumni association.

Sponsorship

Funding is a key element for the success of any program or project. Alumni members can seek and solicit donations and sponsorship opportunities from local residents, community groups, and business entities. Fundraising is not only important to the financial security of the community leadership program; it is also a way to publicize the program and to network with community leaders and business people.

Individuals that participate in the community leadership and alumni programs must remain actively engaged by addressing community challenges. The overall success and development of the community is heavily dependent upon the leaders of that community. The most successful communities are those with committed, well-informed and active citizens.



QUICK VIEW OF THE PROCESS

**STEP
1**

(Host Agent) – Someone or some entity must take the lead role in initiating this process.

**STEP
2**

(Geographical Area) – Determine the geographical coverage area.

**STEP
3**

(Steering Committee) – Create a steering committee.

**STEP
4**

(Mission & Objectives) – Establish the mission and objectives of the program.

**STEP
5**

(Program Director) – Select a program director.

**STEP
6**

(Curriculum) – Select a curriculum.

**STEP
7**

(Budget) – Determine the budget.

**STEP
8**

(Application/Selection) – Determine the application and selection process.

**STEP
9**

(Marketing) – Develop strategies for disseminating information.

**STEP
10**

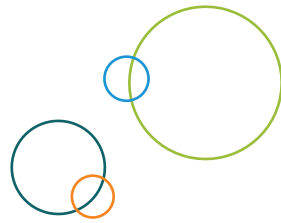
(Solicit & Select) – Solicit and select participants.

**STEP
11**

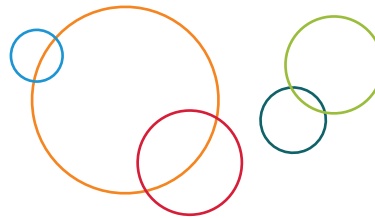
(Facilitation) – Oversee and manage the program.

**STEP
12**

(Graduation) – Facilitate graduation ceremony for participants.



APPENDICES



Appendix 1.1

Sample Budget Form

Income	
Contributions	\$5000
Registration Fees	\$2000
Grant	\$2000
	\$9,000
Expenses	
Meeting Room Rentals	\$2000
Training Materials	\$2500
Speakers	\$1000
Travel for Speakers	\$500
Field Trip/Bus Rental	\$3000
	\$9,000

Appendix 1.2

Sample Application

CONFIDENTIAL

LEADERSHIP COUNTY

Instructions: Please complete each section fully. Type or print in black ink.

Sign and return by _____ to:

Leadership County

P. O. Box 1234

Somewhere, USA 11111

Phone: 111-111-1111

Email: Leadership@countyprograms.com

Tuition: Tuition for each participant is \$_____. Once selected, payment is due by _____ unless other arrangements are agreed upon.

Tuition will be paid by: _____ Employer _____ Participant

Will you need financial assistance to participate in the program? _____

Personal

Name: Last First Middle Preferred Name

Date of Birth Gender Race Years in Community

Home Address: Street Number City Zip Code

Home Telephone Business Telephone Email

Have you participated in another state or community leadership program? If so, where and when?

Employment

Present Employer

Type of Organization

Business Address

Phone

Email

Title

Length of Employment

Describe your responsibilities: _____

Education

High School: _____ City: _____ Degree/Year: _____

College: _____ City: _____ Degree/Year: _____

College: _____ City: _____ Degree/Year: _____

Other: _____ City: _____ Degree/Year: _____

Community Involvement

Please list in order of importance to you, present and past community, civic, religious, political, social or other activities in which you have participated.

What do you feel are the three most significant problems facing this County today?

General Information

Why do you want to be a member of this Leadership County class?

What do you expect to gain from Leadership County?

What do you expect to contribute to this County in the future?

Attendance Commitment

To graduate from Leadership County, I understand and agree to attend the mandatory two-day retreat and each of the eight full-day class sessions during the months of January through September. Even though emergencies do arise, any participant missing more than two class sessions, for whatever reason, may be asked to withdraw from the program without any portion of a tuition refund. I understand the purpose of the Leadership County program and the importance of attending all sessions. My signature on this application signifies my agreement to devote the time and resources necessary to complete this program.

Applicant Signature _____

Date _____

Appendix 1.3

Sample Certificate

Leadership County

Somewhere, USA

*In recognition of your example of outstanding performance,
Leadership County hereby confers upon,*

Name

*This Award with the confidence and expectation that you will continue your endeavor to improve the lives of
citizens in our community by continuing your leadership role in meeting the challenges of the future.*

*Dated this **seventh** day of **May**, 2021*

Logo

Board Chairperson

Program Director

Appendix 1.4

Sample Evaluation Form

Evaluation

Directions: Please take a few minutes to complete this survey. Circle the appropriate rating (number) from excellent (5) to poor (1) on the right side of each statement.

Ratings	Excellent	Good	Average	Fair	Poor
Topic(s)	5	4	3	2	1
Content	5	4	3	2	1
Objectives Met	5	4	3	2	1
Activities	5	4	3	2	1
Speaker(s)	5	4	3	2	1
Facilities	5	4	3	2	1
Overall Program	5	4	3	2	1

Comments: _____

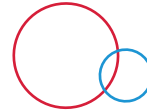
PART 2



*“Education is not
preparation for life;
education is life itself.”*

—John Dewey

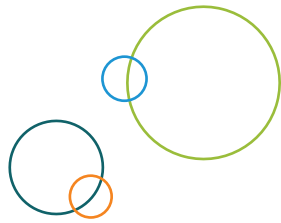
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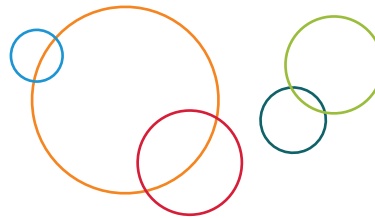
Contents

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CURRICULUM OVERVIEW



CURRICULUM OVERVIEW

The instructional activities and exercises in this curriculum encourage learning in large groups, small groups, with partners and independently. All instructional activities were developed with the novice leader-participant in mind, allowing for personal reflection, collaboration with established community leaders and hands-on opportunities in areas of interest.

This curriculum and instruction are built on the core concepts and best practices associated with leadership development. Instruction is designed to prepare community residents to take part in community development and action planning, providing them with the necessary skills and strategies to be engaged and effective leaders.

Underpinning all instruction in this participatory-based curriculum is the concept that novice leaders learn via participation. Participation from all members of the leadership class is the key to successful experiences that truly help to shape and build the capacity of each participant. This curriculum allows participants to observe leadership in action and then transition into a leadership role to practice and develop their skills. The success of this curriculum is a seamless transition from observer to leader. Class members are not explicitly taught skills and then told to implement them. Rather, they watch, learn and apply. This is a central component of the program because it enables participants to assume leadership roles within the safety of a classroom environment without “thinking too much” about the fact they are leading. By the time class participants move to leadership roles outside of the classroom, they have already experienced success as leaders.

This curriculum prepares to develop and hone the following key leadership skills:

- Planning
- Decision making
- Public speaking
- Strategy development
- Interpersonal communication
- Time management
- Meeting management and group facilitation
- Community organizing
- Team development and coalition building
- Networking
- Community research
- Resource development

Relatively small classes (twelve to twenty participants) allow for thorough participation from all members. The program is flexible to accommodate larger and smaller groups. Regardless of the overall class size, small groups of four to six individuals for group activities are most practical for encouraging participation and for allowing participants to practice their collaboration and negotiation skills.

Curriculum Modules

This curriculum is structured around nine core modules. Module 1 includes instructional activities and exercises for two days (this is the opening session and retreat) and modules 2 through 9 include activities and exercises for one day each. The nine modules can take place over the course of nine months (one module per month), 4.5 months (two modules per month), nine weeks (one module per week) or a desired schedule the program staff feels is necessary for the benefit of class participants. The curriculum is designed to allow for flexibility in implementation; program staff is encouraged to choose a schedule that works best for the specific group of participants.

Each module includes opportunities for program participants to interact with their peers, present to the group or learn from a researcher, community leader or expert in the field of leadership development. Activities and exercises in each module are designed to build program participants' knowledge about leadership and community development.

Modules

1. Opening Session: Retreat – Individual and Team Development
2. Government: Public Safety and Community Services
3. Economic Development
4. Education and Workforce Development
5. Healthcare and Wellness
6. Community Tour and Project Development
7. Self-Leadership: Individual Outreach and Community Project
8. Project Discussion, Implementation and Graduation Preparation
9. Graduation Ceremony

Instructional Design

Program staff and facilitators are encouraged to keep this training manual near while leading each module. Some activities include prompts or questions to encourage discussion among program participants; facilitators can refer to the prompts during instruction.

Flexible Instruction

The instruction in each module is designed to help facilitators to structure the day's program and instructional activities. The design is adaptable, allowing program staff to eliminate activities or add activities as appropriate to their group of participants. Some participants may benefit from more partner exercises or independent work; others may benefit from more practice in presenting to a group or leading a discussion. Program staff and facilitators are encouraged to adapt the program curriculum as needed, either in advance planning or during the course of the day.

Instructional Materials

Facilitators should be prepared to have available the following instructional materials for each module:

- Agenda
- Flipchart
- Markers
- Computer
- LCD Projector

For quick reference, each module includes a list of instructional materials specific to the activities in that module.

Estimate Time Frame

Again, for a quick reference, an estimated time is included for each activity or exercise. Facilitators are encouraged to refer to the estimated times as they plan and prepare for each module.

Appendices

The appendices for this curriculum consist of worksheets, activities and resources. Please note that some appendices are specific to an activity in only one module, while others can and should be used with multiple activities. Some appendices include detailed directions for specific instructional exercises, while others are merely examples of distributable documents. The appendices for this curriculum can be found online at: <https://www.uaced.ua.edu/leadership-curriculum.html>



To use QR Code open camera app on smart phone or tablet, position phone so the QR code appears in digital viewfinder. Launch the code and you will be directed to website above.

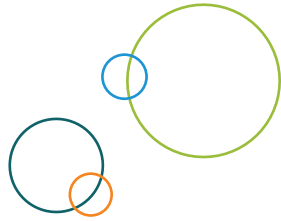
Pre-Course Planning and Requirements

Pre-Course Planning for Program Staff and Facilitators

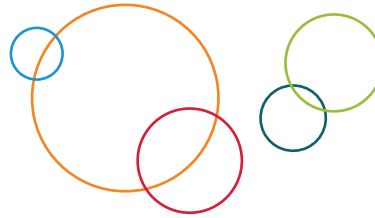
Facilitators and program staff will have to set aside time in advance to plan and prepare for each module. Some modules require the facilitator to invite a guest speaker – something that will need to be organized prior to the day of instruction. Other modules include reviewing and discussing a book or article about leadership. Facilitators are encouraged to read this guide in its entirety prior to beginning any planning or preparation. A knowledge and understanding of the overall program will help facilitators determine which components to add to and which to eliminate. Likewise, when facilitators are ready to begin planning, the bulleted lists of instructional materials, time frame, appendices, resource lists and so forth will help the organization of each module.

Pre-Course Requirements for Participants

Program participants will also need ample time prior to the program start date to complete their requirements. Facilitators should refer to the following section to determine steps that need to be taken in order to prepare participants for pre-course and course requirements.



COURSE REQUIREMENTS



PRE-COURSE REQUIREMENTS

The work begins long before the actual program starts. This curriculum is designed to build the leadership capacity of program participants, improve their skills in a team setting, raise their awareness of pressing communal issues, and offer them actionable solutions (tools) to address concerns for the betterment of the community. This program requires participants to be committed and to work diligently to accomplish the goals of this curriculum and more importantly, to have a positive impact on the local community.

Pre-course requirements for participants are as follows:

Read a Leadership Book

Participants are required to read a selected leadership book prior to the opening session of the program. The book, selected by the program director and steering committee, should not be a school textbook. The book should be a quick read and easy to understand – a book that is both informative and relevant. A wide selection of books on leadership can be found online through search engines such as www.google.com or through specific book sellers such as www.amazon.com, www.barnesandnoble.com or www.booksamillion.com.

The following books are recommended for this exercise:

- *On Becoming a Leader* by Warren Bennis
- *The 21 Irrefutable Laws of Leadership* by John C. Maxwell
- *The World's Most Powerful Leadership Principle* by James C. Hunter
- *The Leadership Challenge* by James Kouzes and Barry Posner
- *Principle-Centered Leadership* by Stephen R. Covey
- *Leadership is an Art* by Max Dupree
- *Servant Leadership* by Robert Greenleaf, Larry Spears, and Stephen Covey
- *Uncommon* by Tony Dungy and Nathan Whitaker
- *Developing the Leader Within You* by John C. Maxwell
- *You Don't Need a Title to be a Leader* by Mark Sanborn
- *Strengths Based Leadership* by Tom Rath and Barry Conchie
- *Enjoying Excellence* by Earl Suttle and John Hubbard

Keep in mind that the participants will need ample time to purchase and to read the book prior to the beginning of the leadership development program. Therefore, once candidates are selected, they should be notified immediately with the program requirements and instructions.

Facilitators can also choose to have participants read an article on leadership or just one chapter from the selected book. Additionally, facilitators may decide to purchase the book for participants

and include the cost of the book as part of the program's tuition. Again, instruction for this program can be modified to best fit the specific community and program participants. Another option is to have participants read one chapter in preparation for each module; time can be set aside during each module to discuss the chapter's content.

Research Local History

In addition to reading the selected leadership book, participants are required to research the history of the local community (city, county, or region) prior to the opening session of the leadership development program. Individuals can conduct their research on the internet or at a local library or a university library. Participants can speak with residents, review old city or county reports (strategic or comprehensive plans), search news articles and other documents to gain knowledge of the community's history. Again, keep in mind that individuals will need ample time to research and review the history of the local community. Therefore, once candidates are selected, they should be notified immediately with the program requirements and instructions.

Photo

Participants are required to take a photo of something in the community. The photo could be a place (building, organization, etc.), a person, a neighborhood or anything within the community. Participants will present this photo to the class of the leadership development program during the opening retreat. Each participant will describe the picture and tell the class the significance of the picture.

COURSE REQUIREMENTS

Active Participation

Individuals are required to be prepared for each module and to participate and complete the activities associated with the program, including an individual outreach project and a class project. A core belief of this curriculum is that individuals learn by doing. Therefore, active participation is necessary. This is a participatory-based curriculum that is designed to help individuals develop skills and to take a constructive leadership role within the community.

Attend City Council, County Commission or Planning Commission Meeting

During the course of the program, participants are required to attend a city council, county commission or planning commission meeting. Individuals are asked to write a brief report (one or two paragraphs) describing their observations and sentiments regarding the meeting. This is a great method to get individuals involved and informed on local issues, as well as becoming familiar with community stakeholders.

Attend School Board Meeting

Education is extremely vital to the success of any community. During the course of the program, participants are required to attend a school board meeting. Individuals are asked to write a brief

report (one or two paragraphs) describing their observations and sentiments regarding the meeting. This is an excellent way to get individuals involved in local education efforts and informed about pressing issues surrounding schools.

Note: The program director or program staff should contact the local government and school agencies for a detailed listing of the meetings (dates, times, locations, etc.) associated with city council, county commission, planning commission and the school board. Once candidates are selected, the meeting dates and times should be included in the written program requirements. Early notice will allow individuals the opportunity to adjust their schedules accordingly to fulfill these requirements.

Leadership development program participants should be prepared to share their reports from the various meetings (city council, county commission, planning commission and school board) with the entire group at the beginning of module 6 (See module 6).

PRE-COURSE AND COURSE REQUIREMENTS

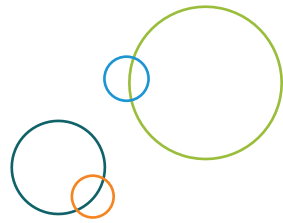
Quick View

Pre-Course Requirements

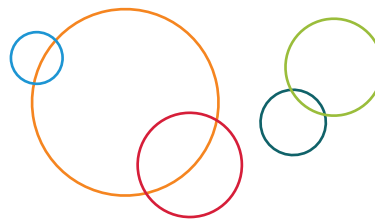
- **Read a Leadership Book**
Participants are required to read the selected leadership book or article.
- **Research Local History**
Participants are required to research the history of the local community (city, county or region).
- **Take a photo**
Take a photo from within the community.

Course Requirements

- **Active Participation**
Individuals are required to complete the modules and activities associated with this program.
- **Attend a City Council, County Commission or Planning Commission Meeting**
During the program, participants are required to attend a city council, county commission or planning commission meeting.
- **Attend a School Board Meeting**
During the program, participants are required to attend a school board meeting.



CURRICULUM GUIDELINES



A circular logo with a green border. Inside the circle, the word "MODULE" is written in blue capital letters above a large blue number "1".

DAY 1

OPENING SESSION: RETREAT INDIVIDUAL AND TEAM DEVELOPMENT

Instructional Materials

- Leadership Journal (spiral notebook)
- Module Worksheets



Welcome and Program Overview

Distribute the necessary training handouts to participants. Begin the program by congratulating the participants on their acceptance into the leadership class and give a brief overview of the entire leadership development program (requirements, training materials, schedule, curriculum, speakers, etc.). Tell participants they can use their journal to record information and to complete individual exercises during the course of the program. Tell participants they will be completing an evaluation form at the end of each training session. Explain that evaluations help the program staff with the development of the program for upcoming years.



Interview Exercise

(20 Minutes – Interviews; 40 Minutes – Introductions)

Tell participants they will be interviewing a class member and then introducing that member to the entire class. Display a copy of the interview worksheet and distribute one to every participant (Appendix 2.1). Separate participants into pairs and let them know they will have 20 minutes for the interviews.

After 20 minutes, reconvene as a class and invite a participant to begin the introductions. Ask the individuals making the introduction to stand. Allow 40 minutes (depending on class size) for introductions. Also, during the introductions of the participants, the facilitator should be sure to record the **leadership expectations** (question 10 on interview worksheet) of each individual on a flip chart. After introductions, review the list and ask the class for feedback. Keep this list visible throughout the meeting.



Values Assessment

(15 Minutes Activity; 15 Minutes of Discussion)

Distribute a pack of value cards to each participant (Appendix 2.2). Explain to participants that values are important and a core part of each individual. Values guide a leader's decision making and helps to define the leader's priorities. Tell participants to place each card in one of the following categories:

1. Extremely Important
2. Important
3. Not as Important

Ask them to write down the number of cards in each category. Allow approximately five minutes for this first activity.

Ask for the total number of cards in their "Extremely Important" category.

Next, ask participants to put away the cards in the "Important" and "Not as Important" categories. Inform class members that they can only have 10 cards in the "Extremely Important" category. Allow five minutes for this second activity. Finally, ask participants to select only 5 cards for the "Extremely Important" category. Allow 5 minutes for this third activity. The final 5 cards represent the values of that individual. Ask participants to share their values with the class.

**Value cards
will need to be
acquired in advance
of module 1.
See Appendix 2.2 for
instructions.**



Break



"Leadership is..." Activity

Ask participants to complete this sentence:

Leadership is....

Record their responses on a flipchart.

Next, ask participants to think of someone who they consider to be a leader and to think of three leadership characteristics to best describe that person. Then, ask individual participants to name the leader, state why the person is a leader and identify the person's three leadership characteristics.

Record the three leadership characteristics on a flipchart as each participant speaks. Allow 30 minutes for this activity; keep the participants moving quickly so all participants have an opportunity to share with the class. Explain to participants that learning opportunities are present. Gaining leadership knowledge from others such as mentors, colleagues and friends is a common and effective way to improve one's leadership capabilities.



Basics of Leadership

This portion of the class will have been arranged prior to class time. An invited speaker will present the basics of leadership to the group. The person conducting this presentation should be knowledgeable of leadership qualities and concepts. Ideally, this person will be engaging, motivational and entertaining. The presenter should provide clear examples to the participants of the qualities and characteristics associated with effective leadership.



Break



Leadership Book Discussion

Lead a discussion on the required leadership book for this program, prompting participants with questions such as the following:

- How would you summarize this book? What are the main points?
- What did you like about the book? What didn't you like about the book?
- What key concepts about leadership did you learn?
- How can you use these concepts or approaches in your professional and personal life?

Record participants' comments on a flipchart.



Community Development Process

This portion of the class will have been arranged prior to class time. An invited speaker will present information on the community development process to the group and stress the importance of

effective leadership in the community. The person conducting this presentation should be knowledgeable of community development theory and practices.

Ideally, this person will be engaging, motivational and entertaining. The presenter should provide clear examples to participants on the community development process and describe the role of leaders in the development of communities.



Team Building

(30 Minutes – Activity; 30 Minutes – Presentations)

Refer to the team-building exercises (Appendices 2.3 through 2.6) and select one team-building exercise for the class. Afterwards, ask participants to share why they think the exercise was helpful in building their team-building skills. If time permits, select and lead participants in a second team-building exercise.



Homework Assignment and Evaluation

Offer closing remarks and distribute the team pledge guideline (Appendix 2.8) and worksheet (Appendix 2.9). Ask participants to use the worksheet to begin drafting a pledge for the group. Explain to the group that they will need their draft for day two. Ask participants to complete the evaluation form for this session (Appendix 2.7).

Briefly give an overview of the exercises and activities for Day two.

Remind participants about the reception and provide details regarding the time and location.



Reception

The reception provides an opportunity for program participants to meet in a less structured atmosphere. Participants will also have an opportunity to meet alumni members, program staff and selected community leaders at the event. The reception offers participants the chance to learn more about other local leaders and to build team cohesiveness.

A circular logo with a green border. Inside the circle, the word "MODULE" is written in blue capital letters above a large blue number "1". To the right of the circle, the words "DAY 2" are written in green capital letters.

MODULE 1 DAY 2

OPENING SESSION: RETREAT INDIVIDUAL AND TEAM DEVELOPMENT

Instructional Materials

- Leadership Journal (spiral notebook)
- Module Worksheets



Review and Overview

Begin by reviewing the presentations and activities from Day 1. Allow participants to reflect on their experiences. Then, provide a brief overview of Day 2.



Photo Talk

Call on individuals randomly to present their photo from the community to the class. Remind participants to describe the picture and to tell the class what that photo represents to them. Allow each participant a few minutes to discuss his or her experiences and sentiments.



Local History

(20 Minutes Activity; 20 Minutes of Discussion)

Divide participants into small groups and distribute two sheets of flipchart paper to each group. Tell them they will be applying their research on the history of the local community (see Pre-Course and Course Requirements). Tell each group to discuss the history of the local community and to identify major events on the sheets of flip chart paper. Ask each group to place the events in chronological

order (dates, events, brief description) on the flipchart paper. Also, encourage participants to identify the date he or she became a part of the community. Reconvene as a large group and invite participants to present the information to the class.

Optional: Invite a speaker to present the history of the community to the group. The person conducting this presentation should be knowledgeable of and comfortable speaking about the history of the local community. Ideally, this person will be engaging, motivational and entertaining.



Case Study

(20 Minutes Activity; 20 Minutes of Discussion)

Divide participants into small groups and distribute the community case study (Appendix 2.10). Then, distribute two sheets of flipchart paper to each group. Ask each group to read the case study carefully and then to identify community assets from the case study on the flip chart paper. Reconvene as a large group and invite participants to present their findings to the class. Encourage discussion about similarities and differences among the groups.



Break



Community Assets

(20 Minutes Activity; 25 Minutes of Discussion)

Divide participants into small groups and distribute two sheets of flipchart paper to each group. Ask each group to identify assets in their local community. Tell each group to categorize their assets into the following categories:

- People
- Places/Organizations
- Natural Environment
- Events
- Other

Reconvene as a class and invite each group to present its findings. Encourage discussion about similarities and differences among the groups. Guide participants to explore and draw conclusions from their comparisons.



Team Pledge

(Group Work, 20 Minutes; Presentations, 25 Minutes)

Remind participants that at the end of Day 1, they were given a homework assignment to begin drafting a team pledge. Arrange participants into new small groups. Ask each team to develop a team pledge representing their group. Allot 20 minutes for this activity. Then invite the teams to present the pledges to the class.

Lead a discussion about the strengths of each pledge, and then work with the class to reach a consensus on one overall team pledge. Record the pledge on a flipchart and ask each participant to sign and date it. Explain that the pledge is a contract between the team members and that this represents their commitment to the leadership development program (i.e., the rules that members of this class will adhere to). Be sure to have the team pledge (original with signatures) visible at all subsequent meetings.



Closing Remarks

Offer closing remarks and inform participants of the next steps (e.g., training sessions, location, upcoming activities, etc.). Ask participants to complete the evaluation form for this session (Appendix 2.7).

Leadership Class
Location
Date
Directions: Please evaluate the following speakers or activity from ten (10) being excellent, to one (1) being poor.
Speaker / Activity _____
Rating: _____
Comments: _____

Speaker / Activity _____
Rating: _____
Comments: _____

Speaker / Activity _____
Rating: _____
Comments: _____

Speaker / Activity _____
Rating: _____
Comments: _____



LOCAL GOVERNMENT: PUBLIC SAFETY AND COMMUNITY SERVICES

Instructional Materials

- Module Worksheets



Welcome and Overview

Welcome everyone and remind participants of the tasks accomplished in module 1. Following a brief review, give participants a quick overview of the presentations and activities associated with module 2. Explain that the purpose of this module is to raise awareness of the local community and to learn skills to help participants address any pressing community issues. Tell participants that in this module, they will be introduced to assessment tools that will help them in analyzing key sectors (e.g., education, healthcare, government, etc.) of the local community.

Begin each session with a “**Motivational Minute.**” Start the program with a motivational story or quote to inspire the participants and to get them excited for the upcoming activities of the day.

Be sure that the team pledge is visible at the meeting.

Finding a motivational quote or story to share with the class will need to be done in advance of this module.



Community Assessment Tool

Briefly introduce the community assessment tool (Appendix 2.11) and explain the purpose of the tool and how to use it. Tell participants they will utilize this community assessment tool during the presentation. Provide a mock assessment so participants can have an understanding of how to fill out each assessment form.



Local Government: Public Safety & Community Services

(90 Minutes – Presentations; 30 Minutes – Discussion)

Introduce the members of the panel to the class. Briefly explain the speakers' work and why you invited them to be a part of the discussion. Tell participants that the panel members will speak for 15 to 20 minutes each and you will allot time for questions after the presentations. Encourage participants to take good notes and to write down their questions in their leadership journals. After the presentations, facilitate the question and answer discussion between presenters and class participants. Record any relevant questions and answers on a flipchart.

Note: To prepare for this exercise, contact local government officials such as the mayor, a city council person, county commissioner, a city manager, the police chief, fire chief, recreation director or any other city or county personnel who have knowledge of the local government, public safety and community services. Three or four speakers would be ideal for this exercise.



Lunch



Skill Development: Communication

Introduce the invited guest speaker to the group and share with participants the speaker's education and professional background. Explain that this individual is knowledgeable of effective communication concepts and techniques and will be providing examples of both written and oral communication. Encourage participants to take notes during the presentation and to be prepared to ask questions and participate in a discussion after the presentation.

Note: Finding a speaker for this skill development topic will need to be done in advance of this module.



Break



Skill Development: Diversity and Inclusion

Introduce the invited guest speaker to the group and share with participants the speaker's education and professional background. Explain that this individual is knowledgeable of effective diversity and inclusion concepts and strategies. Encourage participants to take notes during the presentation and to be prepared to ask questions and participate in a discussion after the presentation.

Note: Finding a speaker for this skill development topic will need to be done in advance of this module.



Celebration and Closing Remarks

At the end of each module, **celebrate** by calling on participants to share brief stories of success or something they have recently accomplished. This will allow participants to be recognized for their achievements and help them feel supported by the leadership class.

Offer closing remarks and inform participants of the next steps. Ask participants to complete the evaluation form (Appendix 2.7) for this session.



MODULE 3

ECONOMIC DEVELOPMENT

Instructional Materials

- Module Worksheets



Welcome and Overview

Welcome everyone and remind participants of the tasks accomplished in module 2. Following a brief review, give participants a quick overview of the presentations and activities associated with module 3. Explain that the purpose of this module is to raise awareness of the local community and to learn skills to help participants to address any pressing community issues. Tell participants that in this module, they will be introduced to assessment tools that will help them in analyzing key sectors (e.g., education, healthcare, government, etc.) of the local community.

Begin each session with a “**Motivational Minute.**” Start the program with a motivational story or quote to inspire the participants and to get them excited for the upcoming activities of the day.

Be sure that the team pledge is visible at the meeting.

**Finding a
motivational quote
or story to share with
the class will need to be
done in advance
of this module.**



Community Assessment Tool

Briefly introduce the community assessment tool (Appendix 2.12) and explain the purpose of the tool and how to use it. Tell participants they will utilize this community assessment tool during the presentation(s). Provide a “mock” assessment so participants can have an understanding of how to fill out each assessment form.



Economic Development

(90 Minutes – Presentations; 30 Minutes – Discussion)

Introduce the members of the panel to the class. Briefly explain the speakers' work and why you invited them to be a part of the discussion. Tell participants that the panel members will speak for 15 to 20 minutes each and you will allot time for questions after the presentations. Encourage participants to take good notes and to write down their questions in their leadership journals. After the presentations, facilitate the question and answer discussion between presenters and class participants. Record any relevant questions and answers on a flipchart.

Note: To prepare for this exercise, contact the local chamber, the city or county economic developer, industry leaders, local business owners or any city or county personnel who have knowledge of economic development in the area. Three or four speakers would be ideal for this exercise.



Lunch



Skill Development: Coalition Building

Introduce the invited guest speaker to the group and share with participants the speaker's education and professional background. Explain that this individual is knowledgeable of successful coalition building concepts and techniques. Encourage participants to take notes during the presentation and to be prepared to ask questions and participate in a discussion after the presentation.

Note: Finding a speaker for this skill development topic will need to be done in advance of this module.



Break



Skill Development: Meeting Management & Facilitation

Introduce the invited guest speaker to the group and share with participants the speaker's education and professional background. Explain that this individual is knowledgeable of proven meeting management and facilitation concepts and strategies. Encourage participants to take notes during the presentation and to be prepared to ask questions and participate in a discussion after the presentation.

Note: Finding a speaker for this skill development topic will need to be done in advance of this module.



Celebration and Closing Remarks

At the end of each module, **celebrate** by calling on participants to share brief stories of success or something they have recently accomplished. This will allow participants to be recognized for their achievements and help them feel supported by the leadership class.

Offer closing remarks and inform participants of the next steps. Ask participants to complete the evaluation form (Appendix 2.7) for this session.

MODULE 4

EDUCATION AND WORKFORCE DEVELOPMENT

Instructional Materials

- Module Worksheets



Welcome and Overview

Welcome everyone and remind participants of the tasks accomplished in module 3. Following a brief review, give participants a quick overview of the presentations and activities associated with module 4. Explain that the purpose of this module is to raise awareness of the local community and to learn skills to help participants to address any pressing community issues. Tell participants that in this module, they will be introduced to assessment tools that will help them in analyzing key sectors (e.g., education, healthcare, government, etc.) of the local community.

Begin each session with a “**Motivational Minute.**” Start the program with a motivational story or quote to inspire the participants and to get them excited for the upcoming activities of the day.

Be sure that the team pledge is visible at the meeting.

**Finding a
motivational quote
or story to share with
the class will need to be
done in advance
of this module.**



Community Assessment Tool

Briefly introduce the community assessment tool (Appendix 2.13) and explain the purpose of the tool and how to use it. Tell participants they will utilize this community assessment tool during the presentation. Provide a “mock” assessment so participants can have an understanding of how to fill out each assessment form.



Education and Workforce Development

(90 Minutes – Presentations; 30 Minutes – Discussion)

Introduce the members of the panel to the class. Briefly explain the speakers' work and why you invited them to be a part of the discussion. Tell participants that the panel members will speak for 15 to 20 minutes each and you will allot time for questions after the presentations. Encourage participants to take good notes and to write down their questions in their leadership journals. After the presentations, facilitate the question and answer discussion between presenters and class participants. Record any relevant questions and answers on a flipchart.

Note: To prepare for this exercise, contact the local superintendent, principals, school board members or any other city or county personnel who have knowledge of the local school system. Three or four speakers would be ideal for this exercise.



Lunch



Skill Development: Conflict Resolution

Introduce the invited guest speaker to the group and share with participants the speaker's education and professional background. Explain that this individual is knowledgeable of effective conflict resolution concepts and techniques. Encourage participants to take notes during the presentation and to be prepared to ask questions and participate in a discussion after the presentation.

Note: Finding a speaker for this skill development topic will need to be done in advance of this module.



Break



Skill Development: Effective Decision Making

Introduce the invited guest speaker to the group and share with participants the speaker's education and professional background. Explain that this individual is knowledgeable of proven decision-making approaches and strategies. Encourage participants to take notes during the presentation and to be prepared to ask questions and participate in a discussion after the presentation.

Note: Finding a speaker for this skill development topic will need to be done in advance of this module.



Celebration and Closing Remarks

At the end of each module, **celebrate** by calling on participants to share brief stories of success or something they have recently accomplished. This will allow participants to be recognized for their achievements and help them feel supported by the leadership class.

Offer closing remarks and inform participants of the next steps. Ask participants to complete the evaluation form (Appendix 2.7) for this session.

MODULE 5

HEALTHCARE AND WELLNESS

Instructional Materials

- Module Worksheets



Welcome and Overview

Welcome everyone and remind participants of the tasks accomplished in module 4. Following a brief review, give participants a quick overview of the presentations and activities associated with module 5. Explain that the purpose of this module is to raise awareness of the local community and to learn skills to help participants to address any pressing community issues. Tell participants that in this module, they will be introduced to assessment tools that will help them in analyzing key sectors (e.g., education, healthcare, government, etc.) of the local community.

Begin each session with a “**Motivational Minute.**” Start the program with a motivational story or quote to inspire the participants and to get them excited for the upcoming activities of the day.

Be sure that the team pledge is visible at the meeting.

**Finding a
motivational quote
or story to share with
the class will need to be
done in advance
of this module.**



Community Assessment Tool

Briefly introduce the community assessment tool (Appendix 2.14) and explain the purpose of the tool and how to use it. Tell participants they will utilize this community assessment tool during the presentation. Provide a “mock” assessment so participants can have an understanding of how to fill out each assessment form.



Healthcare and Wellness

(90 Minutes – Presentations; 30 Minutes – Discussion)

Introduce the members of the panel to the class. Briefly explain the speakers' work and why you invited them to be a part of the discussion. Tell participants that the panel members will speak for 15 to 20 minutes each and you will allot time for questions after the presentations. Encourage participants to take good notes and to write down their questions in their leadership journals. After the presentations, facilitate the question and answer discussion between presenters and class participants. Record any relevant questions and answers on a flipchart.

Note: To prepare for this exercise, contact the local hospital, health clinic, public health department or any health officials who have knowledge of the healthcare infrastructure. Three or four speakers would be ideal for this exercise.



Lunch



Skill Development: Strategic Planning

Introduce the invited guest speaker to the group and share with participants the speaker's education and professional background. Explain that this individual is knowledgeable of strategic planning concepts and techniques. Encourage participants to take notes during the presentation and to be prepared to ask questions and participate in a discussion after the presentation.

Note: Finding a speaker for this skill development topic will need to be done in advance of this module.



Break



Skill Development: Grant Writing

Introduce the invited guest speaker to the group and share with participants the speaker's education and professional background. Explain that this individual is knowledgeable of successful grant writing techniques and strategies. Encourage participants to take notes during the presentation and to be prepared to ask questions and participate in a discussion after the presentation.

Note: Finding a speaker for this skill development topic will need to be done in advance of this module.



Celebration and Closing Remarks

At the end of each module, **celebrate** by calling on participants to share brief stories of success or something they have recently accomplished. This will allow participants to be recognized for their achievements and help them feel supported by the leadership class.

Offer closing remarks and inform participants of the next steps. Ask participants to complete the evaluation form (Appendix 2.7) for this session.



COMMUNITY TOUR AND PROJECT DEVELOPMENT

Instructional Materials

- Module Worksheets



Welcome and Overview

Welcome everyone and remind participants of the tasks accomplished in module 5. Following a brief review, give participants a quick overview of the activities associated with module 6.

Begin each session with a “**Motivational Minute.**” Start the program with a motivational story or quote to inspire the participants and to get them excited for the upcoming activities of the day.

Finding a motivational quote or story to share with the class will need to be done in advance of this module.



City Council, County Commission or Planning Commission and School Board Reports

Call on individuals randomly and ask for a quick review of their observations from the meetings. Allow each participant a few minutes to discuss his or her observations and overall experience.



Visual Assessment Tool

Distribute and briefly introduce the visual assessment tool (Appendix 2.15). Explain the purpose of the tool and how to use it. Provide them with a “mock” assessment form to serve as an example.



Tour and Assessment

Tell participants that today they will be touring the community. Ask participants to be aware and make note of public safety features such as roadways, signage and facilities associated with public safety. Tell participants to pay attention to local businesses, community buildings, houses, environmental features, trails and other items throughout the community. Encourage participants to utilize the visual assessment form (Appendix 2.15) while they are on the tour.



Lunch and Debrief

After the tour, reconvene the whole group to have lunch. During lunch, lead a discussion about the participants’ observations on the tour. Consider the following questions to facilitate discussion:

- What were some highlights of the tour? Why?
- What did you notice that requires attention (areas for improvement)?
- What are some suggestions for improvement?
- What other comments do you have about the tour?

Record participants’ responses on a flipchart. Also, encourage participants to record key ideas in their leadership journals.



Community Project Discussion

Divide participants into small groups. Explain to the class that following the previous modules and the tour, the class should have a good idea of the pressing issues within the community. Tell participants that today they will be responsible for developing a community project to address one of those issues within the community.

Provide the participants with the list of community assets identified during module 1. Ask each group to review the list and to add to the list if necessary. Allot 5 minutes for this activity. Then, ask participants to create a list of challenges and concerns within the community. Allot 20 minutes for this portion of the exercise.

After the teams have created their lists, reconvene the class and lead a discussion on the challenges and concerns within the community. Record a list of challenges and concerns on a flipchart.

Now it is time to prioritize. Ask participants to carefully examine the challenges and concerns on the flipchart. Ask participants to **vote** on what they feel are the **three** most pressing concerns of the community. Instruct each member of the class to walk to the flipchart to place his or her three votes (e.g., checkmark next to item on chart). After everyone has voted, tally the votes and identify the top three or four priorities for the group. Lead a discussion to reach consensus on the top priority for the group. The group will focus its community project on addressing the top priority agreed upon by the group.



Break



Community Project Discussion

Divide participants into small groups. Ask participants to identify some potential solutions to the top pressing issue identified by the class in the previous exercise. Allow 15 minutes for this activity. Ask each group to present their potential solutions to the class and lead a discussion to establish a community project for the class. See the action plan worksheet for assistance (Appendix 2.16).

Note: If additional planning time is needed, group members are required to meet outside of class to complete the plan for the community project.



Break



Individual Community Outreach

As stated in the course requirements, participants must complete an individual outreach project. Tell participants they must complete **one of the two** following activities:

1. Approach 10 residents in the community and inform them you are conducting this project as a part of the local leadership program. Ask each resident the following questions:
 - a. What do you like about the community?
 - b. What are your concerns or problems regarding the community?
 - c. How would you best describe race relations in the community?
 - d. What are some suggestions you have about improving the community?

Record their answers and develop a brief summary to present to the group during module 8.

2. Volunteer for three hours at a local non-profit organization. Tell participants they must complete the following questions:
 - a. What is the name of the non-profit organization and location?
 - b. What is the mission of the non-profit organization?
 - c. What task or tasks did you perform during your volunteer experience?
 - d. What are the strengths of this organization?
 - e. What are some concerns of this organization?
 - f. What are some recommendations to best assist the organization in pursuit of its goals?

Complete the questions and develop a brief summary (one to two paragraphs) to present to the class during module 8.



Celebration and Closing Remarks

At the end of each module, **celebrate** by calling on participants to share brief stories of success or something they have recently accomplished. This will allow participants to be recognized for their achievements and help them feel supported by the leadership class.

Offer closing remarks and inform participants of the next steps. For module 7, the class will not meet. Participants are responsible for completing their individual community outreach projects and working with class members on the group's community project. The class will reconvene for module 8. Ask participants to complete the evaluation form (Appendix 2.7) for this session.



NO CLASS!

SELF-LEADERSHIP: INDIVIDUAL OUTREACH & COMMUNITY PROJECT

Instructional Materials

- None

Instructions

No class meeting for module 7. For this module, individuals are required to complete an individual outreach project. Additionally, participants are responsible for meeting with class members to implement the community project for the class.

Program staff are available to assist any participant with his or her individual outreach project or to provide guidance on the community project.

The class will reconvene for module 8.



PROJECT DISCUSSION AND GRADUATION PREPARATION

Instructional Materials

- Module Worksheets



Welcome and Overview

Welcome everyone and remind participants of the tasks accomplished in modules 6 and 7. Following a brief review, give participants a quick overview of the activities associated with module 8.

Begin each session with a “**Motivational Minute.**” Start the program with a motivational story or quote to inspire the participants and to get them excited for the upcoming activities of the day.

Finding a motivational quote or story to share with the class will need to be done in advance of this module.



Individual Outreach Reports

Ask everyone to provide a quick review of their individual outreach project. Allow each participant a few minutes to discuss his or her outreach experience and to respond to any questions from class members.



Break



Community Project Discussion

Invite individuals from the class to share the progress on their community project. Explain to the class that the project must be completed before the graduation ceremony (module 9). Inform participants that the class is responsible for conducting a presentation on the community project for the graduation ceremony.

NOTE: Program staff should be equipped to provide guidance to the class regarding the community project. Be prepared to assist them and to keep them focused on completing the project by graduation.



Lunch



Graduation Preparation

Guide participants to develop an agenda for the graduation ceremony (module 9). The program director or staff member should be prepared to speak to the class about the commitment needed from everyone to make the graduation ceremony a successful event. Have participants use the action plan matrix (Appendix 2.16) to identify roles and responsibilities for the graduation ceremony. A sample agenda for the ceremony is as follows:

- Welcome and Overview of Leadership Program
- Community Project Presentation
- Keynote Luncheon or Dinner
- Presentation of Certificates
- Closing Remarks



Personal Development Plan

Explain to the class that most participants enroll in a community leadership program not only to help improve their communities, but also to improve themselves. They want to improve their skills and the best method to improve oneself is to have a development plan. Tell participants that the personal development plan is another benefit of this program.

Distribute the personal development plan worksheet (Appendices 2.17 and 2.18). Ask each participant to create a personal development plan, following the steps indicated on the worksheet. Encourage participants to discuss their plans with a class partner or in small groups; then have participants share and discuss their plans with the entire class.



Celebration and Closing Remarks

Congratulate the participants on all they have accomplished in this program and encourage them to be active in the community and to become a part of the leadership alumni association.

At the end of each module, **celebrate** by calling on participants to share brief stories of success or something they have recently accomplished. This will allow participants to be recognized for their achievements and help them feel supported by the leadership class.

Remind participants of their responsibilities for the next module (module 9 – Graduation). Distribute the evaluation form (Appendix 2.7) and ask participants to complete the form for this session.



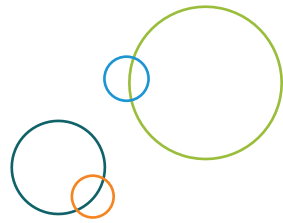
GRADUATION

As appropriate, introduce the graduation ceremony and then let class participants take over. The suggested agenda is below.

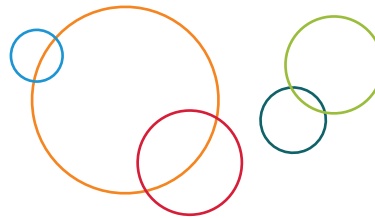
Program

- Welcome and Overview of Leadership Program
- Community Project Presentation
- Keynote Luncheon or Dinner
- Presentation of Certificates
- Closing Remarks

Provide closing comments after all participant leaders have completed their formal presentations.



APPENDICES



Appendix 2.1

Interview Worksheet

Interview Worksheet

Directions: Ask your classmate the questions listed below. Record the information on this sheet in the appropriate section. Use the back of this sheet or additional paper if necessary. Be prepared to introduce this individual to the class/group.

1. What is your name? _____
2. Where are you originally from and how long have you been a part of this community? _____

3. Where do you work? _____
4. What is your job title? What are your job responsibilities? _____

5. What are your hobbies? _____

6. What is your favorite food? _____
7. What is something interesting or unique about you? _____

8. Do you participate in or volunteer with any local agencies (e.g., civic, church, non-profit, etc.)? If yes, which organizations? _____

9. What is your personal slogan? In other words, what motivates you? Why? _____

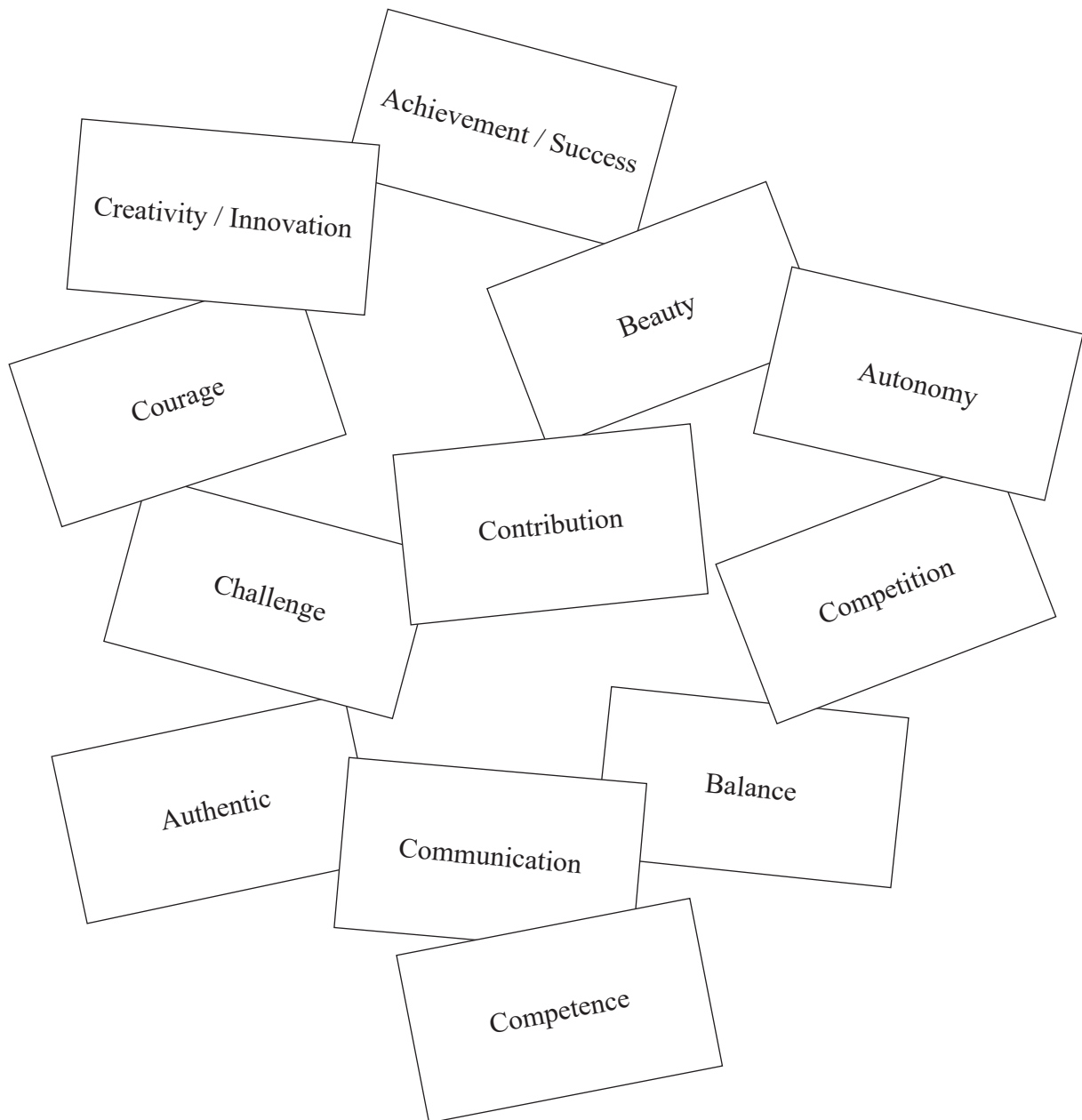
10. What are your expectations for this leadership program? What do you hope to gain or learn from the program? _____

Appendix 2.2

Value Cards

To acquire value cards, please contact The University of Alabama Center for Economic Development at 205-348-7058.

Each pack contains 56 cards.



Appendix 2.3

The Symbol



Estimated Time

Equipment and Supplies

- Large pieces of construction paper
- Colored markers or crayons
- Stickers, stars, and other decorative materials

Activity



First, divide into small groups of 4-6. Distribute large pieces of paper and colored markers. Instruct each individual to sketch a symbol of something that represents them on a piece of paper. For example, individuals can draw a book to represent a reader, or a religious symbol to represent faith.



Next, instruct each group to look at each person's symbol and discuss why it was selected. Once this is done, each group should draw a team symbol that incorporates all the individual symbols.



Have each team share its Team Symbol with the entire class group.



After the presentations, lead discussion by asking the following questions to the entire class:

1. What role did you play in this activity? How well was your symbol incorporated into the team's symbol?
2. What helped and what hindered the success or failure of this task?
3. Who emerged as the leader(s)? How did the leaders feel about their role? How satisfied were the other group members with their leadership?
4. What would your team do differently if you did this again?

Appendix 2.4

Bad Team Versus Good Team



Estimated Time

Equipment and Supplies

- Flipchart and markers

Activity



Divide the participants into groups of 4-6 people around tables. Provide two large pieces of paper (poster size) and two-colored markers for each group. Ask participants to discuss in their groups what happened when they were members of a team that did not function well. Ask each group to use the first piece of paper and one colored marker to list the elements of an ineffective (bad) team.



In the same small groups, ask participants to discuss and then list the elements of an effective (good) team. Write these elements on the second piece of paper with the second colored marker.



Ask each group to present their lists to the entire class



Ask participants to reflect and discuss what they can do to develop an effective team. List their ideas on a flip chart.

Appendix 2.5

Lego Exercise



Estimated Time

Equipment and Supplies

- Sets of Lego blocks
- Flipchart and markers

Activity



Divide the participants into groups of 4-6 people. Provide each group with a set of Lego blocks. Instruct each group that they are to build something with their Legos. Don't give them a lot of instructions and observe the groups and see how they work together.



Ask each group to present their final product to the entire class—what it is and how they worked together to complete it.



Lead discussion on the Lego Exercise. Pose the following suggested questions to the entire class:

- What worked well in your team?
- What were your feelings during the process?
- What skills and talents were utilized?
- How did you organize for the task?
- What roles did you perform?
- What did it take to succeed?
- What would you do differently?

Record this information on a flip chart.

Appendix 2.6

Road Block



Estimated Time

Equipment and Supplies

- Paper or Folders
- Flipchart and markers

Activity



Divide the participants into groups of 6 or 8 people only. The groups need to be of even numbers if possible for this exercise. If there is an odd number in a group, allow one person to serve as the coach or facilitator for his/her group (giving instruction to group members to assist in accomplishing this exercise).

To set up the game, place squares (pieces of paper or folders) on the floor. Typically, if there are 6 people in a group, set up will require 7 squares. If there are 8 people in a group, set up will require 9 squares. Place the squares on the floor in a straight line. Instruct half of the people to stand on the left side and other half to stand on the right side facing the center with one square in the center open.

The challenge is for groups (left side and right side) to completely switch sides by moving one at a time (similar to checkers).

Legal Moves

- Players may move into an empty space in front of them.
- Players may move around (jump) a person who is facing them (opposite side) into an empty space.

Illegal Moves

- Players may not move backwards.
- Two people cannot move at once.

After the group has developed a solution to the road block, ask them to show the class.































Debrief the entire class by asking some leading questions:

- What did you learn about teamwork?
- How were you able to deal with the complexities of this exercise?
- How can you apply this to working in your community?

Record this information on a flip chart.

Answer Key

Start	A	B	C	D		E	F	G	H			
1st Move	A	B	C	D		E	F	G	H			
2nd Move	A	B	C	D		E	F	G	H			
3rd Move	A	B	C		E	D	F	G	H			
4th Move	A	B		C		E	D	F	G	H		
5th Move	A	B	E	C	F	D		G	H			
6th Move		A		E		C		F		D	G	H
7th Move		A		E		B		C		G	D	H
8th Move	E		A		F		B		C		H	D
9th Move	E		F		A		G		B	H	C	D
10th Move	E	F	G		A	H		B		C	D	
11th Move	E	F	G		H	A	B	C	D			
Finish	E	F	G	H		A	B	C	D			

Appendix 2.7

Sample Evaluation Form

Leadership Class
Location
Date

Directions: Please evaluate the following speakers or activity from ten **(10)** being excellent, to one **(1)** being poor.

Speaker / Activity _____

Rating: _____

Comments: _____

Speaker / Activity _____

Rating: _____

Comments: _____

Speaker / Activity _____

Rating: _____

Comments: _____

Speaker / Activity _____

Rating: _____

Comments: _____

Appendix 2.8

Team Pledge – Establishing Guidelines



Estimated Time

Equipment and Supplies

- Establishing Guidelines Worksheet
- Flip Chart
- Markers

Activity



Divide participants into groups of 4-7 people. Pass out the Establishing Guideline Worksheet. Utilizing the Establishing Guideline Worksheet, ask each group to develop guidelines for the group. Each group can modify, add, or delete the guidelines in the Establishing Guidelines Worksheet.



Ask each group to present their specific guidelines to the entire class. After the groups have presented, the entire class must reach consensus on a set of guidelines. The program director or selected speaker will facilitate this process. Record the final guidelines on a flip chart and allow each member to sign the chart.

Appendix 2.9

Team Pledge – Establishing Guidelines Worksheet

Team Pledge – Establishing Guidelines Worksheet

When a team/group first meets, the members of that team/group need to establish some guidelines for working together. These guidelines will serve as the guiding principles of this team. These guidelines will assist the team in resolving conflict and improve the team's efficiency, as well as its effectiveness. Some suggested guidelines are the following:

- We will be as open as possible, but will honor the right of privacy.
- Information discussed in our group will remain confidential.
- We will respect differences. We won't discount others' ideas.
- We will be supportive rather than judgmental.
- We will give feedback directly and openly; it will be given in a timely fashion, and we will provide information that is specific and focuses on the task and process and not on personalities.
- Within our group, we have most of the resources we need to solve any problem that arises. This means that we will all be contributors.
- We each are responsible for what we get from this team experience.
- We will ask for what we need from our facilitator and the other group members.
- We will try to get better acquainted with each other so we can identify ways we can develop professionally.
- We will use our time wisely by starting on time, returning from breaks on time, and ending our meetings promptly.
- When members miss a meeting, we will share the responsibility for bringing them up to date.
- We will keep our focus on our goals and avoid being sidetracked or having personality conflicts and hidden agendas.
- We will acknowledge problems and deal with them.
- We will not make or answer phone calls when our group is working.

Appendix 2.10

Case Study

Leaderville, USA

Characteristics

Leaderville is a non-metro, rural city, with a population of 10,000. The city's population has been steadily declining over the past decade (the 2010 Census was 12,500). This is a historic town that is known for its attractive downtown area, annual community events and walking trails. Leaderville has a Council-Manager form of government. The Mayor and the five-Member City Council has a long and successful working relationship. However, the Mayor is serving her fourth term and plans to retire at the end of the current term.

Location

This city is located off Interstate 100 and on HWY 20 that runs directly through the center of the city (north and south). The morning and evening traffic hours are typically congested with heavy trucks and commuter traffic because HWY 20 is a major truck route. Due to the increasing traffic concerns, the State Department of Transportation has recommended a new bypass.

There is a metro area 70 miles west of Leaderville with a population of 100,000 and another major metro area that is located 50 miles south of Leaderville, with a population of 75,000. In the metro area west of Leaderville, there is a major automotive plant and suppliers that are interested in locating to nearby cities. Additionally, Leaderville is experiencing a small housing boom on Lake Leaderville. The lake is Leaderville's major water source and is also used for recreational activities (boating, fishing, etc.). Every year, the Christmas Festival at the lake draws approximately 5,000 to 10,000 tourists to Leaderville.

Economy

The two-year technical/vocational college (north end of town) is a major employer that employs 300 residents. There is a tire manufacturing plant and a small cabinet making firm that employ more than 400 local residents (300 at the tire manufacturing plant and 100 at the cabinet making firm). Both entities have been on the decline for the past few years due to high energy costs, global competition and economic setbacks. The leaders from both entities are fearful of major cuts or possibly closing down within the next 12 months.

The historic downtown area has some minor retail units, but that has been declining as well. New retail and business development are planned along the proposed new bypass (eastern portion of town) recommended by the State Department of Transportation. Currently Leaderville's unemployment rate is 4.0 %, which is better than the state. However, with the uncertainty of the manufacturing plant and cabinet making firm, the economic forecasters estimate that the unemployment rate could reach 7 % within the next year or so.

Quality of Life

There is one high school (city school system) and it is in good academic standing. The school system is good, but residents would like to see more classes and programs related to STEM. On the high school grounds, there is a city park with a baseball field, picnic area, and a walking trail. The high school is in need of some significant repairs. There is also one small private school.

There is a small 50-bed hospital with 24-hour emergency medical services (ER facility, emergency transport, etc.). There is also a newly developed nursing home and two assisted living facilities for seniors in the area near the hospital. There are three pharmacies, two eye doctors, two dentists, a fitness center and a small mental health facility located at Health Plaza in Leaderville.

Leaderville is located adjacent to a 5,000-acre national forest. There is a major annual Fall Festival that is a week-long event that brings more than 10,000 tourists to the area.

The major residential areas are located in the southeast and northeast areas of Leaderville. There is new development of condominiums and rental housing near the new proposed bypass. The housing stock for the community is in fair shape. Apartments within the two public housing areas are in need of some repairs and landscaping is a problem.

The city provides water, sewer service, and contracts with a local company for gas and electric service. There is a good level of utility service and there is the capacity to support growth. However, due to the recent droughts, the city is fearful of the current water levels.

There are a number of churches and two well-known non-profit organizations in the area, the Leaderville Community Development Corporation (CDC) and the Leaderville Historical Society (HS). The CDC is primarily focused on housing and business development, neighborhood revitalization and community leadership. The HS is focused on preserving and promoting the historical content of the community. Both agencies are equipped with professionals in the field of community and economic development.

Questions to Consider

1. What are the assets of the community?
2. What are the major concerns/issues of the community?
3. What are some opportunities?
4. What are some potential solutions (strategies) to resolve the issues of the community?

Appendix 2.11

Community Assessment Tool

Community Assessment Tool

Government and Community

1. Local government leaders are committed to strengthening community partnerships and engaging citizens, especially for the planning and implementation of economic and community development initiatives.

Yes No Unsure

Comments: _____

2. Elected officials maintain good working relations and seek to constructively resolve differences.

Yes No Unsure

Comments: _____

3. Local government leaders build bridges and alliances with other jurisdictions and organizations to encourage economic development in the region.

Yes No Unsure

Comments: _____

4. City and county governments are committed to the training and professional development of local government officials and staff.

Yes No Unsure

Comments: _____

5. The community has an up-to-date strategic plan that provides a compelling vision for the future along with specific strategies for realizing that vision.

Yes No Unsure

Comments: _____

6. A large, diverse group of leaders and stakeholders participated in the strategic plan development process and support the plan (i.e., planning participants include a broad cross-section of the community).

Yes No Unsure

Comments: _____

7. The community has an up-to-date comprehensive land use plan that includes policies and strategies for land use, transportation, housing, community facilities, and resource conservation.

Yes No Unsure

Comments: _____

8. All planning initiatives are consistent with community design standards and goals.

Yes No Unsure

Comments: _____

9. What are the major concerns/issues within the community regarding community services and public safety?

Comments: _____

10. What are some potential solutions?

Comments: _____

Appendix 2.12

Community Assessment Tool

Community Assessment Tool

Economic Development

1. The community has an up-to-date, comprehensive economic development plan (either separately or as part of the strategic plan).

Yes No Unsure

Comments: _____

2. Local infrastructure (water, sewer, electricity, gas, telecommunications, etc.) is adequate to support the selected business targets.

Yes No Unsure

Comments: _____

3. The community (or county) has an economic development or industrial development authority/board/individual responsible for business recruitment.

Yes No Unsure

Comments: _____

4. A single point of contact is identified / designated for all economic development activities.

Yes No Unsure

Comments: _____

5. The economic development organization maintains current, relevant information about the community and has a quality promotional brochure.

Yes No Unsure

Comments: _____

6. The organization/individual effectively markets the community to appropriate businesses targets and maintains regular contact with state economic development officials and other economic development professionals.

Yes No Unsure

Comments: _____

7. The community/county hosts a website on the Internet with information appropriate to its targets.

Yes No Unsure

Comments: _____

8. The community has a formal, ongoing business retention / expansion program and an active chamber of commerce with at least a part-time executive.

Yes No Unsure

Comments: _____

9. What are the major concerns/issues within the community regarding economic development?

Comments: _____

10. What are some potential solutions?

Comments: _____

Appendix 2.13

Community Assessment Tool

Community Assessment Tool

Education and Workforce Development

1. All schools in the community consistently achieve “academically clear” status with student standardized test scores at or above the state average.

Yes No Unsure

Comments: _____

2. The school system is Southern Association of Colleges and Schools (SACS) accredited.

Yes No Unsure

Comments: _____

3. The school system offers career/technical education counseling and programs.

Yes No Unsure

Comments: _____

4. The school system offers enhanced mathematics and science programs.

Yes No Unsure

Comments: _____

5. Distance-learning opportunities are available to students and community residents.

Yes No Unsure

Comments: _____

6. There is a formal relationship between the school system and the local business community.

Yes No Unsure

Comments: _____

7. There is adequate funding and community support for education within the community.

Yes No Unsure

Comments: _____

8. Principals and superintendents participate in leadership training/professional development programs as well as teachers.

Yes No Unsure

Comments: _____

9. What are the major concerns/issues within the community regarding education?

Comments: _____

10. What are some potential solutions?

Comments: _____

Appendix 2.14

Community Assessment Tool

Community Assessment Tool

Healthcare and Wellness

1. Primary, dental, and mental health services are available to all age groups.

Yes No Unsure

Comments: _____

2. The community has ready access to a hospital that provides an array of vital services, including emergency transport services and a 24-hour emergency room.

Yes No Unsure

Comments: _____

3. The community has access to long-term care (i.e., nursing home/assisted living facility) and home health services.

Yes No Unsure

Comments: _____

4. The community promotes wellness and prevention programs (i.e., health education, recreation and physical fitness).

Yes No Unsure

Comments: _____

5. The community's healthcare leadership is committed to planning for future healthcare services and needs (e.g., recruitment and retention of health care providers and professionals, workforce development, and the development of strategies for funding healthy initiatives).

Yes No Unsure

Comments: _____

6. Public buildings are designated smoke-free environments.

Yes No Unsure

Comments: _____

7. There is adequate funding for healthcare and wellness issues within the community.

Yes No Unsure

Comments: _____

8. The healthcare community has a good relationship with elected, community, and business leaders.

Yes No Unsure

Comments: _____

9. What are the major concerns/issues within the community regarding healthcare and community wellness?

Comments: _____

10. What are some potential solutions?

Comments: _____

Appendix 2.15

Visual Assessment Tool

Visual Assessment Tool

Rating System

5 = Excellent

4 = Good, Above Average

3 = Fair

2 = Needs Improvement

1 = Needs Immediate Attention

N/A = Not Applicable

Directions: Select the number (rating) that best describes each item.

Business District

A. Store fronts appearances

Comments: _____

B. Name/Address of business visible

Comments: _____

C. Adequate Parking

Comments: _____

D. Sidewalks/Crosswalks

Comments: _____

E. Rear of stores/businesses

Comments: _____

F. Downtown appearance

Comments: _____

G. Shopping center/malls appearance

Comments: _____

H. Other

Comments: _____

Public and Private Facilities (school or business)

A. Name _____

(1) Inside Appearance _____

Comments: _____

(2) Outside Appearance _____

Comments: _____

(3) Adequate Parking _____

Comments: _____

(4) Landscaping _____

Comments: _____

(5) Proper Signage _____

Comments: _____

(6) Overall Appearance _____

Comments: _____

B. Name _____

(1) Inside Appearance _____

Comments: _____

(2) Outside Appearance _____

Comments: _____

(3) Adequate Parking _____

Comments: _____

(4) Landscaping _____

Comments: _____

(5) Proper Signage _____

Comments: _____

(6) Overall Appearance _____

Comments: _____

C. Name _____

(1) Inside Appearance _____

Comments: _____

(2) Outside Appearance _____

Comments: _____

(3) Adequate Parking _____

Comments: _____

(4) Landscaping _____

Comments: _____

(5) Proper Signage _____

Comments: _____

(6) Overall Appearance _____

Comments: _____

D. Name _____

(1) Inside Appearance _____

Comments: _____

(2) Outside Appearance _____

Comments: _____

(3) Adequate Parking _____

Comments: _____

(4) Landscaping _____

Comments: _____

(5) Proper Signage _____

Comments: _____

(6) Overall Appearance _____

Comments: _____

E. Name _____

(1) Inside Appearance _____

Comments: _____

(2) Outside Appearance _____

Comments: _____

(3) Adequate Parking _____

Comments: _____

(4) Landscaping _____

Comments: _____

(5) Proper Signage _____

Comments: _____

(6) Overall Appearance _____

Comments: _____

Summary

A. Additional Observations:

B. What are the priority areas (issues of concern)?

C. Overall rating of the community: _____

Appendix 2.16

SAMPLE – Action Plan

SAMPLE – Action Plan

Organization / Group Name

Date

Issue: Health

Goal: Reduce the number of obese kids in the community.

OBJECTIVE	WHAT (ACTION STEP)	WHO	WHEN (DUE)	DATE COMPLETED	NOTES
<i>Develop an educational and physical fitness program</i>	1. Select Curriculum	1. Person 1	1. March 1	1.	
	2. Secure location	2.	2.	2.	
	3. ID students	3.	3.	3.	
	4. Recruit Students	4.	4.	4.	
	5.	5.	5.	5.	
	6.	6.	6.	6.	

Committee: Person 1 – Chair, Person 2, Person 3

Action Plan

Group Name:

Date:

Issue:

Goal:

OBJECTIVE	WHAT (ACTION STEP)	WHO	WHEN (DUE)	DATE COMPLETED	NOTES
	1.	1.	1.	1.	
	2.	2.	2.	2.	
	3.	3.	3.	3.	
	4.	4.	4.	4.	
	5.	5.	5.	5.	
	6.	6.	6.	6.	

Committee: Person 1 - Chair, Person 2, Person 3

Appendix 2.17

Personal Development Plan Worksheet

Personal Development Plan Worksheet

Directions: Follow the steps below to construct your personal development plan.

Step 1 — Identify your strengths and areas for development.

Identify your strong areas and those that need development. Select up to five developmental areas. Rank the areas in the order you want to accomplish them. List each area on the development plan form.

Step 2 — Write objectives.

For each area, write an objective of what you need to learn or change.

Step 3 — Specify resources and strategies.

List possible ways to accomplish each objective. Identify all resources, including people and programs, and all strategies, including techniques and activities. Seek assistance from a team member to help you with specifics.

Step 4 — Make a timeline.

Indicate your timeline for using each resource and trying each strategy.

Step 5 — Give evidence of accomplishment.

Describe how you will know when you have achieved each objective. This may be difficult to do, but it is important to identify the measurements for your accomplishments.

Step 6 — Review with others.

Seek feedback from others and make needed changes.

Appendix 2.18

SAMPLE – Personal Development Plan Worksheet

SAMPLE – Personal Development Plan Worksheet

Name: _____ Date: _____

AREAS	OBJECTIVES	RESOURCES/STRATEGIES	TIMELINE	EVIDENCE OF ACCOMPLISHMENT
<i>Communication</i>	1. To improve presentation skills. 2. 3. 4. 5. 6.	1. To deliver a speech once a week. 2. 3. 4. 5. 6.	1. 9/15 to 11/15 2. 3. 4. 5. 6.	1. Positive feedback from audience and peers. 2. 3. 4. 5. 6.

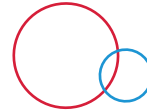
PART 3



*“Excellence is to
do a common thing
in an uncommon way.”*

—Booker T. Washington

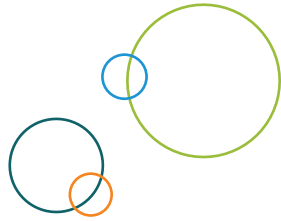
PART 3



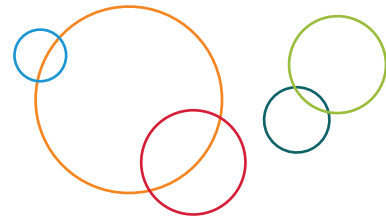
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- Effective Leadership and Standards of Excellence
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EFFECTIVE LEADERSHIP AND STANDARDS OF EXCELLENCE



EFFECTIVE LEADERSHIP

Several communities lack a diverse, well-equipped set of strong leaders. In many cases, it is always the same people who take responsibility and attempt to improve local conditions. There is always a need to identify and expand the local pool of leaders to improve public participation and the quality of leaders in the community. Communities and organizations offer leadership development programs, but many vary in how they approach training. Some focus on providing information on substantive topical areas, while others are focused on skill development. Both are needed. The most effective leadership programs have the right mix of information awareness and skill development. Leadership programs with the approximate mix of information awareness and skill development to address local problems will develop effective leaders. According to Myrtis Tabb and Christy Montesi, some core competencies for effective leaders are as follows:

- Effective leaders will be personally empowered and one who values the importance of sharing knowledge and imparting new skills to meet new challenges.
- Effective leaders will work to facilitate a group empowerment process and will inspire, motivate and challenge individuals to achieve their highest potential.
- Effective leaders will be a catalyst and will know how to build coalitions through designing new structures and processes for achieving collective success.
- Effective leaders will be able to build and promote healthy communities, understand dimensions of holistic community development and be effective stewards of resources within their communities.
- Effective leaders will know how to engage in the community development process and influence public policy.
- Effective leaders will understand relationships between local, state and federal agencies, as well as understand the global environment and how to influence change on a larger level.

STANDARDS OF EXCELLENCE

Agencies such as the Alabama Communities of Excellence (ACE) Program, have been assisting small communities for more than 15 years with community and economic development initiatives. ACE and other leadership experts have established standards of excellence for community leadership. The standards for a community are as follows:

Community Leadership

- The community has many dedicated, diverse, and energetic leaders.
- The private sector, community and civic organizations, and faith-based organizations are consistently involved in local initiatives and projects.

- The community has an active civic life with multiple opportunities for citizen involvement (e.g., town meetings, deliberative forums, concerts, festivals, community improvement projects).
- Local government leaders are committed to strengthening community partnerships and engaging citizens, especially for the planning and implementation of economic and community development initiatives.
- Elected officials maintain good working relations and seek to constructively resolve differences.
- Local government leaders build bridges and alliances with other jurisdictions and organizations to encourage economic development in the region.
- City and county governments are committed to the training and professional development of local government officials and staff.

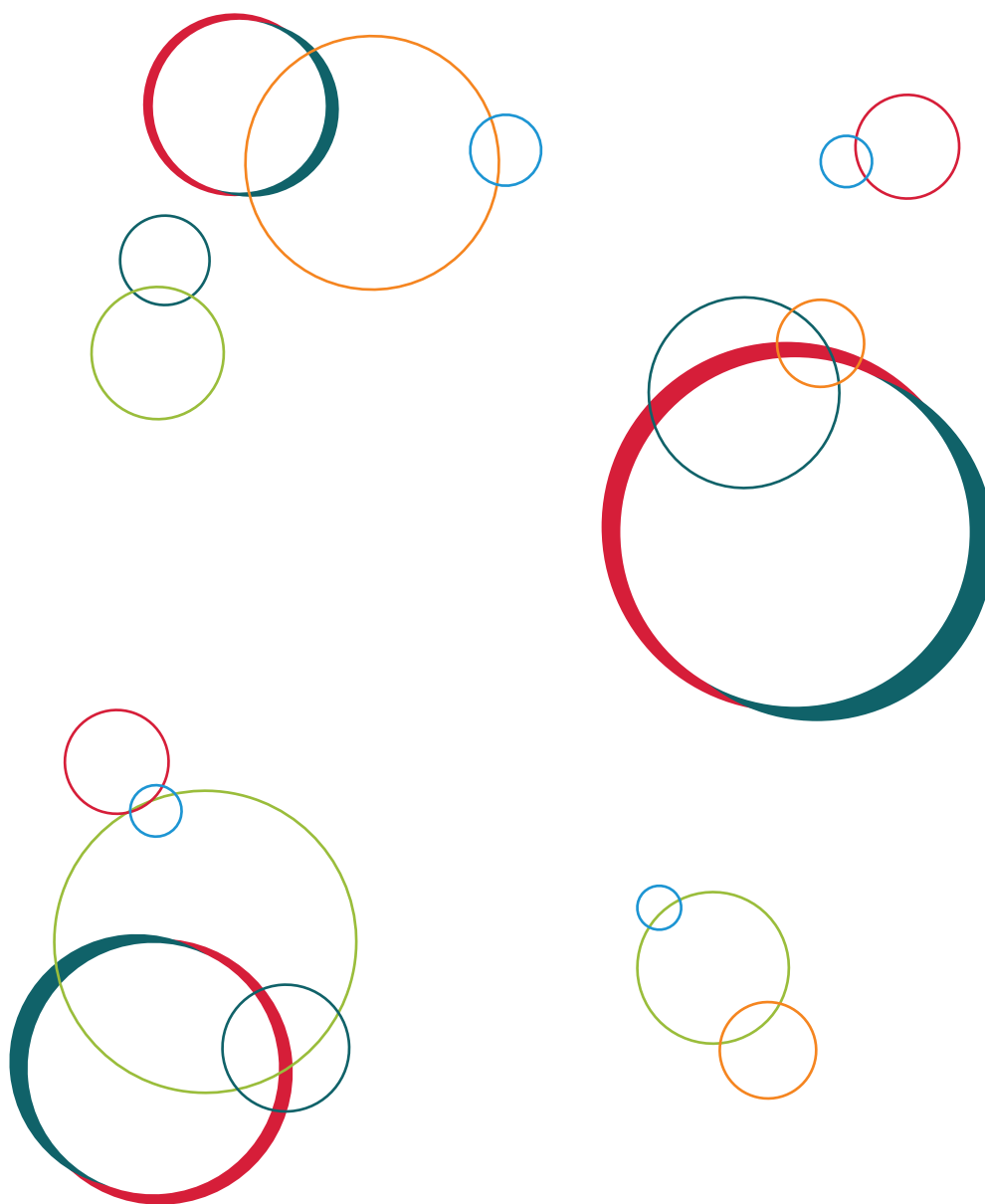
Leadership Development

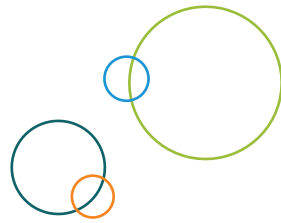
- The community/county has a formal, active leadership development program.
- Local government, the chamber of commerce, the business community, and civic groups actively support the program and encourage employee participation.
- There are adequate funds and staff to plan and conduct the program.
- Program participants represent the diversity of the community (racial, gender, geographic, political, economic, etc.).
- The curriculum includes instruction on basic leadership skills/strategies (e.g., planning, problem-solving, teamwork, interpersonal skills, conflict management, valuing diversity, etc.).
- The curriculum adequately addresses economic development, community development, and community planning and design topics.
- The program format is interactive, participatory, and innovative (i.e., not simply lectures and presentations).
- The program has a youth leadership component.
- The program provides the opportunity for real-world applications -- connecting participants with community improvement plans or projects.

As communities become increasingly more diverse, they have the potential to experience different issues that require the help of the entire community. Everyone has a role. Everyone has the responsibility of leadership. Successful communities require leaders with a broad set of leadership skills and awareness that are equipped to address concerns within communities. We must realize that all communities have unique characteristics and challenges, and that creating and maintaining strong local leadership is essential for development and survival.

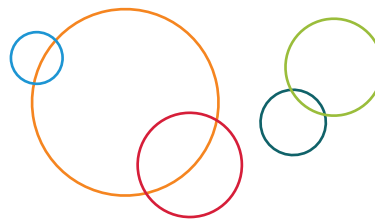
As Dr. Martin Luther King Jr. once said:
*"If you can't fly, then run,
 If you can't run, then walk,
 If you can't walk, then crawl,
 But whatever you do, keep moving forward."*

Each community must continue to find a way to produce local leaders for its development, growth and long-term sustainability. Communities must continue to progress and continue to move forward. And remember, leadership is everyone's responsibility.





CENTERS FOR ASSISTANCE



AGENCIES FOR LEADERSHIP DEVELOPMENT

Alabama Community Leadership Network (ACLN)

The University of Alabama Center for Economic Development (UACED) manages the Alabama Community Leadership Network (ACLN), an organization committed to building, supporting, and enhancing community leadership throughout Alabama. The ACLN provides a diverse range of services to promote effective leadership principles including: opportunities for sharing best practices, provide educational materials, host training events and provide consultation to communities to assist with local community and economic development initiatives.

Website: www.theacln.org

Association of Leadership Educators (ALE)

The mission of the ALE is to strengthen and sustain the expertise of professional leadership educators. ALE is a national organization that focuses on improving the leadership skills and competencies of professional educators in research, teaching, and implementation of leadership initiatives and programs.

Website: www.leadershipeducators.org

Association of Leadership Programs (ALP)

A national network of leadership programs connecting professionals that make a difference in their communities. ALP is a convener fostering boldness and innovation that inspires others, provides educational activities that engage, educate and train leaders to advance the effectiveness of community leadership programs and professionals.

Website: <https://alpleaders.org/>

Center for Creative Leadership (CCL)

This center is an international, non-profit educational institution whose mission is to encourage and develop creative leadership for the overall benefit of society. The center can accomplish this mission through research, training, and the development of publications that highlight innovative leadership practices.

Website: <https://www.ccl.org/leadership-solutions/>

Community Development Society (CDS)

The Community Development Society provides leadership to professionals and citizens across the spectrum of community development. Members have multiple opportunities to learn new/best practices in the profession, to exchange ideas, to obtain the most current research and reference information available and to share professional expertise.

Website: www.comm-dev.org

Greenleaf Center for Servant Leadership (GCSL)

The Greenleaf Center for Servant Leadership is an international nonprofit organization whose mission is to advance the awareness, understanding and practice of servant leadership by individuals and organizations. The center strives to achieve its mission through a variety of programs and outreach initiatives.

Website: www.greenleaf.org

Heartland Center for Leadership Development (HCLD)

The Heartland Center for Leadership Development is an independent, nonprofit organization that develops local leadership that responds to the challenges of the future. The activities of the center focus on leadership training, citizen participation, community planning, facilitation, evaluation, and curriculum development.

Website: www.heartlandcenter.info

Institute for Leadership Development (ILD) at Troy University, facilitates development of ethical, responsible leaders who are willing to use their leadership knowledge and skills at school, on the job, and to serve society.

Website: www.troy.edu/leadership

The University of Alabama Center for Economic Development (UACED)

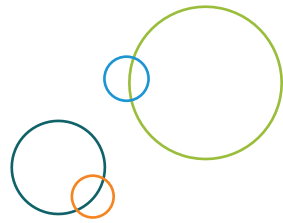
The Center utilizes professional UA staff and customized project teams to provide technical assistance to communities, agencies, and organizations. It takes an asset-based planning approach to help communities and organizations respond to challenges and capitalize on a variety of economic and community development opportunities for growth.

Website: www.uaced.ua.edu

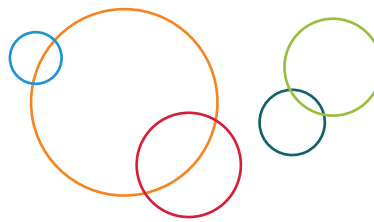
Your Town Alabama (YTA)

The workshop format is an intensive engagement of citizen leaders and professionals. The two-and one-half days are highly participatory with lectures, case-study presentations, and interactive group problem solving, including work on realistic issues in a hypothetical small town. The goal is to provide advanced leadership skills supported by information and planning tools that can be applied in local communities throughout Alabama.

Website: www.yourtownalabama.org



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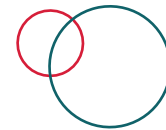
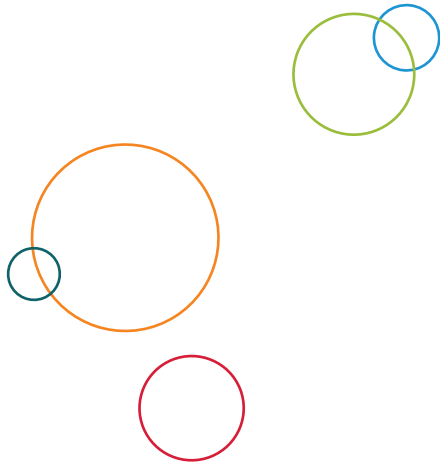
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Author: Arturo S. Menefee, Ph.D.

Dr. Menefee is the Director of Leadership Development at
The University of Alabama Center for Economic Development.



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