



# LEADERSHIP KEYS

“Unlocking Doors to Success”



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# Lesson # 1 Leadership Keys

## Objectives

1. Understand the benefits of leadership skills.
2. Determine individual leadership style.

**Lesson Time:** 30 minutes

## Materials Needed:

“What Kind of Leader Am I?” worksheet

“What Kind of Leader Am I?” answer key

“How to Interpret Your Leadership Style” document

Pencils/pens

## Ice Breaker

### Fruit Basket Name Game

This game works best with a group that does not know each other’s names very well. Each player sits on a chair in a circle with one person standing in the middle of the circle. Go around the circle and have each person introduce themselves and tell everyone their name. Ask the group to listen carefully and remember the names of the youth. The person in the middle of the circle begins the game by calling out the names of two people. These two people must quickly change seats. At the same time, the person in the middle also tries to reach one of the seats. The person left standing will be in the middle and will continue to call out two names at a time. Do this as many times as time allows, giving youth a chance to learn the names of group members.

## Introduction

### Key Allegory

Developing leadership skills will greatly benefit you throughout your life.

What kind of doors do you want to unlock in the future? Educational, occupational, wealth, service, family...

Key leadership traits and skills can help you succeed at school, find employment, and serve your communities and families.

What leadership skills will you need to unlock these doors?

# Leadership Keys, Unlocking Doors to Success



The best way to gain leadership skills is first to know what you want to learn, second to acquire knowledge about leadership skills, and third to practice/use your leadership skills in real life situations. The purpose of this leadership program is to learn, practice, and demonstrate leadership skills.

## Lesson #1, Learning Activity #1

### Situational Leadership

**Introduction:** Most leaders change their behavior depending on the situation they are in, the people they are working with, and the task at hand. We will explore two different leadership styles: task-oriented and social-oriented. Task-oriented leaders are more concerned with getting the job done, while social-oriented leaders are more concerned with the group and its cohesiveness. Which type of leader do you think you are? Those who think they are more task-oriented stand up. Those who think they are more social-oriented stand up. Most leaders have a combination of both traits, but usually lean more toward one trait or another. Completing this activity will help you determine which style you prefer.

**Activity:** Have participants complete the “What Kind of Leader Am I?” worksheet. Instruct them to not look at the answer sheet before answering the questions. After filling out the “What Kind of Leader Am I?” activity sheet, have them score their answers using the answer key guidelines. When everyone is finished, discuss how to interpret their leadership styles using the “How to Interpret Your Leadership Style” document. Emphasize situational leadership elements (Rutledge & Spivey, 1997).



## What Kind of Leader Am I?

1. I respect a leader who:
  - a. Gets things done.
  - b. Has the admiration of his/her colleagues.
2. When I am in a new group, the first thing I want to know is:
  - a. Who the other members are.
  - b. What the group activities are.
3. When a group is in conflict, they need to:
  - a. Stop what they are doing and deal with the conflict.
  - b. Ignore the conflict and continue working.
4. When a group is unclear about its goals, I frequently:
  - a. Clarify the group's goals for them
  - b. Ask group members to clarify the goals.
5. I was just asked by the Chamber of Commerce to have our group give a presentation next week. The first thing I will do is:
  - a. Call other group members to let them know.
  - b. Start planning the presentation.
6. John has been in charge of programming for our fundraiser for the last 2 years. He has done a good job, but some members think we should let someone else do it. I think:
  - a. John should do it. He knows what he is doing and we need the fundraiser to run smoothly.
  - b. John should be put in charge of a different part of the fundraiser. He can try something new, and someone else can get experience in programming.
7. When I feel comfortable with a group, I tend to:
  - a. Suggest new projects, programs, and ideas.
  - b. Ask other members about their ideas, talents, etc.
8. The most satisfying part about working with my group is:
  - a. A sense of belonging and friendship with other group members.
  - b. A sense of accomplishment for what we have done.
9. What frustrates me most about long-range planning meetings is:
  - a. When one or two members make all the decisions.
  - b. When members talk on and on about their ideas.

## Leadership Keys, Unlocking Doors to Success



10. Our group is taking on a project we have never done before. I will:
  - a. Write up a plan of action and present it to the group.
  - b. Suggest the group discuss the new project before we draw up plans.
11. When I am in a new group, people's first impression of me would probably be:
  - a. I know what I am doing.
  - b. I am a caring person.
12. When I am under pressure to make a decision, I:
  - a. Sit down by myself and make the decision.
  - b. Talk to people to get their feedback and ideas.
13. When group members disagree, they should:
  - a. Do what the majority wants to do.
  - b. Look for something on which they can all agree.
14. Our group is putting on a public forum, which we do every year. The first thing we should do is:
  - a. Talk about what we liked about last year's forum and what we would like to change.
  - b. Reassign committees and delegate individual responsibilities.
15. After groups have worked together for a while, they tend to:
  - a. Assume everyone agrees, so they don't pay attention to individual members.
  - b. Lose track of what they are doing and don't do anything.
16. I dislike it when a new group:
  - a. Goes "full-steam ahead" without seeing if all members are in agreement.
  - b. Wastes time with talking about themselves and neglecting the work to be done.
17. I am afraid that in group settings people think I am:
  - a. Too pushy.
  - b. Too "wishy washy."
18. Our group has 6 months to plan a workshop. We should:
  - a. Have group planning meetings so that everyone can be involved in planning.
  - b. Delegate the different planning responsibilities to individual group members.
19. People that have worked with me for a while appreciate my:
  - a. Communication skills.
  - b. Organization skills.
20. I pride myself on my:
  - a. Relationships.
  - b. Achievements.



## What Kind of Leader Am I? Answer Key

After filling out the “What Kind of Leader Am I?” activity sheet, score yourself according to the following guidelines:

1. For the following [1, 4, 6, 7, 10, 11, 12, 13, 17], give yourself one point in task column for each one you marked “a” and one point in the social column for each one you marked “b”.
2. For the following [2, 3, 5, 8, 9, 14, 15, 16, 18, 19, 20], give yourself one point in task column for each one you marked “b” and one point in the social column for each one you marked “a”.

TASK

SOCIAL

Task Total \_\_\_\_\_

Social Total \_\_\_\_\_



## How to Interpret Your Leadership Style

While no theory of leadership gives us all the answers, each provides us with a new way to look at our leadership tendencies. For example, look at your score. It draws on several facets of leadership.

The major separation of *Task and Relationship* is based on the idea that some people believe that attention must first go to getting work done. On the other hand, *Relationship* people place more value on the relationships among people that occur during the process of accomplishing work. These distinctions do not mean that one way is good or right, and the other is bad or wrong. It is just a difference in priorities that can be observed in certain styles of behaviors.

In general, did your score indicate that you were more *Task* or *Relationship* oriented?

Do you think that's true?

What does that tell you?

The categories indicate different types of situations you may encounter as a leader.

In your opinion, does your behavior change in different categories?

Do you think a new group requires more leadership direction than an established group?

Do you act differently if you have a tight deadline?

How do you approach complex or vague tasks?

Your answers to these questions tell you more about your leadership approach. They also help you analyze leadership theories. Remember, you don't have to "buy" every theory of leadership. They are just tools to help you assess and improve your leadership abilities.

The underlying precept of most leadership theories is that a leader's behavior should change according to the people that are involved and/or the task at hand. This is called situational leadership.

**Source:** Unlock Your Leadership Potential



## Lesson # 2 Leadership Definition and Style

### Objectives

1. Establish a personal leadership definition.
2. Compare leadership insights with those of others.

**Lesson Time:** 60 minutes

### Materials Needed:

Leadership quote for each person

Dish or basket for leadership quotes

Reflective Question Form for each group

Pens/pencils/markers

Leadership definition signs

Tape

Sticky notes

Paper leadership keys

### Ice Breaker

#### Mingle, Mingle, Mingle

Mingle, Mingle, Mingle, is a get-to-know-you game where the players find likeminded people. All participants stand in the center of the room. The leader directing the game calls out a category question (example - what is your favorite color?). Everyone in the group would then start calling out their favorite color to each other and find those in the group who have the same favorite color as they do.

When a player finds another player who has the same answer as, they join together (by linking arms or forming a circle) and continue to mingle with the group looking for more people with the same answer. After a minute or so (completely up to the leader running the game), the leader can call "STOP." Each group needs to call out their answer. If there are two people/groups who have the same answer, but are not linked together, they should join groups. People in the groups will then introduce themselves and tell something about them during each round. Continue with however many rounds time will allow. Be creative with the questions you ask.



## **Examples:**

Favorite color  
Favorite school subject  
Favorite pizza topping  
Favorite ice cream flavor  
Favorite Halloween costume  
Favorite waffle topping  
Car you wish you could drive  
Favorite dessert  
Least favorite home chore  
Favorite 4-H activity  
Favorite eye color  
Favorite movie  
Favorite band

**Source:** [Youthgroupgames.com.au](http://Youthgroupgames.com.au)

## **Leadership Introduction**

People have very different views of what leadership is and what it means. From thousands of years ago to present day society, people have been studying and writing about leadership. By examining others' viewpoints of leadership people are better able to construct a well-rounded concept of what leadership is.

## **Lesson #2, Learning Activity #1**

### **Leadership Lore**

Copy and cut enough of the ten leadership quotes so that every youth will have one. Let youth draw one quote each and read it. Instruct youth to find others who have the same quote and form a group. Ask the groups to discuss their reaction to the quote and how it relates to leadership. (Adult mentors could be included in the groups to assist facilitation.) Supply each group with reflective questions and a pencil/pen. Ask the group to write down their observations and complete the reflective question form. Next, have a representative from each group read their quote and discuss their observations and reflections with the entire group. Allow time for questions, discussion, and reflection after each presentation.



### Leadership Quotes:

1. “What lies behind us and what lies before us are tiny matters compared to what lies within us.” – Ralph Waldo Emerson
2. “The secret to life is to know who you are and where you are going.” – Anonymous
3. “The only time success comes before work is in the dictionary.” – Lori Spivey
4. “A leader is anyone who has two characteristics; first, he is going someplace; second, he is able to persuade other people to go with him.” – W.H Cowley
5. “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” – Maya Angelou
6. “To handle yourself, use your head; to handle others, use your heart.” – Eleanor Roosevelt
7. “The most common way people give up their power is by thinking they don’t have any.” – Alice Walker
8. “A person who never made a mistake never tried anything new.” – Albert Einstein
9. “I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do.” – Leonardo da Vinci
10. “Control your own destiny or someone else will.” – Jack Welch



## Reflective Questions

1. Did you agree with the quote? Why or why not?
2. How does this quote relate to leadership?
3. How did this quote effect your views concerning leadership?
4. Other thoughts about this quote.

(Rutledge & Spivey, 1997)

## Lesson #2, Learning Activity #2

### Leadership Definition

Display leadership definition signs around the room taped to the wall. (See sample quotes below.) Repeat that people have different opinions regarding what leadership is. There are various acceptable definitions of leadership. Because of the numerous different traits and expectations of leaders, it is almost impossible to define the term in a way that could adequately explain every leadership role. Allow time for youth to walk around the room and read the leadership definitions. Next, have each youth choose one key leadership trait (one leadership trait they think is essential), write it on a sticky note and place it on the wall next to a leadership definition. Hand out a paper key to everyone. Instruct them to write their name on one side and their individual leadership definition on the other. Have volunteers share their leadership definitions, and/or display leadership definition keys for all to see.

### Sample leadership quotes to display:

“Leadership is a function of a group process rather than a series of traits residing in an individual.” *Diana Karol Nagy, UF*

“To lead is to conduct by going first, to guide by influence, to direct, or to be the best among a group.” *Webster’s Dictionary*

“Leadership is helping yourself and others achieve goals.” *Leadership Skills You Never Outgrow*

“Leadership can be defined as helping and guiding others to reach a goal. Leading is not doing things for the group; it is helping the group decide what needs to be done and how it plans to do it.” *Leadership I*

“Leadership is helping others find ways to achieve what they desire.” *Leadership I*

“The long range goals of leadership include raising the level of member motivation, improving the quality of all decisions, developing teamwork and morale, furthering the individual development of members, and increasing the readiness to accept change.” *Youth Leadership and Group Effectiveness*

**Source:** Unlock Your Leadership Potential



### **Lesson #2, Learning Activity #3**

#### **Leadership Key Ring**

Give each person a paper key. Let them use a marker to write one *key* leadership quality that they learned about today and think is important to have. Begin a leadership key ring by tying this leadership key and the leadership definition key together with yarn or string. Explain that they will earn a leadership key to add to their key ring at each additional training.



## Lesson # 3 Leadership Skills

(Working with Groups/Getting Along with Others)

### Objectives

- 1- Learn two motivation techniques.
- 2- Strengthen nonverbal communication skills.
- 3- Experience the importance of individuals in a group.
- 4- Build self-esteem.
- 5- Identify and accept differences.

**Lesson Time:** 60 minutes

### Materials Needed:

Two to four \$1 bills

Tape

Paper

Pencil/pens/markers

Distinguishing Diversity Statements

Paper leadership keys

### Ice Breaker

#### Everybody Up/Backwards Variation

**Directions:** This exercise allows people to work together in small and large groups while using critical thinking skills in a fun challenge. Ask two people of approximately the same size to sit on the ground with their backs together. Partners should link arms and without using their hands attempt to stand up. Most will be successful. Next ask them to form groups of 4, 8, 16, etc., until the entire group is sitting in a long line, back-to-back, with arms connected. Let youth discover the best methods to use to be successful. It is okay to let them struggle for a while as they try to think of solutions and determine who the leaders will be. If the group is unsuccessful after several attempts, you may talk to them about working together with everyone helping each other. It is helpful to assist them through positive affirmations and encourage them to all push and stand up at the same time. I like to count, 1, 2, 3, up, for them as they make a united effort to stand. (Cummings, n.d.)



## Introduction

Review previous lesson.

- What kind of doors do you want to unlock in the future?
- What keys will you need to unlock these doors?
- How will you get these keys?
- Ask some youth to share their individual leadership definition.
- Ask if they discovered whether they were social or task oriented leaders. Let them explain the difference.

## Lesson #3, Learning Activity #1

### Motivation Styles

Before the meeting tape a few one dollar bills under some of the chairs.

Explain that there are two main types of motivation. Intrinsic motivation is the motivation to do something that comes from within ourselves. Extrinsic is the motivation that comes from an outside source. Let's learn about the two different types.

Tell youth to stand up and then sit down, and then ask "Why did you do that?"

Tell them to do something a little more strenuous (jog, jumping jacks, stand on one leg, twirl, dance, hop, etc.). Continue to ask them "Why...?" until no one does what you request. Finally tell them to pick up their chairs. Most likely, none of the participants will do it. Now tell them that you taped \$1 bills under some of the chairs and encourage them to look. As some youth discover the \$1 bills, others will be more encouraged to look under the chairs. Again ask "Why did you do what I said this time?" Which type of motivation, intrinsic or extrinsic, are you influenced by the most? As a group, brain storm other motivational strategies that could be used when presenting to others.

**Source:** Unlock Your Leadership Potential

## Lesson #3, Learning Activity #2

### Cooperation and Communication

Cooperation with others is essential to working effectively in groups. Clear communication and understanding helps people cooperate with each other. When the group climate is one of cooperation and cohesiveness, members are more eager to meet group goals and accomplish tasks, resolve possible conflicts more readily, communicate better with one another and will generally be happier with their group experience.

Learning to work with others is an important skill necessary within many types of interactions (family, school, work, etc.) and is a skill absolutely necessary to be an effective leader.

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Have participants pair up. Make sure that one person is wearing shoes with shoelaces. Have them sit on the ground and untie one shoe. Tell them they will be racing with the other pairs to see who can tie their shoe the fastest. There are two conditions: both members of the pairs must place their right hand behind their back and only use their left hands to tie the shoe, and second, there can be no talking. Tell participants when they are finished to stand up. Let them begin. You may do this a few times and let them learn to work together more effectively.

**Reflect:** Was this task difficult? Why? What would have made it easier? Could you still communicate? How does this apply to leadership?

**Source:** Unlock Your Leadership Potential

### Lesson #3, Learning Activity #3

#### Lean on Me (Individual Importance)

When working with groups of people, it is sometimes easy to overlook the individual. It is important to remember that everyone contributes to his or her group in one way or another. Each individual must be involved for a group to remain strong.

Have youth stand in a circle. Assign every other youth the #1 or #2. While holding hands, have the #1s lean into the circle, while the #2s lean out. Members should try to lean at a 45-degree angle. Ask them to slowly switch places as they lean in the other direction.

**Reflect:** Each individual was required to do his or her part in order for this activity to be successful. Sometimes in organizations, some members do almost everything while others do very little or nothing at all. Why is it important for all members to be involved? How do members rely on each other for support?

**Source:** Unlock Your Leadership Potential

### Lesson #3, Learning Activity #4

#### Watch Your Back (Acceptance and Self-esteem)

Being accepted and feeling loved is a basic human need and important in the development of our self-esteem. Everyone has positive qualities and we all need positive affirmations. A good leader will recognize their own strengths, as well as build self-esteem in others.

Tape a piece of white paper on the back of each youth. Have youth walk around and write at least one positive thing on every person's back. After everyone has had an opportunity to write something on everyone else's back, allow participants to take the paper off and read what everyone wrote.

**Reflect:** How did what people wrote make you feel? How did writing something about someone else make you feel? Did you learn anything about yourself? How can building someone's

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confidence and self-esteem improve their leadership skills? How does building other's confidence help your leadership ability?

**Source:** Unlock Your Leadership Potential

### **Lesson #3, Learning Activity #5**

#### **Diversity Lap Game (Identify and Accept Differences)**

With technological and social advances, the world is growing smaller. Because of this, youth are more likely than their parents to come in contact with races, cultures, and religions different than their own. It is important to view these differences as positive and learn to respect and accept those who think, believe, or act different from ourselves.

Diversity essentially means the variety and/or differences within a group. This could mean differences in races, religions, cultures, sexual orientation, interests, or anything that makes people different from one another.

Discrimination is treating someone poorly on the basis of race, national origin, religion, physical handicap, gender, etc. It is not just limited to treatment due to race, ethnicity, and religion. Unfortunately, a person can be discriminated against because of any difference.

Present the following questions to the group:

- Have you ever been discriminated against by other people? On what basis were you discriminated? How did you feel?
- Have you personally or have ever been a part of a group that has discriminated against another person or group of people? How did you feel?
- What does it mean to accept someone who has different beliefs than you do?
- How does learning about different types of people make you a better leader?

#### **DO**

Explain to the participants that they will be playing the Diversity Lap Game. Everyone takes a chair in the circle. You will read a characteristic from the distinguishing diversity statements followed by an instruction (move two chairs to the left; move one chair to the right; etc.). If the diversity statement applies to a person, that person must follow the instructions. Most likely he or she will end up on someone's lap. If the person on the bottom must move, everyone above him or her must move also.



### Distinguishing Diversity Statements

1. You have been made fun of because of the music you listen to.
2. You have felt inferior to other people at one time or another.
3. You have made fun of others because of what they wore.
4. You have been made fun of because you wear glasses, have braces, etc.
5. You have felt uncomfortable around a disabled person.
6. You have been called “cowboy/cowgirl.”
7. You have been made fun of because of your interests.
8. You have been discriminated against because of where you are from.
9. You have been made fun of because of your height.
10. You have called other kids “nerds.”
11. You have been called a “nerd.”
12. You have been discriminated against because of your gender.
13. You have been stereotyped because of your hair color or style.
14. You have a close friend who practices a different religion than you.
15. You have been called a “dumb jock” or other label because you are athletic.
16. You have been discriminated against because of your race.

Conclude by asking if they have been physically or emotionally hurt and have hid the pain from others. Do not have them respond.

**REFLECT** Is the group homogeneous or rather heterogeneous?

**APPLY** Discuss what they can do personally to stop discrimination?

Let the youth come up with some simple suggestions.

**Source:** Unlock Your Leadership Potential

## Lesson #3, Learning Activity #6

### Leadership Key Ring

Give each person a paper key. Let them use a marker to write one key leadership quality that they learned about today and think is important to have. Add the leadership key to their leadership key ring. Remind them that they will continue to earn a leadership key at each additional training.



# Lesson # 4      Communication and Brainstorming

## Objectives

1. Practice changing “You” messages to “I” messages to enhance communication.
2. Practice brainstorming techniques.
3. Actively participate in creative thinking.

**Lesson Time:** 60 minutes

## Materials Needed:

Number cards

Projector/computer

Projector screen

I/You Messages PowerPoint

I/You Message activity sheet

I/You Message answer key

Pens/pencils/markers

Connect the Dots activity sheets

Connect the Dots answer key

White board and markers

Breaking Brainstorm Barriers information sheet

Three household items

Paper leadership keys

## Ice Breaker: Communication Challenge

Give everyone a card with a number on it. Ask them to arrange themselves in numerical order by communicating with each other without speaking or holding up fingers. In round two, have youth arrange themselves in order of their birthday using the same restrictions. Debrief quickly by asking what made this task difficult? Explain that although words and actions are important, we may have to learn to communicate differently with different types of people.

**Source:** Crowd Breaker Whole-Group Activities



## Introduction

Practicing good communication skills along with creating an environment of creativity and innovation are essential to becoming an effective leader.

## Lesson #4, Learning Activity #1

### I/You Messages (Communication)

Show a power point explaining “I” and “You” messages to help them understand the differences,

Slide #1. Good communication is KEY to being a good leader.

Slide #2. Introduction: Sometimes how we say something can be more important than what we say. Many times, we can be misunderstood or feel threatened by a seemingly harmless message just because of the way it was phrased. When we are upset or in conflict with someone, we sometimes make accusing statements that put the responsibility of our feelings on the other person. This is a “you” message. Learn to communicate better and avoid conflict by using “I” messages rather than “you” messages. The key to communicating assertively is to express yourself clearly, without judging. “I” messages are assertive statements which raise the odds that another person can hear you clearly. They are called “I” messages because they focus mainly on your needs and feelings, rather than on the other person.

Slide #3. “You” messages are characterized usually by containing the word “you.” The focus of the message is on the other person; the message often communicates that you are responsible for the other person or that they are responsible for you. “You” messages are arguable; they include statements that analyze and diagnose, direct or order, question or probe, reassure, argue, praise and approve, blame and disapprove, involve sarcasm, warn or threaten, advise or suggest, moralize, or name-call.

Slide #4. Examples of “you” messages are “You make me mad!” “You are inconsiderate.” “You are not nice to me.” The statement “You make me mad!” places the blame on the other person for making you mad, when really, being mad is your own feeling. No one can make you mad. You can be mad as a result of something someone did, but they cannot make you mad. “I am mad when you don’t do the dishes” is an “I” message.

Slide #5. “I” messages are the alternative way of phrasing statements. They usually contain the word I and focus on the self, personal feelings, perceptions, and conditions. “I” messages communicate that the speaker is responsible for himself or herself and communicate that the other person is responsible for the other person’s self. They are non-arguable. (For example, if you say “I am upset because you did not call me.”(How can someone argue with that?)

Slide #6. Some examples of “I” messages are: “I am hurt that you...”, “I am angry,” “I see that you are...,” “I am worried about...,” and “I heard that...”

Slide #7. “I” messages usually elicit “I” messages and “You” messages elicit “You” messages.

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Slide #8. “You” messages tend to elicit more defensiveness from the recipient, while people using “I” messages are perceived as more accepting, understanding, and genuine or real.

Slide #9. By rephrasing “You” messages to “I” messages, we can become better communicators, and thus better leaders. To do this, we need to practice.

Slide #10. (Handout I/You message worksheet with pens/pencils) **Do:** Allow participants to select partners; have them fill out the I/You message activity sheet with their partner. As a group, go over the activity sheet, and have each partnership share at least one “I” message.

Slide #11. **Reflect:** Why is it important to use “I” messages rather than “You” messages? How does the use of an “I” message as opposed to a “You” message change the outcome of a communication interaction? Ask one side of the room to answer the first question and the other side to answer the second question. **Apply:** How does our phrasing of messages affect our abilities to perform leadership tasks? Challenge the group to spend the rest of the training making a strong effort to use only “I” messages. Watch to see how people react to you.

**Source:** Unlock Your Leadership Potential



## I/You Messages

Change the following “You” messages to more positive “I” messages.

Example:

- |                                   |   |
|-----------------------------------|---|
| 1. You never call me.             | 1. I wish you would call me more often. |
| 2. You need to grow up!           | 2.                                      |
| 3. You don't listen to me!        | 3.                                      |
| 4. Everyone here hates me!        | 4.                                      |
| 5. That's a dumb idea.            | 5.                                      |
| 6. You always argue with me.      | 6.                                      |
| 7. No one does anything here.     | 7.                                      |
| 8. You annoy me; go away!         | 8.                                      |
| 9. Leave me alone!                | 9.                                      |
| 10. You never have time for me.   | 10.                                     |
| 11. You lied to me.               | 11.                                     |
| 12. Who invited you?              | 12.                                     |
| 13. Get out of my room!           | 13.                                     |
| 14. You never knock first!        | 14.                                     |
| 15. Shut up and quit complaining. | 15.                                     |
| 16. You did a horrible job.       | 16.                                     |
| 17. You make me so mad!           | 17.                                     |
| 18. How could you do this to me?  | 18.                                     |
| 19. You worry me to death.        | 19.                                     |
| 20. You are so inconsiderate!     | 20.                                     |



### **Lesson #4, Learning Activity #2**

#### **Connect the Dots**

Brainstorming is a great method for developing new ideas and solving problems. Unfortunately, sometimes society teaches conformity and the older we get, the less creative we become. Good leaders look beyond the obvious when trying to find solutions.

**Do:** Hand out Connect the Dot activity sheets to participants. Ask them to read and follow the instructions. Emphasize that youth must work alone. Most likely, participants will begin to get frustrated. After youth seem to have given up or have discovered the method, draw the dots on the board and have one of the youth show the answer.

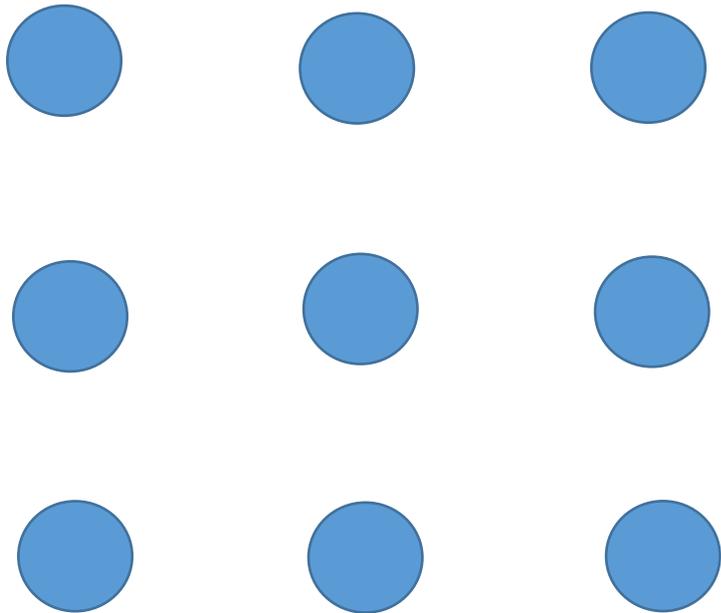
**Reflect:** Was it difficult to find the solution? Why? What does this activity say about our brainstorming skills and creativity? What limited your thinking in this activity? How can we improve our creativity and brainstorming skills?

**Source:** Unlock Your Leadership Potential



## Connect the Dots

Connect all nine dots without lifting your pencil using only four straight and connected lines.



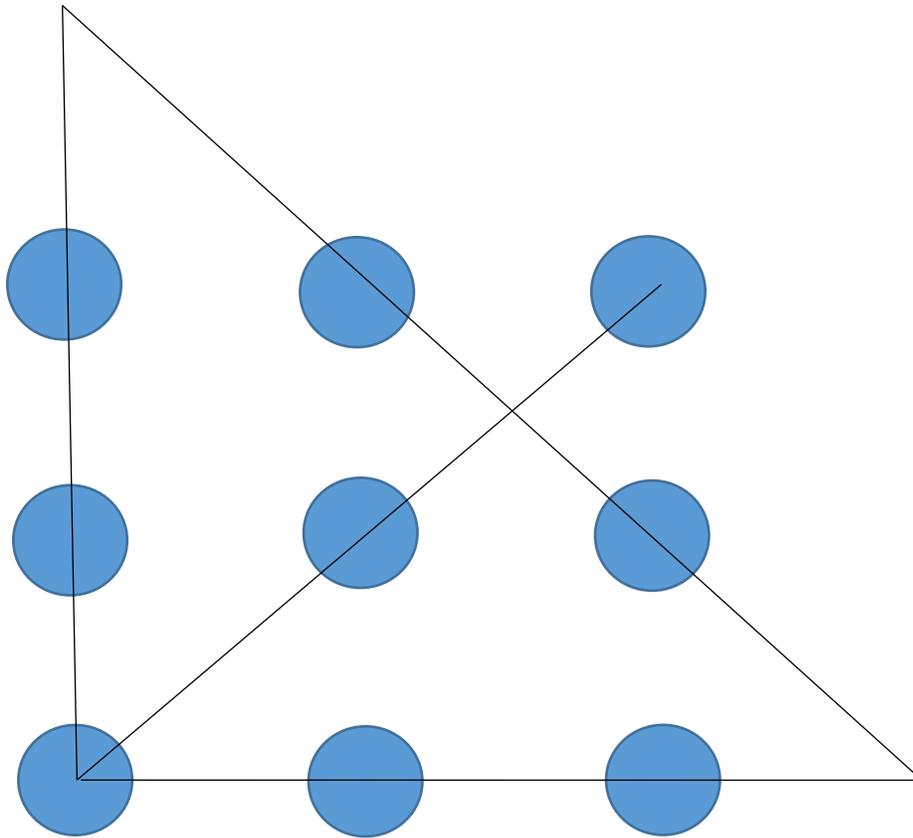
**Source:** Unlock Your Leadership Potential



## Connect the Dots

### Answer Key

The ability to solve this problem is based upon the ability to go outside the obvious boundaries to reach the solution.



**Source:** Unlock Your Leadership Potential



### Lesson #4, Learning Activity #3

#### Breaking Brainstorming Barriers

**Introduction:** Resource management is important in leadership situations. Sometimes, we may not have the exact items necessary to complete a project. During those times, we must be resourceful and creative in the use of the items that are available. Even though we often limit our thinking to the most common uses for items and resources, most have a variety of different uses. By breaking these thought “barriers” through brainstorming, we can learn to be creative and resourceful when using items and planning projects.

#### Do:

- Review the Breaking Brainstorming Barriers information sheet with participants.
- Divide participants into teams of 5-6 at a table. Explain to them that you will be holding up an object, and the team must write down as many uses for that object as they can think of.
- Give each group a piece of paper and then hold up the paper cup (or any other household item) so that all participants can see clearly and allow them to begin writing their uses. (For example: a cup can be used as a pencil holder, as a mold for sandcastles, etc.). The key is to be creative and to think of as many alternative uses as possible!
- After 2 minutes, bring the teams back together, and one at a time, have a team spokesperson read their list. Every team that has the same use on their list must then cross it off. After all teams have read their list and crossed off any overlapping uses, have each team count the items left on their list. Play three rounds with different items. Whichever team has the most total items/score wins.

**Reflect:** When brainstorming, it is important to remember to include all ideas, no matter how useful or useless they may seem at the time. Quantity is important, not quality.

**Apply:** When planning for activities and working in committees, try not to limit your thinking to what has always been done, or what is “normal.” Encourage creativity in others by accepting all ideas and then working together to develop the best plan.

**Source:** Unlock Your Leadership Potential



## Breaking Brainstorming Barriers

### Information Sheet

Brainstorming is a method for generating a large number of thoughts and ideas and is often used to create solutions to problems. Brainstorming is not just generating ideas in any particular fashion, but is a set procedure for generating a large quantity of ideas. Enhancing creativity, reducing tension of evaluation by others, and the large number of ideas created are some advantages of brainstorming. The major disadvantage of brainstorming is the length of time it takes to do it well.

The guidelines to brainstorming are as follows:

- Ideas should not be evaluated or criticized during the brainstorming process.
- Ideas should be given without regard to their quality.
- Unusual and creative ideas are encouraged.
- “Hitchhiking” on other ideas is encouraged (combining and building on other’s ideas).
- Seek understanding of unclear ideas.
- Continue brainstorming until group runs “dry.”

**Source:** Unlock Your Leadership Potential



### **Lesson #4, Learning Activity #4**

#### **Leadership Key Ring**

Give each person a paper key. Let them use a marker to write one key leadership quality that they learned about today and think is important to have. Add the leadership key to their leadership key ring. Remind them that they will continue to earn a leadership key at each additional training.



## Lesson # 5 Successful Meetings

### Objectives

1. Know key ingredients for successful meetings.
2. Review leadership keys.
3. Reflect on important leadership qualities.

**Lesson Time:** 20-30 minutes

### Materials Needed:

Paper

Pens/pencils/markers

Making Meetings Fun handout

Paper leadership keys

### Ice Breaker

#### Confusion

This is a great high energy game to help participants begin to feel more comfortable in a new group. Give each participant a sheet with various tasks and ask them to complete it when you say “Go”!

Here are some samples:

- Have someone do five push-ups and sign here \_\_\_\_\_.
- Stand on one foot with your arms outstretched for 20 seconds. Have someone time you and sign here \_\_\_\_\_.
- Leap frog over someone five times and sign here \_\_\_\_\_.
- Get someone to whisper the ABC’s to you and sign here \_\_\_\_\_.
- Play “Ring Around the Rosey” with two other people and have them sign here \_\_\_\_\_.
- Shake hands with someone you do not know well and share your favorite ice cream flavor with them, and sign here \_\_\_\_\_.
- Have someone teach you a dance step and sign here \_\_\_\_\_.
- Find someone who’s birthday is the same month as yours and sing happy birthday to each other, and sign here \_\_\_\_\_.

**Source:** Icebreakers and Name Games



## Lesson #5, Learning Activity #1

### Making Meetings Fun

The effectiveness of an organization's meetings can determine the success of the entire organization. Good meetings can result in increased attendance and unity, better communication between members and leaders, and increased productivity. On the contrary, poorly planned meetings can lead to miscommunication, loss of interest, and a decrease in motivation and productivity. Knowing (the key ingredients) how to plan and run meetings effectively can make the job of the leader much easier.

- Do:** Divide participants into groups of 4-5. Give each group a piece of paper and pencil or pen.  
Give the groups 3-5 minutes to create a top ten list of the things they hate most about meetings.  
Let each group share two things on their list. Compare and contrast what each group had on their lists.  
Now, considering what some of the negative aspects of meetings are and using ideas from personal experiences, have groups make a top ten key list of things that all good meetings should include, and share and explain their ideas to the group.  
Pass out the handout Making Meetings Fun. Read out loud and discuss together as a group.
- Reflect:** Which occurred in the top ten lists the most? Why? How can you improve that part of a meeting?  
What were some of the best parts of meetings? How can the positive aspects of meetings be emphasized?  
By identifying problems, we can take care of them. Were there any meeting problems of which you were unaware that were brought to your attention through this activity? If so, which ones?
- Apply:** From the things you learned today about meetings, what are some key things the 4-H program you are in does well? What could be improved? What ideas from this activity can be used? What do you think should be included in 4-H meetings to make them more successful?

**Source:** Unlock Your Leadership Potential

## Lesson #5, Learning Activity #2

Give each person a paper key. Let them use a marker to write one key leadership quality that they learned about today and is important to them. Add the leadership key to their leadership key ring. Review the leadership keys that are on their key ring to remind them what leadership traits they think are important, and about the leadership skills they have learned during this program.



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