

Region Conference 2004 – Leadership Session

The following activities can be used to introduce and practice various leadership skills within your Unit. These are just some of the skills of leadership, and some ways of playing with them. There are many others. Hopefully they will provide a springboard for your own ideas.

Activities

	Name	Type/Details	Leadership Skill
1	Main Leadership Styles	card game with discussion	Leadership Styles
2	Teach a skill	North without a compass	Teaching a skill
3	Take a game	Jumping Kim's Game	Taking a game
4	Self Assessment	Quiz	Leadership qualities
5	Paperclip chain	Action task	Task execution
6	Ball at Warp Speed	Problem solving – action	Teamwork
7	Job Description of a PL	Paper	PL Role
8	Leadership words	Word game	Leadership theory
9	The Leadership Box	Discussion	Leadership theory

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THE MAIN STYLES OF LEADERSHIP

Style	Methods Used	May be Suitable When	Typical Results
Authoritative (directive)	<ul style="list-style-type: none"> • leader directs all activities • assigns tasks • no discussion • no explanations of task 	<ul style="list-style-type: none"> • time is short • danger is present • the task requires many people to complete • training exercise 	<ul style="list-style-type: none"> • task will be achieved • performance may drop • popularity of leader may drop • people may not be happy
Participative (supervisory)	<ul style="list-style-type: none"> • explains task and conditions • asks for suggestions • plans with the group • allows group members to volunteer for tasks • suggests alternatives if necessary • leader may join in 	<ul style="list-style-type: none"> • teaching/training • problem solving • when individuals need to practice particular skills • when the leader does not have the appropriate skills, or is sick 	<ul style="list-style-type: none"> • task will be achieved • performance will be high in leader's absence • group will work as a team • people will take pride in the team's achievements
Free Reign (laissez faire)	<ul style="list-style-type: none"> • announces the task • leaves the group to it 	<ul style="list-style-type: none"> • certain training situations • when the group has worked as a team for a long time • when the achievement of the task is not important • the leader has other tasks to achieve 	<ul style="list-style-type: none"> • task may or may not be achieved • results/process will be according to the mood of the group • standard will vary • individuals probably will not feel happy
Bullying (dumb)	<ul style="list-style-type: none"> • announces the task • screams, shouts, swears, insults, uses violence or threats 	<ul style="list-style-type: none"> • never appropriate under any circumstances 	<ul style="list-style-type: none"> • task not done well • people will not cooperate or will cooperate out of fear • people unhappy – may be hurt physically or psychologically

Main Styles of Leadership

1. Put the cards in the appropriate order
2. Get your Patrol into a straight line, tallest to shortest, but do it one at a time without telling them what the end result will be. (Authoritarian style)
3. Get your patrol into a supported circle. Ask for suggestions and a plan. (Participative style)
4. Get your patrol into an isocoles triangle. Tell them the task and let them go. (Free reign style)
5. Discuss the three preceding activities, and how they differ from bullying. Discuss how each style made you feel, and how each style affected the outcome of the task.

How could this activity be used in your Unit?

Teaching a Skill

Your job is to teach your Patrol one way to tell North without a compass. At the end of your session, each person must be able to demonstrate or explain the method.

1. Ask your Patrol to choose Skill A or Skill B
2. Ask your Patrol to choose Method 1 or Method 2.
3. Open the appropriate envelopes and follow the instructions. You have two minutes to prepare. What are you going to ask your Patrol to do while you are preparing?
4. Teach your Patrol the chosen skills using the chosen method.
5. When you have completed your teaching session, open Envelope E.

<i>Skill A</i>	<i>Skill B</i>
<i>How to find North using a watch.</i>	<i>How to find North using a shadow compass.</i>

<i>Method 1</i>	<i>Method 2</i>
<i>Just teach it.</i>	<i>Use the following template for your teaching.</i>

Skill Teaching Template

Introduction

1. Tell the students **WHAT** you are going to teach them
2. Tell them **WHY** they need the skill/knowledge.
3. **DEMONSTRATE** the skill.
4. **ASK** for questions.

Teaching

1. Teach it **STEP BY STEP**.
2. Get **EVERYONE** to demonstrate their understanding/skill: ask questions, get them to show you.
3. **CORRECT** as necessary.
4. **ASK** for questions.

Conclusion

1. **FINISH** the teaching session by telling them what you taught them, and why.

Envelope E

Evaluate how the teaching was.

1. Was everyone competent at the end of the session?
2. Was everyone confident at the end of the session?
3. Was the skill explained well?
4. Did you know why you were learning the skill?
5. Did you get a chance to ask questions?
6. Was it interesting?
7. Was it fun?

How could this be used in your Unit?

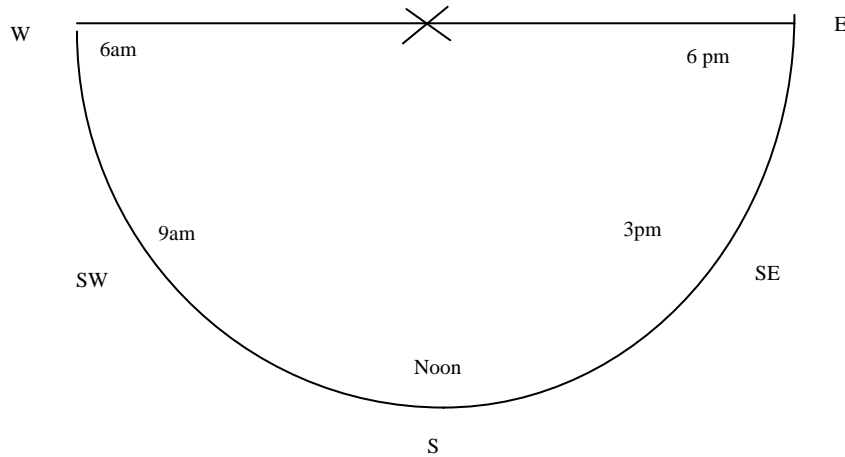
Skill A: Finding North using a watch

1. Check whether it is Daylight Saving or not. If it is, turn your watch to the non-Daylight Saving time.
2. Point the figure 12 on your watch to the sun.
3. Halfway between the hour hand and the 12 (shortest way) is North.
4. This method can be as much as 24° out – so use it with caution.

Obviously, if you are using a digital watch this will not work, so figure the top of your watch as the 12, and work from there.

Skill B: Finding North using a shadow compass

1. This method works on the principle that the sun is due East at 6:00 am, due West at 6:00 pm, and due North at midday.
2. Make a clock as below.



3. Put a stick, pencil or pen upright on the cross at the top of the diagram. Then turn your diagram so that the shadow falls on the time shown by your watch.
4. Read off the direction of North.
5. Don't forget to adjust for Daylight Saving if applicable!

Take a Game: Jumping Kim's Game

Everyone stands in a circle. The game leader sets out 20 items in the middle of the circle, and allows the players a short amount of time to remember them all (say 20 seconds). When ready, the game leader calls out 'Jump!'. Everyone jumps 180 degrees, so they are facing out of the circle. Game leader removes one item, then calls out 'Jump!' Everyone is now facing back into the circle. The first person to spot which item is missing puts up her hand. If her guess is correct, she becomes the game leader. Continue until the original game leader calls out 'Only two more times!'

Evaluation

What happened?

What leadership skills did this activity use?

Who used them, and how?

How did the leader feel?

How did the patrol members feel?

What was the objective of the game?

How were the Patrol Leaders' instructions? Did she allow clarifying questions?

What could have been improved?

Did the Patrol Leader (or someone else) keep tabs on who had not yet had a go, and gave them the opportunity to be game leader?

How could this be used with your Patrol Leaders?

Qualities of a good Patrol Leader Self Assessment

	Yes	Needs work
I can be trusted		
I am loyal to my Unit		
I am a friendly person		
I accept all people for who they are		
I am courageous and can make up my own mind		
I am careful		
I don't waste time		
I look after myself and care for others		
I try to do my best at all times		
I speak respectfully to everyone I meet		
I always say 'please' when asking others to do something		
I always say 'thank you'		
I am considerate of other people		
I am cheerful and enjoy life		
I care for the environment		
I can work with other people to get the job done quickly and well		
I wear my uniform properly and with pride		
I am competent in many Guiding skills		
I try to help those who are not as skilled as I am		
I listen carefully to everyone		
I give other people the chance to talk and be heard		
I work as a team with my patrol		
I distribute jobs and rewards evenly		
I make sure I do an equal amount of work as everyone in my patrol		
I look out for problem areas and try to fix them		
I am well organised and ready for anything		
I encourage others to work to the best of their ability and potential		
I don't scream and yell when things go wrong		
I am flexible and can change plans if things aren't working		
I discuss everything with the patrol before starting a new project		
I lead by example, not by telling people what to do		
I can explain things simply		
I ask questions when I don't understand		
I join in as many activities as possible		
I realise that everyone has a different schedule, and try to plan things that everyone can attend		
I am aware of the feelings of others at all times		
I am confident of my abilities		
I ask for help when I need it		
I recognise the talents and skills of other people		
I praise the members of my patrol a lot		

How could this be used in your Unit?

Task execution/teamwork/planning

Paperclip Chain

Your task is to make the longest chain possible from these paperclips in two minutes. Then improve your score.

Evaluation

What happened?

Did the Patrol Leader tell the patrol what the objective was?

How did the Patrol Leader feel?

How did the Patrol members feel?

How did the Patrol Leader organise the completion of the task?

How were the initial instructions? What could have been improved?

What leadership skills did this activity use?

How could this be used in the Unit?

Problem solving/teamwork

Warp Speed

Everyone in a circle. One person throws a ball across the circle to someone else, who must then throw it to another person. Continue until everyone has thrown and caught the ball. Each person must remember to whom they threw the ball, and from whom they received it. Once the throwing sequence is established, time how long it takes to go through the entire sequence. Reduce your time.

When you have gone as fast as you think is possible, announce that still more time can be shaved off. Ask for suggestions on how this can be accomplished – anything goes – move people around, whatever. Try for less than 5 seconds. If you make that time, the group will be suitably impressed with themselves. Strange things happen at Warp Speed.

Evaluation

What happened?

What leadership skills did this activity use?

Who used them, and how?

How did the leader feel?

How did the patrol members feel?

Was the objective reached?

What could have been improved?

How could this be used with your Patrol Leaders?

Job Description of a Patrol Leader

Write a Job Description for the Patrol Leaders in your Unit, using the following form. Do one for Patrol Seconds also if you want to.

How could this exercise be used in your Unit?



Duty Statement

Position Details

Position Title: **Patrol Leader**

District/Unit/Patrol:

Primary Function:

Selection Criteria

The selection criteria must be consistent with the duties of the job listed overleaf. These criteria are to be used for the advertisement, for shortlisting, in the interview process **and** for short-term appointments on nomination.

Essential (important factors which are **required** to do the job)

Skills/techniques:

Experience:

Training/qualifications (or equivalent experience):

Other:

Desirable (additional factors which are **useful** to do the job)

Skills/techniques:

Experience:

Training/qualifications (or equivalent experience):

Other:

Work Performed

The duties and responsibilities of this position are numbered **in order of importance**. They include the major accountabilities of the position and the frequency that each task is generally performed. (eg on a daily, weekly, monthly or yearly basis, or as required)

1.

Frequency:

2.

Frequency:

3.

Frequency:

4.

Frequency:

5.

Frequency:

6.

Frequency:

7.

Frequency:

8.

Frequency:

9.

Frequency:

10.

Frequency:

WORDS THAT DESCRIBE LEADERSHIP IN GUIDING

Write down as many words as you can think of that relate to or describe Leadership in Guiding, using the letters below. Check with the master list (see what you can add to it!).

P	
A	
T	
R	
O	
L	
L	
E	
A	
D	
I	
N	
G	

Master List

P	PROBLEM SOLVING, PLANNING, POSITIVE, PROMISE, PRORITISING
A	ACTION, ASSISTING OTHERS, ACCEPTING CHALLENGES
T	TEAMWORK, TASK EXECUTION, TEACHING SKILLS, TRAINING, TRUST
R	REPRESENTING THE PATROL, ROLE MODEL, RESPONSIBILITY, RESPECT, RELATIONSHIPS, RELIABLE, RESOURCEFUL
O	ORGANISING, OPEN
L	LEADERSHIP STYLES AND CHARACTERISTICS
L	LISTENING SKILLS, LIKEABLE, LINK
E	EVALUATION, EXPLORATION, ENCOURAGEMENT, ENTHUSIASM, ELECTION, EXAMPLE
A	ASK, ACTIVE COMMUNICATION, ABLE
D	DECISION MAKING, DEMOCRACY, DEVELOPMENT, DELEGATION
I	INITIATIVE, INCLUSION, INTEREST
N	NEGOTIATION
G	GOAL SETTING AND ACHIEVEMENT, GAME LEADING

The Leadership Box

Understand how to manage conflict	Use your initiative	Be a good role model
Be creative	Learn Guiding Skills	Be a decision maker
Be persistent	Be responsible for your actions	Teach Guiding skills
Be trustworthy	Help others learn & practise leadership	Care for others
Be a problem solver	Learn how to plan a program	Reflect on your patrol's effort
Be a good organiser	Accepting a challenge	Earning respect through your actions
Learn to evaluate others' efforts	Plan your time wisely	Be a good team member
Be optimistic	Learn to self-assess	Observe good role models
Be a good communicator	Set goals for leadership	Learn techniques to gather ideas
Be honest with yourself	Take responsibility	Recognise your skills, strengths & weaknesses

Leadership Box

Discuss how The Leadership Box could be used with your Patrol Leaders, or when teaching leadership.

How to make the Leadership Box

Print out the previous page.

Cut out the boxes.

Place them into a matchbox.

Paste a piece of paper with the words LEADERSHIP BOX over the outside cover of the matchbox.

Give one set to each Patrol Leader (or they can make their own).