



# Competent Leaders: What Effective Leaders Do Well

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## TEACHING OUTLINE

This is a brief teaching outline for the extension publication **Competent Leaders: What Effective Leaders Do Well**, part of the *Empowering Leaders in Kentucky (ELK)* educational series. Before presenting this program, please thoroughly read and study the **Competent Leaders: What Effective Leaders Do Well** extension publication.

### *Today's objectives are:*

1. Establish the difference between successful and effective leadership.
  2. Recognize the skills or characteristics of an effective leader.
  3. Determine the obstacles to effective leadership.
  4. Discuss some ideas on how to avoid leadership obstacles, or learn how to deal with them.
- ❖ As we have mentioned previously in this educational series, it is important to use an attention step to gain the audience's attention as well as set the tone of the presentation. For this topic, a great attention step is to

brainstorm effective (good) and ineffective (bad) leaders. On a board, flip chart or other area where you can write, make two columns with the respective headings "Effective leaders" and "Ineffective leaders" side by side. Ask for audience to participate and identify leaders who they feel to be effective/good or ineffective/bad. Explain these examples can be national, international or even local. After brainstorming for about 2-3 minutes, create two more columns (you can erase the first two, or just add these side by side if you have room) and label them "Good characteristics" and "Bad characteristics." Ask the audience to provide characteristics/actions/attitudes that makes a leader effective or ineffective. After 2-3 minutes, compare and contrast lists. You are then ready to segue way into the questions and content at the beginning of the publication.

❖ It is important for this topic that each participant is provided with a copy of the **Competent Leaders: What**

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extension publication. Particularly when presenting the content associated with Figure 1, frequently referring to the figure should help illustrate the details for the audience. Ask questions frequently, and make sure the audience understands this continuum before moving on – it may be necessary to repeat some of the steps a couple of times. A great way to illustrate understanding is to ask the audience to provide individual examples at each step of the continuum.

- ❖ When discussing the eight competencies under the *Effective Leaders* heading, make sure to review these prior to presentation, and be able to explain each of them. Dictionary definitions often provide enough detail for good explanations. If further clarification is necessary, please contact me at [k.ricketts@uky.edu](mailto:k.ricketts@uky.edu) or (859) 257-3767.
- ❖ When discussing *Obstacles to Effective Leadership*, try to incorporate participant's personal experiences. You can do this through asking for examples, and then use the audience to "solve" the issues through application of some of the aspects learned throughout the training.
- ❖ Finally, the *Step Out & Apply* section is used to conclude the training and allow participant's to apply some of the things they have learned throughout the training. There aren't specific answers that are right or wrong, however this activity should encourage participants to sit back and reflect on how they are already using some of this information in their day

to day life, and how they can use it even more effectively.

NOTE: As with all of the ELK publications, using a single section (within the publication) makes a great 10-15 minute presentation for any group.

### Group Activity Ideas

The activities listed below can be used in a variety of capacities: as attention steps to your presentation, at any time during the presentation to give a break to the audience or to illustrate a particular point, or at the end of your presentation to round out the presentation. All activities will be attached to the Teaching Outlines as appendices.

- 1) Hurd leadership case study
- 2) The Leadership Gap exercise