

LEADER'S PACKET SESSION 1: LEADERSHIP STYLES

Thank you for joining us in training your teens in Christian Leadership! We hope "A Taste of CLI" will be valuable to you, your teens, and your ministry! This packet will lead you through the first session: Leadership Styles. You may choose to do this in one or two mini-sessions with your teens. We estimate that this session will take approximately 90 minutes. While geared to be done online, if local guidelines allow for in person meetings, it can also be done in person. This session should be completed prior to joining in our online session on July 19th, 2020. Please also be sure to give your teens the "Participant Packet" for Session 1 as they will need it for this session.

OVERALL OBJECTIVES: Introduce the Concept of Situational Leadership and Task and Maintenance.

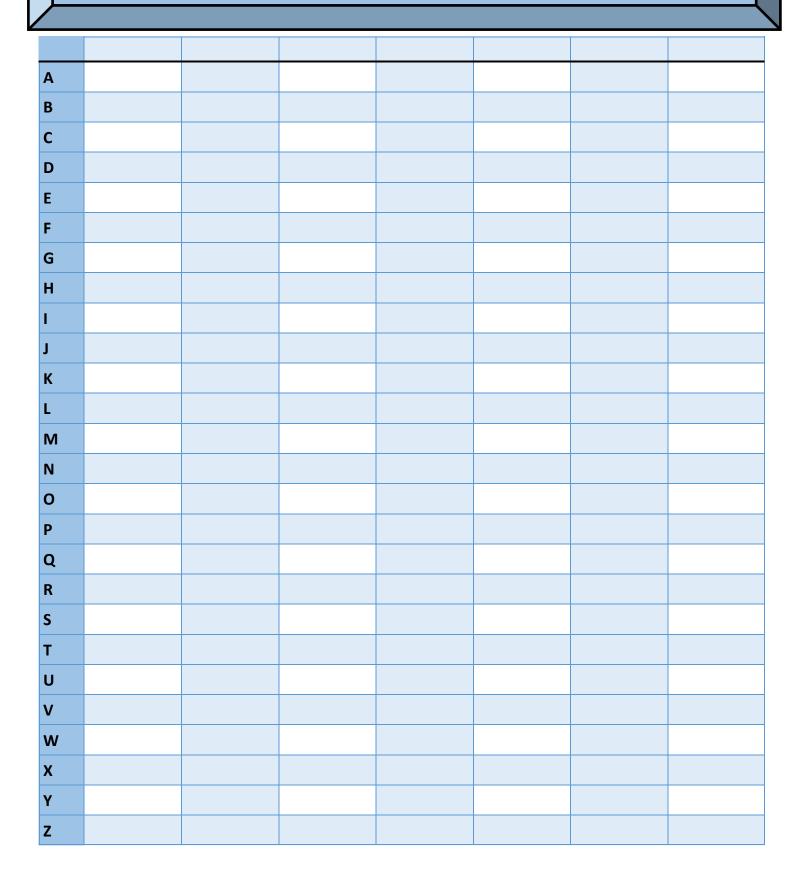
MATERIALS NEEDED:

- 1) A-Z Tally (Optional—Included in this Packet)
- 2) Understanding Your Leadership Behavior Questionnaire and Scoring Sheet. (Participant Packet)
- 3) Situational Leadership Chart (Participant Packet)
- 4) Leadership Styles Continuum (Participant Packet)
- 5) Paper & Pen/Pencil



OPENING ICE BREAKER: EVERYTHING FROM A-Z (10 Mins)

Participants will have 5 minutes to find items in the room that they are calling in (or, shall we say, Zoom-ing in) from that starts with each letter of the alphabet. They will need one item for each letter, and each item can be used once only. For example, they can use Apple for A, and Book for B. YM will write down what each item they have found for each letter (A-Z Tally below can be of help). Once their time is up, the YM will tally up who has the most items!



PRAYER: God of inspiration and Truth, help us to learn how we can lead better, inspire us to get involved more, and form our hearts to care ever deeply for all that we encounter. We ask this in your name. Amen.

PRIOR TO FIRST VIDEO: (15 mins)

- Invite Youth to "Brainstorm Different qualities of a Leader" They can share these in a Zoom Chat or vocally. You may wish to write down the qualities they suggest.
- Lead them through the "Understanding Your Leadership Behavior Questionnaire and Scoring sheet"—we will go through the Scoring Sheet in detail in our Zoom General Meeting, so don't worry about explaining it!
- Following these steps, please start the first video, "Leadership Styles"

UNDERSTANDING YOUR LEADERSHIP BEHAVIOR

When you are a member of a group, what is your behavior like? In what ways do you try to influence other group members toward accomplishing the group's goals? The purpose of the survey below is to get a description of your behavior in groups in order to introduce a discussion on leadership. Circle the letter to the left that most appropriately describes your likely behavior—A.) Always; F.) Frequently; O.) Occasionally; S.) Seldom; N.) Never—in connection with the given statement. Each of the items below describes aspects of leadership behavior; respond to each one according to the way in which you would be most likely to act if you were part of a group.



When I am a member of a group discussion. . .

- A F O S N 1.) I offer facts, give my opinions and ideas, and provide suggestions and relevant information to help the group discussion.
- A FOSN 2.) I warmly encourage all members of the group to participate, giving them recognition for their contributions, demonstrating openness to their ideas, and generally being friendly and responsive to them.
- A F O S N 3.) I ask for facts, information, opinions, ideas, and feelings from other group members to help the group discussion.
- A F O S N 4.) I try to persuade members to analyze constructively their differences in opinions and ideas, searching for common elements in conflicting or opposing ideas or proposals, and trying to reconcile disagreements.
- A FOSN 5.) I propose goals and tasks in order to start action within the group.
- A F O S N 6.) I try to relieve group tension and increase the enjoyment of the group members by joking, suggesting breaks, and proposing fun approaches to group work.
- A F O S N 7.) I give direction to the group by developing plans on how to proceed with group work and by focusing members' attention on the tasks to be done.
- A F O S N 8.) I help communication among group members by showing good communication skills and by making sure that what each member says is understood by all.
- AFOSN 9.) I pull together related ideas of suggestions made by group members and restate and summarize the major points discussed by the group A F O S N 10.) I ask members how they are feeling about the way in which the group is working, and about each other, as well as share my own feelings about group work and the way the members interact A F O S N 11.) I coordinate group work by showing relationships among various ideas or suggestions, by pulling ideas and suggestions together, and by drawing together activities of various subgroups and members. 12.) I observe the process by which the group is working and use my observations to help in examining the effectiveness of the group. AFOSN A F O S N 13.) I determine why the group has difficulty in working effectively and what blocks progress in accomplishing the group's goals A F O S N 14.) I express group standards and norms and the group goals in order to make members constantly aware of the direction in which the work is going-the progress being made toward the group goal-and in order to get continued open acceptance of group norm and procedures A F O S N 15.) I energize the group by stimulating group members to produce a higher quality of AFOSN 16.) I listen to and serve as an interested audience for other group members, weighing the ideas of others, and going along with the movement of the group when I do not disagree with its action. A F O S N 17.) I examine how practical and workable the ideas are, evaluate the guality of alternative solutions to group problems, and apply decisions and suggestions to real situations in order to see how they will work. AFOSN 18.) I accept and support the openness of other group members, reinforcing them for taking risks, and encouraging individuality in group members AFOSN 19.) I compare group decisions and accomplishments with group standards, measuring accomplishment against goals. AFOSN 20.) I promote the open discussion of conflicts between group members in order to resolve disagreements and increase group togetherness.

The procedure for analyzing your resp 1.) If you circled (A) give yourse	onses to the survey is as follows: elf 5 points; (F) is 4; (O) is 3; (S) is 2; (N) is 1 point.
2.) To get your total score for Ta be discussed fully in a momentable. Then	sk Functions and Maintenance Functions, which will nt, write the score for each statement in the following total the numbers in each column. numbers go from left to right.
ASK FUNCTIONS	MAINTENANCE FUNCTIONS
1.) Information giving	2.) Encouraging
3.) Information or opinion seeking	4.) Harmonizing
5.) Initiating	6.) Compromising
7.) Initiating	8.) Gate keeping
9.) Summarizing	10.) Process Observing
11.) Clarifying	12.) Process observing
13.) Consensus Testing	14.) Expressing Group Feelings
15.) Initiating	16.) Harmonizing
17.) Consensus Testing	18.) Encouraging
19.) Summarizing	20.) Harmonizing
Total for Task Functions	Total for Maintenance Functions





Discuss (15 mins):

- What they came up with in the "Qualities of a Leader Brainstorm" and the results of the "Understanding Your Leadership Behavior Questionnaire".
- What did you learn from the first session video "Leadership Styles"
- How do you maintain yourself and challenge yourself as that type of leader in your parish, school, world.



OBJECTIVE: To understand that Christian Leadership is something that is directed towards others and not the self.

Profile of a Christian Leader (10 mins):



- Suggest that a leader is a GREAT leader because though ambitious (ambition directed to the success of the mission instead of personal gain), he is nonetheless motivated by the greater good and not by personal gain of power, fame, or money.
- Jesus calls us to GREATness.
- Ask participants to name someone from their church/school they consider a GREAT leader, then brainstorm a list of characteristics and motivations (YM should write these down).
- Talk about the characteristics and motivations that come up frequently: why are those so important?







YM have the teens try the following exercise, conscious of what they have learned in leadership styles and Christian Leadership, and putting it into action. The goal would be for them to actually do this activity in the real world, if possible, but if not to at least have the experience planning an event with the knowledge of different styles.

Plan an event for your Youth Group to do a type of "Contactless Project". Use the skills you have learned in this session as you work with the other leaders to plan the event. Some ideas would be:

- Organizing a letter writing or "mercy bags" campaign to local nursing home, homeless shelter, etc.
- Organize a day do lawn care for shut ins in their area
- Organize a neighborhood food collection (announce to neighbors when they will be coming by to pick up food and they leave them on their doorstep).
- Organize a "teens teach tech" for nursing homes or elderly/non-techy parishioners

Once planning is done, evaluate the planning process. What type of leadership styles were present during the planning? How did they mesh or conflict with other leadership styles?

Hang onto this experience as we will talk about it in our ZOOM session and you will be able to reference it later as you learn other skills and put them into action!