MASTER GUIDE PROGRAM

Fundamentals of Club Leadership

New Skills Development

January 2009

Teaching Resource for the Master Guide Course.

This resource has been produced by the Seventh-day Adventist Church Youth Ministries of the South Pacific Division (SPD).

Contents

Introduction

Note to Presenters: *This leadership material is by no means meant to be a complete summary of leadership style and technique. It is merely meant to be a basic introduction into the world of leadership with some basic information about different ways leaders operate. There are some useful exercises which will help younger leaders identify their particular leadership style, and discover how they can sharpen their leadership skills.*

Every group needs a leader so that it can function. This Lecture will provide some basic principles of leadership for counsellors in Adventurer, Pathfinder, Ambassador and Senior Youth clubs. The bible contains many insightful passages dealing with the topic of leadership and throughout the material there are references to particular verses and thoughts that are very helpful.

"Without wise leadership, a nation fails, with wise counsellors there is safety" Prov. 11:14

CHAPTER 1: Jesus the Model Leader

"And whosoever of you will be the chiefest, shall be servant of all" (Mark 10:44). For the Christian, the call to leadership can and must assume a servant's roll as demonstrated in the life and ministry of Christ. Whoever exerts an influence upon or over others is leading. Club leaders exert a powerful influence upon the staff and members, therefore, their role is vital in terms of molding and shaping the minds of those they lead in Kingdom direction. For Christian leaders, service to others willingly given, sets them apart as those who are committed to the spiritual welfare and leading to salvation, of the young people under their care.

1. **The Scriptures reveals that:**
    a. Jesus showed that He loved and accepted people. John 6:37.
    b. He gave them a sense of belonging. Matt. 26:33.
    c. He exposed and met their needs. John 4:2-30.
    d. He affirmed their gifts. Matt. 18:18.
    e. He led them into discipleship. Matt. 4:19.
    f. He modelled the life. Matt. 11:28-30.
    g. He led through serving. John 13.
    h. He knew the Scriptures thoroughly. Luke 24:27.
    i. He was concerned about others. Mark 5:43.
    j. He delegated responsibility. Mark 6:7.

2. **The Ministry of Healing states that:**
Christ's method alone will give true success in reaching the people. The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, "Follow Me." MH 143.

    a. Jesus reached people where they were.
    b. Jesus met their needs.
    c. Jesus bade them "follow me."

CHAPTER 2: The Youth Leader as a Model

Leaders may not mention His name every time they're with young people, but they should be living as Jesus would if He were here in the flesh. A leaders aim should be that their God-pleasing lifestyle should become contagious, as Paul said, "Imitate me as I imitate Christ." Leaders must show that in obedience to Christ, they express care and kindness in all relationships. .' Jesus demonstrated "acceptance" in His relationship with the Samaritan woman; the woman caught in adultery; the great religious leader Nicodemus; the greed-stricken Zacchaeus.

He reached out to befriend people openly and unconditionally. He accepted the unacceptable. Being a friend means that leaders will not hold on to any preconceived mindsets that result in their discriminating against those who don't conform regarding their looks, performance, popularity, or influence. It is essential to look beyond externals, to identify and appreciate each member's unique characteristics and qualities.

Leaders should practice "Nearness". Jesus knew it was impossible to care for someone from a distance. An authentic relationship cannot exist without trust and close proximity. Spending time with young people allows them to get to know leaders as real people. It provides leaders with the opportunity to live out their beliefs by demonstrating that club members are more than a face at a meeting. When leaders model Christian lifestyle habits, they are showing youth the real-life application and meaning of words like love, servanthood and obedience. It has been said, 'I'd rather see a sermon than hear one any day!" The old axiom appears to hold true: actions speak louder than words.

Adolescents copy people they like and admire, since they are in the process of developing independence from their parents and are attempting to find their own identity.

1. Effective Leaders function as mentors. They should be aware of:

    - Who they are and what they believe
    - Being consistent
    - Spending time in thought before acting
    - Leading by example more than merely directing others
    - Leading not following
    - Finding that balance between identifying with youth and providing safe activities.
    - Accepting club members exactly as they are and giving them a vision of who they can become.

2. Modeling/Empowering

Creating a non-threatening and affirming atmosphere cannot happen unless it is modelled for young people.

Modelling is acknowledged as essential in the life of the youth leader. Youth tend to emulate their adult mentors. When the leader (who maintains good relational skills) laughs everybody does? Or when they are serious, everybody else is. The concept of modelling is designed to bring forth the best in a person by promoting their self-worth in a non-threatening "atmosphere where they are not necessarily taking someone else's belief and putting it on but discovering within himself a vital strong, and lasting faith.

Empowering is helping a person become all God designed them to be; that is, allowing a person to blend their personal capacity with God's aspiration and action. It is a concept that seems so obvious, yet is very hard to adopt, probably because of basic insecurity. Nevertheless, the empowering process is basic to the growth and development of any individual or youth group and must be deployed

automatically by each leader. In order to empower young people, leaders model where they are by their actions, conversations, and body language.

CHAPTER 3: Qualities of Effective Leaders

Leaders need to:

- **Challenge rather than dictate:** In programs, projects, and group meetings leaders present the facts, possibly share how they feel and call for decisions.
- **Give support not advice:** The leaders personal modelling is not designed to tell youth how they do it, but rather to stimulate their thinking and motivation for a decision. Leaders must be extremely supportive recognising that others in the club may have opinions that are valid and acceptable: even if not compatible with the leader.
- **Listen more than talk.** Empowering means giving a person a chance to talk freely. By learning to be a good listener leaders can lead an individual into the (correct) decision.
- **Accept and affirm.** Our tendency is to pass judgment on whatever is shared. Accept; don't evaluate. That goes against the principle.

Good leadership is vital in all Youth club programs. The central concept of leadership is that a leader influences a group to move towards a goal that benefits all of the members of the group. It is not some magic gift that is given to a select few. Leadership is a function that is available for any person willing to be involved in influencing someone else.

Christian leadership involves more than demonstrating skills. It has to do with modelling a personal relationship with Jesus. It is more than providing a safe environment for outdoor activities; instead it maintains an interest in the personal needs of each individual.

"Leaders are not called by God to stand behind a program and push. They are called by God to go before (others) and lead. They move others by example, not by the power of their office".[1]

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[1] Gane. *Building Youth Ministry.* P. 70.

CHAPTER 4: Basic Leadership Styles

Leaders of groups are called on to be adaptable in different situations. The Leadership style adopted by a leader will be informed by the participants, the circumstances and the nature of the activity. For example, leading a Pathfinder group on an abseiling activity will be different to leading an experienced caving group.

A leader needs to be aware of the main types of leadership that have been identified. These are summarised as follows:

1. **Authoritarian** Leader (autocratic, dictatorial)
   - Determines goals and policies and wants the group to accept the goal they have chosen.
   - Shows more interest in the subject matter (content) than in the people (process).
   - Shows aggressive attitude.
   - Makes decisions regardless of other viewpoints.
   - Talks too much.
   - Focuses attention on themselves.
   - Group members are treated almost as puppets.
   - Hostility, resistance and resentment can emerge.
   - Discontent and aggressive attitudes grow among members.
   - Is aloof from active group participation except when demonstrating.

2. **Laissez-Faire** Leader (permissive)
   - Lets people go their own way.
   - Doesn't prepare and lets things drift.
   - Doesn't seem to care.
   - Causes the group to accomplish little.
   - Encourages fragmentation through bad discipline and unreliability.
   - Makes no attempt to appraise or regulate the course of events.
   - Lacks courage in making decisive plans.
   - Gives little guidance.
   - Shows Non-participation as a leader.
   - Gives freedom to the group to do as they like.

3. **Democratic** Leader (group-centred, shared or functional)
   - Accepts the fact that the leadership is a function of the whole group not only of one individual.
   - Shares leadership responsibility.
   - Believes in other people.
   - Creates a sense of security and belonging in the group.
   - Ensures that other members have the opportunity of leadership.
   - The leader's withdrawal will not mean that the group will fall apart.
   - All policies are a matter of group discussion and assisted by the leader.
   - Shows sensitivity to the needs of others.
   - Allows individuals' initiatives and fosters personality growth.
   - When the goal is achieved, the group will say: "we did this ourselves".[2]

The Democratic leadership style is the most effective method of leadership. In this style of leadership the relationship between the individual and the leader is paramount. Here the leader is an observer

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[2] Pathfinder Leadership Resource Manual Basic Staff Training p 56,57

and open to modelling. The leader is able to directly influence the group and meet the needs of specific individuals.

A leader needs to remember that they do not know everything all of the time. The Democratic or relational style means that they are open to using the knowledge of a group in an outdoor situation without losing their leadership role. The leader is interested in responding to the needs of the group more than just focusing on achieving the task. The leader is prepared to modify the task as the group refocus on how they perceive the purpose of the adventure through the experience.

The leader creates an open communication experience where everyone develops trust and appreciation for each other. The leader's aim is that the group will have a positive memory event and that personal development, self-confidence, skills and spirituality will be pursued and achieved.

This type of leadership is the ideal one for Pathfinder Leaders. This type of leadership enhances memory events and models the positive aspects of Christianity. Other characteristics of this leadership style include:

- Being authentic before the group.
    - Be yourself. This is crucial to Pathfinders and other teens who will see the real you. Be yourself with all of your strengths and weaknesses.
- Affirming the members of the group.
    - Learn each person's name;
    - Praise each group member at every opportunity;
    - Tell them that they are special.
- Being available to the group.
    - Be prepared to stop and listen to each individual;
    - Be aware of the 'open times' such as after a campfire or when relaxing after an event;
    - As a Pathfinder or group leader use all of the communication skills to listen to the person's story.
- Being enthusiastic.
    - About the program;
    - About the activity;
    - About the organisation;
    - About Christianity;
    - About your church;
    - Be ready to celebrate the big moments.
    - Never lose the kid that is inside of you. Let it come out in unexpected ways that will build up your relationship with the group
- Being trustworthy.
    - Establish a safe space in which the activity takes place. If it is Pathfinders, protect them through safety standards. Make sure that all adults have had a police check whenever required.
    - Respect personal information. Confidential information is not to be shared. The only time this trust should be broken is if there is reported abuse.
    - Being open to the personal changes that take place as Pathfinders become older. Be open to these changes and respect how they affect your relationship with them.[3]

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[3] Adapted from presentation notes 'The importance of the Relationship' and 'How do I grow Young People?' , Lanelle Cobbin

Characteristics of an Effective, Democratic, Christian Leader.

1. He/she understands and accepts his/her group's objectives.

2. He/she understands and accepts the aims of democratic Christian leadership, which includes the worth and uniqueness of the individual.

3. He/she recognises that not all leadership in a group rests with him.

4. He/she is aware of the need and importance of the group experience and knows something about 'group dynamics'.

5. He/she is aware of leadership potential within his/her group and of the particular skills and limitations of each member, their background and personalities.

6. He/she knows something about the characteristics and developmental needs of the age group for which he/she is responsible.

7. He/she conducts themself so that members gain confidence in him.

8. He/she shows that he/she can be trusted and relied upon and that he/she in turn trusts and treats the group members with respect.

9. He/she tries to see that the less gifted less active or timid members are given an opportunity to assume leadership and responsibility.

10. He/she strives to create a friendly, informal, creative group atmosphere.

11. He/she endeavour to sensitive members to the needs of others.

12. He/she encourages freedom of expression and action.

13. He/she sees that the group sets its own goals and objectives.

14. He/she sees that all members share in the determination and the carrying out of the club activities.

15. He/she is willing to let the group fail if in doing so they can learn from their mistakes.

16. He/she helps the group to ~ the importance of regularly evaluating the operation and progress of the program, to see where they've been and where they're going.

17. He/she understands the important role of "peer leaders" within a group.

18. He/she is prepared to suggest resource material.

19. He/she is impartial. '

20. He/she prevents premature decisions and encourages full exploration of problems.

21. He/she keeps necessary records to chart the progress of the group to help him in his/her work with the group, and to keep the secretary informed.

22. He/she helps parents to understand the group's goals and enlists their support.

23. He/she exchanges information and ideas with other group leaders.

24. He/she calls for help when he/she needs it.

Five Typical Patterns of Leadership Behaviour

The experienced leader uses many complex and subtle means to exercise their experience and stimulate those they lead to creative and productive efforts. From the complex range of leadership behaviours, the following five outlined in Figure 4.1 are among the most typical patterns, ranging from highly leader-centred to highly group-centred.
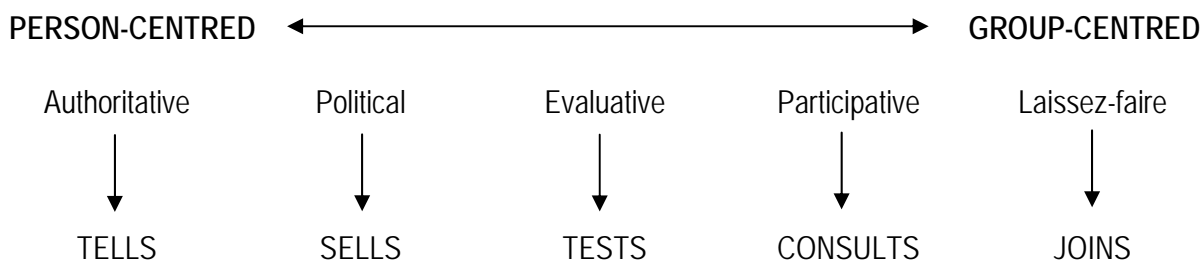
PERSON-CENTRED ←————————————————→ GROUP-CENTRED

Authoritative	Political	Evaluative	Participative	Laissez-faire
↓	↓	↓	↓	↓
TELLS	SELLS	TESTS	CONSULTS	JOINS

Figure 4.1: Leadership Behaviours.

1. **Telling (Authoritative)**
   The leader identifies the problem, considers alternative solutions, chooses one of them, and then tells participants what they are to do. The leader may or may not consider what they believe the group members will think or feel about the decision; but they clearly do not participate directly in the decision-making. Coercion may or may not be used or implied.

2. **Selling (Political)**
   The leader, as before, makes the decision without consulting the group. However, instead of simply announcing their decision, they try to persuade the group members to accept it. They point out how they have considered the organisational goals and the interests of group members and they state how the members will benefit from carrying out the decision.

3. **Testing (Evaluative)**
   The leader identifies a problem and proposes a tentative solution. Before finalising it, however, they get the reactions from those who will implement it. The leader says, in effect, "I would like your frank reactions to this proposal and I will then make the final decision".

4. **Consulting (Participative)**
   The leader gives the group members a chance to influence the decision from the very beginning. They present a problem and relevant background information then ask the members for their ideas on how to solve it. In effect, the group is invited to propose a number of options to be considered. The leader then leads the group to choose the solution they regard as most promising.

5. **Joining (Laissez-Faire)**
   The leader here participates in the discussion as 'just another member' – and agrees in advance to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by their superiors. (Many research and development teams make decisions this way.)

Elements of Leadership

1. **Honour Differences.**
    Personal differences can complement each other to make a stronger group. On a good team, different opinions become assets rather than liabilities. It is great to have risk takers as well as cautious people in a group to balance out each other.

2. **Delegate Authority.**
    Allow people to feel part of the team and create bonds through the building of trust. Care for the team as individuals and provide opportunities for them to take responsibility.

    Create and communicate a vision of success.

3. **Create a Dream.**
    -   Describe clearly and concisely.
    -   Be positive.
    -   Be open to contributions.
    -   Speak from the heart.
    -   Build a team by empowering, mentoring, encouraging, challenging, coordinating and consulting.
    -   Let spirituality permeate your attitudes.

4. **Being Caring.**
    Be genuinely interested in each of the members of the group. An activity is an opportunity to help people grow and learn. Caring leadership is:

    -   Putting yourself in others' shoes.
    -   Being vulnerable – sharing some of your own experiences.
    -   Listening.
    -   Putting caring into actions.
    -   Following through.
    -   Letting go of judgements and being tolerant of others.
    -   Caring for beginners.
    -   Correcting with an attitude of caring. Do this privately. Never publicly put people down.
    -   Acknowledging others for their strengths and contributions[4].
    -   Remember that every mistake is a learning experience.
    -   Rejoice when everything goes well.
    -   Let the spirit of Jesus permeate all that you do.
    -   Caring builds trust and provides a vital link between the participant and the leader.
    -   Caring provides a system that keeps you alert to the needs of others. It is a good attitude to monitor the group and individual needs.
    -   Caring brings people together. They are more supportive. They begin to reflect a caring spirit that you are modelling. They feel safe.
    -   Caring can be a powerful tool in dealing with conflict. It can help diffuse anger and fear so that both sides can risk the honest dialogue needed to achieve lasting solutions.
    -   Caring is a great way to show the gospel to other people. John says:

    "No one has ever seen God. But if we love each other, God lives in us and his love has been brought to full expression through us" 1 John 4:12.

A leader's attitude toward an activity affects the whole group. If they are committed to the activity and reveal physical skills, it provides confidence. If they are positive, then the group are prepared to reflect the same attitudes. If the leader is prepared to learn from the experience and encourage, the whole group will see it as a benefit to themselves.

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[4] Adapted from 'Outdoor Leadership' – John Graham p 75

Whatever leadership style is used, remember:

- Be yourself – not someone else. Use the strengths of your style and compensate for your weaknesses.
- Be flexible – in the outdoors you need to be able to respond quickly to the different fast-changing situations
- Never practice bullying – it is not on the Christian list of acceptable leadership styles
- Work with the people and you are never alone.

"Plans succeed through good counsel. Don't go to war without the advice of others" Prov. 20:18

ACTIVITY

Please complete the TASK – PEOPLE (T-P) LEADERSHIP QUESTIONNAIRE. See Appendix 1.

This instrument will assist in helping new leaders to evaluate their personal leadership style and give insights into more effective leadership patterns.

CHAPTER 5: How to Bring About Change in Leadership Styles

Most people tend to lead as they were led and for a lot of leaders that means an authoritative style of leadership. Most adults are used to the classroom in which the adult teacher made all of the decisions, provided all of the input and determined the direction in which the class moved.

To move to a more democratic style of leadership in which a leader becomes a member of the group is difficult. They will need to force themselves to break out of the mould and to be comfortable with an image other than that of authority. They need to try different roles of leadership. The well-adjusted leader has an advantage because they need not be bound to a single method. They can be flexible. Such a leader will think about the style best suited for the situation in which they find themselves.

There is no easy way to accomplish this. It is simply being aware that the group is maturing and taking those steps that will allow more involvement in the leadership process.

As leaders accomplish the transition to each new style they will find that they enjoy their participation in the group much more. They will not have to take sole responsibility for the success or failure of the group. They won't have to do all the planning. The best leader is the one who can use the best style of leadership for getting maximum results from the greatest number of people.

CHAPTER 6: Training Those You Lead

The following approach developed by J. David Stone, is in harmony with the situational approach to leadership of Hersey and Blanchard. It is a method of consciously building both competence and maturity in the youth group.

Four Phases of Ease

One of the most critical problems for youth leaders is learning how to share the load of responsibility and delegation. No leader can be everywhere all of the time, but they feel as though they need to personally involved. The Four Phases of Ease (Figure 6.1), is an effective formula that was developed and successfully used in facilitating leadership training. It is designed to be used both consciously and subconsciously to assess a leaders position in leadership of young people, as well as to provide a means by which leaders can pass on responsibilities.

The four phases are:

Phase I.   I do it - you watch.

Phase II.   I do it and you do it.

Phase III.   You do it and I'll support and supervise.

Phase IV.   You do it, and I'll spend more time at the next initiative.

Note: The 'I' is the person designated for a particular responsibility, such as the Youth Leader.
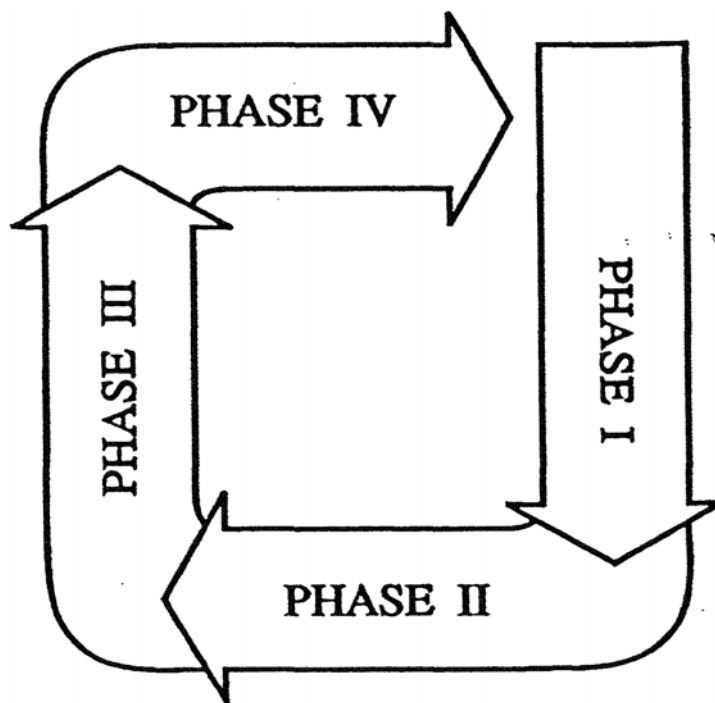

Figure 6.1: The Four Phases of Ease

Phase I

I DO IT: Once an idea is conceived then someone must take action. Let's- suppose the Youth Leader finds that they are given a new responsibility. They are responsible for the youth; except there aren't any or not many. Call a meeting. Make sure that you are responsible for everything so that it really has a chance for success. At this point take the -initiative for doing something - whether it's to personally call the youth about the project, or plan an activity which will include them but *YOU DO* IT. It won't be long before your successes rubs off on others who will surface as natural leaders and then *YOU AND THEY DO* IT.

Phase II

I DO IT AND YOU DO IT: This phase will transition rapidly in the program.

Youth today want involvement; they just need someone to show them how, in a meaningful way. But *YOU DO HAVE TO SHOW THEM.* In any youth ministry program it becomes evident that success is important and is contagious.

It's important to note that in trying to get everyone involved that there are many different interests. So, the plan is to involve as many as possible, doing as much as you can - right? So, let's get on with it. In Phase II, the task is done together: by helping to create an atmosphere of learning and leadership. Give the youth the opportunity of risk taking with leaders nearby, until their confidence is such that they can achieve the task without leaders holding their hand. Now, if all goes well and the leader is comfortable with their doing it, move with ease to the third phase.

Phase III

YOU DO IT AND I'LL SUPPORT AND SUPERVISE: Simply turn the project or program over to them. Be sure to support it and supervise, but let it fly on its own with its new leader. This is the phase that will take the longest to move from because youth need support and periodical supervision, however, when any program gets to this point, leaders are able to help begin another area of involvement and youth initiative. The leader now has enough time to invest without feeling pressure from the other areas that have moved into Phase III. When youth have demonstrated that they are capable, and the leader has gradually allowed them full control, they are ready for the fourth phase of ease.

Phase IV

YOU DO IT AND I'LL SPEND MORE TIME IN OTHER AREAS: This is where the fun is - watching new initiatives grow, mature, develop and become more effective. Now leaders may start other ministries as the need arises. The caution here is to build ministries at a sustainable rate or what has been successful may default causing leaders to retrace their steps back to previous levels of involvement. Leaders need to pace themselves - whether part time, full time, or volunteer staff – leaders need to know their time limitations and priorities.

The Four Phases of Ease is an exciting adventure. Leaders will be amazed to see various ideas not only develop, but also become realities. Young people, who were once lonely, cumbersome and bewildered will actively take responsibilities, make plans and assimilate the lifestyle of faith.

The theory of learning incorporated into this model is that people learn by doing and they experience God as they experience each other and interact in each others lives. Remember, learning is change. To paraphrase Ross Snyder, "We know the truth or love only to the degree that we participate in it. Leaders cannot know the love of God until they participate in it."

CHAPTER 7: Important Leadership Objectives

By definition leadership is influence. Leadership seeks to create participators and minimise spectators. The main objectives for Christian youth leadership will include:

- Discipling youth to form a personal relationship with Christ and establishing them in His message.
- Building in youth an awareness and purpose of God's destiny for His remnant church and its unique mission preceding Jesus' second coming.
- Training and involving youth in service within the church and in distinctive personal witness to others.
- Providing opportunities for youth to enjoy meaningful Christian fellowship.

A Successful Youth Leader Is One Who:

- Has sensed a calling from God to make a difference
- Is driven by a burden for ministry and has caught the vision to become involved
- Is wholeheartedly devoted to the cause of Christ
- Is willing to sacrifice for the good of the group.

Leadership Qualities Most Desired by Youth

- Understanding (Prov. 4:7).
- Spirituality (Rom. 8:6).
- Knowledge-ability (Eccl. 7:12).
- Personality (Prov. 22:114).

Characteristics of Effective Youth Advisers

Dr. Merton P. Strommen, in his book *Five Cries of Youth*, revealed the results of research he conducted with leaders throughout the United States who are outstanding leaders with youth. The survey represented a large denominational mixture. The most interesting of the results dealt with the issue of how effective leaders approach youth.

The questions asked were: '*What ways of approaching youth have you found helpful, and how do you get next to them?*'

The responses revealed six groups of skills exercised by these successful church youth workers:

1. Building Relationships
2. Being available
3. Communicating
4. Being genuine
5. Showing interested
6. Leading

Strommen also asked these leaders: 'What are you doing to accomplish your purposes with youth?' Three new groups of skills were revealed:

1. Teaching
2. Creating a Community
3. Encouraging involvement

To increase awareness of good leadership skills, the following exercises will give the Local church youth leader an insight into how he is doing.

ACTIVITY

Please complete the PROFILE OF A GOOD LEADER exercise for insights into effective habits of good leaders - see Appendix 2.

CHAPTER 8: Special Group Needs

Problem Solving

When a leader has to change plans it is important to:

- Make a decision
- Have a reason
- Share the new plans or the modified plans
- Allow feedback
- Adapt if appropriate
- Lead in the new direction

Safety Issues

The leader will maintain the safety of the group within their skill levels.. Maintaining safety is vital for the development of the group and trust in you as a leader. Remember to always communicate what you are doing to the group.

Different Individual Perspectives

It is vital that the rights of each member of the group are always respected. The strength of the group is the bringing together of these differences, and each learning from each other's perspective. A leader needs to respond to the following specific needs:

- Age – could be a difference in activity experience, life experience, physical ability.
- Gender – remember that males and females are different and that it is nice for the men to be gentlemen.
- Religion – respect other people's viewpoints. Most of our programs are run in a Seventh-day Adventist context, but we need to be sensitive to other viewpoints as well. Our challenge is to demonstrate Christian love and allow our attitudes to become the evangelistic tools.
- Ethnicity – we are part of a multicultural society. The scripture treats all people as equal before God. (John 3:16, Matt 28:19, Jonah, Gal 3:26-29, Rev 14:6,7 etc) No race is better than any other. We are all sons and daughters of Adam and Eve. Being part of an adventure group is an opportunity to learn, appreciate and be enriched by other ways of perceiving life.
- Cultural background – People come from different classes and sectors of society. In the group we are all equal because of the adventure that we are involved in. The outdoors is a great place to focus on working together as a team, respecting each other and breaking down these unnatural barriers caused by wealth.
- Fear – Every member of the group on an outdoors activity should always have the right to say no to participating in a particular aspect of the activity if the problems of fear, phobias, or low confidence form a seemingly impossible barrier. If it will not affect the overall safety of the group, allowances need to be made for that individual. The leader needs to:
  - ♦ Talk with the individual
  - ♦ Encourage them as much as possible
  - ♦ Be positive at all times so that the individual who has this fear does not feel removed from the group
  - ♦ Allow time for the individual and group to overcome the problem
  - ♦ Respect the individual and develop an alternative way of getting around the problem. Solutions may include:
    - ▪ Not everyone doing the activity.
    - ▪ Taking a different route/method.

- Replanning the goals of the activity.
- Breaking up the group with two sets of goals.
- Abandoning the activity.

This is one of the tough situations that a leader has to deal with. This is where the individual needs become greater than the other needs. If it is a safety issue the situation needs to be handled as best as possible to maintain group safety.

CHAPTER 9: Inappropriate behaviour

On all trips, leaders must ensure that the code of conduct is clearly spelled out and that agreement is obtained from all participants in regards to their intention and commitment to conforming to the code. They must share the principles undergirding the code of conduct and the benefits from adhering to them. The consequences of disregarding the rules should also be spelled out. There are inappropriate behaviours that would constitute a legitimate reason for asking the person involved to be dismissed from the activity (if practically possible). Some common ones include:

- Use of drugs.
- Use of Alcohol.
- Irresponsible sexual behaviour.

Other behaviours that would be considered inappropriate on an outdoor adventure would be activities that prohibit the process of forming a group:

- Constant use of mobile phones.
- Playing personal computer games.
- Constant use of earphone music.

CHAPTER 10: Web Based Leadership information

www.integrolearning.com.au

www.leadershipturn.com

http://e-volunteerism.com

www.softskillscourseware.com

www.mentoringandcoaching.com

www.energizeinc.com

www.joe.org

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APPENDIX 1: Task – People (T–P) Leadership Questionnaire

An Assessment of Personal Leadership Styles

Goal: To evaluate oneself in terms of task orientation and people orientation.

Time: Approximately 45 minutes.

Materials: 1. T-P Questionnaire for each participant.

2. Pen/Pencil for each participant.

3. T-P Leadership-Style profile sheet for each participant.

Assessment Process

1. Without discussion. The facilitator asks participants to fill out the T-P Leadership Questionnaire.

2. Before the Questionnaires marked, the facilitator presents the outline of shared leadership as a function of the combined concern for task and people.

3. The facilitator announces that, in order to locate themselves on the Leadership-Style Profile Sheet each participant will mark his own questionnaire on the dimensions of task orientation (T) and people orientation (P).

4. The facilitator instructs the participants, in the scoring as follows:

a. Circle the item number for items 8, 12, 18, 19, 30, 34, and 35. Write a score of 1 in front of any of these items if you responded S (seldom) or N (never).

b. Write a score of 1 in front of the uncircled items of which you responded A (always) or F (frequently).

c. Circle the numbers which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34 and 35.

d Count the circled number 1's. This your score for concern for people. Record the score in the blank following the 1etter P at the end of the questionnaire.

e. Count the uncircled number 1's This your score for concern for task. Record this number in the blank following the letter T.

5. The facilitator distributes the Leadership-Style Profile Sheet and instructs participants to follow the directions on the sheet. He then leads a discussion of implications members attach to their position on the profile.

Variations

1. Participants can try to predict how they will score on the shared leadership line.

2. Paired participants already acquainted can predict each other's scores. If they are not acquainted, they can discuss their reactions to the questionnaire items to form some basis for the prediction.

3. The leadership styles represented on the profile sheet can be illustrated through role-playing. A relevant situation can be set up and the "leaders" can be coached to demonstrate the styles being studied.

4. Subgroups can be formed of participants similarly situated on the shared leadership scale. These groups can be assigned identical tasks to perform. The data generated can be processed in terms of morale and productivity.

T-P Leadership Questionnaire

Name _____ Group _____

Directions: The following items describe aspects of leadership behaviour. Respond to each item according to the way you would most likely act if you were the leaders of a work group. Circle whether you would most likely behave in the described way:

Always (A), frequently (F), occasionally (O), seldom (S), or never (N).

A F O S N   1. I would most likely act as the spokesman of the group.

A F O S N   2. I would encourage overtime work.

A F O S N   3. I would allow members complete freedom in their work.

A F O S N   4. I would encourage the use of uniform procedures.

A F O S N   5. I would permit the members to use their own judgement in solving problems.

A F O S N   6. I would stress being ahead of competing groups.

A F O S N   7. I would speak as a representative of the group.

A F O S N   8. I would needle members for greater effort.

A F O S N   9. I would try out my ideas in the group.

A F O S N   10. I would let the members do their work the way they think best.

A F O S N   11. I would be working, hard for a promotion.

A F O S N   12. I would tolerate postponement and uncertainty.

A F O S N   13. I would speak for the group if there were visitors present.

A F O S N   14. I would keep the group moving at a rapid pace.

A F O S N   15. I would turn the members loose on a job and let them go to It.

A F O S N   16. I would settle conflicts when they occur in the group.
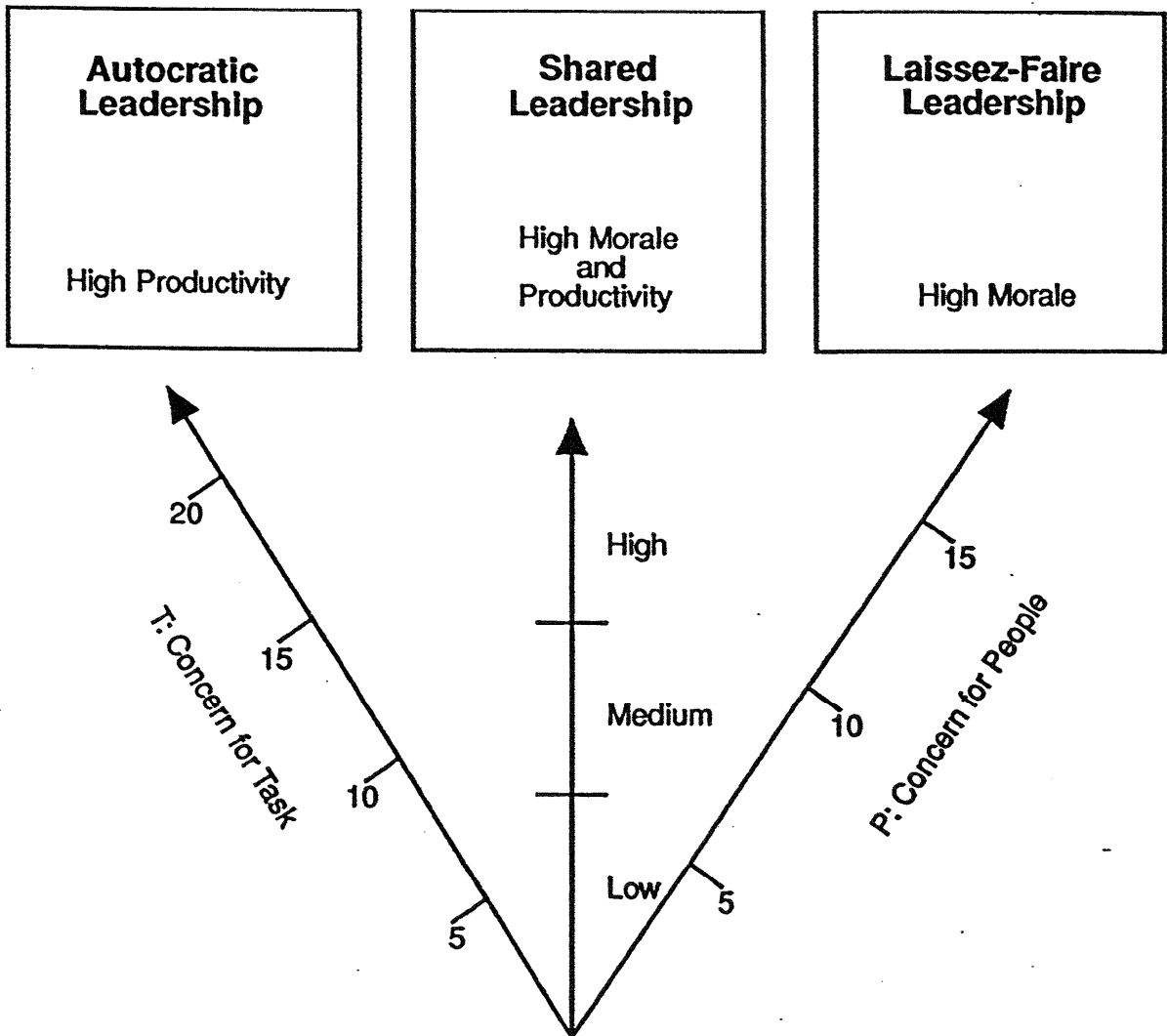
A F O S N   17. I would get swamped by details.

A F O S N   18. I would represent the group at outside meetings.

A F O S N 19. I would be reluctant to allow the members any freedom of action.

A F O S N 20. I would decide what should be done and how it should be done.

A F O S N 21. I would push for increased production.

A F O S N 22. I would let some members have authority which I could keep.

A F O S N 23. Things would usually turn out as I had predicted.

A F O S N 24. I would allow the group a high degree of initiative.

A F O S N 25. I would assign group members to particular tasks.

A F O S N 26. I would be willing to make changes.

A F O S N 27. I would ask the members to work harder.

A F O S N 28. I would trust the group members to exercise good judgement.

A F O S N 29. I would schedule the work to be done.

A F O S N 30. I would refuse to explain my actions.

A F O S N 31. I would persuade others that my ideas are to their advantage.

A F O S N 32. I would permit the group to set its own pace.

A F O S N 33. I would urge the group to beat its previous record.

A F O S N 34. I would act without consulting the group.

A F O S N 35. I would ask that the group members follow standard rules and regulations.

Task (T) score: _____   People (P) score: _____

Leadership-Style Profile

SHARED LEADERSHIP RESULTS FROM
BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE

Autocratic Leadership	Shared Leadership	Laissez-Faire Leadership
High Productivity	High Morale and Productivity	High Morale

T: Concern for Task

20
15
10
5

High

Medium

Low

5
10
15

P: Concern for People

APPENDIX 2: Profile of a Good Leader

Listed below are some of the most important qualities of youth leaders? Please follow the instructions below to enhance your understanding of good leadership. This process will assist in gaining insights into the qualities of good leaders.

 a. Mark the statements considered unimportant by circling 1.
 b. Mark the statements considered of some importance by circling 2.
 c. Mark the statements considered important by circling 3.
 d. From those marked important select the 15 considered most important and circle 4.
 e. Discuss these in the light of what has been discussed already.

THE GOOD LEADER

1. Helps new members to settle in	1 2 3 4
2. Helps members with their personal problems	1 2 3 4
3. Gives responsibility to the members	1 2 3 4
4. Makes sure that activities are not dangerous or destructive	1 2 3 4
5. Selects the members of the club himself	1 2 3 4
6. Encourages members to develop their personal skills.	1 2 3 4
7. Sees the subscriptions or fees are paid regularly	1 2 3 4
8. Expects members to attend regularly	1 2 3 4
9. Sees that club conditions are good	1 2 3 4
10. Understands each individual member	1 2 3 4
11. Sees that members' suggestions are properly considered	1 2 3 4
12. Knows how their club interrelates to other clubs & groups	1 2 3 4
13. Is fair in all his/her dealings with people	1 2 3 4
14. Sees and talks with each member regularly	1 2 3 4
15. Does a good job of planning and organising	1 2 3 4
16. Insists on punctuality in the club program	1 2 3 4
17. Makes allowances for differences in people	1 2 3 4
18. Keeps written records of all that happens in the club	1 2 3 4
19. Lets the members know what is expected of them	1 2 3 4
20. Trains members to pull their weight	1 2 3 4
21. Informs members of proposed changes	1 2 3 4

22. Gives the members committee authority to carry out its responsibility   1 2 3 4

23. Keeps good discipline in the club   1 2 3 4

24. Lets members take part in decision making   1 2 3 4

25. Knows the "background" of individual members   1 2 3 4

26. Requires the members to keep the premises clean and orderly   1 2 3 4

27. Is a person who can be believed and trusted   1 2 3 4

28. Knows when something is causing, or is likely to cause trouble   1 2 3 4

29. Arranges contacts and competitions outside the club   1 2 3 4

30. Sees that equipment is kept in good order   1 2 3 4

31. Holds regular full meetings with members to talk things over   1 2 3 4

32. Checks all matters involving money   1 2 3 4

33. Is able to accept change   1 2 3 4

34. Knows how much freedom he has   1 2 3 4

35. Can withstand the impact of failure   1 2 3 4

36. Acknowledges mistakes and does not blame others   1 2 3 4

37. Expresses himself when in writing   1 2 3 4

38. Is a good public speaker   1 2 3 4

39. Does not allow cliques in the club   1 2 3 4

40. Does not have favourites   1 2 3 4

41. Is not too friendly with members   1 2 3 4

42. Puts members to tasks they can do best   1 2 3 4

43. Explains club rules and customs to newcomers   1 2 3 4

44. Lets members have a say in the running of the club   1 2 3 4

46. Knows what they are responsible for   1 2 3 4

47. Is good at most club activities   1 2 3 4

48. Is tolerant of other people's ideas and beliefs   1 2 3 4

49. Gets rid of troublesome members   1 2 3 4

50. Makes members want to accept sound values   1 2 3 4

51. Has good self-control   1 2 3 4

52. Learns all be can about his/her job   1 2 3 4

53. Holds a respected position in the neighbourhood   1 2 3 4

54. Gets along with other youth workers   1 2 3 4

55. Settles grievances so that all concerned are satisfied   1 2 3 4

56. Inspects his/her buildings frequently   1 2 3 4

57. Keeps his/her management committee informed of what is going on   1 2 3 4

58. Is always available during the evening   1 2 3 4

Note: The 15 items circled represent some of the important aspects of good leadership. Gaining insight into effective habits will enable leaders to become more effective in their relationships with young people and assist in creating good club environments.

Notes

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