

# **FOCUS '97**

**SCOUTS CANADA**

**NATIONAL YOUTH COMMITTEE**

**National  
Youth Leadership Training  
Conference**

**Trainer's Manual**

Written by:

The National Youth Committee

October 1997

Revised Edition Winter 2002

# CONTENTS

	Page
Message from the National Youth Committee	4
Conference Opening	5
Module #1: Who am I?	9
Module #2: Effective Communication	15
Module #3: Group Dynamics & Teamwork	25
Module #4: Goal-Setting	35
Module #5: Situational Leadership	43
Conference Closing -- Evaluation and Conclusion	51
Planning Your Conference	54
Appendix 'A': Materials Needed for Modules	
Appendix 'B': Other Resources	

## **Message from the National Youth Committee**

### **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 affect. Let's make waves!

Today, let everyone know that you can make a difference. Share your skills with others and let the chain reaction begin. Youth today are not the leaders of tomorrow..... we are the leaders of today!

The National Youth Committee

# Conference Opening

## Module Outline:

1. Introduction and Welcome
2. Icebreaker Activities
3. Rules and Norms for Weekend
4. Background Information

*The opening would follow registration, at which time name tags and Conference materials would be distributed.*

## 1. INTRODUCTION & WELCOME

Welcome, young leaders! Each of you bring over fourteen years of experiences and learning to this weekend's event. FOCUS will challenge you to build on those experiences as you sharpen your leadership skills. You will look inside to know who you are, to consider your dreams, and to strengthen your relationship skills so you will achieve more of what you want in life. For many of you, this may be the start of something great; for others, a helpful step in your journey.

Your purpose at this conference is to develop your leadership skills and then transfer these skills to youth in your provinces. FOCUS is a peer-led, dynamic, modular leadership training program for young leaders in Scouting. Tonight, we would like you to get focused. Put your problems and day-to-day affairs aside for the next couple of days and focus on getting to know yourself better and becoming a better leader.

Gathered in this room tonight are some of Scouting's finest young leaders. You have been selected to take on this new and exciting challenge because you have shown tremendous leadership potential. Scouts Canada has given us a unique and significant opportunity to have an amazing impact on the thousands of youth in our movement.

By developing leadership skills in young people, we will have the power to make change, to influence leadership skills, and to take on greater challenges. We truly can make a difference in Scouting and in society. We are the future, and the future starts today.

*Trainers introduce themselves and tell the participants a little about themselves.*

Enjoy the FOCUS '97 Conference. Take time to get to know each other, to learn new skills, and to learn more about yourself. Your training team is here to ensure that you have a really positive experience this weekend, so let us know how we can help at any time.

Fellow Scouts, are you ready to take your leadership potential to greater heights? Well, let's get started!

## **2. ICEBREAKER ACTIVITIES**

### **Group Activity:            A Map of Canada / Earth**

*Start off by identifying the room as a giant map of Canada and have the group arrange itself around the room according to where they currently live. Then go around the room and have the participants introduce themselves and tell where they are standing / living. Then have them arrange themselves as if the room were a map of the earth and they are to go where they want to live as a 'dream home'. Again, have them re-introduce themselves and tell where they are.(this activity can be made more challenging by not giving reference points and by not allowing discussion while finding their places)*

### **Group Activity:            Human Bingo**

*Materials needed:    Bingo cards with questions*

*Each participant will be given a bingo card. The objective is to gain a blackout on their card. The participants are to go around the room and get the other participants to answer the questions in the card and get them to sign it, too. (only one signature from each person and each person can answer the same question only once!)*

*Option: After all of the cards are signed, sit in a large circle. Ask all the participants to share the small piece of information they have on each participant. Continue until everyone has been introduced by the entire group. Attach the sheets to the wall.*

**On-going Activity:      **Feedback Envelopes****

*Take each participant's picture and attach to an envelope with their name and pin the envelopes to the wall. Participants contribute genuine, positive comments.*

**Group Discussion:      **Expectations for the Conference****

*Divide participants into groups of five to seven youth. Ask each person to introduce themselves. Next have the group create a list of expectations for the conference (provide either flipchart paper or some other material to record expectations). What do they hope to accomplish while they are here? The groups will then present their expectations to the large group. A trainer will confirm which expectations will hopefully be met and which expectations are probably beyond the scope of the conference.*

### **3.      RULES & NORMS**

**Group Discussion:**

*Norms: Have the participants decide on the interpersonal rules for the weekend. What will be the unwritten rules on how we treat each other will make this an enjoyable and profitable learning experience for all of us. A couple of things to be considered are: noise late at night, keeping a positive attitude, active participation in the program, no negative comments, try new things and listen to new ideas this weekend, etc.*

*Rules: Rules such as staying on site, not using alcohol or drugs, smoking and attendance in sessions are expectations the trainers have of the participants. The participants can expect the trainers to do their best in the delivery of sessions including staying on schedule, respect for participants beliefs, and keeping the group on track.*

#### **4. BACKGROUND INFORMATION**

*Provide an overview of the history and objectives of the FOCUS program.*

In 1995 the National Youth Committee identified a need for increased development of youth leadership training within the Scouting movement and labelled it as a major priority of the committee.

After working with the Ontario Secondary School Students Association (O.S.S.S.A.) and other various youth leadership organisations the National Youth Committee developed the National Youth Leadership Training Program - FOCUS >97. Your purpose at this Conference is to develop these leadership skills and then transfer these skills to youth in your provinces.

*Recognise the Conference sponsors.*



## Module #1: WHO AM I?

**Learning Objective:** Participants will experience how giving and receiving positive feedback builds self esteem. They will explore ways to take responsibility for the person they become. They will further understand themselves by identifying personal values.

### Module Outline:

1. Positive Outlook
2. Dreams, Values and Principles
3. Stress Management

## INTRODUCTION

Who are you? Do you truly know yourself? Knowing what motivates you will make you a valuable part of every team you join. What are your principles and values. What do you hope to accomplish in life. Our first module will help you to gain insight into who you really are right now.

### 1. POSITIVE OUTLOOK

**Activity:** Providing Positive Feedback                      You are good stuff!

Find a partner and come up with three positive things about your partner. These must be positive and sincere comments. Go around the room, introducing partners, using the three good points.

**Debrief:** Doesn't it feel good to hear someone point out your positive qualities? Too often, we focus on our faults and our mistakes. Every time you see something negative in yourself or others, be quick to match that observation with one or more positive qualities.

There 's a good side to everything. Always focusing on the negative can be disabling. When giving praise, make sure it 's genuine.

## **Lecture: Self-esteem**

Self-esteem is the way in which you see yourself and it translates into your self worth. We develop our self-esteem from what other people say about us, from what other people tell us, and from the beliefs which we develop about ourselves. Who in your life has had the most influence over your self-esteem? (*Pause for time to reflect*) Parents, family, friends, teachers and youth leaders all have an influence. The greatest influence, however, is you. Through self-talk, those thousands of messages you give yourself about your ability, your self-worth, your value as a person all have a dramatic influence. The influences you choose to expose yourself to on a regular basis such as television you watch, the books you read, the friends who you hang around with all shape your beliefs about your value and potential. Soon you become what you focus on to be true. If you live your life with a negative self-image, then you will become a very negative person, very pessimistic. Or, you can choose to focus on your positive features, and become a very optimistic and happy person. (Just don't let it all go to your head!!)

## **Small Group Discussion:**

*(Break into groups of five to seven with a trainer in each)*

Think about someone you know that has a positive self-image. What do these people do and say that makes you think they have a positive self-image? How does that self-esteem affect their lives? Think about someone who has a very low self-image -- how does it affect their attitude and their daily activities?

Bring group back together. Ask for three or four examples of people with a great self-image and people with a poor self-image.

## **Lecture:**

Here are some things to do to maintain your positive attitude:

1. Take time to think and reflect.
2. Be open-minded and willing to change -- be flexible.
3. Look for the positive outcome from apparently bad situations.  
(i.e. What can I learn from this?)
4. Be confident in your decisions; accept consequences of your actions.
5. Surround yourself with friends and others who will provide positive support and encouragement.

6. Help others - by doing so, you'll feel better about yourself.
7. Acknowledge your accomplishments - take pride in yourself!

***You are good stuff!***

**Discussion:            How to be Positive!**

*(Put title on flipchart. Draw a battery with a positive and negative end)*

*Discuss ways that you can be positive; find examples of statements that you can use in your self-talk and in your encouragement of others.*

Steve, I really appreciate the way you helped me put up my tent today, you were a big help. *List other examples.*

Things to keep in mind:

- X     What goes around comes around, so treat others as you'd like to be treated.
- X     If you can't say anything nice, don't say anything at all.
- X     Use people's first names when speaking to them.
- X     Give praise for specific personal accomplishments. (i.e. Tell Jennifer she is doing well on her specific task rather than compliment on her nice sweater)
- X     Listen carefully so you can relate better to others.

We all have both positive and negative energy inside us. Choose the positive.

Avoid getting caught up in the common practice of negative comments.

Take responsibility and ownership of your world – don't blame the common forces (government, leadership, etc.)

What can you do to keep a positive attitude during challenging or uncertain times?

- <     recall your successes
- <     talk or visit with somebody who is really positive
- <     contact people who encourage you
- <     see the big picture, keep the end in mind
- <     ask yourself, what's the worst thing that could happen? and then consider the probability of that happening
- <     Rule #1: Don't sweat the small stuff. Rule #2: It's all small stuff.
- <     Do a good turn for somebody.
- <     Pray.
- <     BREATH! :)

## 2. DREAMS, VALUES AND PRINCIPLES

### **Activity / Handout: Values**

*Ask the group for their definition of values - Values are what is **most** important to you and they are your roadmap for life. Your dreams (goals) are shaped by these values.*

Go through the values exercise in your manual and rate the list of values in terms of high, medium or low importance. Pick the top ten values. Rank these values in order of importance.

### **Activity: Personal Vision Statement**

*Ask the participants think about what they want to accomplish in their life. What do they want to be remembered for?*

*Read an example of a personal vision/mission statement.*

*Determine your four main principles/values, what are your God given talents, what roles do you want to play in life (parent, teacher, volunteer,...) then get them to develop their own mission statement. This is a personal activity. Give some time to work on it that night and allow them to think about it overnight also. Encourage them to revisit it from time to time, especially when confused about problems and their bearings. It is the final structured activity of the evening.*

Work on your Personal Vision statement throughout the weekend, and make sure you read it every once in a while, make changes if needed, but overall, check and see if you're living up to your vision.

## 3. STRESS MANAGEMENT

Brainstorm things that cause stress. (i.e. school, peer pressure, family issues, etc.)

What are ways we can reduce stress in our lives? Or at least manage the stress we have in our lives?

*Stress Test (pg. 12 in participant manual)*

## **CONCLUSION**

Do you feel you know yourself any better after this session? Do you have a better understanding of what drives you? Most people never take the time to consider these things. Your heightened awareness will help you to better understand why you make decisions and will guide you during times of uncertainty. You are now like a ship with a destination. Sail on!

## **MUSICAL REFLECTION**

*Enya A Day Without Rain #1*

## **Module #2: EFFECTIVE COMMUNICATION**

**Learning Objective:** Participants will experience the components of effective communication. They will further understand their role in improving communication with peers and older generations.

### **Module Outline:**

1. Introduction
2. Barriers to Communication
3. Building Rapport
4. Listening Skills
5. Effective Speaking
6. Non-verbal Communication
7. Expressing and Organising Ideas
8. Paraphrasing and Summarising
9. Communicating with Older Generations
10. Conclusion

### **1. INTRODUCTION**

*This module will begin with a brief discussion on the importance of communication in every day life. There are four main aspects of communication: writing, speaking, listening, and reading. These should be posted on some sort of poster or flipchart.*

## **Activity: Telephone Game**

*Everyone gets seated in a circular pattern on the floor (in two groups). At the beginning of the circle one person reads a sentence or phrase off of a provided card into the ear of the person beside them. This phrase is then passed around the circle from person to person from memory. The last person to receive the message will say aloud the message as understood by the individual, so everyone can hear. The person who said the message to begin with will finish off the game by reading the card with the original message. The object of this game is to experience communication. The phrase will more than likely be distorted due to improper communication.*

*This is a good opening exercise because it brings the participants closer with a simple activity, and allows them to use the communication skills they have that are already present. Text cards are included with this activity.*

### **De-Briefing:**

*A short debriefing should follow with each individual telling their interpretation of what the person before them said and so concluding where the error in communication was. The trainers will discuss possibilities of why the message was distorted.*

*These suggestions could be: improper listening, such as lack of concentration; improper speaking, such as a muffled voice, not loud enough, an accent; environmental causes, such as background noise; or maybe the written text was difficult to understand or hard to pronounce.*

## **2. Barriers to Communication**

### **Brainstorming:**

Note: Brainstorming is used in almost every module because it allows the participants to throw out their ideas with little or no boundaries. The participants are encouraged to throw out as many ideas as possible as soon as they think them. Use a flipchart or overhead transparency to record ideas using the participants wording as much as possible. Tape up sheets once they are full. With large groups you may have more than one flipchart and a separate person asking the questions who does not write. Keep brainstorming to 5 to 10 minutes max otherwise it becomes a guided discussion. Explain brainstorming to the participants.

*The questions to be brainstormed are:*

What are the relationships you have where effective communication is most important?  
What makes communication effective?  
What are the costs of poor communication?

### **Role Play:**

*One trainer will be the narrator. As each of two trainers arrives on scene the participants can begin communicating in some way of their choice without moving from their places on the floor some distance away.*

*- the first trainer appears to look fine but as the group begins communicating with him, he appears as though he is ignoring them, as though he doesn't notice that they are speaking to him.*

*- the next person appears with her back to the group and although the group talks to her, she does not turn around or make any motion to suggest she hears the others.*

*The participants now individually have the opportunity to communicate with the two trainers and must give a solution for their behaviour. They then have the opportunity to change the scene in whatever manner they would like.*

There are many possible solutions. In the first role the person did not appear to hear what the people were saying. Solutions could be that they have earplugs in their ears and so making eye contact could change that scenario. Another solution could be that they are hearing impaired and so sign language or forms of body language could extend communication with them. Or, it is possible that the individual is not aware that the words are directed towards them and is therefore not paying attention. Eye contact or touch could make them aware that they are indeed the target of communication.

There are several possible solutions. Each one can be successful if carried out properly.



### 3. BUILDING RAPPORT

*This module will begin with one trainer carefully and discreetly mirroring a volunteer in as many ways as possible - posture, stance, tone of voice, types of words used, level of eye contact etc. while carrying on a conversation in front of the group. Pick another participant who is much different from the first volunteer and repeat the mirroring exercise but exaggerate the mirroring so that it is noticeable to the participant and the audience.*

*Suggestion: Have 2 trainers talk to each other; one using expression (facial, verbal, eye contact, gestures, volume of voice, etc.) and the other isn't, but by the end of the conversation, both are. Also, try having the trainer that is using the expression drop their expression the 2<sup>nd</sup> time to demonstrate the other way too.*

*When the players are seated the trainer will ask:*

What do you think the trainer was doing?

What do you think this has to do with communication?

This exercise demonstrated what is called mirroring. Mirroring is something we do to adapt to another person's style of communication so that they understand us better. We do this naturally in everyday conversation. As we move through out the day we speak one way to our parents, another to our friends at school and another way to adults in Scouting. Just as our ability to understand a person 's message increases significantly when they are speaking the same language, this is also true for other aspects of how the message is communicated. The better matched we are to the other person, the better the communication.

We understand people better when we feel well connected. Think of the person you communicate best with? (*pause*) Who do you communicate worst with? (*pause*) Matching such things as posture, breathing, pace of speech, tone, level of eye contact and type of language (visual, auditory, kinaesthetic) allows us to maximise our connection with other people. It puts us into their shoes.

#### ***(Overhead/Flipchart)***

By type of language, we mean: Does the person relate things to how they see, hear, or feel about the topic? Listen for the types of words and phrases they use such as:

VISUAL:	I see what you mean. or Eye to eye
AUDITORY:	I hear you. or Rings a bell with me.
KINESTHETIC	It just doesn't feel right. or I don't follow you.

*Divide into pairs with someone they consider different from themselves perhaps by age, interests, or temperament. One person will describe a significant experience or strongly held point of view while the other person will conscientiously try to mirror the person sending the message. Notice how your understanding goes up as you mirror the speaker closer and closer. (Five minutes) Pick another partner and try it again. (Five minutes)*

*In the large group get some sharing going about the experiences. Some may find it unnatural at first, but we tend to do it all the time without realising it.*

### **Lecture: Other Ways to Build Rapport:**

**Smile:** Smiles are contagious. It is difficult to be negative or angry when you are smiling. When you're feeling stressed, frustrated or upset, put on your best smile.

**Take a genuine interest in others:** People are interesting. Each of us is a complex mix of genetic history, experiences, history, and aspirations. You can learn so much from others including different ways of seeing the world.

**See the best in others:** It is easy to find faults. Give people the benefit of the doubt. Help others to realise their god given talents.

**Speak well of your friends and even better of your foes:** People are often too quick to criticise, especially those closest to us including our family, friends and co-workers. You would find it difficult to grow and develop if everyone was always pointing out your faults or reminding you of mistakes made long ago.

**Have a firm handshake:** A firm handshake suggests confidence and energy.

## **4. LISTENING SKILLS**

### **Activity: Headbands**

*Option One: There will be a headband to be attached to each participant's forehead. The participants will not be able to see their own headbands. It will be explained that the participants are to follow what is stated on the other people's headbands.*

*Seated in a semi-circle facing the audience the participants will be told that they are in a meeting. At this meeting they will be discussing a relevant topic (e.g., fund-raising for CJ). Conversation begins with the person who has the talking stick. The only time the participants can communicate is when they have the stick. If they wish to talk they must ask for possession of the talking stick by gesturing with their hand.*

*After the activity has been completed the participants will be asked to guess what appeared on their headbands. If participants have trouble guessing they can ask questions to the others.*

*It will be explained that in this exercise speaking was regulated so that listening could be examined more closely. Debriefing questions will be asked. Questions such as: did the meeting go over smoothly because more concentration was paid to listening?*

*Option Two: (Works best with larger groups) Ask the group for 13 volunteers. Place a playing card on the headband of each participant, making sure that they don't see what card they have. Tell the group that they are to mingle and talk to each other, treating their peers according to the number on their headband. Explain that Ace is the highest "ranking" and it goes down, King, Queen, Jack, etc. etc. to 2. For example, the Ace would be considered the coolest kid at school, and the 2 would be the kid that everybody makes fun of. Give the group a few minutes to mingle, then tell them to arrange themselves in order, Ace to 2, according to how they have been treating. When done correctly, the participants should have themselves in almost perfect order.*

*Ask the group to consider how their actions and words effect other peoples self-esteem.*

## **5. NON-VERBAL COMMUNICATION**

### **Short Interactive Role Play:**

*The three trainers stand up at the front of the group. One with hands over ears, one with hands over eyes, and one with hands over mouth. Ask the group to guess what message the trainers are sending.*

*The three trainers again act out a sequence this time one has their arms crossed in front of them, one is stooping over holding her back with a pained look on her face, and one has his hands on his head looking frustrated. Again, ask the group to guess what they might be saying.*

*Explain that there are four components of non-verbal communication and those are body, space, voice and touch. Some body language can be misunderstood, such as arms crossed can mean I' m bored or I' m tired.*

*Five or six individuals will now pick a piece of paper out of a hat. Each paper has something written on it that they have to display using body language, inflection of voice, space or touch. The group members can guess what they are trying to portray and the person who guesses correctly then goes up next.*

### **De-Briefing:**

*Explain that non-verbal communication is used in everyday life without us even noticing. We unconsciously follow nonverbal cues, but we may need to pay more attention to things that we cannot hear.*

## **6. EXPRESSING & ORGANIZING YOUR IDEAS**

*Place two examples of written communication on the overhead projector or flipchart. Ask two volunteers to read them. The first example will include computer jargon, acronyms, formality and wordiness. The second will be a short, precise piece of writing that is simple and understandable.*

*The group will brainstorm why the second piece of writing is better and give examples of how to make a piece of writing more enjoyable to read. Examples are: short, precise, friendly, human, clear, warm, light, and conversational.*

*Repeat the experience with speaking instead of reading. The one example will be spoken in a passive, monotone voice. Noting that voice and tonality are also important. The participants can change the speaker's words into more suitable phrases. Encourage participants to excel in their formal education related to communications.*

## **7. PARAPHRASING & SUMMARIZING**

Explanation of the term paraphrasing: A technique used to ensure that we are listening to people and that we truly understand what their words mean. Paraphrasing involves repeating the speaker's message back in your own words.

*Two trainers can briefly demonstrate rephrasing. Break into pairs and practise paraphrasing using the Speaker and Listener cards. The cards provided are ambiguous, so you must listen closely and watch for tricks.*

Summarising is simply feeding back the main points of the other person's message or what you believe to be the consensus of the discussion. It is helpful to summarise when:

- X you are uncertain of your understanding of the other person's main points
- X it is important to remember numerous points
- X you are being asked to do a number of things
- X the conversation seems to be going in circles
- X the subject matter is new to you

*Encourage participants to try this out a couple of times today.*

## **8. EFFECTIVE SPEAKING**

### **Role-plays and Guided Discussion:**

*Choose three volunteers. Provide no prior explanations other than being told that this section is dealing with effective speaking.*

*The first volunteer will come up to the front and will be asked to commence with their presentation. Chances are they will be stunned because this was an unexpected statement. They will be asked to sit down and the next volunteer will be given a topic on something they know nothing about. They will then be asked to seat themselves and the third volunteer will be given a relevant topic but something that they will have a tendency to ramble on. They will then be seated with the group.*

*The group will be asked to decide why the speeches did not go over very well and will come up with several points as to why they failed.*

- X *The first person did not have a topic,*
- X *the second person did not know what he/she was talking about, and*
- X *the third person did not have a point and was not able to prepare.*

*In small groups the participants will be told to create a 2 minute topic of discussion and select one of the group participants to present the material. The groups will be able to list the steps of effective speaking and pose several questions to the group before presenting the material. Note: This can be a humorous exercise.*

***flipchart/overhead***

- X What is the speaker's point?*
- X Is it of interest to you and others?*
- X Is it at a level that the listeners will understand?*
- X Is there anything to be learned from the presentation?*

## **9. COMMUNICATING WITH OLDER GENERATIONS**

### **Lecture:**

Adults are people just like you and I. They may have the power to crystallise your ideas so it is especially important to make them see what your ideas are really about.

*Overhead/Flipchart:*

- 1. Be Prepared:**  
Make sure you know as much about your idea as possible. Anticipate the types of questions that might be asked and build the answers into your presentation.
- 2. Be sold yourself:**  
If you believe in the idea you are trying to promote you will be more convincing. Your level of enthusiasm will be contagious.
- 3. Know your outcome:**  
Have a clear idea of what you want this person or group of people to do as the result of your presentation. Do you want their approval, their help, or their money?
- 4. Be flexible and open minded:**  
An adult may see a potentially good idea as well as see ways to enhance that idea with changes. Ask for suggestions on how to follow through. Make sure you look at those changes with an open mind.
- 5. Be mature and responsible:**  
Act appropriately. Ripped clothing, bubble gum, and slang create unnecessary barriers to communication. A mature, respectful conversation will help your project. Remember points on mirroring.
- 6. Speak clearly and maintain good eye contact:**  
Speak clearly to be understood. Older adults may not be familiar with your slang or manner of speaking. Regular eye contact shows that you are paying attention.

**Exercise:**

In small groups plan a way to sell commissioners on running FOCUS for your network.. This exercise will take about 15 minutes. After you are done choose a reporter and present the idea to the group. The large group will be able to ask questions.

**10. CONCLUSION**

**Wrap-up/Debriefing: Are you listening?**

*Repeat the telephone game with the directions to use as many of the skills learned today as possible to keep the message complete as it travels around the circle. Have the two who are communicating to step away from the group so that the message is communicated independently each time.*

*Review the main points from the module.*

## **Module #3:      GROUP DYNAMICS & TEAMWORK**

**Learning Objective:**      Participants will experience the roles played in groups. They will further understand how to assess themselves as members of a team. Participants will experience common approaches to decision making and resolving differences within the team.

### **Module Outline:**

1.      Roles people play in groups
2.      Assessing Personal Strengths
3.      Assessing followers
4.      Building a TEAM
5.      Decision-Making
6.      Conflict Resolution



## 1. ROLES PEOPLE PLAY IN GROUPS

### Role-play: Part of the Group

<b>Initiator</b>	- proposes new ideas, suggests solutions, offers new definitions
<b>Fact seeker</b>	- asks for clarification, asks for the ideas of the whole group
<b>Summariser</b>	- gathers the group's ideas and summarises for the group
<b>Elaborator</b>	- expands on the original idea and offers a wide range of ideas
<b>Informer</b>	- frequently stating facts and ideas, offering opinions
<b>Encourager</b>	- energetic, open and friendly, supports group members
<b>Custodian</b>	- makes sure the decisions of the group don't violate member values
<b>Gate Keeper</b>	- makes sure that no one in the group gets excluded and that everyone in the group has an opportunity to voice their opinions

*Record roles on the flipchart, and discuss the importance of each member in a group. Keep in mind that one person can often play more than one role. Are we missing any other people from our group? What other people are there that add to a group?*

*Stress the importance of all the people in the group. Talk about why you need all sorts of people in a group so the group can function to its full extent.*

## 2. ASSESSING PERSONAL STRENGTHS

### Small Group Discussion: Qualities of a Good Leader

*In the small groups brainstorm the qualities that good leaders have. Then bring the group together, and record ideas on chart paper.*

What skills or strengths should a leader have to be successful? Present these qualities back to the large group.

### Activity: Skills Identification

Separately, take a piece of paper and write down the skills that you have. Ask yourself the following questions: How have I obtained these skills? Why am I good at them? How can I take the skills I have and make them even stronger? Consider the skills we just discussed. Plus others! Extra-curricular activities, jobs, etc. all give you skills!

*Have a trainer give an example of their skills.*

*Next, ask participants to rate themselves on these leadership skills in terms of development, high, medium, or low. This will give them an opportunity to look at the skills that they feel need to develop.*

*Encourage participants to share their ideas with the group. Invite the trainers to share their ideas with the large group. This exercise will allow the group to take a look at their strengths and some of the things they need to work on.*

### **De-Briefing:**

*Encourage the group to remember their strengths and to set goals on improving in other areas. It is important to know what your strengths and weaknesses are before you take on a task.*

## **3. BUILDING A TEAM**

### **Small Group Discussion:      How Small Groups Work Effectively**

What makes a group effective? *(brainstorm)*

Effective groups have common goals, create solutions that are greater than any individual could come up with, listen to all members' perspectives, and accomplish tasks in a reasonable time. Effective groups are teams!

*Divide the large group into smaller groups and give the groups an actual problem to solve; for example, give them a situation that a troop/company or committee must deal with -- ineffective youth network, problems with leaders, alcohol use at camp, etc. After they have worked together for a short time, bring them back into the larger group and ask them four questions:*

***(flipchart)***

1. Did the small groups work effectively?
2. How did they work?
3. Was there some sort of structure?
4. What were they good at? What do they need work at?

## **De-Briefing:**

*Explain the difference between a group and a team. Maggots on a dead seagull, are they a team or are they a group? They are a group because they have no common purpose and they are not working together. The goal is to move from a group to a team. How do we move in this direction?*

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

## **Small Group Activity: Egg Removal**

*time required: 30 minutes*

*group size: 6 - 10*

*equipment:*

*30 cm plastic tube with 2 V cuts in it  
wire eyelets wrapped around each end of the tube  
2 plastic eggs to fit into V cuts  
roll of thread  
egg nest - wood base with 4 nails at each corner  
two nails on each side are joined by wire  
10 metres of cord  
2 fishing hooks  
Scissors*

*Set up:*

*The 20 metres of rope is used to make a circle that will be the volcano. the base of the nest is placed in the centre of the circle with the plastic tube sitting on it. The eggs are then placed in the tube. Make certain that the wire eyelets are on the tube when setting up. The idea of the challenge is to make it difficult, but success is the key.*

*Every group should be able to achieve the challenge.*

## ***(Overhead/Flipchart) The Great Plague***

*A small nest is in the middle of a roped off area (acid pit) and the groups must retrieve it using only the odds and ends provide to them (some rope, string, scissors, fishing hooks, straws, etc.).*

*(Paper, Rock, Scissors by Dr. Lyle Benson, Jerry Fochler and Brad Burns. Published by Broken Arrow Solutions. Edmonton 1993.)*

### **Debriefing (in small groups):**

Were you a team or a group? How well did you do well as a team? What did you learn from this activity? Sum up the team with one word.

## **4. DECISION-MAKING**

### **Small Group Activity:**

What allows a group to work together to make decisions? Does this group necessarily have to be a team to get things done?

Effective communication skills allow the job to get down faster and more effectively. For example, in that last activity, where you saved the lives of many people by getting that egg, you came together to make decisions. How did you do this? By listening and sharing your ideas.

But what happens when there's someone in your group that is tired, someone who dominates the conversation, or who's busy with something else? Often there are people within your group who are listening, but don't add anything to the conversation.

*Break up into small groups (3 to 5 members) and assign roles for a scenario, to demonstrate how peoples reactions and effective listening skills, or lack there of, can effect decision making.*

*Half the groups has this set of roles(list on flipchart):*

*One individual is tired, one individual dominates the conversation, one individual is busy with something else, and one individual listens but refuses to add anything to the conversation.*

***(flipchart)***

*The other groups have this set of roles:*

*One individual makes a comment and then asks for feedback; another individual speaking with similar views agrees with the subject and gives an opinion. The third individual agrees to take notes and adds on more strong points. The last individual summarises what's been said and suggests possible courses of action.*

### **De-Briefing:**

Did the group make a decision? Why not?

Factors that slow down the decision-making process are: tiredness, lack of interest, individuals who attempt to dominate, and those who refuse to contribute.

These factors speed up the decision-making process: initiating ideas with a desire to hear other views, similar opinions, individuals who add on points that build on the ideas of others, a willingness to take the final initiative and a willingness to act on what's been said. These are signs of a group working well together.

### **Lecture (with overhead):            **Types of Decisions****

*Very brief, short and simple. Will be supplemented in the manual.*

*The trainer introduces the different types and the group brainstorms the good and bad points.*

- a) Unanimous**            - everyone agrees.  
*strength*            - everyone is happy.  
*weakness*            - may have acted too quickly without considering all options.
  
- b) Majority** - wishes of the majority are accepted over the minority.  
*strength*            - everyone gets to express themselves, a quick, easy process.  
*weakness*            - may cause bad feelings among the minority,  
                                 - minority could be less eager to volunteer ideas next time.
  
- c) Minority** - a minority makes the decision due to authority.  
*strength*            - fast and efficient, effective in crisis.  
*weakness*            - one person in control, people lose interest, people are left out.

- d) **Consensus** - group members work until decision is acceptable everyone..  
*strength* - all members are consulted, group is unified, all members have input, higher commitment to the decision.  
*weakness* - time consuming, hard to achieve in large groups.

### **Wrap-up/Debriefing:**

Each type of decision making is appropriate for different. In your manuals identify situations where you were part of a group that used each type of decision making appropriately. Example: when trying to buy a new car for your family, when going rock climbing, when a flood hits your town...

## **5. CONFLICT RESOLUTION**

### **Group Activity: Definition of Conflict**

*Ask the group for some definitions for conflict (a clash of forces or ideals).  
 What types of conflicts or differences do they find themselves in?*

### **Lecture: Types of Conflicts**

There are many different types of conflicts and there are just as many ways in which to deal with those conflicts. They can range from the way someone dresses to someone intentionally trying to harm you and they can be dealt with by ignoring them or with violent confrontation.

*Brainstorm different methods to deal with conflict.*

Examples: ignoring, giving in, mediation, compliance, avoid, fight, pretend to comply, etc.

### **Dr. Weeks' Approach to Conflict**

**Try these four steps to conflict resolution, adapted from Dr. Weeks:**

1. Test the water.
2. Swim out.
3. Towel off.
4. Change clothes.

**You are going to go for a swim in order to resolve your conflict:**

**Step 1: Testing the Water**

When you go swimming, what is the first thing you do when you are ready to go? You already have your swim suit on and your towel in your hands, so what do you do now? You test the water to see if the temperature is right and if there are any rocks around.

Now think of it in terms of resolving a conflict. You have just had a fight with your best friend because they stole your girl/boyfriend. What would the testing of the waters be in this situation? Finding out whether there is even a desire from both parties to work the situation out.

**Step 2: Going for a swim**

Now you have tested the water and it feels good, there are rocks around. Now what do you do? Go for a swim, dive in.

What is it in terms of working things out? Both sides have a desire to settle things because of the friendship involved in it, now what do you do to start this part off? Listen to their side of the story, find out what was bothering them, and then tell your side of the it. Listen to their side of the story before you tell your side, hear what they say, do not just wait for your turn to talk.

**Step 3: Towelling off**

You've gone for your swim and gotten out of the water, now what do you do? Towel off, dry yourself.

Back to the conflict... now you both understand why the conflict arose, now what? Now you attempt to come up with a solution that both sides can live with, it may be something like not stealing my girlfriend again or more complex like not being so negative to your friends anymore. This is where the solution is created.

**Step 4: Changing of Clothes**

Now you have had your shower after to get all the guck out of your hair, now what? Change your clothes.

Now you have worked everything out with your friend, you have a solution that both sides agree is quite agreeable, now what do you do? Live and abide by the solution.

**De-Briefing:**

Remember that there is not one ultimate way to deal with all conflicts. Once you have found your solution, it is important that you live by what you agree to or the conflict will re-appear. Your problem may be compounded and your credibility weakened. If it is important enough to work out, it is worth living by!





## **Module #4: GOAL-SETTING**

**Learning Objective:** Participants will demonstrate the ability to write clear, measurable goals that are consistent with their personal values and personal life plan.

### **Module Outline:**

1. The Benefits of Goal Setting
2. Definition of Success
3. An Incredible Journey
4. Putting Dreams into Motion

**Methods:** Story, guided discussion, individual exercises.

**Resources:** Flip chart or overhead with key words and questions supporting your message. Compass and topographical or hand drawn map.

**Set-up:** Preferably an informal and comfortable setting such as a circle of chairs or sitting on mats on the floor.

## 1. BENEFITS OF GOAL SETTING

*(Overhead)*

### The Terry Fox Story

Terry Fox is one of Canada's favourite heroes. At 18 years of age, Terry lost his right leg in a battle with cancer. This was a real shock to such an active young man. Can you imagine the roller coaster of emotions you would feel if you were faced with this?

But, Terry was a fighter. Moved by the death of young patients in the cancer ward, he was determined to contribute to preventing the continuation of this horror. Terry set what others would say is an impossible goal, to run across Canada with one good leg and raise one million dollars for research. Terry's simple objective for the Marathon of Hope was to raise community awareness of all Canadians of the critical need to find a cure for cancer.

He set out on April 12, 1980 from St. John's, NF with his friend in a van close behind. Attention to this young man going after his dream began to build as he moved through the Atlantic Provinces and into Quebec. By the time he reached Ontario he was a regular news item and community groups across Ontario joined in to help Terry reach his revised goal of \$1 per Canadian or \$24.1 million. Families lined the route to cheer Terry on.

Despite great personal pain he would rise every morning before dawn and set out for an average of 43 km per day. He had some set backs and had to stop a couple of times due to problems with the artificial leg.

Finally, just outside Thunderbay, Ontario, Terry Fox stopped for the last time. The cancer was spreading and he was too ill to continue. Terry had run 5,565 km in 143 days and raised \$24.17 million for cancer research. Now every fall, hundreds of thousands of children and adults around the globe take a symbolic run for cancer in his memory, raising millions of dollars for cancer research.

This moving story of one man's fight with cancer and his tireless pursuit of his dreams has many lessons for us as we consider our future.

1. What was Terry's Goal?
  - to run across Canada
  - to raise community awareness of the critical need for a cure for cancer
  - to raise \$1 per Canadian for cancer research

2. Was Terry successful?

Yes, no matter which goal you believe was his main goal, Terry enjoyed some success from the first step he dipped his artificial leg into the murky waters of St. John's Harbour on April 12, 1980. Success comes with taking action towards your goals. The results of the annual Terry Fox runs must be beyond even Terry's wildest dreams as millions of people run to complete Terry's dream for a cure.

3. What contributed to Terry's success?

- X **Clear Goal:** To run from St. John's to Vancouver as a means of raising community involvement in the fight for a cure to cancer.
- X **Sense of Purpose:** Terry was driven by his desire to make a difference.
- X **Strategy:** Terry took time to develop a plan.
- X **Took Action:** Goals are only dreams until you take that first step.
- X **Commitment/Persistence:** Terry put his life on the line and continued despite incredible pain and failing health.
- X **Involved Others:** Terry enlisted the support of his immediate family and some sponsors to get started. By the time he reached Ontario, Terry had the support of all Canadians.
- X **FOCUS:** Terry stayed focused on his goals, which made it easier for others to help him.

4. Could we achieve the same results by just running through the streets every day in no particular direction. Of course not. The challenge in achieving your goals is not lack of time, but lack of direction. When you are truly focused on clear, specific, achievable goals that are consistent with your values, you can't help but move towards the desired outcomes.

Goals do a number of things:

- < They chase the blues away by giving you a sense of purpose.
- < Goal centred activity generates the excitement you need to keep going.
- < Also, your mind continues to work on the challenges you face.
- < Even while you are sleeping, the mind will be developing solutions.
- < Having clear goals allows you to recognise people and resources that can help you.

Yale University in the states did a study on goal setting and its impact on results.

In 1953 Yale surveyed the entire graduating class of this respected university and asked how many grads had clear written goals. Only 3% did! Twenty years later they found as many of those 1953 grads that they could and asked them what they had achieved. On the financial side, they found that the 3% that set goals were worth more than the other 97% who didn't! This proved true in other areas as well.

Earlier, you drafted your personal mission statement (or at least thought about it) and considered the values your activities are guided by. Based on these you can build your dreams and aspirations, your goals.

How do you set clear goals for yourself, you ask? The easiest way, is to use the SMART technique.

S-specific     make sure you clarify exactly what you want your goal to be  
M-easurable   can you keep track of your goals progress?  
A-attainable   is your goal reachable?  
R-ealistic     can you actually achieve your goal?  
T-time bound   put a time limit on your goal to help you achieve it.

## **2.     DEFINITION OF SUCCESS**

What is your definition of success? Take a few minutes and write out your ideas on success. How do you know when you are successful?

*Ask some participants to share their definitions and ideas with the group.*

Our working definition of success is: Achieving your goals  
When you get what you want you are successful. Success is also experienced in achieving the smaller goals along the way.

## **3.     AN INCREDIBLE JOURNEY**

Living according to your principles and values is essential to happiness. When ever we act in a way that goes against what you believe in your heart is right, what happens? (you feel guilty, you suffer or you move away from who you are)

Take a look at the section in your manual where you identified your values. How many chose honesty as a core value? What happens when you lie? Your conscience grabs you, right. Once you begin to lie, it only gets worse right?

As long as one part of your life is rotten - out of sync with your values - you can't work at your full potential - like a bad apple in a bag, it will cause other aspects of your life to rot.

What are nine things you love to do. *Allow five minutes.*

What you enjoy and how you spend your time will tell you a lot about what you already value. Compare these activities and the values you circled. Are they consistent?

What do you want for your life - today, tomorrow, next month, next year, in ten years? Knowing what you want makes it much easier to plot your course. Who's ever gone hiking without a compass, map or destination?

**(Overhead: Your Dreams)**

Your values and principles are your internal compass - they point the way to what is right and noble for you. Sometimes the declination may be out and it has to be adjusted for true north. For the most part you can trust your compass to steer you right.

**(Overhead: acetate with a treasure map, lay on a clear compass or hold up a compass and a map)**

Your goals and objectives, your dreams... these are the destinations and checkpoints along the way. Your experiences and the people you meet or learn from along the way, they provide guidance and clues on how to reach your dreams. This forms your mental map.

Do you deserve to be successful? Yes. Often the people who are closest to us, including our families and close friends will discourage us from achieving our potential because it makes them uncomfortable to see you succeed. Recognise this flaw in human nature and don't let others pull you down when you know that you are pursuing worthwhile goals. Find your own cheerleaders.

When you come to a fork in the road, how do you decide which path to take?

- road signs are only good if you have a destination
- without a destination, all road leads there

Plan to enjoy the whole journey. Choices you make today can have consequences that will last a lifetime - both good and bad. Know the consequences of your choices and be prepared to live with the outcomes.

Life has a lot to offer. It starts with attitude, wanting and expecting more from life. Dreams become goals achieved through action. "A journey of 1600 m begins with one step." The journey to your goals should create as much joy and satisfaction as reaching and surpassing them.

Mistakes and wrong turns are normal. Learn from them and adjust your course. Edison tried over 10,000 different approaches to making a light bulb. According to Edison, these were not 10,000 failures, but 10,000 ways that didn't work. He had a dream and pursued it. Thanks to his persistence and focus we all benefit today. How would life be different if he was only concerned about his survival or personal pleasure?

You too can make a difference. Build a vision that is worthy, others will go out of their way to help you. Leaders have direction and are able to sell others on its value.

#### **4. PUTTING DREAMS INTO MOTION**

##### **Exercise:**

Close your eyes for a few minutes and I will help you to re-experience a success you have already had in the same way we often replay our failures. Think about a time when you felt successful about something you accomplished. Think about where you were, the people involved, the feeling of accomplishment. Make the image as big as you can, add colour and movement. *Pause.* Raise your hand if you need some help. *Coach those who need a little help thinking of a time they felt good about something they did, climbing a hill, completing a journey, earning a badge, a good grade on a test. . .* Focus on the part of that experience where you felt your best. Open your eyes. Does anyone want to tell their story?

Now that you remember what success feels like for you, find a comfortable place, open your mind to possibility. Take as much time as necessary and list every goal that comes to mind. You can sort and group them later. Remove the idea of barriers. Your dreams without barriers will give you a sense of what is important to you. Also, once stated, your mind will begin working on how to achieve the outcome. What you focus on tends to happen - state your dreams in terms of what you want versus what you don't want.

e.g. change "I want to quit smoking" to " I want to be healthy"

Because smoking is inconsistent with good health, your mind will work to eliminate it from this habit. Identify the positive habits and activities that can replace what you want to eliminate.

**Stretch Break:** Get everybody up. Stand on one foot, then the other. Touch your toes. Reach for the sky. Rotate your arms. Sit down. Or, do some other action activity that does not require significant interaction with others. Perhaps, The Grand Olde Duke of York.

**OVERHEAD/FLIPCHART:**

*This section can be stretched or shortened to accommodate the time available. Participants should be encouraged to continue this exercise after the session concludes.*

Your Dreams

Next six months?

Next Year?

Next Three Years?

Rest of Your Life?

What are your dreams and desires for the next six months?

What are your dreams and desires for the next year?

What are your dreams and desires for the next three years?

What are your dreams and desires for your life?

Consider everything you want to do, or be, or have - travel, vacation, vehicle, where you live, money, career, family, relationships, your health, fitness, weight, your contribution or service to the community, your religion and spiritual development, your personal development - education, reading, experience and ability.

**NEXT:**

Group your dreams by type and theme. Are you happy with the balance of theme and time line? Are your dreams compatible with each other and consistent with your values. If you die in pursuit of these dreams, will you be satisfied with how people will describe your life?

"Goals are dreams with a deadline"

Choose one of your short-term dreams that is readily achievable.

Write it as a goal. **OVERHEAD/FLIPCHART** on goals.



Goals and Objectives are:

measurable/clear

have a reasonable time frame

your own - focus on your role in the outcome

build on your strengths or allow for the development of a new strength

consistent with your values

Decide **WHY** it is important to you. Knowing why builds commitment and purpose.

**WHAT** are the obstacles ahead? Be realistic about limitations.

**WHO** can help you? What are the resources, both human and material that you will need to reach your dreams? What God given talents can you draw on?

Decide on **ONE STEP** that you can take towards that goal within the next week (this becomes a checkpoint).

Choose someone to share that goal with and have them check on your progress.

Take the step.

Celebrate your success.

Repeat the process.

You now know a simple, but helpful way of creating focus for yourselves. Repeat this exercise often and your sense of purpose will grow and grow.

***Look beyond your goals and your goals become a checkpoint instead of a conclusion***

## **Module #5:                   SITUATIONAL LEADERSHIP**

**Learning Objective:**     Participants will demonstrate an ability to assess their own and follower 's level of readiness. Based on follower readiness, they will choose the appropriate level of direction and support required to positively influence behaviour.

### **Module Outline:**

1.     Definition of Leadership
2.     Assessing Followers
3.     Situational Leadership

### **1.     DEFINITION OF LEADERSHIP**

#### **Discussion:            Meaning of Leadership**

What does the word LEADERSHIP mean to you?

*Brainstorm for ideas/thoughts; create definition as a group. Check to make sure everyone agrees. Post definition on wall as well. (A leader is not necessarily the one in charge. We can all show leadership by helping the group find and move in the right direction. Management is doing things right. Leadership is doing the right things.) Tell the Stephen Covey story illustrating the difference between leadership and management.*

## **Quiet, We're Making Progress**

Stephen Covey, the author of Principled Centered Leadership and The Seven Habits of Highly Successful People is known for his story about the work crew busy chopping their way through the jungle. The excellent managers have the crew working at top efficiency. Tools are sharp, crews are scheduled perfectly, all the equipment is in the right place and production is above expectations. The Leader is the one who climbs the highest tree and yells, "Stop! We're in the wrong jungle." The typical management response would be, "Quiet. We're making progress."

Leaders bring a sense direction to a situation. The leader is the one who is able to move people in the right direction. Besides a sense of direction and commitment, the leader must interact with the followers to bring about results. The level of involvement necessary from the leader depends on the follower's needs for direction and support for the situation. A new Venturer company requires much more support and direction to make good decisions than the company that has been planning its own adventures for over a year. The leader must therefore know how to assess her followers.

## **2. ASSESSING FOLLOWERS**

### **Skit:**

*This exercise involves scenes with three trainers acting out the various roles.*

*1. A Scout leader is preparing two members of his troop for a big camp. He attempts to make the necessary preparations, but soon realises that the Scouts are not even interested in participating in the event.*

*2. A Scout leader is once again preparing a group of Scouts for a big camp. She tests their skills and knowledge (eg. lighting stove, pitching tent, cooking, orienteering, etc.) and realises that the Scouts are not capable of participating in the activity.*

### **Brainstorming & De-Briefing:**

How would you describe the Scouts in these two scenarios? How would you rate their commitment to the task? Their skills and abilities to do the task?

Why would a bright group of youth be unwilling/uncommitted?

- < lack of motivation, low self confidence, concern for security, and poor sense of direction

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

- < lack of skills, knowledge and experience, perhaps time pressure

Why do we assess our followers?

- < to provide the appropriate level of direction and support
- < to identify learning needs
- < to make learning activities more interesting to followers
- < to minimise differences and misunderstandings between the leader/group
- < to choose the appropriate leadership/coaching style

How do we assess our followers?

- < watch for indications of commitment and competence
- < know how your group makes decisions
- < be aware of their strengths and skills that need improvement
- < be aware of their maturity level
- < observe their interactions with others
- < ask them questions about themselves
- < be approachable
- < be aware of their goals and objectives
- < be open to feedback about group readiness and development

**Competence:** the follower 's ability to do a task, make a decision.

*Indicators of high competence include:* nodding head during explanation, boredom with details already known, asking advanced questions, demonstrating abilities, declining offers for assistance, offering suggestions or preferences easily, objection to unnecessary direction.

**Commitment:** the followers level of willingness and dedication to the task, decision, or project.

*Indicators of high commitment include:* initiating ideas, volunteering for tasks, sitting on the edge of their seat, excitement in the voice, enthusiasm in asking questions.

Let's practise assessing ourselves on the two readiness factors of commitment and competence. Go to the square that best describes your current level of readiness for each task. Discuss why you chose that square with the others in the square.

- Tasks: a) putting up a dome tent  
 b) chairing a meeting of your peers  
 c) making a presentation on youth involvement to your council

*Mark four large squares end to end on the floor using masking tape. On the wall or on a flipcharts behind each square put the following identifiers:*

Hi Competence Hi Commitment R4	Hi Competence Var. Commitment R3	Some Competence Lo Commitment R2	Lo Competence Hi Commitment R1
--------------------------------------	--	--	--------------------------------------

About four metres away, line up four similar boxes for the leadership styles. Cover these descriptors up until the final exercise with the boxes.

Lo Supportive Lo Directive S4	Hi Supportive Lo Directive S3	Hi Directive Hi Supportive S2	Hi Directive Lo Supportive S1
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

### 3. SITUATIONAL LEADERSHIP

#### Lecture:

The original Situational Leadership theory developed by Paul Hershey and Ken Blanchard proposed that there is no one style of leadership that can be applied successfully to all situations. We must adjust our approach based on the readiness of our followers.

If the leader knows how competent and committed the followers are, the leader can adjust their level of direction and support to have the best influence on success. The

theory has since been adapted and applied to the teacher/learner relationship, the sales/buyer relationship, and the coach/performer relationship. In all of these relationships, the leader, coach, etc. adjusts their approach based on the two qualities of the follower, competence and commitment.

Definitions of Directive and supportive behaviour by the leader:

**Directive:** One-way communication providing specific direction as to what needs to be done, as well as when, where, and how to do it.

**Supportive:** Two-way communication, providing support, encouragement, explanation and positive reinforcement.

Given the four levels of readiness described earlier, the appropriate mix of support and direction to match up with follower readiness is:

**R1                      Directing:** High Directive/Low Supportive: Leader provides specific instructions (roles and goals) for the follower(s) and closely supervises task accomplishment.

This combination would be appropriate for a Venturer advisor to use with an all new Venturer company fresh out of Scouts. They are all excited about what they will do, but may not know where to start. The advisor provides a number of highly directive sessions, walking them through how to run a meeting, how to elect the executive, etc. Most of the information is one way from the advisor to the Venturers.

**R2                      Coaching:** High Directive/High Supportive: Leader explains decisions and solicits suggestions from follower(s) but continues to direct task accomplishment.

This combination might be used in helping the young Venturer Company plan their first canoe trip. They have had plenty of camping experience, but have never applied it to a canoeing situation. The advisor can draw on the skills they have and encourage them to stretch themselves, but must maintain a certain level of control over the tasks to ensure member safety.

**R3    Supporting:** High Supportive/Low Directive: Leader makes decisions together with the follower(s) and supports efforts towards task accomplishment.

This is typical of the Scout Leader encouraging the Scouts to participate in a something like Scoutrees. The Scouts have a few years of experience and variable levels of commitment. The leader's enthusiasm and encouragement is transferred through participating in the decision making with the Scouts. The Scouts begin to apply the skills they have to make the project a success.

**R4 Delegating:** Low Support/ Low Directive: Leader turns over decisions and responsibility for implementation to follower(s).

A well organised troop requires very little direction from the Scouter during the first 15 minutes. The Patrol leaders get their patrol organised and ready for the opening by completing inspection and lining up the patrol ready for the call.

Find a partner and discuss how your Scout troop, Venturer Company or Rover crew prepared for a recent large event. What was the general readiness level of the group? How much direction and support did the advisor provide? Was this the appropriate level and what were the results? *Allow ten minutes for some meaningful sharing, then invite a few volunteers to share their understanding with the large group.*

Take fifteen minutes and think of your own experiences for each of the combinations of follower readiness and leadership style. You may identify a situation where the style was poorly matched as well. Ask a trainer to help if you are unsure.

*In the large group take up two or three examples of each.*

When too much or too little direction and support is provided, the group or individual can actually lose readiness. Think of a time you were asked to do something you knew how to do, but the person gave you detailed instructions anyway. Similarly, how do you deal with being given a free reign even though you don't know where to start?

With your partner, discuss a situation where you are often in a leadership role. What is the readiness level of the other group members? Do you provide the appropriate level of support and direction.

*Ask everyone to place themselves on the readiness squares for their network roles. Allow time for people in the same box to discuss why they chose their level, then have the groups report to the large group. Uncover the leadership styles descriptors. Ask the R4's stand in the leadership style square and describe the direction and support they would provide as an advisor to each level.*

*Do the group's agree that the leadership approach is appropriate for where they are at right now?*

**Note:** Everyone has a leadership style they are most comfortable with. The leader needs to vary their level of direction and support based on the commitment and competence of the followers. That will vary from situation to situation.

### **Wrap-up/Debriefing:**

Anybody can influence the direction and actions of a group or individual at any time. Challenge yourself to constantly develop your competence and commitment towards your goals. Take time to learn from books about your field, by studying successful people and analysing their approach and by associating with achievers.



## Conference Closing -- Evaluation & Conclusion

### Session Outline:

1. Assessment of Modules
2. Evaluation Forms
3. Review Accomplishments
4. Practical Application
5. Action Plan
6. Conclusion

### 1. ASSESSMENT OF MODULES

*It is extremely important to have time available for a proper wrap up and summary of each of the modules. This process will reinforce the material that was learned. Review the main points from each module.*

#### **Activity: Team Challenge**

In teams, go through the "Team Challenge" operation. Involve the whole team. We challenge you to use your leadership and team skills to finish the course!

**The team challenge consists of 4 stations that the whole group must complete in order to finish the course.**

Now it's time to put all of the skills to the test. The trainers will set up a small obstacle course that is in done in the teams. This will take all the skills learned and put them into action.

Example #1 A small circle is laid on the floor, in this circle you must fit your entire team. You are only allowed to place 4 feet in the circle. It's fair game to try and fit everyone into the circle any other way. The circle is obviously too small to fit everyone inside it, what do you do?

Example #2 About 2 dozen tennis balls (or anything else you have access to) are placed on the ground. All of the team is blind folded except for one person. The person with sight has to direct the team to safety without stepping on any of the landmines.

Example #3 Each team has 2 boards and several stones to cross a river, but neither team has enough on their own to cross the river. How does your team get across?

Example #4 Ropes Course. If you do not have a ropes course of any kind this can be deleted or substituted. Remember: You must make it to the end of the course with your whole team and as a team effort otherwise you do not qualify.

In each of these examples the teams must:

- a) Make a personal attempt to overcome the obstacles
- b) Apply communication skills
- c) Make good use of the team and work together
- d) Use situational leadership

## **2. EVALUATION FORMS**

Evaluation forms provide the trainers with feedback on how whether the course met its objectives and direct participants to self-assess their learning. *Questions should be asked about every aspect of the weekend and can be anonymous.*

## **3. REVIEW ACCOMPLISHMENTS**

What was learned this weekend? How can we use these things? Did we become better leaders? What did we learn about ourselves?

*This should be done in small groups where the trust level may higher.*

*In the same small groups the participants are encouraged to discuss what positive things they will be able to take home with them and how this program has affected them.*

## **4. PRACTICAL APPLICATION**

Go back home and teach this program to your own Network. In the same manner as we have taught you this weekend. Or apply it to your regular meetings by introducing any modules that you like over a series of time. Co-ordinate the program with your provincial council and your National Committee representative.

Note: This program should begin soon after you return home, the more you practice the easier it will be for you to present.

You do not have to take use the material in the same form as we did. Use modules independently or in groupings. Feel free to improve on our ideas in consultation with your training adviser. Use anything you need and add your own input, but take action!

## **5. ACTION PLAN**

Separate the group into provinces to determine a plan of action. Choose a recorder for your planning process. Think of the modules your province/regions can use and what skills they need to develop. How can you deliver the program effectively? When will you begin? What will you do?

After this step is completed the each province will report to the whole group. This will give the provinces a chance to share ideas and learn from others as to create the best program possible.

## **6. CONCLUSION**

### **Pat on the Back**

Finish off with a PAT ON THE BACK. Each person will have large pieces of paper on their backs and equipped with markers. Each person will write on the others backs, the qualities they brought to the weekend, the skills they have and the qualities that make them unique. This is a special Pat on the back for a job well done.

### **Feedback Envelopes**

Take down the feedback envelopes and return them to the participants.

### **Sharing Circle**

At a closing campfire, consider giving every member a candle. As the flame is passed around, each participant and team member may share how the conference helped them.

## APPENDIX 'A'

### Materials Needed for Conference

Live by the Scout motto -- BE PREPARED! Make sure you have all the necessary supplies for the Conference well in advance. Here is a list of some of the things you will need:

flipcharts  
overhead projector & extra bulb  
markers  
tape  
extra pens and pencils  
overhead transparencies and markers  
name tags  
pins

#### OPENING:

1. Bingo Cards
2. Envelopes, film, camera, markers

#### MODULE #1:

1. overhead/flipchart: Benefits of a Positive self-image
2. overhead/flipchart: How to Stay Positive
3. flipchart: How to be Positive
4. overhead/flipchart: Happiest Day of My Life
5. overhead: The River

#### MODULE #2:

1. Cards for telephone game.
2. overhead: Mirroring  
Other Ways to Build Rapport
3. Headbands
4. overhead: Two examples of written communication
5. overhead: Communicating with Older Generations

#### MODULE #3:

1. cards with roles in groups
2. flipchart: Skills Identification
3. flipchart: Building a Team
4. "nest & egg", rope, string, scissors, fishing hooked, straws
5. flipchart: Types of Decision Making
6. flipchart: Weeks Approach to Conflicts

#### MODULE #4:

1. flipchart/overhead: Factors contributing to Terry's success
2. overhead: Your Dreams
3. overhead: Treasure Map  
or compass and map
4. overhead: Goals and Objectives

#### MODULE #5:

1. overheads: Series of Situational Leadership
2. overhead: Hiking Trails

#### CLOSING:

1. evaluation forms

## **APPENDIX 'B'**

### **OTHER RESOURCES**

Energisers and Mixers

#### **This hat is blue. This hat is blue?**

In a large circle one of the trainers picks up a hat and explains that the object of the game is to decipher what colour the hat is. The trainer will then tell the group that the hat is a certain colour and pass the hat on to the next individual ( who doesn't know the game). The individual will then say what colour the hat is. The hat colour really has nothing to do with the game. By paying close attention to the game leader they will find that the trainer is simply touching his head somehow before saying the colour. If the individuals also touch their heads before saying the colour they will have mastered the game. The game is played until everyone catches on.

#### **Zip Zap Zop**

A lively game of elimination. Participants stand in a circle facing in with hands clasped and index fingers pointing out. One person leads by pointing at another and saying "ZIP." That player quickly responds by pointing at another while saying, "ZAP." The third player responds with, "ZOP." The series continues until an individual makes a mistake and is eliminated. Repeat with the now smaller group until only one player is left.

(Paper, Rock, Scissors by Dr. Lyle Benson, Jerry Fochler and Brad Burns. Published by Broken Arrow Solutions. Edmonton 1993.)

## **REFERENCES (Partial Listing)**

OSSSA East-North Region, NAMASTE'96 Leadership Manual

Stephen Covey, The 7 Habits of Highly Effective People

Stephen Covey, First Things First

Stephen Covey, Principle-Centered Leadership

Zig Ziglar, Goals (audio tape)

Arajs, Bobka, Gibson and Pawria; An Invitation to Lead, Stormont, Glengarry School Board.

Paper, Rock, Scissors by Dr. Lyle Benson, Jerry Fochler and Brad Burns.  
Published by Broken Arrow Solutions. Edmonton 1993.

Theories and Models in Applied Behavioural Science,  
Volumes 1, 2, 3 & 4. edited by J. William, Pfeifer, 1991

"Few are those who see with their own eyes and feel with  
their own hearts." - Albert Einstein -