



PARTICIPANT'S PACKET

SESSION 1: LEADERSHIP STYLES

Thank you for joining us for “A Taste of CLI”! We hope this will be valuable to you, not only in your work at your parish and/or school, but also in your life! This packet has the worksheets you need for the first session: Leadership Styles. Your Youth Minister will schedule a time(s) to do this first session with you. This session should be completed prior to joining in our online session on July 19th, 2020.

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 F O S N** 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 F O S N** 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.

- A F O S N** 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.
- A F O S N** 12.) I observe the process by which the group is working and use my observations to help in examining the effectiveness of the group.
- 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 work.
- A F O S N** 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 quality of alternative solutions to group problems, and apply decisions and suggestions to real situations in order to see how they will work.
- A F O S N** 18.) I accept and support the openness of other group members, reinforcing them for taking risks, and encouraging individuality in group members.
- A F O S N** 19.) I compare group decisions and accomplishments with group standards, measuring accomplishment against goals.
- A F O S N** 20.) I promote the open discussion of conflicts between group members in order to resolve disagreements and increase group togetherness.

YOUR LEADERSHIP BEHAVIOR: SCORING PAGE

The procedure for analyzing your responses to the survey is as follows:

- 1.) If you circled **(A)** give yourself 5 points; **(F)** is 4; **(O)** is 3; **(S)** is 2; **(N)** is 1 point.
- 2.) To get your total score for Task Functions and Maintenance Functions, which will be discussed fully in a moment, write the score for each statement in the following table. Then total the numbers in each column.

Please note that numbers go from left to right.

TASK FUNCTIONS

____ 1.) Information giving

____ 3.) Information or opinion seeking

____ 5.) Initiating

____ 7.) Initiating

____ 9.) Summarizing

____ 11.) Clarifying

____ 13.) Consensus Testing

____ 15.) Initiating

____ 17.) Consensus Testing

____ 19.) Summarizing

____ **Total for Task Functions**

MAINTENANCE FUNCTIONS

____ 2.) Encouraging

____ 4.) Harmonizing

____ 6.) Compromising

____ 8.) Gate keeping

____ 10.) Process Observing

____ 12.) Process observing

____ 14.) Expressing Group Feelings

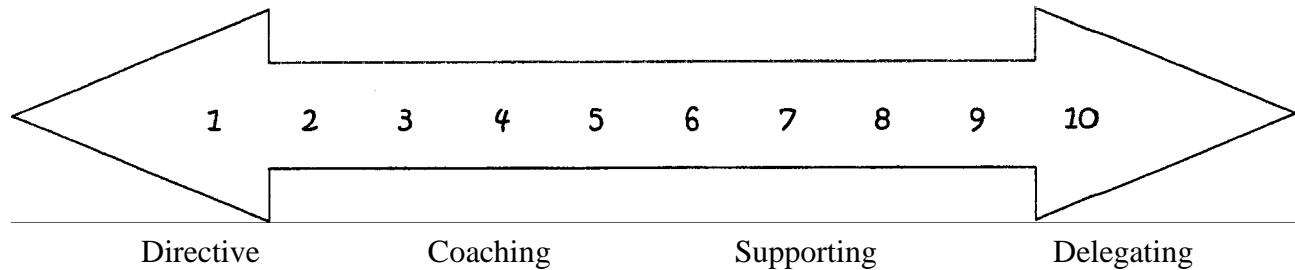
____ 16.) Harmonizing

____ 18.) Encouraging

____ 20.) Harmonizing

____ **Total for Maintenance Functions**

LEADERSHIP STYLES CONTINUUM



DIRECTIVE

1. The leader makes the decision and announces it.
2. The leader presents the decision to the group but "sells" it to the members.
3. The leader presents the decision to the group and invites questions of clarification.

POSITIVES: Time-saving, good when leader/facilitator has a sense of the group's task and the group is learning its function, good when the development of the group is only beginning, gives the sense that the facilitator has a direction, can give the group a sense of accomplishment.

COACHING

1. The leader presents a tentative decision that is subject to change.
2. The leader presents a situation, gets input, and then makes a decision.

POSITIVES: Group gains a sense of ownership and input, provides greater input and ideas into final product, and produces an atmosphere where the group must wrestle with its purpose. Although decision making still requires the leader, there is support to include the team.

SUPPORTING

1. The leader calls on group members to make the decision but holds veto power.
2. The leader defines the limits.
3. The leader continues to check in with group about decisions made.

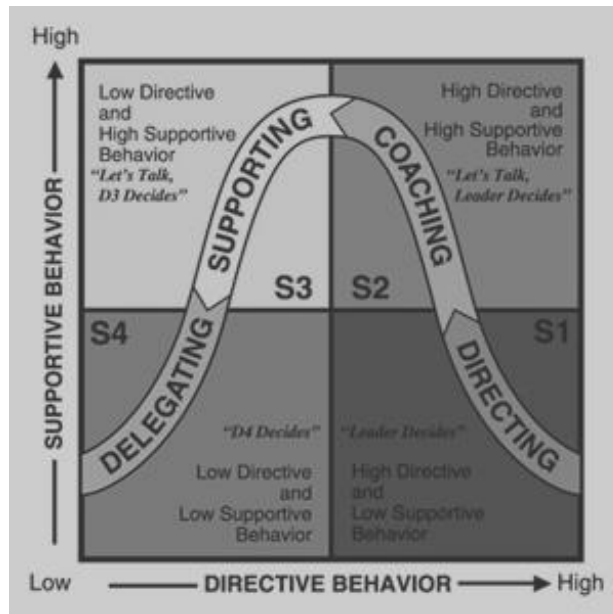
POSITIVES: Group learns responsibility, good listening and leadership skills. The group must wrestle with its purpose and learn to utilize the gifts and skills and insights of its members to the greater advantage.

DELEGATING

1. The leader defines the limits and calls on the group members to identify the limits, explore the situation, and then make the decision.
2. The leader allows the group members to carry out projects.

*POSITIVES: Group is well developed and trusted with the mission and vision and implementation processes connected with its goals, utilization of gifts-skills-insights of the group is **necessary** for functioning.*

SITUATIONAL LEADERSHIP



DIRECTIVE BEHAVIOR is defined as one-way communication from the leader to the group members that spells out what, where, when, and how to do something. The leader then closely monitors and supervises the followers' performance.

SUPPORTIVE BEHAVIOR is defined as two-way communication, in which the leader listens, provides support and encouragement, facilitates interaction, and involves the followers in decision-making.

- S1 DIRECTING BEHAVIOR**—(high directive/low supportive): The leader defines the roles of the followers and tells them what, when, how, and where to do various tasks. Problem solving and decision-making are initiated solely by the leader. Solutions and decisions are announced; communication is largely one-way; and implementation is closely supervised by the leader.
- S2 COACHING BEHAVIOR**—(high directive/high supportive): The leader provides a great deal of direction and leads with his/her ideas but also attempts to hear the followers' feelings about decisions as well as their ideas or suggestions. Two-way communication is increased, but the control over decision-making remains with the leader.
- S3 SUPPORTING BEHAVIOR**—(high supportive/low directive): The decision-making and problem-solving control shifts from leader to follower. The leader's role is to provide recognition and to actively listen and facilitate problem-solving/decision-making in the part of the follower.
- S4 DELEGATING BEHAVIOR**—(low supportive/low directive): The leader takes the responsibility for problem solving, involving the followers, but the decision-making is left solely to the followers. The followers are left "to run their own show."