

MODULE 3: Leader and Follower Relations

Objectives

- Participants will understand the dynamics between leaders and followers.
- Participants will acquire the skills to lead both individuals and groups.
- Participants will become aware of dysfunctional and moral leadership issues.
- Participants will understand the difference between power and influence.
- Participants will become familiar with the stages of group development.

Handouts & Resources Needed:

- Handout 3.1: Roles of Leaders
- Handout 3.2A: Sample Motivation Worksheet
- Handout 3.2B: Motivation Worksheet
- Handout 3.4: Desert Island exercise
- Film: 12 Angry Men DVD
- Sheet of paper – one for each participant
- Pen/pencils and color markers
- Journals – one per student
- Flit chart paper
- Film “Twelve Angry Men
- Role cards

Activity #1: Mirror, mirror on the wall (55 min)

Context:



Good leaders generally have a clear vision and can turn that vision into a vivid picture that others can see. They have passion in their hearts, that when shared create enthusiasm in others. When major decisions need to be made, they encourage collaboration. As leaders, they continually assess their own character and never stop growing, personally or professionally.

Procedure:

- Icebreaker
- Ask students to break in groups of 4-5
- Ask students if they are task oriented or relationship oriented. After working in a group setting for a few weeks, they should start to notice that everyone plays an important part in making the group function.
- Provide and review Handout 3.1: Roles of Leaders.
- Ask each group to discuss the roles each individual plays in group settings and answer the questions provided.
- Have each group share their findings with the whole group.
- Debriefing

Activity #2: What motivates others and me? (55 min)

Context:



Motivation is a topic of special interest to educators and CBOs, like ASPIRA because of the important role it plays in youth development and in learning. Motivation in education can have several effects on how students learn and their behavior towards academic life. It can also impact personal goals; lead to increased attention; increase persistence levels; and enhance cognitive understanding and performance.

Procedure:

- Icebreaker
- Divide members into groups of 3-5 students. Give each group one or two pieces of paper, markers, one copy of the Handout 3.2A: Sample Motivation Worksheet, and enough copies of the blank Motivation Worksheet (Handout 3.2B).
- Discuss the concept of motivating factors. Give examples of motivating factors, using the Sample Motivation Worksheet.
- Ask participants to explain their motivations for being in the Youth Leadership Development Program.
- Ask them to share their responses within their groups, using the round robin technique.
- Once this is done, ask the group to take 15 minutes to compare and contrast the motivations. Ask participants to identify a reporter for the group.
- Have one student from each group report on his/her group's motivations and summarize the discussion they had within the group.
- Debriefing

Activity #3: Group Dynamics (55 min)

Context:



Group Dynamics is the study of group behavior, especially the interactions that occur among persons in small groups involved with education, business or social activities. Group dynamics is concerned with the structure and functioning of groups and with the types of roles played by members. The study of group dynamics in ASPIRA's leadership development program is important in order to understand and facilitate this process so that Club members can have productive and beneficial meetings.

Procedure:

- Icebreaker
- Note: This activity requires renting a DVD and having the proper equipment.
- Ask participants to discuss group assignments on which they have worked in the past – the good and bad things!
- Divide the class into several groups of 4-5 individuals and give each group a "role card" – task, relationship, and dysfunctional.
- Each group should watch 12 Angry Men and list examples from the movie of their assigned role.
- Ask participants to discuss the roles the individuals played in the movie – putting character names on the board with roles and an example. As the movie progresses they will see that the characters may take on more than one role.
- Debriefing

Activity #4: Trapped on a Desert Island (55 min)

Procedure:

- Icebreaker
- The facilitator should read the introductions for the following exercise.
- Ask students to participate in the exercise "Trapped on a Desert Island" (Handout 3.4).
- After the five minutes has expired, have them form groups of five.
- Ask them to discuss and defend the choices they have made. Share with the other group members why they specifically chose those eight people.
- After 10-15 minutes, discuss the group experience with the class.
- Debriefing

Roles

In every group the individual members take on certain formal and informal roles. Roles are defined as specialized positions within a group, which help to bring order to a group's existence. Individuals can take on more than one role in a group setting which makes the study of group dynamics even more interesting. Roles also give individual members of a group their own identity within the respective group. There are three types of roles of which a group member may assume: task oriented roles, relationship oriented roles, and dysfunctional roles. A group could not function without the presence of roles.

Task Roles

Those who adopt task roles are more likely to be concerned with the goal of the Group rather than with the other members. These roles are found within groups with time constraints and a sense of urgency to accomplish the task. Task oriented roles are more formal and business-like since those who occupy them focus their energy on one thing successfully achieving a goal.

Relationship Roles

Relationship roles are a vital component to group dynamics. If members of a group cannot build working relationships with one another, then it is impossible to join forces toward a common goal. Those who carry a relationship role are responsible for maintaining a high group morale which will ultimately motivate and encourage other members to achieve the goal.

Dysfunctional Roles

No group is perfect. Consequently, dysfunctional roles are usually present. Dysfunctional roles prevent group cohesion and, therefore, prevent the completion of the task.

Members who exhibit dysfunctional roles may seriously affect the outcome of the group's productivity as their attitudes become obstacles to success. Dominating, blocking, and attacking are the most dangerous roles to be present within a group. However, distracting others does not always have such serious implications, since comic relief is sometimes needed in group situations.

Discussion questions:

- What are task-oriented roles?
- What are relationship roles?
- Describe dysfunctional roles?

Handout 3.2A

Sample Motivation Worksheet

<u>Column 1</u> My Motivation for joining the YLDP:	<u>Column 2</u> Now that I'm on the team, other motivating factors:	<u>Column 3</u> Does not motivate me
Making contacts	Receiving leadership training	Community or public Visibility
Desire for new experiences	Working as a member of a team towards a common goal	Freedom in doing my work
A feeling of personal accomplishment	Developing new skills	Physical learning conditions
Opportunity to develop marketable leadership skills	Opportunity for increased responsibility	Doing extra work

Handout 3.2B

Motivation Worksheet

Handout 3.4

TRAPPED ON A DESERT ISLAND EXERCISE

A cruise ship traveling in the remote waters of the Caribbean has encountered a horrible storm, killing all but 14 of its passengers. The only survivors swam to a nearby deserted island that contains no fresh water or food source. Luckily, a helicopter has spotted the group and is coming to rescue them. However, the helicopter can only fit 8 people. There is no equipment available to radio for more help, and anyone left behind will die of dehydration before more help has time to arrive. You must decide in five minutes who will be saved and who will die. If you cannot make the decision, you will ensure everyone's death. Who will you save?

Survivors:

María Sánchez (8): Puerto Rican. She is an eight-year-old girl from New Jersey. She is a very loveable girl whose parents love her very, very much. She was born with mild autism and will never develop her mind past that of a five-year-old.

Enrique Sánchez (40): Puerto Rican. He is the father of 8 year-old María. He is married to Natalia. He is a pro- baseball player and has a history of physical violence against Natalia. He loves his family and has been in therapy for 6 months to end his abusive record.

Natalia Sánchez (38): Puerto Rican. She is the mother of eight-year-old María and wife of Enrique. She is a stay-at-home mom and only graduated from high school. She loves her family very much.

Dr. Jamie Wisz (78): African American. She is a highly respected doctor who may be on the verge of discovering the cure for AIDS. All of her notes are in her head.

Charlie Smith (50): Caucasian. Charlie is a recovered drug addict. When he was younger he was known to be a "wild man". He is single and is very successful in his work with troubled teenagers who have drug and emotional problems.

Bianca Jones (23): African American. She is a single, loving mother of three children at home, 2, 4, and 5. They all have different fathers and she is on welfare. She just started nursing school.

Brad Pittstone (24): Caucasian. He is a famous movie star who is very attractive. He has fans worldwide is about to start a new movie.

Corinne Malone (60): African American. Well respected civil rights leader. She won the Nobel Peace Prize in 1980 and continues to struggle for the rights of minorities.

Father Torres (51): Mexican American. He is a catholic priest for a small, conservative community. He is a vocal leader for the Pro-Life movement. He is not afraid of death.

Tachi Woo (12): Asian American. He is a healthy young boy. He lost both of his parents in the shipwreck and has no living family at home. He hopes to one day be a violinist.

Tony Gamboli (35): Caucasian. Loving father of three daughters whom are safe at home with his wife. He is a high school science teacher and football coach. He is a great motivator. He will die of cancer in 15 years.

Wendy Burke (18): Caucasian. She is a high school senior and homecoming queen. She is very popular and dreams of marrying a rich man and raising children. She does not intend to go to college.

Hope Matthews (26): Caucasian. She is a kindergarten teacher who married her high school sweetheart when she was 21. Her husband was killed in the shipwreck and she does not know if she can go on living without him. She is the mother of adopted 11 month old, Jason.

Jason Matthews (11mts.): Caucasian. He is the son of Hope Matthews. Jason was born with fetal alcohol syndrome, which makes him susceptible to bouts of crying and anxiety.
He is otherwise a healthy, happy baby.

After the five minutes has expired, get into groups of five. Discuss and defend the choices you have made. Share with the other group members why you specifically chose those eight people. After 10-15 minutes, discuss your group experience with the class.
What did you learn about group communication and interpersonal skills as a result of this exercise?

