THE LEADER'S HANDBOOK

Developed through the project Cooper Active

CONTENT

"We must become the change we want to see."

Mahatma Ghandi

Disclaimer:

![Erasmus+]

About the project

Aims and objectives

The main aim of the project is to increase the quality and validation of non-formal education in youth work through adaptation, extension and dissemination of a single unified methodology and standards for quality in the conduct of non-formal educational activities.

Objectives:

➢ to provide a frame of reference for the Quality Assurance and evaluation of transnational education projects, cooperation arrangements, and qualifications/certificates;

➢ make a contribution to "consumer protection" for learners, trainers, employers and other stakeholders by promoting the transparency and binding nature of learning offers as well as the recognition of skills and qualifications;

➢ are aimed at improving the learning-oriented framework for international educational cooperation and creating a solid basis for mutual trust, thus contributing to the merging of the European education systems;

➢ Recognition of the competences acquired in non-formal education, recognition of the professionalism and the contribution of the coaches (trainers) in non-formal education, lobbying for legislative changes, recognizing the contribution of non-formal education;

➢ promote transnational cooperation in non formal education by helping to remove obstacles to vocational and geographical mobility and opening access to the labor market.

Results:

➢ Established a single, unified system for quality control in the conduct of non-formal educational activities;

➢ In-depth understanding of how to maintain and develop the quality of non-formal education and its validation;

➢ Extended disciplinary horizons of young people, their knowledge and skills; developed professional ability to share and disseminate the acquired experience with colleagues and trainees in the national and international level;

➢ Created long-term partnerships with similar organizations in the field of non-formal learning, local and European authorities, built networks;

➢ In long term the project is expected to lead to important institutional outcomes primarily in the integration of qualitative methods and standards in the work of the youth NGOs and trainers in conducting non-formal activities. Through the created online platform for distance learning and the proposed innovative forms is expected the skills and qualifications of the workforce to be improved and to increase the relevance of the education and training systems according to the labor market.

➢ The project activities will be implemented in collaboration with eight leading international organizations from Europe, Asia, Africa and America, which willstrengthen the impact of the project at national and international level regarding the application of the latest and best practices in the field of non-formal education.

INTRODUCTION

LEADERSHIP DEFINITION

LEADERSHIP CHALLENGES

Team Leader Challenge

As one's daily "to do" list grows and grows, team leaders often forget to step back for a moment and take a good hard look at how they are functioning as a team leader. This **Team Leader Challenge** provides leaders a vehicle for self-reflection.

Use the self-assessment activities below to take an honest look at how you see yourself as a leader. Isolate both your leadership strong points and those skills that you feel you need to strengthen. Keep in mind that your goal is to boost your performance in a way that will work to create a more productive and vibrant team.

Challenge # 1.

How strong of a leader are you? Assess your overall leadership ability by self-evaluating ten vital leadership skills.

Activity: Leadership Strengths Survey

Take a moment to appraise your leadership ability. Below are ten leadership skills. Under each skill are several clarification statements.

Rate yourself: **1. Weak Skill, 2. Average Skill, 3. Strong Skill.**

	Ability to convey overall expectations.
1 2 3	1. My team members know what my expectations are. I regularly state and reinforce my expectations.
	Ability to establish strong working relationships.
1 2 3	2. I have developed strong, personal work relationships with my team.
1 2 3	3. My working relationships are consistently geared to achieving quality.
	Ability to motivate people to improve their work production.

1 2 3	4. I have developed and maintained a motivational climate.
1 2 3	5. I work diligently to reward people and keep them involved in their work.
	Ability to strategize for improvement.
1 2 3	6. I have a systematic strategy to manage change.
1 2 3	7. I effectively convince and empower people to make meaningful change.
	Ability to guide and coach team members.
1 2 3	8. I play a key role in helping team members improve their work performance.
1 2 3	9. I am seen as a guide who helps others move toward quality.
	Ability to convey both organizational and personal work values.
1 2 3	10. I clearly make decisions from a consistent set of core values.
1 2 3	11. I communicate my values clearly and often.
	Ability to build and sustain trust.
1 2 3	12. My team members trust me.
1 2 3	13. I uncover and address those conditions that serve as "trust busters."

	Ability to conduct productive meetings.	
1 2 3	14. I conduct effective and productive meetings.	
1 2 3	15. I have meetings that are open, trustful, and focused.	
	Ability to resolve team conflicts.	
1 2 3	16, I work to resolve conflicts quickly and meaningfully.	
1 2 3	17. I have a clear and consistent methodology to resolve conflicts.	
	Ability to clarify and problem solve issues.	
1 2 3	18. I identify and isolate issues quickly.	
1 2 3	19. I address issues by making informed and timely decisions.	

Rating Scale: 38-45 –Strong; 30-37-Good; 29 or below--Need to strengthen

Challenge # 2

Are you actively engaged with your team? You are a team leader but you are also an integral part of the team. You not only establish the team's direction and standards, you also set its tone and model team interaction. Assess your personal participation as a team participant.

Activity: Rate Yourself as a Team Player

The following questions focus on your behavior as a team member. Answer each question honestly. Describe your behavior as accurately as possible.

1. I offer facts, opinions, ideas, suggestions, and relevant information during our team discussions.

Never 1   2   3   4   5   6   7 Always

2. I express my willingness to cooperate with other team members.

Never 1 2 3 4 5 6 7 Always

3. I am open and candid in my dealings with the entire group.

Never 1 2 3 4 5 6 7 Always

4. I support team members who are on the spot and struggling to express themselves intellectually or emotionally.

Never 1 2 3 4 5 6 7 Always

5. I take risks in expressing new ideas and current feelings during a team discussion.

Never 1 2 3 4 5 6 7 Always

6. I communicate to other team members that I am aware of and appreciate their abilities, talents, capabilities, skills, and resources.

Never 1 2 3 4 5 6 7 Always

7. I offer help and assistance to anyone on the team in order to improve the team's performance.

Never 1 2 3 4 5 6 7 Always

8. I accept and support the openness of other team members, supporting them for taking risks and encouraging individuality.

Never 1 2 3 4 5 6 7 Always

9. I share materials, books, sources of information, and other resources with team members in order to promote the success of all teams.

Never 1 2 3 4 5 6 7 Always

10. Five things I might do to increase the effectiveness of our team include:

- _____

- _____

- _____

- _____

- _____

Are you meeting your responsibilities as a team leader? As a team leader you must clarify, establish, and sustain basic team responsibilities. When leaders fail to meet these basic responsibilities, teams will often not perform up to their potential or expectations

Activity: Team Leader Responsibilities to the Team

Read through the list of responsibilities of the team leader to a team below and assess your performance for each:

1= I need to work on this, 2= I do okay with this, 3= I do this very well.

1 2 3	Help the team develop and progress
1 2 3	Help the team align its goals with the larger organization
1 2 3	See that the team stays organized
1 2 3	Help team members understand their jobs
1 2 3	Provide timely feedback on their performance
1 2 3	Let them know what they are doing right
1 2 3	Let them know what they need to improve on
1 2 3	Provide necessary information to do the job
1 2 3	Keep them informed about issues that concern them
1 2 3	Provide problem solving for the team to help eliminate part shortages
1 2 3	See that the team gets the required training
1 2 3	Reward the team for major accomplishments
1 2 3	Be loyal to the team
1 2 3	Make management aware of team problems and concerns
1 2 3	Mediate conflicts

"The basis of leadership is the capacity of the leader to change the mindset, the framework of another person."

Warren Bennis

Challenge # 4.

Do you model appropriate interpersonal skills? On a daily basis leaders need to model interpersonal skills appropriate for the work environment. Frequently a team's effectiveness is in direct proportion to its leader's ability to connect positively to its team members.

Activity: Interpersonal skills

On a daily basis leaders model interpersonal skills appropriate for the work environment. Assess how you do with each of the interpersonal skills identified below:

1= Weak skill, 2= Adequate skill, 3= Strong skill.

1 2 3	I willingly share my expertise and experience
1 2 3	I energize the people around me
1 2 3	I support new ideas, suggestions, and risks
1 2 3	I set high but appropriate work standards
1 2 3	My expectations are clearly communicated
1 2 3	I encourage others to participate
1 2 3	I have a reliable antenna to determine how others are feeling
1 2 3	I willing pass on required information in a timely manner
1 2 3	I am an active listener

1 2 3	I work quickly and effectively to resolve conflicts
1 2 3	I provide feedback that is both helpful and sensitive
1 2 3	I discipline in a timely and fair manner
1 2 3	I clearly and repeatedly model my core work values
1 2 3	I am an adept problem solver
1 2 3	I am an advocate for meaningful change

Select **three skills** that you would like to strengthen and identify **two actions** that you can use to improve:

Skill 1: _____

Skill 2: _____

Skill 3: _____

Action 1: _____

Action 2: _____

Challenge # 5.

How do your team members view you as a leader? It is important for team leaders to gauge accurately how they come across to their team members. All too frequently team leaders assume that they are perceived one way when in reality the team members are seeing them very differently. There are ten basic roles of a team leader. Assess how your team sees you performing each of the essential roles.

Activity: How do your team members view you as a leader?

Below are ten basic roles of a team leader. How do your team members see you?

For purposes of this self-reflection exercise, identify how you are viewed by your team members. Then break down the percentages, 10% see you as a referee, 25% see you as a visionary, etc.

In the first column, identify the percentages based on how your team members see you doing each role and in the second column identify the percentage of time you actually spend in each role.

Leader Roles	Percent of time that you feel the team sees you for each listed role..	Percent of time you feel you actually spend in each role.
Problem solver		
Referee (settles interpersonal conflict)		
Process Manager (ensures that goals are met)		
Procurer (finds and manages resources)		
Visionary		
Developer (implementer of processes)		
Crisis Manager (puts out everyday fires)		
Motivator		
Task Master (makes certain that people are doing their jobs)		
Counselor (works with team members to help with personal issues)		
Risk Taker		
Technical expert		

Challenge # 6.

What leadership behaviors dominate your team interaction? Analyze your daily actions with your team. Are there some leadership behaviors that take up too much time or detract from what you feel you should be doing?

Activity:Leadership Behavior

Think about your daily interaction with your team. Generally speaking, determine the breakdown of behaviors that define that interaction. Using the list of behaviors below, determine the amount of time (in percentages) that you spend on each behavior. Then in the second column, determine what you feel would be ideal distribution of time (in percentages).

Behavior	Percentage of time spent on each behavior	Ideally the percentage of time you would devote to each behavior
Telling		
Guiding		
Directing		
Explaining		
Clarifying		
Persuading		
Encouraging		
Collaborating		
Observing		
Monitoring		
Disciplining		
Soothing		

Follow Up Questions

Are there some behaviors that are taking up too much of your leadership time? Why?

Are there some strategies that you can employ that would move you closer to your ideal distribution of behavior?

Challenge # 7.

Have you covered basic team groundwork? When building a team there is a basic foundation that needs to be laid.

 Activity: Groundwork for Strong Teams

As you assess your team, ask yourself if you have done all you can to create an environment for strong team development.

Yes	No	Yes, but needs work	
			The team has had an opportunity to develop strong working relationships
			The team understands the purpose of teams and how they fit the goals of the organization.
			Decision making is clear
			The team has a standardized process for solving problems
			The team has clear norms
			The team has discussed methods for working as a team
			The team members understand their roles
			The team has regularly scheduled team building discussions and/or activities
			The team has a process for inducting new members

			The team has discussed and agreed upon team work expectations

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How well do you mange change? Business teams are continually changing whether they want it or even know it. New personnel, new economic conditions, new needs, new policy, new directives, etc. all add up to an ever-changing work environment. Effective team leaders understand the need for harnessing and directing change. Assess your ability to lead change.

Activity: **Change Facilitation**

How well do you lead change? Assess your "change behavior" by asking yourself how well you address the positive change actions listed below:

Team Leaders…

- Continually gather data to help assess needs and direction.

- Exude optimism, helping teams understand that they will change successfully.

- Are adaptable and eagerly seek better ways of doing "business."

- Can see the "big picture" and communicate it to the team and get them excited about it.

- Help team member's work through their fear of change by appraising the "change tolerance" of each individual and subsequently training, coaching, and motivating them to adopt a change.

- Can prioritize change strategies and implement them in a timely manner.

- Aren't afraid of failure and are willing to take calculated risks.

- Articulate what needs to be done and to prepare teams for impending change.

"The basis of leadership is the capacity of the leader to change the mindset, the framework of another person." Warren Bennis

Do you create an environment for team success? Team leaders set a tone, model behavior, and create a team ethos. This ethos can range from one that is vibrant and that encourages

team success to one that works against the stated goals of the team. Assess the atmosphere for team success that you encourage.

Activity: Creating an Atmosphere for Team Success

Researcher Martin L. Maehr writes that working and learning accelerate in a "success-based" psychological environment. He identifies five initiatives that work to support such a success atmosphere:

1. Teams establish goals together in a true give and take process.
2. Teams are rewarded for attaining their "personal best."
3. Teams share problem-solving experiences.
4. Teams have structured self-assessment strategies in place.
5. Teams work on time and energy management skills.

Assess each of the five as they relate to your team. Identify strengths and weaknesses.

Challenge # 10.

How well do you communicate with your team? Each team leader has a unique communication style with his or her team. How effective is yours? Assess your communication skills by creating a communication profile.

Activity: Communication Profile

Perhaps the first step toward improving your communication skills is to get a profile of your communication style. Use the simple survey below to begin thinking about your communication style. When you are done with the survey, list your strengths and weakness and, subsequently, make a conscious effort to bolster identified weaknesses: **1="no," 2="usually," 3="yes."**

1. **1 2 3** Is my communication straightforward and clear?
2. **1 2 3** Do I effectively adjust to the setting and circumstances?
3. **1 2 3** Do I restate what I've heard to indicate that I understood?
4. **1 2 3** Do I avoid selective listening?
5. **1 2 3** Do I listen for the intent or meaning of a message?
6. **1 2 3** Do I make eye contact and am I attentive?
7. **1 2 3** Am I respectful of other speakers?
8. **1 2 3** Do I ask sincere and meaningful questions?
9. **1 2 3** Am I a good observer of other people?
10. **1 2 3** Do I take responsibility for what I say?

11. **1 2 3** Does my communication have an "edge?"

12. **1 2 3** Do I frequently ask for feedback?

How well do you address team problems? As a team leader you are continually putting out fires and solving problems. It is important as a team leader to understand how you approach problems. Assess your method of problem solving.

Activity: Problem Solving Guidelines

Consider a problem that your team has faced recently. As you review it, answer the self-assessment questions below:

☐ Did you have a thorough understanding of the problem?

☐ Did you gather data or information to help clarify the issue?

☐ Did you have an understanding of the root cause(s) of the problem?

☐ Did you brainstorm possible solutions and then select the course of action that key players thought was the best?

☐ Did you evaluate your solution? How?

☐ Did you incorporate the solution into the working operations of your team?

☐ Did you discuss how the solution could change other areas and strengthen the team as a whole?

How well do you make decisions?   Decision making is a process of deciding to move into the future following a particular course of action. Because things are not always certain in business, your team relies on your judgment and assessment as a decision maker. Assess how you approach making decisions.

Activity: Explore Your Decision Making Style

Recall an important team decision. Then assess your leadership role by answering the following questions. Use the rating continuum:

 1= Not done well; 2= Done somewhat well; 3= Done very well

1. **1 2 3** Did you gather adequate data, background, and/or information about the issue?

2. **1 2 3** Did you concisely and clearly state the purpose or need for the decision?

3. **1 2 3** Did you clearly state the desired outcomes?

4. **1 2 3** Did you prepare all team members to consider and discuss the issue?

5. **1 2 3** Did you give team members the information/time to reflect on the situation?

6. **1 2 3** Did you encourage active and open discussion of the issue?

7. **1 2 3** Did you set and explain the guidelines for the decision?

8. **1 2 3** Did you manage and focus the discussion?

9. **1 2 3** Did you offer pros and cons for the various options?

10. **1 2 3** Did you get a commitment from team members for the decision?

11. **1 2 3** Did you clearly outline the action plan and timetable?

Did you score 24 or above? Consider reframing your approach with those items you marked with a 1 or 2.

Challenge # 13.

How do you see your role as a team leader? Team leaders are asked to play many different roles, depending on the situation and the people involved. Assess the many roles of leadership that shape your leadership responsibilities.

Activity: Leadership Roles Self Appraisal

With one or two team leaders, discuss the following leadership roles listed on the chart below. Ask first how each role is a responsibility of your job. Then offer a specific example of a time when you played each role.

Leadership Role	Job Responsibility	Example
Problem Solver		
Motivator		
Change Agent		
Team Player		
Guide		

Organizer		
Inspirer		
Visionary		
Negotiator		
Expert		
"Cop"		
Coach		
Strategist		
Problem Solver		
Analyst		

Nota Bene: All the activities shown above can be adapted according to your own leadership criterias / understanding

☐   Ressources: http://www.workshopexercises.com/Leadership_challenge.htm

LEADERSHIP ACTIVITIES

"Stand by your Quote"

Objective (s): To introduce leadership discussion and awareness

How the author has used this exercise: A good facilitator has to get the participant "juices" flowing before discussion begins. This exercise introduces the topic of leadership and encourages each participant to make a personal statement about his or her understanding of

what makes a good leader. I like the exercise because it gets the participants out of their chairs and on their feet.

Activity Description: Place thoughtful leadership quotes on the walls--leave plenty of room between the quotes and make certain the the print is large. It works best if the quotes touch on different aspects of leadership; in short, have a variety of different quotes.

Ask the participants to leave their chairs and walk around the room reading each of the quotes (there is no particular order). Then have them stand by one quote that resonates well with their personal views on what makes a good leader. When all participants have selected a quote (you can have more than one person by a quote), have each explain to the group why his or her chosen quote is important to them--share a leadership insight.

The facilitator can write key ideas or words on the white board. These can launch further discussion questions or serve as a "bridge" to additional leadership content.

Options: This activity is adjustable to almost any professional development topic; you simply select quotes that fit your topic.

"Reality Check"

Objective (s): To pinpoint actual leadership behavior and to set behavior goals

Activity Description: Have the participants think about what they actually do on a daily basis. Then ask them to draw generalizations about how they spend their leadership time. Each participant completes the Leadership Behavior Chart below (In blue font).

You can follow up with full group or small group discussion. The central question is this: Is your leadership behavior out of sync with the way that you feel an effective leader should be spending his or her energy?

Think about your daily interaction with the people who you lead. Generally speaking, determine the actual behaviors that define that interaction. Using the list of behaviors below, determine the amount of time (in percentages) that you generally spend on each behavior. Then in the second column, determine what you feel would be ideal distribution of time (in percentages).

Behavior	Percentage of time spent on each behavior	Ideally the percentage of time you would devote to each behavior

Informing		
Directing		
Clarifying or Justifying		
Persuading		
Collaborating		
Brainstorming or Envisioning		
Reflecting (Quiet Time for Thinking)		
Observing		
Disciplining		
Resolving interpersonal conflicts		
Praising and/or encouraging		

Follow Up Questions

Is there a gap between how you should spend your energy and how you actually spend it?

Are there some behaviors that are taking up too much of your leadership time? Why?

Are there some strategies that you can employ that would move you closer to your ideal distribution of behavior?

Options:

A. Some groups may want to calculate behavior totals to see how their peers are spending their energy.

B. From the third column it is easy to move into a discussion about "ideal" leader distribution of energy.

C. You may also use this same format with both meeting and team interaction.

"Your Leadership Calendar"

Objective (s): To extend leadership learning beyond the workshop.

Activity Description: Ask the participants to mark twelve different days on their calendar spread out over four or six months. At the end of each marked day, participants should write down some leadership behavior (either positive or negative) that they exercised during that day. Each behavior should be followed by a reaction statement that answers two questions: "How did I feel about my action or behavior?" and "How does this action or behavior jive with what I know about leadership best practices?"

Options: On each marked day, the participant can send his or her personal leadership comments to a selected partner from the original workshop. This is a good method for accountability and feedback.

"Leadership Dance Card"

Objective (s): To encourage participants to talk to one another about specific leadership best practices

Activity Description: Each leader has his or her own style of leadership. Some styles will work for you while others won't. In this activity participants mix with the full group and sign up the names of three other participants on their "interview dance card." Then during a set period of time (this may be done over an extended break or even a lunch period) participants seek out their "dance partners" to conduct a short leadership interview. They ask each other a set of questions provided by the facilitator and record the responses. Below are some leadership interview questions that I have used in this activity:

- How do you motivate your reports?

- How do you keep your reports meaningfully informed?

- How do you maintain your team's focus on specific goals?

- How do you set, clarify, and hold your reports accountable to your expectations?

- How do you recognize successful work?

Note: you may want to restrict each interview to one or two questions depending on the amount of time you want to devote to this activity.

When the full group reconvenes, the facilitator asks participants to share leadership tips and strategies that they picked up in their interviews. The facilitator may want to make a master list of these to pass out later.

Options: Have the group brainstorm for interview questions to be used in the interviews.

"Center Stage"

Objective (s): To visualize different leadership styles

Activity Description: Ask for four volunteers. One volunteer plays the role of a team member who recently has missed meetings or arrived late. The other three volunteers each play the role of a different kind of leader. To save time I usually give the leader volunteers a personality trait from which they can create their persona: the by-the-book leader, the self-absorbed leader, the paternalistic leader, the softy, the blamer, the lecturer, the know-it-all, etc. Allow the volunteers to have some time to think about their role.

Gather the full group in a circle and place two chairs in the middle. In turn, have each leader confront the team member. Explain the situation to the group before the role playing begins: Loren, the late team member, has not only been missing meetings or arriving late, he has also appeared to be very tired and disjointed. Some team members have suggested that Loren's wife is ill, but others say the situation is rooted with Loren himself. As a leader, what is a good way to handle Loren?

After all three scenarios have been played out, ask the full group to comment on the different leadership approaches:

- What worked?

- What could the leaders have done differently?

- How would the "ideal" leader handle this situation?

This activity is a good spring board to exploring different leadership styles.

Options: You may want to have the full group identify three different role playing situations

"Leaders you admire"

Objective (s): To seek leadership characteristics through personal experience

Activity Description: Divide the group into small groups. Ask participants to share a story about the best or most influential leader that they have encountered.   After each story, identify leadership characteristics by asking the question: "What was it that made this person such an effective leader?" Then as a group, identify the traits that all the leaders seemed to share. All groups then write the shared traits on a white board.

You can use this traits list as a springboard to explore more about what makes a good leader.

Options: You can ask the groups to share stories about the worst leaders they have encountered. You will get some dandy stories.

"Leadership Swap"

Objective (s): To exchange leadership ideas and build participant rapport

Activity Description: This activity is a structured leadership example exchange. Divide the group into groups of three. From the list of "situations" below, instruct the groups to take turns giving examples of something they have done or witnessed.

– Leadership Situations

– A creative twist on a situation or issue.

– A clever improvisation--"dancing on your feet"

– A pleasant surprise

– An Aha moment

– Something that generated a great deal of excitement

– A conflict resolved

– A breakthrough insight or solution

– A really tough situation

– A blindside experience

– A moving (emotional) situation

Options: You may want the groups to identify their own Leadership Situations

Resources: http://www.workshopexercises.com/Leadership.htm

"Interpersonal Team Norms"

Leadership by Example

- Who you are and how you act
- A simple, powerful and effective method of influence
- Helps to set the tone and determine the direction of the organization—both good and bad

Objective: To identify interpersonal skills that support team success

Activity: Divide into small groups. Each group should have a **Team Interaction Chart** (see below). The groups are directed to do four tasks:

A. Make a list of key interpersonal skills that teams must practice in order to be successful (one example is listed on the Chart).

B. From the skills listed in column one on the Chart, the group should write three core team interaction norms (one example is given on the Chart).

C. Have the group brainstorm to identify things that individuals can do to practice or reinforce each norm.

D. Have a spokesperson share the small group's interpersonal norms with the full group. From the norms presented, the full group can compile a master list of team interpersonal norms. This list should be printed and subsequently given to all team members. The team may even want to have a poster made of the norms to be placed in the team meeting room.

Team Interaction Chart
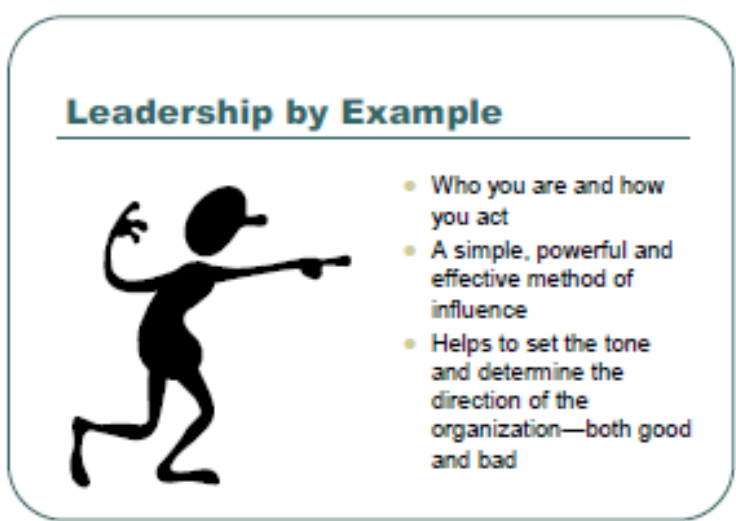
Key Interpersonal Skills	Norms	Some things to work on
Example: "Think before you speak."	"Listen to learn"	"Be aware on NOT interrupting as others speak."
1.		
2.		
3.		
4.		

"Musical Insights"

Objective (s): To gain insights into the overall "personality" of a team

Activity Description: This activity is a good introduction to team building. Before the workshop prepare three to five different musical clips to represent different team "personalities." For example, music that portrays the team that is quiet, stormy, indifferent, excitable, icy, divided, aggressive, disjointed, etc. List the musical titles and play the clips. Ask individuals to explain to the group which musical piece fits the team they are on and why. This should open up some enjoyable introductory discussion about teams and how team members interact with one another.

"Assessment Builder"

Objective(s): To identify team preferences, opinions, and/or expectations

Activity: This activity asks small groups to build a team interaction **assessment** (or another topic of your choice). This will require the group to explore the topic in detail and ultimately identify those things that are most important. Have each group fill in the blank assessment form below:

Your purpose is to construct an assessment for team members to complete. The purpose of this assessment is twofold: 1.   To help clarify characteristics that shape a team, 2. To help participants identify team characteristics that are both strong and weak.

Assessment title _____

Assessment Objective: _____

Assessment rationale or justification or purpose:_____

Directions: Complete the assessment below using the following continuum:

- – 5= _____;
- – 4= _____;
- – 3=_____;
- – 2= _____;
- – 1= _____ .

Scoring	Team Characteristic
5 4 3 2 1	1.
5 4 3 2 1	2.
5 4 3 2 1	3.
5 4 3 2 1	4.
5 4 3 2 1	5.
5 4 3 2 1	6.

5 4 3 2 1	7.
5 4 3 2 1	8.
5 4 3 2 1	9.
5 4 3 2 1	10.

Scoring Directions:

Scoring Interpretation:

"Fill in the Blanks"

Objective(s): To focus team thinking and identify key ideas

How the author has used this exercise: In order to encourage participants to think about teams (or any professional development topic), I often ask them to complete fill-in-the-blank cards (see sample below).

Activity Description: Have participants individually complete the fill-in-the-blanks card (see sample below). Then have them meet in small groups of five to seven and pass the completed cards around the group. Once all the cards have been read, they should reach consensus and complete a group card that selects their best responses. These cards are shared with the full group. This is a good way to identify ideas that are important to the group.

Thinking about Teams

- ☐ The main benefit of teams is _____
- ☐ One important reason teams make sense for an organization is_____
- ☐ In order for a team to work the team leader must _____
- ☐ The number one thing that weakens teams is _____
- ☐ The key factor for a team's success is _____
- ☐ In order to make a team effective, team members must agree to _____
- ☐ An important indicator of team empowerment is _____

"Any Questions?"

Objective (s): To use questions to focus team thinking

Activity Description: A big part of team success is the ability of its members to ask good questions. Good questions shape a topic and focus thinking. In this activity participants will explore five basic types of questions.

List the five types of questions and provide a brief definition for each. Then have the team identify a current topic, issue, or concern. After reflecting on the selected issue, the team should generate one to three questions for each question type. See the chart below:

Issue/Topic/Problem: _____

Question Type	Type Definition	Group Questions
1. Open-ended questions	Questions that encourage broad discussion	
2. Clarification questions	Questions that help focus a topic or issue	
3. Detail questions	Questions that request facts, details, or yes/no	
4. Explanation questions	Questions that request descriptions or explanations	
5. New direction questions	Questions that move thought into new areas	

Once the questions have been articulated, select the key questions and answer them.

"Define Your Terms"

Objective: To explore the various dimensions of teamwork

Activity Description: Write the following terms on the board or on flip chart paper: *cooperation, collaboration,* and *collegiality*.

Have the group discuss how each of the terms are different and how each of the terms works within successful teams. The goal is to move team members to understand that they must connect with one another on various levels.

Option: You may break the group into three small groups and have each group define one of the three terms. Then in full group pool their responses.

"If a leader tries to do too much, he or she will, in the long run, accomplish too little."

Stephen R. Covey
Principle-Centered Leadership

"Situation Brainstorming"

Objective: To stimulate new thinking, best practices, and mutual team support.

Activity Description: In this activity team members bring to the team a "real work situation" that they have recently encountered. One at a time, members relate their situation as objectively as they can, being careful not to reveal how they handled it. After each example the full team brainstorms for strategies asking themselves "What would be the best way to deal with this situation?" This activity should help the group to formulate best practices and draw to the surface core team values.

Options: The team may divide into pairs to do this situation exchange. You may also want to stretch this activity out over several meetings by doing only one or two situations a time.

Resource: http://www.workshopexercises.com/Team_Building_exercises.htm

"Key Words"

Objective (s): To write a personal statement of leadership

Activity Description: In this exercise leaders think about their daily roles and then quickly write down key words that come to their mind when they think of those roles. These key words should reflect how they perceive of themselves performing each role. Complete the chart below and then use the key words to write a leadership statement that characterizes their approach to leadership.

Leader Roles	Key Words
Problem solver	
Referee (settles interpersonal conflict)	
Process Manager (ensures that goals are met)	
Procurer (finds and manages resources)	
Visionary	
Crisis Manager (puts out everyday fires)	
Motivator	
Task Master	
Counselor (helps reports with personal issues)	
Risk Taker	
Expert	

Options: You may want to give each participant a blank chart and have the group determine the everyday roles of the leader. Also, you may want the participants to talk about their personal observations rather than write them.

"Batting Negativity"

Objective (s): To identify strategies to deal with negative employees

Activity Description: Ask participants to give examples of the damaging effects of negativity in the workplace. As a group, discuss the dozen negative "types" listed below. Then have participants brainstorm ways that leaders can handle each type. The goal is to end up with a list of helpful leadership strategies for dealing with negativity.

Negativity Types

1. **The Resisters -** They rail against anything different
2. **The Wobbly -** They are constantly shifting moods and expect others to adjust to them
3. **The Gossipers**--They spread rumors and tell inappropriate personal tidbits
4. **The Blamers -** They are constantly blaming others.
5. **The Victims -** They believe people are out to get them
6. **The Adhesives -** They can't let go, even things that happened years ago
7. **The Pessimists -** They always expect the worst case scenario
8. **The Boilers -** They will blow over the slightest provocation
9. **The Complainers-** They feel everything is wrong or will soon go wrong
10. **The Choosers-** They are constantly pitting one group against another
11. **The Detached-** They feel most everything is dumb or beneath them
12. **The Self-Absorbed -** They are constantly grabbing credit or attention

Options: If you have the time, participants can develop their own list of negative types.

"Walking the Talk"

Objective (s): To translate stated values into leadership behavior

Activity Description: Great leaders have identified and clarified their core working values. They understand how each of their core values translates into leadership behavior. Either working individually or in pairs, participants can focus their leadership values by completing the chart below. You can plug in different values or you can have participants isolate their own set of values for the chart.

Leadership Values	How the value translates into personal leadership

	behavior
Integrity	
Positivity	
Excellence	
Accountability	

Options: Use stated organizational values when they are available.

"Leadership Values".

Objective (s): To clarify the leadership values that motivate leaders

Activity Description: Explain that it is important that leaders clarify their own sense of leadership values. Ask participants to reflect upon the values that define their role as a leader? Then ask each participant to individually circle <u>five</u> values listed below that best completes the following sentence:

''_____ is a 'cornerstone' in my approach to leadership.''

ACHIEVEMENT	AFFECTION	PREDICTABILITY
ADVENTURE	COMFORT	RESPONSIBILITY
CHALLENGE	CONFORMITY	RESPONSIVENESS
CONTROL	COOPERATION	PERSONAL DEVELOPMENT
CREATIVITY	DIRECTNESS	POWER
ECONOMIC BALANCE	EXPERTNESS	RECOGNITION
FAIRNESS	FLEXIBILITY	RISK
FREEDOM	FRIENDSHIP	SELF-RESPECT
HAPPINESS	HELPFULNESS	VARIETY
HARD WORK	INDEPENDENCE	SECURITY
HONESTY	INTEGRITY	TRADITION
HARMONY	LEADERSHIP	TRUST
INVOLVEMENT	MORALITY/ETHICS	WISDOM
ORDER	LOYALTY	*OTHER VALUES:*

Have the group discuss how values drive leadership behavior. Ask them for specific examples.

Options: You may want to pool participant responses to see if there are some common denominators in the group.

"Leadership Skills Plan"

Objective (s): To build a leadership skills development plan.

Activity Description: Explain to the participants that they will build a personal leadership development strategy. Of course take some time to discuss why this is valuable and what they are to do with it. Then have them study the leadership skills below (provide a handout). Give the group a chance to add skills to the list. Once they have discussed the list, ask each person to individually select three that he or she feels need attention. Plug those three into the chart below and fill in the necessary information – an example is provided on the chart.

Leadership Skills

✓Find a vision

✓Make meaningful decisions

✓Coach others

✓Establish team values

✓Manage conflict

✓Train for competency

✓Set norms

✓Problem solve efficiently

✓Give productive feedback

✓Identify expectations

✓Set goals

✓Mange change

✓Nurture collaboration

✓Plan effectively

✓Assess performance

✓Build trust

✓Share information

✓Conduct effective meetings

✓Communicate successfully

Leadership Growth Plan

Leadership Skills to Improve	Growth Objective(s) for each Skill	Activities	People Who can Help	Indicators of Success	Timeline
Example: Meeting Facilitation	To conduct team meetings where more people participate	1. Ask selected team members for honest feedback. 2. Have the H.R. Director critique a meeting	H.R. Director &peers	15% increase of team members speaking at meetings by the end of the quarter.	1. Obtain feedback after the first three meetings. 2. Try at least one new strategy every two meetings.
A.					
B.					

C.					

 Options: Participants may select a partner to check each other's progress. This helps people stay on task once the meeting or workshop is over.

Best Practice: Delegation

Have faith in your people and accept the risk of having things done differently—and sometimes wrong.

An experienced DFCS County Director

Author: Tom   Siebold. Tom is a writer and consultant in Minneapolis. He is editor of two websites: 1 College Grazing -- Free college planning tools for college bound students, 2. Teachers on Target -- Free professional development ideas and classroom activities.

"Coaching as Conversation"

Objective(s): Use this activity to identify the appropriate approach to a coaching session with a subordinate

Activity Description: Participants are asked to list three different performance problems experienced by their employees, past or present. Participants are then asked to briefly describe the nature of the performance problem (what is getting in the employee's way?) on separate Post-It notes. When they are finished, they are asked to place the Post-It notes on one of four flip-charts with a heading that seems most appropriate to the problem: Counseling Approach, Mentoring Approach, Instructional Approach, Feedback Approach.

Participants are then given the opportunity to describe the performance problem and explain how they would approach the coaching conversation based on one of the four choices. The facilitator raises questions to clarify the participant's reasoning and intentions.

At the end of the activity, the facilitator reviews the discussion and then explains that "coaching" involves a one-on-one conversation that managers need to prepare for ahead of time. In preparing to meet with the employee, it is important to know how to "frame" the conversation, depending on the performance problem that has surfaced. The following handout is then distributed, as a reminder:

Coaching Approach	Outcomes Sought
Counseling: The manager describes the situation as he/she sees it, prompts responses, asks questions, and focuses on listening to understand	The goals are to define the problem, gain insight into the problem, enable the employee to share strong feelings and gain self-insight, identify a plan of action, and encourage employee to commit to the plan
Mentoring: The manager describes his or her observations of the employee, and explains how the employee's behavior is interpreted in light of the organization's political structure, culture, or the biases, likes and dislikes of senior managers	The goal is to increase the employee's political savvy (awareness of land mines, sensitivity to how decisions are made and work gets done, skill in maneuvering through complex situations) and organizational agility (knowledge of how things function, how to get things through formal and informal channels)
Instructing: The manager provides direct instruction (teaches) or guidance on how to design and implement a performance improvement plan.	The goal is increased knowledge, know-how, and skill.
Feedback: The manager gives objective, behavior-based description of performance deficiencies	The goal is for the subordinate to understand and accept personal responsibility for the performance deficiency and commit to improved performance.

Options: The handout can be used in one-on-one meetings with managers to help them decide how to approach a problem employee.

"Leader as Coach"

Objective(s): This is a three-step process a manager can use to help an employee get "unstuck" and commit to taking action.

Activity Description: Open the workshop with a short story entitled My Best Boss. In your telling of the story, you explain that a Senior manager was once asked to describe his "best boss" and the manger responded by saying "That is easy to do. My best boss always gave me work and expected me to do it. Those expectations drove me to action. He gave me challenging assignments and showed that he believed in me. That gave me confidence. But most of all, he was a wise old owl. Whenever I got stuck, and could not figure out what to do, he took the time to coach me. He never gave me answers, he just asked me questions and helped me figure out what to do. I learned from him. If I am going to get work done through people, I have to know how to develop people through work."

The next step is to highlight the importance of knowing what questions to ask and in what sequence. With that in mind, I then divide the class into small groups of three or four and ask them to walk around the room to three separate stations. At each station they are to generate three or four questions under the following headings:

☐ Questions to **clarify** the subordinate's problem or situation

☐ Questions to **Remove Perceived Barriers** that the employee has identified

☐ Questions to **Create Forward Movement** so the employee can take action

The next step is to reconvene the full group and prompt a discussion on the list of questions: which questions do you like? Find useful? Which questions are not clear to you? After the discussion I hand out a sheet of paper with the three categories (Clarify, Remove Perceived Barriers, and Create Forward Movement) and ask each participant to record those questions they find most helpful and expect to use in their coaching practice.

Options: The handout can be given to a manager during a one-on-one meeting, when the manager is looking for a specific coaching process to use with a subordinate.

Author: Bill Gjetson is a consultant and coach specializing in leadership development for Senior Leaders, Managers, and High Potential employees. His areas of interest are action learning and storytelling.

The Power of (the right) Words

- "The time is always right to do what is right." *Martin Luther King*
- "You can't build a reputation on what you are going to do." *Henry Ford*
- "Never let the fear of striking out get in your way." *Babe Ruth*

"Leadership Challenged"

Objective (s): To explore leadership at moments of challenge

Activity Description: Begin by asking participants to react to the following quote by Martin Luther King: "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." Divide the group into small groups and have participants give examples of leadership actions that they took during a moment of challenge or crisis. When everyone has had a chance to give an example, ask the groups to identify leadership traits that came to the forefront during a "moment of truth."

Options: Here are some additional questions that you can ask the group after they have exchanged examples

Author: T. Leonard is a business consultant and coach in the Twin Cities.

Resources: http://www.workshopexercises.com/Leadership_continued.htm#L10

Leadership Activity Learning Workshops – for young people between 12 and 15

OVERVIEW:
This workshop is designed to foster leadership skills through teamwork for participants ages twelve to fifteen. Because the discussion is a main priority, the trainer will be in the classroom as a guide: leading participants to learn from one another by asking questions about the words they have chosen.

What is a leader?

OBJECTIVE: Recognize leadership traits and implanting them in everyday life.

1. Under the title "What is a leader?" write the following questions:

    - Who are some leaders that you know?
    - What characteristics, traits, qualities made him/her a great leader?

Depending on group size and level, give several volunteers about ten minutes to list at least twenty traits. Write these answers on the board in order to refer to them later. After the participants have answered ask them to give examples of how they can practice leadership every day.

Group definition - Examples and presentations

OBJECTIVE: Participants will develop more of an understanding of essential leadership skills.

1. Ten groups will use the words that the large group gave in the previous activity to define and discuss real life examples.

2. After ten minutes of defining a word, the participants will take five more minutes discussing real life examples.

3. After participants are finished with their definitions and examples, randomly call on different groups to come up to the front of the group and present. During presentations ask groups questions that will challenge their definitions.

Follow the Leader - Teamwork Exercise

OBJECTIVE: Demonstrate how a group can lose focus when the leader doesn't have direction.

1. Discuss the word "synergize."

"Synergize is the creativity of many minds. This simply means that working as a group will accomplish much more; there is more brainpower, body power, people resources, and more overall creativity"

2. Have four to six volunteers line up behind you and tell them to follow you

- Walk unpredictably: quickly, slowly, turning.

- Suddenly come to a stop.

Finding the Letters - Teamwork Exercise

OBJECTIVE: Distinguish leadership qualities by giving participants the opportunity to plan and execute a goal together.

1. Split the group in half, each team will have index cards each containing one letter.

2. The goal of the game is to find ONE object for each letter and place it on the card. Participants will only have six to seven minutes to get more objects before the other team.

3. Afterward, count and write the objects for each letter.

Making Goals

OBJECTIVE: Learn how to approach goals with realistic and attainable steps.

Draw a pyramid on the board that begins with "set goals." As you work through the pyramid ask participants how they are planning to use this method.

A. Set goal: Regardless of the goal's scale, always clearly determine what you are trying to do.

B. Initiate your goal: After you have envisioned your goal you must start taking initiative. For example, if your goal is to graduate high school, start now by doing your homework and always trying to do your best in school.

C. Maintain goal: After you have started taking steps toward your goal you must maintain these habits.

D. Reach Goal: Congratulations you have finally reached your goal!

Telephone - Communication Exercise

OBJECTIVE: Effective communication is important in life and demonstrates how easy it is misunderstand.
A. Explain that the main cause of almost all problems with people is miscommunication

1. Have participants form a large circle of about ten to fifteen participants.
2. Create a phrase that is not too easy or too difficult for participants to pass along.
3. Each participant can only whisper the phrase ONCE; after that the rest of the students must pass it along.

CONCLUSION
At the end of the workshop, summarize the importance of each activity. Remind participants that everyone has a different skill, and must recognize and utilize it in order to be an effective leader.

Animal School

Once upon a time there was a school for animals. The teacher was certain the curriculum was fair, but somehow, all of the animals were failing. The duck was the best swimmer in swimming class, but was failing tree-climbing class. The monkey was a great tree climber but was a horrible swimmer. The chickens excelled in worm catching, but were flunking swimming. The rabbits were excellent at running but were awful at tree-climbing.

Since everyone has different strengths and weaknesses the participants must find their own particular path where their skills are utilized to enhance their potential.

Culture Sharing

OBJECTIVE: Create a comfortable class environment that is conducive to learning. When speaking about the country and culture the teacher must remember to be respectful, informative, and specific.
A. Use pictures and tangible items to show them your family, friends, pets, home, school, and landmarks.
B. Prepare several questions that will lead to further discussion.

TIPS
THINK critically: This is assisted with questions and discussion.

Group Dynamic: Try to balance your group dynamic by attending to both the extroverted and introverted participants.

Variety: Constantly change the way you are training: lecture, writing exercise, discussion, activity, questions and answers.

Summarize: After discussion, have participants write down the focus of the workshop.

(This will also help you understand how effective you are as a trainer / leader.)

Wake Up: Be aware of fatigue. If they seem groggy and tired take a break. Have participants' stand, stretch, jump, or dance. Breaks are necessary not only for the participants but for the participants as well.

Affirm the Participant: Always acknowledge the participant's work. Remember to be specific when you are complementing; don't just say "well done" or "great job." In addition, a positive reinforcement system may be used as extrinsic motivation.

Nota bene: all the activities and workshops presented above can be used in different variations. The model presented can be adapted according to the group's needs / dynamic.

By Kevin Stump - Alumni Volunteer –Ghana
Resource: Village Volunteers - www.villagevolunteers.org

Outdoor Action Leadership & Group Dynamics Workshop

Foreword

We learn to lead by experience. Today is an opportunity to experience leading and facilitating in a group setting and to observe what roles you play in a group. We will offer some tools for observation and action that will help you to be a more effective leaders and facilitator. There will be group exercises, one-on-one, journal writing, a range of things. Some may be things you have done before. (Think about ways to give each individual a concrete opportunity to lead & facilitate during the day and to get feedback for that. One possibility is to have individuals lead some of the group games etc. Hand them instructions and let them figure it out).

Leadership Styles

Goals:
- To introduce the framework of Situational Leadership
- To introduce the concept of Task Roles and Relationship Roles as specific leadership behaviors that can be developed and enhanced.

− To provide a minor "baseline" for participants about their current style areas.
− To expose leaders to the issues of gender differences in co-leadership and how to model more gender inclusive behavior.
− To understand the nature of Space Tolerance and its correlation with gender.
−

Activities:
1. Task Relationship Roles Self-Assessment
2. Group Game - to liven things up after break if needed (5 minutes - participant)- game can also serve to split into groups for next activity (or do it as base groups)
3. Men's & Women's Leadership Exercise (15 minutes – participant)
4. Do Bridge Building
5. Explain Situational Leadership

Men's & Women's Leadership Exercise:
1. Brainstorm stereotypes for leadership traits for men. Each small group is given 3 blue sticky labels to write 1 on each.
2. Brainstorm stereotypes for leadership traits for women. Each small group is given 3 white sticky labels to write 1 on each.
3. One person volunteers to be the "male" and one the "female" It is good to have props (hats, etc.) that help establish the role. A representative of each group then goes up and places their male stickers on the "male" and female stickers on the "female" explaining what they meant. What you are left with is a pretty good split based on Task Roles (men) and Relationship Roles (women).

Sample Male Sample Female: delegate skills compassionate**,** authoritative listening skills**,** stoic team approach**,** public speaking collaborative**,** motivation skills inclusive about inputinspire confidence, nurturing**,** take charge conflict resolution**,** task oriented supportive
Now look at the sticky labels and see which ones from the "female" you would want to move to the "male" and which ones from the "male" you would want to move to the "female." The point is not for men and women to be exactly the same in their leadership styles, but rather to identify that there are differences, but that a holistic leader is someone who has skills in both areas.

1. Bridge Building (30 minutes - participants)

2. Debrief Bridge Building as a large group
- Ask people what Take/Relationship roles they played during the Bridge building.
- What roles did they have as participants? What roles did leader take on?
- Explain Authoritarian, Democratic & Laissez-faire style -
- What made a particular style most effective in this situation? (Probably Demo or Laissez based on intelligence of group and general inexperience with task).
- Which is best? (None, it depends on the situation and the needs of the group.)

Think about doing this and then assigning men to take one several "female" roles and women to take on several "male "roles in ensuing activities. Assign leadership roles based on flash assessment of who can handle which role. Let Laissez-faire person know that they should observe the group carefully to see what happens. Possibly decrease the time spent on rating the bridges and increase debriefing time in each group.

Why score? - Helps to create motivation in the group over the project (competition).

Sequence:
1. Build
2. Vote
3. Roles
4. Debrief as group
5. SLT

   – Explain that the scores relate **only** to how that style is appropriate for the bridge building situation.
   – When do you use one style over another? (Lead-in to Situational Leadership Model)
   – Look at your Task/Relationship score

3. Situational Leadership Model (SLT) (15 minutes)

- Using Authoritarian, Democratic & Laissez-faire styles, and Task/Relationship questionnaire, build the model on the board.
- Relate assessment to Leaders Radar
- Talk about the authority one has as a leader, refer back to an Icebreaker.

Learning to be an effective leader is one of the most demanding tasks you will face. Some of the responsibilities and roles you will need to play are listed below.

Leader Responsibilities Leader Roles
   – Safety
   – Listener
   – Honesty
   – Confidant
   – Establish trust
   – Initiator
   – Teach skills
   – Decision-maker

- – Be vulnerable
- – Mediator
- – Role model
- – Observer
- – Provide balance
- – Authority
- – Adapt to situation(s)
- – Advisor
- – Make decisions
- – Communicator
- – Provide motivation
- – Friend
- – Facilitate group interaction
- – Advocate
- – Move group from A è B
- – Be sensitive to needs of group
- – Deal with expectations of others

Functions of a Leader:
This model of leadership is based on the premise that in working with a group there are two basic functions that need to be attended to. One is working to accomplish the tasks the group has set out to do. The other is the ongoing maintenance and development of relationships within the group. Thus there are two basic types of roles or behaviors for leaders to engage in— Task Roles and Relationship Roles. Examples of these roles are identified below.

Task Roles/Functions/Behaviors

- – Information and Opinion Giver: Offers facts, opinions ideas, suggestions, and relevant information to help group discussion.
- – Information and Opinion Seeker: Asks for facts, information, opinions, ideas, and feelings from other members to help group discussion.
- – Starter: Proposes goals and tasks to initiate action within the group.
- – Direction Giver: Develops plans on how to proceed and focuses attention on the task to be done.
- – Summarizer: Pulls together related ideas or suggestions and restates and summarizes major points discussed.
- – Coordinator: Shows relationships among various ideas by pulling them together and harmonizes activities of various subgroups and members.

- Diagnose: Figures out sources of difficulties the group has in working effectively and the blocks to progress in accomplishing the group's goals
- Energizer: Stimulates a higher quality of work from the group.
- Reality Tester: Examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they will work.
- Evaluator: Compares group decisions and accomplishments with group standards and goals.

Relationship Roles/Functions/Behaviors

- Encourager of Participation: Warmly encourages everyone to participate giving recognition for contributions, demonstrating acceptance and openness to ideas of others, is friendly and responsive to group members
- Harmonizer and Compromiser: Persuades members to analyze constructively their differences in opinions, searches for common elements in conflicts and tries to reconcile disagreements.
- Tension Reliever: Eases tensions and increases the enjoyment of the group members by joking, suggesting breaks, and proposing fun approaches to group work.
- Communication Helper: Shows good communications skills and makes sure that each group member understands what the other members are saying.
- Evaluator of Emotional Climate: Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both.

- Process Observer: Watches the process by which the group is working and uses the observations to help examine group effectiveness.
- Standard Setter: Expresses group standards and goals to make members aware of the direction of the work and the progress being made toward the goal and to get open acceptance of group norms and procedures.
- Active Listener: Listens and serves as an interested audience for other members, is receptive to others' ideas, goes along with the group when not in disagreement.
- Trust Builder: Accepts and supports openness of other group members, reinforcing risk taking and encouraging individuality.
- Interpersonal Problem Solver: Promotes open discussion of conflicts between group members in order to resolve conflicts and increase group togetherness. The notion that leadership is *distributed* enters in because all of these roles do not need to be fulfilled by the leader. In many instances a member of the group may be the Energizer who gets people psyched to get out of bed in the morning etc. As the group matures and develops into a cohesive entity, the participants take on more of these roles and the leaders can play less of an active role.

Situational Leadership:

Situational Leadership Theory (SLT) takes the Distributed Functions Model of leadership one step further by stating that there is a most effective style of leadership in any particular situation. SLT states that Task Behavior is the extent to which a leader engages in **one-way communication** by explaining what participants are supposed to do as well as when, where,

and how tasks are to be accomplished. Relationship Behavior is the extent to which a leader engages in **two-way communication** by providing emotional support, "strokes" and facilitating behaviors.

SLT is based on interplay between
   – The amount of direction (task behavior) the leaders give,
   – The amount of emotional support the leaders provide, and
   – The "maturity" level that participant's exhibit on a specific task, function, or objective.
Participant Maturity is defined as the capacity to set high but attainable goals (achievement motivation), willingness and ability to take responsibility, and education and/or experience of and individual or group. These variables should be considered only in relation to a specific task to be performed.

Example: On the first day of a canoeing trip the participants have a low maturity. Most have never done it before. They don't know the strokes, the terminology, or how to canoe with a partner. Also the group is new to the area and each other. On the fourth day of the trip, the group probably has a high degree of maturity in canoeing. They have learned how to successfully maneuver the canoe and how to work together with a partner. They may be able to handle easy whitewater that you would not have taken them down the first day.

SLT defines four general styles of leadership based on the degree of Task Behavior and the degree of Relationship Behavior

High Task/Low Relationship Behavior - is referred to as "telling" because this style is characterized by one-way communication in which the leader defines the roles of participant(s) and tells them what, how, when, and where to do various tasks.

High Task/High Relationship Behavior - is referred to as "selling" because with this style most of the direction is still provided by the leader. S/he also attempts through two-way communication and emotional support to get the participant(s) to buy into decisions that have to be made.

Low Task /High Relationship Behavior - is called "participating" because with this style the leader and the participant(s) now share in decision making through two-way communication and much facilitating behavior from the leader since the participant(s) have the ability and knowledge to do the task.

Low Task/Low Relationship Behavior - is labeled "delegating" because the style involves letting participant(s) "run their own show." The leader delegates since the participant(s) are high in maturity, being both willing and able to take responsibility for directing their own behavior.

SLT connects the style of leadership with the maturity level of the group. That is, to determine the most effective style of leadership, first determine the maturity level of the group in relation to the specific task. Then draw a line from the maturity level axis to the bell-shaped curve in the drawing. The intersection of the line and the bell curve indicates the most effective leadership style for that situation. As the group matures, the most effective style of leadership changes along the bell curve. If this seems contrived or like organizational development mumbo-jumbo, it's not. Just look at what happens with the next group you are in, watch the role people are playing, and, if the group is working well, how things change.

So SLT is about *Assessment*and *Sequencing*. Think about it like first aid:
1. "Scene Assessment" - What is going on?
2. "Patient Assessment" - Where is the group and individuals within the group?
3. "Problem List or Needs List - What does the group need?
4. "Treatment Plan" - What can I do here to facilitate these needs and move group towards it's goals?
5. "Monitor" - How is the group doing?
6. "Reassess" - Are my activities/interventions working? Do I need to change the sequence or activity plan?

Give Group a Scenario and ask them to "Play Out" Situational Leadership:

You are in a one-on-one tutoring situation with a young boy from an inner city neighborhood in Trenton. He is having trouble keeping up with math. What is your planned approach for when you meet him for you first tutoring session? What changes as your meet with him regularly?

Example: On the first day of a trip the participants have a low maturity when it comes to setting up camp.

The most effective leadership style is High Task/Low Relationship (Telling) since participants need to be taught how and where to set things up. On the fourth day of the trip, the group probably has a high degree of maturity in relation to setting up camp. In this case the most effective leadership style is Low Task/Low Relationship (Delegating) since the participants can handle it on their own. The important point to remember regarding SLT is that **there is no one "best" way to be a leader.** Rather, from one situation to the next there is a **most effective style.** As situations change, the tasks change and so do the maturity levels of the individual or group in relation to the task. Thus, throughout the trip you will be changing your style in order to provide the most effective leadership. This also does not mean that using another style off of the bell curve is "wrong" but it probably will be less effective or appropriate.

Example: On the fourth day of the trip, the participants know what to do about setting up camp and are good at doing it themselves. If the leader(s) use a High Task/Low Relationship style the participants are likely to wonder why they are being "told" what to do and may get frustrated or angry with the leader(s). As the group matures they take on more responsibility for running the group both in terms of tasks and relationships. The Distributed Functions Model comes in here because the participants have begun to take on many of the leadership roles originally provided by the leaders. As much as possible it is a goal to move to a Delegating style (as long as the participants are ready for it) since this helps to facilitate growth through the Cycle of Change.

Use of different leadership styles may vary with
- Age of group
- Motivation of participants
- Trip situations/activities
- Safety issues
-

For example: When teaching an important skill you would be more task oriented. Also in any emergency situation you need to take quick charge of things via the task oriented style. Remember to use your "leader's radar" to assess not only the state of maturity of the group but also the maturity of each individual. You may need to use one style with the entire group and different styles with individuals within the group.

Modifying Levels of Maturity
- **Developmental Approach** - Maturity can be increased by the leaders using a little less task behavior (direction) allowing the participant(s) to take on more responsibility. If this responsibility is well handled, the leader should encourage the participant(s) with a slight increase in relationship behavior (encouragement).

Keep in mind that the movement towards changing leadership styles must be gradual.

As the participant(s) reach moderate levels of maturity the leaders can begin to reduce both task behavior and relationship behavior. The reduction in relationship behavior means that the participant(s) have reached a point where they are confident enough and sharing enough among themselves that the leaders do not need to provide so much.

Regressive Approach - It is possible that as the situation changes the group's maturity can decrease. If this occurs the leader(s) must modify their style in the opposite direction on the bell curve by increasing task and relationship behavior.

Remember the use of Natural Consequences and your Group Contract ifthings start to slip.

Example: On the fourth day of the trip it is pouring rain. When the group gets into camp everyone just stands around somewhat mopey. Even though they know what to do, the weather has gotten to them and their maturity level has decreased. The leaders need to become more directive in terms of task behavior to get camp set up and to increase relationship behavior to help lift people's spirits.

Listening Skills - (45 minutes)

Goals:
- To provide information about specific active listening skills
- To refresh some listening tools that participants already have.
- To bring the process of listening to consciousness.
- To understand Positive and Constructive Feedback.

Introduction:
You may want to tailor the following questions to the group you are working with. Give them an opportunity to talk about how listening will be important to their particular work or goals (i.e. as a youth group, as a staff member, as an adult working with children. etc.)
- What is listening?
- Why do we do it?
- What opportunities will you have to listen in the group(s) you are in?

Activity:
1. Listening Game options - Smaug's Jewels, Bat and Moth (Listening metaphor activities)
2. Start with nonverbal communication. Use dyads or small groups. Have people use pick out feeling cards and have to mime them to others.
3. Dyad series where two people are listening and communicating. Use a creative way to pair up for the first dyad (find a person with the same favorite color, or hobby, etc.). As dyads continue, switch with pair to your right (All A's move to right 1)

Option - Start with Feeling Cards - each person gets a card and has to communicate that feeling nonverbally to the other person. Or person with feeling card talks about what they had for lunch with that feeling, other person has to guess what they are feeling

Dyad 1 - partners sit back to back. Listener may not give verbal or physical responses of any kind. Simply listen. Choose a light topic: (My favorite movie and why). The speaker talks for 2 minutes, then the listener has 1 minute to give back content only. Switch. Bring the group back together for processing.
Processing Dyad 1*:* How did this feel as a listener? How did you feel as a speaker? What were the reasons for your comfort/discomfort? Based on your group, different issue will come up.

Here are some things to be aware of in processing. Though not being able to respond is uncomfortable, it gives the speaker room to speak their own thoughts and know they will be heard. When a listener starts to ask questions, s/he takes control of the process. This exercise allows us to practice letting the speaker e in control. Some people will feel uncomfortable with this first exercise because it feels contrived. Hopefully, someone in the group will express that they liked it because they felt affirmed. Raise the point that people have different needs for listening and talking, which is something to be aware of as a listener.

Dyad 2 - Pick a partner that you haven't ever spoken to before. Sit front to front. This time, you can give short verbal responses (SVR's). Examples of SVR's are "Yes, OK, I see, hmm." Choose a deeper topic: How you felt on your first OA/SVC experience. Speaker talks for 2 minutes. Listener gives back content for 1 minute.
Processing Dyad 2: How did this exercise feel in comparison to the last one? Were you more or less comfortable as a speaker? Why? Were you more or less comfortable as a listener? What was positive and what was negative for each role? Why? Do you ever go to a concert and close your eyes to listen? What would it be like to listen blindfolded?

During this exercise, walk around and watch people. Note body language; people will both have crossed legs, they will lean in a certain way, or fiddle with their hair. This is an unconscious process known as "matching" Many of us do it without thinking, but it is a way to establish rapport while listening. Puts people on same eye level, open body position versus closed. You can watch how body posture changes during the conversation. Matching the speakers' tone of voice, tempo, and body posture are some ways we match the person we are talking too. What are some other ways?

Interlude: Feeling Charades - could do this 1:1 with Feeling Cards

Tool - How to Give Back Content: A good way to check on communication is for the listener to give feedback to the speaker about what they heard. This can be checking report (receipt) about the content, or can offer feedback on

Dyad 3 - New partner. Sit front to front. You can give short verbal responses once again. Topic: Your favorite place and why? Or your most recent challenge. Speaker 2 minutes; listener gives back feelings not content, and speaker just listens. Stop. Now let speaker and listener negotiate to get feelings correct.
Switch. Bring the group back together for processing.
Processing Dyad 3: How did this exercise compare to the other two? Sifting for emotions may feel affirming and comfortable for some, but it is in fact a risk business. Ask if any people had someone get and emotion wrong, or not quite right. If I didn't happen in the dyads, has this ever happened at another time? When someone gets an emotion wrong, it feels lousy. What did you do to

Though giving back content may feel like a stilted process, it's a very powerful too. Model it throughout as you process, but only let people know that you have been doing it right at the

end. The process of giving back what you heard is called "giving a receipt." It allows you to show that you've listened, or gives you a second chance to get it right. Give receipts, and ask for them. Are there different situations where you would give back different kinds of receipts? When people were back to back, some felt that they had the space to speak. Are there other kinds of receipts you can give back that give people space to speak (nonverbal responses, body language, etc.)?

   – Could do one more Dyad where you negotiate about meaning.

Closing - These three dyads are different tool that can be used at different times
1. Sometimes you give no response and just listen,
2. Sometimes you give back content to let the person know you have heard them, and
3. Sometimes you go for a feeling to see if you have understood.

Providing Feedback (10 minutes)
Feedback is can best be presented in one of the two ways:
1. **Positive Feedback:** focus specific comments on behaviors of the person that worked well to achieve the stated goals.
2. **Constructive Feedback:** focus specific comments on behaviors that did not effectively meet the stated goals.

Basic Stages of Group Development

FORMING - "Getting Acquainted"

This first stage is characterized by a sense of uncertainty and awkwardness and perhaps anxiety. Participants may be unsure of what to do and how to do it. The "rules of the road" - group norms and standards have yet to be defined and participants are eagerly looking to find out what is okay and not okay. Leaders need to set the tone for group behavior, activities, and interactions (see Norms below).

Most people are polite as they try to put their "best foot forward." The result is a superficial level of harmony and cooperation. This serves the purpose of getting the group started and off the ground in terms of motivation and commitment. Members may tend to verbalize how close they feel to each other, and may develop quite a group spirit due to successful task accomplishment. Leadership at this point should be a combination of High Task/Low Relationship (Telling) in terms of teaching skills and establishing norms moving to High Task/High Relationship (Selling) to get everyone involved and interacting in the group.

(What roles should you be playing asa leader in this stage? - Setting the tone, Group Contract, goal setting with the group. Startingto build trust.)

STORMING - "Struggling Forward"

This next stage is characterized by individual assertive behavior that may result in some group instability and conflict. Conflict simply means the expression of different viewpoints and the ability for members of the group to disagree openly (which means that some level of trust must be present). Conflict may involve dissatisfaction with the group's progress. Participants have begun to feel comfortable enough with their new environment to take some risks in revealing more of their personalities. Each person wants to feel a sense of individual importance and influence on the group - "finding a niche." This becomes more evident as increasing responsibility is shifted to the group as they move into moderate levels of maturity.

The Leadership style that may be most effective is High Task/High Relationship (Selling). Leaders should not be surprised if some conflicts develop in the group at this stage. Remember that conflict is part of the natural process of the group becoming self-sustaining. It let individuals express the differences and negotiate their own needs. Remind participants about the GC. Make sure that everyone gets an opportunity to share their ideas and opinions (let quiet people talk and loud people listen).

(What roles should you be playing as a leader in this stage?)

NORMING - "Becoming Personal"

This stage is characterized by a growth of affection and establishment of personal relationships. Participants will begin to take responsibility for resolving conflicts and strengthen friendships. The Leadership style that may be most effective is Low Task/High Relationship (Participating) since the group is competent regarding tasks but needs assistance and support in terms of relationships.

(What roles should you be playing as a leader in this stage?)

PERFORMING - "Working Together"

This stage is characterized by harmony among group members. Participants look outwards to see how other people in the group are doing to make sure all are supported. Decision making and problem solving will be shared within the group. At this stage the group is mature enough to attend to its own needs both in terms of task and relationship matters. The leadership style that would be most effective would be Low Task/Low Relationship (Delegating). In the

performing stage the group often is working so well that things are easy. This may be a time that leaders need to work to keep the group challenged so they don't get bored or complacent.

(What roles shouldyou be playing as a leader in this stage?)

TRANSFORMING - "Transference" –

This final part of the group process is essential in making sure that the trip is not remembered as "just a fun couple days in the woods." It is important that participants be able to transfer the things that they have learned about themselves and being in a group back to their regular lives. This is accomplished through the debriefing process.

(What roles should you be playing as a leader inthis stage?)

3.Activity - that illustrates stages of group development (could be group's role playing different stages) **(10 minutes)**

4. Sequencing - A short lecture proper group develop requires the facilitator to sequence events based on group goals and on the stage the group is in (Situational Leadership & Stages of Group Development).

A primary facilitator tool for this is the GRABBS inventory. **(5 minutes)**

Possible Activities:
  – Possibly have a dyad discussion of challenge.
  – Possibly have an activity on diversity
  – Fish Bowl Exercise on Gender Communication - do men first talking about being with all men and being with coed. Then do women talking about their experiences of being with all women and being with coed. Can have facilitator created questions or ask participants to create questions to leave in a bowl for other sex to pull out and respond to **(needs significant processing time)**
  – Design activities to facilitate the experience of space consciousness particular as it applies to gender and race issues. For example:
  – Do a small group discussion on a topic where people with even birth dates can talk while people with odd birth dates have to listen. Switch.
  – Discussion where women must be silent. Then men must be silent (and have question be about wha it's like to be one of a few women in a coed class.)

  6. **Dealing with Conflict & Problem Scenarios (60 minutes)**

Goals:
- To let leaders experience problem solving on real life trip situations.
- To let leaders experience co-leadership.
- Help participants recognize conflict situations.
- Help participants understand that conflict is a natural part (and often healthy) part of a group's development.
- Conflict is an opportunity to learn about each other.
- Recognize productive conflict versus non-productive conflict.
-

Activity: (55 minutes)
Create Triads for role-playing. Do trust activity with triads to build trust before role-plays. (Blind trust walk, paired trust fall)
- Dealing with Conflict workshop

Conflict
Conflict can always rise in group settings. Conflict occurs when there are differences in:
l Needs l Perceptions l Goals l Experience l Values

These differences can be between individuals or between sub-groups within the group. Many times the conflict is due to lack of communication between people. If people understand the needs, values, perceptions, etc. of others in the group, then conflict can often be avoided. This is why one of the important roles of the leaders is to set the tone of the trip and introduce the basic goals, norms and values. This gives all of the participants a common understanding of what is expected and can help prevent conflict. Remember the Stages of Group Development, conflict is an important part in the growth of any group or any relationship. Your goal is not to unilaterally try to prevent conflict, but to manage conflict as a learning tool (like Safety Management) There are two major goals you must take into account when dealing with conflict situations: These two issues may run up against one another. How you deal with balancing these two goals is important.
1. Achieving personal goals (task orientation)
2. Keeping good relationships with the other persons (relationship orientation).

Dealing with Conflict

- When faced with an interpersonal conflict, here are some of the techniques to use to help resolve or mediate the conflict.
- When emotions are running high it is hard to problem-solve. You may need to take time out and let things cool down.
- Communicate & Listen
- Active listening
- "I statements"
- Clarifying and open-ended questions
- Use Creative Problem Solving Techniques
- Get beyond positions to underlying Needs

- Brainstorm solutions
- Evaluate solutions
- Choose the best solution for all
- Implement the plan and evaluate
- Compensation - ask yourself if the behavior you are seeing is compensation for something else. Try to identify the root issue and deal with that.
- Accept the person but you don't have to accept the behavior.
- Quickly correct inappropriate language or other problems. Don't let bad patterns get started and supported in the group.
- Know how much to push.
- It is OK for leaders to use their authority to set standards. You can do this in a problem situation by letting others know that they are not comfortable with certain actions.

Example,: "I'm not comfortable with people doing unsupervised climbing so don't do it."

Role Plays

Role-play "problem camper" scenarios in triads. One person role-plays the participant and the other two act as leaders. The leaders need to resolve the issue with the participant. The "participant" is instructed to be fairly difficult so as not to end the role-play with the first suggestion by the "leaders." The goal is to stretch the leaders
to come up with different approaches to deal with this person. After each role-play, stop everyone and ask the
"participants" what worked and what did not. Give each "participant 1 minute of silence to get into character.
Then 5 minutes of conversation. Remind people to use their feedback tools. Then debrief everyone for 5
minutes. [If a group of 2, have them rotate with a nearby group of 3 so not always as a 2.] **(45 minutes -
student set scenario, RC debrief)**
1. [Group]Group comes to a trail junction, hiking either route is possible. Half of the group wants to head
down to the river while the other half wants to head up to the ridge. People start to argue about choice.
2. [Individual] One of the participants, Jill, has been hiking 1/4 mile ahead of the group all day. When you ask
her to slow up and hike with the group she says: you all should catch up with me.
3. [Individual] Tom, one of the group members has been having trouble hiking since the first day of the trip.
He has blisters from his new boots. He has to stop frequently to rest. At one stop he says he wants to quit
and leave. He's sick of holding everyone up.
4. [Group] It's been raining since early morning. The trail has been rocky and the wet rocks have been slippery

making walking treacherous. Everyone is cold and damp and frustrated. No one is saying anything. The

planned campsite is still 2 miles away.

5. [Individual] Dave always seems to hang out by himself. He doesn't say much during the day hiking. In the

evening when the group is playing games and getting camp set up Dave goes off by himself.

6. [Individual, Space Tolerance] Jill and Sam are the two OA leaders. Sam feels that Jill is being too active in

the group always telling the participants what to do: put the tarp over there, the stove there. Jill always cooks

dinner etc. Sam tried to tell Jill to back off a bit. She tells her that she's lead more trips than he has and she

knows what she's doing. Sam has stopped trying to change the situation.

7. [Individual, Policy] Eric and Betty have signed on to the trip as boyfriend and girlfriend. They spend all their

time hiking together. When the group comes into camp they wander off by themselves. Several of the group

members are grumbling that they don't help out with camp chores.

8. [Individual, Group, Safety] The group has been canoeing down a flat stretch of the Delaware. Greg and Bill

have been acting pretty wild all day. The group pulls into a campsite above the first rapid of the trip. While

everyone is getting into dry clothes and setting up camp, Greg and Bill slip off and paddle down through the

rapid. They walk back into camp soaking wet and laughing.

9. [Individual] Dave is a participant on a Frosh Trip. He's been backpacking before and brought all his own

equipment. He acts the part of the tough outdoorsman all the time. Putting down people who are having

trouble carrying their weight or hiking up steep grades. The other members of the group are getting pissed

off at him and generally feel that he is a jerk.

10. [Individual] You are the leader on a backpacking trip. You have set up camp early and everyone is hanging

out on his or her own before dinner. You are coming back through the woods after taking a dump and you

smell marijuana. As you peer through the trees you see two of your group smoking.

11. [Group] Joe and Sara are leading a backpacking trip with 6 guys and 5 girls. The guys tend to hang out

together and are pretty crazy, a little immature. The women don't really want to have much to do with the

guys and stay together.

12. [Individual, Group, Safety] The group has pulled into camp after a long day of hiking. There's 1/2 hour of

daylight left. Steve, a participant, tells Julie (another participant) that he is going to head up the hill to catch

the view before sunset. An hour later everyone is gathering at the stoves to start dinner. One of the leaders,

Lisa, asks where Steve is. No one has seen him since Julie did. It is now dark.

13. [Individual, Group, Safety] The group has been hiking along a rocky section of the AT. Alice steps into a

pothole and falls over. She immediately starts screaming that her ankle is broken. The group stops and while

the leaders attend to Alice the rest of the group shuffles around nervously anxious about Alice and unsure

what to do.

14. [Group] Group is camped. A bunch of guys comes and camps next to you. 4 Guys in the group start drinking

beer and make loud rude comments about the women in your group. (IYF scenario)

· Trust Building - Willow in the Wind, or Minefield **(10 minutes - student)**

Other Scenarios

· Drugs & Alcohol

· Respect for others

· "Scamming" on trip

· Meeting of the groups - competition (stealing canoes)

· In Your Face

· Person wants to go home

· Leader thinks a particular participant is a jerk.

Examples

· Thaw-Shift-Refreeze - OB nude bathing

· The Edge -

· Challenge - person hiking ahead of group

· Situational Leadership

· Setting up camp (developmental

· Rainstorm getting bummed (regressive)

· Establishing norms - OB run and dip example

Dealing with Problems

Problems can often be divided into personality related or physically related (injury, environment). Some

possible situations are given below.

1. Correcting Group Action/Decision

· Is there a safety consideration?

 · Is the decision necessary to correct?

If the answer to *either* of these questions is yes, the decision must be changed, in doing so:

· Act quickly to avoid safety problems.

· Be subtle in transmitting information. It may be just to one participant and not involve the rest of the
group.

· Maintain the worth of all group members and their input even though you must alter the decision.

2. When dealing with someone having difficulty with a challenge:

· Move the situation to focus on something outside the person.

· Break it into discrete, do-able parts.

· Refocus the persons on a level of challenge appropriate to them.

3. If a person is creating a problem it is essential to *accept the person* and let them know they are still
important, but *you do not have to accept the behavior.* Make it clear that the problematic behavior cannot
continue.

4. Feeling of lack of control leading to fear can be one of the greatest motivations for negative behavior. If
someone is behaving negatively, they may be compensating and trying to create a sense of selfempowerment
and control. When you see negative behavior ask yourself what needs for that person are
not being met that may be resulting in negative, compensating behavior.

5. In dealing with problems try to turn the problem into a solution - flip it 180 degrees. "Your disability is
your opportunity." - Kurt Hahn

Example: Sarah is constantly hiking ahead of the group. She is in good shape and out distances everyone
else. She thinks the group is too slow and everyone should catch up with her. Let her know that the
challenge for some other is just hiking. She doesn't have that challenge. Instead her challenge is to slow
her pace down and stay back with the others using her strength to help the others. You have flipped a
problem into a solution.

Dealing with Someone who is Out of Control

Sometimes you may get into a situation where the other person is really having difficulty and their behavior is
getting out of control, what is often known as an "in your face" situation. Here are some techniques you can use
to settle the situation out.

· Recognize from early on when you are in an "in your face" situation or when things are escalating in that
direction. Know what pushes your buttons.

· Don't just enter a conversation expecting your own outcomes. Recognize what the other person's

outcomes may be. Not being sensitive to the other person's needs can often escalate things into "in your
face."
· Know when to put off a conversation until another time. Sometimes emotions are running too high to
have a productive conversation.
· Know when the discussion needs to be private. Other times you may want corroboration from your coleader
that can't come with a private discussion.
· Don't interrupt people. If someone is out of control, interruption probably won't get him or her back in
control. Best to let them have their say completely and then comment if it seems appropriate.
· Give up being invested in making your own point. If things are out of control, you don't want to feed the
fire by trying to get your own point across. Let it be, at least until later. Spend your energies trying to reduce the anxiety. After things have calmed down, have another discussion if necessary to get back to
your points.
· Go into active listening mode. Rephrase the person's comments so they know you have heard them.
Read between the lines and ask yourself what is going on with this person that is motivating them to act
this way. Remember compensating behaviors. If appropriate, you can tell them you disagree with their
points and list your reasons.
· As you rephrase the person's statements, be prepared to apologize if your find that they have interpreted
you in an objectionable way. "It sounds as if you are frustrated with my telling you that you can't hike by
yourself. I apologize if that offends you, however, it is the standard OA policy that the group should stay
together for safety reasons."
· Don't raise your voice or change your physical presence. Stay cool and collected. Changes indicating
your anxiety will only raise the level of tension.
· Monitor your tension level. Take a psychological "deep breath" and chill. This process may need to go
on while the other person is talking.
· Have predefined Natural Consequences for behaviors that violate the Full Value Contract.

OA Policies on Group Dynamics: (15 minutes)
Don't get bogged down here, just put it out!
OA has only a few specific policies for dealing with groups in the wilderness.
· It is important that co-leaders discuss in detail before the trip both their goals for the trip, styles of operation,

strengths and weaknesses. Issues like space tolerance should also be covered. Just as the group will have to
work things out on the trail, so the leaders have to work things out before the trip.
· No drugs or alcohol are permitted on trips. The application form includes this in the waiver so we have
informed people of this before the trip. If someone is found to have alcohol or drugs, they should be
immediately informed that these are not permitted and for the safety of everyone in the group, the person
must cease using. If they do not comply, explain that they can be removed from the trip.
· Romantic relationships between leaders and participants or between leaders and leaders should not start on
the trip. During the beginning of a relationship, you need to focus on the other person; this focus effectively
inhibits your ability to pay attention to the needs of others in the group, which is your primary responsibility.
Wait until you get back to campus. Leaders who are involved in a relationship should think *carefully* about
their ability to lead together. In some cases leaders who are in a relationship can lead together very
effectively, in other cases it is detrimental to the group (and possibly to the relationship).
· Meeting other groups - avoid competition between groups. "Raiding" activities **are not appropriate or
permitted.** This competition is often seen at the Forming stage where the group feels pressure to be "more
bonded" that the other group.
· If you will pass through "civilization" during your trip, discuss at the beginning of your trip what level of
interaction people should have with civilization. Let the group consensus decide it.
Debrief:
Not necessary, processing occurred during activity.
Conflict in Desert Exercise?

Debrief:

BREAK - (10 minutes)
7. Debriefing & Processing - (15 minutes)
Goals:
· To give participants proper skills in both giving and receiving feedback.
· To give participants experience in giving and receiving feedback in difficult situations.
· To present the concept of Transference as the final process in the Thaw-Shift-Refreeze Model.
· To understand the importance of processing throughout the group experience and at the end as the essential
reflection that leads (potentially) to transference.
Activities:

1. Group Game to liven people back up after break (if needed) **(5-10 minutes)**
2. Short lecture on giving & receiving feedback **(10 minutes)**
3. Processing the Experience short lecture **(10 minutes)**
Discuss the importance of reflection in the Thaw-Shift-Refreeze model at the Transference stage. The true value
of any experience is whether the situational learning can be generalized and transferred to other situations. This
process is aided by Processing by the facilitator. Through processing questions and feedback from the facilitator
and other group members, an individual can discover significant personal growth. **Below is some of the**
material to cover. Some of this could just be a handout.

What is Processing?
· An analysis of an experience designed to develop new insight, which can be integrated into life outside of
the original experience.
· An activity used to encourage individuals to reflect, describe, analyze, and communicate what they recently
experienced.

Why Process?
· It assists in translating (transferring) experiences into organized words and concepts.
· It provides an opportunity to give the experience personal meaning and significance that enhances the
potential for personal growth.

When to Process
Leaders need to be sensitive to when to utilize processing techniques both for the group as a whole and when
individuals in the group may need to process an experience. Here are some guidelines:
· **Daily basis** - on a multi-day trip there should be some form of processing on a daily basis. This can involve
informal discussions about the day after dinner at night. This will help the leaders track where participants
and the group are and help them plan what sorts of challenges and activities they may be ready for the next
day.
· **Before a Challenging Activity** - when the group is going to be doing something readily identifiable as a
challenge (rock climbing, high ropes course) it may be useful to do some processing about the experience

 that is coming and how people are feeling about it.

· **After a Challenging Activity** - after a challenge participants may need to sit down and process what

happened to them. Depending on logistical issues this might happen immediately afterwards or sometime

later.

· **When an individual is having difficulty** - recognize when an individual is in a high stress situation and

needs processing to deal with it immediately. This may need to be done outside of the group.

· **At the end of the experience** - as a time to bring the whole experience together.

Suggested Debriefing Topics

· Leadership and Followership

· Communication and feedback

· Recognition

· Teamwork

· Planning

· Goal Achievement (personal and group goals)

· Commitment to Group

· Devaluing and Discounting Behavior

· Success/Joy/Pleasure

· Fear (physical and psychological)

· Risk-taking

· Group Support and Trust

· Peer Pressure

· Negativism/Hostility

· Efficiency and Productivity

· Competition

· Adhering to Safety

· Sexism/Racism/Heterosexism

· Identification and Transference of Learning

Debrief:

8. Closure - (30 minutes)

Goals:

· Bring group to closure on experience.

· Recognition that this particular group won't exist again. Subgroups will and individual relationships will.

· Evaluation of workshop.

Activities:

· Base groups debrief **(10 minutes)**

· Look at Goals on Index cards - how did you do at reaching your goals? What new goals do you want to set

for leading your next group?

· Summary of Concepts

1.   Setting the Tone

2. Setting Group Goals

· SMART

3. Leadership Styles
· Situational Leadership
· How to choose you style via Task & Relationship roles
4. Listening Skills & Feedback
· Giving receipts
· I language
· Body Language
5. Stages of Group Development
· Forming
· Storming
· Norming
· Performing
6. Conflict Resolution
· Styles of dealing with conflict
7. Processing
· Balloon Message - each person writes an answer to the following questions on a slip of paper. On one side
What did you learn? On the other side What do you need to focus on for your growth as a facilitator/leader?
[Can be done just on slips of paper folded up or placed inside balloons, which are blown up. The balloons
go into the center of the circle and people pop a balloon (different color from their own).] Then each person
reads out someone else's answers. **(10 minutes)**
· Closure exercise - Yurt Circle **(2 minutes)**
· Evaluation form **(5 minutes)**

Other Activities:
· Have groups do a puzzle journal throughout the day and put the puzzle together at the end.
· Read The Missing Piece by Shel Silverstein.

Concepts:
· **Leader's Radar** - Leader's radar is all about listening and assessment. It means being attentive to all of the
members of the group, including your co-leader and yourself. From a safety perspective, it means being
aware of increasing Accident Potential. From a group dynamics perspective it means being aware of how
each individual member of the group is doing emotionally, physically, are they being challenged, under
stress, getting along with others, in conflict, etc? It also means having a sense of the group as a whole. How
well are they interacting and cooperating, etc. All of this, "information gathering," is for you to determine
what each person needs from you in terms of education, support, encouragement, being left alone, etc.

Leader's radar is made up of concrete listening skills, conversations with your co-leader, careful observation, and intuition. As you develop this skill through actual trip leading experience, you will be
better able to determine what roles and steps you should take in working to facilitate a positive group
experience.

· **Challenge by Choice** - an essential aspect of challenge is that the individual should not be forced or coerced
into it. In some situations (e.g. bad weather) there is nothing we can do. But in situations where activities are
voluntary people must feel the have the right to say no and not feel a loss of self-worth. This is part of

1. creating a Safe Environment.

· The chance to try a potentially difficult and/or frightening challenge in an atmosphere of support and
caring.
· The opportunity to "back off" when performance pressures of self-doubt become too strong, knowing
that an opportunity for a future attempt will be available.
· The chance to try difficult tasks, recognizing that the attempt is more significant than performance
results.
· Respect for individual ideas and choices.
· **Thaw-Shift-Refreeze** - the basic model of how we change our behavior. Often it is a challenge or
disequilibrium that initiates the Thaw and a supportive environment is usually required to help Refreeze the
new behavior.
· **Challenge** - challenge is often a fundamental part of the Thaw-Shift-Refreeze Cycle. A challenge occurs
when there is a goal and an obstacle to overcome to reach the goal. The goal can be internal or external and
the obstacle can be internal or external. If the participant attributes the locus (internal vs. external) of either
the goal or obstacle incorrectly, it may lead to frustration. The person may need help seeing the situation
more clearly. Remember that each person will have different things, which challenge him or her and will
experience a challenge in different ways.
· **The Edge** - the point at which we make the shift to the new behavior in the Thaw-Shift-Refreeze cycle is
known as the edge. We are at the edge of our know behavior moving into new and possibly unknown

territory. This can be a period of great stress for the person both physically and emotionally (which can have

safety implications in some activities). It may be necessary to do some debriefing and processing with the

person right then and there.

· **Debriefing** - a process that encourages both personal reflection and self-disclosure. It is accomplished in

various ways and is an essential part of Transference.

· **Safe Environment** - creating a "safe" emotional environment so that participants can fell comfortable

telling the group if they are having problems.

· **Setting the Tone** - recognizing that the opening stages of any group are very pliable for establishing group

norms. This is the time to introduce and model appropriate types of behavior. It is also the time to correct

behaviors which are inappropriate before they become established norms.

· **Body Language** - make sure that when you are talking or listening to someone that your body language

shows that you are actively paying attention to him or her. You should be facing them, attentive, looking at

their face (not down to the ground), and giving other signs like nods to show that you are focused on what

they have to say. When its your turn to talk, your posture should be the same, your are focusing your

message to that person. Looking away, etc. suggested that you don't think that talking with them is

important or suggests that you are nervous or are not being honest. Body language is especially important in

high stress situations and emergencies. Part of the way you take control of the situation is through your body

language and physical presence. Be firm, direct, look people in the eye, speak directly to them and address

them by name giving specific instructions for what they are to do.

· **Assessment** - the process of using Leader's Radar to assess the current state of participants and the group

and apply the Situational Leadership Model to determining the most effective leadership behavior for that

situation.

· **Facilitator** - one of the leader's primary goals is to facilitate effective group interaction and encourage

personal growth.

· **Honesty** - it is imperative that you are honest with the group at all times. There should be no hidden

agendas.

· **Transference** - the process of transferring the new knowledge learned from the trip back to daily life and

1. incorporating it there. Debriefing is essential to successful transference.

· **Recipes, basic ingredients, chefs and cooking style** - a metaphor for leadership in which the leaders are
chefs. Each may have their own recipes but there are certain fundamental cooking skills, which must be
mastered by all.

· **Anxiety Meter** - a method of checking to see how stressed people are feeling.

· **Right to pass -** people always have the right to pass on an activity. This is part of the philosophy of
challenge by choice. In some situations, like debriefing, it is important to hear from everyone, so a pass means you will come back to that person later.

Program: Outdoor Action Program, Princeton University

Author: Rick Curtis - Training Plan

*"If a leader tries to do too much, he or she will, in the long run, accomplish too little."*46Stephen R. Covey*Principle-Centered Leadership*

4**"Mastery of leadership…**…is open to everyone."Carol A. O'Connor, *Successful Leadership*

8**One Thing is Certain:**"If people do not do anything differently from what they would have done without your presence, you have notexerted leadership."Andrew J. DuBrin*The
Complete Idiot's Guide to Leadership*

9**"Manage things…**"…and lead people."Stephen R. Covey*Principle-Centered Leadership*

15**"Correct principles are like compasses…**They are always pointing the way. And if we know how to read them, we won't get lost, confused, or fooled by conflicting voices and values."Stephen R. Covey*Principle-Centered Leadership*

*"We must becomethe change we want to see."*Mahatma Ghandi18

*"Power is not an end in itself, but an instrument that must be used toward an end."*Jeanne Kirkpatrick29

*"You may be deceived if you trust too much, but you will live in torment if you do not trust enough."*Frank Crane33

*"If a leader tries to do too much, he or she will, in the long run, accomplish too little."*46Stephen R. Covey*Principle-Centered Leadership*

*"Time spent delegating, in the long run, is our greatest time saved."*Stephen R. Covey*Principle-Centered Leadership*48

Do it all leaders burn out. Delegate it all leaders lose touch."Perry M. Smith*Rules & Tools for Leaders*

53**Best Practice: Delegation**Have faith in your people and accept the risk of having things done differently—and sometimes wrong.An experienced DFCS County Director

*"The basis of leadership is the capacity of the leader to change the mindset, the framework of another person."*Warren Bennis58

RESOURCES