

YOUTH NEEDS & LEADS



CROSS-REFERENCE
LEARNING MATERIALS

YOUTH NEEDS AND LEADS

Training Materials on the Needs of Young
People and Effective Leadership Styles

This document is part of the series
CROSS-REFERENCE: LEARNING
Learning materials to support national youth
development

FOREWORD

The Commonwealth Youth Programme has been involved in training since its inception in 1974. Two of its major areas of concern have been the needs of young people and leadership styles. It is therefore appropriate that this training pack focuses on those areas.

The development of the exercises included here took place in association with the Duke of Edinburgh scheme and they have been field tested by them in the Caribbean and Africa. Our thanks to the Duke of Edinburgh's Award International Association for their participation in this exercise.

We very much hope that you find the ideas and information contained in this document of beneficial use in the conduct of your programmes.

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NB. The views in this paper are not necessarily those of the Commonwealth Youth Programme. Training is a dynamic process in which there is a constant sharing of ideas and techniques. We have done our utmost to ensure that, where sources are known, they have been identified. If some have been wrongly identified or omitted, we apologise.

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BACKGROUND

This publication contains training materials on two important topics that require in-depth consideration by all those who work with young people - The Needs of Young People and Leadership Styles. Each, of course, is closely related to the other. Any consideration of an appropriate leadership style needs strongly to take into account an analysis of the needs the young people have. The other perspective is equally applicable. It is from an analysis of the needs young people face that the range of appropriate leadership styles can be drawn. Each topic though has its own unique characteristics and it is for those reasons that though this document combines them, each has its own separate section.

We all have our own conditioned, almost reflex, reactions when asked to consider what the real needs of young people are. There are differing strands of opinion. Some see the need for more discipline; others for greater freedom for young people to express themselves; some see a requirement for young people to show more respect and deference, others for a more challenging and energetic contribution; for some the needs lie in the issues - employment, sexuality, crime, migration etc. whilst others concentrate on personal concerns - self respect, relationships with others, dignity and personal values, for example. There are, undoubtedly, a myriad of other answers, contrasts and debates.

The training exercises in the Needs of Young People section encourage people to shed their reflex reactions and take a more considered and thoughtful look at where the needs may lie. One of the key techniques used is the encouragement of participants to reflect on their own personal experiences of growing up. Questions such as - What did we think our needs were when we were that age? - are asked. One of the most important questions is - How did our opinion about our own needs differ from the views of our parents and other elders within the community? Undoubtedly, they did differ and it is that dynamic which many youth workers, voluntary and paid, have to manage effectively.

Being an adult working with young people is no easy task. Not only is there the crucial question of the inevitably differing interpretations of what constitute the real needs of the young people you are working with, but by virtue of being an adult tastes in important youth concerns such as music and clothes are also likely to vary. This heightens the importance of paying close attention to the

“Adults, through
their own
experiences, can
play a positive role
in working with
young people”

methods you adopt when working with young people. We refer to this as the leadership style, correctly reflecting the fact that though a large component of work with young people is listening, helping and supporting there is an inevitable leadership role to the work. Adults, through their own experiences, can play a positive role in working with young people. But if their approach to leadership provokes an adverse reaction from those they are working with the results will be negative. It is vitally important to look at questions of leadership style.

The training exercises in the Leadership Styles section cover a selection of the background issues that will enable choices to be made - how groups work, the style options, leadership skills and qualities and motivation. The exercises encourage people to reflect on their own contemporary experiences. For instance in the first exercise participants are asked to identify leaders that they admire and why they hold that admiration for them. Leadership can be a nebulous concept, and good leadership needs to closely relate to the situation in which it takes place and the personality of the individual person involved. Personal reflection that seeks to test and stretch established theory and knowledge is an important part of any training on this topic.

Please do not feel a requirement to stick to the ‘letter of the law’ on the exercises. They are, essentially, written in skeletal form. Amend and adjust language, examples and the flow of the exercise to your own setting. This will ensure its relevance. It is equally important that the creativity of the exercises is exploited. If the group being worked with becomes excited and interested in a particular issue that emerges it may be advisable to pursue that agenda rather than the structure of the exercise. The materials are designed to be helpful and stimulating rather than confining and restrictive.

The best of luck in your use of them.

SECTION ONE:

The Needs of Young People



INTRODUCTION

Adults who work with young people are often heard to say 'I know what young people need', but they very rarely sit down and assess what these needs are. They just take it for granted that they know. This training element requires people to take time out to check their assumptions about young people's needs. It asks people to:

- i) think back to when they were young and reflect on what it was like for them growing up;
- ii) look at society today and the attitudes held about young people;
- iii) assess the needs of young people; and
- iv) look at ways in which their particular Programme can meet those needs.

A NOTE ON METHODS

STRUCTURE OF THE MATERIALS

The materials are broken into six parts:

- 1. Preliminary Exercise - How People Learn** - A brief introduction to learning theory.
- 2. Initial Thoughts - The Needs Of Young People** - A short introductory exercise designed to start people thinking about the needs of young people.
- 3. Growing Up - Reflecting on Personal Experiences** - One thing everyone has in common is that 'we were all young once', yet it is easy to forget what it was like to be young. Our own experiences are valuable and can help us to reflect on young people's needs.

“Once we have looked at our experiences and opinions we can use this to analyse and assess the needs of young people we work with”

4. **Attitudes & Opinions - What Do We Think About Young People** - We all hold values about what we think is right and wrong for young people. These values will be a product of our own experiences and they can either help or hinder us when we work with young people. Before we can assess whether they are a help or a hindrance we need to be clear about what they are.
5. **Analysing Experiences and Opinions - What Do Young People Need?** - Once we have looked at our experiences and opinions we can use this to analyse and assess the needs of young people we work with. We will also look at some ideas from other people and see how these match our own.
6. **How Does Your Programme Meet These Needs And What Resources Are Available?** - We can now apply our knowledge to any particular programme and ensure that young people's needs are taken into account. As well as this we need to look at the resources we have and see if we are making the best use of them. Some firm plans will be drawn up at this stage.
7. **Review of the Training** - It is important to review the effectiveness and efficiency of any training which has taken place.

A separate diagram (page 16) shows the outline for the training element. You may want to use this as an introductory explanation of what will be covered should you choose to use all of the materials in this section in the order outlined.

ARRANGEMENT OF THE MATERIALS

The training materials are arranged according to the six sections of the training element and for each section there are:

- a selection of training exercises; and
- some back-up materials which you can photocopy, write on a blackboard etc.

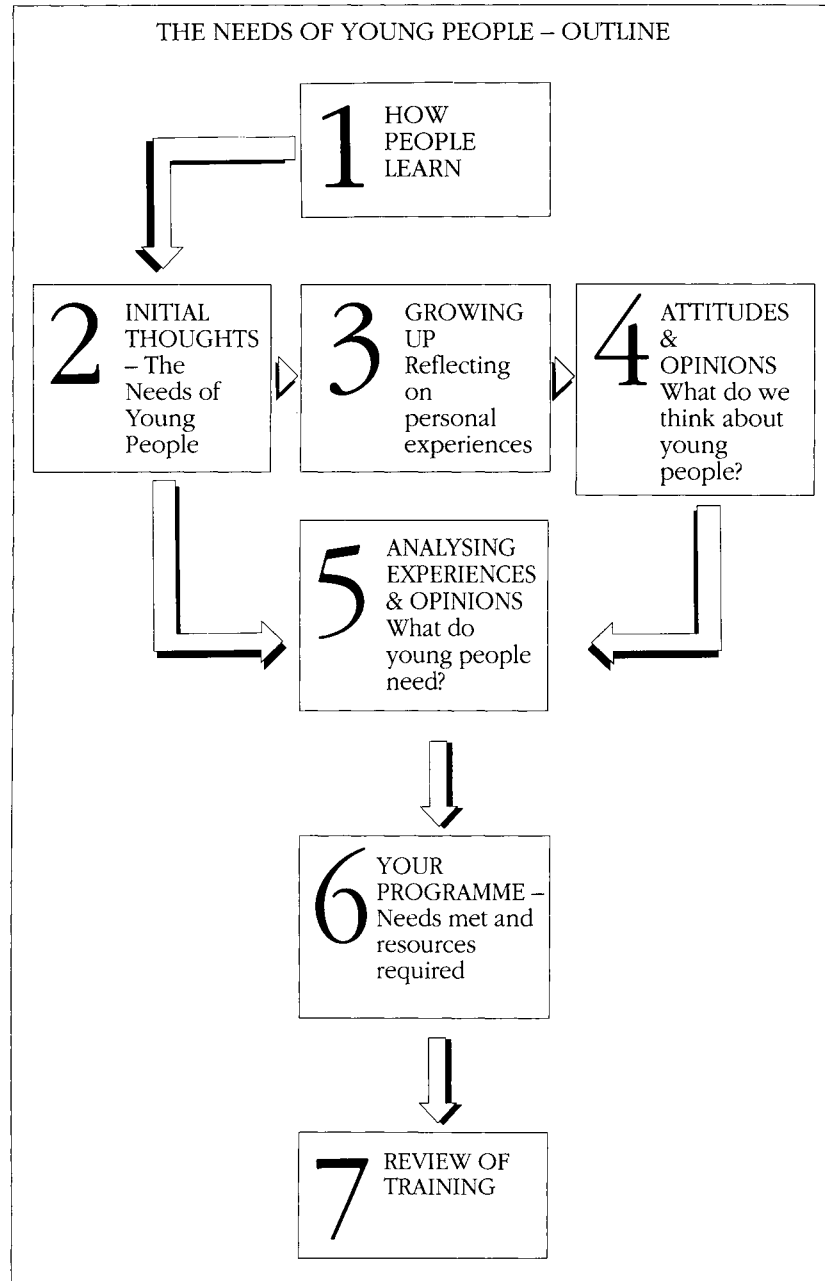
Should you decide to use all of the materials in the order outlined it is important that at least one exercise is done from each of the six sections but you can choose which one you want to use. The choice will depend on:

- the amount of time you have; and
- the training resources you have available.

At the end of this section some possible combinations have been outlined, explaining why particular exercises were chosen.

Alternatively, you may wish to use only one or two of the exercises as a contribution to a training programme that you have designed. The materials lend themselves to being used in such a manner.

THE NEEDS OF YOUNG PEOPLE – OUTLINE





1 PRELIMINARY EXERCISE - HOW PEOPLE LEARN

OBJECTIVE:

People learn different things from a range of people in a variety of environments – formal and informal. This exercise encourages people to reflect on how they best learn.

PREPARATION NEEDED:

- a) Photocopy or write up the briefing for the exercise.

- b) Plan how you will make your input e.g. will you give out the handouts, give a short talk etc.

TIMING:

The exercise will take approximately 40 minutes.

METHOD:

- 1 Explain the objective of the session.

- 2 Suggest that participants complete the following lists:
 - (a) Two things they learnt from a friend who is the same age.

 - (b) Two things they learnt from their parents or their parents' friends.

 - (c) Two things they learnt from someone whose job it was to teach them, eg, a school-teacher or an elder in the community.

- 3 Encourage them to discuss in pairs how the learning took place - what happened that encouraged them to learn?

4. Whilst remaining in pairs, ask them to contrast the three different learning experiences - from friends, adults and 'teachers'. What was the same? What was different?

5 Gather together as a group and consider the following overall questions:

- What specifically did they learn in each case?
- What particular situation encouraged them to learn?
- What was it about their approach to the learning that helped them to learn?
- What was it about the approach of the people that they learnt from that helped them to learn?

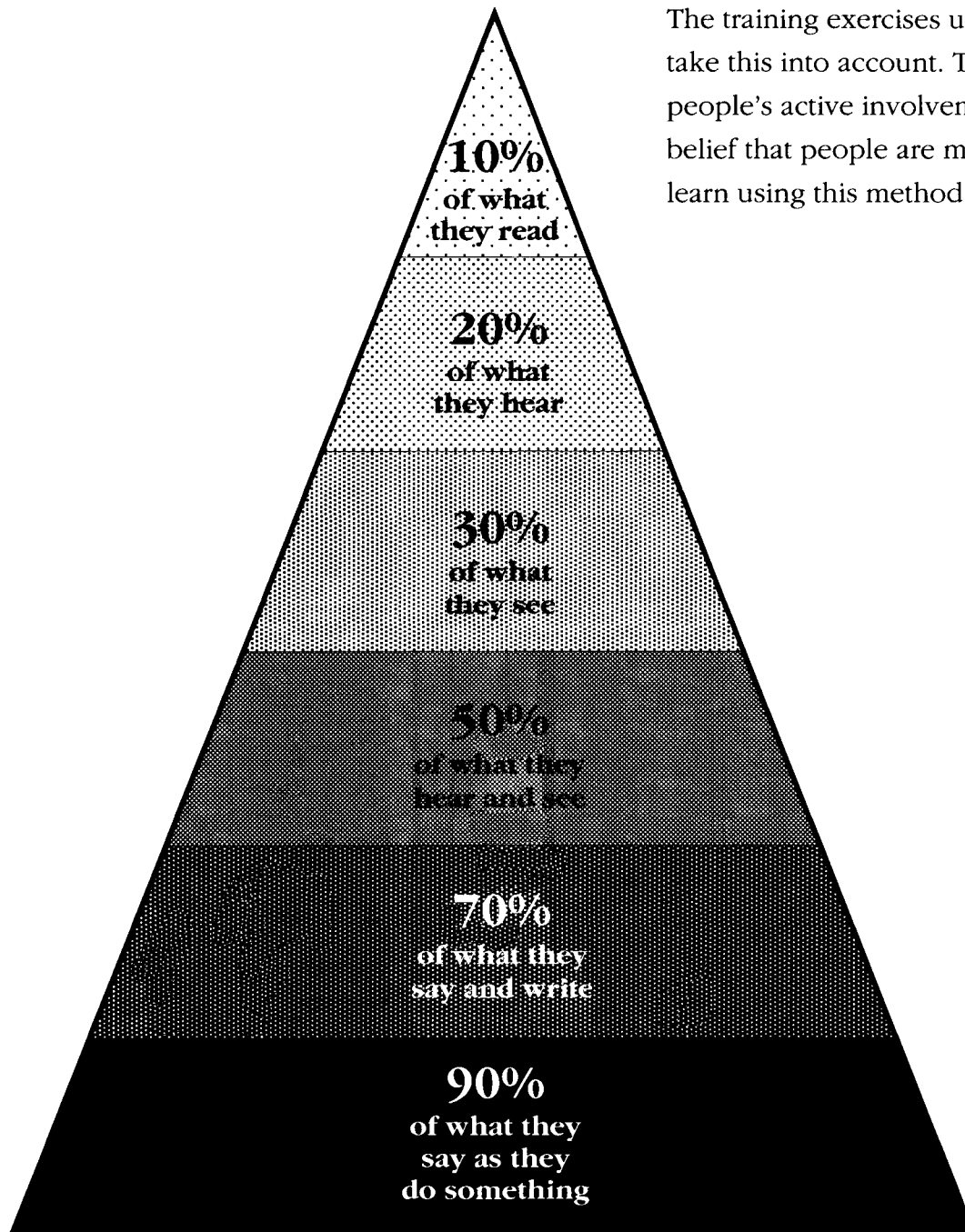
Answers can be written up on newsprint or on a blackboard.

6 The trainer needs to summarise the points made by the group and include some of the points made in the handouts which accompany this session.

DALE'S CONE OF EXPERIENCE

Adapted from Wiman & Mierhensy 'Educational Media'

PEOPLE GENERALLY REMEMBER



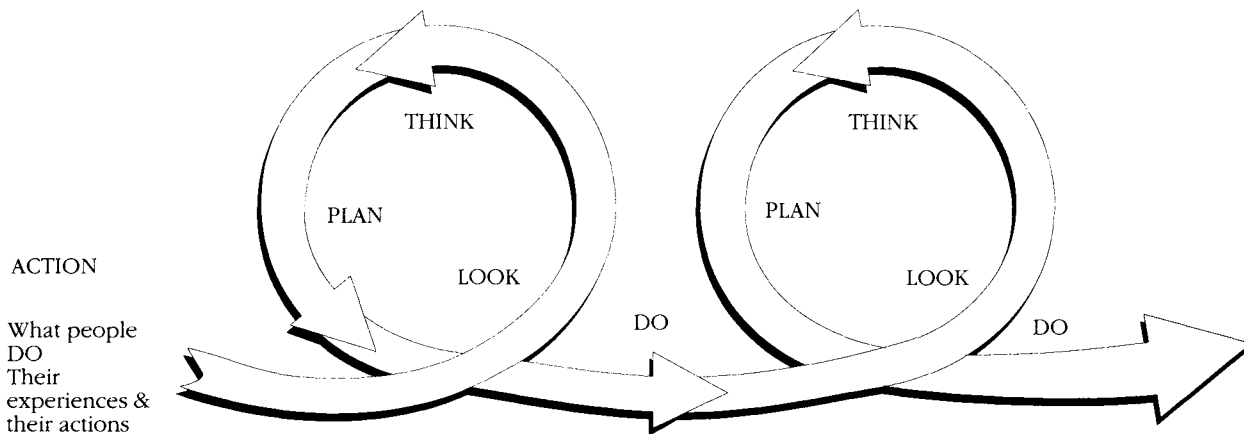
The training exercises used here take this into account. They require people's active involvement in the belief that people are more likely to learn using this method of training

REFLECTION AND ACTION: A WAY OF APPROACHING TRAINING

This training package uses this model as the basis of learning. It starts with people's experiences, asks people to examine these, there is some additional input on the thoughts of others and after this participants plan how to incorporate their thoughts into their programme.

It recognises the value of people's experiences and the contribution these experiences can make. This approach is particularly useful where you are looking at people's attitudes and values.

REFLECTION



Taken from Training for Transformation by C. Hodzi et al, published by Mambo Press



2 INITIAL THOUGHTS - THE NEEDS OF YOUNG PEOPLE

OBJECTIVE:

To get people thinking about the needs of young people.

METHODS:

i) A Round - Rounds involve each participant in turn making a short statement. The group needs to be seated in a circle but, other than this, no special preparation is required. Rounds are a quick way of focussing people's minds. With a group of 12 the exercise will take from 3-5 minutes.

Some examples:

- a) When I was 16 I was;or
- b) My favourite place when I was 16 was;or
- c) Young people of today are

ii) Three-time Rhythm - A variation to a round which again is quite quick and does not involve any preparation other than getting people to sit or stand in a circle.

Introduce a rhythm - clap - clap - space - clap - clap - space etc. Going around the circle get each person to call out a word which says something about young people. They should say this in the space between claps. You may want to do a few rounds of this.

iii) When You Were Young

You will need copies of the 'When You Were Young?' question sheet. An example of this is provided. You may want to use this or you could make up your own.

Approx. 10-15 minutes for a group of 12-24 is required.

Give everyone a question sheet and explain that the object of the

“My favourite
place when I
was 16 was...”

exercise is to fill in all the squares with as many different names as you can. You do this by approaching people and asking them a question from the sheet. If they say yes, you write their name in a square and move on and ask another person another question. If they say no, ask them another question. You may want to decide on a particular age, for example 16.

WHEN YOU WERE YOUNG

Approach people and ask them a question from the sheet e.g. 'When you were young did you like playing sport

If they say yes, write their name in the square. If they say no, ask them another question. Try to fill the sheet with as many different names as possible.

Spend a lot of time on your own	Like playing sport	Have to help out at home
Have a large group of friends	Enjoy going to school	Have one particular friend
Obey your parents	Think most adults were boring	Like doing risky activities
Like reading	Feel shy when meeting new people	Worry about what others thought about you
Have a boyfriend or girlfriend	Like going to parties/dances etc	Like going to church



3 GROWING UP - REFLECTING ON PERSONAL EXPERIENCES

OBJECTIVE:

To encourage people to reflect on their own experiences when growing up and see how this compares to the experiences of young people today.

PLEASE NOTE:

The exercises outlined below ask people to disclose some of their memories when growing up. For some people this period may have been a painful and traumatic time and it is important for the trainer to be sensitive to this. Inform people that it is up to them what they share with others.

METHODS:

i) Instant Memories

PREPARATION:

Write the four statements below on a piece of newsprint or on a blackboard.

TIMING:

The exercise will take about 35 minutes.

WHAT TO DO:

Ask people to form into pairs and take 10 minutes each to discuss their conclusions to the following:

As a teenager -

- a) I enjoyed
- b) The person who influenced me most was
- c) The three things I liked were
- d) The three things I would have changed were

“...ask people to disclose some of their memories when growing up...”

(You could vary the statements and/or decide to focus on a specific age.)

Bring everyone back together in a circle and ask for some feed-back. Take a few points on each of the statements and then ask people if they think today's young people enjoy similar things and share the same concerns.

ii) What Was It Like Growing Up?

PREPARATION:

Newsprint and pens should be available.

TIMING:

The exercise will take 50 minutes approximately.

WHAT TO DO:

Ask people to get into groups of 4-5 people. Each group will need three sheets of newsprint and some pens.

Each piece of newsprint should be headed with a different age range, e.g. 5-10, 11-15, 16-20. Choose the age range according to your own society, for example if primary schooling finishes at 11 and compulsory secondary school finishes at 16, you could choose 5-11, 12-16, 17-21 as the three categories.

In their groups people should be asked to think back to when they were that age and discuss

- what they were like
- what they enjoyed
- what they didn't enjoy

These points should be noted down on newsprint.

Bring the group back together and ask one person from each group to summarise the discussions. Ask people for the similarities and differences within their groups. Did they all share the same experiences, was growing up the same for girls as for boys, did people grow up in different eras, if so what difference did this make, etc.

iii) Guided Memories

PREPARATION:

You need to have a script prepared. This will give you the main headings you will use to trigger people's memories. An example of this is provided.

TIMING:

The exercise will take 40 minutes approx.

WHAT TO DO:

Ask people to get into a comfortable and relaxed position. Tell them that you are going to try to get them to remember what it was like for them growing up. You are going to do this by suggesting that they remember certain people and events in their lives. Ask people to close their eyes and you should start reading through your script - try to use a quiet and relaxed tone of voice.

After you have done this ask people to pair up with someone and spend a few minutes chatting about the memories that come back to them.

Bring the whole group back together and ask for some examples of what came to mind and then ask people if they think today's young people would share similar experiences.

GUIDED MEMORIES - An Example Of A Script

I'm going to ask you to think back to some memories of growing up. What is your earliest memory pause is it about you on your own, or with parents pause other relations pause friends stop for a few seconds.

Do you remember your first day at school pause were you happy sad did you know anyone at the school.

What about your teachers in that first school what were they like and your friends can you remember a game that you liked playing in the playground at home

Now you're a bit older do you have the same friends like to do the same things did you spend more time at home or with friends perhaps you developed a hobby or interest what adults were important in your life what did you think of them was there anyone you particularly admired who was it why did you like them.

At 14/15 what were you like can you remember a time you particularly enjoyed what happened were you ever worried about anything or angry about anything

When did you feel you had 'grown up' when did you feel you were an adult did you think young people today go through similar things to you

OK, you're back to the present now, can you open your eyes, get up and stretch and wander round the room a bit.



4 ATTITUDES & OPINIONS - WHAT DO WE THINK?

OBJECTIVE:

To examine people's attitudes and opinions to young people in order to see how this affects their views on young people's needs.

METHODS:

i) Collage on young people

PREPARATION:

You will need

- A selection of newspapers and magazines (you could ask people to bring some with them)
- scissors
- glue
- pens
- copies of the 'Our Values' handout (see main section of training pack)

TIMING:

The exercise will take 1 hour approximately.

WHAT TO DO:

Divide into groups of 6-8. Inform people their task is to produce a collage which sums up what they think about young people. Give people half an hour to do this.

Bring people back together and:

- Stick the collages up on the wall and ask a representative from each group to highlight the main message/s they are putting across.

- Lead a discussion around the following points:
Are young people really like this? Do the collages say more about us and our values than they do about young people?
- Give out the 'Our Values' handout and go through this. Ask for some answers to the three questions on the sheet, focussing specifically on the question - 'How do your values affect your work with young people.'

ii) What I Think About Young People - Questionnaire

PREPARATION:

You will need copies of a questionnaire on 'What I think about young people'. An example of one is provided but you may want to change some or all of the questions to make them more applicable to your society.

You will also need copies of the 'Our Values' handout.

TIMING:

The exercise will take about 1 hour.

WHAT TO DO:

Hand out copies of the questionnaire and give people 5 minutes to complete it on their own

Divide people into groups of 3-4 and ask them to discuss their answers for 25 minutes.

Bring the whole group back together and ask them for some feedback on their discussions. You could start off by asking 'were there any disagreements?' and explore what these were. Take about 15 mins for this.

Give out the 'Our Values' handout and go through this. Refer back to the Questionnaire during this discussion. The answers people gave will give an indication of some of their values. Spend most time on the final question - "How do our values affect our work with young people?"

iii) What I Think About Young People - Discussion Topics

PREPARATION:

You will need to have prepared a number of discussion topics. The

questions in the questionnaire. 'What I think about young people', could be used here. You will also need copies of the 'Our Values' handout.

TIMING:

The exercise will take 45 minutes approximately.

WHAT TO DO:

Divide into 4 groups.

Give each group two discussion topics and tell them they have 15 minutes to discuss the two topics.

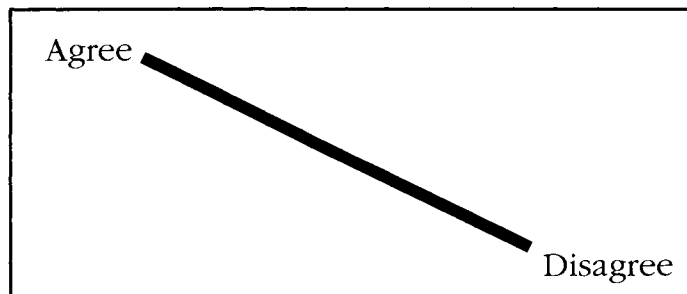
Bring the whole group back together and ask representatives from each group to sum up the range of opinions on each of their topics.

Give out the 'Our Values' handout and go through this. Refer back to the opinions which came out during the discussions - these will give an indication of people's values. Spend most time on the final question - How do our values affect our work with young people?

iv) What I Think About Young People - The Opinion Game

PREPARATION:

You will need a set of cards and an agree/disagree continuum for each group. Each card should have a separate statement written on it. You could use the statements used in the Questionnaire 'What do I think about young people.' Each group should have the same set of statements. The agree/disagree continuum can be drawn on a large sheet of newsprint e.g.



You will also need a copy of the 'Our Values' handout.

TIMING:

The exercise will take 1.5 hours approx.

WHAT TO DO:

Divide people into groups. Maximum of 8 people. Minimum of 5.

Explain the process. The Opinion Game briefing sheet outlines this. It is helpful for each group to have a copy of this.

Give people half to three quarters of an hour to discuss the cards. After this time ask each group to spend 10 minutes reflecting on their discussions - what do they think about young people?

Bring everyone together and ask for some feedback:

- a) on any points where there were disagreements; and
- b) what they think of young people

Give out the 'Our Values' handout and go through this. Refer back to the Opinion Game discussions. The views people expressed will give an indication of their values. Spend most time on the final question - "How do our values affect our work with young people?"

OUR VALUES

WHAT DO WE MEAN BY VALUES?

A value is something that is desirable or has worth. To value something is to rate it highly.

For example, if you are religious you may value the comments made to you by a church minister. If you are an atheist then those same comments may have a lot less value.

In this sense we may say that values are those things that show how a person has decided to live their life. Values influence and guide how people behave.

* What things, people, opinions, etc. do you value?

WHERE DO VALUES COME FROM?

We all have our own values but where have these come from? Sometimes it is difficult to trace the things that have influenced us.

It could be families, school, work, friends, the media, etc.

* Who/what has influenced your values?

WHY ARE THEY IMPORTANT?

It is important to try and work out your personal values. Whether you are aware of them or not they still affect your thoughts and your behaviour. They also affect how you relate to other people. When working with young people the values we hold may sometimes help or hinder us in our work.

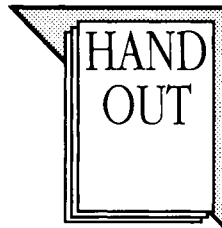
* How do your values affect your work with young people?

THE OPINION GAME - Briefing Sheet

- 1 Each group will have a set of cards and an agree/disagree sheet.
- 2 Each person in turn should pick up a card, read it out and place it where they think it should go on the agree/disagree continuum. They should give reasons explaining why they have placed it in that position.
- 3 After this other people can say where they would have placed the card. You can spend time discussing the different opinions but only the person who put the card down can move it.

When you are ready move on to the next card.

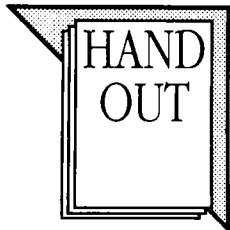
- 4 NB. This sometimes works best when the group is involved in lots of movement. You can use the whole room or space available. Take two chairs and put one at each end of the room. Label one “strongly disagree” and the other “strongly agree”. Your line is the imaginary straight line between the two chairs. To place their cards people have to move and place them, creating speculation, anticipation and a focus of attention.



WHAT I THINK ABOUT YOUNG PEOPLE

(Before completing the questionnaire, the group should decide what age they are referring to, e.g. Young People aged 14-16, Young People aged 18.)

	Agree strongly	Agree	Unsure	Disagree	Disagree strongly
1 Things are much better for young people today than they were 20 years ago.	1	2	3	4	5
2 Young people need more freedom and less interference from adults.	1	2	3	4	5
3 Adults should respect the wishes and views of young people.	1	2	3	4	5
4 Young people should be free to choose their own religion.	1	2	3	4	5
5 Young women do not get equal treatment in this society.	1	2	3	4	5
6 Young people cannot be expected to be treated as adults until they can earn their own money.	1	2	3	4	5
7 Young people at school and college should have a say in what is taught.	1	2	3	4	5
8 Young people should be encouraged to enjoy themselves.	1	2	3	4	5



- | | | | | | | |
|----|---|---|---|---|---|---|
| 9 | Too much discipline is bad for young people. | 1 | 2 | 3 | 4 | 5 |
| 10 | Young people should obey the wishes of their parents. | 1 | 2 | 3 | 4 | 5 |
| 11 | (Please add your own) | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
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| 20 | | | | | | |



5

ANALYSING EXPERIENCES & OPINIONS - WHAT DO YOUNG PEOPLE NEED?

OBJECTIVE:

To use the discussions on people's experiences and opinions to make an informed assessment of the needs of young people.

i) Play about young people's needs

PREPARATION:

You will need to prepare a briefing for the group about your expectations of the play, including:

- It should have dialogue that reflects on their perceptions of the needs of young people;
- It should have a single plot that highlights a dilemma or conflict that they believe young people experience;
- The group will be expected to act out the play and answer questions later; and
- Their acting and writing abilities will not be judged - it is their analysis of the needs of young people, inherent in the play, that will be examined.

TIMING:

The exercise requires 2-4 hours depending on the circumstances and the depth of discussion you require from the group.

WHAT TO DO:

Arrange the large group into small groups of 6-8 people. Inform them that you are going to ask them to write and perform a play that highlights their analysis of the needs of young people.

Provide the briefing, as indicated above, and establish the time boundaries.

“Encourage each group to compare and contrast their own ideas with those you have presented”

When the play(s) have been written and performed encourage a discussion on the perceptions of young people's needs that have been highlighted, where those perceptions come from and debate any conflicts and disagreements.

ii) Young People's Needs - The Top Ten Listing!

PREPARATION:

You will need newsprint and pens.

TIMING:

The exercise will take about 30 minutes.

WHAT TO DO:

Divide people into groups of 4-5.

Ask them to reflect back on the discussions they have had about experiences and values and use these to help them come up with a list of 10 things which young people need. Give them 10 minutes to do this.

Bring the groups back together and put each of the lists up on the wall. Compare and contrast them.

Give out one or more of the handouts on young people's needs or do a short input or lecture. You may want to cover all the points made in the handouts or you could choose one which you think is most relevant to your society.

Encourage each group to compare and contrast their own ideas with those you have presented.

iii) Agreeing Young People's Needs

PREPARATION:

You will need some index cards, some small pieces of paper and some large sheets of newsprint.

Also, handouts or a prepared input on young people's needs.

TIMING:

The exercise will take 45 minutes approx.

WHAT TO DO:

Give each person 4 cards or 4 pieces of paper and ask them to write down 4 needs young people have, one on each card or piece of paper.

Ask people to get into pairs and give them 5 minutes to discuss what they have written and agree on 6 needs. This will mean eliminating two, changing the wording of some, etc.

Then ask each pair to join with another pair and agree on 8 needs. Again, this will mean negotiating. The final lists should be written on newsprint.

Bring the group back together and put each list on the wall. Compare and contrast them.

Give out one or more of the handouts on young people's needs or do a short input or lecture. You may want to cover all the points made in the handouts or you could choose one which you think is most relevant to your society. Encourage the group to compare and contrast their own ideas with those you have presented.

A YOUNG PERSON'S LOT...

TEN DEVELOPMENTAL TASKS

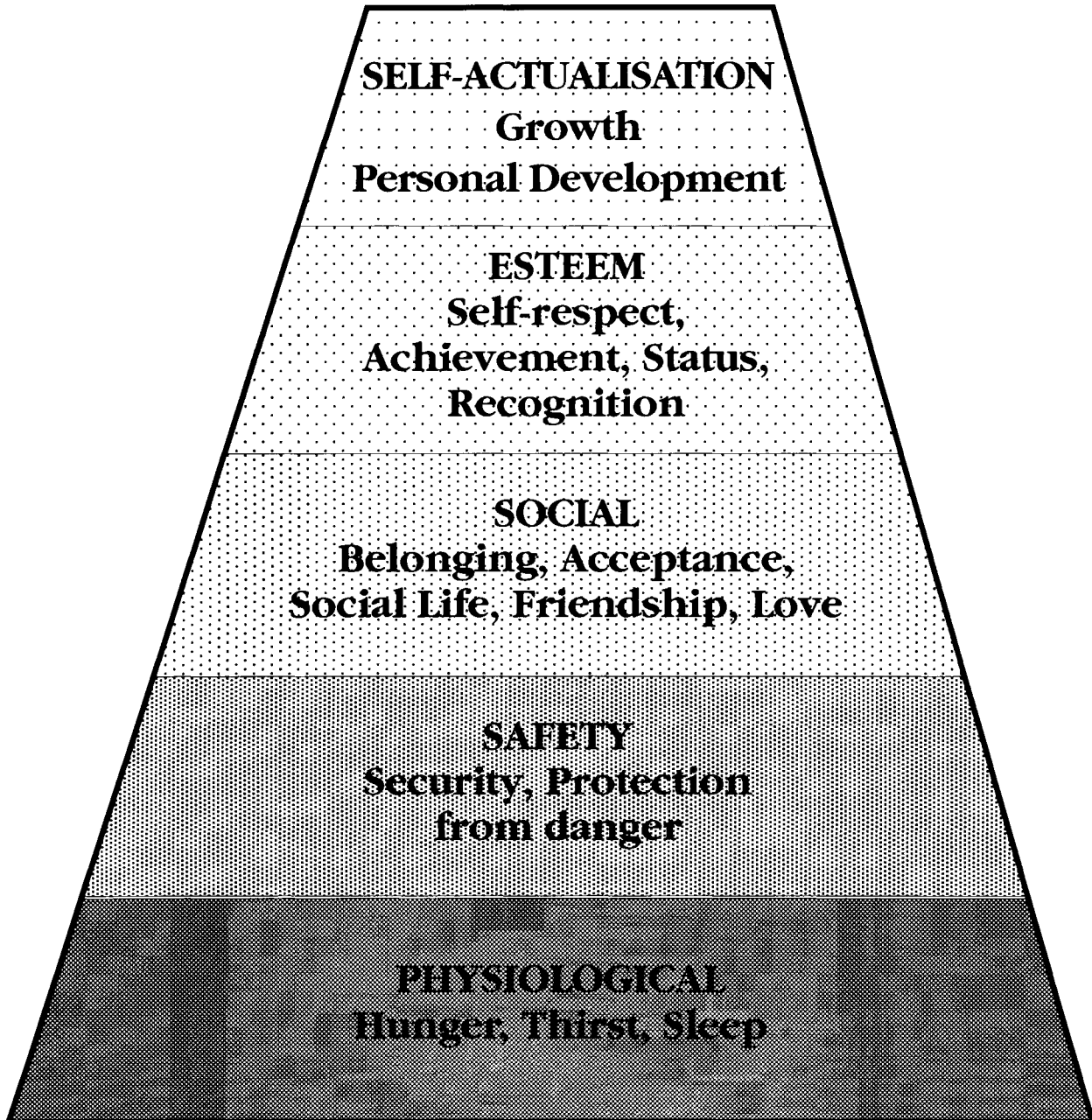
In developing as a person, young people are sorting out their feelings and beliefs, making sense out of confusion.

These ten developmental tasks form the agenda for young people.

- 1 DEVELOPING COMPETENCE
"What do I do well?" Knowing myself and my strengths and weaknesses. Setting realistic goals for myself and managing my life.
- 2 DEVELOPING AUTONOMY
"Can I sort things out on my own?" Initiating, planning and solving problems on my own. Fitting in my own needs with those of others.
- 3 DEVELOPING VALUES
"What do I believe in?" My values, ideals and dreams. Standing up for what I believe in, becoming more informed, looking for and checking out choices and opinions.
- 4 IDENTITY
"Who am I?" What sort of person am I, what do I look like, what do other people think of me? What could I be like? How can I change?
- 5 SEXUALITY AND ME
"Who am I as a sexual person?" My sexual identity and values. How can I express myself sexually. Relationships, contraception, sexual abuse, homosexuality/lesbianism, sex role stereotypes.
- 6 DEVELOPING FRIENDSHIPS
"How do I get on with my friends?" What does friendship mean? Being on my own, being lonely.
- 7 LOVE AND RELATIONSHIPS
"Should I commit myself to someone else?" Being responsible, being possessive, knowing myself and what I want, dealing with conflicts and disagreements, making choices.
- 8 WORK AND NON-WORK
'Give us a job' What do I want, what can I get? What can I do? Pressures from family, schooling, friends.
- 9 BEING INVOLVED IN THE COMMUNITY AND SOCIETY
'How do I fit in?' Participating or not participating, contributing, leading, destroying, protesting.
- 10 FREE TIME AND LEISURE
'It's boring around here!' What do I want to do with my free time? What's available and how can I make use of it?

Source unknown

HIERARCHY OF NEEDS



If one of our stronger (base) needs is threatened we jump to protect it.

For Example: You do not worry about status if you are starving.

A.H. Maslow: Motivation and Personality, Harper and Row, New York.

YOUNG PEOPLE'S DEVELOPMENTAL NEEDS

Young people have all sorts of needs that have to be provided for:

For example - Food, Warmth, Protection from harm, Privacy, Clothing, Love and Security

THE NEED FOR RESPONSIBILITY

If we wish young people to grow into responsible adults, then we must encourage them to take responsibility for themselves and others, and trust them to do it.

THE NEED FOR NEW EXPERIENCES

Young people need to have opportunities to explore and learn about the world around them, to try new experiences and challenge attitudes.

THE NEED FOR PRAISE AND RECOGNITION

Young people are rehearsing for maturity, trying on different roles for size. They have a tremendous amount of learning to do, and need incentives to encourage them to enjoy their successes and learn from their mistakes.

THE NEED FOR CREATIVE EXPRESSION

Young people need to have many opportunities to express their opinions, beliefs, feelings and thoughts; and plenty of time to share ideas with other people in an atmosphere of tolerance and respect.

Adapted from: 'It Ain't What You Do', Published by: Youth Clubs, UK.



6 YOUR PROGRAMME - NEEDS MET AND RESOURCES REQUIRED

OBJECTIVE:

To examine how your programme can meet young people's needs.

PREPARATION:

You will need newsprint and pens.

TIMING:

The exercise will take 1 hour approx.

METHOD:

On 3 separate sheets of paper brainstorm the following:

1. The needs of young people
2. Activities and opportunities provided by your programme.
3. Resources available locally.

Divide into groups of 6-8 and ask people to divide a piece of newsprint into three columns headed needs, activities and opportunities, and resources. Ask people to mix and match the three brainstormed lists.

Compare and contrast the lists.



7 REVIEW OF THE TRAINING

OBJECTIVE:

To encourage people to reflect on what they have learnt from the session(s).

i) Group statements

Divide people into groups of 4-5. Give them a few minutes to discuss the training element and ask them to come up with a statement which sums up what they have learned. Take each statement in turn.

ii) Written responses

You will need some sticky labels. Give one to each person and ask them to write on the label two short sentences:

- giving their views on the training element;
- stating what they have learnt.

Ask people to place them on a sheet of newsprint.

iii) A Round

Ask each person in turn to make a short statement on

- The most important thing I have learnt from this training element is ... or;
- One thing I will remember about young people's needs is...

SECTION TWO: Leadership Styles



INTRODUCTION

Leaders work in various ways. Some 'lead from the front', others prefer to take a 'back seat' approach, some see their major responsibility as getting the job done, others see their role as ensuring that everyone takes collective responsibility for getting the job done. It is important for people to be aware of different approaches to leadership as they can then choose which style of leadership to adopt. This choice will depend on a number of factors, including the task or activity being undertaken, the group or individual they are working with, the skills or personality of the leader and the environment in which the initiatives take place.

The materials are broken into 6 parts:

STRUCTURE OF THE MATERIALS

- 1. Initial Thoughts - Leadership Styles** - This involves doing a short introductory exercise designed to get people thinking about the subject matter of the training element.
- 2. How Groups Work Together** - Much of our life is spent in groups, whether this be at school, with family, a sporting or interest group, etc. Some of these groups we will enjoy and feel part of, others may make us feel shy or self-conscious. In this part of the session we will analyse some aspects of group behaviour by looking at things to take account of when working with groups and factors which can help or hinder a group's work.
- 3. Leadership Styles** - Sometimes when we are working with groups we are expected to take on a leadership role. At other times, individuals may come to us because we are seen to be the leader/the person in charge. How we choose to behave as a leader can and does affect other people. We will look at some different styles of leadership and assess when it is appropriate to use these styles.

4. **Leadership Skills and Qualities** - Whichever style of leadership you use there are skills and qualities which you can develop which will make you a more effective leader. We will examine these and you will be encouraged to assess your own strengths and weaknesses.
5. **Motivation** - Leaders often have to get things done. Sometimes those we are 'leading' are keen to get on with their work, but at other times, they are reluctant to take action; perhaps they are not in the right mood or lack confidence. This section looks at some theories on motivation and provides some practical ideas on motivating people.
6. **Review of the Training**- This involves reflecting on what has been learned from this training element.

A diagram outlining the sections to be covered is included. You may wish to use this to introduce the session.

LEADERSHIP STYLES

8 INITIAL THOUGHTS –
LEADERSHIP STYLES



9 HOW GROUPS
WORK TOGETHER



10 LEADERSHIP
STYLES



11 LEADERSHIP SKILLS
& QUALITIES



12 MOTIVATION



13 REVIEW OF
THE TRAINING



8 INITIAL THOUGHTS - LEADERSHIP STYLES

The purpose of doing one of these exercises is to get people to start thinking about the subject matter for this session. If you have been running your training on different evenings then the exercise also acts as a 'warm-up'.

Three exercises are outlined - two 'rounds' and one which requires more movement and activity and has the added bonus of encouraging people to work in groups.

ROUNDS

a) Groups You've Enjoyed Being Part Of - ask each person in turn to say who/what the group was and sum up why they enjoyed being part of it in a short phrase or sentence

or

b) Leaders You Respect - ask each person in turn to say who the leader is and why they respect them

VARIATIONS

Instead of going around the circle:

a) Give people 5 minutes to talk to three different people. Then ask for a few examples of the groups or leaders mentioned.

b) Ask people to spend 5 minutes in a pair talking about the groups or leaders. People can then introduce their partners' choices.

Obviously, these variations will take longer than a straight round.

STRUCTURES

Divide the group into sub-groups of 5-8 people. Their task is to form themselves into a structure by linking themselves together. They cannot

“...everyone in the group needs to be linked into the structure in some way”

use any furniture and everyone in the group needs to be linked into the structure in some way.

To save time you could offer a choice of structures:

e.g. A helicopter

A tractor

A ship/boat

A combine harvester etc.

Give the groups 15 minutes to prepare their structure and then have each group in turn demonstrate their creation.

VARIATIONS

a) Here this exercise is being used as a warm-up or focusing exercise but you could develop it a little by asking people how they enjoyed working together, did everyone feel involved, etc.

b) An additional task for the group could be to allow everyone the chance to be the builder (or leader), the follow-up discussion can then look at how each person approached the task. This exercise could then be used as part of Section 10 - Leadership Styles.



9 HOW GROUPS WORK TOGETHER

OBJECTIVE:

- a) To analyse some aspects of group behaviour; and
- b) To look at factors which can help and hinder a group's work

A NOTE ON TRAINING METHODS

The 3 exercises outlined in this section are experiential. They require people to take part in a structured activity and from this involvement to learn some aspects of group behaviour. What happens during the exercise, i.e. the process, is more important than the result, i.e. the product. So always allow time for discussion on what happened during the task.

(i) - A Murder Has Been Committed

GENERAL INFORMATION

This exercise is suitable for groups of 12-27 people. It requires a certain amount of literacy as each person has to be able to read out the clue they have been given. The time the exercise will take can vary. You may want to set an upper time limit but groups usually want to complete the task. If you use this exercise be prepared to vary your training schedule.

PREPARATION

You will need to have the 27 clues written out. Each clue needs to be written on a separate sheet of paper.

TIMING

Solving the Murder can take from 15 minutes to 1 hour. You will need an additional 45 minutes to do the feedback and second stage of the exercise.

WHAT TO DO

Have everyone seated in a circle and then read out the following explanation.

This is adapted from Lifeskills Teaching Programme No. 4, by Hopson and Scally, Lifeskills Communications, 1988

“When they have arrived at the solution allow a few minutes relaxation before moving on to the feedback”

“We are going to engage in an exercise in group problem solving. A murder has been committed and each of the pieces of paper I am holding in my hand contains a clue that will help solve the mystery. You must discover the murderer, the weapon, the time of the murder, the place of the murder and the motive. All these can be discovered from the clues which you will have. Any time you think you know all five answers and all the group agrees, you must put them to me. I will only tell you whether all five answers are right or wrong. If part of the answer is incorrect I will not tell you which answers are wrong.

You may set about solving the murder as soon as all the clues have been distributed. You may not, however:

- a) Pass your clues around or show them to anyone else.
- b) Leave your seats or move from your chair.
- c) Write anything down. This means all clues must be shared verbally.”

Give out the 27 clues in any order, one to each person. Go round the circle a second time, if necessary. Each person should have one or two clues. It does not matter if some have one and others have two.

NB The exercise is not effective with less than 12 people.

Once you have given out the clues do not interfere or answer questions from the group. Leave them entirely alone but observe carefully all that happens. Only answer when they have put a solution to you. When they have arrived at the solution allow a few minutes relaxation before moving on to the feedback.

CLUES - See separate sheet.

SOLUTION - This must not be seen by the group before or during the exercise.

After receiving a superficial gunshot wound in the thigh from Mr Jones, Mr Kelley went to Mr Scott's apartment where he was killed by Mr Scott with a knife at 12.30 a.m. because Mr Scott was in love with Mr Kelley's wife.

After the group has completed the task, seek general reactions.

- what did people think of the exercise?
- how did the group approach the task?

- how well did the group work together?

Allow 15 mins for this.

Then split the group into sub-groups of 5-8 and ask each group to produce two lists, preferably on newsprint.

The two headings are:

What helped the group work together

What hindered the group working together

Give them 10 minutes to do this.

Bring the group back together and compare and contrast the lists.

Give out copies of the handout 'Some Aspects Of Group Work' and/or highlight some of the main points made in the handout.

CLUES

- 1 Mr Kelley's blood stains were found on the carpet in the hall outside Mr Jones' apartment.
- 2 It was obvious from the condition of Mr Kelley's body that it had been dragged a long distance.
- 3 When the police tried to locate Mr Jones after the murder, they discovered that he had disappeared.
- 4 The lift man said that Miss Smith was in the lobby of the apartment building when he went off duty.
- 5 Miss Smith said that nobody left the apartment between 12.25 a.m. and 12.45 a.m.
- 6 Miss Smith often followed Mr Kelley.
- 7 Mr Jones had told Mr Kelley that he was going to kill him.
- 8 The lift man saw Mr Kelley's wife go to Mr Scott's apartment at 11.30 p.m.
- 9 The lift man said that Mr Kelley's wife frequently left the building with Mr Scott.
- 10 Mr Kelley's body was found in the park.
- 11 Mr Kelley's body was found at 1.30 a.m.
- 12 The lift man went off duty at 12.30 a.m.
- 13 Mr Kelley had been dead for one hour when his body was found according to a medical report.
- 14 Mr Kelley's wife disappeared after the murder.
- 15 Police were unable to locate Mr Scott after the murder.
- 16 Mr Kelley had destroyed Mr Jones' business by stealing all his customers.

- | | |
|----|--|
| 17 | Miss Smith saw Mr Kelley go to Mr Jones' apartment building at 11.55 p.m. |
| 18 | Mr Kelley was found dead with a bullet hole in his thigh and a knife wound in his back. |
| 19 | Mr Jones shot at an intruder in his apartment building at 12.00 midnight. |
| 20 | The lift man reported to police that he saw Mr Kelley at 12.15 p.m. |
| 21 | The bullet taken from Mr Kelley's thigh matched the gun owned by Mr Jones. |
| 22 | The knife found in Miss Smith's yard had Mr Scott's fingerprints on it. |
| 23 | The lift man saw Mr Kelley go to Mr Scott's at 12.25 a.m. |
| 24 | Only one bullet had been fired from Mr Jones' gun. |
| 25 | Mr Kelley's bloodstains were found in Mr Scott's car. |
| 26 | A knife with Mr Kelley's blood on it was found in Miss Smith's yard. |
| 27 | When the lift man saw Mr Kelley, Mr Kelley was bleeding slightly, but did not seem too badly hurt. |

(ii) - Tower Building

This exercise asks each group to build a free standing tower with the materials supplied. It is up to you to select these materials. Children's building blocks, such as 'Lego', are ideal but a pack of playing cards, sticky tape, drawing pins, string or pieces of wood will do just as well. Usually groups are given the same materials, for example the same number of building blocks, same length of string etc. as this adds a competitive edge to the task.

PREPARATION:

Prepare a set of materials for each group. Have copies of the 'Some Aspects of Group Work' handout available.

TIMING:

The exercise will take about 1 hour.

METHOD:

Divide the group into sub-groups of 5 - 8 people.

Explain the task - you can either read out the instructions or write them on newsprint - one copy for each group. Each group has been given the task of building a free standing tower with the materials supplied. Each group has the same materials.

- a) Build the tower as tall as possible.
- b) It must include one arch and one window.
- c) It must stand free long enough, for it to be measured without the aid of artificial support.
- d) You have 20 minutes to build the tower.

During the exercise spend some time in each of the groups observing proceedings.

After 20 minutes allow some time for people to have a look at each of the towers and measure them, if necessary.

Bring the group back together in a circle. Ask for some general comments:

- What did people think of the exercise?;
- How did the groups approach the task?;

- How did the groups work together?

After this discussion brainstorm ideas around two headings:

What helped the group work together?

What hindered the group working together?

Give out copies of the handout 'Some Aspects of Group Work' and/or highlight some of the main points made in the handout.

VARIATION:

You could appoint an observer for each group. Their job would be to watch what happened as groups were doing the task and their comments would be taken during the feedback. If you do use observers make sure you give them a clear briefing on what to look for.

This exercise is from an original concept by Kevin Ford.

OBSERVER'S ROLE

Your task is to observe the group at work.

- 1 Note the interplay between members of the group.
- 2 Look out for the different ways in which people contribute to the proceedings by:
 - doing things
 - asking questions
 - making positive proposals
 - offering alternative suggestions
 - describing why ideas won't work
 - encouraging the testing of ideas
- 3 Note whether the various comments being made follow one another logically and relate to what the group is trying to do.
- 4 Note when the group starts to work whether they all know what they are supposed to do.
- 5 Watch how the different personalities react to each other.

(iii) Getting things into the right order

GENERAL INFORMATION:

This is a little different to the previous exercise as it involves one sub-group doing the exercise whilst the other sub-group watches. The second group then has a chance to do the exercise after reflecting on the performance of the first group.

PREPARATION:

You will need two copies of the same magazine. Ideally the magazine should have 20-40 pages. All the pages of both magazines should be mixed together and placed in one pile.

TIMING:

The exercise will take about 1 hour.

WHAT TO DO:

Split the large group into two. Groups should not be larger than 8 so if you have, say, 20 people you could ask 4 to act as observers.

EXPLAIN THE PROCESS.

- a) Each group will have the same task - to put the mixed up pages of the two magazines back into order. They can organise themselves how they want.
- b) The group which goes first will be timed. Whilst they are reordering the magazines the second group should watch what they do and how they do it.
- c) After the first group has completed the task there will be a 10 minute break before the second group does the same task. Group A will use this time to reflect on how they worked as a group and how they could have improved their performance. Group B should use the time to plan how they will work together more effectively in order to improve on Group A's time.
- d) Group B then do the task. (Ask one of Group A to remix the pages.)

Bring the whole group back together and have a general discussion on the exercise.

- How did the two groups approach the task?
- What lessons did they learn about working in groups?
- What helped and hindered them?

Split the group into sub-groups A and B again and ask each group to produce a list of '10 Handy Hints for Working Together'. Give them 10 minutes to do this.

Compare and contrast the lists and then give out copies of the handout 'Some Aspects of Group Work' and/or highlight some of the main points made in the handout.

SOME ASPECTS OF GROUP WORK

It is important to be aware of the forces at work in the life of a group and to become more skillful in encouraging the group members to recognise the needs of others in the group.

The success of any group depends on the ability of its members to exchange ideas freely and to feel involved in the life and decisions of the group.

Every group should begin with some understanding of its TASK.

To achieve this goal or task, the members will be able to select different procedures which will be governed by the needs of individuals in the group.

GROUP NEEDS

What is going on?

One useful analysis of group life defines three main areas of need in a group:

1 Task Needs - e.g.

- Need to get a job done
- Need for a worthwhile goal
- Need for a clear goal
- Need for agreement about the goal
- Need for a plan of action calculated to achieve the goal
- Need to be able to recognise when the goal has been achieved

2 Individual Needs - e.g.

- Need to belong
- Need to contribute
- Need for status
- Need for power
- Need for dependency
- Need for freedom
- Need for recognition of particular problems

These are soon found to overlap or impinge upon the TASK NEEDS.

3 Maintenance Needs

The need for relationship between the members to enable the group to stick together until the job has been done.

e.g.

Need to improve understanding

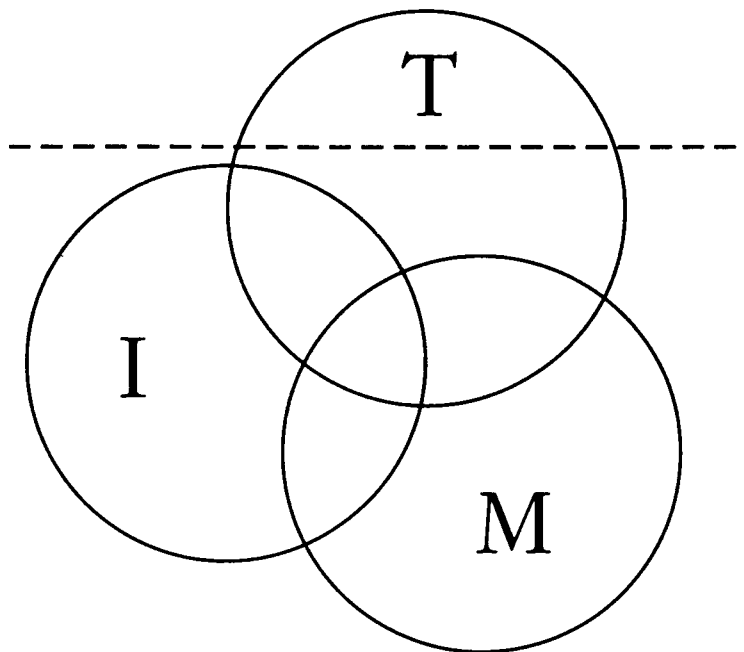
Need to facilitate co-operation between members

Need for members to support each other even when disagreeing

Need to obtain clarity

These, again, overlap with the other areas of need.

At first sight it is only some of the task needs of a group which are visible and obvious. But, as with the iceberg, the major areas of need in the life of a group lie hidden beneath the surface:-



The strength and the continued life of the group depends on the degree to which these three types of need in the group are recognised and met.

This handout is taken from an unknown source



10 LEADERSHIP STYLES

OBJECTIVE:

To encourage people to reflect on different styles of leadership.

GENERAL INFORMATION:

This section offers three options for analysing leadership.

1. A 3 way analysis
2. A 4 way analysis
3. A 6 way analysis

If you have time you may want to do an exercise linked to each of these but if not you will need to choose which model to use. This decision will be determined by:

- a) the experience and understanding of the people you are training,
- b) the discussions which have already taken place in this training element.

At the end of this section is a handout which details all three approaches, so even if you only cover one approach you can introduce others.

METHOD:

i) The 3 way approach

Constructing arguments

This exercise involves three groups responding to a set of statements by constructing their arguments to counter the proposition being put forward. Each group will have a designated leader, who will be briefed

to follow a particular leadership style, and equal numbers (3–10 people).

PREPARATION:

You will need a series of cards with a number of challenging statements on them. These should be developed by the trainer and be relevant to the group and culture.

EXAMPLES:

- All people are naturally good
- A totally peaceful world is possible
- As we grow older we become more conservative
- Competition is healthy
- Personal feelings should be controlled at all times
- Real men should not cry
- A woman's work is at home
- Leaders must be strong people

TIMING:

The exercise will take about 2 hours

WHAT TO DO:

Introduce the exercise as being a way of looking at leadership and its effect on groups and individuals.

Divide the people into three random groups and ask for a volunteer from each group. This volunteer will act as the leader.

You will need to brief the three leaders as follows:

“You are going to be leader of the group. The task for the group is as follows: I (the trainer) have four cards with challenging statements on them. I will turn them over one at a time. Your job is to help your group to develop an argument which will oppose the statement on the

card. The argument should be backed up, if possible, by evidence. You will have 15 minutes for each argument to be prepared. At the end of the 15 minutes I will turn over the next card and you should repeat the exercise for that statement. At the completion of the four cards (one hour) you will need to have your group summarise its arguments and decide how the feedback to the rest of the group will take place. I will make a judgement about which group has the strongest arguments.

“You must explain the task to your group and enable them to complete it by using the leadership style allocated to you from the three outlined below”.

DEMOCRATIC (1 group) - You should encourage everyone to take part and to share their their ideas etc. Although you are responsible for getting the task done you do not want to dominate the process; you want everyone to make an equal contribution.

LAISSEZ FAIRE (1 group) - You should be quite laid back about things. Give few, if any, instructions, leaving people to sort things out for themselves.

AUTHORITARIAN (1 group) - You are in charge and want the structure built your way. You should tell people what you want them to do.

You must not divulge to your group which style of leadership you are adopting no matter how hard you are pushed.

General discussion - lead a discussion on the exercise. This could look at some or all of the following points:

- Which groups enjoyed the task?
- Which group developed the most creative / substantial / coherent arguments?
- How members of different groups felt during the exercise?
- Was there any anger about? Which groups did it come from?
- Was there any humour in the groups? Which? Why?

ii) THE 4 WAY APPROACH

- Telling
- Selling
- Participating
- Spectating

PREPARATION:

You will need some sheets of newsprint and copies of the 4 way approach handout.

TIMING:

The exercise will take about 45 minutes.

WHAT TO DO:

Distribute the 4 Way Approach handout and/or write this up on a sheet of newsprint. Make sure people are clear about the differences.

Divide people into groups of 6-8 and ask them to discuss and note down on newsprint:

- a) Examples of situations where they have used the 4 Approaches

and/or

- b) Examples of situations where it would be appropriate to use the 4 Approaches.

Give people 20 minutes to do this.

Bring the whole group back together and compare and contrast the different examples. See if any one style is used more or less than the others, explore why this is the case.

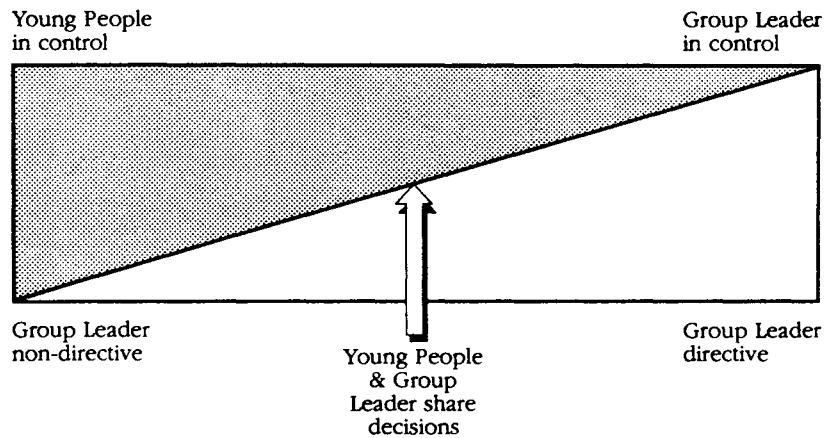
iii) THE 6 WAY APPROACH

- Observer/Reflector
- Facilitator

- Activator
- Advisor
- Teacher
- Instructor

PREPARATION:

You will need sheets of newsprint written out as follows for each sub-group and copies of the 6 Way Approach handout.



TIMING:

The exercise will take about 40 minutes.

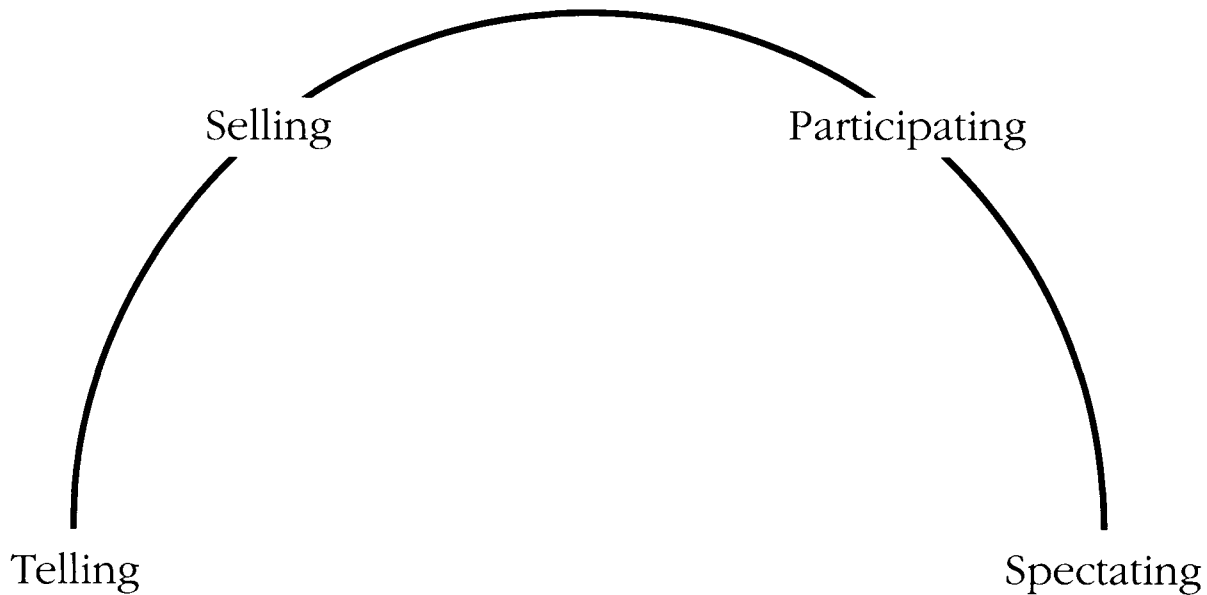
WHAT TO DO:

Divide the group into sub-groups of 4-6 people.

Show them one of the prepared newsprint sheets and explain that their task is to come up with some examples which can be placed at different parts of the continuum. Give the group 20 minutes to do this. Stick the sheets up on the wall and get people to look at them. Discuss any similarities and differences.

Give out the 6 Way Approach handout and go through this. Relate this back to the examples.

LEADERSHIP STYLES - THE 4 WAY APPROACH



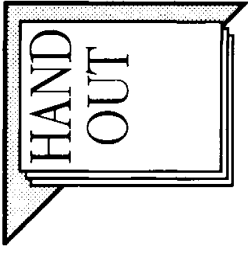
Telling - which consists of giving straightforward orders often without explanation.

Selling - where the group leader has something in mind that s/he wants people to do, such as pony trekking, and then tries to persuade people that it is a good idea and that they should take part.

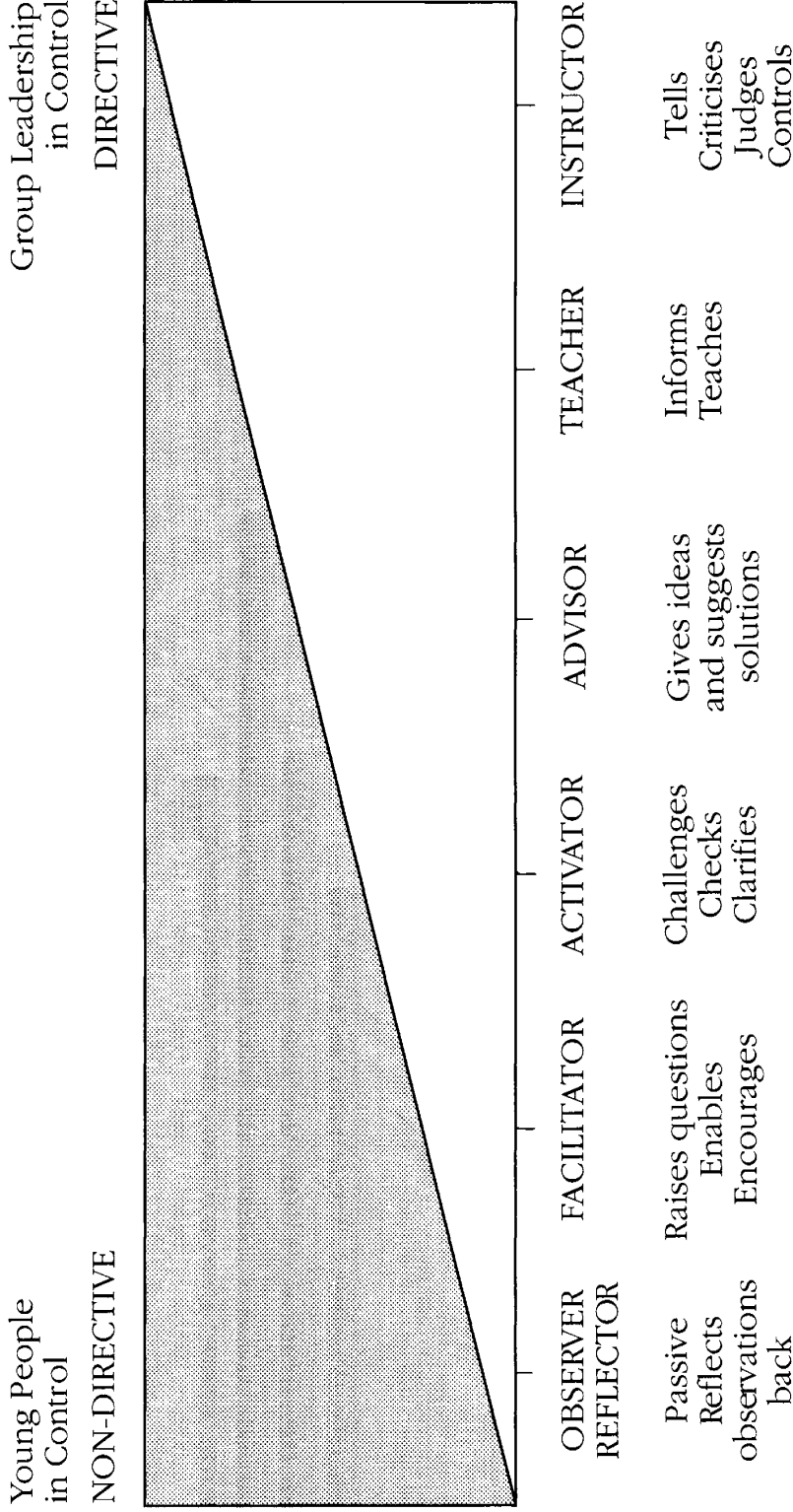
Participating - is when the group leader and young people jointly make decisions. Thus both parties have some control over the final product.

Spectating - in this instance the group leader doesn't intervene in any way - they have no power over what the outcome might be. The young people simply get on and do things themselves.

From : Creators Not Consumers by M. Smith.
Published by Youth Clubs UK,
Peacock Lane,
Leicester,
England



LEADERSHIP STYLES – THE 6 WAY APPROACH



Adapted from: Lippitt and Lippitt – The Consulting Process in Action (University Associates, 1978)

This sheet is taken from the CYP training document: "Youth Needs and Leads"



11 LEADERSHIP SKILLS & QUALITIES

OBJECTIVE:

To examine the skills and qualities of an effective leader.

(i) - A good leader should...

PREPARATION:

You will need:

- a) a set of index cards for each group. On each card you should write a skill or quality which leaders could demonstrate. Examples of some statements are included, in the Leadership Skills Handout
- b) Some sheets of newsprint.

You will also need to copy or write out the 'A Good Leader Should ...' briefing sheet.

TIMING:

The exercise will take about 1 hour.

WHAT TO DO:

Divide the group into sub-groups of 6-8 people.

Go through the briefing sheet for the exercise.

Give each group four sheets of newsprint, listed Essential, Important, Doesn't Really Matter & Should Not, a set of cards and some blank cards.

Tell people they have 1 hour to do the exercise.

After 1 hour bring the whole group back together and give everyone the chance to look where other people have placed the cards.

Have a discussion around the following points:

- were there any differences in where the cards were placed?
- what additions did people make?
- what are the most important skills/qualities a leader should have?

Finally, ask people to spend 5 minutes in a pair discussing skills they have now and skills they would like to develop.

A GOOD LEADER SHOULD ...

- 1 Each group has a set of cards and four sheets titled:
 - Essential
 - Important
 - Doesn't Really Matter
 - Should Not
- 2 In turn, pick up a card, read it out and place it where you think it should go on the four sheets. Give a short reason why. (No discussions at this stage.)
- 3 After all the cards have been placed, have a good look at them. If you disagree about the place of any card then turn it over.
- 4 Once everyone has had a chance to turn over any of the cards, start discussing the ones which have been turned over and try to agree, as a group, where they should go.

NB You will have some blank cards. If you think anything is missing, write it down.

LEADERSHIP SKILLS

**Tell people
exactly what
is expected of
them**

**Always
involve other
staff in all the
decisions**

**Be able to
motivate
people**

**Lead by
example**

**Be firm and
strong**

**Be willing to
take risks and
try new ideas**

**Never forget
they are in
charge**

**Step in and
offer advice if
others aren't
doing the task
well**

**Always give
reasons for
their
decisions**

**Change their
style to suit
the task in
hand**

**Not put up
with any
criticism**

**Be able and
willing to
listen to
people**

**Go with the
majority**

**Let other
people know
exactly where
they stand**

**Be committed
to their job**

**Have high
expectations
of those they
work with**

**Be honest
about their
own
strengths and
weaknesses**

**Give feedback
to other
people on
their
development**

**Consult as
many people
as possible
when making
a decision**

(ii) Leaders we do and don't admire

PREPARATION:

You will need newsprint (or a satisfactory substitute) and pens.

TIMING:

The exercise will take about one hour.

WHAT TO DO:

Ask people to take two sheets of paper. Label one sheet 'Leaders I admire' and the other 'Leaders I do not admire'. They will then be asked to compile a list of actual people under each of those headings. To assist them to do so you may wish to provide some prompts, eg:

- People involved in national politics, international politics, music, fashion, the media, and business.
- People who are traditional leaders of their communities, heads of pressure groups, trade unions or emerging as influential youth cult figures.
- People who are still alive or people who are dead;
- Prominent women and young people;
- Great writers, actors, artists, fighters, humanitarians, scientists, prisoners of conscience in oppressive states;
- Local politicians, sportsmen and women and business people, mothers and fathers;

When people have completed their lists (there is no optimum number but people must be choosy - they should genuinely admire the leaders they list), ask them to identify any common characteristics they may have. There may be a number of differing groupings of people with different characteristics and approaches. Do this for both the admired and not admired.

Now concentrate on one person from each list. What are the personal characteristics that make them so admired or not admired?

In a group discussion share:

(a) the leaders people have identified

(b) the characteristics they have distilled.

Finally, suggest that participants meet in pairs and reflect on how they perceive their own leadership strengths and weaknesses. What areas would they personally target to improve upon?



12 MOTIVATION

OBJECTIVE:

To examine some theories on Motivation and come up with some practical ideas for motivating people.

PREPARATION:

You will need to have copies of the handouts on Theory X - Theory Y and on Theories on Motivation

TIMING:

Approximately 40 minutes. If you are short of time you could miss stage b).

WHAT TO DO:

a) Do a brief recap on the training element – ‘What Young People Need’. This should include reference to Maslow’s Hierarchy of Needs and the group’s analysis of young people’s needs. People will be motivated to fulfil their needs and if we are working with young people we need to constantly remind ourselves of their needs.

b) Follow this by looking at the assumptions people make about others.

Sometimes people lack motivation and part of our leadership role will involve enabling people to recover that motivation. But what do we believe about people.

Give out the handout on Theory X and Theory Y. Designate one end of the room as Theory Y and the other end as Theory X. Tell people to imagine there is a line connecting the two and ask them to place themselves on this continuum according to their beliefs about people.

Ask a few people to give their reasons for their position.

“the young people
they work with will
probably have their
own views”

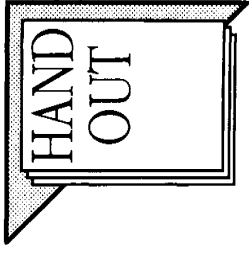
c) The last exercise looked at beliefs about other people but it is also important to look at ourselves - what motivates us? How do we like to be treated by people in authority. Would we respond better to a Theory X leader or a Theory Y leader.

Ask people to split into groups of 6-8 and discuss how they like and how they do not like to be treated by people in authority. Their answers should be recorded on a sheet of newsprint which has been divided into two columns. Allow 15 minutes for this.

Bring the groups back together and take some examples from the list. Round off the discussion by reminding people that the young people they work with will probably have their own views.

Introduce other theories on motivation. The handout on Motivation notes some of these.

Give people 5 minutes on their own or in a pair to note down 4/5 factors which they need to remember about motivating young people.



THEORY X & THEORY Y

From D. McGregor – The Human Side of Management

WHERE DO YOU STAND?

X

THEORY X

- People are lazy & irresponsible
- They don't want to learn
- Must be coerced
- Need discipline
- Need to be led

Y

THEORY Y

- People want to learn
- People want to direct themselves
- People are creative
- Want to be consulted
- Want responsibility

This sheet is taken from the CYP training document: "Y outh Needs and Leads"

THEORIES ON MOTIVATION

HERZBERG

Five factors for 'feeling good'

1. Achievement
2. Recognition
3. The task itself
4. Responsibility
5. Advancement

They lead to a sense of personal worth and fulfilment

Four factors for 'feeling bad'

1. When things are considered to be unfair
2. When those in charge do not know their job
3. When recognition for things done well is not given
4. When there are bad personal relations between those 'in charge' and those without authority

They lead to poor motivation and low moral

FINEMAN

Goal Setting Theory - people are motivated by setting realistic specific goals.

VROOM

Motivation is a balance between desirability (how much do you want something) and effort (how hard will it be to get it).

McCLELLAND & ATKINSON

People are motivated by the:

- need for achievement
- need for power
- need for affirmation

Different people are motivated by the above in different amounts

POPE

'Deadly Sins' - Motivation theory indicates that the basic motivators are the 7 deadly sins.

- Pride
- Covetousness
- Lust
- Anger
- Gluttony
- Envy
- Sloth



13 REVIEW OF THE TRAINING

OBJECTIVE:

To encourage people to reflect on what they have learnt from the training.

Choose one of the following

Group Statements

Divide people into groups of 4-5. Give them a few minutes to discuss the training element and ask them to come up with a statement which sums up what they have learned.

Take each statement in turn.

OR

Written Responses

You will need some sticky labels. Give one to each person and ask them to write on the label two short sentences:

- one giving their views on the training element.
- one stating what they have learnt.

Ask people to stick them up on a sheet of newsprint.

OR

A Round

Ask each person in turn to make a short statement on:

The most important thing I have learnt from this training element is...

OR

One thing I will remember about leadership styles is...

CROSS REFERENCE TITLES IN THIS SERIES TO DATE:

POLICY DOCUMENT 1
Approaching Youth Policy

POLICY DOCUMENT 2
Approaching Youth Unemployment

POLICY DOCUMENT 3
Approaching Drugs

LEARNING MATERIALS 1
Youth Needs and Leads

FURTHER TITLES ARE PLANNED

© Copyright 1990

Printed and published by
The Commonwealth Secretariat

May be purchased from
Commonwealth Secretariat Publications
Marlborough House
London SW1Y 5HX

ISBN 0 85092 346 8

