

Scouts Canada
Youth Leadership
Training
Conference

PARTICIPANT'S
MANUAL

Written by:
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Scouts Canada
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Hey all you young leaders!

Hey all you young leaders!

Congratulations on accepting the challenge to lead, motivate, teach and share your skills with your followers.

ARE YOU UP FOR THE CHALLENGE?

Of course you are. Believe in yourself. Your council selected you from other young leaders because you have the enthusiasm, the drive, the ability to take action, and the eagerness for life that inspires others to follow you. These are qualities of great leaders. You are not perfect, so dare to risk making mistakes, to try new things, to stretch yourself; this is how you grow. We believe in your ability to make a difference. We created these five modules on core leadership skills for you to use as tools to develop the young leaders around you. This is your opportunity to bring out the best in your peers. To share your skills. To share yourself. Your success in delivering this program to your peers will set off a ripple effect in those youth. The better your delivery and the more youth involved, the greater the effect. Make waves! Today, let everyone know that you can make a difference. Share your skills with others and let the chain reaction begin.

Today's youth are not the leaders of tomorrow... we are the leaders of today!

Your cheer leaders,

The Training Team



Picture created by Brianne Peterson

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Conference Opening

Expectations

What are your expectations for the conference?

Rules

Rules:

Norms

Norms:

Module 1: Who am I?

“Success is getting what you want. Happiness is wanting what you get.” – Hayden

SELF ESTEEM & SELF WORTH

Remember: Our self-esteem translates into our self-worth and self-image, going hand in hand with our self-confidence.

POSITIVE FEEDBACK

In the activity your partner told you some things that were positive about you. What were they? List them in the space below.

POSITIVE SELF IMAGE

What are some characteristics of a person with a positive self-image?

How does a positive self-image affect a person?

What are some characteristics of a person with a negative self-image?

How does a negative self-image affect a person?

THE BENEFITS OF A POSITIVE SELF-IMAGE

- ☺ Enthusiasm! Energy to act!
- ☺ It enhances your creativity.
- ☺ It causes good things to happen, or you learn to appreciate them.
- ☺ Other people enjoy being with you.

ACTIONS TO TAKE TO CREATE AND MAINTAIN YOUR POSITIVE OUTLOOK

- ☺ Take time to think and reflect.
- ☺ Be open-minded and flexible.
- ☺ Look for the positive in apparently bad situations (i.e. What can I learn from this?)
- ☺ Be confident of your decisions and accept the consequences.
- ☺ Surround yourself with friends who provide the support you need to achieve your goals.
- ☺ Help others - You'll feel better about yourself and learn something.
- ☺ Acknowledge your accomplishments – Take pride in yourself! **You are good stuff!**

HOW TO BE POSITIVE!

A unique way in which you can be positive is...

Thoughts to keep in mind:

- ☺ What goes around comes around, so treat others as you want to be treated.
- ☺ If you can't say anything nice, don't say anything at all.
- ☺ Call people by name - people will appreciate it.
- ☺ Praise specific accomplishments.
- ☺ Listen carefully, it will help you to relate.

“You are good stuff”

- Sandy Queen

Values

Definition of Values: _____

VALUE	HIGH	MEDIUM	LOW
Honesty			
Love			
Integrity			
Loyalty			
Justice			
Approval			
Respect			
Fun			
Challenge			
Power			
Friendship			
Freedom			
Cooperation			
Education			
Risk			
Kindness			
Cheerful			
Achievement			
Authority			
Aesthetics			
Recreation			
Safety			
Passion			
Opportunity			
Stability			
Wisdom			
Wealth			
Beauty			
Recognition			
Security			
Spirituality			
Morality			
Honour			
Service			

My Top Ten Values: _____

PERSONAL VISION STATEMENT

What do you want to accomplish in your life? What do you want to be remembered for?

Example of a mission statement:

My personal mission is to endeavour to become the best Father, Husband, Friend and Employee. To find happiness, fulfillment and value in living, I will:

MODEL - I will fulfill this optimum role as Father by being a "good" role model bypassing on my experience and learning's to my children.

BEFRIEND - As a Husband I will be my wife's best friend, and in turn I shall take care of both her and my family.

LEAD - In the workforce I will achieve success and as a result I will lead the organization to a similar future. I shall be involved in a company that I morally agree with. I will be a Leader.

SUPPORT - As a Friend I will be there always when needed. When my friends need support they will turn to me and I will not turn them away

SERVE - The community will benefit as a result of my actions. I will strive to create a friendly, productive place to live.

In the pursuit of my mission I will strive to:

Show my love and affection, remain principle-centered, "always be there," and have fun.

“Consider the impact a personal mission statement could have for you by asking the following questions:

☺ What difference would a clear vision of my principles, values, and objectives make in how I spend my time?

☺ How would I feel about my life if I knew what was ultimately important for me?

☺ Would a written statement of my life's purpose be valuable to me?”

- Stephen Covey

STRESS

STRESS TEST: HOW MUCH DO YOU HAVE?

Answer these questions to determine your stress levels.

Do you...

No **Yes**

1 2 3 4 5 Try to do everything yourself?

1 2 3 4 5 Neglect your diet?

1 2 3 4 5 Race through days often?

1 2 3 4 5 Exhibit strong emotions to those around you, (i.e. anger, irritation?)

1 2 3 4 5 Have feelings of disparity or hopelessness?

1 2 3 4 5 Feel guilty about things you do?

1 2 3 4 5 Feel self-conscious, and keep everything bottled up inside?

1 2 3 4 5 Have many long nights with not enough sleep, and no time to exercise?

Scoring

1 – 20 = Great stuff; keep it up.

20 – 30 = Borderline; better take some steps to try to keep it down.

31 + = Meltdown; take action!

IS THIS YOUR TYPICAL DAY?

Seven a.m., the alarm clock is ringing. You hit the snooze because you are so tired, not much sleep last night because by the time you got home from work you had to finish those assignments that are due today... not to mention your midterms are coming up soon... You finally drag yourself out of bed and grab some caffeine to make the day bearable. You run for the bus, but it leaves before you get there. Now you are late for your nine a.m. class. You slip into class, hoping the teacher didn't notice, and wait to get your report back from last week. When it arrives you only got a D. This is not the B it deserved; that teacher has definitely got it in for you! Time to get ready for the next assignment, but the library doesn't have the book. Uh-oh, it's due in two days! Once you get in the door, exhausted after a long sports practice, you check the answering machine, only to find out that your boyfriend/girlfriend has found someone new- don't bother to call them back! It's only Monday today, what does the rest of the week hold for

you? If this is your typical day, then you need to take some steps to help deal with the stress in your life.

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THE STRESS BACKPACK!

We all carry around some stress with us, just in varying amounts. Just like a loaded backpack with different items (tent, clothes, food, etc.) there are different things that add to your load. Avoiding some of these items could help lower your stress.

Negative emotions:

- 👉 Anger
- 👉 Guilt
- 👉 Fear
- 👉 Poor self image

Stressful Habits:

- 👉 Procrastination
- 👉 Laziness
- 👉 Perfectionism
- 👉 Substance abuse (including smoking and drinking)

Some symptoms of stress are:

- 👉 Headaches that never seem to go away
- 👉 Tired
- 👉 A poor attitude to those you care for
- 👉 Abuse to pets

IS STRESS A BENEFIT TO PERFORMANCE?

It may sound absurd, but a certain level of stress is actually needed to be at optimum performance levels. If you have no stress on you, you are like a car sitting in the yard for thirty years –you rust out. Cars are like people and need to be driven now and then to get the juices flowing. If you drive a car 24 hours a day, seven days a week, it doesn't take long to wear it out, especially if you drive it hard. The car gets burnt out! The optimum level is a happy medium, where you have moderate levels of stress (the car is driven now and then), but you take time to recharge and don't allow too much to build up. In other words you change the oil when needed and fill the gas tank -- a good healthy level of stress. Think of it in another way – a guitar. If you put the strings on it, but there is no tension, there is no music; it is out of tune. A couple of turns and there is beautiful music playing; even Jimi Hendrix would like it. But if you turn the tuner too tight ... SNAP!

“The mind is like a parachute- it only works when it is open.”

SLEEP: THE MAGIC ELIXIR

"Sleep, Oh gentle sleep, nature's soft nurse"

- Shakespeare

Many teens are often tired. Parents usually attribute this to Mono, but it's usually due to lack of sleep. It is a well-known fact that lack of sleep increases stress levels, but that is not all.

Here are some things about sleep you may not have known:

Alertness: A full grown adult needs eight hours of sleep and will suffer until it is caught up on. A report from Daytona Hospital shows that reducing sleep by a mere hour and a half will reduce daytime alertness by upwards of 33%.

Strength: Studies done by British researchers limited weight lifters to three hours of sleep for two nights. On the second day not one of the lifters could complete one set of the normal weight for curls, presses and lifts.

Repair: During sleep the body circulates 70% of the daily dose of Human Growth Hormone, (HGH). This is the hormone that stimulates repair of skin, muscle and bone.
Blood Pressure: Japanese studies showed that men who slept for only 3.6 hours in one night had significantly higher blood pressure the next day.

STRESS: OTHER TIPS

- ★ When the stress turns on, try the following:
- ★ Get a hobby
- ★ Listen to some music
- ★ Play with the pets
- ★ Get in touch with nature
- ★ Write a diary
- ★ Revisit your values, goals and dreams

"We choose - either to live our lives or to let others live them for us. By making and keeping promises to ourselves and to others, little by little we increase our strength until our ability to act is more powerful than any of the forces that act upon us."

- Stephen Covey

THE SELF-FULFILLING PROPHECY

The concept of the self-fulfilling prophecy was first introduced by Merton in 1948 and it suggests that whatever a person holds in one's mind, consciously or unconsciously, will occur in his/her life. In other words, what we believe, will happen. If a person believes that he/she will be unhappy, he/she tends to find a way to be unhappy. If a person believes he/she will be happy, he/she tends to find a way to be happy. This is a result of self-limitation. For example if one believes he/she cannot quit smoking or he/she cannot lose weight, one has already created artificial limitations and thus will not succeed at those goals. It is far more accurate, and beneficial, to tell ourselves that we will lose weight, for then we are not setting barriers for the future.

It is a common activity to fill our life with "should's" in order to guide our lives: "My girlfriend should love me forever," "My boss should be fair with me," or "I shouldn't make mistakes." All of these standards that we have created in our minds lead to unrealistic expectations, of both others and ourselves.

Why do we do it?

One theory as to why we behave in this manner is that our mind works very much like a sophisticated computer. Whatever the program tells it to do, it will, and as a result one's behaviour is affected in a similar fashion. If we continue to think in the same way indefinitely, we will act the same way indefinitely and we will get what we have always gotten. The mind also has a habit of agreeing with any suggestion made by someone of whom we hold in authority or admiration. As such our personalities are, in part, shaped by the repeated messages from parents, friends, teachers and so forth.

Social Interactions and the Self-Fulfilling Prophecy:

The self-fulfilling prophecy is influenced and enforced by social interaction, for society is highly interactive. The prophecies we make about others' behaviour will also tend to be self-fulfilling. For example if we tend to think that someone will be hostile towards us we will act in a couple of ways. We may be very reserved and defensive or we might take the offense and be very aggressive. Those that we are interacting with, even though they may not have been hostile towards us initially, will tend to react in two ways. Either they will brush us off, attributing it to us being aloof, or they will fill the role and get hostile towards us, fulfilling the prophecy. We are much more in control of our lives than we

may realize. You must take an active role to decide what your prophecy is and make certain that it is one you desire, for it will be fulfilled.

“Few are those who see with their own eyes and feel with their own hearts.”

- *Albert Einstein*

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VALUE PROGRAMMING

Morris Massey's 1979 theory of values acquisition suggests that values are programmed into a personality and that this programming begins at the age of ten and continues for life. The age of ten is suggested because it is felt that development has occurred to the point that one can begin to absorb cultural, societal, and global influences around them. The values one holds at the age of ten can accurately predict the kinds of values a person will hold throughout life.

Although a person's values can be changed, they cannot be changed easily. It takes a Significant Emotional Event (SEE) to cause a person to reevaluate those values. A SEE can be a short-term dramatic event (going to war, job loss, divorce), or it can happen over a long period of time (societies attitude towards foreigners, holding multiple occupations at once, etc.). A SEE will prompt another look at the deep underlying values system of an individual.

The Generation Gap and Values

It has been realized that there are great fluctuations in the values systems of the past seven decades and the people involved in them. These differences are a result of the SEEs. Some of the events that have influenced this diversity include: WWI, Prohibition, Woman's Vote, WWII, the A-bomb, Playboy, Television, The Baby Boom, Civil-Rights, Computers, The Pill, The Cold War, Fall of the Iron Curtain, etc. The list goes on and on. The result of these actions is some generation clusters: Traditionalists, In-Betweeners, Challengers and Synthesizers.

- Traditionalists hold to their traditional values, even in the modern world.
- In-Betweeners, who were influenced in the 1950's, hold a mix of traditional values and those of the challengers. They often feel a need to "find themselves."
- Challengers who were programmed during the sixties challenge the traditional values and are heavily influenced by technology. These are the "baby boomers."
- The Synthesizers are the young people of today and often obtain their values by mixing the previous three sets, though often conflicting. They are hopeful of the good life.

"We all have some vision of ourselves and our future. And that vision creates consequences. More than any other factor, vision affects the choices we make and the way we spend our time."

Module 2: Effective Communication

BRAINSTORMING ACTIVITY

What are the relationships you have where effective communication is most important?

What makes communication effective?

What are the costs of poor communication?

BUILDING RAPPORT

Mirroring is...

NON-VERBAL COMMUNICATION

The four components of non-verbal communication are:

PARAPHRASING AND SUMMARIZING

Paraphrasing is: _____

Step 1: _____

Step 2: _____

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When is summarizing useful? _____

COMMUNICATING WITH OLDER GENERATIONS

Five ways to improve communication with adults:

HOW TO ACTIVELY LISTEN: SIX TIPS

- Move away from distractions: When listening do not pay attention to other noise, music or spectators.
- Acknowledge the speaker. To be sure they know you are listening use gestures (such as nodding, smiling, etc.) to encourage them to continue.
- Listen for the main idea. Pick out the main points; try to find the underlying message.
- Do not interrupt. It is very difficult for a speaker when they are interrupted for they can lose their train of thought. Always let them finish speaking before you reply.
- Clarify by asking questions. In order to understand the point of view fully; ask questions in order to find the message that is trying to be sent. This also lets the speaker know that you are listening to them.
- Paraphrase. Restate in your own words the message, then check to see if your summary is correct.

* Remember: Concentrate on listening. If you are listening because a friend is having emotional troubles then they may just want someone to listen. Do not always try to solve the problems.*

THE PROCESS OF COMMUNICATION

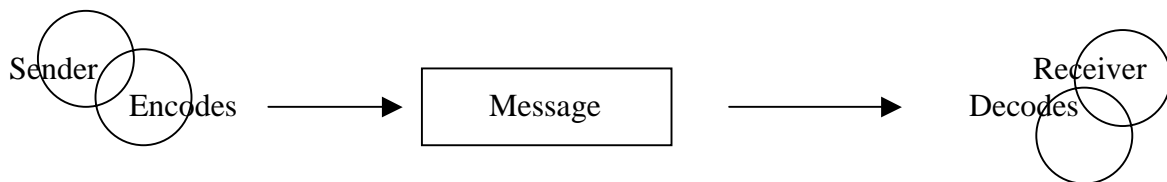
Communication is a process between at least two people and it begins when one wants to

communicate with the other. Communication starts as mental ideas, thoughts, pictures and emotions. This person is labeled as the sender. As this sender puts their thoughts into a form that the receiver will understand he encodes them. This encoding creates symbols that can be words, pictures, sounds or sense information (i.e. touch). It is this step of encoding that puts the message in a form that others can understand.

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Once a message has been encoded, the next step in the process is to transmit the message to the receiver. This can occur in multiple ways including: spoken words in person, letters, talking over the phone, etc. Verbal, written and visual media are three examples of channels that may be used as channels to transmit the message.

When a person receives a message the opposite process occurs, decoding. The receiver must decode the symbols and then interpret the message into feelings and thoughts. Only when the message has been translated and interpreted exactly as intended has successful communication occurred.



"CRAIG'S SECRET"

Craig, a close friend of mine in graduate school, brought energy and life into any room he entered. He focused his entire attention on you while you were talking, and you felt more important than you had before he started listening. People loved him.

One sunny autumn day, Craig and I were sitting in our study area. I was staring out the window when I noticed one of my professors crossing the parking lot.

"I don't want to run into him," I said.

"Why not?" Craig asked.

I explained that the previous spring the professor and I had parted on bad terms. I had taken offense at some suggestions he had made and had, in turn, given offense in my answer. "Besides," I added, "the guy just doesn't like me."

Craig looked down at the passing figure. "Maybe you've got it wrong," he said. "Maybe you're the one who's turning away, and you're just doing it because you are afraid. He probably thinks you don't like him, so he's not acting friendly towards you. People like

people who like them. If you show interest in him, he'll be interested in you. Go down and talk to him."

Craig's words smarted. I walked tentatively down the stairs into the parking lot. I greeted my professor warmly and asked how his summer had been. He looked at me, genuinely surprised. We walked off together talking and I could imagine Craig watching from the window smiling broadly.

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Craig had introduced me to a simple concept, so simple I couldn't believe I'd never known it. Like most young people, I felt unsure of myself and came to all my encounters fearing that others would judge me when, in fact, they were worrying about how I would judge them. From that day on, instead of seeing judgment in the eyes of others, I recognized the need people have to make a connection and to share something about themselves. I discovered a world of people I never would have known had I only listened to my fears.

Once, for example, on a train going across Canada, I began talking to a man everyone was avoiding because he was weaving and slurring his speech as if drunk. It turned out that he was recovering from a stroke. He had been an engineer on the same line we were riding, and long into the night, he revealed to me the history beneath every mile of track: Pile O'Bones Creek, named for the thousands of buffalo skeletons left here by the Indian hunters; the legend of Big Jack, a Swedish track layer who could lift 500 pound steel rails and; a conductor named McDonald who kept a rabbit as his traveling companion. As the early morning sun began to tint the horizon, he grabbed my hand and looked into my eyes.

"Thanks for listening to me. Most people wouldn't bother." He didn't have to thank me. The pleasure had been all mine.

How often we allow such opportunities to pass us by. The girl everyone thinks is homely and the boy with odd clothes or the strange manner- those people have stories to tell as surely as you do. And like you, they dream that someone is willing to hear.

This is what Craig knew. Accept most people first; ask questions later. See if the light you shine on others isn't reflected back on you a hundredfold.

- Condensed from "Letters To My Son" by Kent Nerburn

"The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart."

- Helen Keller

THE THREE TYPES OF VERBAL COMMUNICATION

Social: Meaningless phrases and clichés. Small talk that builds relationships. Examples: “How about them Jays,” “Nice weather we’re having,” etc.

Emotional: Intensely personal. Sharing of personal feelings. Example: “I love you.”

Intellectual: Conveys information and ideas but can also be persuasive as in selling. Examples: “Did you know that 74% of all Canadians prefer orange juice to grapefruit juice?”

“What is the nature of love?”

FACTORS THAT CAUSE MISUNDERSTANDING

High Hopes: When someone makes an assumption about the nature of a conversation, or misinterprets a subject matter in their favour.

Example: a guy overhears a girl talking about someone and assumes that it is him, when it is not.

Muddled Message: When someone does not express his or her ideas clearly. Language and articulation may be vague or incorrect, meaning that the listeners may not understand the message at all.

Blank... Blank: Talk is batted back and forth rapidly in short, interrupted bursts of speech. You may leave out part of what you intended to say, assuming the blanks will be filled in.

BARRIERS TO COMMUNICATION

- ☹ Physical noise, distractions and any speech impediments.
- ☹ Slang, technical terms, acronyms and inside jokes.
- ☹ Emotions such as fear, anxiety, and uncertainty.
- ☹ Preconceptions like if you stereotype others then you won’t listen to the message.
- ☹ Unfinished personal business will get in the way of good communication.
- ☹ Power trips such as pulling of rank, will leave feelings of discontent.

Breaking down the Barriers

The best way to deal with barriers is to avoid creating them. Creating effective communication at all times is a good start. Here are some other tips to consider:

- ☺ The Golden Rule: Treat others as you would have them treat you.
- ☺ Treat everyone as equals; don't pick favourites.
- ☺ Set and live up to moral standards.
- ☺ Avoid lecturing, over-praising, or humiliating others; it does no good.
- ☺ Keep to your word. Once committed always follow through.
- ☺ Share the spotlight willingly.

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KEYS FOR COMMUNICATION IN A GROUP

Positive Focus:

- ☞ Everything has value, positive or negative.
- ☞ Keep an optimistic attitude.
- ☞ Always look for the value in a situation.

Speaker in Charge:

- ☞ Allow people to share their ideas without fear of judgment.
- ☞ Do not force people to speak or share; let them be in charge while speaking.
- ☞ Do not take over conversations; give everyone a chance to speak.

Speak for "I":

- ☞ Speak for yourself and what you believe in.
- ☞ Take ownership of your statements.

Right to Pass:

- ☞ Respect the right to pass or remain silent.
- ☞ Don't push people to say more when they have said as much as they want to.

Avoid Killer Statements:

- ☞ Avoid anything negative (sarcasm, insults, generalizations, etc.).
- ☞ Realize that these statements hurt.
- ☞ Use empathy and understanding instead.

Validations:

- ☞ Positive comments allow for people to relax and feel at ease.
- ☞ Honestly support people's ideas and use integrity.
- ☞ Actively try to make people feel welcome.

Unfinished Business:

- ☞ Do not let unsettled items and conflict continue to build up.
- ☞ Discuss problems and concerns as soon as possible.

Level Out:

- ∞ Do not put yourself above others, due to role or physical positions.
- ∞ Remember that everyone is equal.

I know that you believe that you understood what you think
I said,
BUT
I am not sure you realize that what you heard is not what I
meant!!!

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BODY LANGUAGE

Humans are multi-sensorial (five senses), and only use spoken communication occasionally, far less than that of behaviour. Whether it is touch, tone, facial expression, gestures, speech patterns or posture, these actions convey your words in more definite terms than the spoken language. This is held true from the old adage, “What you are speaks so loudly that I can not hear what you say.” What we are, be it pride, antagonism, love, jealousy or kindness, our message is being received by others. The true basis of our communication is body language.

Communication analysts agree that most of the communication on emotional and motivational level occurs by non-verbal communication. These cues are seldom identified. It is understood that things as simple as body position, (i.e. sitting, walking, lying down, etc.) can have a phenomenal impact on the message.

During a normal day the human body undergoes a great many physical actions; blushing, coughing, sweating and fidgeting. As Freud stated, “Betrayal oozes from our every pore.”

One’s ability to communicate goes far beyond his/her ability to write or speak well. Though we communicate with words we do not communicate by words alone. Communication is broken down to this mixture:

7% words only
38% tone and inflection of voice
55% facial expression, body position and gestures (body language)

The way in which we move our body will tell the true story as to how we feel about certain subjects, so we must move in such a way to convey these same thoughts and feelings. Every move we make may reveal our origins, attitudes, and even our physiological balance. Folded arms across the chest, a pointed index finger or placement of hands on the hips; these are all typical reactions of listening. When many think of a conversation, words are the first thought that comes to mind, but they are only a small portion of a conversation.

A simple way to understand body language is to think of gestures, for they are the basis of it. Try, for example, to describe how to tie your shoes without using your hands. Gestures reveal the images within our minds, both conscious and unconscious.

(Reference: Body Language by Julius Fast)

"Deliberation is the work of many men. Action, of one alone."

- Charles De Gaulle

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PUBLIC SPEAKING CHECKLIST:

1. What is the purpose of your speech?
 - To inform?
 - To entertain?
 - To persuade?
2. Have a specific purpose.
 - Example: I will convince the audience that the rainforest should be saved.
3. Develop your outline.
 - Brainstorm.
 - Map out your speech from ideas.
4. Write the speech.

Hints while writing a speech:

Use the introduction to grab the attention of listeners and make them crave more. Use things like:

- 👉 Humour
- 👉 Anecdotes
- 👉 Quotations
- 👉 Statistics

Write the body in with a logical flowing message.

Keep the conclusion short and simple, but relate back to original idea.

An outline of the speech should be written on cue cards, not the whole speech.

Practice it again and again.

Read it out loud.

Avoid "ums and ahhs."

Change voice pitch and speed.
Articulate all your words.

Nonverbal communication:

Watch facial expressions, and make eye contact!

Stand up straight, you should move only at appropriate times.

If you follow these steps before speaking you will be ready and those butterflies are common; it's normal.

"I'm not nervous, I'm ready."

- Danny Fredricks

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TIPS AND TRICKS OF PRESENTING

Present yourself.

When you present it is more likely that how you present yourself will make more of an impact than the content of your words. Studies have shown that 55% of the impact is made through body language, 38% is on the voice and only a mere 7% of the impact is on the content of the presentation. In order to get your point across you need to project the right attitude. Keep your voice positive and friendly. Use the hands only to emphasize specific points or to dramatize anecdotes. If you can keep your body acting in accordance with your presentation the result will assist your message.

The message of your speech should be clearly defined. The average mind will retain very little information from a speech, unless notes are being taken.

LISTENING SKILLS: A QUIZ

Do you pay attention when others talk?

- A) All the time, I try to figure out what they will say before they say it.
- B) Most of the time, it is good stuff!
- C) Only if it interests me.
- D) What did you say, listening... what's that?

Do you look at the speaker when they talk?

- A) Always, I know everyone's eye colour even.
- B) Yes, but not too much, they might get nervous.
- C) Only if they have gray eyes, those are cool!
- D) Eyes, they might look back at me!

Do you give feedback, i.e. gestures?

- A) I nod my head so much I look like a headbanger!

- B) Yes, now and then.
- C) Only when everyone is doing it.
- D) Never!

Do you let others finish speaking before you to talk?

- A) I once waited 30 days to let someone finish.
- B) Yes, but only until the topic is repeating.
- C) Only if they are bigger than me.
- D) Shh, don't interrupt me, I want to talk!

Key – Mostly A's: Good work, but know when to draw the line.

Mostly B's: Keep up the good work.






Mostly C's: You can do better, just give it a try!

Mostly D's: Rent an awe-inspiring movie and do some work!






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FEEDBACK : GUIDELINES

Giving feedback is a necessary task as a leader, but more important is to be able to do it effectively so that it can be used to benefit both the individual and the group as a whole. Giving and receiving feedback is an interpersonal exchange that implies the presence of:

-  Caring
-  Trusting
-  Acceptance
-  Openness
-  Concern for the needs of others

These are some guidelines that should be taken into account when providing feedback to someone else. Remember that giving meaningful feedback is a learned skill. The change you desire is more likely to occur if you:

-  *Consider the needs of others.* The primary reason for feedback should be to help one grow. Feedback should be motivational; if it is not, it is often destructive.
-  *Describe the behaviour only; do not interpret.* Do not attempt to interpret one's actions when giving feedback; allow them to explain their motivation and intentions. Since intentions are private and only one person knows them definitely allow them to share them with you.
-  *Focus on changeable behaviour.* Effective feedback is aimed at behaviour that is relatively easy to change. Many people act according to habit and as such to receive negative feedback about that behaviour is frustrating. This will create anxiety and self-consciousness. Instead, work on habits that are relatively new and thus easy to overcome.
-  *Be specific.* When the information is specific the person can relate to the examples and remember what is being discussed. Avoid blanket statements such as "You are a warm person," for the person will not be able to identify with a broad statement.
-  *Wait to be asked.* When asking for feedback, they are opening themselves up for comment; they want the feedback. In reality too many times feedback is given when it has not been asked for and as a result the receiver did not want to hear it. In many

cases the person who is giving the feedback has a greater desire than the person receiving.

- 👉 *Be nonjudgmental.* Feedback is not objective and rarely constructive if based on personal interpretation. Do not respond to one's perceived intentions but instead their actions. A person may act unthinkingly but that does not mean they are insensitive due to one act alone. Being an evaluator is the same as a judge and jury, often with ill effects.
- 👉 *Give feedback immediately.* When feedback is given soon after an action the incident is still fresh in both parties' minds, as are the details and intentions. In this way a person can realize the effects of their actions and state their intentions.

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- 👉 *Allow the freedom to change, or not.* Feedback should be taken and be used at the receiver's discretion. They should be able to use it in any meaningful way without being forced by specific actions. Do not attempt to force change for this is setting standards and will force all other actions to be evaluated as good or bad.
- 👉 *Express feelings directly.* People far too often cover opinions and perceptions with the blanket of feelings. "I feel you are driving too fast," is not a feeling but a statement. The underlying message is "You are frightening me because you are driving fast," and as such is a more honest statement.

Module 3: Group Dynamics & Teamwork

ROLES PEOPLE PLAY IN GROUPS

- _____ - proposes new ideas, suggests solutions, and offers new definitions.
- _____ - asks for clarification, asks for the ideas of the whole group.
- _____ - gathers the group's ideas and summarizes for the group.
- _____ - expands on the original idea and offers a wide range of ideas.
- _____ - frequently stating facts and ideas, offering opinions.
- _____ - energetic, open and friendly, supports group members.
- _____ - makes sure the decisions of the group don't violate the values of the group members.
- _____ - makes sure that no one in the group gets excluded and that everyone in the group has an opportunity to voice their opinions

QUALITIES OF A GOOD LEADER

The role of a leader is not an easy task. It takes a lot of tough work to fill these shoes, but there are few hints that can help you fill the role. Many good leaders have similar characteristics.

What skills does an effective leader have? What are their strengths?

SKILLS IDENTIFICATION

You just did an activity that required you to think of some of the skills that a good leader needs to have. Now think about some of your own skills. Think to yourself, how have I obtained these skills? Why am I good at them? How can I make them even stronger?

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BUILDING A TEAM

What makes a group effective?

You must gain the trust of the group by:

- ✧ listening to every person
- ✧ adding ideas and input
- ✧ being open-minded to new ideas
- ✧ getting to know one another on a personal basis
- ✧ respecting one another
- ✧ encouraging group participation
- ✧ having a clear idea on the purpose and mission
- ✧ agreement on goals and the links with one another

"Be bold and courageous. When you look back on your life you'll regret the things you didn't do more than the ones you did."

- H. Jackson Brown, Jr.

DECISION MAKING

What are some of the factors that affect the decision making process? What slows it down?

What speeds the process up?

"In our hands is the power to choose."

- Stephen Covey

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TYPES OF DECISIONS

There are many different ways to make decisions. Here are a few different methods:

Unanimous: everyone agrees.

Strong point: everyone is happy.

Weak point: may act too quickly, and not consider all options.

Majority: majority rules

Strong point: everyone gets to express themselves, a relatively quick process.

Weak point: may cause dissension among minority.

Minority: minority rules based on authority

Strong point: fast and efficient, even in crisis.

Weak point: more people are left out, majority may feel alienated.

Consensus: a group decision where all members work until decision is made.

Strong point: all members are consulted, group is unified

Weak point: time consuming, difficult with large numbers.

CONFLICT RESOLUTION

Definition of Conflict:

Different ways to deal with conflict situations:

The Four Steps to Conflict Resolution:

Step 1. Testing the Waters:

Step 2. Going for a Swim:

Step 3. Toweling Off:

Step 4. Change of Clothes:

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GROUP MEMBER ROLES

According to Benne and Sheats (1948), there are many different roles that people assume within a group. Also there are different types of roles that these groups act in.

Task roles focus on achieving an outcome, getting the job done. The roles in this group are:

- Initiator-contributor
- Information seeker
- Opinion seeker
- Information giver
- Opinion giver
- Elaborator
- Coordinator
- Evaluator-critic
- Energizer
- Procedural technician
- Recorder

Building and maintenance roles are concerned with how the tasks are accomplished.

These roles include:

- Encourager
- Harmonizer
- Compromiser
- Gate keeper and expediter
- Standard setter
- Group observer
- Follower

Individual roles have to do with how a person acts in order to satisfy his/her individual needs and not necessarily the group needs. The individual roles are:

- Aggressor
- Blocker
- Recognition seeker
- Self-confessor
- Playboy
- Dominator
- Help seeker
- Special-interest pleasers

All roles are functional and all are necessary in order for a group to be successful. However they are required at different stages of development within a group, not at all times. Each role contributes to the group functioning and each role hinders the functioning of the group. A steady balance of the group roles is necessary in order to achieve optimum productivity of the group.

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It is no longer appropriate to look at the group leader as the source of quality and productivity. Members, as well as leaders, are responsible for the overall success of the group.

IDENTIFYING ROLES OF GROUP MEMBERS

From the roles established by Benne and Sheats we can breakdown different actions into these categories. As stated by Dimock (1987) the breakdown is as follows:

Task Actions

1. Defining problems
2. Seeking information
3. Giving information
4. Seeking opinions
5. Giving opinions
6. Testing feasibility
7. Group-Building/Maintenance Roles
8. Coordinating
9. Mediating-harmonizing
10. Orienting-facilitating
11. Supporting-encouraging
12. Following
13. Individual Actions
14. Blocking
15. Digressing

Use this guide of actions to assess where your group is at. It should help you to determine the roles your group is undertaking and by that you should be able to determine if the appropriate mix is being achieved.

GROUP DEVELOPMENT

One model of group development is broken down into five different stages:

forming, storming, norming, performing and adjourning

Forming: The forming stage is when the group is coming together; getting members. There is a common goal, a task that needs to be done, and it brings them together.

Storming: This is the stage at which growing pains are felt. The group will try to iron out its differences and work together – often a little conflict will come out as a result.

Norming: A group needs its set of by-laws or standard operating procedures, and this is where they are determined and agreed to by the group.

Performing: A task is needed to be accomplished and the group does it. This is where the job gets done.

Adjourning: After the work has been accomplished, the group's reason for coming together is no more, so it dissolves, though parts may stay together for other reasons, other jobs.

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A MODEL OF TEAM BUILDING

Team Characteristics

Organizations and groups fail, but rarely as a result of poor leadership. More often than not it is a result of poor teamwork. There are many key functions of an effective team member; here are some of the characteristics:

- ☺ Understands and is committed to group goals,
- ☺ Is friendly, concerned and interested in others,
- ☺ Acknowledges and addresses conflict openly,
- ☺ Listens to others with understanding,
- ☺ Includes others in decision-making,
- ☺ Recognizes and respects individual differences,
- ☺ Is a contributing member of the group, offering ideas and solutions,
- ☺ Encourages comments about team performance.

CONFLICT RESOLUTION

Avoidance

One way to deal with conflict is to simply avoid it all together. This leads to the tendency of repressing emotion or simply ignoring conflict, often resulting in the withdrawal from the situation entirely. This method often does not leave the individual with a feeling of satisfaction due to a resolution. Avoided conflict results in fear about similar situations in the future.

Diffusion

The act of diffusion is an attempt at delaying the conflict. These strategies tone the incident down and attempt to cool emotions off. Resolving minor points while avoiding major concerns - these are the actions of a diffuser. This method will work if delay is possible but will also result in feelings of dissatisfaction as well as concerns about future incidents.

👏 Confrontation

This is the method that deals directly with the issue and the persons involved. Confrontation can be divided into two categories based on the strategies or resolution, power and negotiation. Power tactics involve the use of physical force, (punching, kicking, and fighting) bribery, (money, favours) and punishment, (withholding of love, money). Power tactics are designed to achieve a winner and a loser; beneficial for the winner, at the expense of the loser (a win/lose situation). This often leaves the loser with a desire to “get even” and receive vengeance.

👏 Negotiation

Negotiation strategies involve the presentation of opportunities for both sides to win (a win/win situation). This focuses on the resolution of the situation with compromising from both sides, thereby achieving mutual satisfaction to all parties. This is deemed to be the most positive method with the least negative results.

“Problems are really opportunities in work clothes.”
– Orsion Sweet Marden

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Module 4: Goal-Setting

“All our dreams can come true- if we have the courage to pursue them.”

- Walt Disney

Goals

Why is it important to set goals?

- ✓ To prepare for everyday decisions
- ✓ To be able to follow through on decisions
- ✓ To get things done in an orderly way

What are obstacles to goal setting?

- ✓ Limited self-understanding
- ✓ Poor decision making skills
- ✓ Lack of self-confidence
- ✓ Fear of failure

Good goals are

- ✓ Consistent with values
- ✓ Believable
- ✓ Attainable
- ✓ Controllable
- ✓ Measurable
- ✓ Specific
- ✓ Long and short term

What do goals do?

- ✓ They chase the blues away and give you a sense of purpose
- ✓ Goal-centered activity generates excitement
- ✓ Keeps you mind working on challenges
- ✓ Helps you to recognize people that will help achieve goals

" The proper function of a man is to live, not exist. I shall not waste my days trying to prolong them; I shall use my time."

- Jack London

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DEFINITION OF SUCCESS

What is your definition of success? How will you know when you are successful?

WHAT ARE NINE THINGS YOU LOVE TO DO?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

"Planning is bringing the future into the present so that you can do something

about it now."

- Alan Lakein

PUTTING DREAMS INTO MOTION

Close your eyes. Think about a time when you felt successful about something you accomplished. Think about some of the people you were with, where you were and the feelings you had. What are some of your goals for the future - what do you want to accomplish?

Now make certain that they have all been listed in a positive way, so that you focus on the good you want to achieve, not what you want to eliminate.

What are your dreams for the next six months?

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What are your dreams for the next year?

What are your dreams for the next three years?

What are your dreams for life?

(Consider everything- travel, vehicle, money, career, family, health, spiritual and education.)

Now go back and group your dreams by theme. Do you have a healthy balance between different themes? Is this what you want to accomplish in life?

"Goals are dreams with a deadline."

Choose one of your achievable short-term dreams. Write it as a goal.

Remember, goals are:

- ☺ Clear and measurable,
- ☺ Your own,
- ☺ Build on strengths while allowing for development of new ones,
- ☺ Have reasonable time frame,
- ☺ Consistent with your values.

Why is this goal important to you?

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What are the obstacles in your way?

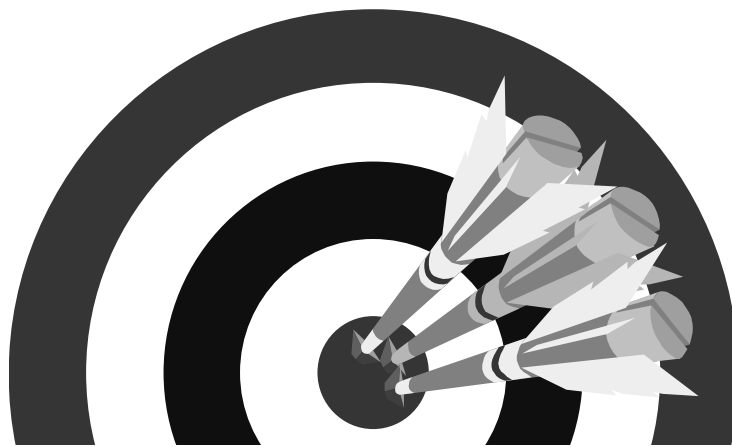
What are the resources you require?

What can you do in the next week?

Who can help you (one person)?

Celebrate your successes each step of the way!

"Look beyond your goals and your goals become a checkpoint instead of a conclusion!"



Module 5: Situational Leadership

"The matrix of leadership lives in all of us!"

- Optimus Prime

WHAT IS LEADERSHIP?

DEFINITION OF LEADERSHIP

Leadership is...

SITUATIONAL LEADERSHIP

What were the different situations in the role-play? What worked well? How could it have gone better?

Why would a bright group of youth be uncommitted to a task?

Why would a bright group of youth be incapable/incompetent at a task?

Competence:

Commitment:

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Readiness Factors:

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Leadership Styles:

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SITUATIONAL LEADERSHIP THEORY

Directive behaviour:

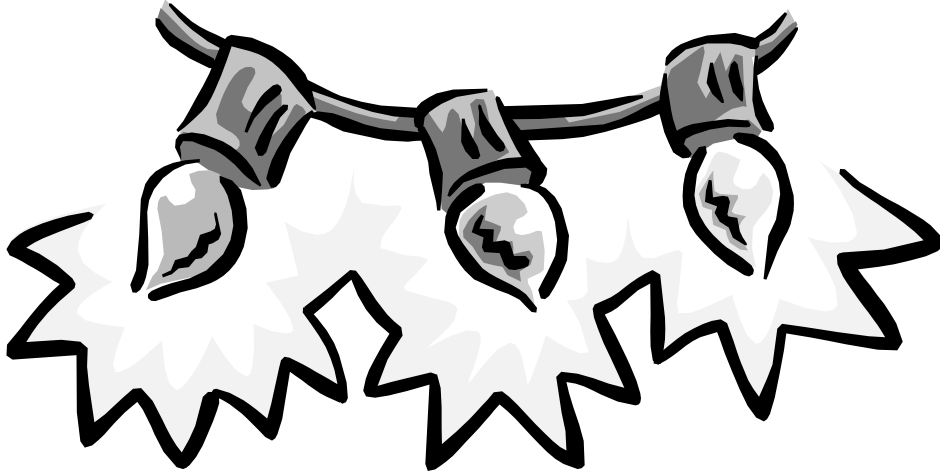
Support behaviour:

Directing: _____

Coaching: _____

Support: _____

Delegation: _____



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LEADERSHIP IN ACTION

Some situations require you to make an action plan to achieve the best results. Use the SMART method to make an action plan.

S _____
M _____
A _____
R _____
T _____

Using the situation provided by your trainers, use the SMART method to create an action plan to solve the problem.

Problem: _____

Action Plan:

"It is not the strongest of the species that survives, nor the most intelligent; it is the one that is most adaptable to change."

- Charles Darwin

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STYLES OF LEADERSHIP

There are many different styles of leadership that a leader can take, all having different benefits and ideal situations. Here are three different styles:

Autocratic:

- ☺ a leader that dictates,
- ☺ group input is rarely wanted,
- ☺ assigns tasks with little consultation,
- ☺ makes decisions for the group,
- ☺ very time efficient.

Democratic:

- ☺ a vote is called on all decisions,
- ☺ input is received from all members,
- ☺ majority of members are satisfied,
- ☺ not time efficient.

Laissez-Faire:

- ☺ not concerned with what is happening,
- ☺ little facilitation occurs,
- ☺ group accomplishes everything,
- ☺ group skills are built.

"The speed of the leader determines the rate of the pack."
- Wayne Lucas

THE GOOSE STORY: ARE YOU WITH YOUR FLOCK?

This fall when you are sitting watching the geese fly by as they head south for the winter, you might think about why they fly in a **V**.

As each bird flaps its wings, it creates uplift for the bird immediately following it. By flying in a V formation the flock has a **71% greater** flying range than it does if the geese flew separately. People are like geese in this way. Those who share a community with common direction and goals can achieve those results faster, for they are traveling on the thrust of another.

When the head goose gets tired from breaking the initial wind, it rotates back in the flock, allowing another to take the lead. This is sensible for demanding jobs require a lot of work, but if rotation occurs the group can continue. If not the group would have to stop much more frequently. The geese honk at each other from behind. This is to encourage one another to maintain their speed. This is similar to human encouragement.

If a goose gets sick or wounded, two other geese drop out of formation with it. They follow the wounded goose down and protect it and they will stay with it until it is able to fly or dies. Then and only then will they return to their journey, either catching up with the original flock or joining another. You could learn a lot from a goose.

"A journey of a thousand miles must begin with a single step."

- Lao-Tsu

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DELEGATION

Stephen Covey, CEO of the Covey Leadership Center and author of "The Seven Habits of Highly Effective People," divides delegation into two categories, Stewardship and Gopher. Gopher delegation is very much as it sounds; go for this, do that, tell me when it's done. As outdated as this style sounds it is surprising how many CEO's, government officials and other managers still operate in this fashion. This form of delegation accomplishes very little when the amount of supervision is taken into account.

The other form of delegation is Stewardship, a much more productive means. This style is more concerned with results as opposed to methods. Those assigned the responsibility get a task and a deadline, then are expected to perform. They are given the responsibility to complete the task in the most effective means necessary. Though this method may take a little more time to establish, the result is much more effective.

Delegation, the Stewardship Way:

One of the most effective tools for a leader is the ability to effectively delegate. In order for delegation to be productive it must be thought out. Here is the five point system designed by Stephen Covey for delegation:

- 1) Desired Results: Create a clear and mutual understanding of the results, including needs of accomplishment and remembering to focus on the result, not the method.
- 2) Guidelines: Set out a basic set of parameters for the individual to follow. It is important to keep these to an absolute minimum, in order to allow for individual creativity. Do remember to warn them of any apparent quicksands or other path of failure for the task. Allow for them to learn from your mistakes and those of others.
- 3) Resources: Identify all the resources available for the task, including financial, human, organizational and technical.
- 4) Accountability: Identify the standards of performance before the task begins, as well as the reporting times and evaluation process.
- 5) Consequences: Specify what will happen, good and bad, as a result of the performance and evaluation. Things to be included are financial and physical rewards, opportunity for advancement and natural consequences of the task.

CONFERENCE CLOSING

REVIEW ACCOMPLISHMENTS

What did you learn this weekend?

Taking Action:

