

FOCUS

2009

**Scouts Canada
National Youth Network**

Module 1: The Leader in You

“Success is getting what you want. Happiness is wanting what you get.” – Hayden

1. Having Confidence

List your 7 greatest accomplishments. These can be anything, from an academic achievement to having helped someone in a severe time of need, or even overcoming a challenge! The important thing is that these 7 must all be something you are proud of having achieved!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Now, give 5 examples of how you have been a good leader (either an action, an accomplishment, or an initiative you have taken).

1. _____
2. _____
3. _____
4. _____
5. _____

“You don’t drown by falling in the water – you drown by staying there.”

–Edwin Louis Cole

Some ways to stay positive are:

1. Take time to think and reflect.
 - *Example: Know that you have done your best.*
2. Be open-minded and willing to change - - be flexible.
 - *Example: Things won't always be the way you want, adapt to the situation.*
3. Look for the positive outcome from apparently bad situations
 - *Example: What can I learn from this?*
4. Be confident in your decisions; accept consequences of your actions
 - *Example: Assure yourself that what you are doing is worth it.*
5. Surround yourself with friends and others who will provide positive support and encouragement
 - *Example: This FOCUS, all of us worked together to make it happen.*

Any other suggestions for how to maintain a positive attitude?

2. Giving Confidence

Positive Feedback

In the activity your partner shared with everyone some things that were positive about you. What were they? List them in the space below.

Following the game (Warm Fuzzies or Feelin' Good), what are some statements that made you feel exceptionally good, that you could say to others?

When supporting others, remember:

- What goes around comes around, so treat others as you'd like to be treated.
- If you can't say anything nice, don't say anything at all.
- Use people's first names when speaking to them.
- Give praise for specific personal accomplishments. (i.e. Tell Jennifer she is doing well on her specific task rather than compliment on her nice sweater)
- Listen carefully so you can relate better to others.

If you come to a point where you need to encourage/inspire others, here are some suggestions you can offer to them:

- Recall your successes.
- Associate yourself with people who encourage you.
- See the big picture, keep the end in mind.
- Ask yourself, what's the worst thing that could happen? And then consider the probability of that happening
- Rule #1: Don't sweat the small stuff. Rule #2: It's all small stuff.

3. Stress Management

What are some causes of stress?

Stress Test:

Answer these questions to determine your stress levels.

Do you...

No - - - Yes

1 2 3 4 5 Try to do everything yourself?

1 2 3 4 5 Neglect your diet?

1 2 3 4 5 Race through days often?

1 2 3 4 5 Exhibit strong emotions to those around you, (i.e. anger, irritation?)

1 2 3 4 5 Have feelings of disparity or hopelessness?

1 2 3 4 5 Feel guilty about things you do?

1 2 3 4 5 Feel self-conscious, and keep everything bottled up inside?

1 2 3 4 5 Have many long nights with not enough sleep, and no time to exercise?

Scoring

1 – 20 = Great stuff; keep it up.

20 – 30 = Borderline; better take some steps to try to keep it down.

31 + = Meltdown; take action!

Factors which contribute to increase stress:

Negative emotions:

- Anger
- Guilt
- Fear
- Poor self image

Stressful Habits:

- Procrastination
- Laziness
- Perfectionism
- Substance abuse (including smoking and drinking)

Some symptoms of stress:

- Headaches that never seem to go away
- Exhaustion
- A poor attitude toward those you care for
- Abuse to pets

Sleep is a great way to deal with stress! In addition, though, sleep also affects:

- 1) _____
- 2) _____
- 3) _____

What are some other ways that we can deal with stress?

- Get a hobby
- Listen to some music
- Play with your pets or younger siblings
- Get in touch with nature. Go for a walk, go for a bike ride, hit the slopes – whatever you enjoy!
- Write a diary
- Revisit your values, goals and dreams
- Write some poetry or a short story

- _____
- _____
- _____
- _____

Module 2: Effective Communication

“On average, a person spends 70% of his/her waking hours in some kind of communication. 45% of that time is listening!”

1. INTRODUCTION

What are some barriers to communication?

2. BARIERS TO COMMUNICATION

During the brainstorming session, you will come up with some ideas for each of the following questions. Record the suggestions in the spaces below.

1) What makes communication effective/ineffective?

2) What are some possible barriers to communication? Which of these barriers can be overcome using “brainstorming”?

3) What are the costs of poor communication?

4) What are the relationships you have where effective communication is most important?

5) _____?

3. BUILDING RAPPORT

Who do you feel you communicate best with? Worst with? Why do you think that is?

MIRRORING is a way to build rapport by matching your communication patterns to those of the person you are communicating with. What are some examples of how we mirror?

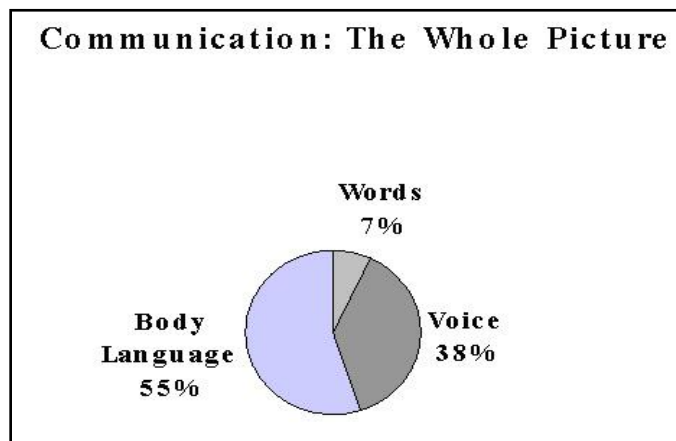
Here are some other ways to build rapport:

- 1) **Smile:** Smiles are contagious. It is difficult to be negative or angry when you are smiling. When you're feeling stressed, frustrated or upset, put on your best smile.
- 2) **Take a genuine interest in others:** People are interesting. Each of us is a complex mix of genetic history, experiences, history, and aspirations. You can learn so much from others including different ways of seeing the world.
- 3) **See the best in others:** It is easy to find faults. Give people the benefit of the doubt. Help others to realise their true potential and recognize their existing strengths.
- 4) **Speak well of your friends and even better of your foes:** People are often too quick to criticise, especially those closest to us including our family, friends and co-workers. You would find it difficult to grow and develop if everyone was always pointing out your faults or reminding you of mistakes made long ago. Speaking poorly of others reflects poorly of you, but speaking well of others makes you a bigger person.
- 5) **Have a firm handshake:** A firm handshake suggests confidence and energy.

4. LISTENING SKILLS

How do you think your actions and words can affect other people's self-esteem?

5. NON-VERBAL COMMUNICATION



Describe each of the four types of non-verbal communication:

Body: _____

Space: _____

Voice: _____

Touch: _____

SO FAR...

Most of the activities discussed so far deal with personal communication strategies for one-on-one communication, or with small groups. Why are these useful?

Take a moment now to read the following story, and then spend some time reflecting what this story can mean to you.

“CRAIG’S STORY”

Craig, a close friend of mine in graduate school, brought energy and life into any room he entered. He focused his entire attention on you while you were talking, and you felt more important than you had before he started listening. People loved him. One sunny autumn day, Craig and I were sitting in our study area. I was staring out the window when I noticed one of my professors crossing the parking lot.

“I don’t want to run into him,” I said.

“Why not?” Craig asked.

I explained that the previous spring the professor and I had parted on bad terms. I had taken offense at some suggestions he had made and had, in turn, given offense in my answer. “Besides,” I added, “the guy just doesn’t like me.”

Craig looked down at the passing figure. “Maybe you’ve got it wrong,” he said. “Maybe you’re the one who’s turning away, and you’re just doing it because you are afraid. He probably thinks you don’t like him, so he’s not acting friendly towards you. People like people who like them. If you show interest in him, he’ll be interested in you. Go down and talk to him.”

Craig’s words smarted. I walked tentatively down the stairs into the parking lot. I greeted my professor warmly and asked how his summer had been. He looked at me, genuinely surprised. We walked off together talking and I could imagine Craig watching from the window smiling broadly.

Craig had introduced me to a simple concept, so simple I couldn’t believe I’d never known it. Like most young people, I felt unsure of myself and came to all my encounters fearing that others would judge me when, in fact, they were worrying about how I would judge them. From that day on, instead of seeing judgment in the eyes of others, I recognized the need people have to make a connection and to share something about themselves. I discovered a world of people I never would have known had I only listened to my fears.

Once, for example, on a train going across Canada, I began talking to a man everyone was avoiding because he was weaving and slurring his speech as if drunk. It turned out that he was recovering from a stroke. He had been an engineer on the same line we were riding, and long into the night, he revealed to me the history beneath every mile of track: Pile O’Bones Creek, named for the thousands of buffalo skeletons left here by the Indian hunters; the legend of Big Jack, a Swedish track layer who could lift 500 pound steel rails and; a conductor named McDonald who kept a rabbit as his traveling companion. As the early morning sun began to tint the horizon, he grabbed my hand and looked into my eyes.

“Thanks for listening to me. Most people wouldn’t bother.” He didn’t have to thank me. The pleasure had been all mine. How often we allow such opportunities to pass us by. The girl everyone thinks is homely and the boy with odd clothes or the strange manner- those people have stories to tell as surely as you do. And like you, they dream that someone is willing to hear. This is what Craig knew. Accept most people first; ask questions later. See if the light you shine on others isn’t reflected back on you a hundredfold.

- Condensed from “*Letters to My Son*” by Kent Nerburn

5. E-MAIL ETTIQUETTE

Here are three samples of e-mails:

Sample #1

Hey all,

so I've attachde minutes as i reqsted, if u could re-vue them asap, that'd be sik. As soon as u get me ur comments bak, I'll put them 2gethr and send out finalsed version to all of u.

thx n have a gr8 day!

Sample #2

Hello my esteemed colleagues,

I extend my greatest greetings to you. I anticipate that you are doing well, and that you have received the rather thorough and extensive minutes prepared to summarize our recent AGM. While it is our prerogative to ensure that these minutes pay due credit to the proceedings of our convention, I would gracefully request that you retract a few moments from your exorbitantly occupied lives to thoroughly peruse these recountings of our meeting. If you would be so obliged, I would ask that you recapitulate your observations in an appropriate format prior to forwarding them to yours truly. I will then do likewise of your various commentary, before finalizing the minutes. Your ASAP efforts in this endeavor are not underappreciated, and I will undoubtedly advance gratitude for your cooperation to our BOG's CEO.

My sincerest respects,
John Smith

Sample #3

Hello everyone,

I hope that you are all doing well! I have attached a draft of the minutes for our annual meeting, and would appreciate if you could review them at your earliest convenience. If you send me your comments/corrections by next Monday (February 2nd), I will then compile all of them into one file for us to all review and discuss. I know that this is a busy time of year for you all, so thank you once again for your time!

Thanks and take care,
Jane Doe

What was wrong with the 1st sample?

What was wrong with the 2nd sample?

Why is the 3rd sample an example of a well-written e-mail?

What are some ways you can make an e-mail easier and more enjoyable to read?

Here are a few pointers for when you are writing an e-mail:

- Know your audience
- Be concise
- Split ideas into small paragraphs
- Proofread
- Capitalize properly
- Watch who you're sending to
- Don't get bent out of shape

7. EFFECTIVE SPEAKING

What was wrong with each of the presentations?

When preparing a presentation, try to follow a standard five-paragraph structure, which includes:

- **Introduction**
- **Point #1**
- **Point #2**
- **Point #3**
- **Conclusion**

Shorter presentations can have fewer points, but you should try to avoid having more than three points, since more than this will make it hard for your audience to follow your key message.

It is also important to ensure that your presentation is both understandable and interesting to the audience, so before giving a presentation, you should ask yourself certain questions. Record these questions in the space below:

8. COMMUNICATING WITH OLDER GENERATIONS

Adults are people just like you and I. They may have the power bring your ideas to life,so it is especially important to make them see what your ideas are really about.

Here are a few ways to help you with this!

1) Be Prepared: _____

2) Be sold yourself: _____

3) Know your outcome: _____

4) Be flexible/open-minded: _____

5) Be mature & responsible: _____

6) Speak clearly and maintain good eye contact: _____

Module 3: Group Dynamics & Teamwork

“Teamwork is the fuel that allows common people to produce uncommon results”

1. ROLES PEOPLE PLAY IN GROUPS

- _____ - proposes new ideas, suggests solutions, and offers new definitions.
- _____ - asks for clarification, asks for the ideas of the whole group.
- _____ - gathers the group's ideas and summarizes for the group.
- _____ - expands on the original idea and offers a wide range of ideas.
- _____ - frequently stating facts and ideas, offering opinions.
- _____ - energetic, open and friendly, supports group members.
- _____ - makes sure group decisions don't violate the values of the group members.
- _____ - makes sure that no one in the group gets excluded and that everyone in the group has an opportunity to voice their opinions

Are there any roles missing?

2. SKILLS IDENTIFICATION

Think about some of your own skills. Think to yourself, how have I obtained these skills? Why am I good at them? How can I make them even stronger?

Think of 3 skills that you would like to further develop.

Now, write next to each of these three skills *why* you chose to try and improve upon these specific skills.

3. BUILDING A TEAM

Brainstorm over some of the steps required to make a team. What are some major questions you have to answer?

Share these ideas with your course trainers. With the group, people may come up with other ideas. Four questions you should always try to answer, and that will now be further explored, are:

- A) Who you want to ask to join your team?
- B) How many people do you want on your team?
- C) How do you get people to join your team?
- D) How do you orient/bring your team together?

Keep in mind though that every scenario is different, and you will always be learning of new ways to improve how to build a team (just like any other skill!)

Take notes on these four questions as they are discussed by your trainers, and decide what's important for you to include for each one.

A) Who do you ask to join?

B) How many people do you want on your team?

C) How do you get people to join your team?

D) How do you orient/bring your team together?

Icebreakers! Write down some of the ice-breaking activities you learned or shared with the participants in the course in the space below.

4. WORKING AS A TEAM

You must gain the trust of the group by:

- ◆ listening to every person
- ◆ adding ideas and input
- ◆ being open-minded to new ideas
- ◆ getting to know one another on a personal basis
- ◆ respecting one another
- ◆ encouraging group participation
- ◆ having a clear idea on the purpose and mission
- ◆ agreement on goals and the links with one another

◆ _____

◆ _____

Majority: majority rules

Strong point: _____

Weak point: _____

Minority: minority rules based on authority

Strong point: _____

Weak point: _____

Consensus: an agreement of opinion reached by a group as a whole

Strong point: _____

Weak point: _____

6. CONFLICT RESOLUTION

At one point or another, every team or group will have conflicts to deal with.

But all conflicts can be solved, some better than others.



The Five Steps to Conflict Resolution:

Step 1. Thoughts:

Step 2. Feelings:

Step 3. Actions:

Step 4. Consequences:

Step 5. The Magic of Talking:

7. CONCLUSION

Summarize the following questions precisely to be able to answer on one line

What are the qualities of a good leader?

What makes a group more effective?

Conflict is....

Module 4: Youth Involvement

1. WHAT IS YOUTH INVOLVEMENT

Well – that’s the question! Answer it it how you think it should be answered, not necessarily how you think everyone else will answer it.

What is youth involvement?

2. GETTING INVOLVED

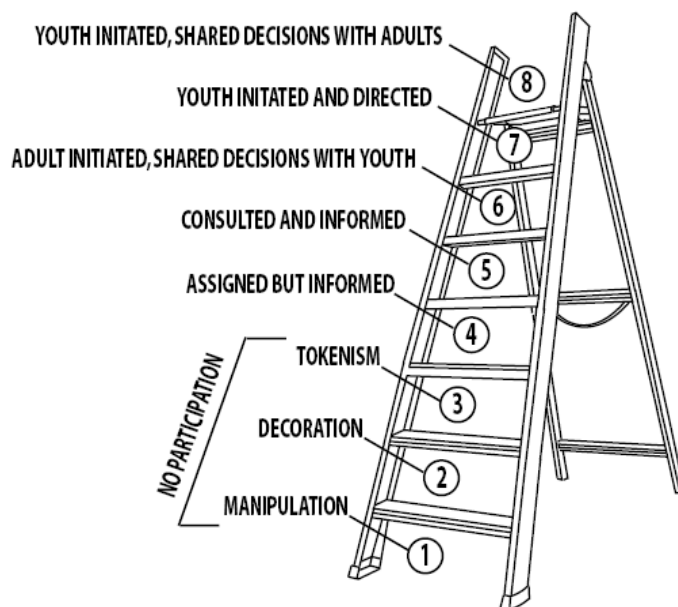


fig. 1 - Ladder of participation (R. Hart)

What do each rung of this latter mean?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Where do you see yourself in this ladder? Where would you like to be?

There are many obstacles that may prevent you from getting involved. Try to think up some, and then with your group, discuss possible solutions!

Obstacle

Possible solutions

3. GETTING OTHERS INVOLVED

What are some challenges you may face when trying to get other youth involved?

One of the biggest challenges is **TIME**.

Since most youth are students, it is important that a balance between school work, a job, a girlfriend/boyfriend, family and friends exists. Every student has a busy life with all these factors, and it is important to remember that. Also, everyone has different focuses on these aspects, so it is not easy for everyone to find time to get *more* involved. There is no easy solution to fitting in youth involvement into an already busy schedule, but if the youth is genuinely interested in becoming involved, he or she will probably do their best to make the time. Your job is to make them interested! This is where you can put your communication skills into practice!

Here are some possible ways to help you in recruiting youth to get involved:

- 1) Meet people _____
- 2) Meet with them one-on-one _____
- 3) Invite them to try out the role _____
- 4) With them, evaluate their trial _____
- 5) Support and check-in _____
- 6) Celebrate successes! _____

4. GOAL SETTING

What do goals do?

What is SMART Goal setting?

S - _____

M - _____

A - _____

R - _____

T - _____

When tackling large goals, you should set SMART goals for each step, and ask yourself the following questions:

1. Decide WHY the goal is important (to you, or your bigger goal)
2. Decide WHAT the obstacles and challenges of the goal are
3. WHO can help you in achieving this goal?
4. WHAT is the first step?
5. SHARE the goal with others, so that they can support you
6. TAKE the first step and keep on going!
7. CELEBRATE the successful completion of one goal
8. REPEAT this sequence to move to your next goal.

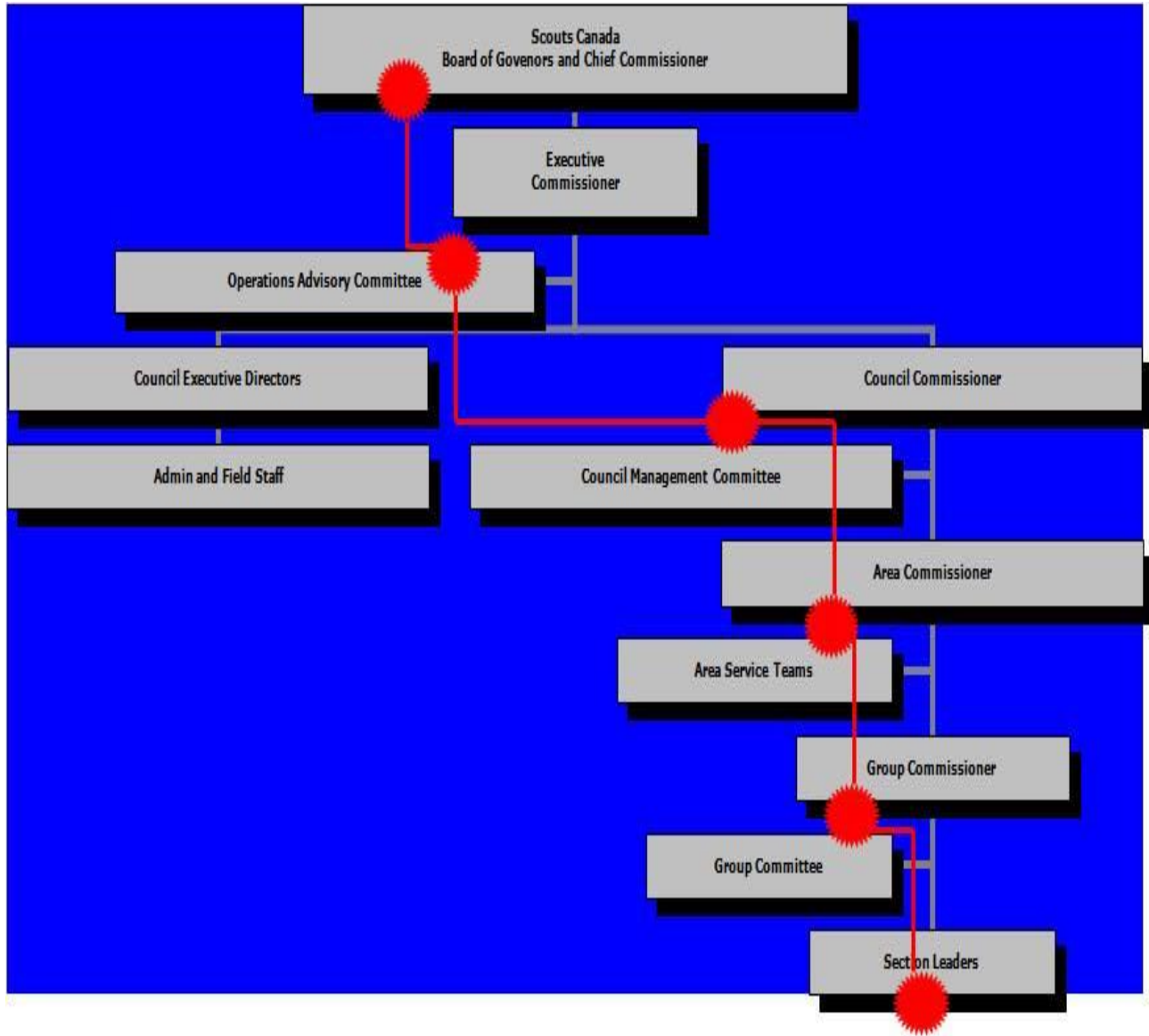
5. CHALLENGE – A SECRET WEAPON

Think about a challenge you have been faced with, and how you overcame it. What did you gain by doing this, and how did you grow from having overcome this challenge?

Challenge = Experience + 1

What are some things you should *not* do when trying to challenge someone/a group?

Here is a diagram of the structure of Scouts Canada, with stars to show the different levels where youth can get involved. If you want to get more involved, contact your local office, or Youth Commissioner to get more information!



Module 4: Situational Leadership

“The matrix of leadership lives in all of us!” - Optimus Prime

Definition of Leadership

Leadership is...

Assessing the Followers

What were the different situations in the skit? What worked well? How could it have gone better?

Why would a bright group of youth be uncommitted to a task?

Why would a bright group of youth be incapable/incompetent at a task?

*“It’s hard to lead a cavalry charge if you think you look funny on a horse!”
- Adlai Stevenson*

How do we assess our followers?

Be:

-
-
-
-

Know:

-
-
-
-
-

Inquire:

-
-
-
-

Definition of Competence:

Definition of Commitment:

The “Readiness” Factor

Add in the definitions for the varying levels of readiness!

R1 – Low Competence; High Commitment

R2 – Low Competence; Low Commitment

R3 – High Competence; Low Commitment

R4 – High Competence; High Commitment

Situational Leadership

The Two Weapons of Mass Communication:

Directive behaviour:

Supportive behaviour:

Delegation

The two types of delegation:

Gopher:

Gopher delegation is very much as it sounds; go for this, do that, tell me when it's done. As outdated as this style sounds it is surprising how many CEO's, government officials and other managers still operate in this fashion. This form of delegation accomplishes very little when the amount of supervision is taken into account.

Stewardship:

The other form of delegation is Stewardship, a much more productive means. This style is more concerned with results as opposed to methods. Those assigned the responsibility get a task and a deadline, and then they are expected to perform. They are given the responsibility to complete the task in the most effective means necessary. Though this method may take a little more time to establish, the result is much more effective.

“Delegating work works, provided the one delegating works, too”
– Robert Half

Leadership in Action

Creating an Action Plan: SMART technique

S _____

M _____

A _____

R _____

T _____

“I start with the premise that the function of leadership is to produce more leaders, not more followers.”

– Ralph Nader