

Section 9: Skills in Leadership and Communication

Relevant Literature

Outreach and Media Skills: Public Education, Television, Radio, Print

Personal Leadership Skills (Penn State Cooperative Extension)

Looking Your Best for Television Interviews

Write for Easy Reading (Courtesy of Texas A&M University and the Texas Agricultural Extension Program)

OUTREACH AND MEDIA SKILLS: PUBLIC EDUCATION, TELEVISION, RADIO, PRINT

Section 1: Educating the Public

As a participant in WLA, you have agreed to participate in at least three public outreach activities. Those activities may include conservation education programs, such as presentations for your local sportsmen's club, activities at local schools, or showing your tri-fold at the county fair. There are many possibilities for what you can do to educate your community about what you've learned at WLA. When planning for an education program, it's a good idea to be well-prepared by asking questions of yourself and of the person in charge of the program or event. Preparation will increase your success. Below are some important questions to consider.

Questions and Thoughts for Designing a Conservation Education Program

1. Why do you want to do this program?
2. If someone asked you to do a program, what are their expectations?
3. Who is your audience?
 - Are they a captive or non-captive audience? (for example, families walking past your tri-fold display at a fair are a non-captive audience; a group who paid to be at a conference at which you are speaking is a captive audience)
 - What is their age? Your methods will vary depending on whether your audience is young children, teenagers, adults, senior citizens, or mixed ages.
 - What is their background? Do they have pre-existing knowledge of the topic you plan to discuss? You will need to present different material for a group of scientists from that which you would present to a group of families.
 - What is their perspective on the issue you are presenting? For example, you would present differently to a group of hunters than a group of animal rights activists if you are talking about hunting.
 - What are the characteristics of the audience's physical, mental, and, emotional development? Do they have the physical capability to participate in an active outdoor program? Are there any mental or emotional limitations (are they very young, are they mentally ill, or do they have any learning disabilities that you know about?)
 - How big is the group?
1. What is the message, concept, or big idea that you want people to leave with or what action do you want them to take?
 - It's helpful to write down your general purpose, so that as you plan for your program, you can look back to determine if your methods align well with your purpose.
 - Your message and objectives should be clearly stated, and presented in a manner appropriate for the audience.
4. What resources do you have to work with to get your ideas across?
5. Will you be indoors, outdoors, or both? Can you choose? Will your audience be prepared to do an outdoor program? (Do they have proper footwear or outerware appropriate for the weather conditions?)
6. What is the setup of the facility?
7. What are your minimum/maximum time limits?
8. What media and activities are best to deliver the message to the specific audience in order to bring about the changes you seek?
9. Will you only meet with this group once, or can you come back and offer additional programs?

10. How will you know if you are successful?

Tips for Power Point Presentations

When it comes to giving educational programs to the public, pictures are truly worth a thousand words. A power point presentation can be an effective tool for conveying your message to the audience.

However, don't use your presentation as a crutch or substitute for proper speaking skills.

When preparing a PowerPoint presentation, follow these tips to ensure a successful program.

1. Be sure and be familiar with your presentation and the equipment you will be using. *Do not try and shout a presentation if the room cannot be darkened, it won't work!*
2. Don't try to and squeeze every slide you have designed in to a small time allotment. Most talks will be 10-20 minutes in length.
3. Always observe our allotted time limit!
4. Always check your slides before your program for spelling errors or any changes that need to be made to better fit your audience.
5. Don't just start right into your programs with "lights please". Give opening comments with the lights on so you can make eye contact with your audience.
6. When using text on your slide keep your lettering fairly large. Keep your text short and sweet. Don't make the slide too "busy".

Section 2: Introduction to Television and Radio Interviews

Guiding Principles for Interviewing (by Gary Abdullah)

1. Get an Understanding
 - Interviewing vs. Background
 - Letting the Interviewee tell the story
 - An Insider's Perspective
2. Get quotes
 - In Their Own Words
3. Do's and Don'ts
 - DO establish a rapport
 - DO let them talk too much
 - DO keep the conversation focused -- loosely
 - DO fish around
 - DON'T be afraid of your interviewee
 - DON'T try to know everything
 - DON'T shy away from dumb questions

Media Interview Skills

**Originally prepared by the television producer Bruce Biermann (TX Parks and Wildlife) for the Texas Brigades, adapted for use with the Wildlife Leadership Academy.*

Basic Presentation and Speaking Concepts

Major Points:

1. *Never say “ah”, “um”, or “you know”. Be silent instead.*
2. *Visualize your speech. Use analogies and metaphors.*

Details:

- Silence is better than noise. Noises like *ah*, *um*, and *you know* makes you sound goofy. Short amounts of silence make you appear in control and thoughtful.
- If you tell me I'll forget. If you show me I might remember. If you involve me I'll never forget.
 - Involve the audience if possible by asking them a question, usually a yes or no question.
- 50% of presentation's material should be audible (speech), 40% visual (items, slides, PowerPoint), and 10% printed material (handouts).
- Visualize your speech. Don't say, "When launched, the Space Shuttle used 50 thousand gallons of fuels." Instead, say something like, "Every time the Space Shuttle is launched, it used enough fuel to drive a pickup truck across the United States over 200 times."

Preparing

Major Point:

1. *Have a note card with you major communication points written on it. You may not need it, but it's good to have it as a reminder.*

Details:

- Prepare two or three "Communication Points", the two or three most important ideas or issues you hope to address and get across to the reporter during the interview.
- Write down your Communication Points. Each point will have a subject, a verb, and supporting information and adjectives.
- Make a list of possible questions you think the interviewer might be asking you. Pretend you're interviewing someone else and think what questions you would be asking.
- Know your subject matter well. Feel free to ask the interviewer before the interview what they will be asking you. Ask them as early as possible so you will have more time to prepare.
- Before the interview write your best answer down and read them back out loud. Listen to what you're saying and rewrite your answer until they sound good.
- Practice, practice, practice! Rehearse your answers our loud in front of a mirror and in front of friends or family.

Keeping It Simple

Major Points

1. *Keep your answers short, simple and specific.*
2. *Don't stray from the topic.*

Details

- Make short, simple, and specific statements.
- Explain your most important points first.
- Don't stray from the topic.
- Summarize and then elaborate. Example: "The Wildlife Leadership Academy has been the best experience of my life. It was the best experience because..." or "...Let me explain what I mean..."

Answering Questions

Major Points

1. *Don't ramble on with your answers*
2. *Answer negative questions with positive answers.*

Details

- Briefly pause after complete statements. It makes it easier for the reporter to make edits if the interview is not live.
- When you think you've answered a question adequately, don't feel compelled to keep talking simply because the interviewer has a microphone up to your mouth. If you're satisfied with your answer, sit in silence. Rambling leads you to say the wrong thing.
- Never say, "As I said earlier..." or "As I explained earlier...". It doesn't matter what you said earlier, only what you're saying now. If the interview will be edited, it is difficult to edit around those statements.
- Think before you speak. Silence is better than "filler noises" like uh, ah, well, yeah, and the dreaded, "you know".
- Always answer a negative question with a positive. Example: Q. "Is the earth's ecology being destroyed by man?" A. "Man has had a very big impact on the earth's ecology. But, with the information I learned at Wildlife Leadership Adventures, I now know what we can do to make the environment healthier, such as..."
- Always tell the truth. Never tell a lie. If you don't know the answer, admit that you don't know the answer. When appropriate, say you don't know the answer but you'll be glad to research it and get back with the right answer.
- Avoid saying goofy, unprofessional things before or after the interview. You never know when you might say something that the interviewer will use, no matter how good or bad it is. Always be positive and professional. Wait until you get home to say the stupid or goofy things.
- Never say, "No comment." Or, "I don't care to answer that." It sounds like you have something to hide. It's better to say something like, "I'm not sure how to answer that. I'll get back to you with that answer."

How You Speak Something That Matters

Major Points

1. *Speak clearly, loudly and at a normal pace.*
2. *Fluctuate the tone of your voice.*

Details

- Speak clearly.
- Speak loudly, but don't yell.
- Fluctuate your tone.
- Don't speak too fast. Don't speak too slowly

Appearance Is Everything

Major Points

1. *Tuck in your shirt, take off your hat, throw out your gum.*
2. *Look professional.*

Details

- Always look professional- conservative looking is better than modern or funky. Look at pictures of successful business people and scientists and the like- you should look like them, not your peers.
- Tuck your shirt in.
- Never chew gum.
- Never wear anything white or black for a television interview. The camera often can't handle the contrast.
- Never wear a hat. It looks bad and the shadow will hide your eyes.
- Ladies, don't wear big, bright earrings or long necklaces. The earrings distract the viewer and the necklace will rub against the microphone.
- Ladies, wear very little makeup. Never use anything glossy.

Enthusiasm

Major Points

1. *Smile and be confident.*
2. *Act like your enjoying the interview.*

Details

- Smile! It will make you sound happy whether you're actually happy or not. Example: Say out loud with a straight face, "I've had a great day." Now smile real big and say, "I've had a great day!"
- Gesturing with your hands is okay in small amounts. Keep your hands away from your face unless you absolutely have to touch your face or hair.
- Say it in 30 seconds or less. Shorter answers are always better.
- Be confident. You're the one who knows the answers, so that puts you in control of the conversation.

Body Language

Major Points

1. *Keep eye contact with the interviewer.*
2. *Sit or stand still, don't fidget.*

Details

- Look at the interviewer, not the camera. Look the interviewer in the eyes. If you look up, down or to the side, you're credibility drops- you look shifty-eyed and untrustworthy.
- Sit or stand still. Moving around makes you look unconfident. Hold your head high and stay still.
- Never read from your notes. But you can quickly reference some notes if you get stuck.
- Stay still after the interview until the interviewer says you may go. You may have a lapel microphone attached to you that the interviewer needs to disconnect. Let the crew take the mic off of you so you can't possibly make a mistake with their equipment.
- Be careful when walking away from the camera or television set. There are usually cables on the ground and you don't want to trip on one of them.
- Never fidget or wiggle your feet or legs. You might be nervous, but you don't want to look nervous.

The Be Attitudes

- Be prepared.
- Be positive.
- Be honest.
- Be brief.
- Be yourself.
- Be energetic.
- Be focused.
- Be comfortable.
- Be confident.

Section 3: Introduction to Radio Interviews

Radio Interview – Gary's Tips for Making You Famous (Gary Abdullah)

1. Know your Audience
 - a) Don't talk to me
 - b) What kind of radio station is it?
 - c) Where's this going?
2. Keep it Simple
 - a) Have your talking points ready
 - b) Know what he interviewers looking for
3. Explain Everything –
 - a) You're the expert
 - b) The interviewer may ask dumb questions
 - c) No jargon!!
4. Bring the Energy
 - a) Your passion makes the difference
 - b) Cut through the clutter
 - c) Are we having fun yet?
5. Don't Be Afraid
 - a) Stammering doesn't help
 - b) You don't need the interviewer's approval
6. Take Your Time
 - a) The interviewer can't understand you

b) Clarity= Impact

Section 4: Introduction to Print Media

Journalism Basics

**This document is based on materials prepared for the Texas Brigades wildlife leadership program.*

1. Write about subjects that you know or something you've experienced.
2. The more you write, the better writer you become. Keep a journal of experiences to refresh your memory. Practice writing on a regular basis. Write letters to friends and family.
3. Learn the skills necessary to do a good interview. Make a list of questions to ask. Don't be afraid to follow up on questions or react to interesting things the subject says. Use a tape recorder to record the interview. Most people can't write fast enough to keep a good flow of thoughts coming from the subject. Tape-recorded interviews tend to be more conversational and free the interviewer to follow the conversation. You can listen to the tape repeatedly and get the details right.
4. Learn to use a computer. It will make you a better writer because it's much easier to make corrections or improve a sentence that sounds sloppy.
5. Keep sentences short and to the point. Avoid long, rambling sentences that begin and/or end in clauses.
6. Concentrate on the five W's of a news story – Who, What, When, Why, and Where.
7. Think about what details you want to know when you read a story. Include those details in your own story.
8. Keep your story short, while including all the pertinent details, 500 to 700 words is a good length for a newspaper story.
9. To be a good writer, you must read. Read newspapers, magazines, novels, non-fiction. When you read a writer that you enjoy, try to figure out why you like his or her writing style.

Three Keys to Having Your Story Published

1. Submit your story to the appropriate market. Forget about Field & Stream, New York Times, Intelligencer Journal, Philadelphia Inquirer, etc. Submit your story to a small, local newspaper, probably a weekly. It will help if the paper is your community newspaper.
2. E-mail the story to your target market. Include your telephone number and a brief biography explaining that you're a student at Willy Nilly High School and you attended the Wildlife Leadership Academy. A small newspaper can take your e-mailed copy and format it to suit their purposes without having to retype the entire thing.
3. Include an interesting digital photograph that tells a story and catches the reader's attention.

Unit I:

Personal Leadership Skills

2. Values and Ethics

Many different approaches to learning about values, ethics, self-esteem, and motivation exist within the context of leadership. Our actions as individuals and group members as well as our behavior while serving in leadership roles are based on values. An awareness of what we believe and value and the recognition of the sources of these beliefs and values are basic beginning steps in developing our personal leadership skills.

A need is growing to find ways to promote ethical behavior, individually and in group situations, without imposing a specific value system. Group decisions where some individuals or groups benefit while others pay costs sometimes result in ethical dilemmas. These dilemmas involve a conflict between core ethical values—between “right and right” or “wrong and wrong.”

Recognize What You Value

Values are abstract concepts of worth—what we think is good or important. A value in itself is neither good nor bad, yet values guide the way we feel and act about certain ideas, things, situations, and people. They are principles that guide decisions and actions. Values are formed through experiences over time and are influenced by many sources including parents, siblings, friends, teachers, religions, organizations, the media, and many other factors. We are influenced everyday by our values. Values can and do change. We are often aware of some values, but others learned at an early age may not be easily recognized (Goldsmith 1991). The things we value may be material possessions, such as clothing, property, or automobiles; the activities that we enjoy, such as sports, music, or work; or the people we care about, such as our family or friends. We also value or hold dear certain ideals, principles, or beliefs.

A personal system of values is made up of all the things that a person prizes, cherishes, holds dear, or considers important (McNeil and Walker 1986). There are many different types of values. Among the different types of values are:

- Moral values: What is good or right behavior? What is just? What thoughts, ideals, attitudes, or beliefs are noble and worthy?
- Spiritual values: What are the best ways to worship? What spiritual or religious way is most meaningful to you?
- Aesthetical values: What types of things are beautiful, harmonious, or pleasing to you?
- Sensual values: What kinds of experiences make you feel good or give you a sense of pleasure or of well-being?

- Prestige values: What brings you worth or esteem in the eyes of others? What is “in” or fashionable or respectable? What gets you the kind of attention or respect from others that you want or need?
- Economic values: What is most important to you in the way of earning or acquiring money, your standard of living, or your financial security?
- Pragmatic values: What things do you feel are practical and useful?

These various types of values are related and overlap. Considering one type without involving one or more of the others is difficult.

Values also have varying degrees of strength. Each individual has a “pyramid of values.” Some values are much higher in degree of importance than others—they take priority. Some people may value things the highest that they feel are practical for everyday use. Others may cherish works of art or things of beauty.

How do you make “good” decisions? First, know what you truly value. Values are not just “interests,” “feelings,” or even “preferences”—they involve three important factors: choosing, prizing, and acting. Before something can be a genuine value (and part of your decision-making and action processes), it must meet seven basic criteria (McNeil and Walker 1986; Sperry and Reed-Boniface 1993):

1. Chosen freely without external pressure or coercion.
2. Chosen from among all possible alternatives.
3. Chosen after careful reflection of advantages, disadvantages, and consequences.
4. Prized and cherished.
5. Publicly affirmed.

6. Acted upon and applied to specific situations.
7. Made a repeated pattern of action (commitment) in your life.

Once a value has met all of these sometimes demanding criteria, it is yours, a part of who you are. If the value is to be changed, it can only be changed by you—nobody else. Some thoughtful reflection about ourselves in relation to our values can often help us place our values into a clearer focus. This process can:

- Help us know ourselves better.
- Become a guide for self-improvement.
- Be helpful in making personal decisions.
- Help us manage our time, energy, and resources to our best advantage.
- Help us to eliminate some of the confusion in our lives.
- Help us to formulate a desired system of values.
- Help us to act or behave more in accordance with our desired system of values.
- Help us to better understand and respect others who have different values.

Values and Goals

We generally think the same things are important over time, although the order of importance may change. Resources, experiences, family situations, and the environment influence what we value. Our values also closely relate to our goals. Values are the “whys” behind our goals. For example, your goal might be to plant a big hedge around your yard. The “why” behind this goal is that you value privacy. If your goal is to be president of a local service club, your values might be recognition, social acceptance, service to others, or power. If you value individuality, your goals will be different than if you value conformity. People can share goals without sharing values. We can also share values without sharing goals. Attention to these differences becomes important in group communication, decision making, and conflict resolution (Goldsmith 1991).

Match Values and Goals with Time Use

Working in the leadership field is a “labor-intensive” activity, and we need to practice our time-management skills to do it well. Time is the most valuable, unique, and perishable of the resources we use. The more you become aware of time and how you use it, the more precious it becomes. Time may be the scarcest commodity we have, and unless it is managed, nothing else can be managed. In reality, time management is actually a misnomer—no one can really manage time, for the clock is out of our control. Rather, time management is really a matter of managing yourself with respect to the clock.

In order to use your time and other resources effectively, you must first think about your values and decide on your goals. Personal, professional, social, family, and financial goals are all important and all require time to achieve them. Most of us want to work toward more than one goal. This makes it necessary to set priorities and to balance our use of resources among competing demands.

Think through and decide what goals are most important to you. After deciding what your goals are, write them down. Otherwise, your goals may remain unclear and you’ll never know whether you’ve achieved them. Effectiveness means selecting the most important task from all the possibilities available and then doing it. Making the choices about how you will use your time is often more important than doing an arbitrary job efficiently. Efficiency is fine in its place—after the effective goal has been selected.

Select activities that will help you accomplish your goals. Realizing that you can’t do everything all at one time, you may want to divide large, long-term projects into a series of short-term projects that can

be completed one by one in more manageable segments of time. Many smaller steps or short-term objectives are a priority to meeting deadlines or short-run tasks. Otherwise, time is frittered away and no progress is made.

Think about *why* you want to improve your organization and management skills and improve the way you balance time, money, and other resources. Is your goal to find the time to become a volunteer on a community project? Do you feel “stressed out” or overwhelmed by all the things you have to do? Is leisure time something you only dimly remember from your childhood? In working with other people, being aware of their values as well as our own is important. It is easier to get along with people who see the world as we do, so we often seek them out; however, in leadership work, we need the ideas of others who see the world differently and have feelings about situations that are different from ours. Bridging some of these differences may take time, but we will benefit from their expertise in dealing with organizational and community problems (Ayers 1996).

When we work toward understanding different values, we get closer to building common ground and when we are tolerant of others’ beliefs, it is easier to develop working relationships and a solid base for accomplishing mutual goals. Respect and tolerance for the values of others is an important attitude in human relationships. Before we can understand someone else, we must understand ourselves. Knowing what makes us behave the way we do helps us choose how to act when working with others so that everyone can be more efficient.

Self-Esteem

A firm self-identity—who we are or who we would like to be—is fundamental to effective leadership. We live in rapidly changing times with a fast and often hectic pace. We are besieged and bombarded from all sides by various pressures that are trying to influence or determine our values. We cope daily with many different “pushes” and “pulls” that presume to tell us what is “right” or “best” for us. If we want to have a clear self-identity and a system of values that we can call our own, we have to take control—make some choices, clarify, and establish our values.

Values are closely related to an individual’s sense of self-esteem. Self-esteem is earned through thought, action, and reflection. Self-esteem can be defined as your own realistic, positive inner valuing of yourself based on genuine striving to become a more capable and worthy person (Teel 1998). In this definition, self-esteem consists of three key components, which include feelings of being:

- Capable—Your practical ability and competence, which is different for everyone.
- Worthy—Your ability to act in a manner that is consistent with principles such as honor, honesty, morality, and justice—dimensions that relate to character.
- Striving—The effort to be the best you can be, which is under an individual’s control.

In the Teel model, four key points put these principles into action:

- Turning errors into positive learning experiences, allowing us to grow and become better, stronger, happier, and more fulfilled.
- Maintaining self-control, but recognizing and properly using the differing roles of emotion and reason.
- Gaining responsibility and striving to fulfill the things in our lives for which we are responsible—this involves distinguishing between what is or is not our responsibility.
- Respecting the rights of ourselves and others and seeking to act in accordance with principles that give equal respect and weight to your own rights and to the rights of all others.

Another version of self-esteem developed by Hesselbein has a focus on leadership in the information age. This version is based on six categories called the Six Pillars of Self-Esteem (Hesselbein 1996). They include:

1. The practice of living consciously.
 - Respecting facts.
 - Being present in what we are doing while we are doing it.
 - Seeking and being eagerly open to any information, knowledge, or feedback that bears on our interests, values, goals, and projects.
 - Seeking to understand not only the world external to us, but also our inner world so that we do not act out of self-blindness.

2. The practice of self-acceptance.

- Willing to own, experience, and take responsibility for our thoughts, feelings, and actions without evasion, denial, or renunciation and without self-repudiation.
- Giving ourselves permission to think our thoughts, experience our emotions, and look at our actions without necessarily liking, endorsing, or condoning them.

3. The practice of self-responsibility.

- Realizing that we are the authors of our choices and actions.
- Each one of us is responsible for our life and well-being and for the attainment of our goals.
- If we need the cooperation of other people to achieve our goals, we must offer value in exchange.
- The question is not “Who’s to blame?” but always “What needs to be done?”

4. The practice of self-assertiveness.

- Being authentic in our dealings with others.
- Treating our values and other people with decent respect in social contexts.
- Refusing to fake the reality of who we are or what we esteem in order to avoid someone’s disapproval.
- Being willing to stand up for ourselves and our ideas in an appropriate way and in appropriate circumstances.

5. The practice of living purposely.

- Identifying our short-term and long-term goals or purposes and the actions needed to attain them.
- Organizing behavior in the service of these goals.
- Monitoring actions to be sure we stay on track.
- Paying attention to the outcome in order to recognize if and when we need to go back to the drawing board.

6. The practice of personal integrity.

- Living with congruence between what we know, what we profess, and what we do.
- Telling the truth, honoring our commitments, and exemplifying in action the values we profess.
- Dealing with others fairly and benevolently.

Although these have several parallels, the self-esteem pillars should not be confused with the Six Pillars of Character, the basis of the Josephson Model for Ethical Behavior, which is described in the following pages.

Issues of Diversity

One way to manage stress and risk in leadership roles is to remember the ethical principles of respecting, caring about, and valuing others. Ask yourself, “What are my psychological contracts?”

Psychological contracts are the assumptions and expectations a person has about how others should behave in their relationships. They are unspoken, unwritten, and, for the most part, unconscious, yet, they are a powerful influence because they have to do with emotions, power, and other personal needs. The essence of psychological contracts is mutual need and mutual gain. Positive mutual gain is the objective of both parties.

Because of the differences in our backgrounds, we bring different assumptions and expectations to the community. This can make negotiating mutually satisfying contracts complex. In addition, the psychological contracts we formed early in our lives from our families will have changed over time based on our varied experiences. Psychological contracts are dynamic and changing, just as people and organizations change.

When we were young children learning about the world, it's possible that some of the messages we received about people were misinformation. These messages may have come from parents, teachers, friends, and media and, although not purposeful in misinforming us, these people affected how we responded to people who were different from us. These responses became automatic and as adults many of us still use them automatically. These automatic responses represent stereotypes about different groups. When we stereotype, we place a person in a particular “mental file” not based on knowledge gained through personal experience with that person, but rather based

on what we believe about a group to which the person belongs (Ingram 2001).

In order to promote an appreciation of individual worth and diversity, remember to:

- Treat everyone as an individual. Consider how someone wishes to be treated versus how you think they wish to be treated.
- Be conscious of the dynamics of group memberships within the group.
- Deal with conflicts and disagreements early on.
- Promote healthy and effective interpersonal communication.
- Set clear expectations and goals for others as well as yourself.
- State a common vision.
- Be a positive role model (Nalbandian 1997).

Building a Framework for Dialogue

Enhancing ethical decisions and actions without imposing a preconceived set of values and beliefs is fundamental to ethical leadership and decision making. A dialogue about ethical principles is of vital importance in empowering action on critical issues, which often involves conflicts of values and opinions that cannot be determined by objective, factual data (Josephson 1994; Walker and Williams 1995; and Scheffert 1996).

One challenge of collaborative leadership is to develop a firm foundation of ethical behavior in order to meet the needs of participating groups and achieve mutual goals. In order to think clearly and communicate effectively about differences in value systems, ethical issues, and decisions, it is essential to develop a plain, understandable vocabulary. This is also helpful when developing practical approaches for dealing with ethical problems. One way to develop this vocabulary is by considering the definitions.

- Ethics can be defined as a system of moral principles, the branch of philosophy dealing with human values and moral conduct, and the science of the ideal human character (Marrella 2001).
- Values and ethics are not the same. Values concern personal beliefs and attitudes that determine how a person actually behaves. People hold both ethical and nonethical values. Ethical values are values that relate directly to beliefs about what is right and proper.

Types of Values

Everyone has hundreds of values, ethical and nonethical. Ethical values are concerned with beliefs about what is right, such as honesty, respect, caring, and responsibility.

Core ethical values are ethical values that are fundamental, regardless of most cultural, socioeconomic, and ethnic differences. The concept of core ethical values was developed through consensus by a group of educators, leaders of youth and human services organizations, and ethics institutes. This new conceptual framework proposes two categories of ethical values. The first category of core ethical values is generally accepted as fundamental, regardless of time, culture, or religion (Josephson 1993, 1994). These include trustworthiness, respect, caring, responsibility, fairness, and citizenship.

A second category of ethical values includes cultural and personal ethical values. This category includes beliefs about what is right and wrong that arise from religious beliefs, cultural traditions, political philosophy, and business or professional standards and practices.

These noncore ethical values do vary over time and among different professions, cultures, religions, and individuals. They are areas of legitimate controversy among people with differing values. The core ethical value of respect requires tolerance and dignity for the autonomy of all people and their rights to their own beliefs.

Nonethical values relate to things we like, want, or deem personally important, such as wealth, fame, job security, recognition, professional success, and satisfying social relationships. These values are ethically neutral—do not confuse them with unethical values.

Personal ethics is a term sometimes used to describe an individual's value system and code of behavior based on a variety of values and beliefs. Personal ethics can (erroneously) find that the actions of the Mafia, a youth gang, or a dictator are ethically the same as those of Mother Teresa. Some types of leadership principles make a distinction between the necessity for ethical behavior in your private life and in your public life.

Ethical behavior sometimes costs more than we wish to pay. Many excuses and rationalizations are created to explain why we opted for convenience, comfort, and self-interest instead of doing what we know is right. An ethical dilemma occurs when there is a conflict between core ethical values—between “right and right” or between “wrong and wrong.”

Ethical Leadership

Ethical behavior in leadership roles is based on the concept of working with others to accomplish agreed upon goals for the common good. A basic premise is that people have unique strengths and the capacity to resolve their own issues. Self-interests and manipulation of others are not part of ethical leadership.

Motivational leadership is guidance that stimulates others into voluntary action. Such leadership takes responsibility for moving others to action, thus resulting in desirable outcomes. The focus is on the leader's ability to work with, through, and together with others to get results (Teel 1998). This kind of leadership envisions working with voluntary followers to obtain desirable outcomes, uses group goals to set direction, and specifies objectives against which to determine future achievement.

Translating ideals into action and promises into outcomes, as well as "walking the talk," and developing practical approaches for dealing with ethical problems are key steps in becoming a leader (Scheffert 1996). It is important to determine both individually and as a group what your guiding values are so that you will always have a standard by which you can determine whether actions are worthwhile and desirable.

Six Pillars of Character

Several models or frameworks of ethical behavior have been developed. One approach that is useful in many leadership and personal situations is based on these six pillars of character (Josephson 1993).

Ethical people practice the following pillars of ethical behavior in everyday life, as well as in community activities or in the workplace. The Six Pillars and resulting actions include:

1. Trustworthiness

- **Honesty:** Tell the truth. Be sincere—say what you mean, mean what you say.
- **Integrity and courage:** Stand up for your beliefs about right and wrong. Be yourself and resist social pressures to do the things you think are wrong. Show commitment, courage, and self-discipline by doing the right thing, regardless of personal cost.
- **Keeping promises:** Be reliable and keep your word. Only make commitments you firmly intend to keep.
- **Fidelity and loyalty:** Keep confidential information confidential. Within the limits of your other ethical obligations, be loyal—stand by, support, help, and protect your family, friends, teachers, employers, school, community, and country.

2. Respect

- **Politeness:** Be courteous.
- **Recognition:** Respect the right of individuals to make decisions about their own lives.
- **Tolerance:** Be appreciative and accepting of individual differences. Judge all people on their own merit.

3. Responsibility

- **Accountability:** Think before you act—consider the possible consequences to yourself and others, and decide whether the act is honest, fair, caring, and respectful to all who will be affected. Be accountable—accept responsibility for the consequences of your actions and inactions. Be reliable—perform your duties. Set a good example with your own conduct. Take the initiative to make your society, school, or home life better for yourself and others.
- **Pursuit of excellence:** Do your best. Make everything you do worthy of your pride.
- **Perseverance:** Meet your responsibilities even when it is difficult to do so.

4. Fairness

- **Equality:** Treat all people fairly.
- **Open-mindedness:** Listen to others and try to understand what they are saying and feeling.
- **Impartiality:** Make decisions based on consistent and appropriate standards.

5. Caring

- **Compassion:** Show that you care about others through kindness, caring, generosity, and sharing.
- **Consideration:** Treat others the way you want them to treat you.

6. Citizenship

- **Lawfulness:** Obey laws and rules.
- **Participation:** Stay informed, vote, and protect your family and community.
- **Altruism:** Be charitable.

Characteristics of Ethical Leaders

Honesty, fair-mindedness, and concern for others are qualities people look for in leaders. If the leaders selected do not serve reliably, trust erodes and a loss of faith is created in the leaders and system they work within (Scheffert 1996). Acts that create distrust, suspicion, misunderstanding, build barriers, and destroy integrity are immoral; and acts that decrease the individual's sense of self-respect rather than produce a capacity to work together separate people and break down capacity for communication (Thiroux 1995). Good leaders exhibit the following traits:

1. A high degree of commitment and the desire to do the right thing.
2. Consciousness—the heightened awareness of the ethical implications of decisions and actions, the claims of all stakeholders, and the tendency to rationalize unethical conduct.
3. Enhanced competencies, particularly the ability to use critical-thinking and problem-solving skills in dealing with personal, professional, and group situations.
4. Courage—the ability to face and deal with difficult situations instead of withdrawing or taking the easy way out.

Applying Ethical Principles

One universal tenet, the instruction to “do no harm,” is present in most sets of rules. However, in some group or public issues, it is impossible to find a resolution that does no harm to anyone. Shortcomings of each of the traditional theories become particularly apparent in cases where there are many competing interests, values, and benefits. Various ethical standards evolve as individuals or groups become more aware of the consequences of their actions on others or as new abilities or technologies raise new issues.

Ethical decision making refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles. It adds specific consideration of ethical principles in making personal and professional program choices. In order to guide groups in ethical decision making, leaders and group members should work together to:

- Perceive and eliminate unethical options—when there is a conflict, eliminate options that favor unethical values over ethical values.
- Select the best ethical alternative—when there is more than one ethical response to a situation, examine the choices carefully because not all may be equal.

The following criteria can be added for evaluating options and consequences of a group or public policy choices. Dialogue, reflection, and questioning are needed as the group considers these guidelines:

- Examine the situation.
- Identify all important points of conflict.
- Decide whose interests are involved and consider their key values.
- Identify the conflicting loyalties.

- Identify the alternatives and consequences.
- Eliminate any options that are clearly unethical, illegal, or impractical.
- Identify which principles are respected and which are violated in the various options.
- Examine possibilities for combining or rearranging options or looking for others.
- Determine the priority of competing values as you weigh the options.

The decision should take into account and reflect a concern for the interests and well-being of all stakeholders. When ethical values conflict, the decisions should be those that produce the greatest balance of good in the long run (Pritchett 1993; Walker and Williams 1995).

Dealing with Ethical Dilemmas

This approach does not provide all of the answers all of the time and/or the solution to a controversy, but it helps make sure that the right questions are being asked and that the stage is set for people to exchange viewpoints and identify their common interests.

An ethical dilemma occurs when there is a conflict between core ethical values, sometimes described as a conflict between “right and right” (when two good choices conflict) or between “wrong and wrong” (the lesser of two evils). Ethical decision making in situations with complex and difficult ethical dilemmas requires critical thinking. These choices are the tough ones. Leaders who can analyze the conflicting choices in an ethical dilemma and explain their reasoning are leaders who contribute to trusting relationships.

Summary

Questions to Ask Yourself

One major challenge for each of us is connecting our hopes and dreams for our organizations and communities to our daily actions. How do we engage ourselves and others into “authentic” actions that are meaningful? How do we connect new ways of thinking about leadership with the actual situations we face? Each of us may need to ask ourselves (Ayers 1996):

- Can I collaborate with others and not be defensive over my own “turf”?
- Can I trust others when I’ve been betrayed in the past?
- Can I share power while I am trying to build a career and name for myself?
- Can I keep a healthy ego while working with people who disagree with me?
- Do I have the courage to initiate needed changes and risk being criticized by others?

As leaders, we must find the courage to act upon our values in a positive way. Members must feel comfortable expressing their needs as well as their interests and talents. Satisfying basic human needs for security and acceptance builds trust. In turn, building trust contributes to the expression of needs. Trust is based on the belief that those in leadership roles act ethically for the common good. Where there are conflicts and dilemmas, care should be taken to think through the alternatives and work together for the most satisfactory solution.

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One of the most critical needs in Pennsylvania is strong local leadership for the future well-being of communities. This includes leadership for civic and nonprofit organizations, youth, the business community, elected officials, and citizens.

The *Learning Today, Leading Tomorrow* leadership curriculum was developed to help individuals develop and strengthen their personal leadership skills so they can play active and constructive leadership roles in their communities. The program focuses on developing and strengthening personal and interpersonal leadership skills, group and organizational leadership skills, and community leadership skills.

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For more information about the *Learning Today, Leading Tomorrow* program, contact your local Penn State Cooperative Extension office, or visit www.leadership.psu.edu.

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Joann M. Kowalski
 Janet I. Allis
 Patricia Gordon Anderson
 Nancy E. Crago
 Amy S. Gregor
 Debra A. Gregory
 Timothy W. Kelsey
 William C. Kleiner
 G. Michael McDavid
 Winifred W. McGee
 Beth A. McLaughlin
 Donald E. Tanner
 Ann J. Ward

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**LEARNING TODAY
 LEADING TOMORROW**

DEVELOPING LEADERSHIP POTENTIAL



Looking Your Best For Television Interviews

Clothing

In general, clothing is much more important in studio interviews, but the same tips can apply for interviews to be edited for an evening newscast.

Colors

Avoid herringbones, small checks (plaids), red and white. In general, it's best to stay away from extremes — dark or light colors. Concentrate on mid-tone greens, blues, browns, yellows, grays. Moderate contrast is the key.

For men: Suits should be medium blue, gray or brown. Solids look better than pinstripes. Pale blue or tan shirts and colored ties with conservative patterns are good. Vests look too formal and constricting. Socks should reach halfway up the calf, far enough to cover the ankle.

For women: Women appear best in conservative dress or a good regulation business suit with little jewelry. Avoid loud, bold or vibrant patterns.

Jewelry

Avoid shiny jewelry. Jewelry that sparkles under the lights creates flashes of light in the camera. Pearls, gold button earrings and small gold neck chains look best, but be careful that they don't hang low enough to rub against a clip-on microphone that may be attached to your shirt or blouse.

Makeup

For men: Makeup is not necessary, unless you think it makes you look better on TV. Some stations ask that you do wear makeup to hide 5-o'clock shadows and shiny areas on your face. Just go with an open mind and be ready to put on some makeup if needed.

For women: Usually, no special makeup is required. However, sometimes extra powder or base may be necessary to hide shadows around the eyes. Like our advice for men, go to the station open for suggestions and be ready to put on extra makeup if necessary.

Glasses

People who wear glasses should wear them on television only if they can't see without them. However, be aware that heavy, dark frames can cause bad shadows in the eye sockets. They also reflect lights, and hide your eyes.

(continued on next page)

Looking Your Best For Television Interviews (Cont'd)

Body language

Hands—Don't play with your pocket change or twist the microphone cord with nervous hands.

Eyes—Eye contact is critical. The audience will be studying your eyes in search of confidence and credibility. You should have eye contact with the interviewer at all times. This will make you appear interested and attentive.

Don't look at the camera or anything else behind the scenes. Any subtle glances up or to the side are magnified on television and can make you appear shifty-eyed and untrustworthy. If you must look away at all to break, it is best to look down, appearing in thought, as opposed to nervous or uncomfortable.

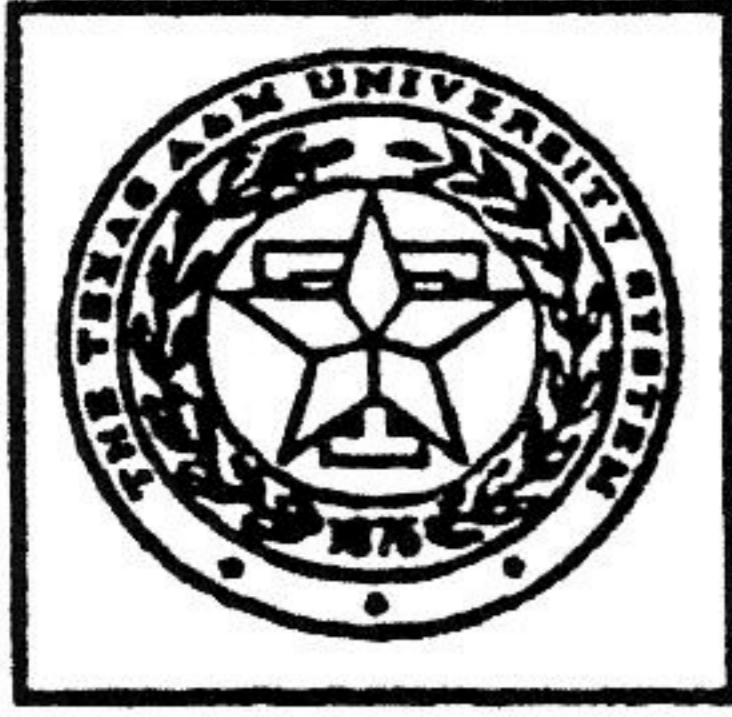
For you, the behind-the-scene people and activities do not exist; don't be distracted. Keep your eyes focused on the interviewer. When two people are being interviewed, it is permissible to look at the guest who is speaking, but bring your eyes directly back to the interviewer afterward.

Chairs—Be sure to keep fairly still in your chair. Rocking back and forth in a swivel chair or leaning side to side can bring you in and out of a cameraperson's shot. Bad shots can force a reporter to use what may not have been your best soundbite.

Legs—Avoid "splayed" legs. Use the "finishing school" position, crossing your legs at the ankles or placing your feet flat on the floor with your legs together. If room permits, crossing your legs at the knees may be all right.

On location

If you're "on location," dressing up like you would for a studio interview is not needed. You would draw negative attention wearing a coat and tie in a dusty cotton field. However, be aware of two things: first, don't wear sunglasses. Second, if possible, don't wear a hat. But if you do wear a hat, keep the bill or brim up so your eyes are not covered.



Texas Agricultural Extension Service The Texas A&M University System

For further information contact: Joe Bryant, Professor & Extension Communications Specialist
Route 3, Box 213AA, Lubbock, TX 79401-9746
(806) 746-6101

WRITE FOR EASY READING

The people you write for are not a captive audience. They are free to ignore your efforts any time they want to. And they'll do so, too, if what you write is not easy to read.

Here are some essentials for easy-to-read writing:

1. **Be conversational.** When you write as people talk, you have style that readers are familiar with. (They don't mind if you end a sentence with a preposition.) Using common, ordinary words in a familiar way helps to convey the message. Don't become a slave to style. Be concerned first with getting your thoughts across to your reader. Use contractions when that's the natural way to say something but not when you want emphasis. Read your writing aloud. How does it sound? Smooth over the rough places and correct the grammar. Always remember you are writing to express your thoughts--not to impress your reader.
2. **Use short, easy-to-understand words.** When necessary you can use longer words if they carry your precise meaning. But don't forget that short, familiar words make the story easy to understand and hence easy to read. Rudolph Flesch has worked out a way to measure reading ease. It's based on the idea that the more syllables in a 100-word sample, the more difficult it is to understand. Here's a rough guide to measure your writing by: Easy reading--from 100 to 130 syllables per 100 words. Standard reading--from 131 to 160 syllables. Difficult reading--above 160 syllables per 100 words.
3. **Use personal words.** Words about people make writing more interesting. You'll find a gold mine in personal pronouns like I, you, he, she, we, and they. People feel you're really talking to them. Syllable counting may make your writing easy to read, but you defeat your purpose if it's also dull and impersonal. Use discretion, though, in putting personal pronouns in a straight news story.
4. **Use short, varied sentences.** In general, the shorter the sentence, the easier the reading. An average sentence length of 17 words is about right--but that's the average. Don't be afraid of stringing out some sentences if you can maintain a clear meaning throughout. And don't be afraid to bring the reader up short with a three- or four-worder. When sentence after sentence dutifully continues at 17 words, *rigor mortis* soon sets in.
5. **Use short paragraphs.** Block out one thought at a time so the reader can catch his breath before going on to your next point. Good clear writing usually comes in neat little paragraphs of, say, three to five sentences each (with an occasional single sentence paragraph for emphasis or variety). Then the reader doesn't have to absorb a mishmash of thoughts.

6. **Put down your thoughts in logical order.** Good writing comes from clear thinking. You're asking too much of the reader if he has to unscramble your thoughts. Here's a system that will fit many of your stories: (a) put down the main point in one sentence; (b) tell why that point is important; (c) list all other facts and figures the reader should have on this particular subject.
7. **Check these points:**

Mixed tenses: He seeded oats in three fields and has plowed the back forty. (Delete has). He is writing for farmers and slanted his information to meet their needs. (Rewrite: Writing for farmers, he slants his information to meet their needs.)

Dangling modifiers: Born in Alaska, his writing experiences began on the local newspaper. (Rewrite: Born in Alaska, he began his writing experiences on...)
To get the most out of a long film, the seats must be comfortable. (Rewrite: ...film, you must have a comfortable seat.)

Nonagreement: The use of radio, television and news releases insure the success of the program. (Rewrite: The use ...insures...)
News, radio and television coverage insure a good attendance. (Rewrite: ...coverage insures.)
These kind of activities train young people for citizenship tomorrow. (Rewrite: This kind...trains... or These kinds...train...)

Careless repetition repeat words for emphasis: Market gardeners annually produce tons of fresh garden produce. (Rewrite: Market gardeners produce tons of fresh fruits and vegetables each year.)

Redundancy: He evaluated the value of the purchase. (Delete the value of.)
The beautiful lakes and streams contributed to the beauty of the state. (Delete beautiful.)

Abstract nouns: The school personnel failed to agree on the disciplinary action needed. (Rewrite: The teachers disagreed on the discipline needed.)

Empty nouns: The poor quality of the soil was the main cause of repeated crop failures. (Rewrite: The poor soil caused repeated crop failures.)
Attacks by the insect may be cyclical in nature. (Rewrite: Attacks by the insect may be cyclical or The insect may attack in cycles.)

Hedging: Apparently the tests seemed to indicate that the cattle disease evidently had been spread from farm to farm on the men's shoes. (Rewrite: The tests showed the men had spread the cattle disease from farm to farm on their shoes.)

Circling (useless "thing is thing"): The project all of the members selected was the home beautification project. (Rewrite: All the members selected the home beautification project.)
The readability formula used was the Flesch formula. (Rewrite: We used the Flesch readability formula.)

Mixed construction or faulty parallelism: He walked slowly, caterpillars falling on his head and they clung to his shoulders. (Rewrite: ...and cling to his shoulders.)