

UTAH 4-H 

4-H Camps Leadership Camp



I Pledge

My **HEAD** to clearer thinking
My **HEART** to greater loyalty
My **HANDS** to larger service, and
My **HEALTH** to better living.

For my club, my community,
my country and my world.



TABLE OF CONTENTS

Camp Overview	Page 04
Introduction	Page 05
Camp Content Day 1	Page 06
Camp Content Day 2	Page 25
Camp Content Day 3	Page 44



CAMP OVERVIEW

Name of Camp:

Leadership Training 101

Specified Project Area:

Leadership

Number of Days of Camp:

Three Days

Hours Camp Will Run Per Day:

Three Hours

Schedule Outline:

DAY 1:

VISION

- Leadership Vision
- Personal Vision

INTRODUCTION TO LEADERSHIP

- Leadership Principles
- Leadership vs Management
- Factors of Leadership
- Attributes of Leaders
- Leadership Models

DAY 2:

COMMUNICATION

- Problem Solving
- Listening
- Mirroring
- The Importance of Verbal, Vocal, and Visual

ORGANIZATION

- How to Plan, Implement, Evaluate, and Revise
- How to Delegate Properly

DAY 3:

SYNERGISM OF LEADERSHIP

- Cooperation
- Problem Solving
- Building Trust
- Leadership Styles
- Team Building

INTRODUCTION

Camp Description

These lessons are geared towards the Intermediate and Senior Divisions of 4-H. Leadership is one of the biggest challenges in our society today. This course was created to help teach 4-H youth and other young adults the attitudes and skills that good leaders demonstrate. Practicing and mastering these skills will help enable these youth to have positive leadership experiences.

Camp Goal(s)

- These leadership lessons are divided into the following five areas: Vision, Introduction to Leadership, Communication, Organization and Synergism of Leadership.
- In the Vision section, each participant should be able to explain the importance of vision in leadership and they should have created a personal vision statement.
- In Introduction to Leadership they will learn basic leadership analysis and evaluation principles and will complete a questionnaire to determine their own leadership style and how they balance being task and/or people oriented.
- In Communication they will learn the importance of communication in leadership including giving clear directions, body language and empathetic listening.
- In Organization they will learn the importance of project planning and delegation in leadership.
- In Synergism of Leadership they will learn about trust and teamwork, cooperation, and the five basic leadership styles.

YOUTH COUNSELORS

Youth counselors are helpful in delivering these lessons. They should have an excellent understanding of the materials. They would be most helpful with the icebreaker and learning games. They could also present many of the concepts and give additional insights. The adult advisor for the course should work with them in their preparations so they will be able to present in a professional manner. The 4-H youth counselors should be part of the Ambassador program. They could practice making their presentations to their fellow ambassadors.

CAMP CONTENT

DAY ONE

SESSION 1 OF 2 : VISION - LEADERSHIP VISION

Time Allotted : 90 - 105 Minutes

It would be helpful if (during check-in) everyone is given a name badge, either one that has been previously printed or one that they fill out with their first name on it. Have them wear their name badge in a visible location on the front of their shirts.

ICEBREAKER

Name of Icebreaker:

Mix and Meet with M&M's

Time Allotted:

20 Minutes

Supplies Needed:

Bag of M&M's and a medium sized bowl to hold the M&Ms
Meaning of Colors Chart

How to Play:

Have everyone sit in a circle facing each other. Open bag and pour them into the bowl. Pass the bowl around the room to the participants and ask everyone to take three to five M&Ms but they cannot eat them yet. Once everyone has their candy explain to them that however many M&Ms they have in their hands, is how many facts about themselves that they need to share with the group. Each color of candy represents a different area of their life that they need to comment on.

Display Chart:

Blue = Family

Green = School

Yellow = Friends

Red = Hobbies

Brown = Music or Movies

For example, if they have three Blue M&Ms they would need to share three facts about their family. If they have all different colors they would need to share one fact about each color they have. This is a great way for everyone to find out more about each other in a fairly safe, non-threatening way. Have everyone first introduce themselves by saying their name and the town where they live, then share their M&M facts.

If you have extra time you could have the participants go around the group and try to remember one fact that each person said about themselves.

Once everyone has shared their facts, thank them for their participation and move on to Activity 1.

ACTIVITY 1

Name of Activity:

Perfect Square Team Building Activity

Objective:

Leadership, communication, cooperation

Supplies Needed:

- Ropes: Around 20 feet in length, the ends should be tied together
One for each group of 4-8 participants
- Blindfolds for participants

Time Allotted:

20-25 minutes (5 min. explain/setup, 5-10 min. activity, 10 min. review/debrief)

Space Required:

Medium space either outdoors or indoors, with no obstacles in the area.

How to Run the Activity:

In this activity team members must form a perfect square while blindfolded.

Participants stand in a loose circle and put on their blindfolds.

Participants put their hands in front of them with their palms up and open.

The leader goes inside the circle and places the rope in the hands of the participants.

Have the participants close their hands around the rope when it is placed in their hands. Have everyone take a few steps backwards until the rope is tight.

The task is to work together as a team to form a square while blindfolded.

Tell them the time constraint.

The activity ends when the team thinks that they have formed a square or when the time constraint is met, whichever one comes first.

Have the participants take off their blindfolds and see the final result.

If time allows, select a leader and have everyone but the leader put blindfolds back on. Have the leader give directions on how to form a perfect square with the rope.

Suggested Debrief Questions:

- What problems did you encounter during the challenge?
- Did you identify a leader?
- How was leadership demonstrated?
- How well did you communicate during the challenge?
- What did you learn from the challenge?

Closing:

Thank them and have them help put away supplies and return to the learning area. Participants should now have an open mind to learn about leadership and vision.

Instruction: *(5 minutes)*

Display the following question to the group:

“What is the ‘nuts and bolts’ of leadership?”

Ask for a response and then read or display the following quotes.

“Vision is the nuts and bolts of leadership. You have to know where you are going, to be able to state it clearly and concisely, and you have to care about it passionately. That all adds up to vision.” (Thomas J. Peters and Nancy Austin)

“The essence of leadership is a vision you can articulate clearly and forcefully on every occasion. You can’t blow an uncertain trumpet!” (Theodore Hesburgh)

“Consider what really impacts you at the gut level. What makes you cry? What makes you dream? What gives you energy?” (John C. Maxwell)

Share with the group something that you are passionate about. Invite them to share something that they are passionate about, gives them energy or makes them dream of achieving.

Vision Overview: *(5 minutes)*

Leadership requires vision.

Vision is a critical leadership task.

Vision establishes the framework for all other leadership activities.

A simple definition is that leadership is the art of motivating a group of people to act towards achieving a common goal. Leadership essentially is being able to inspire others and being prepared to do so. Effective leadership is based upon ideas. A leader must be able to communicate those ideas in a way that engages others to act upon those ideas. The leader is the inspiration and director of the action. To be effective, a leader certainly has to manage the resources at their disposal. Leadership also involves communicating, inspiring and supervising.

“While there are people who seem to be naturally endowed with more leadership abilities than others, people can learn to become leaders by improving particular skills.” (Leadership Definition)

“Vision is everything for a leader. It is utterly indispensable. Why? Because vision leads the leader. It paints the target. It sparks and fuels the fire within. It is also the fire-lighter for others who follow that leader.”

(John C, Maxwell, the 21 Indispensable Qualities of a Leader)

Vision on Video: *(15 minutes)*

If possible, show a short video clip from an inspirational movie. Clip should be around five minutes. Make sure that it is appropriate. An example of this is Dead Poets Society.

Explain the setting.

John Keating, played by actor Robin Williams, is the new English teacher at the Helton Academy Preparatory School for boys in 1959. The movie portrays the school as very formal and prestigious. Cue the video to 11 minutes and 30 seconds after the Touchstone Pictures logo appears to start the movie. The scene is the first day of school. Mr. Keating takes the students out of the classroom and sets the tone for the rest of the school year by describing his vision. His vision is to “seize the day and make your lives extraordinary.”

Stop the film at 16 minutes and 35 seconds. After the video ask:

“How was vision portrayed?”

Cover the following points:

- Vision is more than fancy plans or words.
- Vision focuses thought.
- Vision inspires action.

Ask: Before a leader communicates a vision, must they have a foundation of clearly defined values?

Ask: Does the 4-H program have a clearly defined set of values?

Display or distribute the 4-H vision and mission statements and Pledge

4-H Vision:

4-H is the positive youth development education program of Utah State University’s Extension Office. 4-H is rich with learning experiences where young people partner with caring adults and volunteers in a fellowship unlike any other program available to youth today. Through 4-H, young people are encouraged to participate in a variety of activities that emphasize 4-H’s “learning by doing” philosophy.

4-H Mission:

The mission of 4-H is to assist youth and adults working with youth, to gain additional knowledge, life skills and attitudes that will further their development as self-directing, contributing and productive members of society.

4-H Pledge:

I pledge...

My Head to clearer thinking,

My Heart to greater loyalty,

My Hands to larger service and

My Health to better living for my club, my community, my country and my world.”

Ask: What do the 4-H mission and vision statements and pledge have to do with vision?

Take a 5-10-minute break

SESSION 1 OF 2 : VISION - PERSONAL VISION

Time Allotted : 90 - 105 Minutes

ACTIVITY 2**Name of Activity:**

Personal Vision Statement

Objective:

Write a personal Vision Statement

Supplies Needed:

- Personal Values List – either as a handout or Power Point slide
- Paper – At least one sheet per person
- Pens or pencils – one per person

Time Allotted:

30-45 minutes

How to Run the Activity:

Ask: What is Leadership?

Leadership is the ability to elicit courage.

This means you must cultivate leadership within yourself before you can inspire and develop courage in others. Part of courage is confidence, and the ability to know exactly what you want.

How can you know exactly what you want?

You can identify exactly what you want from your personal and professional life by investing time to map out your vision, mission, and values, and by putting them down on paper – with specific goals. When you complete a personal vision statement, and have clear goals identified within a specific timeline, you can hold yourself accountable. Goals drive action, and action drives results. We expect performance in jobs or businesses to be measured against goals or deadlines, right? We do this to better understand the return on investment (or ROI) for initiatives or activities, and develop a regular cadence of reporting on results. Our personal lives are just as important to map out – and to take control of. You will not get out of life what you do not put in.

State: Your personal life requires a personal strategy

A vision statement for your personal life is no different than in business – except it focuses directly on you. Having a “personal strategy” will help you achieve progress and stay the course in your personal life. Consider it “personal ROI”.

Rather than letting hopes or dreams float around with no timeline, put them on paper. Start thinking forward and get clear with what you want so you can hold yourself accountable to timelines and progress. This is the power of goals.

Let's get started.

Ask: What is a vision statement?

A vision statement is a long term, high-level snapshot of a desired future state. It is an inspirational personal vision statement which should also serve as your “Northern Star”. It is the beacon you check back to often, to ensure you are maintaining the original course you set out 5, 10, or 20 years prior.

Here is an example of a personal vision statement by a world recognized leader, Sir Richard Branson, Founder of The Virgin Group:

“To have fun in my journey through life and learn from my mistakes.”

What is most remarkable about Branson’s statement is that it does not mention business. His statement far transcends business, serving and supporting a bold vision that drives personal, professional, family, and social growth.

It is often intimidating to consider long term, lofty goals – but remember you have a long period of time to accomplish them. Vision statements are meant to last years, decades, or even lifetimes.

What will a personal vision statement do?

Beyond thinking longer term, developing a personal vision statement will force you to think deeply about your life. It will help clarify your life’s purpose and identify what is really important to you. It is also important to consider that over time, as your life evolves and you gain different experiences, your personal vision statement may evolve too.

Here’s what else you can expect from developing a vision statement:

- It helps you articulate and embody your deepest beliefs and aspirations
- It firmly imprints your values and purposes in your mind so they become part of you rather than something you only think about occasionally
- It serves as your moral compass.

How to start:

Consider the following questions:

- What are my life’s aspirations?
- What do I value?
- What are my talents?
- At the end of my life, what do I want to have accomplished?

These are the principals on which you will anchor your vision. Take time to respond thoughtfully, because it may not come to you all at once.

Consider these questions over several days or weeks, and write down what comes to you. Be honest with yourself: embrace vulnerabilities and leave behind what is referred to as “social armor” (the things we hide behind – such as ego or material things – to protect ourselves from being vulnerable).

Over time, you will identify repeating themes or characteristics in your responses. Pay attention to these, as they are expressions or examples of what you are truly passionate about – ultimately manifesting your vision.

Another example of a great personal vision statement is by Oprah Winfrey, Founder of OWN:

“To be a teacher. And to be known for inspiring my students to be more than they thought they could be.”

Again, her statement reaches beyond professional life. It is clear, powerful, long term, and is one she can continually improve on and work toward.

Ultimately, how you express your vision statement is how you will spend your life. Consider how you want to serve yourself or others, and how those actions will lead you to fulfillment in your days.

There is no right or wrong vision statement. It is yours, and is there to serve you and only you – whether you choose to apply it to one or more aspects of your life.

When you have spent time writing down, revising, and refining your responses to the questions above, you will now have a personal vision statement. Make it bold, and make it visible.

This will keep you accountable to it – every day.

Identify your personal values

Part of the support network behind a powerful vision statement is values. These are the mechanisms (a “values system”) to help steer your moral compass directly toward your vision – in other words – personal values are a moral code to keep you accountable to yourself.

Every set of values is different. Write down a list of values you hold close. These are moral characteristics you consider important, imperative, and that are part of who you are – or who you want to be.

A helpful exercise is to consider those you look up to most:

How would you describe them in 3-5 words?

These words are values they exemplify or you want to embody.

For example, your values list can include:

Sample Personal Values List		
Acceptance	Enthusiasm	Longevity
Accountability	Fairness	Loving
Action	Faith	Open-Mindedness
Adventure	Freedom	Optimism
Authenticity	Frugality	Originality
Balance	Generosity	Peace
Boldness	Honesty	Professionalism
Calmness	Humor	Resilience
Community	Individuality	Respect
Consistency	Innovation	Sincerity
Courage	Integrity	Tradition
Creativity	Intelligence	Wealth
Dependability	Intuition	Wisdom
Diversity	Kindness	

When you have completed your list, identify the top 5-6 values most important to you. This is likely your values system.

Break it down further:

Now that you have a personal vision and values system outlined, you can break down goals into a mission statement as well.

Write a Mission Statement:

A mission statement is a concise, short-term definition of your purpose – it drives your vision in smaller increments. It also supports and influences daily decisions, actions, and priorities (vs. a vision statement that is higher level and longer term).

Examples of personal mission statements:

“I love and accept others for who they are.”

“I want to become the person my dog already thinks I am.”

“To treat my family with kindness and respect every day.”

First, identify your **motivators** (desired end state). These are often a combination of: family, security/wealth, flexibility, freedom and/or travel, and health/longevity.

Then, identify your **timeline**. This can be daily, weekly, monthly, or within one or five years. Your timeline can be “before I’m 50” or “within this lifetime”.

Next, consider the **pillars** on which your mission statement will be founded. The pillars of your mission statement can touch on one or more of the following, depending on which are most important to you:

- **Personal:** Write about yourself – what do you want to be known for?
- **Family:** Write a paragraph about your family, spouse, kids, or parents. For example, if you intend to call them every day, but never do, you may need to adjust your paragraph to be more realistic.
- **Professional:** Write about your professional life. How do you want to be known in this realm? Are you high-integrity, an innovative game-changer, an ethical defender, or always reliable? Be clear.
- **Community:** Write a paragraph about community – what will your contribution be? Is there a cause you’re passionate about? If so, include it. The best leaders are those that give back to others.
- **Spiritual:** What is your relationship to or with a higher power?

Lastly, **combine your motivators, timeline, and pillars together into 1-2 sentences** – your mission statement – which will drive your daily actions and responsibilities.

Put your work together :

Now that you have your personal vision, values system, and mission statement, you know exactly what you want. You have successfully charted your future with purpose and passion!

Next, you must put this work into action: publish your vision, values and mission statement on something visible. Whether in a framed portrait, on a chalkboard, or at your desk – the power behind goals is keeping them visible.

When goals are visible, they help you maintain regularity and accountability in your progress. In addition, your goals will give you a boost on tough days when you might lose sight of your end goal (or vision).

The most successful people have personal vision statements identified, but the surprising reality is that most people don't have one at all. This can be the culprit behind months and years sometimes escaping us without having achieved meaningful change or progress.

Remember:

- Goals drive action, and action drives results.
- When you drive results, you move closer to your goals.
- Since you have completed your vision, values, and mission, you're already halfway there. Encourage those around you to do the same – a friend or a family member – to increase your accountability.
- When you find others, who are aligned with your goals, who aren't afraid to think big, and who are passionate about making a change, consider them your "tribe". They will be your biggest champions through the long, adventurous process of working toward your vision.

Congratulations! You have just accomplished a major milestone in leadership! Not only have you begun to elicit courage within yourself, you can now inspire and develop it within others. You know exactly what you want – go get it.

(Give participants time to work on their personal vision statement)

Suggested Debrief Questions:

- What did you like about writing your vision statement?
- Did anything surprise you as you were working on this activity?
- What was challenging for you in writing your vision statement?

End of Session

DAY ONE

SESSION 2 OF 2 : INTRODUCTION TO LEADERSHIP – Leadership Principles

Time Allotted : 90

ICEBREAKER

Name of Icebreaker:

Line Up!

Time Allotted:

10 Minutes

Supplies Needed:

None

How to Play:

Tell the group that, without speaking, they have to:

- Line up in order of height, and they will be timed
- Next task: line up in alphabetical order by first name, again they will be timed
- Last task: line up by birthdate; month and day, and they will be timed

The group should have a fun time figuring out how to communicate with gestures, and should have a hard time not laughing.

This activity should also give you some examples of leadership that you can refer to later on in this session.

ACTIVITY 1**Name of Activity:**

Introduction to Leadership

Objective:

After completing this session, the participants should have:

- Knowledge of basic analysis/evaluation principles.
- Knowledge of the place for analysis and evaluation in leadership.
- Exposure to various successful analysis and evaluation techniques.

Supplies Needed:

- Handouts from selected slides
- Power-point slides and projector and computer and screen
- Whiteboard and markers

Time Allotted:

60 - 80 minutes

How to Run the Activity:

Leader presentation and group discussions:

*“Good leaders are made not born.
If you have the desire and willpower,
you can become an effective leader.”*

- William Clark

Good leaders develop as they practice, take training, and gain experience.

Ask: What is leadership?

Write their responses on the whiteboard.

Let's see if we can define leadership.

Show "*What is Leadership?*"

Ask a participant to read the slide and then have a short discussion.

What Is Leadership?

Leadership is the process by which a person unifies a group and influences its members to achieve a particular task or objective.

A person does this using leadership attributes such as: beliefs, values, ethics, character, knowledge and skills.

If you have a leadership title such as Club President or you are a team captain etc., this title does give you certain authority in your group. The title does not make you a leader. It simply puts you in charge.

Mere title-holders are satisfied simply to TELL people to do something. True leaders ... are able to MOTIVATE people to do their best to reach goals and objectives.

Leadership can be thought of as the ability to elicit courage to act.

When you show courage, you are also allowing yourself to be vulnerable in some way. The two always go together.

INTRODUCTION TO LEADERSHIP – Leadership vs. Management

How People Become Leaders -

Display and read out loud: Warren Bennis quote

Display, read and discuss: Leadership Theories

Instruction:

When people are deciding if they respect you as a leader, they do not make an abstract list of your good and bad qualities. They watch what you do so they can know who you really are. They use their eyes and ears to tell if you are honorable and if you can be trusted, or if you are a self-serving person who misuses your authority to make yourself look good.

The basis of good leadership is honorable character and selfless service to your organization. Another way of saying it is that leadership is everything you do that results in achieving your organization's goals while contributing to the members' sense of well-being.

Good leaders always concentrate on three things:

1. **BE:** What they are – beliefs and character
2. **KNOW:** What they know – job, tasks, human nature
3. **DO:** What they do – implement, motivate, provide direction

Reasons for being a Leader

Ask: What makes a person want to follow a leader?

(Write their answers on the whiteboard)

People want leaders they can respect and who know what they are doing.

To gain respect, leaders must be fair, and they must show that they have a strong vision of the future.

One study that examined more than 75 factors related to people's job satisfaction found that trust and confidence in leadership predicted satisfaction best.

Display slide *"Eleven Principles of Leadership"*.

Hand out a copy to the participants, then have them take turns reading each point.

**"Managers are people who do things right,
while leaders are people who do
the right things."**

- Warren Bennis, PhD., On Becoming a Leader

Leadership Theories

By Bernard Bass

Some personality traits may lead people naturally into leadership roles.
This is the Trait Theory.

A crisis or important event may cause a person to rise to the occasion,
which brings out extraordinary leadership qualities in an ordinary person.
This is the Great Events Theory.

People can choose to become leaders. People can learn leadership skills.
This is the Transformational Leadership Theory.

This is the most widely accepted theory today.

Eleven Principles of Leadership

- 1.** Know yourself and seek self-improvement. Know your strengths and weaknesses. Strengthen yourself through classwork, outside reading or study, and other activities.
- 2.** Be good at doing your job. Know your own job and duties, but also have a solid familiarity with the jobs and duties of those under you.
- 3.** Seek responsibility and take responsibility for your actions. Search for ways to guide your organization to new heights. When things go wrong, do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.
- 4.** Make good timely decisions. Use good problem-solving, decision-making, and planning tools.
- 5.** Set the example. Be a good role model for others. Don't just tell people what to do, show them by doing it yourself.
- 6.** Know and care about people. By your actions, show the members of your group that you sincerely care about them as people.
- 7.** Keep the group informed. Communicate effectively with all group members.
- 8.** Promote a sense of responsibility. Help group members develop good character traits that will help them carry out their responsibilities.
- 9.** Make sure things get done. Be certain that people understand their assigned tasks. Supervise their work, as needed, until it is completed. Communication is the key to this responsibility.
- 10.** Train people as a team. Although many leaders talk about their teams, they do little to promote true team spirit. Create a true team spirit in your group.
- 11.** Use the full capabilities of your group. By developing a team spirit, you can help your group reach its highest potential.

INTRODUCTION TO LEADERSHIP – Factors of Leadership Attributes of Leaders

Display slide: *Factors of Leadership*.

Hand out a copy to the participants and have them read it out loud and discuss it.

Display slide: *Attributes of Good Leaders*.

Hand out a copy to the participants and have them read it out loud and discuss it.

Environment :

Each group's reaction to problems and opportunities is, in many ways, influenced by its heritage – something created in part by its past and present leaders.

Leaders exert influence on the group's environment by three types of actions:

1. The goals and performance standards they establish.
2. The values they establish in the organization.
3. The business and people relationships they implement.

Factors of Leadership

Follower – Different people require different styles of leadership.

For example, a new member of your group requires more help than someone who's been a member for a long time. A person with a bad attitude requires a different approach from someone who is enthusiastic and highly motivated. The first step is to understand the needs, emotions, and motivations of your members.

Leader – You must have an honest understanding of your capabilities.

Know who you are, what you know, and what you can do. However, note that the followers, not the leader, determine if a leader is successful. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

Communication – Build trust in yourself among your followers.

Build trust through your words and actions. Much of what they "hear" from you will be non-verbal communication. For instance, when you set the example of doing things that you ask others to do, this communicates respect and that you do not view yourself as being above them. What you communicate and how you communicate it either builds or harms the relationship between you and those you are trying to lead.

Situation – All situations are different.

What you do in one leadership situation will not always work in another situation. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront someone for inappropriate behavior but if the confrontation is too late or too early, too harsh or too weak, the results may prove to be ineffective.

Attributes of Good Leaders

Be a professional.

Be loyal to the organization, perform selfless service, and take personal responsibility.

Have good character traits.

Seek to show honesty, competence, candor, commitment, integrity, courage, straightforwardness and imagination.

Know the four factors of leadership.

1. Follower
2. Leader
3. Communication
4. Situation

Know yourself.

Know your strengths and weaknesses, know your knowledge, skills and attitudes.

Know human nature.

Be aware of human needs and emotions and how people respond to stress.

Know your job.

Be proficient and be able to train others in their tasks.

Know your organization.

Where can you go for help? What are its values and background? Who are the unofficial leaders?

Do provide direction.

Encourage group members to participate in goal setting, problem solving, decision making, and planning.

Do implement.

See that a job gets done by using your skills to communicate, coordinate, supervise, and evaluate.

Do motivate.

Help develop group morale and a team spirit in the organization: train, coach, and counsel members.

INTRODUCTION TO LEADERSHIP - Leadership Models

Leadership models sometimes can help us understand why leaders act as they do by pointing out the most important leadership factors.

One such model, known as the “Managerial Grid,” is useful for us to understand.

It considers just two factors: 1- concern for people, and 2- concern for task.

Leaders are scored from 1-9 on each factor and grouped into four different types:

- Ghost Leader** = low people and low task
- Task Master** = low people and high task
- Cheerleader** = high people and low task
- Team Leader** = high people and high task.

Most people would fall somewhere near the middle of the two axis. But, by looking at the extremes we come up with four types of leaders.

We are now going to complete a questionnaire so you can gain a better understanding your leadership style.

Hand out the *Blake and Mouton Managerial Grid Questionnaire*.

After the group has taken questionnaire and plotted their scores, then you can go on and explain what each type means. If someone is upset about where they are on the scale, you can explain to the group that these lessons are aimed to help make us aware of where our current strengths and weaknesses are.

We can learn and grow and change. That is one of the most important things about being a leader is to have a good understanding of yourself and being willing to change, to learn and to grow.

Blake and Mouton Managerial Grid Questionnaire

Below is a list of statements about leadership behavior. Read each one carefully. Then, using a scale of 0 -5, with "0" meaning "never" and "5" meaning "always", decide the extent to which each statement actually applies to you. For best results, answer as truthfully as possible, not what you think the best answer should be.

1. ____ I encourage my team to participate when it is decision-making time and I try to implement their ideas and suggestions.
2. ____ Nothing is more important than accomplishing a goal or task.
3. ____ I closely monitor the schedule to ensure a task or project will be completed on time.
4. ____ I enjoy coaching people on new tasks and procedures.
5. ____ The more challenging a task is, the more I enjoy it.
6. ____ I encourage my team members to be creative about their jobs.
7. ____ When seeing a complex task through to completion, I ensure that every detail is accounted for.
8. ____ I find it easy to carry out several complicated tasks at the same time.
9. ____ I enjoy reading articles, and other materials about training, leadership and psychology and then putting what I have learned into action.
10. ____ When correcting mistakes, I do not worry about jeopardizing relationships.
11. ____ I manage my time very efficiently.
12. ____ I enjoy explaining the intricacies and details of a complex task or project to my team members.
13. ____ Breaking large projects into small manageable tasks is second nature to me.
14. ____ Nothing is more important than building a great team.
15. ____ I enjoy analyzing problems.
16. ____ I honor other people's boundaries.
17. ____ Counseling my team members to improve their performance or behavior is second nature to me.
18. ____ I enjoy reading articles and other materials about my job and then implementing the new procedures I have learned.

Scoring Section

After completing the questionnaire, transfer your answers to the spaces below:

People Questions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Total = _____

X .02 = _____

This is your People Score

Task Questions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Total = _____

X .02 = _____

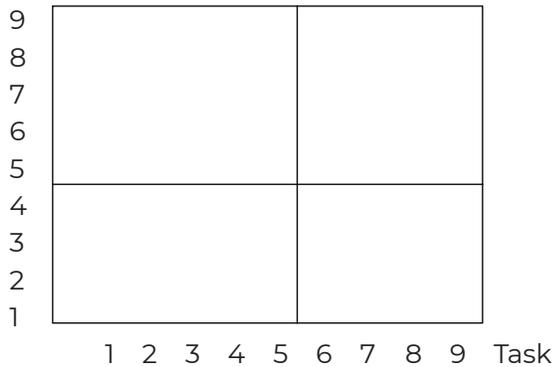
This is your Task Score

Plot your final scores on the graph below by placing a dot next to the people score on the vertical axis, and a dot next to the task score on the horizontal axis.

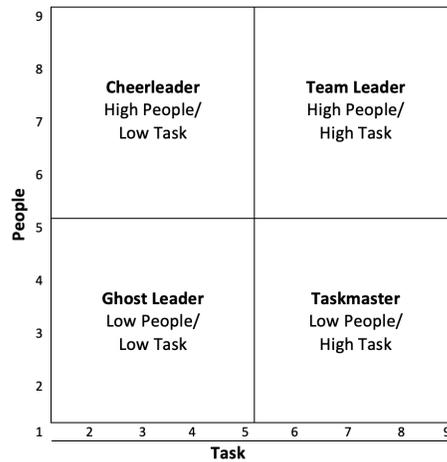
Then draw two lines from each dot until they intersect.

The area of intersection is the leadership dimension from which you operate.

People



Managerial Grid



Types of Leaders

Taskmaster (high task, low people):

People who get this rating are very much task-oriented and have little consideration for those working with them. They do not seek cooperation or collaboration. Taskmasters are very big on schedules and expect people to do what they are told without question or debate. They are intolerant of suggestions for change, which they often see as criticism, rather than creativity. People working under them find it difficult to contribute or develop their talents. When something goes wrong, taskmasters tend to focus on assigning blame rather than finding out what went wrong and trying to prevent it from happening again. Taskmasters tend to view others as objects to be used, not as people who have thoughts, feelings and needs.

Team Leader (high task, high people):

This type of leader leads by positive example and tries to foster a team spirit in which all group members can reach their highest potential, both as team members and as individuals. The team leader encourages the group to reach group goals as effectively as possible, while also working to strengthen relationships among the group. They see people as people, not as objects. Team leaders form and lead the most productive teams.

Cheerleader (low task, high people):

This leader mainly uses rewards to encourage the team to accomplish its goals and to maintain discipline. The cheerleader is almost incapable of giving honest feedback that could be viewed negatively. They are afraid of correcting someone for fear that this could jeopardize their relationships with team members.

Ghost Leader (low task, low people):

These leaders, appear almost like ghosts. They use a “delegate and disappear” management style. Since they are not committed to either task accomplishments or maintenance, they essentially allow the team to do whatever it wishes. Ghost leaders prefer to detach themselves from the team process by allowing group members to suffer from a series of power struggles.

Commentary:

The most desirable place for a leader to be, would be in the Team Leader quadrant close to the 9 on task, and 9 on people. However, most of us fall somewhere in the middle of the two axis.

At times, we may need to use techniques of the other three leadership styles.

For example, by playing the ghost leader, you may step back at times to allow your team to gain self-reliance and self-confidence. At other times, you may need to be the taskmaster in an emergency situation.

By carefully studying the situation and the forces affecting it, you will know which leadership style you need to use to achieve the desired result.

Viewing and treating people as people and not as objects is always the best. When you need to give counsel and correction do so in a kind and understanding way. Try to phrase things as how you are interpreting things and what your expectations are, instead of attacking them for doing something wrong.

Good Leaders

Good leaders do what it takes to build and develop the people around them. Good leaders love their people enough to give them guidance and direction, and even correction. They also know how to do this in effective ways that do not harm the relationship.

Guiding others to greatness is what a true “people” leader is all about.

This separates the cheerleaders, who want to be friends with everyone from the ghost leaders, who are afraid they might make waves. The real team leaders are concerned with coaching others so that they benefit the team.

Think of it this way: If a leader lets someone continue his incorrect behavior, does this help or hinder the other members of the team? It is best to picture a “people” leader not as friend, but as a person who is deeply concerned with the growth and welfare of others.

Reflection Questions:

- What did you like best about this session?
- How did the information make you think and feel about being a leader?
- What did you learn about yourself and your leadership style?
- What do you plan in doing differently in your leadership roles?

End of Session

DAY TWO

SESSION 1 of 2: COMMUNICATION – Problem Solving

Time Alotted : 105 Minutes

Communication is vital in any organization.

To start this session do not tell the participants that we will be learning about communication.

This will allow everyone to see what their natural communication levels are, and as the session progresses they will be able to reflect on the activities and understand what they need to improve

ICEBREAKER

Name of Icebreaker:

Two Truths and a Tale

Time Alotted:

10 Minutes

Supplies Needed:

None

How to Play:

Each person must make three statements about themselves, one of which isn't true. Once you tell them what you are doing, give them 60 seconds to think about it.

They can make notes if they need to.

Once the first person makes their statements, the rest of the group must guess or vote on which statement is the tale.

You could play as a team, or individually, then see who got the most correct.

You could also select someone to track and score answers.

Keep the game moving quickly so everyone is excited and having fun.

ACTIVITY 1

Name of Activity:

Blind Triangle

In this activity the team has to form an equilateral triangle using rope while blindfolded.

Objectives:

- Have a greater appreciation for their sense of sight.
- Demonstrate group problem-solving skills.
- Understand the importance of communication in leadership.

Supplies Needed:

- Rope – around 20 feet in length, the ends should be tied together
- One rope per each 4-8 participants
- Blindfolds for participants

Time Allotted:

20 minutes

5 minutes explain/setup, 5-10 minutes for activity, 5 minutes review/debrief

Space Required:

Medium space either outdoors or indoors. Ensure that there are no obstacles in the designated area.

How to Run the Activity:

4-8 participants per rope.

Explain the activity – Tell the group that we are going to do another fun activity.

Have the youth stand in a circle and have everyone hold of the rope with both hands.

Leaders will blindfold the participants. Tell them to make an equilateral triangle shape, equal angles and sides, with the rope. They can only communicate by speaking to each other.

Observe the group dynamics during the activity. See if things have shifted since they did the similar activity earlier. Did someone emerge as the group leader? Were others content to remain quiet and follow suggestions? Did any disagreements emerge? Were they resolved?

After they feel they have made a triangle, remove the blindfolds and let them evaluate how they did. Give them a minute to discuss (with their eyes open) what they could do to make a better triangle.

Blindfold them again, rearrange them in a circle and let them try again.

If a member emerged as a leader before, suggest someone else take charge this time.

Suggested Debrief Questions:

- What were some of the communication problems encountered during the challenge?
- Did you identify a leader?
- Why were you willing to follow this person?
- How well did you communicate during the challenge?
- How did things change when you were able to open your eyes and discuss the problem?
- What was different the second time, after you saw how the first time turned out?
- What did you learn from the challenge?

Closing:

- Thank them for their participation.
- Have them assist in putting away the supplies and have everyone return to the learning area.
- Participants should now have a more open mind to learn about communication.

Instruction: *(5 minutes)*

Leadership requires effective communication.

Once you have a vision for yourself, your group, or organization, it must be communicated if it is to be useful.

Communication is a process by which information is exchanged between individuals.

Effective communication is vital for leaders to be able to lead.

The ability to communicate properly is critical to the effectiveness of any organization.

Many of the problems that plague organizations, families, and individuals can be traced to poor communication skills.

The sender of the message needs to deliver it in such a way that the receiver can actually grasp the message.

Learning how to listen or receive a message is just as important as learning how to send or deliver the message.

ACTIVITY 2

Name of Activity:

Golden Nuggets of Wisdom

Objectives:

- To learn why communication is the most important skill in life.
- To understand why face-to-face communication is more effective than electronic.

Supplies Needed:

- Insurance and Accident Quotes page, to be read to the group
- Two communication posters, each with one of the quotes and reflection questions on it.
- Clues or riddle to be solved so they can find the posters.

Time Allotted:

15 minutes

How to Run the Activity:

Have someone in the group read the Insurance and Accident Quotes page, or pass the sheet around and have everyone read one.

This activity will comically illustrate how we sometimes have a difficult time trying to communicate properly. This can be particularly true when we are under stress. Before you send out important communication it is strongly suggested that you have a second pair of eyes look at what you wrote. This should be someone who you trust, who will be brutally honest with you and not just agree and not question you. When you ask for feedback you should treat feedback as a precious gift and learn as much as you can from it.

Tell participants they have a quest to accomplish: find two “Golden Nuggets of Wisdom” quotes.

Divide the youth into two groups, each group is to find one of the quotes.

If possible, have the quotes hidden outside or a small distance from the teaching area.

This will give everyone a chance to get up and stretch and move around and relax their mind so they will be able to stay in a receptive learning mode. If going outside is not an option, hopefully they can at least leave the learning room. Use your own creativity to help on their quest. (Write a riddle, or clues...make it fun). Give a time limit to find the quotes.

When both groups have returned:

Have the groups sit in separate spaces and discuss the quotes with their group.

Select one person from each group (who has not had a chance to lead so far) to ask the reflective questions.

The discussion should take around 10 minutes.

Have the selected person become the spokesperson and report to the whole group what the questions were and what they discussed.

After both groups have reported, ask for any additional insights from the group.

Insurance and Accident Report Quotes

- Coming home, I drove into the wrong house and collided with a tree I don't have.
- As I approached the intersection, a stop sign appeared in a place where no stop sign had ever appeared before. I was unable to stop in time to avoid the accident.
- An invisible car came out of nowhere, struck my car and vanished.
- The pedestrian had no idea which direction to go, so I ran over him.
- I had been driving my car for 40 years when I fell asleep at the wheel and had an accident.
- I was thrown from the car as it left the road. I was later found in a ditch by some cows.
- In my attempt to kill a fly, I drove into a telephone pole.
- I saw the slow-moving sad-faced old gentleman as he bounced off the hood of my car.
- I pulled away from the side of the road, glanced at my mother-in-law, and headed over the embankment.

Communication Quotes and Reflection Questions

"Golden Nuggets of Thought"

Poster 1: *"Communication is the most important skill in life."* – Stephen R. Covey

Reflection Questions

- Why would communication be considered the most important skill in life?
- Why do leaders need to have good communication skills?
- How could poor communication skills affect a leader's ability to lead?

Poster 2: *"The total effectiveness of leaders, rises or falls in direct proportion to their face-to-face communication skill."* – Joe Batten

Reflection Questions

- Why is face-to-face communication so important?
- How can face-to-face communication be more effective than communicating by text, e-mail or other electronic means?

ACTIVITY 3

COMMUNICATION – Listening

Name of Activity:

Interrupt Me

Objectives:

At the end of this session, each participant should be able to:

- Describe how it feels to talk to a poor listener.
- Demonstrate empathetic listening.
- State how important body language is in communication.

Supplies Needed:

- Flip chart or whiteboard and markers
- Strips of paper or large Post-it Notes

Time Allotted:

15 minutes

How to Run the Activity:

Do not say this is a listening activity.

Have group pair up, and line up facing each other.

Designate one side as the “Speaker” and the other side as the “Listener” in each pair.

Give each of the Speakers a piece of paper with one of the following instructions on it.

(The Listeners should not see what is written on the paper)

- Look away from the listener as you speak.
- Speak in a monotone voice.
- Pace back and forth as you speak and run your hands through your hair as you speak.
- Insert irrelevant comments as you are talking.

Give each Listener a piece of paper with one of the following instructions written on it.

(The speaker should not see what is written on the paper)

- Interrupt the speaker often.
- Start giving advice before the speaker is done talking.
- Give the speaker a blank stare and look to the side of the speakers face.
- Fold your arms, slouch and appear uninterested in the message.

Tell the speakers that they have five minutes to talk about a recent or a memorable trip or vacation that they went on, incorporating the instruction on the paper they were given.

The listeners should follow their instructions as well. After five minutes, gather up the slips of papers from the speakers and the listeners, keeping them separate.

Tell each pair that they will now reverse the roles, the speakers become listeners etc. Randomly redistribute the role sheets to each group.

The new speakers will have five minutes to talk about a recent or a memorable trip or vacation that they went on, incorporating the instruction on the paper they were given.

The listeners should follow their instructions as well.

Suggested Debrief Questions:

Have the group reassemble in a comfortable setting and ask the following questions:

- How did you feel when you noticed that your partner wasn't listening to you?
- When did you first realize that poor listening skills were being demonstrated?
- What were some of the poor speaking skills that made listening more difficult?
- Is listening more than just hearing what is being said?

ACTIVITY 4**COMMUNICATION – Mirroring****Name of Activity:**

Empathetic Listening

Objectives:

- Understand that empathic listening is more than just hearing words that are being spoken.
- Know what Mirroring means.

Supplies Needed:

- Poster with 4 points
- Handouts on: Mirroring

Time Allotted:

20 minutes

How to Run the Activity:

Display the following four points – We usually listen at one of four levels:

1. Ignoring
2. Pretending
3. Selective
4. Empathetic

Briefly discuss and let the group define levels 1, 2, and 3.

Ask: What is empathetic listening? Answers may include the following:

- Listening with the intent to understand
- Getting inside another person's frame of reference
- Listening with your eyes and heart, not just your ears

“You cannot truly listen to anyone and do anything else at the same time.”

– M. Scott Peck

Distribute Mirroring sheet. Discuss the concept and roleplay the dialogue.

Ask: How can the skills of empathetic listening and mirroring help a leader be more effective?

Have participants divide into groups of three. Each person will take turns being a message sender with a problem, the receiver, and the observer. If they can, use a recent problem that they have experienced or a future problem that they are anticipating. This exercise could provide some great insight. Have the sender and receiver interact for 2-3 minutes, then have the observer give feedback for 2 minutes. Switch so everyone has a chance to play all three roles.

MIRRORING

Think like a mirror.

What does a mirror do?

It doesn't judge. It doesn't give advice. It reflects.

Mirroring is simply this:

Reflect back in your own words what the other person is saying and feeling.

Try to capture and understand the emotions of the other person.

This can greatly aid in them releasing their energy around the issue.

They feel that someone else understands what is going on inside of them.

Mirroring isn't mimicking. Mimicking is when you repeat exactly what the other person says, like a parrot.

Here is an example of a typical conversation that might happen between a parent and a youth. This example could be role-played.

Parent : "No! You can't take the car tonight. That's final!"

Youth: "I can see that you are upset about this."

Parent: "You bet I'm upset. The way your grades have been dropping lately, you need to study more. You don't deserve to use the car."

Youth: "You are worried about my grades."

Parent: "I am. You know how badly I want you to get into college."

Youth: "College is really important to you, isn't it?"

Parent: "I never had the chance to go to college, I just want a better life for you."

Youth: "I see, I appreciate your concern about my future."

Parent: "You are so capable, it drives me crazy that you don't apply yourself to your studies. I guess you can take the car if you promise to do your homework later tonight. That is all I'm asking. Promise?"

Mirroring will not always lead to such a perfect outcome.

It's usually more complicated than this.

The parent might have replied, "I am glad that you understand, now go do your homework."

Mirroring will get you farther in all human relationships than the "fight or flight" approach.

Adapted from, The 7 Habits of Highly Effective Teens

ACTIVITY 5

COMMUNICATION – The Importance of Verbal, Vocal and Visual

Objectives:

- Understand the three V's (Verbal, Vocal, Visual)
- Understand how we give and receive information.
- Understand the role of body language and visual cues in communication.

Supplies Needed:

- Poster with 4 points
- A copy of : *Body Language a Silent One-Act Play*
Please... Hear What I am Not Saying

Time Allotted:

20 minutes

How to Run the Activity:

On the board or flip chart draw a large circle on the left side.

To the right have three columns. The following are the headings:

Words –Verbal (Words we choose, Vocabulary, grammar, and the use of idioms and slang)

Sounds – Vocal (Tone of voice, clarity of speech, pitch range, loudness, rhythm and rate of speech)

Body Language – Visual (Posture, gestures, eye contact, facial expressions, clothing and accessories)

Briefly discuss the three “V”s and help the group understand them and their differences.

Tell participants that the circle is a pie chart representing 100% of the communication we receive, when we are listening to a presentation about feelings or attitudes.

These percentages will vary some when other topics are covered.

The words represent the three types of communication.

Divide the participants into small groups of three to four in each group.

Give them the assignment to meet for 5 minutes and decide what percentage of communication each word represents.

When they have decided, have one person write their percentages under each column. Each line should add up to 100% going across.

You could determine what the average of each column is for the group.

Share with them the opinion of some communication experts, and fill in the pie chart.

(Albert Mehrabian PhD)

Verbal = 7%

Vocal = 38%

Visual = 55%

Demonstration:

Ask for a volunteer (the Actor) to demonstrate to the group the different actions from the, *Body Language Silent One-Act-Play*. (Give a copy to the volunteer to review before)

Ask for a volunteer (the reader) to read slowly and with feeling:

“Please.... Hear What I am Not Saying” (Give a copy to the volunteer to review before).

Have the reader and the actor sit in chairs facing each other in front of the group.

While the reader is reading,

- The actor briefly acts out as many of the 10 examples of visual body language as possible.
- In between each expression of body language, the actor gives some sign to the group that they have completed one example and are starting a new one.
- This could be a clearing of the throat or dropping an arm to the side etc.
- Ask the reader to try and notice what the actor is doing as the message is being delivered.

The rest of the group needs to decide which example is being communicated to them.

After this demonstration:

- Ask the reader how it felt to have actor give the various actions.
- Ask the group to identify the actions, what was communicated & how they felt.
- Ask the group: How do you feel about the message that was given?
Do you agree or disagree with its content?

Most likely most of the group will not be able to recall much of what was said.

Ask everyone to demonstrate one of the positive listening actions and have the reader read the message again.

Ask the reader: How did you feel during this reading?

Ask the group again: How do you feel about the message that was given?

Do you agree or disagree with its content?

Discuss the importance of visual body language for both the sender and the receiver.

Reflection Questions:

- What do you understand about empathetic listening?
- How can you be a better empathetic listener?
- What does “Mirroring” mean, and how can you use it?
- What does the “Three V’s” in communication stand for and what roles do they play in effective communication?
- What insights did you gain in learning about communication today?

End of Session

Body Language a Silent One-Act Play

A visual communication experience.

Body Language	What It Communicates
<ol style="list-style-type: none"> 1. Look at your phone or wall clock 2. Look the person in the eye 3. Frowning 4. Being drowsy 5. Leaning slightly forward toward the speaker 6. Folding arms across your body 7. Cover, then rub the eye with your hand 8. Look away or look down 9. Narrowing of the eyelids 10. Fidgeting with your phone or keys etc. 	<ul style="list-style-type: none"> • I don't have time for you • Interest, concern • Disapproval • Disinterest • Interest, desire to hear more • I am closed off to your message • I refuse to accept what you said • I am not listening • Suspicion of what you said • I am not interested in your message

Please... Hear What I am Not Saying

Don't be fooled by me. Don't be fooled by the mask I wear. For I wear a mask - I wear a thousand masks - masks that I'm afraid to take off, and none of them are me. Pretending is an art that is second nature with me, but don't be fooled.

I give the impression that I'm secure, that all is sunny and unruffled with me, within as well as without. That confidence is my name and coolness is my game; that the waters are calm and I'm in command and that I need no one. But don't believe it; please don't believe it.

I will chatter with you in suave tones of surface talk. I will tell you everything that's really nothing, nothing of what is crying out within me. So, when I'm going through my routine, don't be fooled by what I'm saying.

Please listen carefully and try to hear what I'm not saying; what I'd like to be able to say. What, for survival, I need to say but I can't say. I dislike hiding. Honestly, I do. I dislike the superficial phony games I'm playing.

I'd really like to be genuine, be spontaneous, and to be me, but you have to help me. You have to help me by holding out your hand, even when that's the last thing I seem to want or need. Each time you are kind and gentle and encouraging, each time you try to understand because you really care, my heart begins to grow wings and part of my soul is healed.

With your sensitivity and empathy, I can make it. You can breathe life into me. It will not be easy for you. A long-held belief of being worthless, builds strong walls, but love is stronger than strong walls, and therein lies my hope. Please try to break down those walls with firm yet gentle hands, for a child is very sensitive, and I am a wounded, scared child.

Who am I, you may wonder? I am every man, every woman, every child... every human whom you meet. Please hear me, hear what I am not saying.

DAY TWO

SESSION 2 of 2: ORGANIZATION – How to Plan, Implement, Evaluate and Revise

Time Allotted : 95 Minutes

ICEBREAKER

Name of Icebreaker:

Blow Wind Blow

Time Allotted:

10 Minutes

Supplies Needed:

Chairs

How to Play:

Set up chairs in a circle facing inwards. There should be one less chair than players.

Select one player to start off in the middle. They begin by calling out, “Blow wind blow.”

The rest of the group responds with “Blow what?”

Then the middle player can say some sort of conditional statement like, “Everyone with blue eyes.”

All of the players who fit into that category must get up and switch chairs with another player. This allows the middle player to grab a chair.

Once everyone has finished switching (quick as possible) there will be one player left without a chair. That person goes to the middle and the process repeats until the allotted time is taken.

Remember to stop the game while everyone is still having fun.

The categories should always be kept clean and appropriate

Instruction:

A good leader must be organized.

With a solid foundation of vision and communication in place, a leader must develop the skill of organization.

Being organized means to develop a structure, to arrange by systematic planning and effort.

A lot of good ideas, dreams, and visions are left along the wayside because the leader of the group lacked the organizational discipline to make them happen.

The time, effort and planning are wasted because organization and implementation were not properly used.

ACTIVITY 1

Name of Activity:

Paper Towel

Objectives:

At the end of this session, each participant should be able to:

- Understand the role of planning in leadership
- See the difference between a planned and an unplanned activity
- Participate in planning an activity in a group setting

Supplies Needed:

- Two letter sized sheets of cardstock per team.
- Two 20-inch strips of clear tape per team
- One pair of scissors per team
- Make copies of, *The Nine Steps of Good Planning*
- Make copies of, *The PIER Activity Planner worksheet*
- Two sets of small prizes for the winning teams, keep it simple, make it fun

Time Allotted:

45 minutes

How to Run the Activity:

Divide the group into teams of three to five people. Each team's mission is to build a tower as high as possible. They can only use what has been given them.

Materials for each group:

- One sheet of cardstock
- One 20" strip of clear tape
- One pair of scissors

(Exercise will be repeated after Planning is discussed)

State or post the rules of the game:

- 25-minute time limit.
- No other materials or tools can be used.
- The tower must be freestanding and remain freestanding for a minimum of 30 seconds.
- The tower cannot be taped to the floor or to any other support.
- The team engineering the tallest tower wins a prize.

Suggested Debrief Questions:

(Assemble the group in a half circle)

- What does the skill of planning have to do with this exercise?
- Was there a time in this project when you wanted to start over?
- Was it difficult getting the group to agree on what steps to take?
- Was the final product visualized in advance, or did it just happen?

PIER Steps of Good Planning

Distribute copies of the *PIER Steps of Good Planning*.
Briefly discuss each point.

PIER Activity Planner

Distribute copies of the *PIER Activity Planner*.
Briefly discuss each point.

Have each group fill out the plan portion of the planner.
Give them five minutes to complete this task.

Have each group repeat the Paper Tower exercise with new supplies.
This time give them a 10-minute time limit.

After the second round of tower building

Ask: What was different the second time?

Did planning improve the final product and reduce the time needed to complete it?

Have each group fill out the remaining sections of the planner.

Have each group report back on what their evaluations and revisions would be.

PIER - Steps of Good Planning

- 1. Plan:** Know what you are doing, and why and how you are going to get there.
 - a. Set a broad goal or objective. What is the purpose of the event? The goal needs to be clear to everyone. What is the “Why”?
 - b. Decide what form the project/activity will take. What exactly has to be done? When does it have to be done? Where is it to be done? Who has to do what? How is it to be done? Write it all down.
 - c. Get everyone involved. Good planning involves everyone. This helps both their understanding and their commitment. Most people like and support the activities they help plan.
 - d. Consider the resources available. What facilities, equipment, materials, supplies will be needed? How will the project be funded?
 - e. Develop a step-by-step course of action. Avoid generalities; be specific. Delegate specific tasks, write them down, and have a time deadline.
 - f. Consider alternatives. Be flexible; consider possible emergencies. Be willing to change the plan if needed.
- 2. Implement.** The project leader must effectively push the organization toward completion.
- 3. Evaluate.** Fill out a written evaluation form. Include what went well and what did not go as planned and why. Include external factors such as the weather or other community events that might have affected the comfort or participation.
- 4. Revise.** How could this activity be improved? What suggestions would you make if this were to be repeated? Include any lessons that you learned or changes that you made during the activity.

Remember you are the Leadership. When a ship sets off it is headed for a pier at its destination. As you are headed for your destination remember to always: **Plan, Implement, Evaluate and Revise** so that you can arrive in shipshape.

The PIER Activity Planner

P=Plan, I=Implement, E=Evaluate, R=Revise

Plan

Activity _____

Location _____ Date _____

Cost _____ Chair _____

Committee Members _____

Activity Objective _____

What has to be accomplished _____

Who is responsibility for what _____

Resources available or needed _____

Alternative Plans _____

Implement

Follow-up on assignments. Keep communication open. Adapt plans as needed.

Notes: _____

Evaluate

Expected Attendance _____ Actual Attendance _____

What went well? _____

What changes were made? _____

What did not go as planned and why? _____

Revise

Should this activity be repeated? _____

How can this activity be improved? _____

ACTIVITY 2

ORGANIZATION – How to Delegate Properly

Name of Activity:

Juggling Balloons

Objectives:

- At the end of this session, each participant should be able to:
- Understand the critical need of delegation in leadership.
- Know the reasons why leaders don't delegate.
- Function more efficiently in leadership roles.
- Know the specific responsibilities of 4-H Club Officers.

Supplies Needed:

Seven large Balloons, prepared as follows:

Write the following important functions on balloons with the marker:

- Helps prepare club meeting agendas.
- Presides at meetings if the President is absent
- Keeps club's minutes at each meeting
- Keeps accurate record of all 4-H club's money
- Plans ways to get every member to participate and feel like they belong
- Works with 4-H club advisor in proper running of the club
- Calls meetings to order

Large sack or bag to hold balloons inside

Permanent markers

White Board or Flip Chart

Why Leaders Don't Delegate handout

Why Leaders Should Delegate handout

Trying to Do the Job Alone story

Time Allotted:

40 minutes

Preparation:

Inflate and prepare balloons as called for in the activity.

Prepare name tags as called for in the activity.

Make copies of: Why Leaders Don't Delegate

Why Leaders Should Delegate

Trying to Do the Job Alone

Review 4-H Club Officer Responsibilities

How to Run the Activity:

Do not announce that this is an activity on delegating. Choose one participant to help you. Try to pick someone who is not in a big leadership role.

Have the selected person stand in front of the group. You announce that this person had just been elected president of a 4-H Club. Put a name tag on the person that says, "President."

Recruit three other participants to be: Vice-President, Secretary and Treasurer. Place the prepared name tags on each as they come forward. It does not matter what their real position is in this exercise. Have the three new recruits stand next to the president in front of the group.

Describe the important functions of a 4-H club to this newly elected person by removing the balloons, one at a time, from a large bag or sack, and reading the words on each. Give one balloon at a time to the president (leader).

Challenge the leader to keep each balloon in the air as you hand them to them. The balloons cannot touch the ground or be held... they must be kept airborne.

Give the leader time to fail. The leader may sense the purpose of the activity and ask the others to help juggle the balloons.

Suggested Debrief Questions:

- How does this exercise relate to leadership in a real setting?
- Is it difficult to juggle many responsibilities at one time?
- What is a possible solution to help this leader keep all the balloons in the air successfully?

Determine which of the officers should take on the jobs listed in the balloons. Gather up the balloons and place them back in the sack.

Begin the exercise again and let the club president (leader) delegate the appropriate balloons to the officers. Let them juggle all of the balloons as a team.

Read, *Trying To Do The Job Alone* out loud. (You may need to practice this to not laugh during the reading, since it is pretty outrageous). Ask the group to close their eyes as the story is being read, it will help them understand the story better.

Instructions:

Ask: "How could this story have had a happier ending?" Discuss the answers.

Hand out the sheet, *Why Leaders Don't Delegate*.

Review and discuss each point and apply it to the group.

Why Should We Delegate?

Hand out the sheet, *Why Leaders Should Delegate*.

Review and discuss each point and apply it to the group, enlist their input and feedback.

Reflection Questions

- Why don't leaders delegate?
- Why should leaders delegate?
- What do you find hard about delegating?
- What can you do to be a better delegator?

Trying To Do The Job Alone

To whom it may concern:

I am writing in response to your request for additional information. In Block 3 of your accident report form, I put "Trying to do the job alone" as the cause of the accident. You said in your letter that I should explain more fully, and I trust that the following details will be sufficient.

I am a bricklayer by trade. On the day of the accident, I was working alone on the roof of a new four-story building. When I had completed the work for the day, I discovered that I had about 300 pounds of bricks left over on top of the building. Rather than carry the bricks down by hand, I decided to lower them in a crate by using a pulley that was attached to the side of the building at the fourth floor. Securing the rope at the ground level, I went up to the roof, swung the crate out over the side and loaded the bricks into it. I then went back to the ground level and untied the rope, holding it tightly to ensure a slow descent of the 300 pounds of bricks. You will see in Block two of the accident report form that I weigh 150 pounds.

Due to my surprise at being jerked off the ground so suddenly, I lost my presence of mind and forgot to let go of the rope. Needless to say, I proceeded at a rather rapid rate of speed up the side of the building. In the vicinity of the second floor, I met the crate of bricks coming down. This explains the fractured skull and broken collar bone, slowed only slightly, I continued my rapid ascent, not stopping until the fingers of my right hand were two knuckles deep into the pulley. Fortunately, by this time I had regained my presence of mind and I was able to hold tightly to the rope in spite of my pain.

At approximately the same time, however, the crate of bricks hit the ground and the bottom of the crate broke free. Without the weight of the bricks, the crate now weighed approximately 50 pounds. As you might imagine, I began a rather rapid decent down the side of the building. In the vicinity of the second floor, I again met the crate coming up. This accounts for the two fractured ankles and the lacerations of my legs and lower body. The encounter with the crate slowed me enough to lessen my injuries when I fell on the pile of bricks. Fortunately, only three vertebrae were cracked and my hip was severely bruised.

I am sorry to report, however, that as I lay on the bricks in pain, unable to stand and watching the crate four stories above me, I again lost my presence of mind and I let go of the rope. The empty crate weighs more than the rope, so it came back down and broke both of my legs. I hope that I have furnished the information you requested as to how the accident occurred, because I was TRYING TO DO THE JOB ALONE.

Closing Thought:

To build a strong team you must see someone else's strength as a compliment to your weakness, not a threat to your position or authority.

End of session

Why Leaders Don't Delegate

Fear

The leader may fear:

- Loss of something that the leader enjoys doing
- Loss of position
- Loss of satisfaction
- Loss of control

Lack of Time

The leader may feel there is not enough time to train someone else. The leader may feel that he can do the job faster and/or better than anyone else.

Wrong Ideas About Delegation

The leader may not trust the delegates.

The leader may feel that others are already overworked or too busy.

Trust

The leader fears that the delegates are not willing to accept delegated authority and responsibility.

Lack of Skill

The leader was never trained in delegating techniques or has just failed to be comfortable utilizing them.

Why Leaders Should Delegate

To Get Results

By delegating, one can more effectively get the job done.

It spreads the responsibilities so no one person has too much to do.

To Give Someone Else Growth Opportunities

A person grows as one is given responsibilities and successfully accomplishes them.

If the leader keeps all responsibilities, only the leader grows. By giving responsibilities to others the leader is allowing them to experience growth. It is important for others to have growth opportunities to prepare them to lead when the leader is no longer there.

To Free Up the Leader for Other Tasks

Delegating to others will free up the leader's schedule and mind to pursue different and possibly more important things.

Because the Leader Lacks Time

The leader may delegate because of being over extended.

Because the Leader Lacks Skills

The leader may not possess the skills to get the job done.

The leader can delegate to someone more skilled in a particular task.

It is not important for an effective leader to be able to do everything, but it is important that a leader recruits people with the skills to do the job.

DAY THREE

SESSION 1 of 2: LEADERSHIP SYNERGISM – Cooperation and Problem Solving

Time Allotted : 120 Minutes

ICEBREAKER

Name of Icebreaker:

Knots

Time Allotted:

20 Minutes

Objectives:

- At the end of the session, each participant should be able to:
- Understand the need for cooperation in group problem-solving situations.
- Feel successful in accomplishing a difficult task.

How to Play:

Have the group divide into circles. Each circle should have no fewer than six and no more than 16 per group. Each group should have an even number of people. Participants should face each other in a tight circle.

To begin the activity, each person holds out his or her right hand and grasps the right hand of someone in the circle, as if they were shaking hands. This should be done in unison.

Now have each person extend his or her left hand and grasp the left hand of someone else in the circle so that each person is holding two different hands.

This hand-in-hand configuration should come out equal.

With hands tightly held, arms intertwined and bodies close together.

The group's members then try to unwind themselves into a hand-in-hand circle.

To accomplish this, they will be stepping over, between, and around each other.

The initial hand-in-hand contact cannot be broken during the exercise.

Hand connections may pivot on one another, but skin contact should not be lost.

If a group has been struggling with a "knot" for longer than your session has time, decide by group consensus which pair of hands should separate and regrip.

Sometimes these human knots will produce two or three distinct circles, and sometimes they will be hopelessly intertwined. Be flexible; the teamwork lessons in this activity is worth the effort. If a group quickly solves their knot, have them make a new one.

Observe the group dynamics to help in specific questions during reflection.

Reflection:

When all the groups have completed untying their knots, assemble for a reflection.

- Did you feel frustrated at any time during this activity?
- Did someone emerge as the leader? Who? Why?
- Was the leader effective in solving the problem?
- Was cooperation necessary to achieve success?
- How does this activity relate to problem solving in your crew?

Instruction: (5 minutes)

An effective leader must strive for synergy.

Synergism is the combined action of two or more people achieving an effect greater than that of which each individual is capable.

It is the state in which the whole is more than the sum of the parts.

In the evolution of leadership skill training, synergism is the final skill taught.

Without it, an organization may appear successful on the surface, but it lacks the energy to fully empower and engage its members.

Stephen R. Covey defines synergy by comparing it to compromise:

“Compromise means that $1+1=1\frac{1}{2}$. Synergy means that $1+1$ may equal 8, 16, or even 1,600. Valuing the differences is the essence of synergy – the mental, the emotional, the psychological differences between people. And the key to valuing those differences is to realize that all people see the world, not as it is, but as they are.”

This section will use two modules to help understand and create synergy;

1. building trust and the importance of cooperation and teamwork
2. flexibility in using the five styles of leadership

ACTIVITY 1

SYNERGISM OF LEADERSHIP – Building Trust

Name of Activity:

Trust Circle

Objectives:

At the end of this session, each participant should be able to:

- Understand the need for trust in any group setting
- Feel a greater sense of teamwork within the group
- Feel more confident about their role in the group

Supplies Needed:

- Whiteboard or Flip Chart and markers,
- or computer and Power Point slides
- Blindfolds – optional

Time Allotted:

25 minutes

How to Run the Activity:

Announce:

We are going to learn about trust, its importance in leadership and with groups.

Emphasize that this is a serious activity, that trust must be maintained.

No horseplay or fooling around is allowed.

Split participants into groups of 6-10 individuals. Each group forms a circle touching shoulders.

One-person volunteers to stand in the middle of the circle as the “faller.”

The rest of the group forming the circle are “spotters.”

The spotters should stand with legs slightly bent and shoulders touching.

Spotter’s arms should be nearly straight out with a slight bend at the elbow.

The spotters’ job is to catch the faller and gently center the faller or pass the faller to the next spotter. The spotters should first gently pass the faller slowly around the circle clockwise, then stop and steady the faller and then slowly pass them counter-clockwise.

The fallers must fall stiff as a board and keep their arms firmly folded across their chests.

The faller stands in one place, feet close together, and falls as if feet were nailed down.

The faller says, “Ready to fall.”

The spotters say, “Fall away.”

The faller says, “Falling”

and falls any direction, letting spotters move them around the circle.

Give each person a turn who desires to participate.

Rules:

1. No action begins until the signals are properly given.
2. No bantering between the participants. This is a serious learning situation.
3. Everyone should be focusing on what their responsibilities are.
4. If someone is feeling uncomfortable about something they should speak up.
A good word to use is "Safety." When this is said, the faller should be stabilized in a standing position in the center of the circle. Then the issue can be discussed and the proper action given.

Each person who wants to be a faller should be given the opportunity to fall for around a minute minimum. Depending on the group's maturity and dynamics, the faller could be gently passed across the circle and go back and forth.

Another option to increase trust is to have the faller blindfolded. Maintaining safety must always be top priority.

Reflection

After the activity, assemble group in a half circle and discuss the following:

- What went through your mind the first time you fell?
- Was it easy to trust in this situation?
- Were some people in the circle easier to trust than others?
- Which role were you more comfortable in, faller or spotter? Why?
- What does, building relationships of trust, have to do with leadership?
- Is true leadership really possible without trust?

Emotional Bank Account *(10 minutes)*

Read and discuss the following to the group:

"One of the most important ways to manifest integrity is to be loyal to those who are not present. In doing so, we build the trust of those who are present. When you defend those who are absent, you retain the trust of those present." – Stephen R. Covey

We all know what a financial bank account is.

We make deposits and build up a reserve from which we can make withdrawals when needed.

An emotional bank account is the amount of trust that has been built up in a relationship.

It is the feeling of safeness you have with another human being.

If you make deposits into an emotional bank account through performing acts of: courtesy, kindness, honesty and keeping commitments, you build up a reserve.

Others will trust you more. When the trust account is high, communication is easy, instant, and effective. But if you make withdrawals by acts of: discourtesy, disrespect, cutting others off, overreacting, ignoring others, becoming confrontational, betraying trust or being threatening, eventually your emotional bank account is overdrawn. The trust level gets very low and communication is difficult and labored.

Review the Emotional Bank Account handout.

Discuss each point and add any additional points that the group brings up.

Reflection

How can we as a 4-H club improve our relationships with each other?

Emotional Bank Account	
<p>Deposits</p> <ul style="list-style-type: none"> Courtesy Kindness Honesty Keeping commitments Understanding Helpful Friendly Loyal Sharing information Cooperating 	<p>Withdrawals</p> <ul style="list-style-type: none"> Discourtesy Disrespect Cutting others off Overreacting Ignoring others Confrontational Betraying trust Threatening Withholding information Not being a team player

How do you know if your emotional bank account is good or overdrawn?

A good indicator is the level and ease of communication.

If communication flows easily and freely and trust is high, then chances are everyone feels that there are plenty of deposits in their emotional bank account.

If communication is limited and you feel like you are in the dark and there is strained communication and trust, then chances are people feel that the deposits are low or overdrawn in their emotional bank accounts.

ACTIVITY 2

SYNERGISM OF LEADERSHIP – Leadership Styles

Name of Activity:

Green Clover City Council

Objectives:

At the end of this session, each participant should be able to:

- Understand different leadership styles and situations where each would be appropriate.
- See the need for a leader to be flexible and sensitive.

Supplies Needed:

- One copy of a role play sheet for each actor
- Ten name cards to place on the table
 - Five of the cards will have actor's names written on them.
 - The remaining will each have one of the following leader titles written on them: Dictator, Persuader, Delegator, Consultor, Participator
- Flip chart or whiteboard or power-point slides

Time Allotted:

60 minutes

How to Run the Activity:

- Have five separate chairs set aside in the room
- Have a table to be used in front of the room
- Place remaining chairs facing the table
- Make copies of Role Play sheets

Select five of the most outgoing members of the group to be actors in this activity. Do not explain that this exercise is about leadership styles.

Distribute one role play instruction sheet to each actor

Ask them to Leave the room for 10 minutes to read over and briefly plan out their parts individually. Each actor should get only the role play selected for him or her. They should not read the other role plays.

The five actors should not meet as a group and plan. They should be alone when they read and plan their individual parts.

Do not explain to the actors that this exercise is about leadership styles.

While the actors are out of the room, arrange the room with a table in front, arrange five chairs behind the table, and each actor's real name on a name card on the table.

Invite the actors back into the room. Have them sit behind their name cards and begin the role play.

Announce to everyone that this is a meeting of the Green Clover City Council. Without any other comment, tell the actors to begin.

During the city council meeting, the actors will attempt to portray the suggested role given to them in the instructions. Allow the role play to continue for 20 minutes.

After the role play, thank the actors. Have them remain in their seats at the front of the room.

The rest of the group will meet in a quick huddle

They will decide as a group which actor deserves which title.

Then they will place the title card over the actors' name card.

Reflection:

Display the slide or chart with the five leadership styles

- Telling
- Persuading
- Consulting
- Delegating
- Joining

Reflection Questions:

Ask the group: Who portrayed the "Telling" style of leadership?

Ask the actors: Who had Role Play #3? "Did you feel comfortable in this role?"

Ask the group: In the telling style, who identifies the problem, makes the decision and directs the activity? (the leader)

Are the group members considered in decision making? (no)

When is telling the right leadership style? (emergencies)

Ask the group: Who portrayed the "Persuading" style of leadership?

Ask the actors: Who had Role Play #1 "Did you feel comfortable in this role?"

Ask the group: How is persuading different from telling?

(Telling demands that the group does what the leader wants.

Persuading gets the group to agree with the leader.)

Ask the group: When is persuading or selling the right leadership style?

- When the leader knows more about the situation than the group.
- When the leader wants the group's enthusiastic participation.
- When the leader has to sell the group on a decision that higher leaders have made that will affect them.

Ask the group: Who portrayed the "Consulting" style of leadership?

Ask the actors: Who had Role Play #4 "Did you feel comfortable in this role?"

Ask the group: Is the group getting more involved in decision making with this style?

When is the time to use the consulting style?

- When the leader doesn't know what to decide and needs the group's help.
- When the leader wants to be sure the group's desires are represented.
- When the leader wants to know who is for and who is against the idea before deciding.
- When the leader wants to involve group members in the decision so they will carry it out with enthusiasm.

Ask the group: Who portrayed the “Delegating” style of leadership?

Ask the actors: Who had Role Play #5 “Did you feel comfortable in this role?”

Ask the group: When is delegating the right style of leadership?

- When the leader wants to be sure the group is fully involved.
- When the leader honestly doesn’t know what decision to make.
- When the leader wants an individual or the group to gain experience.
- When someone else can do the job better than the leader.

Ask the group: Who portrayed the “Joining” style of leadership?

Ask the actors: Who had Role Play #2 “Did you feel comfortable in this role?”

Ask the group: Do you think that joining is really leadership style?

(it is, the leader considers the resources of the group and made the choice to join.)

When is joining the right kind of leadership?

- When the leader wants full team participation.
- When the leader wants to give full authority to the group.
- When the leader wants the group to decide by consensus.
- When the leader wants to be “one of the gang,” which may not be desirable.

Ask the group: Is one style of leadership appropriate for all occasions?

A good leader must be flexible and sensitive to the situation and adjust leadership styles accordingly.

Most leaders are comfortable with one or two of these leadership styles.

The great leaders are those who are comfortable with them all, and can easily move from one style to the next seamlessly in any situation.

During meetings all five leadership styles could be used by the same leader.

End of session

Green Clover City Council: Role Play Answers	
Role #	Leadership Style
1	Persuading
2	Joining
3	Telling
4	Consulting
5	Delegating

Green Clover City Council: Role Play Instructions

Role Play #1

You are a member of the Green Clover City Council. A special council meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight.

You believe strongly that the city council should provide funds to build a new homeless shelter to address the problem.

In your view, all the existing shelters are understaffed and not adequate to deal with the homeless people.

You believe that you are “the voice” for the homeless people.

You even spent a night in one of the shelters so you could more fully understand them and experience what it feels like.

Your mission tonight is to “win over” the rest of the council.

You don't want to make them angry.

Be convincing.

Sell the council.

Three of the five council members, a majority, must vote in agreement to make it happen.

After your sales pitch, ask each member how they will vote.

You conducted a survey recently in Green Clover and here are the results:

- On the average night in Green Clover, 23 people sleep outdoors.
(The shelters are full during the coldest nights.)
- 60% of Green Clover residents believe the city should do something about the homeless. (You surveyed 100 residents by phone.)
- The city has extra money this year that could be used to build a homeless shelter.
(You have heard about the money but you haven't been able to speak to the City Treasurer about it or how much it is.)

Green Clover City Council: Role Play Instructions

Role Play #2

You are a member of the Green Clover City Council. A special council meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight.

You don't have any strong feelings about homelessness in Green Clover.

It hasn't affected you directly.

Your goal tonight is to be agreeable and join the group in decision making.

Don't speak unless you are asked a direct question.

Board action requires a majority, three of the five members must agree.

Green Clover City Council: Role Play Instructions

Role Play #3

You are a member of the Green Clover City Council. A special council meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight. Therefore, you are taking charge.

You believe that this meeting is a waste of time.

You don't believe that homelessness is an issue that the city should address.

The private and/or nonprofit community and churches should take care of this issue.

The city has \$2million in reserve, but you feel that it can be put to better uses than homelessness.

In your view, homelessness is already being adequately addressed by the three non-profit groups operating the current shelters.

You are not aware of anyone dying because they froze to death being homeless.

Tell the council members how to vote, then ask for an official vote by raising their hands.

Board rules require a majority of members, at least three of the five, to change any policy.

You know that some members do not share your same views.

You are prepared to take charge in the absence of the council chairperson.

You don't care if you offend your fellow council members, you are here to do a job and do it efficiently.

Green Clover City Council: Role Play Instructions

Role Play #4

You are a member of the Green Clover City Council. A special council meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight.

You have mixed feelings about homelessness.

You are not sure how you feel because you don't have a lot of information.

Your goal tonight is to ask each member of the council how they feel about it and then make your decision. You want to see the board as a united as possible in this issue.

The issue at hand is:

Should the council spend city funds on building and maintaining a homeless shelter?

Discuss and consult with each board member to understand where they are coming from and why they hold the beliefs that they do.

Board rules require a majority of members, at least three of the five, to agree to create new policy.

You don't want the board to jump to any conclusions quickly.

Resist any effort to have a quick board vote.

Green Clover City Council: Role Play Instructions

Role Play #5

You are a member of the Green Clover City Council. A special council meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight.

You believe the board needs to discuss the matter of homelessness, make a general statement of support that it is an issue and a solution is needed.

You then want to delegate the specifics to a community task force.

This community task force, you believe, should be given the complete authority to decide whether to build a city-sponsored homeless shelter or to improve the three existing shelters, operated by non-profit groups.

You believe the task force can do a better job of making this decision than the city council.

Your task as a city council is to provide general guidelines to the task force to help them make the right decision.

DAY THREE

SESSION 2 of 2: LEADERSHIP SYNERGISM – Team Building

Time Allotted : 60 Minutes

Activity:

Objectives:

- Basic team-building principles
- The ability to work in teams
- Various successful techniques of team building

Supplies Needed:

Whiteboard or Flip Chart and markers, or computer and Power Point slides
Copies of the five handouts, one for each participant

How to Play:

Announce: Many organizations have working groups that call themselves teams, but their work is produced by a combination of individual contributions. Teams produce work that is based on a collective effort.

(Display and cover the “What is a Team” information.)

Ask: What type of teams are you involved in either in school or other activities?

Does the definition of teams that we discussed hold true to the teams that you belong too?

Four Stages of Team Development and Teams versus Groups

Ask: How do teams form and develop?

Discuss their responses.

Teams go through four basic stages of development. Just because it has progressed through one stage does not mean that it cannot go back and revisit that stage again and then progress forward again.

(Pass out the handout of “Four Stages of Team Development.” Read and discuss the full handout. Then do the same with the “Teams Versus Groups” handout.

Remember that a team is a special thing. A team requires a clear purpose, shared leadership, and people with a diverse set of skills to be effective. You may be the designated leader of a team or a team member. The best leaders are and members are those who respect each other and do their best to grow the team and have it reach its full potential. Team members should not be passive, but actively engaged, contributing their knowledge, skills and attitude.

Then follow up with the “Characteristics of an Effective Team.”)

Conclude by having everyone reflect on what they have learned about leadership and have them share one idea that really spoke to them and one thing that they want to implement or change in their life so they can become a better leader.

Four Stages of Team Development

Forming: In this stage, team members get to know one another. They state why they were chosen or why they volunteered for the team and what they hope to accomplish by becoming a team member. They begin to explore the boundaries of what constitutes acceptable behavior within the group. In this stage they change from individual to team member and test the team leader's guidance in various ways. Forming includes these feelings and behaviors:

- Excitement, anticipation, and optimism
- Pride in being chosen for the project
- A tentative attachment to the team
- Suspicion and anxiety about the job
- Defining the tasks and how they will be accomplished
- Determining acceptable group behavior
- Deciding what information needs to be gathered
- Discussions about concepts and issues related to the team

Storming: This stage is probably the most difficult for the team. Members begin to realize that the tasks ahead are different from, and more difficult than what they had imagined. Members become impatient about the lack of progress being made. Members argue about what actions the team should take. Members try to rely on their personal and professional experience, and resist collaborating with other team members. Storming includes these feelings and behaviors:

- Resisting tasks
- Resisting new ideas or ways to do things suggested by new team members
- Sharp fluctuations in attitude about the team members and their work
- Backbiting and petty arguing among the members
- Members are defensive and try to get others to choose sides
- Questioning the wisdom of those who selected the new team members or projects
- Establishing unrealistic goals for new members
- Disunity, increased tension and jealousy
- Ignoring new team members
- Withholding information from new members
- Wanting new members to suffer or "pay their dues" before being accepted

The above pressures mean that team members have little energy to spend on progressing towards the team's goals. Some teams can pass quickly through this stage, others like to stay here, feeling like the old guard is there to keep the new members in line. Every time a new person is added to the team this phase will happen. They more open and accepting older team members are the less time needs to be spent here and the quicker energy can be spent on more positive outcomes.

Norming: This phase is when the team reaches a consensus on what the team is "To-Be." Everyone wants to share the newly found focus. Enthusiasm rises from the Storming stage. Sometimes the team feels like they want to go above and beyond the original scope of the project. Every team member fully accepts each other. They value everyone's differences and realize that all people see the world not as it is, but as they are, and that is okay. Emotional conflict lessons as the team members learn how to cooperate and release their need for control. Norming includes these feelings and behaviors:

- An ability to accept all other team members
- Lack of desire to criticize other team members, but to understand them
- A desire to achieve harmony
- Sharing of information, both work related and personal

- Feelings of confidence in other team members
- A sense of team cohesion, spirit and goal achievement or understanding
- When differences of opinion arise, people are given the benefit of the doubt and the differences are worked out in constructive ways
- More time and energy are spent on the goals and projects

Performing: The team has now settled its relationships and expectations differences. Members can begin performing by identifying and solving problems and choosing and implementing needed changes. Team members have discovered and accepted each other and are not judging or questioning others' motives or desires. If someone is falling behind on their tasks then others willingly step forward to help out without being asked. The team recognizes that they rise and fall on their ability to work together as a team, not as individuals. Performing includes these feelings and behaviors:

- Constructive self-change
- Ability to work together through problems
- Feelings of close attachment to team members
- Understanding of each other's strengths and weaknesses
- Being supportive of team members to "outsiders"
- Team members know outside stressors that other team members are dealing with

The team is now an effective cohesive unit. You can tell when your team has reached this stage because you start getting a lot of work done. Information and ideas flow freely among team members. Everyone is willing to help each other to be successful. There is a feeling of genuine acceptance and respect among all the team members.

What is a Team?

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and a common approach for which they hold themselves mutually accountable.

The small number is anywhere from two to 25 members, with between five and nine as manageable and optimal. If the number goes above nine, communication tends to become centralized because members do not have an adequate opportunity to speak to each other. If the group size goes over nine, extra time and effort are required to ensure good communication happens with everyone.

Complementary skills provide synergy when the team is diverse, and various ideas and multiple skills are combined. If the team is composed of similar individuals, a sort of “group think” sets in that limits creativity and reduces the number of proposed solutions. To build a strong team you must see someone else’s strength a compliment to your weakness, not a threat to your position or authority.

Common purpose is the driving force of teams. Each team must develop its own purpose. This purpose must be meaningful and be agreed to by everyone as individuals and as a group. A team constantly reviews its purpose, making it more relevant as the team develops and changes. Sometimes the purpose is referred to as an agenda. Hidden agendas occur when group members have their own private goals that differ from that of the team.

Performance goals are the acting, moving, and energizing force of the team. Specific performance goals are established, tracked, met and evaluated in an ongoing process.

Common approach is the way members agree to work together. Many teams have developed their own set of rules that guide how members are to behave. Members often assume different roles to keep the team process moving and on course.

Mutual accountable is the aspect of teamwork that is usually the last piece to develop. It refers to the sense of being responsible to other team members for how well the team performs.

Teams Versus Groups

There are several factors that separate teams from groups.

- 1. Roles and Responsibilities:** Within a group, individuals take on different roles that govern relationships between members. Roles often become a source of confusion and conflict. By contrast, a team shares an understanding of what the roles should be.
- 2. Identity:** While teams have an identity, groups do not. A team has a clear understanding of its work and why it is important. Members can describe what the team needs to achieve and state the norms and values that guide them.
- 3. Cohesion:** Teams have a spirit of camaraderie. This feeling of camaraderie is the spirit, soul, and state of mind of the team. Individuals begin using “we” more than “me.” Groups remain divided, teams are united.
- 4. Communication:** Members of a group center their communication upon themselves, without doing much real listening to one another. Differences of opinion often divide groups into opposing camps. By contrast, team members feel they can state their opinions, thoughts, and feelings freely without being criticized or judged. Listening is considered as important as speaking. Differences of opinion is valued and methods of managing conflict are understood and used. Through honest and caring feedback, members become aware of their strengths and weaknesses as team members. There is an atmosphere of trust and acceptance and a sense of community. If a team member leaves there is a feeling of loss. No one withholds information from other team members, there is a tendency to overshare information, so everyone knows what is going on.
- 5. Flexibility:** Most groups are extremely rigid. Teams, however, maintain a high level of flexibility, and they perform different tasks and functions as needed. The responsibility for team development and leadership is shared by everyone. The strengths of each member are identified and used.
- 6. Morale:** Often, morale is a problem in groups. Group members lack enthusiasm and spend time complaining about procedures or other group members. By contrast, team members are enthusiastic about the work of the team, and each person feels pride in being a member of the team. Team spirit is high!

Characteristics of an Effective Team

“A team is a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.” – The Wisdom Teams

1. The team has a clear purpose. Mission and vision are defined and mutually agreed upon.
2. Everyone understands their roles. People do what is expected of them and a little bit more.
3. Leadership is shared among the members, though there is a formal leader.
4. An open, friendly environment is created and nurtured that invites everyone to participate.
5. The team operates by consensus. Unanimity is unrealistic and compromise is undesirable. Synergetic solutions are sought.
6. Constructive disagreement is not only normal, but is healthy because it promotes critical thinking.
7. Open honest communication is encouraged. Team members get issues out on the table, they do not withhold information or have hidden agendas.
8. Effective listening is employed; members use techniques such as paraphrasing, questioning, and summarizing.
9. Members seek to create an informal and friendly working atmosphere filled with mutual respect.
10. The team has a balanced skill set. A diversity of personality and work styles is necessary for the team to be effective and maximize potential.
11. Learning is essential to the continued development of a team. The team takes time to reflect and evaluate about problems that were faced and how they were solved.
12. Members ensure that fun is built into their activities and work.

Remember: *An effective team isn't just concerned with getting work done but also with how it gets done.*

