

# Building Community Leaders

## ORGANIZER'S GUIDE

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Welcome to the Building Community Leaders Programme! Your thoughtful guidance and support for community leaders will make a great impact. As you to help others learn about leadership, you will learn some new ideas not just from the programme but from the potential community leaders you will be working with. Read the rest of this guide carefully as you prepare for your task of exploring ideas of leadership with them. The curriculum is set out in seven workbooks:

1. Understanding my Traits
2. Reading the Situation
3. Mastering the Organization
4. Appreciating Power
5. Seeing the Vision
6. Acting with Ethics
7. Reflecting on Action

The workbooks are intended for potential community leaders of any age or ability, a participant should begin with workbook 1 (Understanding my Traits) and work through workbook 7 (Reflecting on Action). The content of each workbook builds on the previous one. Each workbook has 19 activities, all planned around the experiential learning model. On the front of each page are activities (Action), and on the back are reflections (Reflection), which encourage the participant to think about and draw conclusions from the activity.

This Organizer's Guide is designed to give you the information you need to run a successful community leadership program. Included in this guide is:

**Why leadership:** Explanations of why leadership education is important.

**The theory:** Outlines the theory behind the curriculum.

**Curriculum background:** Explains the events and discussions that led to the development of this curriculum.

**What we hope to accomplish:** States the desired outcomes.

**A statement of values:** States fundamental assumptions and values.

**Rights and responsibilities:** Contains the basic rights and responsibilities of community leaders.

**Learning from life:** Describes experiential learning and how to use it.

**Annex A: The rules of the games:** Lists the rules and guidelines for the large group activity in each of the curriculum's seven workbooks.

**Annex B: Mentor's guide:** In the Building Community Leaders programme, each participant is expected to work through the activities with the guidance of another, more experienced leader or mentor. This is the guide for those people.

## Why leadership

The call for leadership is one of the constant themes of our time. But what is leadership and who are our leaders? John Gardner, former Director of the Carnegie Corporation and Secretary of Health Education, and Welfare in the Kennedy administration, is often asked to speak to community groups and begins by asking: "Who are today's leaders?"

Often, the audience answers with "the President, the Rockefellers, the Fords, the Kennedys!" Gardner's response is: "Oh, my friends, you are so far from the truth. When you think of leaders, you should think of yourselves. You are the people who are out in the community, rubbing elbows to make things happen, You are the leaders of today!"

We agree! Leaders are not only the political figures making headlines. Leadership is not achieved through some mysterious process. Leadership happens every day in your community! Leadership education is important because it changes lives and communities.

## The theory

The content of this curriculum is built on a broad based theory of leadership developed by the Reflective Leadership Center the Hubert H. Humphrey Institute of Public Affairs, University of Minnesota. This broad approach describes six views of leadership (each with two sub-groups) that have been popular over the years, and then combines all six of these views into a comprehensive "Seventh View." What follows is a short description of each of those six ways of defining leadership.

### Trait

Exclusive: Leaders are gifted people who are born with special talents to lead. These people are leaders and others are not. Comments like, "Leaders are born, not made" or "He/she is a natural born leader" are exclusive trait theory statements.

Inclusive: Everyone can be a leader by developing his/her strengths and overcoming his/her weaknesses.

### Situation

Informal: Leadership depends on the people with whom you are working. Leaders need to be good at working effectively in small groups.

Formal: Being a leader is being in the right situation at the right time with the right skills. One example of this is the book *One Minute Manager* (1982) by Blanchard and Johnson.

### Organizational

Position: Leadership is getting named or elected to positions such as chair of an association, president of a company, etc. Leadership is having what it takes to get to the top of an organization

Organic: Leadership will happen as a group works together, no matter who the appointed or elected leaders are.

### Power

Power over: Leadership is getting others to do things for you. Leaders have power "over" others and can tell them what to do

Power with: Leaders actually become more powerful by giving power away (empowerment) to others. Power is shared with others

## **Vision**

Content: Leaders need to look at the past and the present to predict the future. One popular book of this type is *Megatrends 2000* by J.Naisbitt and P. Aburdene.

Process: Leaders motivate others by creating a vision of an ideal world, not being limited by what already exists. Civil rights leader Dr. Martin Luther King is a good example.

## **Ethical**

Intrinsic: Leadership is naturally ethical. People, who are not ethical, like Adolf Hitler, are not leaders.

Extrinsic: Leadership and ethics are two separate issues. The best leaders are ethical but a person can be a leader without being ethical.

Leadership requires the courage to risk something never tried before.

## **A Seventh View: Reflective leadership**

According to the staff of the Reflective Leadership Center, leadership is everything in the first six views and more, courage. To be a leader you need to:

- know yourself and others (Understanding my Traits),
- be aware of your group's situation (Reading the Situation),
- understand organizations (Mastering the Organization),
- know what it takes to get a job done (Appreciating Power),
- have a clear sense of what you want (Seeing the Vision),
- act according to your values, or be ethical (Acting with Ethics),
- have the courage to let the world see you as you really are, or have "authenticity" (Reflecting on Action).

## **A short story**

The leadership theory on which this curriculum is built is immense. Training for this kind of theory covers-everything from values clarification to how to run a meeting to creativity. The challenge for this curriculum is to cover all that the theory includes in leadership in a balanced way based on the experiences of the course members. Consider the following story:

### **The blind men and the elephant**

In India, many years ago, there was a village where six blind men lived. They had heard much about elephants, but because they were blind, they had never seen one. One day an elephant came to the village. Each took turns touching the elephant with their hands. The first man touched the side of the elephant and exclaimed, "It's so smooth! The elephant feels like a wall." The second man touched the elephant's tusk. He said, "Ouch, it's sharp! The elephant is like a spear." The third man gingerly walked up to the elephant and touched the trunk. "It's round," he said. "The elephant is like a snake." The fourth man touched the elephant's leg with his hand. "It's so

tall," he cried. "The elephant is like a mighty palm tree." The fifth man cautiously placed a hand on the elephant's ear. He said, "It's so very wide. I know, an elephant is like a big fan." The sixth man approached the elephant and put his hand out and touched the tail. "It feels so thin," he said. "I believe that an elephant is like a rope." At that moment the Rajah was awakened from his afternoon nap by all the shouting. He walked to the window and looked down into the courtyard and saw the six men yelling at one another.

"Stop!" demanded the angry Rajah. The frightened men suddenly stopped shouting. All the people knew that the Rajah was a wise man. Whenever he spoke, people listened and his word was not to be questioned. "An elephant is a very large animal," he said in a kind voice. "Each of you is only partially correct because each of you has only touched one part. To discover what an elephant is really like, you must put all the parts together." "You know," said the first man, "the Rajah is right. Each of us only touched one part of the elephant. If we are to discover the truth about the elephant, we must put all the parts together."

The story you have just read has a lesson. Leadership is like the elephant to the blind men. We can feel it and touch it, but we cannot really see it all at once. To understand leadership we must consider all of the parts: our traits, the situation, how we are organized, the power needed to make things happen, a vision of our future, being guided by ethics, and an understanding of how each of the things contributes to leadership.

## Curriculum background

This curriculum is based on a long tradition of leadership education in Minnesota USA, within the 4-H movement, it was further developed and improved with the assistance of Randall S. Peterson working with a committee of academics and 4-H trainers. It is our belief that the course has something to offer others in supporting personal development for community leaders throughout the world. It was in this spirit that this material is made available in the UK with the support of the Nuffield Trust.

The course has been modified very little from its US version. It was recognized that course organizers in the UK would in any case need to adapt it to the needs, experience and abilities of the groups and individuals they work with. But like the Rajah in the story, we recommended that you stand back to see the whole "elephant" of leadership rather than attempt to select one or another approach.

The goal of this curriculum is to help community leaders become people with the courage and confidence to engage and change their world.

## What we hope to accomplish

*"Courage is nothing less than the power to overcome danger, misfortune, fear, injustice, while continuing to affirm that life with all its sorrows is good; that everything is meaningful even in a sense beyond our understanding; and that there is always a tomorrow."*

- Dorothy Thompson

More specifically, the Building Community leaders programme is designed to help participants to:

- discover that they are leaders;
- build leadership skills beginning with personal understanding and expanding to working effectively with others;
- share in community decisions based on their beliefs, values, and attitudes through development of specific skills;
- understand the importance of citizen involvement in the life of any community;
- develop beliefs, values, and attitudes consistent with the democratic process;
- engage their community based on their own beliefs, attitudes and values (authentically)

## A statement of values

This curriculum is based on a fundamental set of values that reflect our assumptions, beliefs, hopes, and vision for community leadership development. These values are at the heart of this curriculum.

**Development of self and society:** Self interest and social interest are recognized as valuable and interdependent. While society needs independent individuals who develop to their maximum personal potential, this development of self must also contribute to the development of society.

**Commonwealth:** Leadership goes beyond personal promotion to the benefit of the whole. It implies ethical behavior.

**Democratic process:** The democratic process reaffirms the equality of rights and privileges for all. It recognizes that power rests with the people.

**Interdependence and independence:** Society needs healthy individuals who are responsible for their own actions (their independence), but also recognize their responsibility to others (their interdependence).

**Humans are social beings;** thus, leadership is a social process (act) and implies connection beyond self.

**Diversity:** Our community has much diversity-diversity of people, leadership models, age, economy, opinion, culture, religion, etc. Diversity provides great strength for the community and strengthens each of us by helping us to define ourselves as unique individuals. Diversity aids in defining and appreciating that which is considered the norm.

**Meaningful interpersonal relationships:** Long term interpersonal relationships with other caring and committed individuals are essential to the development of an individual and thus, leadership. For many, these relationships are built around "family," but this is not necessarily so for everyone.

**Reflection:** To understand past experiences and plan future ones, we must take time to assess where we have been and where we are going. Everyone needs to take this time to become a fulfilled, productive, and contributing member of the community.

**Getting to action:** Leadership requires action. It is the movement of self and others toward achievement of a goal.

**Collective power:** Empowerment of communities, shared power, cooperation/collaboration; and use of power "with" and not "over" others are key concepts. Community leaders are a vital human resource and as such should be treated with respect for their ideas, interests and beliefs.

**Global to local (glocal):** We know more and more about things about which we are able to do less and less. We know more and more about the world and less and less about our own neighborhood. This can lead to feelings of helplessness and hopelessness. Each of us needs to understand and appreciate the importance of knowing one's neighbor, their importance to us as individuals, and their importance to all of us as a community. We need to think and act globally and locally ("*Glocal*" from The Knowledge Executive.).

**Learning through experience:** This is the way learning is best remembered. Thus, leadership education should include direct involvement in the real world of leadership, one's community. Community is defined as a sense of belonging essential for health/living. It is often a place or group such as a club, your hometown, your country, or the world. Creating community creates the strength of working with others.

## Rights and responsibilities

In a democratic society, everyone has both rights and responsibilities. As groups and course organizers work together in exploring leadership, both have rights and responsibilities. These are outlined below:

**Organizer's rights:** your rights include:

1. Appreciation for your efforts
2. Discontinuing at any time
3. Being treated with respect

**Organizer's responsibilities,** we expect you to do the following:

1. Assist participants in finding a mentor in the community to discuss their project activities, successes, etc. (Note: You are not expected to be a mentor unless you choose to do this in addition to your responsibilities as organizer.).
2. Provide an orientation for mentors where your expectations for their responsibilities are discussed (see Mentor's Guide);
3. Conduct regular meetings for participants to discuss the individual and small group curriculum activities;
4. Arrange for participants to participate in the large group activity appropriate for their workbook;
5. Plan and conduct meeting for participants and their mentors to end their formal mentor relationship (Note: Ending/ termination processes are very important to good mentoring relationships; do not skip this responsibility!).

Your most challenging and important duty as a course organizer will probably be finding and training community mentors for the participants. Each participant should find or be assigned a mentor whom the participant respects as an advisor and

counselor. If a potential mentor is willing to spend time with the participant and has some kind of leadership experience that can be shared, she or he is a good candidate for becoming a mentor.

Occasionally, a mentorship pairing will not work. If this should happen, you should help the participant find a new mentor and be sure that none of the people involved feel guilt about what has happened.

### **Participant's rights**

Participants should be able to expect:

1. Organizers and mentors to work with them and give them a voice
2. To be treated with respect
3. To be appreciated when they do a good job
4. To be working with others who are genuinely interested in them
5. To be taught by example: actions speak louder than words
6. To receive as well as give friendship

**Participant's responsibilities** include the following:

1. Appreciating the efforts of the organizers and mentors.
2. Allowing organizers or mentors to discontinue at any time
4. Sharing friendship with their mentors
5. Treating fellow participants with respect.

## **Learning from Life: Experiential learning**

This leadership curriculum is designed to enable participants to "learn by doing" through experiential learning. Experiential learning happens when a person is involved in an activity, looks back at it critically, determines what was useful or important to remember, and uses this information to perform another activity.

The learner needs to cooperate actively and the course organizer guides the learner to use his/her intelligence. Learning becomes a cooperative enterprise. Just providing an experience does not create "experiential learning." You must plan and execute the activity.

Activities in each workbook will require people to interact, analyze, question, reflect, and transfer. The activity comes first. The learning comes from the thoughts and ideas created as a result of the experience.

This is the "learn by doing" or experiential process. If you think about each step in the process your plan will reach its goals. The activity doesn't end with the experience, but builds on it. Each activity (Action) is followed by a series of questions that asks the participant to look back at the activity, reflect on it, and decide what is worth remembering (Reflection) for future activities (Action). The cycle is continuous.

The experiential learning model is.

1. EXPERIENCE the activity; perform, do it
2. SHARE the results, reactions, observations publicly
3. PROCESS by discussing, looking at the experience; analyze, reflect
4. GENERALIZE to connect the experience to real-world examples
5. APPLY learning to a similar or different situation

**Experience:** Begin with concrete experience. This can be an individual activity or a group experience, but it involves "doing something."

**Share:** Next, get the group or individual to talk about the experience. Share reactions and observations. Talk freely. Acknowledge ideas; putting them on lists is helpful.

**Process:** Discuss how questions are created by the activity.

**Generalize:** Find general trends or common lessons in the experience. Identify the principles that are important, that apply to "real life," not just the activity. Identify situations where the lessons apply.

**Apply:** Concentrate on how the new learning can be applied to everyday situations. Discuss how issues raised by the activity can be useful in the future.

These experiential learning steps can be summarized as questions for the participants:

Step	Ask yourself
Experience	What do I need to know first? and What should I do?
Share	What happened?
Process	How did I feel about it?
Generalize	What does it mean?
Apply	So what? And What did I learn?

The "What did I learn?" section provides a check of key concepts we believe the activity should help participants understand and apply. This section includes a space for other important ideas learned as well. One step has been added to the experiential learning cycle. The "Want to know more?" section lists resources.

### **Cross cultural teaching**

The population of the UK is wonderfully diverse culturally and ethnically. Community leaders of all kinds are facing the challenge of providing support to people with cultural experiences different from their own. Consequently, it is important for organizers, mentors and participants, to understand cultural diversity and learn to communicate effectively with others who are different.



The information which follows is drawn from the work of several well known sources in cross-cultural education, such as John Taborn, Head of the Afro-American Studies Department at the University of Minnesota, and the U.S Department of Public Health.

To be effective in teaching diverse ethnic groups, educators need to:

- be aware of their own values;
- be aware of the dominant cultural values;
- be sensitive to cultural differences;
- learn how to rephrase questions;
- speak directly to students;
- avoid slang or jargon;
- know the verbal and written abilities of others;
- avoid imitating other cultures;
- allow learner to choose physical distances and eye contact;
- avoid possibly offensive physical or eye contact.

What is culture? Culture has been defined as a set of beliefs, assumptions, and values that are widely shared by a group. These widely shared beliefs guide behavior in all aspects of life. There are variations within cultures due to factors such as socioeconomic status, religion, age, and education. However, people from a given culture will tend to have experiences that are culturally patterned and similar in nature, although not identical.

## The rules of the games

### Understanding my Traits: Strength Bombardment

#### Purpose:

Participants will understand that the first steps in learning leadership are understanding yourself, building on strengths, and working on areas that need improvement (This activity will also improve small group communications skills).

#### Materials needed:

None.

#### Proceed as follows:

1. Place participants in groups of six, preferably with others they know.
2. Generate a list of possible discussion topics from the group.
3. Begin by asking each group to have a "normal" conversation for 2 minutes to get them used to discussion.
4. Give them 3-5 minutes for "irrelevant" conversation:
  - Each group selects a topic.
  - Group members must talk about the agreed upon subject but..
  - What each person says must be their own thought on the subject unrelated to what the last person said  
(Example,  
"I just don't understand how government works"  
"My journey to work is getting more complicated."  
"My family never seems to sit down together these days.")
  - After the time is done, they should think about and discuss how it felt for one minute. How did it feel that the person who spoke after you said something that had nothing to do with what you said?
5. Split the groups of six into groups of three.
6. Give them 8-10 minutes for "mirroring":
  - Three roles are assigned; the talker, the listener, and the observer (everyone will do all three).
  - The talker makes three statements about himself/herself.
  - Listener repeats each statement exactly as it was said immediately after it is said (including hand gestures, tone of voice, etc.).
  - Observer Watches to make sure the "mirror" is done correctly.
  - Switch roles until all three in the group have done all three roles.
  - Give each group one minute to discuss how it felt.
7. Get back into groups of six again.
8. Give them 4-5 minutes for "disconnected" conversation:
  - Continue with the same topic as for irrelevant conversation.

- Each person is to listen to what others had to say, but only as a means to say something different  
(Example, "My dog ran away from home yesterday."  
"Oh really, I got my home painted last week."  
"Last week was a really bad week for me.").
  - Give them one minute to discuss how this kind of conversation felt.
9. Get into groups of three again,  
(different group of three than before).
  10. Give them 8-10 minutes for "attending to meaning."
    - Use same roles as in mirroring.
    - Talker makes three statements about herself/himself.
    - Listener repeats what the talker meant without using the exact same words  
(Example, "What I think I heard you say was ...").
    - Observer corrects the listener if necessary.
    - Continue until each person has had each of the three roles.
    - Give them one minute to discuss how it felt.
  11. Get them back into their group of six.
  12. Give them 15-25 minutes for "strength bombardment":
    - Each person has up to two minutes to say what they think their strengths are  
(what she/he does well, qualities that are good, what others like about her/him).
    - In the same order, the rest of the group "bombards" the person for two minutes with what they think that person's strength are.
    - If any strength is mentioned that the person does not understand or agree with, he/she should ask the other person what he/she meant.
    - Give the group up to five minutes to discuss what it felt like.

### **Debriefing:**

1. Keep participants in groups. Ask groups to choose which kind of conversation they liked best and worst and why.
2. Specific questions to be asked:
  - Which kind of conversation was easiest/hardest?
  - Which kind did you like best/worst?
  - Why is strength bombardment hard to do?
  - Why is it hard for most people to hear others tell them their strengths?
  - Why is it so easy to tell people whom we don't like their weaknesses, but so hard to tell the people we do like about their strengths?
3. Major points that may arise in discussion:
  - Disconnected conversation is often used by people to "change the subject."
  - Most people hear a lot more about their weaknesses than their strengths.
  - Everybody needs to hear her/his strengths to keep her/his self- esteem high.
  - It is hard to express liking for other people.
  - Leaders need to hear that they do a good job, and they need to tell others when they did a good job.

## **Reading the Situation: Meetings, Meetings, Meetings!**

### **Purpose:**

Participants will identify what they know about running meetings and working in small groups.

### **Materials needed:**

1. Questions as shown in the examples on the next page you need a 10 point and a 20 point question for each action in the workbook.
2. Flipchart on which to keep score.

### **Proceed as follows:**

1. Select a time keeper to keep answers to 15 seconds or less.
2. Select a judge to determine which team "buzzes-in" first.
3. Select a scorekeeper.
4. Select a host to read questions.
5. Form teams of 3 to 10.
6. Have each team select a name for themselves.

### **Proceed as follows:**

7. Read the instructions to everyone:
  - Each team will select a mascot (bird, horse, tiger, cow. etc.).
  - There are 10 point and 20 point questions on each of the 18 individual activities in the "Reading the Situation" workbook.
  - The team that answered the last question correctly will pick the category and value for the next question. The first question category will be decided by the "host" of the program.
  - The host will read the question and team members will "buzz-in" with the sound that their team mascot makes (lions roar) when they think they know the answer.
  - The person then tries to answer the question within 15 seconds. If they cannot, then the opposing team has 15 seconds to answer. If the question is answered by either the person who "buzzed- -in" or the opposing team, the team that answered the question gets the point value of the question added to their team score. If the opposing team cannot answer the question, then the team of the player who first tried to answer the question can try. If they can answer the question within 15 seconds, they get half the point value of the question. If they miss the question, they lose the full point value.
  - The game is played until all questions are answered (a time limit could be set instead or more questions could be added).
  - The team with the most points at the end wins.
8. Play the Game!

### **Debriefing:**

After the game is over, ask the participants to remember how much they have learned about working in small groups and running meetings.

**Question examples:**

Listening 10 points

Name one cause of poor listening.

- \*Not concentrating
- \*Listening too hard
- \*Jumping to conclusions
- \*Focusing on how it is said and personal appearance

Setting Goals 10 points

Do you need to believe you can achieve your goal when you set it?

\*yes

Public Speaking 10 points

What are the three parts of a speech?

- Introduction, main message, and conclusion

Teaching Others 10 points

What kind of teaching gets people to learn the most?

\*An activity or a game (seeing, hearing and doing)

Promoting Your Group 10 points

Name five ways of doing promotion.

\* (People could mention banner, brochure, radio advertisement, a speech, telling your friends, doing a protest, making a poster)

Working With Others 10 points

Why should you call people by their names when you see them?

Why Join A Group? 10 points

Name one group that you belong to that you could not chose (you are a member because that is the way you were born). \* (Person could mention race, sex, family, etc.)

Working In Groups 10 points

What is it called when each person in a group works against everyone else in the group?

\*A competitive group

When should we meet? 20 points

Should you cancel a meeting you made 5 months in advance if the only thing on the agenda is to let people know the date of the county fair ?

\*Yes, it can be handled by telephone more easily

Team Building 20 points

Does a good "team" need to ask each other how things are going, or should team members assume everything is okay unless someone says something?

\*A good team asks each other how it is going all the time

Small group stage 20 points

Describe the stages of group development?

Forming. Norming and Storming

## Mastering the Organization: The ORGANIZATOIN Game

### Purpose:

Participants will learn the skill of finding "unwritten rules" in an organization or culture.

### Materials needed:

1. Flipchart
2. One large envelope
3. Any props the groups needs to create their organizations
4. A place to play the game with two separate rooms

### Proceed as follows:

1. Read the rules of the game to everyone:
  - There are two groups for this game: the "delta" group and the "zed" group.
  - Each group will create an organization with both written and unwritten rules.
  - Observers will be sent in groups of two between the two organizations to find as many of the unwritten rules of the other organization as possible.
  - Everyone must visit the other organization as an observer during the game.
  - The two groups will have 15 minutes to create their organization. Rules for creating an organization are:
    - Your organization must have a name and a purpose that is posted by the entrance to your organization. Example: B.O.B.- the Big organization promoting Bob as a name
    - Each team must have 10 "unwritten" rules for their organization. They will be "unwritten" to the observers coming, but each team will record their rules, put them in an envelope and give them to the person organizing the game before play begins.
    - The list of "unwritten" rules given to the game organizer can be anything a team wants to make as a rule, but it must have an observable action (that observable action must be included with the rules). The other team must be able to see or hear something that will allow them to find the rule if they know where or how to look.  
Example: When two men talk they have to touch their right elbows first. Whenever two women talk, they have to touch their left elbows. If a man and a woman talk, they can never touch elbows
    - No one is allowed to tell a member of the other "organization" it's "unwritten" rules during play.
2. Divide the participants into two groups, the deltas and the zeds and send them into two separate rooms for planning. If participants have a hard time thinking of good "unwritten" rules, ask them some questions: "Who can talk to whom?" "Are there any strange behaviours?" "Do one or more people get special privileges?" "How do people dress?" "Are people relaxed and casual or formal and 'stuffy'?" "Who gets rewards?" "For what do they get rewarded?"

3. Give the teams 15-20 minutes to create their organizations and give their rules to the game organizer
4. Give each team 5-10 minutes to 'practice" what people would do and how they would interact in their organization.
5. Send observers between organizations (2 from each organization) for 2 minutes each time. Keep doing this until everyone has visited the other organization
6. Stop play and get everyone back into one room. Move to debriefing.

### **Debriefing**

1. Ask the deltas to guess the "unwritten" rules of the zeds.
2. Ask the zeds to guess the rules of the deltas.
3. A representative of the zed group should present it's "unwritten" rules
4. A representative of the delta group should present it's "unwritten" rules.
5. The organizer should raise these questions:
  - How did you find the "unwritten" rules of the other organization'?
  - How did you feel while you were an observer in the other organization?
  - In this game you were not allowed to be told what the rules of the other organization wereHow is that like being in a real organization?
  - Why does a leader need to know how to get things done in an organization?
5. Listen for these points:
  - To find the "unwritten" rules in any organization, you have to be a careful observer, to know where and how to look.
  - In real organizations, people don't "tell" you the rules because people often don't realize they exist. These kind of rules become "automatic."
  - Being a newcomer in an organization can feel like going into a new culture; it can be disorienting and confusing.
  - Leaders need to know how to do things in organizations because so much of what people do is done in organizations (most jobs, political causes, etc.) and leaders can waste a lot of time accomplishing very little if they don't know how to "do" things in organizations.

## **Appreciating Power: Star Power Game**

### **Purpose:**

Participants will experience real power use/abuse and feel the emotion generated from it.

### **Materials needed:**

1. 3 paper bags
2. 5 colored poker chips per player (or equivalent)

%	Color	Value
35	Blue	10 pts
25	White	20 pts
10-15	Red	30 pts
10-15	Silver	40 pts
5-10	Gold	50 pts

In addition, you should have nine "bonus chips" all of one color, but distinctly different from the regular trading chips.

3. Flipcharts and pens for facilitators to write down the number of chips, trading rules, and bonus session rules on these charts.
4. Wall charts to explain the rules of bargaining.
5. Clock, watch, or stop watch to keep time for participants.
6. An appropriate number of small paper shapes (triangles, circles, and squares) to be used as participants' team emblems.

### **Proceed as follows:**

1. Tell participants that you would like each of them to contribute some money (50 pence or £1). Put the money into a pile in some central location. Explain that this money will eventually be awarded to the highest score at the end of a number of trading rounds.

### **Distribution of wealth:**

1. Place all regular trading chips (excluding the 9 "special chips") into the three paper bags. Weight the bags by putting more of the top two and fewer of the lower three colors in the first bag, a mix of all colors in the second bag, and one gold, two silver, and a few red with the rest of the lowest two colors in the third bag.
2. Have each participant draw five chips and keep them hidden.
3. Write the scoring system (points assigned to each color chip) on the flipchart. Show this after chips have been distributed.
4. Explain the rules of bargaining outlined on the wall chart:
  - Participants will have three minutes for a trading round.
  - Scores can be improved by trading one chip for another, always with chips of unequal value.



- Participants must keep their chips hidden.
- Participants must hold hands to effect a trade.
- Participants are not allowed to talk unless their hands are touching.
- Once participants have initiated hand holding, it must continue until the trade has been accomplished.
- Participants must fold arms if they do not wish to trade.

#### Trading:

1. Tell participants to begin trading.
2. Stop trading after three minutes.
3. While participants are trading, prepare for scoring and division of participants into three groups. For a group of 20, participants should be distributed among the three groups as follows: four squares, six circles, and ten triangles (If the group is larger or smaller, keep the groups in this proportion.).
4. Ask participants to calculate their scores after trading, according to the point values assigned to the chips.
5. Begin collecting participants' scores by asking if anyone reached the highest possible score (300). Continue, moving downward in tens from this high score (300, 290, 280. etc.) Write the initials for the three highest scorers on the sheet for squares. the next six highest for circles, and the remainder for triangles (or whatever the proportionate group size for this particular seminar is). Give out group identification badges.
6. Conduct the first Bonus Point Session as follows:
  - Explain that bonus chips are worth 20 points each.
  - Give 3 bonus chips to each group to be distributed within that group, to a minimum of one person or a maximum of three (i.e., two people cannot share one chip).
  - If participants cannot agree on distribution of bonus chips, the facilitator will collect them.
  - Participants of each group may eliminate group members by majority vote. Eliminated members will enter any group that will accept them.
  - End the bonus session by adding the bonus chip points to members' scores.
  - Change group membership based on bonus point scores, asking participants to switch group identification badges.
7. In the second round, repeat the game cycle from Step 6, conducting a bargaining session, bonus session, and inter-group promotion.
8. Announce that since the squares seem to be most skillful at the game, you are going to turn the rules over to them. The squares can now make the rules. deciding whether to heed or ignore other groups' suggestions, but these suggestions may be made by written memo only. The squares may make any decision they wish, except to end the game. Allow the squares eight minutes to decide the rules, telling them to begin the third round when the time is up. New rules may be announced at the beginning of a trading round or at the end, and made retroactive.

9. Keep the game going for as many rounds as time allows, or until the squares have been overtaken by revolt from the circles and triangles. You can reasonably expect that this will happen within another couple of rounds, and will result in the theft of the money that participants have contributed.

10. When the squares have lost power, conclude the game and move on to the debriefing.

### **Debriefing:**

1. Keep participants in groups. Ask each group to describe what it felt like to be a member of it's group, starting with the triangles (the lowest group). Listen for words that describe feelings and thoughts about .the experience.

2 Encourage discussion between groups.

3. Specific questions to be asked:

- How did you feel?
- Give a chronology of what happened in your group.
- What was your group's strategy?
- How did the triangles and the circles deal with the squares when they were in power?
- What happened when the circles and triangles realized the rules were designed to keep them from winning?
- What could the squares have done to gain the confidence of the others?

4. Major points which may arise in the discussion:

- The emotions created by the games are strong.
- Squares are usually the last to realize the oppression they caused.
- Resources were unequally distributed.
- Unfair rules have caused some very real pain.
- The squares assumed that when power was handed over, they could use it in arbitrary and unjust ways.
- The top group usually makes the point that rules should always be followed, regardless of their fairness.
- The bottom group usually feels a need to follow the rules until they get extremely oppressive.
- All groups may have been slow to take radical actions.
- Some people were slower to realize the oppression created than others.

5. Review the lessons learned in the game:

- Power, unless coercive, is usually determined by how much we give away to others.
- Distrust is created when people make decisions about others and don't involve them.
- Once lost, trust is very difficult to restore.
- A group that makes decisions that affect others is the last to realize when it loses power.
- Usually a person who gets moved into a decision-making group from a less powerful group loses the confidence of his/her original group.

## Seeing the Vision: Vision 2050

### Purpose:

Participants will experience two ways of creating a vision for the future, one logical and analytic and one creative and imaginative.

### Materials needed:

1. Copies of relevant future projections and plans for the town.
2. Books, newspaper and magazine articles, etc. that discuss major social trends (population changes, economic trends, etc.)
3. Paper

### Proceed as follows:

1. Introduce the activity as "Vision 2050." Tell them that they will be predicting the future of their home town in two ways, with scanning and guided imagery.
2. Give participants 30-40 minutes to complete the scanning exercise in groups of 2 or 3 using their home town or city as the focus of attention. They will need the resources (books, newspapers, etc.) you provide to find major social trends and write the implications for the future of their communities.
3. Have each group present it's future to the rest of the group.
4. Explain to participants that "guided imagery" is using only your imagination to create a possible future, but it is "guided" by someone else telling you what you should think about in your imagination.
5. Conduct the guided imagery by slowly reading the following in a dimly lit (not dark) and quiet setting with a strong, but "soothing" voice (it should take 5-10 minutes):

*"I want you to begin by closing your ideas and relaxing .... begin by relaxing your toes and feet... next make sure your legs are relaxed ...now your midsection. Gradually relax your whole body so that you feel comfortable.*

*"I want you now to imagine that it is a bright and sunny day. You are lying on a comfortable chair in the warm sunshine. You are in your home town and the year is 2050. You have lived there all of your life and you have seen it change over the years.*

*"You decide to get out of your chair and take a walk down main street. What is it like? Would you recognize it if you hadn't seen it for 25 years? What are people wearing?*

*"As you walk down main street, you see a friend you haven't seen in years. She moved away over 20 years ago. Why did she move away? Was she looking for a job? Or did she just want something different? Or was there another reason?*

*"You see the place where you work. What does it look like? What are the people there doing?"*

*"After your walk, you return home. What is your home like? What kinds of things do you have in your home? What kind of vehicle do you drive?"*

*"Soon, you see your chair in the sun again and you decide you would like to return to the chair. You return to it again and soon get very relaxed."*

*"You realize that you wish you could go back to 2005. You have good memories of that year."*

*"Now, I want you to begin returning 2005. Begin with your toes and feet... are they awake yet? Next, your legs . then your midsection. Now your whole body is completely awake. Your wish to come back here has been granted."*

6. Ask participants to record what they saw in the future of their community during their guided imagery. Allow 10-15 minutes

7. Ask several participants to present a short explanation of "what they saw in the future to the group.

8. Move to debriefing.

### **Debriefing:**

1. Encourage discussion between participants.

2. Ask these specific questions:

- Which way of "futuring" did you like doing best? Why?
- Which scenario of the future do you think is most accurate? Why?
- How could a leader use scanning to create a vision of the future?
- How could a leader use guided imagery or imagination to create a vision of the future?

3. Listen for these points which may arise in the discussion:

- Imagination and more "scientific" or logical ways are both legitimate ways of creating a vision for the future.
- Our culture respects the logical and "scientific" ways of creating vision more than the creative or imaginative ways.
- Both creative and logical ways of thinking about the future have advantages and disadvantages: the logical ways are firmly connected to what already "is." but the creative ways are not limited by the current situation (this is more important if the current situation is not desirable).

## **Acting with Ethics: TAKE A STAND!**

### **Purpose:**

This activity will help youth clarify and strengthen their personal values by providing them an opportunity to take a stand on an issue of current popular concern.

### **Materials needed:**

1. Flipchart or large sheets of paper for making signs
2. Markers for making signs
3. A list of controversial current issues. You should not limit yourself to the list below because current events often make interesting topics such as:

**Civil liberties – 3<sup>rd</sup> World poverty – Iraq – Globalization – Local politics**

### **Proceed as follows:**

1. Begin by presenting an issue that is not too controversial to teach the group how the activity is done. Ask the group to divide themselves on either side of the room based on their views. The activity will work better if the group has split evenly. However, don't force this by asking someone to be on a side which is not of her/his choosing!
2. Once the group has divided itself, explain the rules of the activity:
  - Anyone is free to change sides of the issues at any time; they need only walk to the other side of the room..
  - When issues are discussed, rules of debate are to be followed:
  - The issues should be jointly defined by both sides (the two sides don't have to agree on how they address the issues, but they should be able to agree on what the issues are);
  - Each side will get a chance to present its arguments with the other ' side listening carefully;
  - Everyone is to genuinely try to understand the position(s) that are different from her/his own;
  - Each side does not have to agree with the other, but should treat it with respect.
  - Everyone is to participate in the discussions. No one can only "sit and listen" for long.
3. Each group should next select a spokesperson to summarize their group perspective. Give each group two to three minutes to prepare before presenting.
4. After each side has presented its ideas, individuals from each side will meet to discuss their personal perspectives (everyone meets one-to-one with a person from the other side).
5. After time for small group discussion (five minutes), the larger groups should reassemble and resummairize their positions. Ask each group questions such as: Have people changed their ideas? How many people changed sides of this issue?

6. Select another more controversial topic to discuss which divides the group in half or as close to half as possible. Repeat steps 1-5. As you give them sign-making material, inform each group that it is to spend the next 15-20 minutes preparing to have a 3-minute "rally" in support of it's side of the issue. For this rally they can make signs, have speeches, etc. During this rally they are to support their side, but not insult the other group in any way.

7. Have the groups take turns conducting their rallies for three minutes each. While each group is conducting its rally, the other group members can either listen quietly or "protest" the other rally silently. They are not to interrupt the other group, however.

8. After the rallies are complete, ask each group to place the signs on the wall or around the room. Next, move to debriefing.

### **Debriefing:**

1. Keep participants in groups. Ask each group what it felt like to be a member of the group.

2. Encourage discussion between the groups.

3. Ask specific questions:

- How did you feel? Was it comfortable to discuss the issues and participate in the rally?
- How did you feel when you listened to your own rally?
- How did you feel when you listened to the other group's rally?
- Was it hard to publicly state a position on the issue (s)?
- What are values? How are they related to ethics?
- Why is it important for you personally to talk to others about issues that concern personal values?
- Why is it important for public officials to talk openly about issues that concern personal values?

4. Listen for these points that may arise in the discussion:

- Some people will feel uncomfortable with the idea of a rally.
- It feels good to listen to others express views similar to your own.
- Listening silently to the opposing rally is usually difficult.
- This activity may motivate some to find ways to work in support of an issue. They may mention activities like writing to a member of Parliament, or to the editor of a newspaper, or a rally or demonstration.
- Deciding public policy involves weighing personal values. That is why it is important for every citizen, including public officials, to discuss values.

5. Review lessons learned in the activity:

- In order for public groups (like local councils, patient forums, etc.) to function effectively, people need to talk about their values in public.
- There are times when ethical leaders need to state their values.
- Personal values are often a powerful motivating drive that causes leaders to act the way they do.
- Part of being an ethical leader is being aware of personal values and being honest in sharing them with others.

## **Reflecting on Action: A Guessing Game**

### **Purpose:**

Participants will understand that leadership is something hard to explain fully because everyone has different "pieces of the leadership puzzle."

### **Materials needed:**

1. A puzzle with at least two pieces per participant (make sure none of the participants knows what the puzzle is when you begin).

### **Proceed as follows:**

1. Begin by giving each participant a puzzle piece.
2. Ask each participant to describe what she/he has and what the "whole" thing looks like (setting, etc).
3. Give each participant a second piece of the puzzle.
4. Ask each participant to again describe the "whole" thing.
5. Continue this same pattern until all of the pieces of the puzzle are out.
6. Allow pairs of participants to work together for 2 minutes and then ask each group to describe the puzzle.
7. Allow participants to work in groups of four for 2 minutes and again ask each group to describe the puzzle. .
8. Continue this process until everyone is working together. If the puzzle is simple, allow them to complete the puzzle and then ask someone to describe it. If the puzzle is too complicated for everyone to assemble together, show a picture of the completed puzzle and ask someone to describe it.
9. Read the fable of "The blind men and the elephant" and the first paragraph following it as it appears on page 4 of this guide.
10. Move to debriefing.

### **Debriefing:**

1. Encourage discussion between participants.
2. Ask specific questions:
  - How were you like the blind men in the fable?
  - How is leadership like the puzzle in this activity and the elephant in the fable?
  - What does this mean for learning about leadership?
  - This is the last activity and workbook in the Youth Leadership Project. Have you learned everything you need to know about leadership?
3. Look for these points that may arise in the discussion:
  - Leadership is "big." No one ever learns everything there is to know about leadership.
  - Each of us needs to make plans for continuing to learn more about leadership.
  - Even though leadership is "big" and complicated, that should not stop us from learning more about it and trying to be the best leader we can be.