

Greek Orthodox Atlanta Leadership School (GOALS)



An Orthodox Young Adult Leadership Development Program

Developed by the Orthodox Leadership Training Committee

Table of Contents

Introduction.....	3
Ground Rules.....	4
Leadership Session I: Communicating Effectively.....	9
Leadership Session II: Building Teams.....	12
Leadership Session III: Leadership Styles.....	16
Leadership Session IV: Teamwork and Making Decisions.....	23
Leadership Session V: Appreciating Differences.....	26
Leadership Session VI: Managing Conflict.....	25
Leadership Session VII: Setting Goals and Mapping Success.....	34
Leadership Session VIII: Project Presentations.....	37
Resources.....	38
Addendum.....	41

Introduction

“Where there is no guidance the people fall, But in abundance of counselors there is victory”
Proverbs 11:14

This program has been created for the Youth and Young Adults in your Parish. Having Youth and Young Adults leaders in your community is a great asset. This program provides the opportunity to develop these students as our future leaders and give them the ability to lead now while someone is mentoring them. This will be a benefit for them and provide someone you can rely on to lead tasks. Using your parish as a training ground for these beginning leaders will allow them to develop skills that will be with them for a lifetime.

Giving developing leaders these valuable tools and techniques-will aid them as adult leaders. The parish offers them a safe environment to be mentored and to develop a compassionate heart to meet the needs of their community. This program can be conducted with young adults in GOYA and YAL and the exercises are easily adapted for use with all adult leaders.

Youth and Young Adults students selected for or whom are interested in this program should complete an application or at the minimum should be interviewed for consideration to determine their readiness and their interest. More importantly, the students must be committed to attendance and participation as the program is designed for progression of information from one Leadership session to the next. Popularity and extroverted personalities are not always necessary to be a good leader. For participants under the age of 18, parents should also provide consent for their child to begin the program. Expectations should be set between the students, the parent and the program leader from the beginning so all are aware of what is expected.

The Young Adult Leadership Development Program provides eight separate 60-90 minute programs to develop leadership skills within your students. Most importantly, the young adult leaders should be able to put their new skills to work within your parish. Opportunities for them to lead while mentored either by the program leader or another leader from within the parish, will reinforce the development of the future leaders. These opportunities must allow them to plan, lead and follow through. Although it is difficult, it is important not to interfere with their leading or managing of a difficult situation. All well planned events do not proceed completely without some type of unexpected twist. It is during these times that the student leaders must think through options and decide what they feel is correct. The end of an event, is the best time to review and mentor the leader through choices or options and how best to make decisions when it occurs again. In this way they will learn from their decisions in an environment that they know is there to strengthen their leadership skills.

Encourage young adults in your parish to take this program, develop their God-given skills, create opportunities for them to lead, evaluate their decisions and leadership style and watch them flourish.

The Orthodox Leadership Training Committee

Ground Rules

Adults who implement this curriculum are allies who understand that students bring relevant experience and expertise to the issues and activities at hand. Adults therefore take on three roles: facilitators, mentors, and partners. As a facilitator, you guide and support students in ways that help to draw out their experience and expertise. As a mentor, you get to know participants on a personal level, learn their goals, and coach them in developing the skills and attitudes needed to fulfill those goals. You also model behaviors, approaches, and attitudes in every aspect of your work with students. As a partner, you are invested in the outcomes for students and the program, and use your strengths and capacities.

Below are seven guidelines that assure that these sessions will provide a consistent, caring and supportive environment.

1. BE TRANSPARENT

- Do not assume anything when working with young people.
- Ask students questions if you are in doubt.
- Create positive social norms and agreements that are understood by the whole group.
- Engage students in playing a role in the design and direction of the program.
- Lay out the scope of students' decision-making role and what aspects are non-negotiable (which does not mean those limits won't be tested).
- Follow up on input and suggestions, and if it's not feasible, explain why.
- Explain how activities are relevant and build on what took place during session.

2. GET TO KNOW STUDENTS PERSONALLY

- Create a culture of honesty and respect.
- Engage students in activities to identify their personal goals and to reflect on their progress throughout the year.
- Identify concrete ways for students to build their skills and to challenge themselves in areas they have identified for growth.
- Don't assume that someone who doesn't speak up readily is disengaged and that someone who constantly speaks is doing well in all aspects of his or her life.
- Talk with student's family and friends.

3. SEND REMINDERS

- Regular phone calls and cell phone text messages help students stay on track and attend sessions consistently.
- Emails are a useful tool for sending reminders for students who have access to computers.

4. ENLIST HELP FROM OTHERS

- Ask for the help of various adults to participate in the sessions on a regular basis.
- Provide adults with a solid orientation to the program (engage students in such orientation as well) to clearly outline their role and explore skills they can contribute.
- Follow the Greek Orthodox Archdiocese Youth Protection Manual and conduct background checks on all adults assisting.

5. BE CONSISTENT

- Lay out the scope of students' decision-making role and what aspects are non-negotiable (which does not mean those limits won't be tested).
- Refer to group agreements on a regular basis to frame and remind students of session norms and expectations.
- Respond to behaviors consistently. Students will know that you treat them equitably, and that you are supporting them in upholding the rules of engagement that they set at the beginning of the year.

- Outline consequences for failing to meet group agreements and establish a mechanism to acknowledge participants who complete each training session. This acknowledgement can include a certificate of completion, a write up in the bulletin or other mechanism that work within your parish. This will help you respond consistently to students' mistakes and achievements.

6. BE RESPONSIVE TO STUDENTS DIRECTION AND INPUT

- Adjust the curriculum according to the particular questions posed by the students and the ideas they develop and articulate during discussions.
- Get students perspectives to develop a program that is responsive and flexible to their unique strengths and needs.
- Create opportunities for input with a clear understanding of how input will be used and considered.
- Don't presume to know what the issues are or that you know what students care about.
- Provide opportunities for students to define what's important to them and play a role in addressing it.
- Be conscious of how your own background, education, and experiences have shaped the way you approach activities and tasks or what issues are most important. Check your responses for personal biases.

7. BE PREPARED

- Familiarize yourself with the activity before each session. Know how the game is played, what the objectives are, and how its parts lead to learning the objective.
- Plan a strategy ahead of time so you can help your students if they have issues with the game.
- Determine space and equipment requirements. If you're not sure what a particular game will take, try it out ahead of time to avoid last-minute snags.
- Review the questions provided after each reflection. Think about some questions you can add to the reflection following the activity. You may want to jot down some notes during the game. Each activity has sample questions to get you started.

GENERAL OVERVIEW OF EACH LEADERSHIP SESSION

Introduction of each session with a Bible Verse and its Purpose

For each session, Bible verses have been selected to accentuate biblical teachings from the Old and New Testament related to the specific Learning Session. These Bible verses set the tone of our goal of developing Greek Orthodox Leaders. Utilize the Bible verses in the following manner:

- Start the session with a prayer and use the Bible verses as part of the prayer.
- Write the Bible verses down on poster board and place throughout the meeting room as a visual reminder to the students of the Session's topic.
- Use as an introduction to the Session's topic and explain how the same leadership issues have been studied and dealt with since the beginning of time.
- Send the verses out as a reminder prior to each Session so students can memorize and be both spiritually and mentally prepared for the session.

Learning Objectives

The learning objective provides a one sentence summary of each Leadership Session.

- Provides concise goal of session
- Reminds instructor of teaching points
- May provide background information for lesson

Materials

A list of items needed in preparation for each session. These should be purchased well in advance of the Leadership Session.

Ice Breakers and Practice What You Have Learned

Each of the Ice breakers and Practice what you have learned games has been selected to introduce and reinforce the session's topic and learning experience. The games are designed to be less about competition and more about cooperation. Reflecting about the students' experiences after each Ice breaker or Practice what you have learned game will enable learning in action for each topic of the session. These games:

- Have a specific objective or objectives, such as cooperation, trust, or imagination, through physical and verbal group activity.
- Are problem-solving in nature.
- Must be talked about or reflected upon to have the maximum impact on the participants.
- Are fun.

How to lead a Reflection

(adapted from Introduction to Leadership Skills for Troops)

At the end of each session, trainers will be expected to conduct a "reflection." Often, the reflection is the most meaningful part of an exercise. Reflecting on an activity should take no more than a few minutes. The more you do it, the easier it becomes for both you and your students. We can make our experiences more meaningful and effective if we reflect upon them. Reflection is simply the process of the students talking about their experiences immediately after an exercise or activity with a little bit of wise moderating.

During the Orthodox Young Adult Leadership Development, these reflections are how the teaching points are brought out. Each game and activity in the course has a purpose and is a tool for enabling the training. It is essential that you conduct meaningful and relevant reflections and draw out the teaching points. Reflection provides an opportunity for everyone in the group to have input into what happened. Reflection is best accomplished by asking open-ended questions such as "What," "How," "When," and "Where." In reflection, there are no right or wrong answers, just ideas, opinions, and insights. Leading reflections is a simple process that can greatly enhance the learning process.

Lay the ground rules for discussion. Have the students sit so they can see one another, and ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish.

All participants should be reminded of the basic ground rules of reflections:

1. No putdowns allowed; every response is welcome and valid.
2. Acknowledge that each person's reflection is valued and they may not all be in agreement.
3. The person conducting the session should be neutral and not show disapproval or differential approval of a response or a person, either verbally or nonverbally.

Facilitate the discussion. As the leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the students say to avoid criticizing them. Help the discussion get going, and then guide the discussion to the teaching points through effective open-ended questions. You want the teaching points to come from the students, but you want them to get to the key points. If you describe what you saw, be sure that your comments don't stop the participants from adding their own thoughts. Above all, be positive. Have fun with the activity and with the reflection.

Use thought-provoking questions. Have some questions in mind prior to starting the reflection. Know where you want the reflection to head and what lessons you want to ensure are drawn out of it. The reflection discussion may often head in directions you had not thought of or known about, but ensure it also covers the key concepts that you as the leader saw as important to the training. The following types of questions are useful in reflecting:

- *Open-ended questions.* Avoid questions that can be answered with a simple “yes” or “no.” Ask things like: “What was the purpose of the game?” and “What did you learn about yourself?”
- *Feeling questions* require the students to reflect on how they feel about what they did. “How did it feel when you started to pull together?”
- *Judgment questions* ask students to make decisions about things. “What was the best part?” or “Why was it a good idea?” *Guiding questions* steer your students toward the purpose of the activity and keep the discussion focused. “What got you all going in the right direction?” “What was the most challenging part of the activity?”
- *Closing questions* help students draw conclusions and end the discussion. “What did you learn?” or “What would you do differently?” “How did the session change your idea about what it means to be a leader?”

Close the reflection. Wrap up the discussion and briefly summarize the key points and ideas that were raised during the reflection. The reflection facilitator acts as a moderator, initiating conversation by asking questions and encouraging fruitful conversation that leads toward the objective of the teaching segment. When a participant states an important point, it is worth repeating or restating to strengthen its impact on the group, or seeking additional clarification or viewpoints. If the facilitator is successful in getting the participants to state all the reflecting points provided in each game, then little follow-up is needed beyond a summary statement. This is a very effective method of teaching because the participants learn actively and because the trainer gets to hear the digested learning of the participants and therefore knows if important lessons have been learned.

Leadership Session I: Communicating Effectively

INTRODUCTION

He who answers a matter before he hears it, it is folly and shame to him.

Proverbs 18:13

Therefore whoever hears these sayings of Mine, and does them, I will liken him to a wise man who built his house on the rock.

Matthew 7:24

Learning Objectives

This module teaches the basic leadership tools of communication and how to use active listening. (adapted from Introduction to Leadership Skills for Troops)

The Greek philosopher Aristotle broke communications down into three parts:

A sender—A message—A receiver. This is still a valid model today. It applies to all forms of communication: verbal, written, music, film, teaching, etc.

Receiving (Listening). Understanding the value of being a good receiver is a helpful foundation for a leader. Start with a short listening game.

Materials

8 1/2"x11" Plain Paper and pencils for each student

Blackboard, whiteboard or flipchart on easel, markers to write students' comments

Ice Breaker

The Telephone Game. Break the group into two teams. Ideally, there are six to 10 in each team. If it is a larger session, use three teams. Have the students in each team line up so they can whisper to their immediate neighbors but not hear any players farther away or any players on the other team. The trainer whispers a message to the first person at the beginning of the line. Use the same message for each team. They then whisper the message as quietly as possible to their neighbor. Each student can say the message only once—no repeating is allowed. (If needed, a variation of the game is to allow each listener one chance to ask the sender to repeat the message.) The neighbor then passes on the message to the next. The passing continues in this fashion until it reaches the end of the line, who then whispers the message he received to the trainer. Once both teams have completed passing their message, the last person in each line says the message he received out loud. If the game has been "successful," the final message will bear little or no resemblance to the original, because of the cumulative effect of sending and receiving mistakes along the line.

Some possible sample messages:

- Barbara's Aunt shared her secret sweet potato pie recipe with me.
- Goofy grinning gophers gobbled gigantic grapes while juggling.
- Johnny, can you please pick up the pencil that you dropped, and please remember to take your homework with you to school tomorrow.
- Send reinforcements; we are going to advance upon the port tomorrow at five.
- I asked them what they were working on when I talked to them at the party yesterday.
- I told Carolyn that I thought she would probably be hired.

Reflection

Lead a discussion about effective listening and the value of using listening skills.

Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What's the difference between hearing and listening?
- What is active listening?
- Is active listening a helpful/useful skill?
- Why do leaders need to be good listeners?
- What would have happened in the game if someone hadn't passed the message on? What happens when someone doesn't pass the message on?
- In the game, did you check for cues that the listener understood your message? How?
- How would it have helped if you could have asked questions?

KEY LEARNING POINTS

- Listening is one of the most important skills a person can learn. Listening is different than hearing—it involves actually receiving the message being sent.
- Active listening can involve repeating or reiterating what you've heard back to the speaker. A good listener engages their brain while someone else is talking or communicating. Engage with the person by focusing on who is speaking and what is being said. Give the speaker your full attention.
- Using active listening skills will help you as a leader. Leaders need to understand what people are trying to say to you.
- A good rule of thumb is to try to listen twice as much as you talk. Listen with your eyes as well as with your ears. Watch for nonverbal cues. Work hard not to interrupt even when you have a burning desire to make a point.
- If you are the receiver, ask questions. If you are the sender, encourage the receivers to ask questions until they are clear.
- Confirm receipt of your message. Review the speaker's points and think what logically might come next in the message. Respond nonverbally (nod your head or smile) to the speaker. Review the speaker's points and think what logically might come next in the message.

PRACTICE WHAT YOU'VE LEARNED

The Whole Picture. Give everyone a sheet of paper and pencil. Select someone to be the communicator. Show them (and only them) a drawing you have made. (Prepare in advance a simple drawing with sufficient variety to challenge the group. Simple geometric designs— rectangles, circles, triangles, stars, lines, etc.—in various orientations can suffice. Alternatively, select a picture from a magazine for a greater challenge. Their task is to describe the drawing verbally so everyone can duplicate the drawing on his own sheet of paper without ever seeing the original. The better and clearer the communicator's instructions are, the closer the receivers' drawings will be to the original. After the communicator has finished his instructions, the participants should share their drawings. If time allows, try this with and without allowing the listeners to ask questions of the communicator.

Reflection

Lead a discussion about effective communication and the value of communicating clearly. Use open-ended questions until the teaching points are all brought out. Sample questions:

- Do the receivers' drawings look like the original drawing/picture?
- Did you draw what the communicator said?
- Were the communicator's instructions clear? What sorts of things could he have said to be clearer?
- Ask the communicator: Did you plan how you were going to describe the drawing? How?

- Would it have helped if you could have asked questions?
- What happens when the message isn't clear?
- What kinds of information is it important to leaders to provide?
- How does clear and consistent communication demonstrate integrity?

KEY LEARNING POINTS

- Be as clear as possible with your message.
- Plan ahead and prepare.
- People will do what they think you told them—even if it's not what you meant.
- Allow your listeners to ask questions and get a clear understanding of your message.

Other discussion:

- You may want to ask your listeners to tell you what they think your message is—to confirm that they received it correctly.
- As the sender, the message often seems clearer to you than to the receiver.
- Messages flow both ways—from sender to receiver and back. Both sender and receiver are responsible for good communications to work.

Some communicating tips when passing out information:

- Before you begin to pass out information to your audience, take a moment to organize your thoughts. You may want to write a few notes to remind yourself of the points you want to cover.
- Speak clearly. Make eye contact with your listeners. As you finish explaining each item, ask if there are any questions.
- Repeat facts such as dates, times, and places.

Leader Comments To help remember the three important parts of communications think of “MaSeR”: Message, Sender, Receiver. A laser sends light and a MaSeR sends messages.

Leadership Session II: Building Teams

INTRODUCTION

Now I plead with you brethren, by the name of our Lord Jesus Christ, that you all speak the same thing, and that there be no divisions among you, but that you perfectly joined together in the same mind and in the same judgment.

1 Corinthians 1:10

And whoever compels you to go one mile, go with him two.

Matthew 5:41

Learning Objectives

This module teaches the basic leadership tools of Team development and leading a team.

The Stages of Team Development was developed by Bruce Tuckman and in this model if a team progresses successfully through all the stages, there is a greater opportunity for success and for the goals of the team to be met. This model explains as the team works together, relationships form and certain behaviors develop as time passes. The stages are forming, storming, norming, and performing.

Stages of Team Development

Forming

This is the early stage of a committee where a strong leader is necessary to guide the team through its activities. Members are polite and excited to join the committee. Conflict is avoided as each member is trying to get along with each other and become accepted into the group.

Storming

In the second stage, conflict is more apparent as individual members express their opinions, compete for positions, challenge goals, resist tasks, and create a power struggle. However, this is necessary for growth of the team. Successful teams resolve this through communication, organization, project tasks, and encouragement. The leader essentially becomes a coach to each of his members working through their tasks.

Norming

Roles and responsibilities of each team member become clearer and conflict subsides as the committee begins working towards a common goal. The role of the leader becomes less directive as team members take on their responsibilities and begin to complete assigned tasks. Multiple leaders may emerge as roles have been established. The team leader must keep the team focused on their task. Overall the team becomes optimistic and identifies with the mutual plan.

Performing

The highest level of performance is obtained through a successful transition of the previous stages. In this stage, the team gets the job done with little to no supervision. The team works well together and conflicts are quickly resolved. The team knows clearly what to do, why it's done and works together to accomplish its task.

Materials

Flip chart and markers- Draw a large circle on a page of the flip chart and divide into quarters. Write one of the following in one of each quarter in a clockwise direction, Forming, Storming, Norming and Performing. (See Addendum 1 for an example).

Hula hoops, or light weight rods or dowel sticks one to two for each group of students
Blackboard, whiteboard or flipchart on easel, markers to write students' comments

Ice Breaker

Helium Hoop-Begin by explaining that the object of this activity is to lower the helium hoop to the ground while supporting it with just your index fingers. Arrange the participants in a circle with their arms straight in front of them and their fingers pointing toward the people in front of them. (Alternatively, if using a rod instead of a hoop, you will want to arrange participants in two rows facing each other on either side of the "helium stick"). Participants index fingers must remain touching the hoop at all times or the group will have to start over. Likewise, participants may not grab or pinch the hoop at any time or the group will have to start over. As the participants are arranging themselves in a circle, be sure they leave enough room in the center for the hoop to rest on their fingers. If the circle is too small, ask everybody to take a step backward. Next, lay the hoop on the participants' fingers so that they now support the weight of the hoop. They may now begin attempting to lower the hoop to the ground. If the group is successful quickly, try some variations on the game:

- Start with the hoop at ground height, raise it to shoulder height, and lower it back to the ground.
- Issue two sticks per team—one finger for each stick.
- Just before starting the exercise, ask team members to press down hard with their outstretched fingers onto the edge of a table for 30 to 60 seconds. This confuses the brain still further and increases the tendency for the stick to rise.

In order for this activity to work properly, everyone must be touching the hoop at all times. The collective upward pressure from everyone's fingers will often be greater than the weight of the hoop, causing the hoop to float upward. If the group appears to be succeeding quickly at lowering the hoop, be particularly vigilant in making sure that everybody is touching the hoop at all times. Conversely, if the group becomes frustrated, allow them to stop for a moment to discuss a strategy before resuming the activity. Also, when working with a particularly large group, you may want to create several teams and have them compete to be the first group to successfully lower their hoop to the ground.

Reflection

Lead a discussion regarding working together as a team and the purpose and value of having a leader of the group. Ask a few brief questions about the game, then shift into a reflection about the stages of team development. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What was the initial reaction of the group?
- How well did the group cope with this challenge?
- What skills did it take to be successful as a group?
- What creative solutions were suggested and how were they received?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- What roles did people play?
- What did each group member learn about them self as an individual?
- Why do you think some teams fail?

Some key teaching points:

- The stick has a tendency to rise because the collective force used to keep fingers in contact with the stick is often greater than the gravitational force (weight) of the stick.
- Cooperation, teamwork, and coaching each other were likely keys to everyone getting the stick to settle down and being able to manage the stick to the ground together.

KEY TEACHING POINTS

Ask the students to define leadership and what characteristics are necessary to be a good leader who can lead their team through the stages of development. Rather than reading the list to the group, ask leading questions to get the students to develop most of these tips and ideas themselves. Consider having somebody write the tips on a whiteboard, chalkboard, or easel pad as the students come up with their ideas.

- **Keep your word.** Don't make promises you can't keep.
- **Be fair to all.** A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members.
- **Be a good communicator.** You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what's happening.
- **Be flexible.** Not everything goes as planned. Be prepared to shift to "Plan B" when "Plan A" doesn't work. Think about "Plan C."
- **Be organized.** The time you spend planning will be repaid many times over.
- **Delegate.** Some leaders assume that the task will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your team members to do things they have never tried.
- **Set an example.** The most important thing you can do is lead by example. Whatever you do, your team members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
- **Be consistent.** Nothing is more confusing than a leader who acts one way one moment and another way a short time later. If your team knows what to expect from you, they will more likely respond positively to your leadership.
- **Give praise.** The best way to get credit is to give it away. Often a "nice job" is all the praise necessary to make someone feel he is contributing to the efforts of the team.
- **Ask for help.** Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.

PRACTICE WHAT YOU'VE LEARNED

Willow in the Wind. One participant must volunteer or be chosen to be the "willow." The willow must stand in the middle of a group with their eyes closed, their feet together, and body upright. They will perform a series of "trust leans" against the other participants, whose job is to hold up the willow and pass them around without allowing them to fall or feel frightened as if they're going to fall. Before beginning, the instructor should discuss "spotting" techniques to all participants. Those who are not the willow must have one foot in front of the other, have their arms outstretched, elbows locked, and fingers loose, as well as be ready and alert. This will ensure that they will successfully pass the willow around without any troubles. Change the "willow" in the center until everyone, who chooses to be the willow has had an opportunity.

This technique helps the students establish and build trust with each other in an open, fun environment.

Reflection

Lead a discussion about the role trust plays within a group and how the leader must establish trust from their group members as well as trusting in their group to accomplish tasks.

- What does it feel like to rely on someone else?
- What about when you were falling backwards?
- How does a leader rely on their team members when working in a group?
- How does trust play a role in a team?

Leader Comments It is important for a leader to plan for what is expected in developing a team, having the proper skills to lead a team and to develop trust from within his team.

Leadership Session III: Introduction to Servant Leadership

INTRODUCTION

Let nothing be done through selfish ambition or conceit, but in lowliness of mind let each esteem others better than himself.

Philippians 2:3

Yet it shall not be so among you; but whoever desires to become great among you, let him be your servant.

Matthew 20:26

Learning Objectives

This module discusses servant leadership.

Although the concept of servant leadership is timeless, servant leadership was not recognized as a leadership theory until 1970 when [Robert K. Greenleaf](#) published the essay, *The Servant as Leader*. Greenleaf describes the servant leader process as follows: "It begins with the natural feeling that one wants to serve, to serve *first*. Then the conscious choice brings one to aspire to lead." Greenleaf continues by stating the objective of a servant leader is to stimulate thought and action for building a better, more caring society.

Materials

8 1/2"x11" Plain Paper and pencils for each student

Blackboard, whiteboard or flipchart on easel, markers to write students' comments

Copies of the "Servant Leadership Profile-Revised" for each student

Ice Breaker

Famous Quotes. Use Addendum 2 for a list of famous leaders and their quotes. Print 2 lists; 1 is your master copy and the other is cut up into strips giving each person a quote or the name of a famous leader. When your group has assembled give each one a quote and the other the name of the leader. Ask people to mingle and find the person with whom the speech matches. Once they have paired up famous leader and famous speech they should spend a few minutes sharing a bit about themselves to each other and their thoughts on this particular leader.

When everyone has paired up ask the group to come back together and then ask pairs to introduce each other. Ask them to read the quotes out loud and see if anyone else can guess who the leader is. Once the leader is identified by the rest of the group the pair can then share a few thoughts on the leadership style of the leader. Carry on around the circle.

- This exercise can be quite difficult unless well known leaders and speeches are picked.
- The ice breaker can be quite lengthy with discussions of various leaders. With this in mind it's a great lead-in to leadership styles. However if this is not required at this moment in time you can omit this stage or keep it brief.

Reflection

- Do the famous quotes of the leaders give you insight into their style of leadership?
- What was your impression of the meaning of some of the quotes?
- How did the quotes reflect on the leader as an individual?

TEACHING POINTS

In Greenleaf's essay, one of the most important characteristics of a servant leader is *the desire to serve*. Greenleaf believed this was critical as it reflected on "what we do in our little corner of the world" and "why we do it."

Servant leaders emphasize some of the following ideas and actions.

- The servant leader believes her/him "first among equals." This idea is at the very core of servant leadership. **A servant leader does not consider her/him above those he leads.** Rather, he is *primus inter pares* from Latin, meaning "first among equals." That is, he sees those he leads as peers to teach and to learn from. He is willing to lead others in order to reach an agreed upon goal, but he doesn't believe that being the leader makes him better than others. The servant leader is a team builder. She/he will draw on the strengths of followers, and be a follower herself/himself when appropriate. Such a leader doesn't lead by decree or dictate. Instead, he or she leads by allowing everyone to do what he or she does well. The style of guidance of servant leader--where people, as equals, are able to voice their concerns and work to their potential--is not a heavy weight on followers. Instead, the servant leader shares burdens and benefits equally with these peers. Everyone involved benefits.
- The servant leader uses power honestly. **A servant leader uses leadership and power legitimately, for the good of the people he or she serves.** The leader sees leadership as a means to obtain the general good, not as a desired personal end. For those of us watching people in power, the difference is very clear. We don't look up to the lone leader who uses his muscle and brags of his brawn, nor to the politician who uses polished talk and brags of his skill. We look up to the 'Mother Theresa's,' St. John Chrysostom's, and the Nelson Mandela's of the world: they are servant leaders who have filled their positions with integrity.
- The servant leader understands the importance of day-to-day details. A servant leader is not a person of "The Great Talk" only. **A servant leader knows that it is never "about them" but rather about the team and their work.** Great speeches make up a very small portion of leadership, and their need is even smaller for a servant leader. Being a servant leader is more about the one-on-one discussions and in taking care of the everyday details.
- **The servant leader listens to and cares for his or her constituents.** Servant leaders are willing to take the time to listen to what others have to say. In fact, they are more than willing--they actively seek out the opinions and ideas of these followers. This is of top importance to the servant leader. The servant leader is not closed-minded. She/he listens and learns from her/his constituents. She/he is open to improvement. Therefore, if she/he is convinced that the other is right, he will gracefully accede to the other's suggestion. Listening is innate to the servant leader--caring about others is a part of who they are. They can use that skill and learn from their followers; they aren't only teachers.
- **The servant leader involves others and helps people get what they want.** The servant leader cares about people; and so she/he will naturally find out what they want, and help them to get it. A servant leader knows--and uses--the language of his constituents.
- **The servant leader stretches his or her constituents.** While, the servant leader starts where people are, he doesn't stop there. Instead, the servant leader helps others see the potential that exists. A servant leader helps people to do things they didn't know they could. He/she sits down with his/her constituents to set goals that are both feasible and challenging.
- **The servant leader promotes teamwork and inspires others to service.** Finally, a servant leader knows she/he can't do it all alone--and frankly, she/he wouldn't want to if she/he could. A servant leader wants to work with and for others. To do so, then, the leader must be able to inspire those she/he serves to serve others.
- **A servant leader adapts to fit the situation.** A servant leader gauges each situation and responds to each individually. When appropriate, she/he will pass over the reins to someone whose leadership style

is more appropriate to the situation--she/he works with people's strengths. A good leader understands when she/he is not necessarily the best person for the job; she/he knows her/his strengths as well as weaknesses, and can gracefully pass on opportunities best suited to other individuals.

In addition Williams and McKibben's book "Oriented Leadership" (1994) describes Jesus Christ as a servant leader who taught his disciples the following about servant leadership:

- **Servant Leadership is the leadership model of the Kingdom of God.** Christ came to do the will of God and rejoin humankind with the Father, thus showing us how to act towards each other. They use the example of Christ washing His Disciples feet to explain how our Lord, with all His power, acts as a servant to humanity. He expects all of his followers to follow this example, not to use their authority to "lord it over" those below them.
- Most leaders fear they will lose their authority if they begin to move toward servant leadership. **Christ led by using gentleness, humility and serving to demonstrate His authority.** Even though He was one part of the Holy Trinity, with Divine Power, He did not wield that authority and power to overthrow the Devil when He suffered the temptations for forty days. He was assertive about His mission and the values of the Kingdom but did not abuse His authority.
- Servant Leadership is an understanding which is modeled after Christ and the Holy Trinity. Followers empower leaders to lead them because they recognize particular gifts and abilities which make it possible for them to lead. **Likewise servant leaders empower their followers to take responsibility for their own actions and work toward a common vision.**

Reflection

Lead a discussion about servant leadership. Use open-ended questions until the teaching points are all brought out. Sample questions:

- Who are famous leaders who have used Servant Leader style of leadership? This was the leadership style of Jesus Christ, Mother Theresa, and St. John Chrysostom. They demonstrate their leadership by "gentleness, humility, and serving" (Williams and McKibben, 1994 pg 182).
- What do you think the phrase "servant leadership" means?
- What does that mean to you? How can you be an effective servant leader in your parish? School? Home?
- Is servant leadership focused on the team, the individuals, or both/all?
- What do you think other members of the team think of a good servant leader?
- What are some examples of how you can be a good servant leader?

Some key teaching points:

- Servant leaders possess authority based on servanthood and love.
- Servant leadership is about making the choice to lead, to give more than you receive, and to make a difference.
- Effective servant leaders care about others, about helping others succeed, and about making the group successful.
- It is important to build up the idea and value of servant leadership in our students and adult leaders.
- A good group leader is focused on the success of the members of his team—as individuals and as a team. Servant leaders understand what success looks like not only for the team as a whole, but also for each member of the team.
- Group members can see when a leader cares about their needs and is focused on their success. That service earns him the group's respect. When you have that respect, you have earned the title and role of leader.

- A group leader who seeks to serve knows his members well enough to help them succeed, helps his group through its day-to-day operation, manages and delegates group duties, focuses on how to help all members be successful in their assigned tasks, and works to bring the group together as a team.
- Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.

PRACTICE WHAT YOU'VE LEARNED

Have each student complete the Servant Leadership Profile-Revised. Once completed, have the students grade themselves based on the Coding Key in Addendum 5.

Reflection

After the students have completed the Servant Leadership Profile-Revised, lead a reflection about the 7 factors of Servant Leadership and how this program is designed to help improve those skills and qualities, but it also means the students are willing and participating to improve their skills.

Leaders Comments It is important for individuals in leadership roles to know what their own strengths and weaknesses. Leaders continue to improve their leadership skills for the benefit of those whom they lead.

Servant Leadership Profile - Revised

© Paul T. P. Wong, Ph.D. & Don Page, Ph.D.

Leadership matters a great deal in the success or failure of any organization. This instrument was designed to measure both positive and negative leadership characteristics.

Please use the following scale to indicate your agreement or disagreement with each of the statements in describing your own attitudes and practices as a leader. If you have not held any leadership position in an organization, then answer the questions as if you were in a position of authority and responsibility. There is no right or wrong answers. Simply rate each question in terms of what you really believe or normally do in leadership situations.

1	2	3	4	5	6	7
Strongly Disagree		Undecided				Strongly Agree
(SD)						(SA)

For example, if you strongly agree, you may circle 7, if you mildly disagree, you may circle 3. If you are undecided, circle 4, but use this category sparingly.

- | | |
|---|---------------|
| 1. To inspire team spirit, I communicate enthusiasm and confidence. | 1 2 3 4 5 6 7 |
| 2. I listen actively and receptively to what others have to say, even when they disagree with me. | 1 2 3 4 5 6 7 |
| 3. I practice plain talking – I mean what I say and say I mean. | 1 2 3 4 5 6 7 |
| 4. I always keep my promises and commitments to others. | 1 2 3 4 5 6 7 |
| 5. I grant all my workers a fair amount of responsibility and latitude in carrying out their tasks. | 1 2 3 4 5 6 7 |
| 6. I am genuine and honest with people, even when such transparency is politically unwise. | 1 2 3 4 5 6 7 |
| 7. I am willing to accept other people’s ideas, whenever they are better than mine. | 1 2 3 4 5 6 7 |
| 8. I promote tolerance, kindness, and honesty in the work place. | 1 2 3 4 5 6 7 |
| 9. To be a leader, I should be front and center in every function in which I am involved. | 1 2 3 4 5 6 7 |
| 10. I create a climate of trust and openness to facilitate participation in decision making. | 1 2 3 4 5 6 7 |
| 11. My leadership effectiveness is improved through empowering others. | 1 2 3 4 5 6 7 |
| 12. I want to build trust through honesty and empathy. | 1 2 3 4 5 6 7 |
| 13. I am able to bring out the best in others. | 1 2 3 4 5 6 7 |
| 14. I want to make sure that everyone follows orders without questioning my authority. | 1 2 3 4 5 6 7 |
| 15. As a leader, my name must be associated with every initiative. | 1 2 3 4 5 6 7 |

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 16. I consistently delegate responsibility to others and empower them to do their job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. I seek to serve rather than be served. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. To be a strong leader, I need to have the power to do whatever I want without being questioned. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. I am able to inspire others with my enthusiasm and confidence in what can be accomplished. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. I am able to transform an ordinary group of individuals into a winning team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. I try to remove all organizational barriers so that others can freely participate in decision-making. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. I devote a lot of energy to promoting trust, mutual understanding and team spirit. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. I derive a great deal of satisfaction in helping others succeed. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. I have the moral courage to do the right thing, even when it hurts me politically. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. I am able to rally people around me and inspire them to achieve a common goal. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. I am able to present a vision that is readily and enthusiastically embraced by others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. I invest considerable time and energy in helping others overcome their weaknesses and develop their potential. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. I want to have the final say on everything, even areas where I don't have the competence. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. I don't want to share power with others, because they may use it against me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. I practice what I preach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. I am willing to risk mistakes by empowering others to "carry the ball." | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. I have the courage to assume full responsibility for my mistakes and acknowledge my own limitations. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. I have the courage and determination to do what is right in spite of difficulty or opposition. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. Whenever possible, I give credits to others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. I am willing to share my power and authority with others in the decision making process. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. I genuinely care about the welfare of people working with me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. I invest considerable time and energy equipping others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. I make it a high priority to cultivate good relationships among group members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. I am always looking for hidden talents in my workers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. My leadership is based on a strong sense of mission. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. I am able to articulate a clear sense of purpose and direction for my organization's future. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 42. My leadership contributes to my employees/colleague's personal growth. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43. I have a good understanding of what is happening inside the organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44. I set an example of placing group interests above self interests. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45. I work for the best interests of others rather than self. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 46. I consistently appreciate, recognize, and encourage the work of others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47. I always place team success above personal success. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48. I willingly share my power with others, but I do not abdicate my authority and responsibility. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. I consistently appreciate and validate others for their contributions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 50. When I serve others, I do not expect any return. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 51. I am willing to make personal sacrifices in serving others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52. I regularly celebrate special occasions and events to foster a group spirit. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53. I consistently encourage others to take initiative. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 54. I am usually dissatisfied with the status quo and know how things can be improved. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 55. I take proactive actions rather than waiting for events to happen to me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 56. To be a strong leader, I need to keep all my subordinates under control. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 57. I find enjoyment in serving others in whatever role or capacity. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 58. I have a heart to serve others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59. I have great satisfaction in bringing out the best in others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60. It is important that I am seen as superior to my subordinates in everything. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61. I often identify talented people and give them opportunities to grow and shine. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62. My ambition focuses on finding better ways of serving others and making them successful. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Leadership Session IV: Teamwork and Decision Making

INTRODUCTION

If the foot should say, "Because I am not a hand, I am not of the body," is it therefore not of the body? And if the ear should say, "Because I am not an eye, I am not of the body?" is it therefore not of the body? If the whole body were an eye, where would be the hearing? If the whole were hearing, where would be the smelling? But now God has set the members, each one of them, in the body just as He pleased. And if they were all one member, where would the body be? But now indeed there are many members, yet one body.

1 Corinthians 12:17-20

The most basic task of a Church leader is to discern the spiritual gifts of all those under his authority, and to encourage those gifts to be used to the full for the benefit of all.

St. John Chrysostom

Learning Objectives

This module teaches different styles of decision making and how to use it in a group. It also builds upon the previous module of leadership styles using an activity to develop each individual's leadership style.

The role of the leader is to guide the team towards the best decision making technique appropriate for the circumstances. Decision making is selecting a course of action from among available alternatives.

Materials

8 1/2"x11" Plain Paper and pencils for each student, tape

Blackboard, whiteboard or flipchart on easel, markers to write students' comments

Copies of Addendum 3 and 4 for discussing Consensus decision making for each student

Copies of the Wilderness Survival Worksheet for each student Addendum 6

Ice Breaker

What Matters Most. Ask a group of participants to write down the names of the five richest people in the world, the past five Super Bowl or World Series winners, five government and the five most important people in Hollywood. Next, have them write down the names of teachers who helped them in school, heroes who inspired them, individuals who coached or mentored them and friends who helped them.

Reflection

As a whole group, discuss which exercise was easier and why. The goal is to recognize that the people who make a difference are those who care, not those the media touts.

Sample Questions:

- Which list was easier to create?
- Why was it easier to create that list?
- What influence did they have in your life?
- What influences have the five richest people in the world or the others we tried to list have in your life?
- What characteristic did those teachers; heroes, mentors, coaches or friends have that influenced you?
- Is that a characteristic that a leader should have to influence his group?

KEY TEACHING POINTS

Discuss four different types of decision making styles.

Authoritarian- An authoritarian leader rules with total power. This style offers no opportunity for participant input; the leader makes all the decisions, critical knowledge is kept to themselves and they lay down the law. Examples of this leadership style are seen in the military, mafia or a street gang. Authoritarian leadership can also be present in situations where there is a “power clique” in which clique members see themselves as having a higher status than others and believe they must give orders to get things done.

When an urgent decision needs to be made, it is often most effective to use a dictatorial (authoritarian) leadership style. With urgent decisions, there is no time for participant input or creativity in problem-solving, as there is in other leadership styles. This style can be also effective when a group has gotten out of control and is making no effort to complete a particular goal. If the safety of the group or others is a main factor when urgent decisions need to be made, or when its critical things be done in a certain way, dictatorial leadership is a great style to implement.

Representative- Representative decision-making takes the decision-making power out of the hands of an organization's head and gives it to a group that represents multiple facets of the organization. In this type of decision-making, at least one individual is selected from each department in the organization, including the leadership, to be part of the decision-making process. These individuals solicit input on decisions from their co-workers and bring that input to meetings where the group considers all possible options. After considering all input and options, the group comes to a consensus on the decision. However, power and decision making is taken away from ordinary people when they vote for leaders – handing over power to make decisions to a small elite with completely different interests from their own. Those who have to abide by the decisions may not be committed to the decision or may not agree with it either. Decisions can be made more quickly with a smaller group representing the whole organization, but the representatives can be influenced by the group making the decisions or even worse, not bring ideas to the group from those they represent

Democratic- A democratic leader is an individual who makes sure that all group members have an equal opportunity to express their opinions. Research has shown this leadership style to be one of the most effective which creates higher productivity, better contributions from group members and increases group morale. This style of leadership offers encouragement with all team members to be involved and have an active role as a working part of the team. The democratic leadership style can lead to high productivity in a group. The group involvement can be time consuming; therefore decision-making can take longer as compared to a dictatorship style. Therefore, if a decision needs to be made quickly due to an issue, this leadership style may not be the best to utilize in a critical situation.

Democratic leadership can lead to creative ideas and solutions to problems because group members are encouraged to share their thoughts and ideas. The group members will feel involved, motivated, committed to projects and become more invested in the end results. It needs to be noted that the democratic leadership style works best in situations where group members are skilled and also excited to share their knowledge. If the group or team is inexperienced this style is not very effective. Furthermore, in situations where roles are unclear, this leadership style can lead to communication disasters and uncompleted projects or goals. Finally, since the majority rules on all decisions, a win or lose mentality can overcome a group when deciding on issues. Voting can become personal, based on who is supporting who, not on the issue itself leading to a lack of commitment to support the final outcome of the vote.

Consensus- Consensus decision-making is a creative and dynamic way of reaching agreement between all members of a group. Instead of simply voting for an item and having the majority of the group get their way, a consensus group is committed to finding solutions that everyone actively supports, or at least can live with. All decisions are made with the consent of everyone involved, and this ensures that all opinions, ideas and concerns are taken into account. Through listening closely to each other, the group aims to come up with proposals that work for everyone. Consensus is neither compromise nor unanimity – it aims to go further by weaving together everyone’s best ideas and key concerns – a process that often results in surprising and creative solutions, inspiring both the individual and the group as a whole. Members of the group treat each other as equals, listening to everyone’s concerns and finding the most acceptable solution to a problem taking into account. In this way all perspectives and ideas can be heard. From there emerging proposals that achieve common ground among the group can be found, amended and eventually achieve agreement from the group. See Addendum 3.

(adapted from A Consensus Handbook Co-operative decision-making for activists, co-ops and communities)

There are six steps to establish consensus: (use Addendum 4)

1. Introduce and clarify the issue to be decided.
2. Explore the issue and look for ideas, i.e., initial ideas and concerns, pros and cons, solutions.
3. Look for emerging proposals, i.e., is there one idea that everyone can agree on?
4. Discuss, clarify and amend your proposal, i.e. everyone has a chance to mold the proposal to be most acceptable.
5. Test for agreement Blocks, Stand Asides, Reservations, Agreement, Consensus
6. Implement the decision.

PRACTICE WHAT YOU HAVE LEARNED

Wilderness Survival. Use the Wilderness Survival A Consensus-Seeking Task program in Addendum 5 to teach the students about consensus seeking behavior.

Reflection

The four different categories of decision making can be used by a leader depending on the decision that needs to be made. In the Greek Orthodox Church, there is a shift to Consensus Decision Making technique. This technique may take a longer time because it involves everyone clearly understanding the situation or problem to be decided, analyzing all of the relevant facts together, and then jointly developing solutions that represent the whole team’s best thinking about the optimal decision. It’s characterized by a lot of listening, healthy conversation and testing of options. Consensus generates a decision about which everyone says, “I can live with it.” (Also called collaborative problem solving). It is more Christ-like as all those involved in the decision can accept it and eliminates the win-lose or lose-win or lose-lose scenario for a win-win scenario.

Leader’s Comments Consensus occurs when everyone agrees upon a decision, strategy, or plan of action that all can live with, and can support for the good of the church. Consensus is often incorrectly assumed to imply complete agreement, but is rather the ability to support a given decision. Consensus is easy when mission is clear and non-negotiable.

Leadership Session V: Appreciating Differences

Introduction

My brethren, do not hold the faith of our Lord Jesus Christ, the Lord of glory, with partiality. For if there should come into your assembly a man with gold rings, in fine apparel, and there should also come in a poor man in filthy clothes and you pay attention to the one who wearing the fine clothes and say to him, "You sit here in a good place," and say to the poor man, "You stand there," or, "Sit here at my footstool," have you not shown partiality among yourselves and become judges with evil thoughts? Listen, my beloved brethren, has God not chosen the poor of this world to be rich in faith and heirs of the kingdom, which He promised to those who love Him? ...

James 2:1-6

A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another."

John 13:34-35

Learning Objective

This module teaches how to identify the differences among team members and appreciate those differences for the benefit of the team.

Materials

Bag of potatoes with enough potatoes that each participant receives one

Blackboard, whiteboard or flipchart on easel, markers to write students' comments

Icebreaker

Potato Game. Distribute one uncooked baking potato to each participant. (Alternatively, distribute one rock to each participant—ideally use rocks with some character and personality.) Do this somewhat solemnly to make it more of a gag.

- Next, ask each students to look at his potato and "get to know it and its positive features."

Give them a minute to get to know their potatoes. (The point here is to get each student to look at his potato and identify either personality traits or distinctive features that make that potato unique and special.)

- Next, ask each student to introduce his potato to the group, pointing out its unique size, shape, and other characteristics.

- Once all the potatoes have been introduced, put them all in a bag or box and mix them up.

Return a potato randomly to each person. Then have everyone try to find their original potato.

Reflection

One key to developing strong and effective teams is the ability to appreciate the benefits of the differences each team member presents.

If we were all similar in all aspects we might come to decisions faster but it might not give us the best option for what we are attempting to accomplish.

What do you think this activity was all about? What happened in the game?

- Every potato was alike in some ways. In what ways are we like each other?
- How do these similarities help us get things done? How could they get in the way?

- Every potato was different in some ways. What about differences? How are we different from one another?
 - How can differences strengthen the group as a whole? When can differences prevent a group from reaching its goal?
 - If a leader keeps going to the same people (friends or experienced leaders) to get things done, what can be lost?
 - How could we find out about the special qualities and abilities of each member of our parish?
 - What is the perceived understanding of why differences can affect a team?
 - Can diversity be helpful within a group?
 - What are some of the experiences you have had of being on a team where one or more members presented special challenges?
 - Does this mean that the experience cannot lead to a positive outcome?
 - How do we embrace something different in order to understand it better?
- (adapted from Introduction to Leadership Skills for Troops)

KEY TEACHING POINTS

To appreciate differences we must develop an attitude of curiosity of others by questioning them about their differences. Curiosity is the perfect counterweight to fear and anxiety.

As Neil DeGrasse Tyson said: “the people who don’t ask questions remain clueless throughout their lives.”

It’s not only okay not to know something, its better. Only then will you be able to learn something new. What journalists call “the five W’s and the H” – who, what, when, where, why and how – are curious people’s best friends.

The number one enemy of curiosity is routine. Routine makes us do the same things day after day, sometimes for many years, which causes boredom. So instead of having fixed routines you could add some variety to your life. It doesn’t have to be some major changes to your daily routine, you could for instance begin by brushing your teeth with the opposite hand or exploring a new route to your workplace.

By Appreciating Differences one can feel:

- A sense of voice in their Church and community.
- A sense that they can accomplish things in their community.
- A sense that they matter and have potential.
- A sense of belonging in their Church and community.

Activity:

- Think of something you have recently been involved in that made you feel what you believe is a “sense of community.”
- How would you describe that feeling of a sense of community?
- This experience of sense of community came about because...

Leader Comments: James and John in the Bible verses for today, taught not to judge what they saw on the outside or to view someone as less than them. Leaders must resist judging those who are following. Leaders must treat all those following them as a community. Everyone in the community has a role and the leader must seek out each individual’s strength and use it to the benefit of the group to meet their goal.

Leadership Session VI: Managing Conflict

Introduction

Therefore, if you bring your gift to the altar and there remember that your brother has something against you, leave your gift there before the altar and go your own way. First be reconciled to your brother and then come and offer your gift.

[Matthew 5:23-24](#)

Moreover if your brother sins against you, go and tell him his fault, between you and him alone. If he hears you, you have gained your brother. But if he will not hear, take with you one or two more, that 'by the mouth of two or three witnesses every word may be established.' And if he refuses to hear them, tell it to the church. But if he refuses even to hear the church, let him be to you a heathen and a tax collector.

[Matthew 18:15-17](#)

Learning Objectives

This module describes how to manage conflict using one technique.

When Jesus addressed problems, he tackled them head-on. While delivering the Sermon on the Mount (and later in [Matthew 18](#)) he dealt with the issue of conflicts brought about either by others offending us or by our offending them:

While the Lord was addressing the problem of sin, there are broader principles at work in his teaching. And no matter which side has caused the problem, the solution is the same: First, go to the person with whom you are experiencing a conflict and address the issues face-to-face. Avoid involving a third or fourth person, especially if their knowledge of the situation will worsen the problem for the offending individual. Such discussions tend to intensify the conflict and further undermine the relationship. Judging from the amount of conflict experienced in our world, this is surely one of the most overlooked commands in Scripture.

Adapted from bible.org/seriespage/19-conflict-management

Materials

3" x 5" cards with song lyrics pasted on them for Song Scramble game

Blackboard, whiteboard or flipchart on easel, markers to write students' comments

Icebreaker

Song Scramble: Before the meeting copy Addendum 7, cut the lines from each song and paste them on 3"x5" cards, but paste only one line on each piece of card. Make sure that only enough songs are used to cover the number of people present. The cards are then scattered on the floor. Once the game begins each person grabs a card and tries to find the holders of the other cards which will complete the verse or section of the song. The winning group is the first one to correctly assemble and sing their song. Tape the songs to playback later. Here are a couple of examples:

*Is this the real life? Is this just fantasy?
Caught in a landslide. No escape from reality.
Open your eyes. Look up to the skies and see.
I'm just a poor boy, I need no sympathy.
Because I'm easy come, easy go, a little high, little low.*

*Just a small town girl, living in a lonely world
She took the midnight train goin' anywhere.
Just a city boy, born and raised in south Detroit
He took the midnight train goin' anywhere.*

*I have climbed the highest mountain;
I have run through the fields
Only to be with you. Only to be with you
I have run. I have crawled.
I have scaled these city walls
These city walls. Only to be with you
But I still haven't found what I'm looking for.*

*We were young when I first saw you
I close my eyes & the flashback starts
I'm standing there on a balcony in summer air
See the lights; see the party, the ball gowns
See you make your way through the crowd
And say 'Hello', little did I know....*

(See Addendum 7 for a worksheet with the lyrics that can be cut into pieces)

AND THE SONGS (of course, you already got them!)

Bohemian Rhapsody, Queen

Don't Stop Believin', Journey

I Still Haven't Found What I'm Looking For, U2

Love Story, Taylor Swift

Adapted from www.insight.typepad.co.uk 40 Icebreakers for Small Groups.

Reflection: Lead a discussion about how conflict can disrupt an organization.

- How are you able to piece the songs together?
- What if you did not know the song before you saw the lyrics on the cards?
- Would not knowing the song make it more difficult or take you longer to finish the project?
- How would you be able to put the lyrics in the right order if you did not know the song?

KEY TEACHING POINTS

“Conflict is when one’s wants, needs and expectations clash with another’s”

When working with a group of people, eventually conflict will arise. Healthy leaders appreciate occasional disagreements, understanding the benefits that come through shared ideas and group processing. Our ideas won't always be the best ideas in the room. Disagreements can feel uncomfortable in the moment, but they might bring healthy returns in the long haul. May we be patient enough to consider different perspectives and humble enough to embrace ideas better than our own? If we wish to be effective Youth and Young Adult leaders, it's important to develop healthy means of conflict management.

In the Song Scramble game, knowing the whole song first helped organize the lyrics. However, when dealing with conflict, you may not know the whole story but may only receive bits and pieces. There may be no order, and the whole story may never be known. However conflict has arisen in a group, it must be confronted, if not, it may jeopardize the success of the group.

Many people deal with conflict in different ways: some avoid it, some meet it head on, and others do not stand their ground when confronted. All are learned behaviors that do not necessarily resolve the conflict.

How to handle conflict:

In the above Bible verses, Jesus teaches us the first step in how to handle conflict. We must meet it head on and as early as possible. This prevents anxiety, avoidance and anger that can be built up when conflict arises. However, before dealing with conflict; it is best to “set the stage” prior to confronting someone.

Setting the stage:

- Arrange to meet the other person one-on-one
- Choose a place that is quiet and allows privacy
- Start with a prayer, and ask for guidance
- Allow for enough time to resolve the conflict, so plan accordingly
- Use listening techniques from Leadership Session: Communicating Effectively
- Be curious about the other person's viewpoint and ask questions to understand

BADGER APPROACH: B.A.D.G.E.R. is a basic approach to handling conflict.

BEGINNING Agree to try to work together to find a solution peacefully, and establish ground rules (e.g., no name-calling, blaming, yelling, or interrupting).

AQUIRE INFORMATION Each person describes the dispute from his or her perspective, without interruption. Pay close attention and then ask clarifying questions in a nonthreatening manner. Then consider not only what the other participants say they want, but why they want it. For example, if someone insists that you pay for something they believe you broke, they may be doing so not because they really care about the object or the money, but because they feel that you don't respect them. Addressing the other person's need to feel respected may be the key to resolving the conflict.

DEFINE ISSUES Establish which facts and issues all participants agree on and determine why different issues are important to each person. Identify common interests, which can be as simple as a mutual desire to resolve the problem without resorting to violence or a shared need to save face.

GENERATE ALTERNATIVES Take time to brainstorm about possible solutions to the problem. Come up with a list of options without immediately judging them or feeling committed to them. Try to think of solutions where each of you gain something; think win-win! Too often we assume that for one person to win, the other person has to lose. In reality, it is often possible to think creatively and come up with a solution that both people feel good about, where both walk away feeling that their needs have been met.

EVALUATE ALTERNATIVES After a number of options are suggested, each person discusses his or her feelings about each of the proposed solutions. Participants will negotiate and often will need to compromise in order to reach a conclusion that is acceptable to both. They may need to agree to disagree about some issues to reach an understanding.

RESOLVE The people involved explicitly state their agreement and may even want to write it down. If necessary, then set up a time to check back to see how the agreement is working.

If you are ineffective in handling the conflict one-on-one or the agreement is no longer working, a mediator may be necessary. The mediator would repeat the same approach and attempt to again resolve the conflict. The mediator should be impartial, i.e., your priest, an advisor, etc. The mediator would also be responsible for observing the agreement is being followed and to continually check back to see how the agreement is working.

And finally, pray for each other. Each of those involved in conflict may have underlying issues that are affecting behavior. Creating conflict may be a way of acting out frustrations of something else that is bothering them. As Jesus told his disciples, Matthew 5:43-45 *"You have heard that it was said, 'You shall*

love your neighbor and hate your enemy.' But I say to you, love your enemies and pray for those who spitefully use you and persecute you, that you may be sons of your Father in heaven;

Practice What You Have Learned

CONFLICT RESOLUTION: ROLE PLAYING

(adapted from *10 Lessons for Teaching Conflict Resolution Skills*)

See Addendum 8 for a copy to hand to the students.

Ask for two volunteers.

Propose the following scenario.

- **Person A:** You've recently bought a pair of expensive shoes. Your friend broke into your gym locker and wrote all over them with a permanent marker. They're ruined. You feel hurt and somewhat violated.
- **Person B:** Your friend's been bragging about his or her expensive shoes to everyone. Yesterday he or she made fun of the way you were dressed in front of your entire class. You felt humiliated and angry, and you wanted to teach him or her a lesson, so you broke into his or her gym locker and wrote all over the shoes.

Note to facilitator: Make sure that you introduce this skit as the wrong way to solve conflict between people and that you will be asking the group afterwards to analyze what went wrong.

Person A: "Hey, why did you touch my stuff?"

Person B: "Whoa, I didn't think this would be such a big deal..."

Person A: "You're lying. You totally blew this whole thing out of proportion. Now my shoes are ruined, and they were really expensive. I'm so angry about this!"

Person B: "But you —"

Person A: (Interrupting) "I don't want to hear it. You're always putting words in my mouth."

Person B: "Who cares about the shoes? Your parents can just buy you another pair. They buy you everything else you want."

Person A: "You don't know me. You don't know my parents."

Person B: "Yeah, I do. You're all stuck-up. How does it feel to have the nasty shoes now?"

Reflection

After the students are finished, ask the class for specific reasons why they thought the conflict escalated. Write these on the board. Suggest looking at the opposites of what they did wrong. As they mention suggestions close to or exactly matching the following list, write them in a separate place on the board. Once they've come up with a few reasons, ask the class how the BADGER technique could have been used to de-escalate the conflict.

What Went Wrong

- **TAKE TIME TO COOL OFF.** Issues can't be dealt with unless emotions are worked through. In both individual and group situations, the long-term relationship is generally more important than the conflict. Also, the process of conflict resolution is as important as the content. A resolution in which one party is the winner and the other party is the loser is no resolution.
- **THINK ABOUT THE PERSON AS A PERSON.** This helps to break down role stereotypes.
- **KNOW YOUR AIM.** Knowing what is important to you in the conflict and stating it clearly makes it more likely that your needs will be met and that the conflict will be resolved.
- **TRY TO UNDERSTAND WHAT THE OTHER PERSON IS SAYING.** Listening, paraphrasing, and good feedback show concern for the other person, which, in turn, facilitates communication, defuses conflict, and lowers tension.
- **FIND SOMETHING YOU CAN AGREE ON.** Use this as a basis from which to work through the problem.
- **BE SPECIFIC WHEN YOU INTRODUCE A GRIPE. Don't** just complain. Ask for reasonable changes that will relieve the gripe. Confine yourself to one issue at a time.
- **ASK FOR AND GIVE FEEDBACK ON MAJOR POINTS.** This serves to make sure you are heard, and to assure the other person that you understand what he or she wants.
- **NEVER ASSUME** that you know what the other person is thinking until you have checked out the assumption. Do not predict how he or she will react or what he or she will accept or reject.
- **FORGET THE PAST AND STAY WITH THE PRESENT.** Changes can't be retroactive, but you can have an impact on the future.

Once the exercise is completed, direct the class to stand in a circle. Ask for two new volunteers to act the parts of Persons A and B. Put them in the center of the circle. Direct them to begin the scene again, this time using the BADGER technique and the class's suggestions for resolving interpersonal conflict. As people in the outer circle think of ways to incorporate the new steps they've learned into the scene, they may tap an actor on the shoulder and take his or her place. The previous actor will then rejoin the outer circle.

Leader's Comments The BADGER technique provides the opportunity to resolve conflict. When leaders use active listening techniques during conflict it will help you see the other person's point of view. Their perspectives might be different from your own, but will allow a solution to be found that is beneficial to all involved in the conflict.

Leadership Session VII: Setting Goals and Mapping Success

INTRODUCTION

“The plans of the diligent lead surely to plenty. But those of everyone who is hasty, surely to poverty.”

Proverbs 21:5

“Where there is no revelation, the people cast off restraint; But happy is he who keeps the law.”

Proverbs 29:18

“For which of you, intending to build a tower, does not sit down first and count the cost, whether he has enough to finish it” Luke 14:28

Learning Objectives

This module discusses the purpose of setting goals, how to define goals and achieve success with goals.

Materials

Newspaper, Keys, Copy of “Goal Setting Plan” for each student, pencils

Blackboard, whiteboard or flipchart on easel, markers to write students’ comments

Copies of Addendum 9 for an example for Goal Setting

Ice Breaker

Take the Treasure. Invite the students to sit in a large circle. Place a chair in the middle. On the chair place the treasure. A set of keys works really well. Ask for a volunteer to guard the treasure from thieves and give them a rolled up newspaper. Unfortunately, they have to do this while being blindfolded!

Once the guard is in place beside the chair, a thief is quietly chosen from the circle. They must attempt to sneak up to the chair and without alerting the guard, snatch the treasure.

Meanwhile, the guard listens for the thief and tries to swat him with the newspaper baton. If the thief is swatted, he must return to the circle. If he succeeds in stealing the treasure and returning to the circle, his prize is to become the new guard.

Reflection

Engage the whole group in a lively discussion about goals. You can use these questions as conversation starters:

- Why is it important to have goals in our lives?
- Agree or disagree: To be a good leader, you must have goals.
- What is a goal you have for this year? Or, what is an example of a goal someone your age might have for this year?

KEY TEACHING POINTS

The Importance of Goals: Why Set Goals? How Do They Help?

Goals:

- Clarify what the desired outcome is, how to accomplish it, what time frame, and provide a road map to focus efforts most effectively.
- Increase the likelihood team members will achieve the desired results, therefore minimizing the possibility of performance issues down the road.
- Make it easier to evaluate performance when it’s been made clear what is expected.
- Make work more meaningful.
- Are ways to challenge and to help everyone perform even better and surpass expectations.

- Are forward-facing and provide direction in which to move for success.

Sometimes goals seem so big that it's almost impossible to imagine how you'll accomplish them. By breaking a goal down into smaller steps, it becomes easier to achieve.

Try using S.M.A.R.T. goals:

- **Specific** Clearly state the goals so it is clear enough for everyone to understand.
- **Measurable** The success of the goal can be measured.
- **Assignable** Someone is assigned the responsibility of completing the task and/or the next step.
- **Realistic** The goal is realistically written and can be completed within a reasonable time.
- **Timely** A timeline is associated with the goal to ensure completion and accountability.

Practice What You Have Learned

Divide the group into smaller groups of five. Have each group work on one or all of the S.M.A.R.T. goals below. Provide each group a GOAL SETTING PLAN to write down their steps. This can be done over a second session to allow the group to research costs and breakdown steps. It is suggested that the groups work outside of the session and return at a following session to present their S.M.A.R.T. goals and the outline of their plan. By giving additional time, the groups should be able to create a specific and detailed plan.

GOAL A: Plan a fundraiser i.e., bake sale, car wash. The GOYA of your parish is in need of funds. The end of year trip is a three months away, but the Treasurer has reported that the group is short \$500. Your group must plan a fundraiser i.e., bake sale, car wash to raise the needed funds.

GOAL B: Plan trip to HDF. Your Dance Group has decided that they are going to compete at next year's Hellenic Dance Festival. However, the advisors have recommended that the dancers take responsibility for organizing the trip. Your group must plan for this trip including transportation, lodging, costs to each dancer and advisor attending and ways to fundraise to reduce costs for this trip.

GOAL C: A new Festival Booth. Next year's Festival is 6 months away. The Festival Committee has asked that your group create a new booth at the next festival that will raise \$10,000. Your group is responsible for creating the booth, what the booth will sell, manning the booth and reaching its goal.

GOAL D: Assess the needs of your local parish and create a plan to meet a need. Contact a member of the parish council and determine if there is a need in your community and develop a plan that will meet an actual need.

Leader's Comments

Being a leader is about having a vision for change—and encouraging ourselves, and the people around us, to work hard to bring that vision to life. By setting goals for ourselves, with a timeline and steps to get there, we get closer to creating the change we want.