# Participation

**boys & girls clubs**
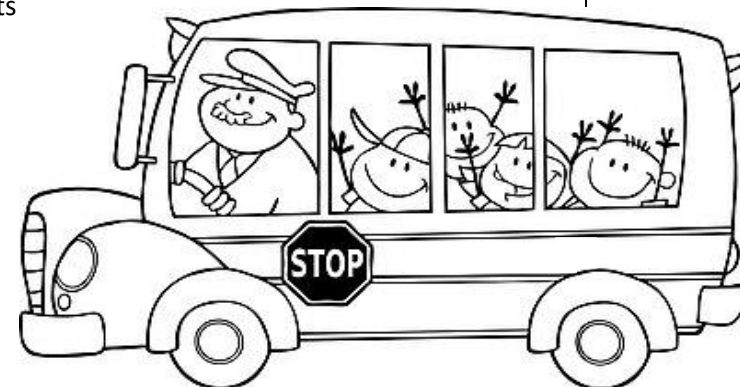reach : involve : enjoy : achieve

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**Purpose:** Improve leadership skills, and explore strengths, weaknesses, opportunities and threats, in relation to active participation.
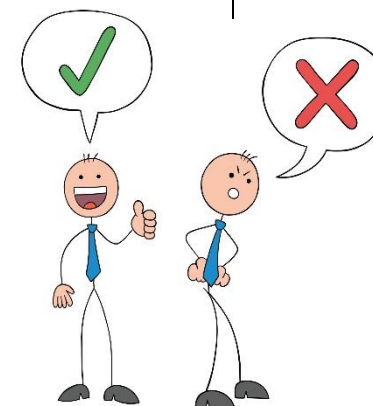
**Participant learning objectives:**
1. Understand skills and qualities required for effective leadership
2. Be able to identify personal strengths and areas for improvement
3. Be able to identify opportunities and threats to participation

| CONTENT | METHODS/ RESOURCES<br>**Slides 82-92 can assist with this session.** | APPROX. TIME |
|---|---|---|
| **Consolidating the Learning** | Now is a great opportunity to consolidate some of the skills and learning to date.<br>Inform participants that we will dicsuss leadership and the importance of effective leadership skills in active participation. Tell participants that all the skills we have learned to date – communication, team work, negotiating, self awareness, community awareness and advocacy are all vital to effective leadership. | 10 minutes |
| **What makes a Good Leader?** | Resources:<br>Flipchart<br>Markers<br>This exercise will allow participants to reflect on skills and qualities required for effective leadership.<br>Split participants into small groups and ask them to think about someone they admire who is in a leadership position. This can be someone they know or a celebrity/ well-known figure. Provide each group with a flipchart page and markers and ask them to draw their chosen leader. Around their leader they will write/ draw all the skills and qualities that make them a good leader. Once participants have completed this, ask them to label the top five skills and qualities that they admire.<br><br>Ask one person from each group to feedback to the rest of the group.<br><br>**Debrief:** How did you find this exercise? Did you all agree on what qualities and skills make a good leader? Can you think of any famous people in leadership positions who have skills and qualities you don't admire? | 30 minutes |

| Leadership Styles | Leadership style is a leader's approach to providing direction, implementing plans, and motivating people.<br><br>Provide a brief overview of the three main types of leadership:<br>**Authoritarian/ Autocratic** - A leader who adopts the authoritarian style dictates policy and procedure, and directs the work done by the group without looking for any meaningful input from them. The group led by an authoritarian would be expected to complete their tasks under close supervision.<br>**Participative/ Democratic** - Group members feel part of the decision-making process when they have a participative leader. Those leaders practising the participative leadership style offer guidance to the group, ask for their input in decision making but retain final say. Participative leaders make their group feel like they're part of a team, which creates commitment within the group.<br>**Delegative/ Laissez-Faire** - Leaders practising the delegative leadership style are very hands-off. They offer little or no guidance to their group and leave decision making up to the group. A delegative leader will provide the necessary tools and resources to complete a project and will take responsibility for the group's decisions and actions, but power is basically handed over to the group.<br><br>**Debrief**: What type of leadership style does your chosen person fit in to? Can you think of situations where you might need to switch your leadership style? Leadership is not a one size fits all, and every leadership style has its benefits in different situations. A good leader is one who has the ability to switch between styles to best suit the situation. | 15 minutes |
| --- | --- | --- |
| In the Driver's Seat | Ask participants to reflect on their leadership skills to date during all the tasks/ activities. Participants will showcase creatively how they view their ability to lead, and their role within the group.<br>Ask participants to imagine a bus and they, as a group, make up all the core components of the bus. Ask:<br><br>• Those who felt like they lead the group - sit at the front of the bus, driving<br>• Those that supported the leaders – sit in the front seats<br>• Those that felt they let others do all the talking/ thinking – sit in the back seats<br>• Those that felt they motivated the group/ kept the group going – you are the engine underneath the bus (lie on the ground for this one)<br>• Those that felt they didn't contribute at all, or didn't make any effort - you missed the bus altogether (stand away from the bus)!<br><br><br><br>Ask participants to reflect on why they are in that position.<br>What could they improve on? Did they get enough opportunities to lead and support the group? | 15 minutes |

| What Is Your Role? | Resources:<br>Group roles<br>This exercise will allow participants to become more self-aware of their role(s) within the group, to recognise the importance of different roles to make a group successful, and to possibly help them to identify areas of personal improvement and how best to deal with difficult roles.<br><br>**Positive group roles are provided on slide 89**. These roles are group building roles that help build a group-centred identity for the members and maintenance roles are the roles that help keep that group-centred identity over the lifecycle of the group or team.<br><br>Ask participants if they can identify with any of these roles. Can they identify which roles belong to each member of the group? Are any of the roles more important than the other? There can be more than one individual who takes on a specific role within a group!<br><br>**Negative group roles are provided on slide 90.** These are self-centred roles that individual group members embody which focus on the individual desires of group members and not necessarily what is best for the group or its decisions.<br>It is important that negative group roles are approached with sensitivity and respect. Participants can reflect quietly on whether they can identify with any of the roles.<br>Ask participants how best to approach/ respond to group members who display these types of behaviour. Is there a certain type of leadership style that would be most effective? | 30 minutes |
| --- | --- | --- |
| SWOT to Participation | Resources:<br>SWOT to participation worksheet<br><br>Participants should now be in a good position to reflect on their overall learning to date and how they utilise their participation skills going forward. A SWOT analysis will allow participants to identify their strengths, weaknesses, opportunities, and threats to participation.<br><br>Take some time after participants have completed their SWOT worksheet to talk about how opportunities can be maximised and how threats can be minimised.<br>This activity offers a sound starting point before participants begin to explore and undertake social action over the course of the next three sessions. | |
| Check-Out/ Evaluation | Resources:<br>Informal evaluation ideas<br>Choose an activity from the list provided. | 10 minutes |

# Positive and negative group roles

Group building and maintenance roles - Positive

Group building roles are roles that help build a group-centred identity for the members, whereas maintenance roles are roles that help keep that group-centred identity over the lifecycle of the group or team.

| Encourager | Harmonizer | Compromiser | Gatekeeper |
|---|---|---|---|
| Praises, encourages and welcomes new ideas/ suggestions | Helps solve conflicts within the group | Compromises his/ her ideas to help groups make better decisions | Ensures everyone in the group is freely and openly involved |
| **Standard setter** The 'ego' of the group – ensuring they meet a certain quality level | **Observer/ Commentator** Looks on to make sure everyone is contributing, and things are going well | **Follower** Acts as an audience in discussions/ decision making | |

Self-centred roles - Negative

Self-centred roles are roles that individual group members embody which focus on the individual desires of group members and not necessarily what is best for the group or its decisions.

| Aggressor | Blocker | Recognition-seeker | Self-confessor |
|---|---|---|---|
| Takes everyone else down to make them look good | Hates everything the group is doing and rejects all decisions | Always looking attention and showcasing his/ her talents | Tells you his/ her whole life story. An open book! |
| **Cynic** Joker of the group. Couldn't care less about group or goals | **Dominator** Sees their ideas as superior and tries to control other members | **Help-seeker** Wants team member to care for him/ her | **Special Interest Pleader** Always looking to talk about something else important to them |

# SWOT to Participation

|  |  |
|---|---|
| Strengths | Weaknesses |
| Opportunities | Threats |