

MODULE #9: Leadership Skills

Objectives

- Participants will recognize the necessary hands-on skills that leaders must possess and utilize.
- Participants will acquire the skills to lead both individuals and groups and become aware of dysfunctional and moral leadership issues.
- Participants will learn how to give and receive positive criticism

Context



Youths must develop a clear understanding of themselves in the context of their family legacy and local and world communities. This self-awareness will improve self-definition and build healthy self-confidence. Youth need to develop the ability for effective communication to speak clearly and write well to successfully meet future challenges and roles. Developing multilingual, creative and critical skills will be competitive in the workplace and will increase their capacity for leadership responsibilities within any arena.

Source: Thomas, H. (1996). Youth leadership. *Camping Magazine*, 48(4).

Resources needed:

- Handout 9.1: Conflict Resolution Styles
- Handout 9.2: Directions for Criticizing Cartoons
- Handout 9.3: Broken Squares Group Instruction Sheet
- Handout 9.3A: Broken Squares Observer/Judge Instruction Sheet
- Handout 9.3B: Directions for Making a Set of Broken Squares
- Handout 9.4: Conflict Resolution Quiz
- Handout 9.4A: Definitions
- Handout 9.4B: Identifying Triggers for Conflict
- Sheet of paper – one for each participant
- Pen/pencils
- Journals – one per student
- Flit chart paper
- Broken squares

Activity #1: Conflict resolution (30 min)

Procedure:

- Icebreaker
- Provide and review Handout 9.1 Conflict Resolution Styles and have participants work in groups to discuss the Thomas-Kilman Model of conflict management styles in order to show how the leader's behavior can affect the outcome of a conflict (Handout 9.1).
- Debriefing
 - For homework: Ask participants to bring cartoons from magazines, newspapers or internet for the next workshop.

Activity #2: Critical thinking (30 min)

Procedure:

- Icebreaker
- Note: the facilitator will need to have copies of cartoons for this activity.
- Ask participants for the cartoons. Then, provide written and verbal directions to critically analyze cartoons as a media tool (Handout 9.2). Break participants into small groups and ask them to discuss the questions on handout 9.2.
- Finally, ask participants to share their answers with the larger group.
- Debriefing

Activity #3: Problem solving (55 min)

This exercise requires that the facilitator reads Handout 9.3B: Directions for Making a Set of Broken Squares.

Procedure:

- Icebreaker
- Engage in a discussion on problem solving.
- Break participants into small groups; have one participant in each group be an observer only.
- Then ask each group to distribute among its members the set of broken squares (five envelopes).
- The envelopes are to remain unopened until the signal to begin work is given.
- Give each group a copy of Handout 9.3: Broken Squares Group Instruction Sheet; a copy of Handout 9.3A: Broken Squares Observer/Judge Instruction Sheet and Handout 9.3B: Directions for Making a Set of Broken Squares
- Read the instructions to all groups, calling for questions or questioning groups about their understanding of the instructions.
- Tell the groups to begin work. It is important that the facilitator monitor tables during the exercise to enforce rules established in the instructions.

- Engage participants in a discussion of the experience and observations.
- Debriefing

Activity #4: Conflict resolution (55 min)

Procedure:

- Icebreaker
- Have all the students take out a piece of paper. Ask them to think back to when they were in a conflict situation at school or at home and write it down in their journal. How did they handle the situation? What could they have done differently?
- Ask participants to take a quiz about conflict resolution (Handout 9.4). Once finished, review it with participants.
- Now, divide participants into small groups of 4 or 5. Provide a definition of “conflict” and “triggers” (Handout 9.4A: Definitions). Then, ask participants to identify the triggers for conflict (Handout 9.4B).
- Debriefing

Activity #5: Evaluation (20 min)

Students should be asked to complete the evaluation for this unit.

Handouts:

9.5 Evaluation Form-Student

9.5A Evaluation Form-Facilitator

Conflict Resolution Styles

Competing: is assertive and uncooperative- an individual pursues their own concerns at the other person's expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position - one's ability to argue, one's rank, economic sanctions. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

Accommodating: is unassertive and cooperative - the opposite of competing. When accommodating, an individual neglects their own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this style. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.

Avoiding: is unassertive and uncooperative - the individual does not immediately pursue their own concerns or those of the other person. They do not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Collaborating: is both assertive and cooperative - the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It demands digging into an issue to identify the underlying concerns of the two individuals and find an alternative which meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

Compromising: is intermediate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing, but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle ground position.

Directions for Criticizing Cartoons

Find cartoons online or on a newspaper

CARTOON ANALYSIS

Objectives:

- To critically analyze cartoons as a media tool
- To foster a spirit of questioning within the student

Time Needed:

10 minutes for group discussion
10 minutes for class discussion

Directions:

Cartoonists' art often force us to open our eyes to unpleasant truth in a way that few others can match. These cartoons often address social and political concerns that we as a society have. In the following cartoons, the characters are making comments that provoke humor in American society. Why do we, as critical readers, tend to overlook the underlying statements that the artists have constructed? Analyze these cartoons and consider the following questions. First, discuss these questions within the set groups. Then, as a class, conduct a discussion about the significance of cartoons in society.

- 1) Why do these characters believe their assumptions are true?
- 2) What impression of the American public can you deduce from looking at these cartoons?
- 3) What is the role of the media in society?
- 4) What types of fallacies are evident? (hasty conclusion, inconsistency, etc)
- 5) What audience is the artist targeting?

Skills Development:

Critical Analysis

Materials Needed:

Cartoons (provided by the facilitator)

Handout 9.3

Broken Squares Group Instruction Sheet

Each of you has an envelope that contains pieces of cardboard for forming squares.

When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during the exercise.

1. No member may speak
2. No member may ask another member for a piece or in any way signal that another person is to give him a piece. (Members may voluntarily give pieces to other members.)

Handout 9.3A

BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Participants may give pieces directly to other participants but may not take pieces from other members.
3. Participants may not place their pieces into the center for others to take.
4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish "his" or "her" puzzle and then withdraw from the group problem-solving?
3. Is there anyone who continually struggles with his pieces, yet is unwilling to give any or all of them away?
4. How many people are actively engaged in putting the pieces together?
5. What is the level of frustration and anxiety?
6. Is there any turning point at which the group begins to cooperate?
7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

Handout 9.3B

DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" X 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.

INSERT DIAGRAMS HERE

The lines should be drawn so that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" X 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle. Label the five envelopes 1, 2, 3, 4, and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task. Each set may be made from a different color of cardboard.

Conflict Resolution Quiz

Instructions: For each of the following statements, indicate whether you believe that statement is true or false by writing “T” or “F” in the blank to the left.

1. _____ Conflicts are inevitable.
2. _____ Good communicators do not get into conflicts.
3. _____ Conflicts by their nature are destructive.
4. _____ It is possible to deal with conflicts positively by avoiding them.
5. _____ It is possible to be in conflict without knowing it.
6. _____ Whenever a conflict is resolved, there is always a winner and a loser.
7. _____ Most people handle conflicts in a productive way.
8. _____ Arguing is the same as conflict.
9. _____ Competition is the same as conflict.
10. _____ Whenever possible, a conflict is best resolved by an unbiased third party.
11. _____ All conflicts arise out of misunderstandings.
12. _____ Conflicts involve at least two people.
13. _____ All conflicts can be resolved if the parties involved try hard enough.
14. _____ Assertive people tend to experience fewer conflicts.
15. _____ Conflicts are symptoms of poor relationships.

DEFINITIONS

CONFLICT:

ANY SITUATION IN WHICH THE GOALS, METHODS, VALUES OR NEEDS OF TWO OR MORE PARTIES ARE, OR ARE PERCEIVED TO BE, IN OPPOSITION.

CONFLICT...

- ◆ Conflict occurs within, between, or among individuals, groups, and organizations.
- ◆ There are many sources of conflict, including inadequate or faulty communication, simple misunderstanding, different information bases, differences in values and perceptions, competition for the same resources, rivalry for positions, personality clashes, and fear of unknown consequences of change.
- ◆ Conflict is inevitable; it occurs when a person's (or group's) needs or values appear to come into opposition with those of others.
- ◆ Conflict can be made into a force for constructive change.
- ◆ People also have different ways of reacting to conflicts— and trying to handle conflict helps us understand how we tend to react.

TRIGGERS:

A trigger is a concept that refers to the point in which a situation arises that makes the individual angry. During this point, people may react violently or calmly. Thus, knowing out what makes us upset is important to help us recognize and control our emotions.

Identifying Triggers for Conflict

TRIGGERS

Please write down your responses to each of the following questions:

1. What are my trigger words?
2. What kind of body language is a trigger for me?
3. How do I know I am angry?
4. How do I react to my triggers?
5. Do I have a long fuse or a short fuse?

Handout 9.5A EVALUATION

Evaluation Form Student

Indicate three new things you learned.

How will you use this new knowledge in the future?

Were the handouts useful?

How could this workshop have been improved?

Handout 9.5B: Evaluation Form for Facilitator

1. Did the workshops run smoothly? Why
2. What aspects of the workshops did not work? What would you change?
3. Was it easy to understand?
4. How would you make it more culturally relevant?
5. What visuals would you add?
6. How would you make it more hands-on for youth?

Additional Resources:

Articles:

- “The Meaning of Leadership”, Bernard Bass,
- “What is Leadership?”, Richard L. Hughes, Robert C. Ginnett, and Gordon R. Curphy,
- “Visionary Leadership”, Marshall Sashkin
- “In Praise of Followers”, Robert E. Kelley
- “Transactional and Transforming Leadership”, James MacGregor Burns
- “The Making of a Citizen Leader”, Cheryl Mabey
- “Servant Leadership”, Robert K. Greenlea
- “Ways Women Lead”, Judy B. Rosener
- “Would Women Lead Differently”, Virginia Schein
- “Women and Leadership”, Dayle M. Smith
- “Young Leaders: No Heroes Need Apply”, Heather R. McLeod
- “Ethical Challenges in the Leader/ Follower Relationship”, Edwin P. Hollander
- "Demystifying Multiculturalism", Linda Chavez
- “Power, Influence, and Influence Tactics”, Richard L. Hughes, Robert C. Ginnett and Gordon J. Curphy

Films:

- “Evita: The Woman Behind the Myth”
- “El Che: Investigating a Legend”

- “Twelve Angry Men”
- “Adolf Hitler”
- “Mother Teresa”
- “The Code of Hammurabi”