

Building Community Leaders

Reading the Situation **by Randall S. Peterson** **Workbook 2**

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The second view of leadership is “reading” the situation and acting according to it. This view focuses on working in small groups and running meetings. People are seen as leaders if they work well with other people.

Some people believe that leaders need to change their leadership style to match the situation. Professor Paul Hershey and Kenneth Blanchard who write about “situational leadership”, list four leadership styles:

- 1) delegating responsibility to group members,
- 2) participating as a member of the group,
- 3) selling the group members on what they should be doing,
- 4) telling the group members what to do.

The style a leader should use depends on what the group is like. If group members don't know what they are doing and don't know each other very well, the leader should tell the group what to do. When a leader matches her/his style correctly to the situation, followers can do the best job possible.

“Everyone is a potential high performer. Some people just need a little help along the way.”

Kenneth Blanchard, Patricia Zigarmi, and Drea Zigarmi

Not everyone agrees that leaders should always be changing their styles. Professor David Johnson and Frank Johnson believe that everyone should play one role in the group (like the person who always encourages others to talk, or the person who usually starts the meetings). If everyone plays one role, then leadership will go around to different

people, depending on what is needed in the group (the situation). For example, a person is needed to start the meeting, but may not be the leader after the meeting gets started. Johnson and Johnson focus on small group skills because they believe that:

“Most of the important decisions in our society are made by small groups.”

David and Frank Johnson

In this workbook you will build your situational leadership skills: small group dynamics, reading leadership situations, and leadership styles. These activity are included:

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Individual And Small Group Activities

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Large Group Experience

- 19 Meetings, Meetings, Meetings!

1. What do I need to know first?

Listening and leadership

Listening is one of the most important skills a leader must have. Leaders listen to their followers, other leaders, and other people with good ideas.

Leaders who do not listen to their followers do not hear what others in the group want and soon find themselves leading no one. Leaders who do not listen to other leaders will not hear the creative ways other leaders have tried to solve their problems. Leaders who do not listen to

other people with good ideas will miss opportunities to work on important problems.

Leaders who do not listen will soon find that they are no longer leaders.

2. What should I do?

Listen to your local TV news

Listen to your local news. Watch the first ten minutes as you normally watch TV and watch the next ten minutes trying to be a good listener. After the news is over, list all of the stories you remember.

News Stories I Remember ...

First 10 minutes	Second 10 minutes
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)
7)	7)
8)	8)

3. What Happened?

How many stories did you remember from the first ten minutes?

How many stories did you remember from the second ten minutes?

4. How did I feel about it?

Did you remember a different number of stories in the first ten minutes and the second ten minutes? Why or why not?

What percent of the total new stories do you think you remember?

5. What does it mean?

Below is a list of the four causes of poor listening and six suggestions for improving listening skills. Look at the lists and circle some of your own strengths and weaknesses as a listener.

The Four Causes of Poor Listening

- 1) Not concentrating: if you don't pay attention to what you are hearing, you certainly won't remember it.
- 2) Listening too hard: Trying too hard to hear each word may make you lose track of what it means.
- 3) Jumping to conclusion: Assuming you know what the speaker will say before she/he says what he/she really means may make you miss the speaker's main point.

Focusing on how it is said and personal appearance: If you are concentrating on how someone looks and acts, you won't hear what he/she has to say.

Six Suggestions For How To Become A Better Listener

- 1) Take listening seriously: If you don't listen carefully, neither will anyone else.
- 2) Resist distractions: Don't let the little things get in the way.
- 3) Don't be diverted by appearance or delivery: Listen! Don't watch if it distracts you.
- 4) Wait to judge until the end: Don't guess what the person will say before he/she says it.
- 5) Focus your listening: Try to be a good listener; listen for the main points.
- 6) Develop note-taking skills: Learn to take notes to keep track of what you have heard.

Have you ever been in a situation where someone was not really listening to what you were saying? How did (would) that make you feel?

6. So what?

Why do leaders who get things done need to be good listeners?

7. Want to know more?

Lucas, S. (1986). *The art of public speaking*, 2nd edition. New York: Random House.

8. What did I learn?

- I learned how good a listener I am.
- There are 4 causes of poor listening and 6 ways to become a better listener.
- Leaders who get things done are good listeners.
- And, _____

1. What do I need to know first?

Setting goals

Once a person has decided what she/he wants, the next step is to set a goal. A goal is a plan that says what you want and how you plan to get it. Goals are usually written so you can go back to the plan if you forget the plan. Most leaders set goals a lot to help them get what they want. Here are a few tips on goal setting:

1) You must believe your goal (what you want to happen) is possible.

- 2) You must believe you can make your goal happen.
- 3) You need to be in control of the plan. If someone else needs to do something for you, make sure he/she will.
- 4) You must have a way of knowing when you have what you want.
- 5) Your goal must be something you really want. You won't work hard to get it if you don't really want it.

2. What should I do?

Set a goal for yourself

Think of something you want or something you can get if you work hard at it (such as being able to give a speech or finishing a project you started). Set a goal for yourself by answering the questions below:

What is your goal (what do you want)?

Do you really want this goal to happen? If yes, why do you want it to happen?

Do you believe your goal (what you want to happen) is possible?

Do you believe you can make your goal happen?

Are you in control of the plan (if someone else needs to do something for you, have you checked to make sure he/she will)?

How will you know you have what you want?

What do you want (specific action)?

When do you want it by (date)?

WORKBOOK 2: Reading the Situation

Setting Goals

Reflection

3. What Happened?

Were you able to set at least one goal?

Have you or will you actually try to follow your plan?

4. How did I feel about it?

Was it hard to set your goal? Why?

How much work will it be to follow your plan?

5. What does it mean?

Have you used goal setting before?

Why does it help to write your goals into a plan and not just keep them in your head?

Where can you use goal setting in your life?

6. So what?

Why do leaders who get things done usually use goal setting?

7. Want to know more?

Sharp, B. B. and Cox, C. (1970). *Choose success: How to set and achieve your goals*. New York: Hawthorn Books.

8. What did I learn?

- Goal setting helps you get what you want.
- I learned how to use goal setting.
- Leaders who get things done usually use goal setting.
- And, _____

1. What do I need to know first?

Leadership and public speaking.

Leaders are often asked to give speeches, such as telling about their group, telling about what the group has done, or trying to get other people to join the group. Public speaking is an important leadership skill.

Good public speakers make giving a speech look easy. Don't let that fool you; every good speech is planned. Some speakers look as if they just speak without planning, but they do a lot of planning and practice. Here is how most speeches are planned:

- 1) Introduction: tell them who you are and what you will be talking about.
- 2) Main message (body): tell them what you

want to say.

- 3) Conclusion: remind them of what you just told them.

Here are hints for giving a good speech:

- 1) pick a subject you know a lot about.
- 2) Know your audience: think about what your audience will already know about your speech before you start.
- 3) Know the details about your subject: your audience may ask questions.
- 4) Be organized: have everything ready.

Be yourself: don't be too nervous

2. What should I do?

Plan and give a speech

Think about a topic you know very well. Then volunteer to give a speech to any group (such as work or social group, friends or your family). Answer the questions below to help you plan for the speech.

To whom will you be speaking?

When will you speak?

What will you speak about (such as your pets at home or something you learned in school)?

What supplies or equipment will you need and where will you get them?

What will you say? Write or outline your speech in this space or a separate sheet of paper.

3. What Happened?

Did you finish your speaking plan?

Did you actually give the speech?

4. How did I feel about it?

How hard was it to make a plan for speaking?

What did you feel like when you were speaking? How about after you were finished speaking?

5. What does it mean?

Did you get nervous when you gave your speech? Most people do. Surveys show that over 75% of people who speak a lot get nervous before they give a speech. Here are some tips on how they deal with being nervous.

Tips On How To Deal With Being Nervous

- 1) Think positively: imagine yourself giving a great speech.
- 2) Get plenty of sleep: you will do better if you're not tired.
- 3) Think about what you want to say: don't think about your audience.
- 4) Take two deep breaths before you start.
- 5) Make sure your introduction is good: once you get through a good introduction, you will be less nervous for the rest.
- 6) Look toward the audience when you speak: you will see your friends and they want you to give a great speech.
- 7) Use posters, slides, etc.: if you use something the audience can look at, they won't be looking only at you.

Are you a good public speaker?

Do you feel you need to learn more? If yes, what and where will you learn it?

Do you want to do more speaking? Why?

How can you use what you have learned here about speaking in other ways?

6. So what?

Why does a leader need to be good at giving speeches?

7. Want to know more?

Schmidt, K. (not dated). *Getting started in 4-H demotalks*. Lincoln, NE: Nebraska Cooperative Extension Service, University of Nebraska.

Lucas, S. E. (1986). *The art of public speaking*. New York: Random House.

8. What did I learn?

- Good speeches are well planned, even ones that don't look like it.
- I can give a speech.
- Leaders give public speeches to communicate about their groups to large audiences.
- And, _____

1. What do I need to know first?

Leadership and teaching others

One of the most important things a leader does is share her/his ideas with the group. To do this well, a leader needs to learn how to teach others.

There are many ways you can teach others:

- standing and telling them what you know,
- showing them how to do something,
- having them do an activity or game that teaches them what you want them to know.

Simply telling people what you know is fastest, but people will forget most easily. Getting people involved in a

game or activity helps them to remember more, but takes a long time to get ready and even more time to teach. This is shown in the “cone of experience”:

Activity or Game (hearing, seeing, and doing)

Show and Tell, Demonstration (hearing and seeing)

Reading (seeing)

Talking (hearing)

Teachers have to pick the way of teaching that helps the students remember as much as possible in the time they have to teach them.

2. What should I do?

Teach something to others

Pick a subject you now a lot about and then volunteer to teach it to other people (teach senior citizens, family members work colleagues or friends). Answer the questions in the space below to help you plan your teaching experience (also, remember what you learned in the public speaking lesson to help you here).

Who will you teach?

When will you teach?

What will you teach about (such as your pets at home or something you learned in school)?

What way (method) of teaching will you use (such as talking, showing and telling, a game)?

What supplies or equipment will you need and where will you get them?

What will you say? Write it all in this space or a separate sheet of paper.

WORKBOOK 2: Reading the Situation

Teaching Others

Reflection

3. What Happened?

Did you finish your teaching plan?

Did you actually teach someone else?

4. How did I feel about it?

How hard was it to make a plan for teaching?

What did you feel like when you taught someone? How about after you were finished teaching?

5. What does it mean?

Were you able to teach other people something they will remember for a long time?
How long did it take you to teach it to them?

Do you want to do more teaching?

How can you use what you have learned about teaching here in other ways?

6. So what?

What do leaders teach others?

Why does a leader teach others?

7. Want to know more?

Schmidt, K. (not dated). *Getting started in 4-H demotalks*. Lincoln, NE: Nebraska Cooperative Extension Service, University of Nebraska.

Reed-Boniface, J. and Sperry, K. (1988). *Minnesota 4-H: Building effective leadership*. St. Paul, MN: Minnesota Extension Service.

8. What did I learn?

- Fast ways of teaching don't teach as much, but ways that teach better take more time.
- I can teach other people.
- Leaders share what they know with followers by teaching them.
- And, _____

1. What do I need to know first?

Promotion

To promote something is to tell other people about it (like advertising). Almost every group uses promotion to let a certain group of people (the audience) know what the group is doing, to raise money, or to attract new members. Leaders often help promote their group.

There are many different ways of doing promotion: posters, newspaper advertisements, television commercials, telling people on the street, etc. No matter what method you choose, you should follow these rules:

- 1) The promotion should attract attention: if no one notices, no one will get the message.
- 2) Send a simple message: make sure the audience can get the message in 10 seconds or less.
- 3) Make sure the promotion looks good: think of the message as your group's image.
- 4) Make the promotion original: if the message you send looks like an advertisement someone else has done, the audience might not pay attention.
- 5) Make everything neat and well done: if it looks sloppy, it looks like you don't care.
- 6) Include all of the information: include who, what, why, where, when, and how.

2. What should I do?

List ways to promote your group

Pick one group in which you are a member that needs some promotion (such as a club membership drive, or a group that is working against drunk driving and wants people to know what it is doing). Decide what your message will be and list all of the ways that message could be sent. Finally, decide what way(s) is (are) best considering cost and audience. If possible, volunteer to do the promotion you listed and actually do it.

What group will you promote?

What is the message you want to send?

To whom are you sending the message?

What are all the possible ways to send this message (examples are posters, radio advertisements, and telling people on the street)?

From your lists, circle the way(s) that you think are best.

WORKBOOK 2: Reading the Situation

Promoting Your Group

Reflection

3. What Happened?

How many kinds of promotions did you list?

Did you do the promotion?

4. How did I feel about it?

How successful was your promotion?

How hard was it (would it be) to do the promotion you picked?

5. What does it mean?

Below is a list of ways to do promotion. Circle the ones that were on your list and add other ways as you read the list.

Ways To Do Promotion

Banner	Public service announcement
Brochure	Radio advertisement
Flyer	Radio interview
Demonstration	Sky writing
Letter	Speech
Letter to the editor	Teaching
Newspaper advertisement	Television advertisement
Newspaper story	Television interview
Poster	Tell people on the street
Protest	Tell your friends

6. So what?

Why is a good leader sometimes called a good promoter?

7. Want to know more?

4-H Youth Development (1989). *Exhibit evaluation handbook*. St. Paul, MN: Minnesota Extension Service, University of Minnesota.

McAuliffe, J. (not dated). *4-H seen at the faire*. St. Paul, MN: Minnesota Extension Service, University of Minnesota.

8. What did I learn?

- Promotion is sending a simple message to a certain group of people (audience).
- There are many ways to do promotion and a few simple ideas for how to do a good job of it.
- Leaders do a lot of promotion.
- And, _____

1. What do I need to know first?

Leadership and working with others

One of a leader's main tasks is to work with other people. If someone wants to be a leader and cannot get along with others in the group, he/she will fall at begin a leader because no one will want to be with or listen to him/her. An effective leader has to be good at working with others.

2. What should I do?

Observe groups of people

Observe (watch) groups of people such as family members, a 4-H club committee, or a city council. Watch them while they are meeting and after they are done meeting. Look at how people interact with each other and then answer the questions below.

Group 1 Group 2 Group 3

What group is being observed?

How do group members address each other (get each others' attention)? (such as: "Hey, you!" or by raising a hand)

Are group members polite to each other or do they get angry and yell at each other?

Did group members talk to each other after the meeting? If yes, what did they say?

How long was the meeting and how long did most group members talk after the meeting?

3. What Happened?

What groups did you observe?

Did the groups notice you observing them?

4. How did I feel about it?

Did you see groups that didn't work together very well?

Did you see groups like ones you've been in before?

5. What does it mean?

How good are you at working with other people?

What can you do to be better at working with other people?

Below are the "10 Commandments of Working With Other People". Were any of your ideas on how to improve working with other people like any of these?

10 Commandments of Working With Other People

- 1) Speak to people: there is nothing as nice as a cheerful greeting (Hello! Good to see you!).
- 2) Smile at people: it takes 72 muscles to frown and only 14 to smile.
- 3) Call people by name: every person likes to hear her/his own name, so you should use it.
- 4) Be helpful: people really like to get help when they need it, even with very small things.
- 5) Be friendly: if you want to have friends, be friendly.
- 6) Be interested in other people: you can like almost anybody if you try hard enough.
- 7) Give lots of praise: always tell others when they did a good job. Only tell them they did a bad job if it will help them later.
- 8) Be considerate of the feelings of others: be careful not to hurt other people's feelings.
- 9) Don't put other people's ideas down: there are usually three sides to a disagreement; yours, the other person's, and the right side. You could be wrong too.
- 10) Serve others whenever you can: do something for someone else whenever you can, even something he/she doesn't expect you to do.

6. So what?

Why does a leader need to be good at working with others to be good at leadership?

7. Want to know more?

Ag Action (1980). Adapted from "Ten Commandments of Human Relations".

8. What did I learn?

- Some people are better at working with other people than others.
- I can use the "10 Commandments for Working With Others" to improve how I work with others.
- Effective leaders are good at working with others.
- And, _____

1. What do I need to know first?

Why join a group?

Everyone is a part of many groups. Some of those groups are chosen for us, such as our family, our gender (sex), or our skin color. Other groups we get to choose, such as a scouts, or a sports team. Have you ever thought about why you joined some of the groups you are in? People usually join a group for a special reason.

2. What should I do?

List reasons why you joined groups

Think about two or three groups you have joined. Use the space below to list reasons that you joined those groups. Finish the sentence: "I joined this group because ...". You can list as many or as few reasons as you want for each group (you need at least one for each group).

Reasons For Joining A Group

"I joined this group because..."

Group 1 (Name: _____)

Group 2 (Name: _____)

Group 3 (Name: _____)

3. What Happened?

For which groups did you give reasons?

To how many groups do you belong altogether?

4. How did I feel about it?

Was it harder to give reasons for some groups than for others? Why?

Do some groups have lots of reasons and others only a few? Why?

5. What does it mean?

Do different people join groups for different reasons?

Why aren't you interested in some groups that lots of other people have joined?

Below is a list of reasons why people join groups. Circle any of the reasons you listed earlier for joining a group.

Reasons Why People Join Groups

- 1) The group needs them. (People like to feel wanted.)
- 2) The group listens to them.
- 3) The group wants the same things they want.
- 4) People want to do important things and groups will help them do it.
- 5) The group challenges them.
- 6) The group helps them learn new things
- 7) Someone in the group told them they should join.

6. So what?

Why do leaders need to know why people join groups?

7. Want to know more?

Basic needs of people in groups (not dated). Minneapolis, MN: Students Organization Development Center, University of Minnesota.

8. What did I learn?

- People are a part of many groups, some they choose and some chosen for them.
- People join groups for special reasons and I learned some of those reasons.
- Good leaders know why people join groups so they can get people to join theirs.
- And, _____

1. What do I need to know first?

Working in groups

According to Psychology Professor David Johnson, there are three ways people can work together in a group: competitively, individually, and cooperatively. In a competitive group, the members all work against each other. If one swims, the other sinks. Each person does a lot, but often the group doesn't get very much done because group members spend all their time fight each other.

In an individualistic group, everyone works on their own. If one swims, it has nothing to do with the other people. Each person can do

whatever he/she wants. Each person does a lot, but often the group doesn't get much done because group members don't work together.

In a cooperative group, everyone has to depend on each other to get something done. Each person swims only if everyone else swims. In this kind of group, people can get lazy if they think others will do their work for them. But, if the leader can get everyone to work hard, the group will get a lot done.

2. What should I do?

Match the ways people work together with their explanations

Draw lines between each way that people work together in groups on the left with the explanations that match on the right.

Ways People Work in Groups

Explanations

Cooperative Competitive Individualistic

- 1) swim, you sink
- 2) swim only if you swim
- 3) it doesn't matter to a group member what the others do
- 4) each person works against everyone else
- 5) group members have to work together
- 6) group members can ignore each other

WORKBOOK 2: Reading the Situation

Working In Groups

Reflection

3. What Happened?

Use the key in the box below to score yourself.

How did you do?

4. How did I feel about it?

Was the quiz easy? Why?

Have you been in cooperative group?
Competitive groups? Individualistic groups?

5. What does it mean?

Give some real life examples of competitive groups?

Examples: classes where only the top few members get A's

Give some real life examples of individualistic groups?

Example: classes where everyone can get A's

Give some real life examples of cooperative groups?

Example: classes where you work in groups and everyone has to work together

What way of working in groups do you like best? Why?

ANSWERS: Ways Groups Work Together

1) Competitive

3) Individualistic

5) Cooperative

2) Cooperative

4) Competitive

6) Individualistic

6. So what?

Why do leaders need to know ways groups work together?

7. Want to know more?

Johnson, D. W. and Johnson, F. P. (1987). *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.

8. What did I learn?

- The three ways people work in groups: competitive, individualistic, and cooperative.
- Cooperation is usually the best way to work in a group.
- Leaders need to know how people in their group work to help the group to do the best it can.
- And, _____

1. What do I need to know first?

When should a meeting be called?

Sometimes meetings get scheduled and everyone gets together even though there is nothing to do. Have you ever been to a meeting like that? Most people feel that meetings like that are a waste their time. How can you keep from having that happen to you? Here are a few tips on knowing when to hold a meeting:

- 1) Make sure your meeting has a purpose you can write in one sentence. Know why you're meeting!
- 2) Do not hold a meeting when the phone can be used instead.
- 3) Do not hold a meeting just because it has been scheduled. If you don't have a reason to meet, don't!
- 4) Don't meet if key people cannot be there.
- 5) Don't meet if group members are not ready.

2. What should I do?

Take the "Need A Meeting?" quiz

Read the situations below and ask yourself if the leader of that group should hold a meeting or not: Y=yes, and N=no.

- 1) The monthly meeting was scheduled eight months ago for later this week and three things on the agenda need to be decided before the next scheduled meeting.
- 2) Jason is in charge of a committee that was formed to take care of some task; he just doesn't remember exactly what the task was.
- 3) Megan is in charge of making sure everyone knows that the group members decided to have a party later this year.
- 4) The monthly meeting was scheduled eight months ago, but there is nothing to talk about so far.
- 5) The monthly group meeting is scheduled for next week and the one item on the agenda is an announcement about an upcoming concert.
- 6) The fund raising committee hasn't decided what kind of event to do yet and the fund raiser is three weeks away.
- 7) The committee needs to meet soon but the meeting is scheduled for tomorrow and neither you nor your friend Carol will be ready.
- 8) The group is scheduled to meet tomorrow, but you have just learned that your main speaker (and the only big reason for meeting) will not be there.

WORKBOOK 2: Reading the Situation

When Should We Meet?

Reflection

3. What Happened?

Use the key in the box below to score your answers?

4. How did I feel about it?

Were some of the situations easier than others? Why?

Did you agree with all of the answers from the box below? If not, why?

5. What does it mean?

Why is it important for a meeting to have a purpose?

Have you ever been to a meeting without a purpose? What was it like?

KEY: "Need A Meeting?" Quiz

- 1) Yes. There is a reason to meet (agenda items) and a purpose.
- 2) No. The purpose of the meeting would be unclear. Jason needs to know why the group is to meet.
- 3) No. Megan can call those who were not at the last meeting.
- 4) No. The purpose is unclear.
- 5) No. Members could be called about the one item of business (the concert announcement) instead of meeting.
- 6) Yes. There is reason (decide on a fund raiser) and a purpose (organize the fund raiser).
- 7) No. Even though you would like to meet soon, you won't get anything done if no one is ready.
- 8) No. Your only real reason for meeting has cancelled at the last minute.

6. So what?

Why should a leader be concerned about when to call a meeting?

7. Want to know more?

Johnson, J. (1986). *Guide for more effective meetings*. St. Paul, MN: 3M.

8. What did I learn?

- If a meeting doesn't have a purpose, don't meet!
- I learned when to hold meetings and when not to hold meetings.
- Leaders need to know when and how to schedule a meeting so things can get done.
- And, _____

1. What do I need to know first?

Effective meetings

Almost everyone has been to a meeting where everyone was bored and nothing got done. How can you be sure that doesn't happen to you again? You can use the quick "Meeting Check-up". This check comes from *How To Make Meetings Work*:

- 1) Is everyone at the meeting interested in being there?
- 2) Does everyone at the meeting want to get something done?

- 3) Is someone responsible for keeping the meeting on track (usually the person who runs the meeting)?
- 4) Is someone assigned to making sure no one gets treated unfairly?
- 5) Does everyone know what he/she is supposed to do in the meeting and is she/he prepared to do it?

If the answer is "no" to any of these questions, watch out!!

2. What should I do?

"Check-up" on the groups you go to

"Check-up" on the groups you go to over the next few weeks by answering the questions below. See how well your groups do.

	Group 1	Group 2	Group 3
What group are you checking?			
Is everyone at the meeting interested in			
Does everyone at the meeting want to			
Is someone assigned to keep the meeting on track (usually the person who runs the meeting)? Does she/he: <ul style="list-style-type: none"> • Allow only one person to speak at a time? • Follow parliamentary procedure? • Have the agenda set before the meeting? 			
Is someone assigned to making sure no			
Does everyone know what she/he is supposed to do in the meeting and is			

3. What Happened?

Which groups did you check?

Did your groups pass the check?

4. How did I feel about it?

Was it hard to find the answers to all the questions

5. What does it mean?

What can you do to improve the way your group works together?

Can you improve the way other groups you are in work together (even if you are not the person who runs the meetings)? How?

6. So what?

How does a leader know if a meeting is good?

7. Want to know more?

Doyle, M. and Straus, D. (1976). *How to make meetings work*. Chicago, IL: Playboy Press.

Fisher, S. and Uni 4-H (not dated). *On our way to better meetings*. St. Paul, MN: Minnesota Extension Service.

8. What did I learn?

- Using the meeting “Check-up” can keep your group “on track” toward better meetings.
- I can help make meetings better even if I am not running the meeting.
- Leaders who get things done have good meetings.
- And, _____

1. What do I need to know first?

Killing a meeting

“Killing” a meeting happens when nothing gets done and/or a lot of time is wasted in a meeting. A meeting that has been “killed” is boring and group members feel like they have wasted their time coming to the meeting.

Have you ever “killed” a meeting? Have you ever been to a dead meeting (where nothing got done and you felt like you wasted your time)? Did you know that anyone (including you) has the power to “kill” any meeting she/he goes to?

2. What should I do?

Find ways to “kill” a meeting

List below all of the ways you can think of (at least five) to “kill” a meeting. It may help you to think about meetings you have been to that were boring (What “killed” them?). You could also be creative and imagine your own ways to “kill” a meeting.

HOW TO “KILL” A MEETING

WORKBOOK 2: Reading the Situation

How To Kill A Meeting

Reflection

3. What Happened?

How many ways did you find to “kill” a meeting?

Did you think about boring meetings you’ve been to, create new ways to “kill” a meeting, or do some of both?

4. How did I feel about it?

How hard was it to find ways to “kill” a meeting?

Was it harder to remember boring meetings or create new ways to “kill” meetings? Why?

5. What does it mean?

Have you ever “killed” a meeting? If yes, why? Did you do it for a reason?

Why do people “kill” meetings?

Why do some people “kill” meetings a lot?

How does your list of ways to “kill” a meeting compare with the list below from “Developing Local Community Leaders”?

HOW TO “KILL” A MEETING

- 1) Aggression: show anger or hostility to other members of the group; criticize and blame them for anything that goes wrong.
- 2) Blocking: try to stop everything the group does.
- 3) Withdrawing: act as though you don’t care; whisper to other members.
- 4) Competing: try to compete with other group members for the best idea, the best motion, etc..
- 5) Special Interest Claims: claim to speak for “all teenagers”, “all pensioners”, etc.

Have you ever done any of the things listed above on “How To Kill A Meeting”? If you were running a meeting how could you deal with a person who is “killing” a meeting?

6. So what?

Why would a leader need to know how to “kill” a meeting (hint: because you have to be able to see something to stop something)?

7. Want to know more?

Dyer, D. A. and Williams, O. M. (1985). *Developing Local Community Leaders*. Petersburg, VA: Virginia Cooperative Extension Service.

8. What did I learn?

- Anyone (including me) can “kill” a meeting
- I learned how to “kill” a meeting
- Good leaders know how a meeting is “killed” so they can stop anyone from doing it.
- And, _____

1. What do I need to know first?

The importance of one member

One person (including you) can make a big difference in a group. You don't even need to be the leader to add something important to the group.

One person (including you) can get another person to join the group, teach others in the group something important, or help plan an event. A good leader never forgets that every member has something to give to the group. They always "remember the member".

2. What should I do?

Read the poem and say what it means to you

Read the poem on the left side in the space below. Then write what the poem means to you on the right side.

The Value Of One Member

Ten little members standing in a line,
One disliked the president, then there were nine.
Nine ambitious members offered to work late,
One forgot her promise, then there were eight.
Eight creative members had ideas as good as heaven,
One lost enthusiasm, then there were seven.
Seven loyal members got into a fix,
They argued over programs and then there were six.
Six members remained with spirit and drive.
One moved away, then there were five.
Five steadfast members wished there were more,
One became indifferent, then there were four.
Four cheerful members who never disagree,
'till one complained of meetings, then there were three.
Three eager members! What do they do?
One got discouraged, then there were two.
Two lonely members, our rhyme is nearly done.
One joined a bridge club, then there was one.
One faithful member was feeling rather blue,
Met with a neighbor, then there were two.
Two earnest members enrolled one more,
Doubling their number, and then there were four.
Four determined members just couldn't wait,
'till each won another, and then there were eight!
Eight excited members signed up 16 more.
In another 6 verses, there'll be a thousand twenty-four.

What the poem means to me

WORKBOOK 2: Reading the Situation

Remember The Member

Reflection

3. What Happened?

Were you able to understand the poem?

Did you need help understanding the poem?

4. How did I feel about it?

Did you like the poem? Why?

5. What does it mean?

Why is it important to remember what a difference one person can make?

What can you do to improve one of the groups you are in?

6. So what?

Why do leaders who get things done always remember the importance of every member?

7. Want to know more?

Lifer, C. (1986). *The value of one member*. College Station, TX: Texas Cooperative Extension Service, Texas A & M University.

8. What did I learn?

- Every member in a group is important.
- I can improve any group I am in.
- Good leaders remember the importance of keeping every member in the group.
- And, _____

1. What do I need to know first?

Team building

A team is a group of people who work together to get something done. There are sports teams, teams in games, and people who work together in groups (they are a team if they have something they want to get done).

According to Professor David Johnson and his brother Frank, a team that wants to win needs five things:

- 1) They need to depend on each other: they sink or swim together; team members don't compete.
- 2) They each need to do their share: if

team members don't all work, the team will fail.

- 3) They need to work together: each team member must work with the others.
- 4) Each team member needs to be good at working with others: if one of the team members won't work with all the other team members, the team will fail.
- 5) Members need to ask each other how the team is doing: if the group talks about how they are doing, they can fix problems before they get out of hand.

2. What should I do?

Conduct a "Team Check-up"

The questions that follow are a "Team Check-up". Use them to "check-up" on at least one team to which you belong.

- 1) Do team members depend on each other (do they sink or swim together, not compete with each other)?
- 2) Do team members each do their share of the work?
- 3) Do team members work together?
- 4) Is each team member good at working with the other team members (do they get along)?
- 5) Do team members talk with each other about how the team is doing (what is going well, what is going badly)?

If you answered "yes" to all five questions, you're on a winning team! If you didn't, you know where you can work to improve your team.

WORKBOOK 2: Reading the Situation

Team Building

Reflection

3. What Happened?

How did your team(s) do?

If you “checked-up” on more than one team, did one do better than the other?

4. How did I feel about it?

Are some of the parts of an effective team harder to make happen than others? Why?

Did you think this was a fair test of how good your team(s) is (are)?

5. What does it mean?

Why are each of the five parts of an effective team important?

The need to depend on each other:

The need for each team member to do her/his share:

The need for team members to work together:

The need for each team member to be good at working with others:

The need for team members to ask each other how the group is doing:

Are you a good team member? Why?

6. So what?

Why does a leader need to be a good team player?

7. Want to know more?

Johnson, D.W. and Johnson, F.P. (1987). *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.

8. What did I learn?

- There are five things a winning team needs to do.
- I learned how good my team(s) is (are).
- Good leaders need to be good team players to get team members to work together.
- And, _____

1. What do I need to know first?

Kinds of meetings

Not every meeting is the same. Every meeting or gathering of people has a different way of meeting. The meeting “environment” includes everything around you in a meeting: the other people, the room, the room temperature, etc. Leaders have a big impact on what kind of meeting the group will have.

For example, a leader can make a meeting very boring if he/she spends all the meeting time talking about himself/herself, and not the subject which the meeting was supposed to discuss.

2. What should I do?

Complete the Meeting Choice Survey

This is not a test of right or wrong answers. It is a survey that should help you understand your ideas about a good meeting. Below are statements with three possible actions you might take if you were the leader of the group. Put a number “3” beside the option you would most like to take, a “2” for your second choice, and a “1” for your last choice.

In leading a meeting it is important to:

- ___(1) Keep on the agenda at hand
- ___(2) Focus on each person’s feelings and help people express them
- ___(3) Focus on the different positions people take

The main goal of the leader is:

- ___(4) Make sure lots of learning and doing happens
- ___(5) Make sure the meetings run smoothly
- ___(6) To help members of the group

In telling a person how she/he did her/his job (like organizing an event), the leader should:

- ___(7) Ask everyone in the group to help her/him decide how good a job that person did
- ___(8) Decide how that person did alone, but try to have a fair opinion
- ___(9) Have the person tell you how he/she did

When two group members are arguing it is best to:

- ___(10) Help the group members who are fighting feel better
- ___(11) Encourage other group members to get involved
- ___(12) Allow both people to argue, but be sure to keep the meeting going

The best way to motivate someone who is not doing much is to:

- ___(13) Tell that person the importance of his/her job
- ___(14) Get to know the person better so you can understand why she/he is not doing much
- ___(15) Show the person how his/her lack of motivation is hurting other people

The most important way of telling how much a person has done is:

- ___(16) What she/he is able to do (her/his skills and abilities)
- ___(17) How well that person gets along with others
- ___(18) His/her success in meeting goals set for herself/himself

A leader’s goal should be to:

- ___(19) Make sure everyone in the group knows what he/she needs to do
- ___(20) Help other people work together
- ___(21) Help other people work harder

The problem with being a leader is:

- ___(22) It is hard to get everything done
- ___(23) A leader never gets to know all of her/his followers
- ___(24) A leader never really gets to know any one person in the group.

WORKBOOK 2: Reading the Situation

Kinds Of Meetings

Reflection

3. What Happened?

Using the key in the box below, score your answers.

How did you do?

4. How did I feel about it?

Were some of the situations harder to decide than others?

5. What does it mean?

What kind of meeting did you like best (work, individual, group climate)?

What kind of meetings do you like (ones where it is all business, ones where there is a lot of time to talk to friends, or one where the whole group has fun together)?

How would you be different if you liked a different kind of meetings?

KEY: Meeting Choice Survey

Place your ratings from each line next to the number of the question. Next, add your totals for each column. The column with the highest score is your meeting environment preference. Leaders need to be aware of three things when they run a meeting: getting the work done (work), having the whole group feel good about each other (group climate), and making sure each person is okay (individual).

WORK	INDIVIDUAL	GROUP CLIMATE
1	2	3
5	6	4
8	9	7
12	10	11
13	14	15
16	18	17
19	21	20
22	23	24
Total	Total	Total

6. So what?

Why is it important for a leader to know what kind of meetings he/she likes?

Why would it be important for a leader to know the kind of meetings her/his followers like?

7. Want to know more?

Leadership Style Questionnaire. Minneapolis, MN: Student Organizational Development Center. University of Minnesota.

8. What did I learn?

- Every meeting is different
- I learned what kind of meetings I like.
- A leader has to balance work, group climate, and individual feelings in meetings
- And, _____

1. What do I need to know first?

Parliamentary procedure

Parliamentary procedure is a formal way of describing a few simple rules on which people can agree to run a meeting. The rules are designed to allow for the majority to rule, but at the same time to protect the rights of those who disagree. For example, a majority can make whatever rules it wants, but those who disagree have the right to say why they think that rule is a bad idea.

If you know the basics of parliamentary procedure, it will help your meetings run smoothly. If you don't, your meetings can get confusing, long, and boring. Don't be that happen to you!

2. What should I do?

Take the parliamentary procedure check-up

Below is a chart that shows the eight basic motions of parliamentary procedure, how to word them, and their purpose. Complete the blanks in the chart.

KEY: Parliamentary Procedure

Motion	Purpose of motion	Example wording of motion
Main Motion	To consider an idea	"I move that we (all go ice skating at club expense)
Amendment	To change a main motion	"I move to amend the motion on the floor (substituting "go skiing" for "go skating")."
Refer to Committee	To give the main motion to a committee to consider and report back to the full group	"I move we refer this to a committee of three people to be appointed by the club president"
Adjourn	To end the meeting	"I move to adjourn the meeting"
Postpone Definitely	To postpone the vote on main motion to a later meeting	"I move we postpone the vote on this motion until our next meeting"
Division of the House	To request that the president count the votes again, but by people raising their hands instead of saying "yes" and "no"	"I call for a division of the house!"
Suspend the Rules	To change the pre-set rules	"I move to suspend the rules to (allow our speaker to continue to speak)" (NOTE: requires a 2/3 majority to pass)
Reconsider	To vote again on a main motion already voted on	"I move to reconsider the motion (regarding increasing club dues by £2.00) (NOTE: You must have voted on the majority side of the first motion)

WORKBOOK 2: Reading the Situation

Parliamentary Procedures

Reflection

3. What Happened?

Using the key below, score your check-up.

How did you do?

4. How did I feel about it?

How hard was it to complete the chart?

Are you good at parliamentary procedure or do you need more work?

5. What does it mean?

Why is it important for you to know the basics of parliamentary procedure?

6. So what?

Why is it important for a leader to know parliamentary procedure?

7. Want to know more?

Robert, H.M. (1990). *Robert's rules of order: Newly revised*. Glenview, IL: Scott Foresman.

8. What did I learn?

- Parliamentary procedure makes meetings faster when people know how to use it.
- Parliamentary procedure lets majorities rule, but protects the rights of others.
- I learned the eight basic parliamentary procedure motions.
- And, _____

1. What do I need to know first?

Small groups

Most small groups (3 to 15 people) go through four stages: (1) forming, (2) storming, (3) norming, and (4) performing.

In the forming stage the group is trying to understand why it is together and how it will do its work. In this stage, the group needs a leader who can tell other group members what the group should do (telling).

In the storming stage (stage 2) group members often fight as they try to decide who will have power (who runs and calls meetings, etc.). the leader needs to be able to help people end their fights and understand that they need to work together (selling).

In the third stage, the group is norming (starting to get things done without a lot of help from the leader) so the group does not need a lot of help from anyone, including the leader (participating).

The last stage of group development is the performing stage where group members are all busy doing things that need to be done. In this stage, the group needs a leader to help organize what needs to be done (delegating).

Groups are in only one stage at a time. Some never get beyond the storming stage (group members fighting) while others stay in the performing stage (group members doing things) for many years.

2. What should I do?

Match the group stage with its description and the kind of leader needed

Below are four descriptions of groups in different stages, the names of the four stages, and four kinds of leaders. Match the group situation descriptions to the stages and also to the kind of leader needed.

Group Description	Name of the Stage	Kind of Leader
1) the group has been working together for two weeks and group members still fight a	A) performing	I) selling
2) the group is meeting	B) forming	II) participating
3) the group has worked together for many years and members work well to-	C) storming	III) telling
4) The group is just beginning to work well	D) norming	IV) delegating

WORKBOOK 2: Reading the Situation

Small Group Stages

Reflection

3. What Happened?

Using the key in the box below, correct your answers.

How did you do?

4. How did I feel about it?

Was this an easy quiz? Why?

Have you been in groups with these stages before?

5. What does it mean?

Why is it important to understand how small groups work?

How can you use what you have learned in this activity somewhere else?

KEY: Match The Group Stage Quiz

1) C = storming 2) B = forming 3) A = performing 4) D = norming
III = selling I = telling IV = delegating II = participating

6. So what?

Why would a leader need to understand how small groups work?

7. Want to know more?

Blanchard, K. and Johnson, S. (1982). *The one minute manager*. New York: Berkley Books.

Johnson, D.W. and Johnson, F.P. (1987). *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.

8. What did I learn?

- There are four stages in small groups: forming, storming, norming, and performing
- Leaders need to know about small groups because most important decisions are made in them.
- And, _____

1. What do I need to know first?

Leadership styles

According to Johnson and Johnson (1987), there are three basic leadership styles: democratic, autocratic, and laissez-faire.

Democratic leadership is the style about which you have probably heard most. A democratic leadership style gives all group members an equal vote in any group decision. It is best in situations where it is important that all members support the group decision. It gets everyone involved in the group's decisions, but it takes a lot of time!

Autocratic leaders make all the decisions for

the group. They are best in an emergency where decisions have to be made fast. Often people don't like or agree with the decisions of an autocratic leader.

Laissez-faire is French for "hand-off". So, a laissez-faire leader is one who doesn't do much with the group. Leaders like this work best with groups that are organized and don't need much help or direction. Most groups need more active leaders. When there is laissez-faire leadership, groups often get disorganized and don't get anything done.

2. What should I do?

Match the leadership styles with the situations

Below are several leadership situations. Match them with the best style of leadership.

D=Democratic

A=Autocratic

L=Laissez-faire

- 1) A social club deciding on a community service project.
- 2) A unit in the Army during an attack.
- 3) A committee organizing an annual fund raiser (the same group that did it last year).
- 4) A hospital emergency room while patients are coming in from a plane crash.
- 5) A hospital emergency room while staff is deciding the kind of beds to buy.
- 6) A city council.
- 7) The UK Parliament.
- 8) A committee organizing an annual fund raiser (a different group than last year).
- 9) Fire fighters fighting a fire.
- 10) Your county board of commissioners or supervisors.

WORKBOOK 2: Reading the Situation Leadership Styles/Situations

Reflection

3. What Happened?

Using the key below, correct your answers.

How did you do?

4. How did I feel about it?

Was it easy to match the situations to the leadership styles? Why or why not?

5. What does it mean?

When is a democratic leadership style best? When is it worst? Why?

When is an autocratic leadership style best? When is it worst? Why?

When is a laissez-faire leadership style best? When is it worst? Why?

KEY: Leadership Style/Situation Matching

1) Democratic	4) Autocratic	7) Democratic	10) Democratic
2) Autocratic	5) Democratic	8) Democratic	
3) Laissez-faire (or Democratic)	6) Democratic	9) Autocratic	Total Correct: ____

6. So what?

Why does a leader need to be able to match the leadership situation with the best leadership style?

7. Want to know more?

Johnson, D.W. and Johnson, F.P. (1987) *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.

8. What did I learn?

- There are 3 basic leadership styles: democratic, autocratic and laissez-faire.
- Each style has a leadership situation where it works the best – no style is always best.
- Good leaders are able to see leadership situations so they can adjust their styles to fit.
- And, _____

1. What do I need to know first?

Running a meeting

Leaders who hold an office in a group often run meetings. Running a good meeting looks easy, but is very hard. Here are some hints for how to do a good job:

- 1) Start and end the meeting on time.
- 2) Start the meeting by telling what you hope will be accomplished by the meeting (keep it short).
- 3) Be fair and kind to everyone, but keep control of the meeting. Don't let someone else control who talks, when business gets discussed, etc.
- 4) Use posters, charts, etc. to help explain things.
- 5) Summarize what happened during the meeting at the end (keep it short).
- 6) Make sure minutes of the meeting are taken and ready for anyone who wants them.

2. What should I do?

Run a meeting and take the "Can I Run A Meeting?" quiz

Begin by running a meeting. The meeting can be very small, but must have at least three people. If you need to, volunteer to chair a committee for your group or "substitute" running a meeting for someone else. After you have run a meeting, answer the questions below.

- 1) Did I start the meeting on time?
- 2) Did I say at the beginning of the meeting what I hoped would be accomplished?
- 3) Did I use words everyone could understand or tell people what new words meant?
- 4) Did I involve everyone in the meeting?
- 5) Did I prevent people from wasting time during the meeting?
- 6) Did I use charts and posters wherever possible?
- 7) Did I cover everything I wanted to cover?
- 8) Did I say at the end of the meeting what I thought got done?
- 9) Did I ask people to tell me how I did after the meeting?
- 10) Did I make sure there were minutes of the meeting?

If you answered "yes" to all ten questions, you're great at running meetings! If you didn't, you know where you can work to improve your skills.

WORKBOOK 2: Reading the Situation

Can You Run A Meeting?

Reflection

3. What Happened?

How did you score on the “Can I Run A Meeting?” quiz?

4. How did I feel about it?

How did you feel when you ran the meeting?

How did you feel after the meeting was done?

5. What does it mean?

Are you great at running a meeting? Why?

Do you want to run more meetings? Why?

Where else can you use the skills you learned in running a meeting?

Below are the “Seven Deadly Sins” a leader can commit that “kill” a meeting. Did you do any of these things? If yes, please circle them.

The Seven Deadly Sins Of Meeting Leaders

- 1) Disliking people who ask questions.
- 2) Talking through the whole meeting.
- 3) Trying to be funny.
- 4) Making fun of group members.
- 5) Letting people outside of your group interrupt the meeting (phone calls, friends stopping over, etc.).
- 6) Losing control of the meeting (having people talk out of turn, other people taking control, etc.)
- 7) Coming to the meeting without being ready (the worst one).

6. So what?

Why does a leader need to be good at running a meeting?

7. Want to know more?

The effective executive (1990). Chicago, IL: Dartnell.

Johnson, J. (1982). *Guidelines for more effective meetings*. St. Paul, MN: 3M.

8. What did I learn?

- Running a meeting looks easy, but is really hard.
- I can run a meeting.
- Leaders who get things done know how to run meetings that include everyone.
- And, _____

1. What do I need to know first?

What is Meetings, Meetings, Meetings!

Meetings, Meetings, Meetings! is a large group game that will test how much you learned from the activities in this workbook (the rules are in the box below). It takes about an hour to play, so it is a good game for a retreat, conference, or similar kind of event. When you do play the game, use these workbook pages to record your thoughts.

2. What should I do?

Play Meetings, Meetings, Meetings!

In this game you will be competing in teams to answer questions about meetings and working in small groups. The game will be run like a TV game show with a “host” who asks questions and teams that “buzz-in” when they think they have the answer. The answers to all of the questions can be found in this workbook. The game is played as follows:

Rules For Meetings, Meetings, Meetings!

- 1) Each team will select a team mascot (bird, hose, tiger, cow, etc.).
- 2) There are 10 point and 20 point questions on each of the 18 individual activities in this workbook.
- 3) 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.
- 4) The host will read the question and team members “buzz-in” with the sound their team mascot makes (lions roar) when they think they know the answer.
- 5) The person then tries to answer the question within 15 seconds. If he/she 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 its 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 loss the full point value of the question.
- 6) The game is played until all the questions are answered (you could also set a time limit if you like).
- 7) The team with the most points at the end wins.

WORKBOOK 2: Reading the Situation

Meetings, Meetings, Meetings!

Reflection

3. What Happened?

How did you do?

How did your team do?

4. How did I feel about it?

Did you know most of the answers to the questions? How did that make you feel?

Was the game fun?

5. What does it mean?

What did you learn from playing the game that you didn't remember from the workbook activities?

Are you ready to be a situational leader? Why?

Do you feel comfortable working in and running small groups now?

6. So what?

Why do leaders who get things done have to know about situational leadership?

7. Want to know more?

(see individual activities)

8. What did I learn?

- I'm ready to try being a situational leader.
- Leaders who get things done know about situational leadership so they can "read" the situation and know what they have to offer the group as a leader.
- And, _____

1. What do I need to know first?

Need a challenge?

Are you done with your workbook activities, but want more practice before moving on to the next workbook? Well, welcome to the challenge! You will find a section of additional leadership activities at the end of each workbook. There are enough additional activities here to keep you busy for at least a year, maybe longer.

The activities on the next page are organized by the amount of time you want to spend: 5, 15, 30, 60, 120, or more than 120 minutes. Those times are what it takes on average; it may take a little longer or shorter.

2. What should I do?

Complete and discuss “challenge” activities

As you do the activities listed on the next page, follow the directions below for completing “challenge” activities.

Directions For Completing A “Challenge” Activity

- 1) Pick an activity based on how much time you want to spend and what you want to do.
- 2) Complete the activity as directed.
- 3) Discuss the activity with someone (your mentor would be a great person for this).
 - What happened?
 - How did I feel about it?
 - What does it mean?
 - So what?
 - Want to know more? Where?
 - What did I learn?
- 4) Write your answers to the six questions here or on a separate sheet of paper for each “challenge” activity you do.
- 5) Put a “check” in the space next to the activity (you should only do this after you have discussed and recorded your answers to the questions.

WORKBOOK 2: Reading the Situation

Here it is!

Reflection

3. Got 5 minutes

Say “good job” to someone who did a good job on something.

Promote an organization you are in by telling a friend why you like it.

4. How about 15 minutes?

Promote an organization you are in by asking a friend to join.

Write a thank you note to someone who did a good job organizing an event in which you participated.

5. Want to spend 30 minutes?

Set a goal and complete it within a week.

Set two goals and complete them within a month.

Promote an organization you are in by making a poster or banner to display in a local store.

Smile at everyone you meet for one day.

Discuss with the members of a group you are in, “How are we doing?”

Help a younger member give a demonstration.

Lead singing in a small group (2-10 people).

Lead recreation in a small group (2-10 people).

Make a list of things you want to learn about working in an organization, which will be covered in the next leadership workbook “Mastering the Organization”.

On page 45, define what leadership means to you and share it with your mentor (keep it to look at again in a year).

6. Do you have 60 minutes?

Prepare a teaching plan and use it to teach a younger member something (make sure they hear, see, and do).

Write a letter to the editor promoting something or giving an opinion.

7. Can you spare 120 minutes?

Give a speech to a group where you are not a member (you may want to promote your group).

Compete in a public speaking contest .

Prepare a resource file of games, songs, and activities to use with a small group.

8. Not worried about time?

Make a “teaching video” (a video made to teach something to people).

Be the chair of a committee in your organization (such as being chair of the membership committee).

Learn parliamentary procedure and attend or participate in a council meeting.

WORKBOOK 2 : Reading the Situation

My definition of leadership

Action

Use this space to write your definition of leadership.

Date: _____