

VI. LEADER / FOLLOWER RELATIONS



*To lead people, walk beside them...
As for the best leaders, the people
Do not notice their existence.
The next best, the people honor and praise.
The next, the people fear;
And the next, the people hate...
When the best leader's work is done
The people say,
"We did it ourselves!"*

-Lao-Tsu

UNIT VI: LEADER/ FOLLOWER RELATIONS

Questions for Discussion

Leading Individuals:

- Relate the concept of motivation to the phrase, "You can't push a rope".
- Fear can be a powerful motivator. What are the disadvantages of using fear to motivate?
- Can a person lead without having power?
- Discuss the following statement: "Power is all perception. Its non-use is its most powerful use."
- What are some negative effects of power on (a) the person who has it and (b) an organization?
- Discuss ways to "empower" your community.

Leading Groups:

- What are advantages of team work vs. individual work?
- Why is it sometimes difficult for leaders to delegate responsibility?
- What are some reasons that workers or team members lack (or lose) motivation?
- What happens if groups fail to complete the group development process (forming, storming, norming, performing)? Can it still function?
- What norms have formed in your AYLDP group? Make a list.
- Examine an outside group in your community and identify the roles of key players.
- What is the best way to avoid groupthink during group decision making?
- Cite examples of polarization occurring in your AYLDP group.
- Would you agree or disagree with this statement?: Our AYLDP group is cohesive.

Dysfunctional vs. Moral Leadership

- How does one determine the characteristics of a dysfunctional leader?
- Are there really universal human values?

Objectives:

- To understand the dynamics between leaders and followers.
 - To acquire the skills to lead both individuals and groups.
 - To become aware of dysfunctional and moral leadership issues.
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LEADING INDIVIDUALS

In order to successfully lead other individuals you must know how to motivate and how to correctly exert power and influence.

Motivation

Motivation is something that causes a person to act. A person's motivation is a combination of his/her desire and energy directed at achieving a goal. People can be motivated by beliefs, values, interests, fear, worthy causes, and other such forces.

As a leader you have the ability and power to influence motivation. Since you are a leader, others already look to you as a role model.

Keys to motivate people to action

- ❖ Lead with high energy and boundless enthusiasm
- ❖ Give people a sense of purpose and direction
- ❖ Plan for success. Nothing succeeds in motivating people more than being successful. Nobody wants to be associated with failure.
- ❖ Dish out plenty of praise and encouragement.
- ❖ Create opportunities for people to get attention.
- ❖ Demonstrate confidence and faith in peoples' abilities.
- ❖ Encourage achievable tasks.
- ❖ Give people a sense of history and hope.
- ❖ Develop a collective vision for the future.

Power

Power is identified with leadership since leaders usually exert power over his/her followers. Webster's Dictionary defines power as...

1. Expert Power- the power of knowledge
2. Referent Power- due to the strength of relationship between people
3. Legitimate Power- based on formal position or role
4. Reward Power- involves potential to allocate valued resources
5. Coercive Power- involves punishment or removal of valued resources

LEADING GROUPS

As a leader at the dawn of the Twenty First Century you will be noticing a shift in leadership structures around the world. From governments to businesses to schools, hierarchies are becoming obsolete. Instead, there is a greater emphasis on teamwork and working in groups. A **group** is defined as a collection of individuals who aspire to achieve a common goal. Hence, a leader is no longer one person who delegates responsibilities to certain individuals, but rather a person who knows how to work in a group setting and create an enthusiastic and productive environment to accomplish goals. Working in groups fosters the leadership experience.

As the complexity of the task increases, groups tend to perform better. Think about a country in crisis. When the President or Prime Minister is trying to make a decision, a group of advisors or well-trained experts are consulted. Since working with a diverse group of people provides a greater availability of information and talent, it improves the decision making process. In addition to your own ideas, other group members spark creative thinking by offering different suggestions.



Group Development

Group development is a critical part of the group process. Groups do not begin at a stage of maximum effectiveness. In fact, there is the potential that a group will never reach this stage. However, in order for a group to reach its full potential, members first need time to develop relationships and task goals.

Leadership experts have outlined this development by breaking it down into four stages. A group cannot be productive until all four stages are experienced. It is the responsibility of the leader to ensure that the group goes through these stages.

1. Forming

This is the initial stage of group development. Members are often uneasy and unfamiliar with the other members. As a result, a low level of trust is exhibited. Members focus on why they have come together as a group. The group's task should be defined at this stage.

The group members must begin acquainting themselves with one another if there is to be further development of relationships in the future. The leader should be aware of this initial stage, and facilitate a smooth introduction to the group, for all members.

2. Storming

At this point group members are struggling to fulfill leadership roles. Conflict and rebellion emerge from these struggles. Members attempt to locate themselves, psychologically, in the group. The feeling of comfort has not yet set in between group members. The members feel no obligation toward one another. Therefore, they are not willing to easily accept others' ideas.

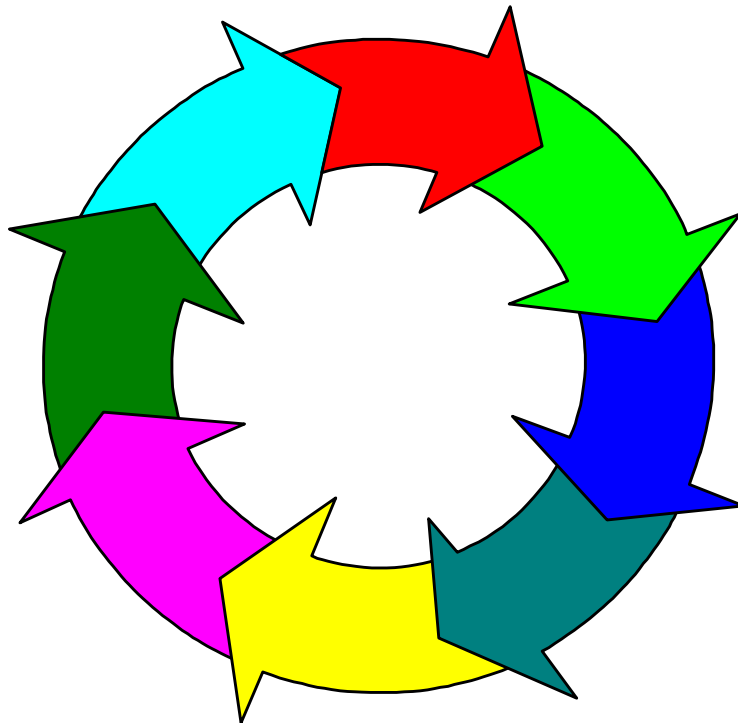
Leaders should allow this conflict to occur, but, at the same time, be conscious of making sure it is helpful to the followers. It is necessary for members to express their frustrations, so that they may move past these for success in the future.

3. Norming

The Norming stage represents a turning point in the process. After all conflicts are resolved, the emergence of a leader among a cohesive group is visible. Communication becomes more open and group members exemplify greater participation in group decision making throughout this stage. As the level of comfort among group members increases, norms and roles are established.

4. Performing

This is the final stage in which the group reaches its highest productivity level. They have successfully accomplished the other stages in order to reach this point. The members have been open with each other and have offered each other support. A sense of mutual respect is apparent. They finally realize that they must work together towards a common goal.



Norms

Upon formation, every group develops norms. Norms specify acceptable, as well as unacceptable, attitudes and behaviors. Therefore, they are the basis for mutual expectations among group members. Norms also express aspects of the group's identity. Since it is natural for group members to adapt to the norms, a common attitude/behavior becomes evident. As a result, the group becomes cohesive which helps facilitate the achievement of group goals.

One type of norm a group develops is how it regards authority or leadership. The norm of the group is formulated by the beliefs of the majority of the members.

There are two types of norms to examine when looking at a group, explicit and implicit.

Explicit Norms

These are outwardly visible by both members of the group and by those observing the group.

Implicit Norms

These norms are only acknowledged by outside observers of a group.

Norms carry significant leadership implications since they are necessary for group effectiveness. Once a group develops a clearly defined goal, inevitably norms encouraging goal-facilitative actions and discouraging inhibitory behaviors will emerge. In addition, leaders need to be aware of the group's norms so they can direct the group toward goal accomplishment. This way the leader can work along with his followers without being viewed as an outsider to the group. But at the same time, the leader takes on special responsibilities, so that the group does not get off track.

Norms play a critical role within all groups. Whether members are aware of the existence of norms or not, they are a driving force behind the functioning of all groups. The norms can have positive or negative impacts. This is one of the many reasons why a leader is essential within a group. The leader must be able to identify these norms and manipulate them in such a way that they can be used to the group's advantage. Effective leaders utilize norms to help develop a healthy and efficient group experience.

Roles

In every group the individual members take on certain formal and informal roles. Roles are defined as specialized positions within a group, which help to bring order to a group's existence. Individuals can take on more than one role in a group setting which makes the study of group dynamics even more interesting. Roles also give individual members of a group their own identity within the respective group. There are three types of roles of which a group member may assume: task oriented roles, relationship oriented roles, and dysfunctional roles. A group could not function without the presence of roles.

Task Roles

Those who adopt task roles are more likely to be concerned with the goal of the group rather than with the other members. These roles are found within groups with time constraints and a sense of urgency to accomplish the task. Task oriented roles are more formal and business-like since those who occupy them focus their energy on one thing—successfully achieving a goal.

Relationship Roles

Relationship roles are a vital component to group dynamics. If members of a group cannot build working relationships with one another, then it is impossible to join forces toward a common goal. Those who carry a relationship role are responsible for maintaining a high group morale which will ultimately motivate and encourage other members to achieve the goal.

Dysfunctional Roles

No group is perfect. Consequently, dysfunctional roles are usually present. Dysfunctional roles prevent group cohesion and, therefore, prevent the completion of the task. Members who exhibit dysfunctional roles may seriously affect the outcome of the group's productivity as their attitudes become obstacles to success. Dominating, blocking, and attacking are the most dangerous roles to be present within a group. However, distracting others does not always have such serious implications, since comic relief is sometimes needed in group situations.

ELEMENTS OF GROUP DYNAMICS

By this point you are probably wondering why we are spending so much time discussing the phenomenon of group dynamics. If you think about it, leadership is about people. Leaders spend the majority of their time influencing and leading groups. Therefore, it helps to understand how groups function so you know how to manage them effectively. It is important to be able to look at a group and analyze the interactions between members. This way, as a leader, you will be able to recognize problems within the group even before they occur.

Almost all groups are formed to achieve some purpose or common goal. Therefore, a very important aspect of the group processes is the act of making decisions. These decisions will direct the group to reach the goal or the goals that they have set. The leader of the group should have a strong basis of understanding so that problems and dysfunctional behavior can be avoided. This section will go through the decision making process and identify the leadership implications that a leader should be aware of in order to have a successful group experience.

Defining Elements of the Decision Making Process

1. Identify the problem.
2. Find and discuss alternatives.
3. Choose the best alternative.
4. Implement the solution.

FACTORS THAT AFFECT DECISION MAKING

1. *Quality or rationality of the decision.* The leader must determine the importance of the problem.
 2. *Acceptance or commitment by the group members to effectively execute the decision.* It has been found that group members who have more interest in the problem - personal or otherwise - usually make better decisions.
 3. *Amount of time required to make the decision.* Determination of whether a decision must be made on a long term or short-term basis could affect the selection of group members and the freedom that the group is allowed during the process.
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There are also three phenomena that can occur during the process of group decision making. A leader should be familiar with these aspects because ignoring them could be detrimental to the final decision.

1. GROUPTHINK

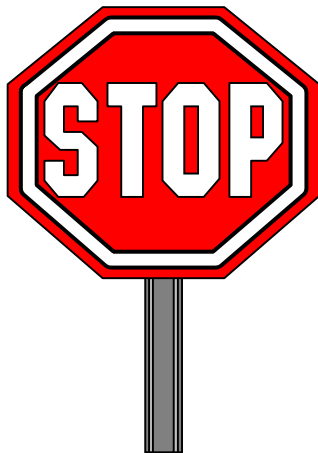
According to Irving Janis, who diligently studied this phenomena, GroupThink occurs when a group comes under the mindset that agreement is more important than the solution itself and it tends to disregard reason and possible alternative courses of action.

Qualities:

1. *Powerful pressure on any dissenters.* The group verbally disrespects any member of the group that does not agree with the preferred solution to the problem.
2. *Friendship cliques.* Members of the group with positive previous relationships tend to support each other whether or not the decision is good.
3. *Importance on concurrence.* Agreement is more important than the decision itself.
4. *Spoiling the comfortable atmosphere.* When a group seems to be getting along well, dissenters are often reluctant to speak their minds.
5. *Group actually believes they are making a good decision.* Dissenters will not reveal their objections because they don't think that they are truly cons.
6. *Intense stress.* A group that is under a lot of stress will be more likely to agree with one another so as not to take sole responsibility for a bad or wrong decision.

Symptoms of GroupThink:

1. *Invulnerability*. Members of the group do not think that they could do any wrong.
2. *Rationality*. Members rationalize the decision so that negative feedback does not seem important.
3. *Morality*. Groups tend to believe that they are inherently moral and ignore the ethical consequences of their decision.
4. *Stereotypes*. Enemies are so evil that negotiation is not an option. Groups stereotype to avoid certain alternatives.
5. *Pressure*. Members of the group apply direct pressure to anyone who voices a doubt about the decision.
6. *Self-censorship*. Dissenters keep silent because they are afraid of deviating from the popular viewpoint.
7. *Unanimity*. The illusion of the group being unanimous is comforting to members.
8. *Mindguards*. Members of the group who hear others dissenting try to protect the leader by suppressing their concerns.



How to Avoid GroupThink:

1. Encourage disagreements.
2. Question assumptions.
3. Be open to alternative ideas.
4. Do not personalize conflicts.

2. POLARIZATION

This development of groups can be defined very simply. Polarization occurs when individuals or groups make more extreme judgements or engage in more extreme behavior than do individuals responding alone. Polarization is not changing one's mind, but thinking more strongly in one direction. This occurs in the direction of initial preference. If a group member has an opinion on an issue, his or her opinion will only become stronger.

Factors

1. *Social comparison.* When some group members look up to others, the opinions of those members may get stronger towards the viewpoint of those that they admire.
2. *Persuasive Arguments.* More outspoken or articulate group members may be able to strengthen the viewpoints of other group members.

Polarization is an aspect of group decision making that could hinder the arrival at a good solution. For example, different alternatives could be suppressed if some group members are influenced to think very strongly towards one position. It is important for a group leader to recognize this as well so that the best decision can be made.

3. GROUP COHESIVENESS

This basically means *to stick together*. Cohesion results from strong interpersonal relationships within a group. There is little to no evidence of conflict among group members and agreement is easily reached. Cohesive groups display a high level of motivation as well.

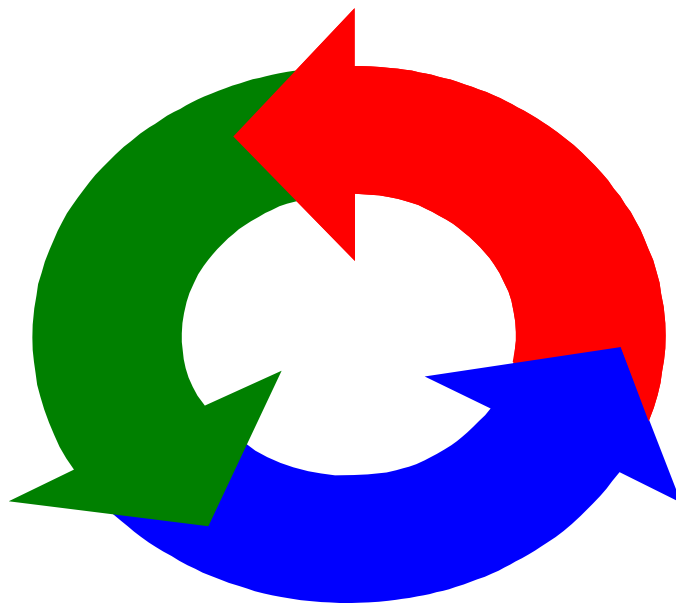
Causes

1. *Interpersonal attraction*. Group members can have a strong personal relationship.
2. *Liking of or commitment to task*. The group members take their task seriously and have a stake in its completion.
3. *Group prestige or pride*. The group is very elitist and prides itself in this aspect. As a result, the group becomes very tightly knit.

These causes of cohesiveness are easy to recognize by an outsider to the group. However, the group leader must be careful not to fall into the trap as well because it is the leader's responsibility to make sure that GroupThink does not occur. Cohesiveness is a core element of GroupThink, but it is not a cause by itself. Two other causes of GroupThink that can combine with cohesiveness are a lack of directive leadership and a lack of methodical procedures. Allowing a group meeting to lean too far towards the relationship orientation and away from the task orientation could be detrimental to the group. Group pride and interpersonal attraction are more likely to lead to GroupThink than the commitment to the task.

Relationship between COHESION, GROUPTHINK and DECISION-MAKING

1. Cohesiveness only affects decision-making indirectly.
2. Cohesiveness can impair decision-making in conjunction with other antecedents.
3. A greater commitment to the task leads to better decisions.
4. Greater interpersonal attraction leads to worse decisions.
5. The larger the group, the more cohesion occurs.
6. There is a possibility of the occurrence of “diving,” which is a poor performance with the concentration on consensus rather than good decision-making.
7. “Social loafing” could also occur, where more cohesion causes members to be more likely to be lost in the crowd. This is caused by poor self-regulation and a lack of set group norms.



SOLUTIONS FOR THE LEADER

- Stay neutral.
- Facilitate discussion rather than direct it.
- Follow remedies for GroupThink.
- Implement preventative rather than reactive measures.
- Choose a diverse group representing all viewpoints.
- Create or emphasize a commitment to the problem.
- Write down alternatives, pros, and cons before making a final decision.
- Allow dysfunction to occur to keep the group on track.
- Take measures to stop dysfunctional behavior if it hinders making a sound decision.

ADVANTAGES AND DISADVANTAGES OF USING GROUPS

Advantages

◆ *Potential for generating more creativity*

Having a group makes it possible to generate many ideas; brainstorming can occur among group members, and individuals can hear ideas that they might not have thought of individually. Also, group members can feed off of each other's ideas and energy in order to generate more creativity among the group.

◆ *"The whole is greater than some of its parts"*

Related to the potential for more creativity, there is often something special that occurs within a group, where the group as a unit produces something that is greater than what could be produced by the members individually. This is often only explainable by calling it "chemistry". This advantage relates more to the individual personality than anything else, and it is often illustrated by bands who produce wonderful music together, but could only imagine working with those specific people.

◆ *Personal growth for the individuals*

Individuals within a group often gain knowledge from other group members. Also, through the group process, individuals may discover their own strengths and weaknesses.

◆ *Time can be saved*

This is often a debatable issue - whether or not groups are efficient. It actually depends on the nature of the task. Time can often be saved by distributing work among the group.

◆ *Groups can lend emotional support to individuals*

Sometimes individuals need the support of others, or they find that the support of others makes it easier to do something. In a highly emotional group, the support of group members for each other is necessary for the group to continue in the manner that it has previously. In a more professional situation, the commitment is often there to support each other in the ways they can, but the support may be limited. Either way, supportive groups help the individual.

- ◆ *Certain situations require groups*

There are some situations where the only variable that matters is the number of people involved, and the support of many people is needed in order for a group to be influential. For example, the woman's suffrage movement could not have been effective with just one person speaking out. In such cases, groups are necessary.

- ◆ *Combination of specialties*

A group greatly benefits when it can combine people with varying specialties, in order to form a group that collectively has a vast amount of knowledge and expertise in different areas.

Disadvantages

- ◆ *Group processes usually take more time to accomplish the task*

It takes more time to brainstorm and then critique ideas. This results in additional time spent. If the group does not have a lot of time to complete the task, groups are at a disadvantage.

- ◆ *Group members may be left out of the decision-making process*

This often occurs when there are too many people in the group or too many dominant people in the group. Without proper gate-keeping, the more reserved individuals are likely not to contribute their equally valuable ideas.

- ◆ *Having a group might waste time*

If the task is not suited to capitalize on the advantages of group work, the group may not be necessary. This results in the group members wasting their time. In a corporate setting, time is money. Employers want their employees performing for the company in the most efficient manner possible. Using groups without reason may cause them to lose money. This is a very important consideration for these leaders.

- ◆ *Internal conflict within the group can cause problems for the group members*

When group members have conflicts with each other, the problems can cause severe emotional stress among members of the group. The individuals who are directly involved with the conflict may not know how to work with each other. This results in the other members of the group feeling tension and working harder to avoid any further conflict. Because the group may not resolve the internal problem, the task becomes something

they want to finish for the sake of finishing. Thereby diminishing the original standard of the group.

◆ *Social loafing can only occur within groups*

Individuals who have to complete a task alone are given no opportunity to practice social loafing. However, in a group setting, it is easier to expect other group members who may be more knowledgeable or enthusiastic to carry your weight.

◆ *Handicaps of group members can hinder the process of the group*

If group members have handicaps, such as not participating or not being able to write very well, the rest of the group has to compensate for that group member. This could result in tension and internal conflict.

In weighing the advantages and disadvantages of using groups, it is important to remember that the decision to use groups depends on the situation. The situation includes the task, the time limit of the group, and the individual members of the group. The decision requires all of these considerations.

ETHICS

Dysfunctional Leadership

"Leadership can be exercised in the service of noble, liberating, enriching ends, but it can also serve to manipulate, mislead, and repress."

Although leaders are often respected members of the community, they make mistakes just like the rest of us. However, when a person in a leadership position abuses his or her position of power it affects the entire leadership process. This is referred to as dysfunctional leadership.

Dysfunctional leaders take advantage of their leadership role. In the political arena, leaders who become dictators or tyrants are obviously dysfunctional. They display a Machiavellian style of leadership (the end justifies the means) and create political, economical, and social havoc in their countries. For instance, think of leaders like Adolf Hitler, Benito Mussolini, Fidel Castro, Manuel Noriega, and Salvador Allende. All of these men are infamous for violating their moral and ethical responsibilities as leaders.

One way that we can prevent dysfunctional leadership from occurring is to practice moral leadership when we are placed in situations that require ethical decision making. In recent years we have seen a lack of ethical behavior in both the corporate world and in government. There is always some type of scandal occurring that forces us to question the morals of our leaders. Whether it is tax evasion, money laundering, bribery, or even adultery, unethical behavior of our leaders results in the loss of faith and respect from their followers. The followers become alienated and the leader-follower relationship is severely disturbed.

Furthermore, we cannot ignore the question of why leaders exhibit unethical behavior. Many times when leaders rise to power they do not know how to handle themselves. They do not fully understand their moral responsibility to their followers and they act out of their own self-interest. This egocentric attitude can cause a leader to become abrasive, close-minded, disrespectful, and prone to negative displays of emotion. Successful leaders often have an insatiable appetite for thrills, gratification, and control. Therefore, it becomes easier for a leader to make unethical choices. Dysfunctional leaders are only thinking of how their decisions will personally affect themselves. Think about a leader like Adolf Hitler in this situation. Was he a horrible person before he rose to power in Germany, or did power and success turn him into the monster that he became?

Moral Leadership

Earlier we discussed transformational leadership according to James MacGregor Burns. This theory basically reflects moral leadership. Transforming leadership occurs when leaders operate at higher need and value levels than those of their followers. In turn, transforming leaders raise their followers to a higher level of morality. Thus, the followers become morally responsible leaders and the original leader becomes a moral agent.

James MacGregor Burns claims that in respect to moral leadership: *leaders and led have a relationship not only of power but of mutual needs and aspirations, and values; in responding to leaders, followers have adequate knowledge of alternative leaders and programs and the capacity to choose among those alternatives; leaders take responsibility for their commitments.*

Think of some moral leaders. How did people like Mother Teresa, Gandhi, Oscar Arias Sánchez, and Jesus use their leadership to influence their followers in a positive way?

HOW TO EFFECTIVELY FACILITATE A GROUP

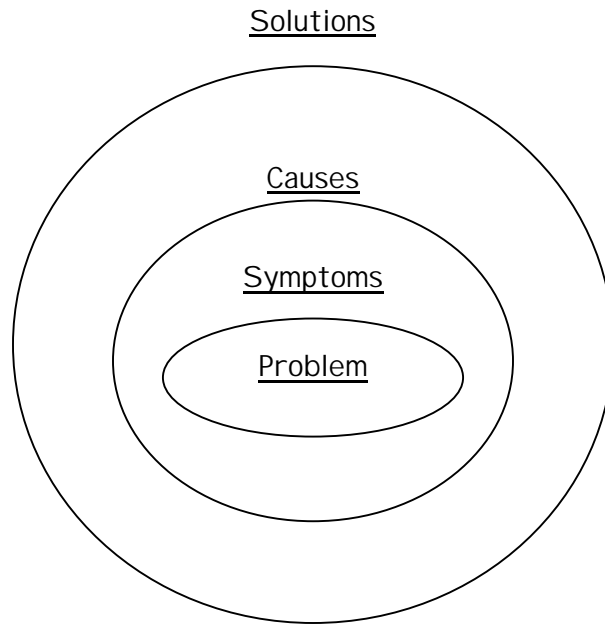
1. Facilitator Skills

- a. Observe carefully
- b. Encourage participation
- c. See yourself as a helper, servant, steward, guide
- d. Keep on the task
- e. Stay neutral
- f. Expect hostility, but never become hostile yourself
- g. Don't try to be the authority on the subject
- h. Summarize periodically

2. Presentation Skills

- a. Speak clearly
- b. Walk past the "barrier"
- c. Do not sit down
- d. Do not swear
- e. Say "hi" and greet people
- f. Scan the group- look at everyone
- g. Do not turn your back on the group
- h. Do not point at anyone
- i. Watch your posture
- j. Do not let any mishap fluster you
- k. Try to do something fun

3. Brainstorming- Use of a Mandala



1. ID the problem- brainstorm, discuss.
2. Make sure it has symptoms, otherwise, it is probably just a symptom of another problem.
3. Put a big piece of paper on the wall.
4. Write the problem in the center, draw a circle around it.
5. Change markers, write Symptoms above the circle.
6. Brainstorm symptoms.
7. Ask- What tells you this is a problem? How do you know this is so?
8. Keep it fast paced, anything they say is true, question for clarity only.
9. No judgment or evaluation.
10. Try to use their words, but summarize, write quickly.
11. If stalled, read statements, see if this starts them up.
12. Ask- Anything else?
13. Draw circle around Symptoms.
14. Change markers, write Causes above this circle.
15. Brainstorm Causes- Ask, "What is behind the symptoms- What's causing this?"
16. Follow same instructions as with the Symptoms.
17. When complete, draw circle around Causes. Change markers, write Solutions above circle.
18. Brainstorm solutions. Ask, what will address these Causes? Often these are the reverse of the Causes.
19. Same rules as before. Any solution is OK at this point.
20. Be thinking of what you will do next with the solutions. Categorize by broad areas. ID the biggest bang in shortest time frame. Determine which could be implemented now, soon, later.

21. When solutions are exhausted, lead the group- categorize. Or determine the next steps now seeing the whole picture.

CLASS 18: LEADING INDIVIDUALS AND GROUPS

Objectives:

- To be able to motivate others towards goal accomplishment
- To understand the difference between power and influence.
- To identify the different types of power
- To familiarize oneself with the stages of group development
- To recognize both implicit and explicit norms
- To acknowledge the various roles one assumes in a group

Materials Needed:

- Roles list
- Paper
- Colored markers
- Copies of Sample Motivation Worksheet (one per group)
- Copies of blank Motivation Worksheet
- Copies of Student Instructions

Be Prepared to Discuss:

- Article on "Power, Influence, and Influence Tactics", by Hughes, Ginnett and Curphy

Activities:

- Mirror, Mirror on the Wall
- What Motivates Me and Others?

For Next Time:

- Read, "Groupthink", Irving Janis
- Read, "Individual vs. Group Performance", Forsyth
- Read, "Group Socialization", Forsyth
- Read "Decision Making and the Leadership Process", Victor H. Vroom

MIRROR, MIRROR ON THE WALL

Objectives:

- To understand the importance of roles within a group setting
- To provide an introspective look on how the individual contributes to the group

Directions:

Ask students if they are task oriented or relationship oriented? After working in a group setting for a few weeks, they should start to notice that everyone plays an important part in making the group function. Give each group a list of roles. Ask them to discuss:

- 1) Which roles do you assume?
- 2) Which roles do the other members assume?
- 3) Were you surprised by what the other members considered as your role?
- 4) Does this combination prove to be effective for your group?
- 5) Are there any important roles lacking? What are they?

Have each group share their findings with the class.

Skills Development:

- Communication Skills within group

Time Needed:

- 10-15 minutes

Materials Needed:

- Roles list

Roles

Task Roles

- a. Initiator - proposes tasks, goals, and/or actions; defines group problems and suggests procedures
- b. Informer - offers facts, opinions, expresses feelings
- c. Clarifier - interprets ideas, restates questions, and suggestions, defines terms and clarifies issues for the group
- d. Summarizer - pulls together related ideas; reframes suggestions; offers decisions and conclusions for the group to consider
- e. Reality Tester - tests ideas against data to see if they will actually work
- f. Energizer - causes the group to move forward; focuses on the quality of the group's decisions and the progress it's making towards its goals

Relationship Roles

- a. Gate Keeper - keeps the group on track, watches time, makes sure that members participate, invites quiet people to contribute
- b. Harmonizer - reduces tension, tries to resolve disagreements, tries to get group members to explore their differences
- c. Encourager - brings members into the group's task, helps reluctant or shy members to participate, tries to get the group to see the positive aspects of ideas
- d. Consensus Tester - presses the group to move toward decisions, tries to get total "buy in" from all members of the group on the group's decisions
- e. Compromiser - Lets go of ideas when the group is in conflict over a decision, admits errors and begins to search for alternatives for the sake of the group.

Dysfunctional Roles

- a. Dominator – asserts authority or superiority to manipulate the group; interrupts others, forces decisions or choices on the group, controls others by use of flattery or other forms of patronizing behavior, monopolizes the group's "air time" and controls who speaks.
- b. Blocker – keeps the group from moving forward by being unreasonably stubborn, uncooperative, or disagreeable; has hidden agendas; resists the group's progress toward the completion.
- c. Aggressor – takes "pot shots" at group members, their ideas and their attempts to work within the group; attacks the ideas and motives of the group; and uses humor as a weapon.
- d. Avoider – takes the group on "wild goose chases" bringing up issues not related to group tasks and insisting that these issues are relevant.
- e. Comedian – uses humor inappropriately to put down group members and their ideas, and keeps the group from focusing on its task.

WHAT MOTIVATES ME AND OTHERS?

Time Required:

- 1 hour 15 minutes

Objectives:

- To examine what motivates the students personally.
- To understand that people are motivated in different ways.

Skills Development:

- Communication
- Teambuilding
- Self-understanding

Directions:

Divide members into groups of 3-5 students. Give each group one or two pieces of paper, markers, one copy of the *Sample Motivation Worksheet*, and enough copies of the blank *Motivation Worksheet* so that each student has a copy.

Discuss the concept of motivating factors. Give examples of motivating factors, using the *Sample Motivation Worksheet*. Explain that motivations may vary throughout their lives.

Let the students explain their motivations for being in the YLDP. First ask them to work individually for 10 minutes to fill out columns 1 and 2 of the blank *Motivation Worksheet*. Then ask them to share their responses within their groups, using the round robin technique. Allow 10 minutes for this. Once this is done, the group should take 15 minutes to compare and contrast the motivations, using the following questions as a guide:

1. Are there any motivations shared by all group members?
2. Did others in the group list motivations that you did not think of, but do apply to you? (If so, have them add these on their own worksheets in column 2).
3. Are there any motivations listed that do NOT motivate you? (If so, ask them to write these in column 3).
4. While many of the motivations may be similar, are the three primary motivations similar or do they differ greatly?
5. Ask them to try to categorize the motivations. Which are related to the assignment itself, to roles with others, and to personal/career development?

Have one student from each group report on his/her group's motivations and summarize the discussion they had within the group, focusing on questions 1, 4, and 5.

WHAT MOTIVATES ME AND OTHERS?

MEMBER INSTRUCTIONS:

Assignment:

- To examine what motivates you and your fellow YLDP members, and to compare and contrast motivations.

Directions:

In groups, decide on roles for group members. Working individually for the first part of the exercise, fill out the attached *Motivation Worksheet*. Take 4 minutes to think about it and list, in column 1, the factors that motivated you to become a part of the YLDP. Then take three more minutes to list, in column 2, new motivations that you have discovered since becoming a YLDP member. Now take 3 more minutes to identify and circle the three most important motivations to you at this moment in your YLDP experience.

For the next 10 minutes, within your group, share your motivations for joining the YLDP. Each member should in turn state one motivation and indicate if that motivation is one of his/her top three. The recorder of the group should write this down. Continue this process until all motivations for each column have been addressed.

Take 15 minutes to discuss motivations within your group.

1. Are there any motivations shared by all group members? List them on another piece of paper.
2. Did others in the group list motivations that you did not think of, but that do apply to you? (If so, add these to your worksheet in column 2).
3. Are there any motivations listed that do NOT motivate you? (If so, write these in column 3).
4. While many of the motivations may be similar, are the three primary motivations each student identified similar or do they differ greatly?
5. Try to categorize the motivations. Which are related to the assignment itself, to roles with others, and to personal/career development?

Put your paper up on a wall with those of other groups. One member of each group should be prepared to present the list of motivations and summarize the group's discussion for the full group, focusing on questions 1, 4, and 5.

SAMPLE MOTIVATION WORKSHEET

<u>Column 1</u> My motivation for joining the YLDP:	<u>Column 2</u> Now that I'm on the team, other motivating factors:	<u>Column 3</u> Does not motivate me:
Making contacts	Receiving leadership training	Community or public visibility
Desire for new experiences	Working as a member of a team towards a common goal	Freedom in doing my work
A feeling of personal accomplishment	Developing new skills	Physical learning conditions
Opportunity to develop marketable leadership skills	Opportunity for increased responsibility	Doing extra work

MOTIVATION WORKSHEET

<u>Column 1</u> My motivation for joining the YLDP:	<u>Column 2</u> Now that I'm part of the program, other motivating factors:	<u>Column 3</u> Does not motivate me:

CLASS 19: GROUP DYNAMICS

Objectives:

- To determine the differences between individual and group performance
- To understand how groups can alter the decision making process
- To be able to identify groupthink, polarization, and cohesiveness in group dynamics
- To acknowledge the advantages and disadvantages of using groups.

Materials Needed:

- Movie, *Twelve Angry Men* (available from local video store or <http://www.amazon.com>)
- Role Cards

Be Prepared to Discuss:

- Article by Janis, "Groupthink"
- Articles by Forsyth, "Individual vs. Group Performance" and "Group Socialization"

Activities:

- Trapped on a Desert Island exercise
- Film analysis- Twelve Angry Men. What elements of group dynamics are seen in the jury room? Take note of conformity, minority influence, polarization and groupthink.

For Next Time:

- Read, "Ethical Challenges in the Leader/ Follower Relationship", Edwin P. Hollander
- Read, "Jim Jones case study"
- Cuban Missile Crisis Simulation
Do a small research project on the Cuban Missile Crisis. Pay attention to the group dynamics of JFK and his advisors. Did John F. Kennedy use poor judgement? Did they fall into groupthink?

TRAPPED ON A DESERT ISLAND EXERCISE

A cruise ship traveling in the remote waters of the Caribbean has encountered a horrible storm, killing all but 14 of its passengers. The only survivors swam to a nearby deserted island that contains no fresh water or food source. Luckily, a helicopter has spotted the group and is coming to rescue them. However, the helicopter can only fit 8 people. There is no equipment available to radio for more help, and anyone left behind will die of dehydration before more help has time to arrive. You must decide in five minutes who will be saved and who will die. If you cannot make the decision, you will ensure everyone's death. Who will you save?

Survivors:

María Sánchez (8): Puerto Rican. She is an eight-year-old girl from New Jersey. She is a very loveable girl whose parents love her very, very much. She was born with mild autism and will never develop her mind past that of a five-year-old.

Enrique Sánchez (40): Puerto Rican. He is the father of eight-year-old María. He is married to Natalia Sánchez. He is a professional baseball player and has a history of physical violence against Natalia. He loves his family and has been in therapy for six months to end his abusive record.

Natalia Sánchez (38): Puerto Rican. She is the mother of eight-year-old María and wife of Enrique. She is a stay-at-home mom and only graduated from high school. She loves her family very much.

Dr. Jamie Wisz (78): African American. She is a highly respected doctor who may be on the verge of discovering the cure for AIDS. All of her notes are in her head.

Charlie Smith (50): Caucasian. Charlie is a recovered drug addict. When he was younger he was known to be a "wild man". He is single and is very successful in his work with troubled teenagers who have drug and emotional problems.

Bianca Jones (23): African American. She is a single, loving mother of three children at home, 2, 4, and 5. They all have different fathers and she is on welfare. She just started nursing school.

Brad Pittstone (24): Caucasian. He is a famous movie star who is very attractive. He has fans all over the world and is about to start a new movie.

Corinne Malone (60): African American. Well respected civil rights leader. She won the Nobel Peace Prize in 1980 and continues to struggle for the rights of minorities.

Father Torres (51): Mexican American. He is a catholic priest for a small, conservative community. He is a vocal leader for the Pro-Life movement. He is not afraid of death.

Tachi Woo (12): Asian American. He is a healthy young boy. He lost both of his parents in the shipwreck and has no living family at home. He hopes to one day be a violinist.

Tony Gamboli (35): Caucasian. Loving father of three daughters whom are safe at home with his wife. He is a high school science teacher and football coach. He is a great motivator. He will die of cancer in 15 years.

Wendy Burke (18): Caucasian. She is a high school senior and homecoming queen. She is very popular and dreams of marrying a rich man and raising children. She does not intend to go to college.

Hope Matthews (26): Caucasian. She is a kindergarten teacher who married her high school sweetheart when she was 21. Her husband was killed in the shipwreck and she does not know if she can go on living without him. She is the mother of adopted 11 month old, Jason.

Jason Matthews (11mts.): Caucasian. He is the son of Hope Matthews. Jason was born with fetal alcohol syndrome, which makes him susceptible to bouts of crying and anxiety. He is otherwise a healthy, happy baby.



After the five minutes has expired, get into groups of five. Discuss and defend the choices you have made. Share with the other group members why you specifically chose those eight people. After 10-15 minutes, discuss your group experience with the class. What did you learn about group communication and interpersonal skills as a result of this exercise?

12 ANGRY MEN

Goal:

- To understand the methods groups use to solve problems

Objectives:

- To develop group trust
- To learn to work as a team
- To develop a process for conflict resolution

Materials/ Resources:

- Video 12 Angry Men
- "Role Cards"

Procedure:

1. Discuss group assignments you have worked on in the past - the good and bad things!
2. Divide the class into six groups and give each group a "role card" - task, relationship, and dysfunctional.
3. Each group is to watch 12 Angry Men and list examples from the movie of their assigned role.
4. Discuss the roles of the individuals played in the movie - putting character names on the board with roles and an example. As the movie progresses you will see that the characters may take on more than one role!

CLASS 20: DYSFUNCTIONAL LEADERSHIP

Objectives:

- To be able to determine the difference between dysfunctional leadership and charismatic leadership.
- To discuss the moral issues involved in leadership
- To learn how to deal with a dysfunctional leader
- To examine the theory of transforming leadership as put forth by J.M. Burns

Materials Needed:

- Video on Adolf Hitler from local library or video store
- Dictionary
- Newspapers
- Magazines

Be Prepared to Discuss:

- "Ethical Challenges in the Leader - Follower Relationship" by Edwin P. Hollander
- "Jim Jones and the People's Temple"

Activities:

- Leadership and Ethics
- "Jim Jones and the People's Temple" case study
- Video clips on Adolf Hitler

For Next Time:

- Have students find an article (from either a newspaper or news magazine) that provides an example of a moral leadership problem or issue.
- Read "Universal Human Values" by Rushworth B. Kidder
- Read "The Nation as Moral Power" by Oscar Arias

LEADERSHIP AND ETHICS

Objectives:

- To have students define ethics and ethical behavior
- To have students discuss the role of ethics and ethical behavior in leadership
- To have students develop a profile of an ethical leader

Materials:

- Dictionary
- Local and national newspapers
- Magazines

Procedure:

1. Write on the blackboard the names of three leaders who have exhibited unethical behavior. Have the students identify the leaders and the specific behavior. With the help of the youth, expand the list of unethical leaders.
2. With the help of the dictionary, have the youth define ethics, ethical behavior. Ask the youth why these concepts are important when exercising leadership. How do these concepts relate to community development/community renovation? How does unethical behavior detract from community development/advancement?

Ethics: the discipline dealing with what is good and bad with moral duty and obligation.

Ethical Behavior: conforming to accepted professional standards of conduct.

3. Have the youth develop a list of ethical standards they would like to see in a leader. This list should be posted in a visible place in the room.

Closure:

The youth should use the profile of an ethical leader to assess current leaders in their community. They should also profile their own behavior. The facilitator should use the profile as often as possible.

CASE STUDY: JIM JONES AND THE PEOPLE'S TEMPLE

Read the following story, *"The Only God You'll Ever See": Jim Jones and the People's Temple*.

Discuss the following questions:

1. Was Jim Jones a charismatic leader?
2. Would you consider Jim Jones to be independent?
3. What was his impact on his followers?
4. According to Robert E. Kelley in the section on followership, what types of followers were found within the People's Temple?
5. This case is a perfect example of dysfunctional leadership. Suggest ways that Jim Jones could have been an effective charismatic leader and avoided a tragic ending.

** These questions are to serve as a guideline. Feel free to discuss any other issues.

CLASS 21: ETHICS AND LEADERSHIP

Objectives:

- To determine if universal values really exist
- To examine how leaders use ethics and morality to lead

Materials Needed:

- Video clip on Mother Teresa from *Mother Teresa: In the Name of God's Poor* (1997)
(Available from <http://www.amazon.com>)
- Copy of the Code of Hammurabi
- Newspapers

Be Prepared to Discuss:

- Article by Rushworth M. Kidder, "Universal Human Values". After discussion, have each student write his/her own list of universal values and defend it in writing.
- Article by Oscar Arias, "The Nation as Moral Power"

Activities:

- Analysis and discussion on the life of Mother Teresa as a moral leader
- Code of Hammurabi exercise

For Next Time:

- Read "Ways Women Lead" by Judy B. Rosener
- Read "Would Women Lead Differently" by Virginia Schein
- Read "Women and Leadership" by Dayle M. Smith
- Read "Gender Differences in Leadership"

Web Resources:

- Information on Mother Teresa -
<http://www.catholic.net/RCC/People/MotherTeresa/library.html>

CODE OF HAMMURABI vs. CURRENT CODE OF ETHICS

Goal:

- To produce a global code of ethics, or shared values

Objectives:

- To analyze examples from the Code of Hammurabi and predict what it was like to live under that code
- To categorize the values that underpin the Code of Hammurabi
- To create a global code of ethics for the 21st century

Materials/ Resources:

- Primary source reading
- Handout
- Newspapers

Procedure:

1. Students will read the text and the primary source readings.
2. Students will answer the discussion questions assigned with the reading.
3. Students will copy the following list of values: truthfulness, fairness, freedom, responsibility, reverence for life, love, and unity.
4. Students will search current newspapers to locate articles that are examples of these values or examples of cases where these values have been violated. Students will use these examples to form a collage that will be displayed on the bulletin board. The class will discuss the findings.
5. Students will then create their own personal code of ethics that lists at least eight values that are important to them.
6. The individual works will be placed on the walls so that students may take a brief museum tour of their classmate's values.
7. Students will be asked to note the similarities and differences of the codes as they tour.
8. The teacher will summarize and review. The teacher will also invite the possibility that a universal code of ethics may be impossible.