

Lesson 3: Leadership Development

Youth groups can play a vital role in supporting young people to grow and build skills to succeed in their lives. While the adult may assume primary leadership of the group at its onset, part of the adult leader's role is to foster youth ownership of the group as it becomes more established. Hopefully, you will have a few energetic young people with a strong commitment to the group who, with support from the adult, can serve as contact people for the group, take responsibility for the organization of group activities and events, and make sure that meetings run smoothly.

The first step in developing youth leadership is identifying potential leaders. You will likely have some outstanding leaders in the group. These are the people who follow through on commitments, have their own ideas but are also willing and able to involve others in meaningful ways, and have enough time to set aside for planning. Some youth may not be comfortable volunteering although they have a lot to offer, so they may need encouragement and coaching to assume new roles. Providing opportunities to assume smaller roles in meetings is a low-risk way to let youth test ideas, learn from others and see what they are good at. A small activity will also allow you to observe the youth and see them in action. Look for different skills in your members – and value the differences. Someone who has a lot of energy and is outspoken may be good at public speaking but may need help to not dominate the group.



It may be helpful to discuss what qualities the people in your group think makes a good leader. You might brainstorm a list of qualities together, and ask the group, which are most important to them. Remember that no one has all of the traits of a leader. Anyone who is interested in serving as a leader should be able to identify their strengths as a leader as well as the skills they would like to develop. The Leadership Quiz and the Skills and Interest Survey in Tools can help you and the young people in your group assess their leadership skills.

This is where different roles and styles of the adult leader come into play. There will be times when you will nurture, educate, encourage, coach, mentor and inspire. You will need to take the time to build strong, trusting relationships with the youth. Although a lot of energy is often put into working with teens, the payoff can be tremendous.

Youth may also need concrete information about practical skills like how to run effective meetings, team building, public speaking, and facilitation skills that will empower them. Again, remember your role is to be supportive. For example, you may work with youth on facilitation skills, but let them find their own words and style. This section includes handouts on what it takes to be a leader, running meetings, and facilitating activities. You could include these in an orientation packet for the youth leaders to help them with their new role. You might also include things to remember when resolving conflict (See *Communicating Across Disagreement*) and “Tapping into your Strengths (included in *Getting Organized*).

Ongoing opportunities for practice and feedback will lead to confidence and growth. As youth develop in their leadership roles, make sure to recognize their accomplishments both personally and publicly.

Tools – Lesson 3





Where Do You Stand?

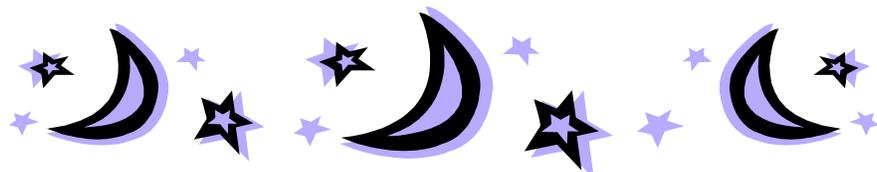


Do you have what it takes to be a leader?

Try the following quiz. Read each statement and check your answer.



| | Always | Sometimes | Never |
|--|--------|-----------|-------|
| 1. When there are several solutions to a problem, I find out as much as possible about the pros and cons of each. | | | |
| 2. When I have a job to complete, I tend to get distracted, especially if I'm not interested in the work.  | | | |
| 3. I like to ask questions during the discussion so that I can hear other people's opinions.  | | | |
| 4. I feel uncomfortable when I'm the one responsible for getting something done.  | | | |
|  5. I like speaking in front of people. | | | |
| 6. I enjoy organizing the details of a project. | | | |
| 7. I'm good at working out a schedule and sticking to it. | | | |
| 8. People work well with me.  | | | |
| 9. I don't listen to people who have opinions that differ from mine.  | | | |
| 10. I like to be in on the decision making for choices that concern me. | | | |
| 11. I like being in charge so things can be done my way. | | | |
|  12. When people are disagreeing over an issue, I try to calm them down, help them to understand each other's side of the story, and come to an agreement. | | | |
| 13. I usually keep quiet and just follow along with what the group has decided.  | | | |
| 14. When a job has to be done, I can set priorities so the important work gets completed. | | | |



Where Do You Stand?

Scoring

- ☒ For numbers 1, 3, 6, 7, 8, 12, and 14, score 2 points for each "Always;" 1 point for each "Sometimes;" 0 for "Never," (They describe some characteristics of a good leader.)
- ☒ For numbers 2, 4, 9, 10 and 13, score 2 points for each "Never;" 1 point for each "Sometimes;" 0 for "Always," (They reflect attitudes and habits that hinder effective leadership.)
- ☒ For numbers 5 and 10 - no points. (A good leader doesn't need the spotlight or the ego trip.)

Total

20-22: Great! Keep growing! Work on these skills and maybe you'll be President someday.

12-19: You're on the right track.

0-11: Everyone has to start somewhere, and thinking about where you stand is a good start. Go back and see which skills you can work on to improve.

Skills and Interests Questionnaire

8. If you were trained to speak in front of a group of students, would you:

- a. refuse to do it?
- b. speak but not enjoy doing it?
- c. speak and be somewhat scared?
- d. speak and be proud of yourself?
- e. be jumping at the chance to speak?



Not Really

A Whole Lot

9. I like to follow what others have planned for the group...

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

10. I like to be responsible for planning activities myself...

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

11. I am comfortable getting information from the Internet...

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

12. I am comfortable approaching an adult in the school administration or community...

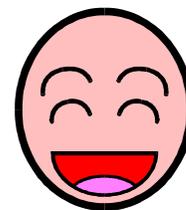
| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

13. It is easy for me to ask a fellow student for help...

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

14. About how many times a day do you smile?

- Once or twice
- More than five times
- About 20 times
- Every other minute
- I never stop



☺ Thank you for your completing this questionnaire! ☺



Developed by Pilar Zuniga
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MAGNIFICENT MEETINGS



Planning a Meeting

13. **DECIDE WHAT YOU WANT TO ACCOMPLISH.** Is it a planning meeting? An update meeting? Will you vote on issues?

14. Write an agenda. Include at least one fun activity!

15. **Make sure you have enough space.**



16. Get any supplies ready. (posters, the agenda in large print...)



Running a Meeting

1. **Get there early to set up and welcome people.**

2. Post the agenda so everyone can see it.

3. Start the meeting on time!



4. Go over the agenda with the group so people know what to expect. See if anyone has anything to add.

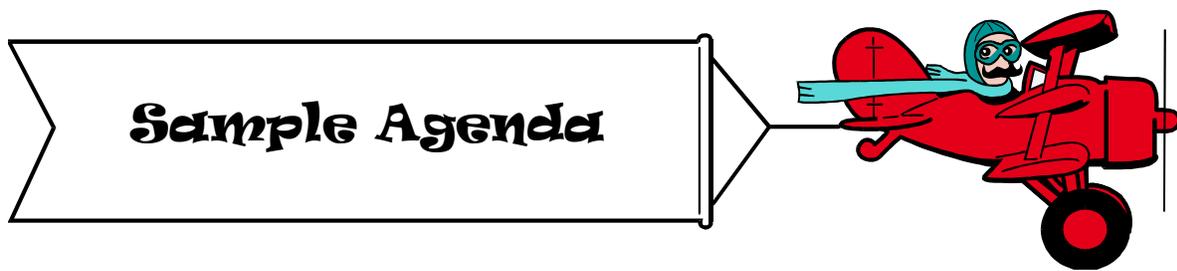
5. Go through each activity. Be cheerful and energetic! Keep the discussion ***focused*** on the topic.

6. **INVOLVE OTHERS.** (Read announcements, record, icebreakers)

7. Watch people's body language. It can tell you if they are happy, confused, or frustrated.

8. **Make sure everyone has a chance to speak.** You may need to remind people to share the 'air space' or call on people who haven't spoken.





MEETING AGENDA

(DATE)

4:00 – 4:05 **WELCOME/SIGN IN (FACILITATOR)**

- Review Agenda
- Review Agreements

4:05 – 4:15 **ICE BREAKER (FACILITATOR)**

4:15 – 4:45 **SPRING PROJECT IDEAS (FACILITATOR)**

1. Large group Brainstorm
2. Vote for top 2 priorities (sticker voting)
3. Small group Discussion: Pros and Cons

4:45 – 4:55 **ENERGIZER (FACILITATOR)**

4:55 – 5:20 **FINALIZING SPRING PROJECT (FACILITATOR)**

1. Report Back
2. Consensus

5:20 – 5:25 **ANNOUNCEMENTS**

- School Board meeting: Who can make it? Who can carpool?

5:25- 5:30 **Clean Up (All)**

AWESOME ACTIVITIES



Planning an Activity

1. **DECIDE WHAT YOU WANT TO ACCOMPLISH.** Do you want people to... Get to know each other?

Learn names? Problem-Solve? Strengthen teamwork? Get energized?



2. Think about how well people know each other and if they would feel comfortable with the activity. (Especially if touching is involved.)

3. Would the activity work best in pairs? Small groups? One big group?

4. **Write out or copy directions.** Practice explaining it in your own words. If the activity is difficult, make a poster so people can follow along.

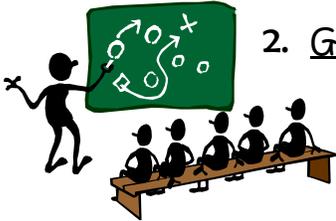
5. **Make sure you have enough time and space.** Open space? Outdoors?

6. Get any supplies ready. (markers, pens, paper, art supplies, divide groups...)



Leading an Activity

1. **Get there early to set up.** If you have a poster, hang it where everyone can see.



2. Go over the directions clearly and slowly at least twice. Check to make sure everyone understands what to do. **Give people the right to pass.**

3. Help people go through the activity. **Be cheerful and energetic!**

4. Watch people's body language. It can tell you if they are **happy, confused, or frustrated.**

5. **Discuss how the activity went.** Make sure everyone has a chance to speak. You may need to remind people to share the 'air space' or call on people who haven't spoken. **Use these questions as a guide:**

- What was the purpose?
- How did you like it?
- What did you learn?
- How could it have been better?

