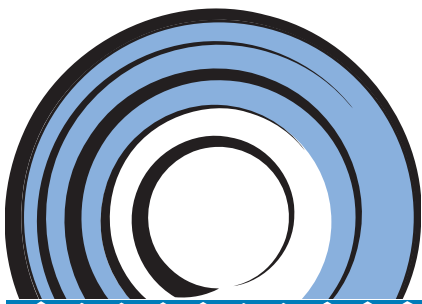




Leading the Future Facilitator's Guide





Leading the Future Toolkit Worksheets





Leading the Future: Building Leadership in Your Community

Worksheet 1: An Inventory of Formal Leadership

Instructions: Make an inventory of the organizations and individuals who are currently involved in formal leadership positions in the community. Use the list below to trigger ideas.

Elected Officials			
Political Organizations			
Businesses			
Business Organizations (Chambers of Commerce, etc.)			
Professional Associations			
Civic/Service Organizations			
Workforce Organizations			
Media			
Other			



Leading the Future: Building Leadership in Your Community

Worksheet 2: An Inventory of Informal Leadership

Instructions: Make an inventory of the organizations and individuals who are currently involved in leadership in the community in an informal capacity. Use the list below to trigger ideas.

Schools/PTSA's			
Churches			
Non-Profit Organizations			
Social Service Organizations			
Ethnic Clubs/Associations			
Neighborhood Groups			
Recreation/Hobby Groups			
Youth			
Seniors			
Other			



Leading the Future: Building Leadership in Your Community

Worksheet 3: A Demographic Profile of the Community

To consider: Is this group well represented
in our community's leadership?
(Y or N)

Total Population in 2000: _____

Gender:

Male _____ % _____

Female _____ % _____

Age:

Under 18 _____ % _____

18-24 _____ % _____

25-44 _____ % _____

45-64 _____ % _____

65 and over _____ % _____

Race/Ethnicity:

White _____ % _____

Black _____ % _____

Asian _____ % _____

Other _____ % _____

Hispanic (any race) _____ % _____

Foreign Born: _____ % _____

Disabled: _____ % _____

Individuals Below Poverty Level: _____ % _____

Source: All of this information can be obtained by going to (<http://factfinder.census.gov>). Under "Fast Access to Information," click on "Fact Sheet." Enter your county, city, or town name and select your state from the pull down list. Click on "GO" and a fact sheet containing a community profile will be displayed.

For the more detailed information on "Age," go to the "People" section, at (http://factfinder.census.gov/servlet/SAFFPeople?_sse=on).



Leading the Future: Building Leadership in Your Community

Worksheet 4: Ideas for Increasing Involvement

Developing an Outreach Plan

A first step in developing an outreach plan to involve under-represented groups is to find out where they:

- Get information, such as from the radio, an ethnic newspaper, a neighborhood advocacy organization or the library
- Socialize, such as at certain restaurants, sports clubs or community centers
- Receive services, such as at health clinics, social service centers, credit unions or hair salons
- Shop for groceries and do laundry
- Attend school or classes, such as English as a Second Language (ESL) classes
- Attend church
- Work and
- Reside¹

It is also important to identify the formal and informal leaders among these under-represented groups. Who is respected in the community? Who do people go to for advice? Who are the problem-solvers or advocates among each group? Which organizations sponsor events or activities aimed at members of this group? Start your recruitment efforts with these leaders. Their endorsement will give your invitation or request much greater credibility and acceptance in the community. They will also be valuable in helping you determine the best ways of reaching others in the community. Do not assume that the influential people and organizations will be the same for each group in the community or that the same outreach strategies will work for all.

Although time consuming, personal contacts are generally the most effective approach to recruitment. Asking leaders of under-represented groups to make presentations and/or personal contacts to others in the community is often the best way to start.

Other strategies that you might consider are:

- Setting up booths at neighborhood block parties, ethnic festivals or other similar events
- Making announcements on radio and TV
- Working with local newspapers on articles or announcements about your efforts
- Distributing flyers at local gathering places, such as those identified above
- Creating a Web site with information on your organization or initiative and an invitation to participate

Be sure to consider potential language barriers in producing promotional materials.

To think about: Who are some of the leaders in your community who can help develop effective outreach plans for their groups?

Encouraging and Maintaining Involvement

In some communities, under-represented groups don't participate much in mainstream volunteer activities or civic events, even when invited. If your goal is to create a more diverse leadership base, you need to tease out the reasons why this might be the case. Some common reasons include language issues, lack of child care or transportation, and conflicting work schedules. Be sure to take these obstacles into consideration in planning meetings and events.

Other possible reasons include:

- There is often a strong camaraderie among existing members of an organization. To a newcomer, it might feel like clique, even if the interactions are very friendly. Everyone is insecure in a new environment, especially when everyone else seems to be in the know.

Possible remedy: Invite several minority representatives at the same time. It may help if the invitees know each other. Assure the newcomers that they are not really different from anyone else when they first joined. Give them a chance to talk about themselves and their interests. It may help personalize the conversation if the organizational leader breaks the ice by telling the group a little about why he or she is involved. Consider an orientation session to help new members feel more comfortable.

- Groups such as Rotary are invitation-only. If members have few ties to the minority community, an invitation to join is less likely.

Possible remedy: Have the club talk collectively about contacts members have to under-represented groups. If no one has a close acquaintance they feel comfortable nominating, the club could invite speakers from the under-represented groups, followed by some form of repeat contact.

- Some people may feel uncomfortable speaking out due to differing styles of communication. As noted in an article from the University of Kansas' Community Tool Box, people in some cultures may have the habit of speaking to fill any "uncomfortable" silences. Others may be waiting for a moment of silence before speaking. Still others may not speak up because they have come to feel that what they have to say may not be considered important.

Possible remedies: The article suggests a number of possible remedies, from having people break into pairs before discussing a topic in the larger group, to inviting the quieter people to lead part of the meeting.²

To think about: What are some other reasons that under-represented groups don't return after the first meeting, or don't respond to the invitation at all? Can you think of remedies?

1 Ideas drawn from University of Kansas Community Tool Box, "Involving People Most Affected by the Problem," at (http://ctb.ku.edu/tools/en/sub_section_main_1084.htm), and "Recruiting Volunteers," at (http://ctb.ku.edu/tools/en/sub_section_main_1107.htm).

2. See "Building Relationships with People from Different Cultures," at (http://ctb.ku.edu/tools/en/sub_section_main_1170.htm).

Leading the Future: Building Leadership in Your Community



Worksheet 5: How Can I Become a Better Leader?

Leading the Future identifies several qualities that Southerners have said they want to see more of in their leaders. How would you rate yourself in terms of each of these qualities?

Instructions: Circle the appropriate response for each question. Do you **ALMOST ALWAYS** (3), **SOMETIMES** (2), or **SELDOM** (1) exhibit the following qualities when you're working on community projects?

1. Decent

Honest	3	2	1
Reliable	3	2	1
Humble	3	2	1
Compassionate	3	2	1

2. Visionary

Plan for continual change	3	2	1
See the big picture	3	2	1

3. Courageous

Willing to risk your position	3	2	1
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4. Energetic

Have the confidence to stick with it	3	2	1
Have the stamina to stick with it	3	2	1

5. Representative

Truly understand all constituent groups	3	2	1
---	---	---	---

6. Innovative

Push beyond the ordinary	3	2	1
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7. Inclusive

Involve all stakeholders	3	2	1
Value others' views	3	2	1

8. Motivational

Defuse conflict	3	2	1
Build teams	3	2	1
Empower others	3	2	1
Communicate effectively	3	2	1

9. Collaborative

Partner as a first choice	3	2	1
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10. Always learning

Have up-to-date knowledge	3	2	1
Eager to seek out others' opinions	3	2	1

11. Culturally sensitive

Have personal knowledge of other cultures	3	2	1
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12. Regional in perspective

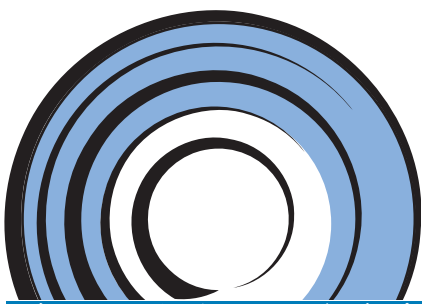
Plan and act based on functional boundaries	3	2	1
---	---	---	---

Next Steps: Take a look at your worksheet.

Look at the items circled (2). Can you work to use those qualities more frequently?

Look at the items you circled (1). What is the one quality that you are most willing to develop and strengthen during the next six months?

What are some specific things you can do to strengthen this quality? (See the *Better Leaders* handout for ideas)



Leading the Future Toolkit

Better Leaders Handout





Leading the Future: Building Leadership in Your Community

Ideas for Making Yourself a Better Leader

The South is home to more than 500 state and community-based leadership programs that are often a good starting point for those who want to get more involved in community issues and/or to improve their leadership skills. Find out about programs in your area from the following resources:

- *Southern Leadership Network*. As a first step in linking leadership programs throughout the region, the Southern Growth Policies Board has developed a resource list of leadership development programs in the South. Look for programs in your state at: (<http://www.southern.org/practices/SLN/sln.shtml>).
- *Southern Consortium of University Public Service Organizations (SCUPSO)*. University-based institutes of government and public service are often the first source of training and assistance for state and local government leaders. Member institutes offer a wide range of training programs to enhance the leadership, management and professional skills of government officials and non-profit managers. More information on SCUPSO, including links to member institutes, is available at: (<http://www.southern.org/main/SCUPSO/scupso.shtml>).
- *LeadershipPlenty*. The Pew Partnership for Civic Change has developed a grassroots leadership development program, called LeadershipPlenty, that focuses on building the capacity of people from all walks of life to work together to solve community problems. Southern Growth Policies Board serves as one of the Partnership's implementation partners. Find out more about the program and identify training sites at: (<http://www.pew-partnership.org/programs/leadershipPlenty/index.php>).

Look to some of the following ideas to help strengthen your leadership skills in specific areas.

1. Ethical

- Consider a taking workshop or class on ethics. The Institute for Global Ethics is one resource you might try: (<http://www.globalethics.org>).
- If you're interested in running for public office, consider participating in a Candidate Training Program, such as those offered by:

The University of Virginia's Sorenson Institute
(<http://www.sorenseninstitute.org/CANDIDATE%20TRAINING/>)

Clemson University's Thurmond Institute
(<http://www.scfuture.clemson.edu/civicfellows>)

Kennesaw State University's Burruss Institute
(http://www.kennesaw.edu/burruss_inst/candidatetraining.html)

2. Visionary

- Learn about tools and techniques that you can use to involve citizens in developing a vision for your community in *Choices for a Growing South*, a publication developed by Southern Growth Policies Board and the Southern Consortium of University Public Service Organizations. (<http://www.southern.org/pubs/choices.pdf>)

You might also consult the National Civic League's *Community Visioning and Strategic Planning Handbook*. (<http://www.ncl.org/publications/online/VSPHandbook.pdf>)

3. Courageous

- Seek inspiration from the winners of the Profile in Courage Award. Created by the John F. Kennedy Library in 1989, the award is presented annually to a public official or officials whose actions best demonstrate the qualities of political courage described in President Kennedy's 1957 Pulitzer prize-winning book, *Profiles in Courage*. In that book, President Kennedy profiled eight U.S. Senators who took unpopular, but courageous stands for what they felt was right. The Profile in Courage Award "seeks to make Americans aware of the conscientious and courageous acts of their public servants, and to encourage elected officials to choose principles over partisanship – to do what is right, rather than what is expedient." Read brief profiles of award winners at: (http://www.jfklibrary.org/pica_recipients.html)

Listen to a John F. Kennedy speech on courage at: (http://www.jfklibrary.org/pica_jfk_on_courage.html)

Or read *Profiles in Courage* or the 2002 *Profiles in Courage for Our Time*, a collection of essays on modern day political heroes edited by Caroline Kennedy (both books available at on-line booksellers).

4. Energetic

- Work with young people. Their energy and enthusiasm can often be contagious! Get some tips on youth-adult partnerships from organizations such as:

Youth on Board
(<http://www.youthonboard.org>)

What Kids Can Do
(<http://www.whatkidscando.org>)

At the Table
(<http://www.AtTheTable.org>)

The Forum for Youth Investment
(<http://www.forumforyouthinvestment.org>)

Youth Service America
(<http://www.ysa.org>)

The American Planning Association
(<http://www.planning.org/ResourcesZine>)

- Build your self-confidence and stamina through an adventure program such as Outward Bound. Visit their Website at: (<http://www.outwardbound.org>).

5. Representative

- Find out what your neighbors are thinking about issues in your community and state. Convene a forum around a topic that is important to the community. Southern Growth Policies Board has several toolkits available that include community discussion booklets and moderator's guides.

Download materials for a discussion of economic development directions for your community at: (<http://www.southern.org/pubs/ptp/pathways.shtml>).

For materials that help your community think about its future in the global economy, visit (<http://www.southern.org/pubs/kettering/toolkit.shtml>).

Visit the Web sites of the National Issues Forum, (<http://www.nifi.org>), and the Study Circles Resource Center, for materials on a wide variety of additional topics from alcoholism to juvenile crime: (<http://www.studyircles.org>).

- Take advantage of the Internet as a means of communicating with constituents or sharing ideas with others in the community. In a recent survey by the Pew Research Center, more than half of the public officials using the Internet reported that email improved their relationships with community groups and nearly three-quarters said it helped them better understand public opinion see: (http://www.pewinternet.org/pdfs/PIP_Digital_Town_Hall.pdf).

Forward thinking governments are beginning to look beyond making information available on-line to more interactive policy discussions with citizens. The Institute for Electronic Government offers some examples in a paper called *e-Democracy: Putting Down Global Roots* (<http://www-1.ibm.com/industries/government/ieg/pdf/e-democracy%20putting%20down%20roots.pdf>).

As does *Governing* magazine in a March 2004 article called "E-Gov's New Gear." (<http://governing.com/articles/3inter.htm>)

- Strengthen your "active listening" skills through some of the exercises offered by the Center for Rural Studies: (<http://crs.uvm.edu/gopher/nerl/personal/comm/e.html>).

Also check out the active listening tips at: (<http://crs.uvm.edu/gopher/nerl/personal/comm/e.html>) and (http://www.usu.edu/arc/idea_sheets/active.htm).

6. Inclusive

- Make it a habit to include all stakeholders at the table. Start by identifying those with a stake or interest in the issue at hand and find ways to get them involved. The Community Tool Box at the University of Kansas offers a number of tips for promoting participation among diverse groups, see (http://ctb.lsi.ukans.edu/tools/en/sub_section_main_1079.htm).

7. Innovative

- Play a game of cards! The *Creative Whack Pack* and *Innovative Whack Pack* are illustrated decks of creative thinking strategies designed by Roger Von Oech, author of the classic bestseller on creativity *A Whack on the Side of the Head*. The card games are available at on-line booksellers. (<http://www.creativethink.com>)
- Subscribe to the Leader to Leader Institute's *Nonprofit Innovation of the Week* email notice to learn more about innovative programs around the country. (<http://www.l2li.org/innovation/index.html>)
- Check out *Promising Practices* on Southern Growth Policies Board's Web site for profiles of innovative programs and new practices to promote economic development in the South. (<http://www.southern.org/practices/practices.shtml>)

8. Motivational

- Borrow ideas from the business community. Author Kenneth Blanchard offers lessons on leadership and motivation in two recent books, *The Leadership Pill: The Missing Ingredient in Motivating People Today* and *Little Book of Coaching: Motivating People to be Winners*. Both are available at on-line booksellers.

9. Collaborative

- Identify common needs and goals of organizations and/or interest groups in the community. Publications such as the Independent Sector's *Working Better Together* (http://www.independentsector.org/PDFs/working_together.pdf) and Web sites such as (<http://www.communitycollaboration.net>) offer tips on building successful collaborations.

10. Always learning

- Sign up for Southern Growth Policies Board's free weekly e-newsletter, *Southern Compass*. *Southern Compass* charts the latest economic development news, study findings, reports, policy papers and meetings in the areas of technology and innovation, globalization, workforce development, community development, leadership and civic engagement. Subscribe at: (<http://www.southern.org/compass/index.asp>).

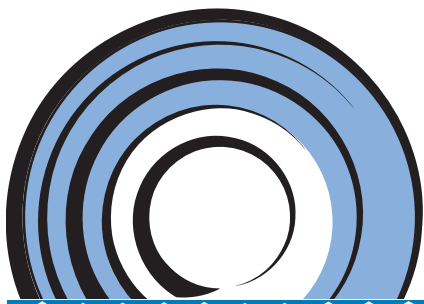
11. Culturally sensitive

- Make a list of foods, films, books, or music relating to other cultures that you tried this year. Make a list of things you'd like to try in the coming year. Look to *Respecting Our Differences: A Guide to Getting Along in a Changing World* by Lynn Duvall (Free Spirit Publishing, 1994), for other suggestions.
- Pick from among 101 simple ideas for promoting diversity and equity at home, school, work, or in the community, as identified in *101 Tools for Tolerance*, at (http://www.tolerance.org/101_tools/).
- Look for ways to nurture tolerance in your children. Check out *10 Ways to Nurture Tolerance*, at (<http://www.tolerance.org/parents/tenways.jsp>).
- Consider some of the following suggestions from the University of Kansas' *Community Tool Box*. (http://ctb.ku.edu/tools/en/sub_section_main_1170.htm)
 1. Make a conscious decision to establish friendships with people from other cultures. You might join a sports club or organization or move to a neighborhood with people from other cultures, for example.
 2. Put yourself in situations where you will meet people of other cultures, such as at meetings, or in ethnic restaurants.
 3. Examine your biases about people from other cultures.
 4. Ask people questions about their cultures, customs, and views.
 5. Read about other people's cultures and histories.
 6. Care and show caring.
 7. Listen to people tell their stories.
 8. Notice differences in communication styles and values.
 9. Risk making mistakes.
 10. Learn to be an ally.

12. Regional in perspective

- Read *The Practice of Regional Stewardship: Developing Leadership for Regional Action*, at (<http://www.regionalstewardship.org/Documents/Monograph5.pdf>).

Browse the Web site of the Alliance for Regional Stewardship for other resources and publications, at (<http://www.regionalstewardship.org>).



Leading the Future Toolkit Resources Handout





Leading the Future: Building Leadership in Your Community

Resources for Further Information

Leadership Development

Appalachian Regional Commission	http://www.arc.gov/index.do?nodeId=65
Community Leadership Association	http://www.communityleadership.org
Delta Regional Authority	http://www.dra.gov
Ford Foundation	http://leadershipforchange.org
Heartland Center for Leadership Development	http://www.heartlandcenter.info
Institute for Educational Leadership	http://www.iel.org
W.K. Kellogg Foundation	http://www.leadershiponlinekkf.org
Mid South Delta Initiative	http://www.msdi.org
Pew Partnership for Civic Change	http://www.pew-partnership.org
Southern Consortium of University Public Service Organizations	http://www.southern.org/main/scupso/scupso.shtml
Southern Growth Policies Board	http://www.southern.org
Tennessee Valley Authority	http://www.tva.gov/econdev/commdev.htm

Community Planning and Development Toolboxes

Asset Based Community Development Institute	http://www.northwestern.edu/ipr/abcd.html
Community Tool Box	http://ctb.ku.edu
Connecticut Assets Network	http://www.ctassets.org/library/readingroom.cfm
U.S. Environmental Protection Agency	http://www.epa.gov/greenkit/3tools.htm
New Tools for Community Design and Decisionmaking	http://www.i4sd.org/TCDDM/TL.htm
Florida Sustainable Communities Center	http://sustainable.state.fl.us/fdi/fsc/news/state/0004/tools2.htm
Quality Growth Toolkit	http://www.dca.state.ga.us/toolkit/toolkit.asp
Community Development Toolbox	http://www.communitydevelopment.uiuc.edu/toolbox/
Community and Economic Development Toolbox	http://www.cardi.cornell.edu/cd_toolbox/

Diversity/Tolerance/Race Relations

Teaching Tolerance	http://www.tolerance.org
Hope in the Cities	http://www.hopeinthecities.org
Joint Center for Political and Economic Studies	http://www.jointcenter.org
National Conference for Community and Justice	http://www.nccj.org
Network of Alliances Bridging Race and Ethnicity	http://jointcenter.org/nabre/
The Prejudice Institute	http://www.prejudiceinstitute.org
Stop the Hate	http://www.stophate.org
William Winter Institute for Racial Reconciliation	http://www.olemiss.edu/winterinstitute/

Public Deliberation and Dialogue

Kettering Foundation	http://www.kettering.org
League of Women Voters	http://www.lwv.org
Public Agenda	http://www.publicagenda.org
Study Circles Resource Center	http://www.studyircles.org

Regional Collaboration

Alliance for Regional Stewardship
National Association of Regional Councils

<http://www.regionalstewardship.org>
<http://www.narc.org>

Social Capital/Civic Engagement

Bowling Alone
Better Together

<http://www.bowlingalone.com>
<http://www.bettertogether.org>

Volunteerism/Community Service

Corporation for National and Community Service
National Commission on Service Learning
National Service-Learning Clearinghouse
National Service-Learning Partnership
Points of Light Foundation
Volunteer Center National Network
VolunteerMatch
Youth Service America

<http://www.nationalservice.org>
<http://www.servicelearningcommission.org>
<http://www.servicelearning.org>
<http://service-learningpartnership.org>
<http://www.pointsoflight.org>
<http://www.1-800-volunteer.org>
<http://www.volunteermatch.org>
<http://www.ysa.org>

Youth Development

America's Promise
American Youth Policy Forum
At the Table
Forum for Youth Investment
Innovation Center for Community & Youth Development
National 4-H Council
National Youth Development Information Center
National Youth Leadership Council
What Kids Can Do
Youth Leadership Initiative
Youth On Board

<http://www.americaspromise.org>
<http://www.aypf.org>
<http://www.atthetable.org>
<http://www.forumforyouthinvestment.org>
<http://www.theinnovationcenter.org>
<http://www.fourhcouncil.edu>
<http://www.nydic.org>
<http://www.nylc.org>
<http://www.whatkidscando.org>
<http://www.youthleadership.net>
<http://www.youthonboard.org>



Reinventing the Wheel: Building Leadership in Your Community

Facilitator's Guide

Reinventing the Wheel, Southern Growth Policies Board's 2003 *Report on the Future of the South*, speaks to the importance of developing more and better-prepared leaders to meet the opportunities and challenges of the 21st century. All over the South and all over the United States, citizen leaders are finding new ways of addressing community challenges. These new ways are more inclusive, more connected, more collaborative than ever before. At the core of the movement towards new leadership models is an emerging awareness that quality of life issues are inseparable from economic development issues. The quantity and quality of a community's civic engagement and social capital directly impact both quality of life and economic opportunity.

The goal of this toolkit is to help communities think about how they can start building a broader base of people who are both willing and well-prepared to lead the community in responding to emerging opportunities and challenges.

Equipment/Supplies Needed

- *Reinventing the Wheel* Video
- VCR
- *Reinventing the Wheel* report for each participant
- Set of five *Worksheets* for each participant
- *Better Leaders* handout for each participant
- *Resources* handout for each participant
- Five Leadership Poker cards for each participant (cut in advance)
- Pencils/pens
- Flip charts and markers
- Masking Tape

Copies of the *Reinventing the Wheel* report and video can be ordered from the Southern Growth Policies Board. Call Southern Growth at (919) 941-5145 to place an order.

Facilitator Script

Welcome	10 minutes
Video	15 minutes
Personal Stake Exercise	15 minutes
Group Exercise: Who is Missing?	40 minutes
Break	15 minutes
Group Exercise: How can we get them involved?	30 minutes
Group Exercise: Leadership Poker	30 minutes
Individual Exercise: How can I become a better leader?	15 minutes
Next Steps	10 minutes
	<hr/>
	3 hours

Welcome **(10 minutes)**

Introduce yourself and ask others in the room to briefly introduce themselves as well.

Video Presentation **(15 minutes)**

Introduce the *Reinventing the Wheel* video and explain that it emphasizes the importance of leadership to community well-being and will be a catalyst for later discussion. *Reinventing the Wheel* videos can be ordered from the Southern Growth Policies Board for \$10. Call Southern Growth at (919) 941-5145.

Personal Stake Exercise **(15 minutes)**

Connect the topic to people's lives and concerns by getting participants to talk about their personal experiences related to leadership. This makes the issue human rather than abstract. Some questions you might ask include:

- How has leadership changed in our community over the past ten years?
- How do you feel about what's happening with leadership in our community?
- What do you think is the biggest challenge our community faces in terms of leadership?
- What was your first leadership role? How did it come about? What impact did it have on your later leadership and community involvement efforts?
- What types of volunteer activities are you involved in? What leadership skills have you gained through these activities?
- How do you feel about what's happening with volunteering in our community?

Developing More Leaders in Our Community

Explain that the next part of the meeting will focus on developing more leaders in the community. Note that the video emphasizes the need to involve more people in leadership roles in our communities, not only to manage all the extra demands, but also to reflect the increasing diversity of our population. A clear message is that ordinary citizens need to see themselves as leaders – in schools, volunteer organizations and communities. Explain that the point of the next two exercises will be to identify who is currently involved in leadership in the community and to take stock of who is missing. With this information in mind, the group will begin to identify ways to make the community more “leaderful.”

Group Exercise: Who is Missing? (40 minutes)

Divide participants into two groups. Ask one group to think about who is currently involved in formal leadership positions in the community. (Use *Worksheet 1* to trigger ideas.) Ask them to identify both organizations and individuals.

Ask the second group to think about those who may provide leadership in a more informal capacity. (Use *Worksheet 2* to trigger ideas.) Ask them to identify both organizations and individuals.

Once divided into groups, begin by giving individuals about five minutes to think about and jot down their own ideas. Allow an additional 15 minutes for each group to discuss and compile individual ideas into a larger group listing. Bring the groups back together and have each report their findings (Allow 5 minutes each).

Distribute *Worksheet 3*, a demographic profile of the community (fill out the first column of the form prior to the meeting). Ask the group to consider and discuss the following questions:

- Who are the under-represented groups in the community? Consider race, ethnicity, age, gender, economic status, disability, geography, etc.
- Are there any conflicts or issues between these groups and others in the community?
- What types of organizations, if any, represent some of these under-represented groups?
- What is the quality of the relationships between these organizations and others in the community? Do these organizations work in partnership with other organizations in the community?
- What kind of contact have you had personally with these underrepresented groups? What has been the outcome?

Break
(15 minutes)

Prepare flip charts for Group Exercise to follow. Distribute Leadership Poker cards at each place now, or when group is occupied during the next Group Exercise.

Group Exercise: How can we get them involved?
(30 minutes)

Place four to six flip charts around the room (or tack paper or posters on the walls around the room). Label each with a heading that corresponds to one of the groups the participants just identified as being under-represented in leadership positions in the community. For example, this might include groups such as: African Americans, Immigrants, Youth, Seniors, Disabled, or Low-Income.

Divide participants into four to six groups, corresponding to the number of flip charts you have put up around the room. Assign each group to one of the flip charts. At the signal to start, ask each group to brainstorm ways in which the community could reach out to this group and try to get them more involved. Have participants record these brainstorming ideas on the flip chart.

Allow only two to three minutes for this initial brainstorming. At the conclusion of this time, ask each group to rotate to the flip chart on their right. At your signal, give each group two to three minutes at the new flip chart. Keep rotating around the room until each group is back to their original flip chart. Ask each group to take five minutes to consider all of the ideas gathered on that flip chart and select the three most promising ideas to report back to the full group.

Distribute *Worksheet 4* and see if that generates any additional ideas.

Developing Better-Prepared Leaders in our Community

Explain that the next part of the meeting will focus on developing better-prepared leaders who can meet the demands of a rapidly changing economy, government and culture. Part of this is clearly articulating what we expect of our leaders. With these expectations as a foundation, participants will begin to think about what steps they can take to become better-prepared leaders in the community.

Group Exercise: Leadership Poker ¹
(30 minutes)

During the break, distribute five Leadership Poker cards at each participant's place. Explain that the purpose of this exercise is to explore various qualities of leadership. The goal, as in poker, is to assemble the strongest hand. Note that, in this case, you don't mean four aces – you mean the hand with the best sayings about leaders.

Allow five to ten minutes for participants to review their own cards and then mill about room, trying to trade cards in order to assemble the strongest hand possible.

Next, divide participants into groups of five to ten people. Ask each group to discuss their cards and, as a group, assemble the strongest hand of three cards. You might suggest that each person start by sharing their strongest statement with their group. Ask if anyone has a card that they think is stronger than the cards shared. After 10 minutes, have each group report out.

Individual Exercise: How can I become a better leader? ²
(15 minutes)

Give individual participants five minutes to fill out *Worksheet 5*.

After they have completed the worksheet, invite comments and observations from the group. You might ask:

- What qualities or skills do you bring to the community?
- Name one thing that you plan to do in the next six months to become a better-prepared leader.
- How might you go about increasing your knowledge of trends affecting the community?
- How might you go about increasing your knowledge of how to be a more effective leader?

Next Steps
(10 minutes)

Before ending the meeting, take a few minutes to reflect on what has been accomplished and what might be next steps. You might ask:

- How can we use what we learned about our community in this meeting?
- How can we use what we learned about ourselves in this meeting?
- What do we still need to talk about?
- Do we want to meet again?
- Do we want to assign specific follow-up responsibilities?

Distribute the Resources handout and encourage participants to seek out further information and ideas on community leadership.

¹ This exercise was originally developed by Vaughn Grisham and appears in the Southern Growth Policies Board publication *South LINK 2000*.

² This exercise draws its structure from an exercise by Donna Sweeny called “Traits of Good Team Members” that appears in the Southern Growth Policies Board publication *South LINK 2000*.