

RYLA Coach Handbook

March 26-29, 2020

Black Mountain, NC

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Experiential learning and teambuilding programming have been around for a long time and, by nature, have been open and organic in the sharing of information and ideas. Many games, initiatives, debriefs, and approaches to programming have been passed around for so long that the creator or “owner” of the idea have long been forgotten. That is certainly true of most things contained in this document. All activities described here have been adapted and rewritten for RYLA by the author of this handbook, and sources have been cited when directly copied.

Notes on Facilitation

Thank you for volunteering to serve as a coach at the Rotary Youth Leadership Academy. To have the opportunity to create experiences through which people can learn more about themselves, others, and the world around them, is an amazing privilege. Your role this weekend is to support, inspire, encourage, and challenge these young leaders to grow, learn, and stretch their skills in ways that will forever benefit them, their communities, and our world. As a facilitator, you have the potential to create an incredible and life-changing experience for your students, and it needs to be said that with this opportunity comes great responsibility for your students mental, emotional, and physical safety.

In this handbook, you will be provided with activity descriptions and processing instructions. These are your guidelines, and you may adhere to them as strictly as you wish. However, part of your role as a facilitator is to be aware of how your group is feeling, where they are at in their development of the skills you are practicing, and what will challenge them the appropriate amount. Being able to gauge this and adapt your program accordingly is an important part of being their coach, and it is a difficult skill that takes *constant* practice! So don't worry if you don't feel you got it exactly right every time - you can learn and grow alongside your students.

Key Values and Attitudes for a Successful Facilitator:

- Belief in what the group can accomplish and respect for each individual's ability to offer something of importance to the group.
- Ability to non-judgmentally listen to diverse opinions and attitudes.
- Exhibit comfort with feelings and thoughts being expressed, and ensure a safe environment for productive self-expression.
- Understand growth can come from conflict, and handle conflict directly and effectively.
- Know that group facilitation is a complex skill that requires practice, practice, and more practice, and is always open to improvement.

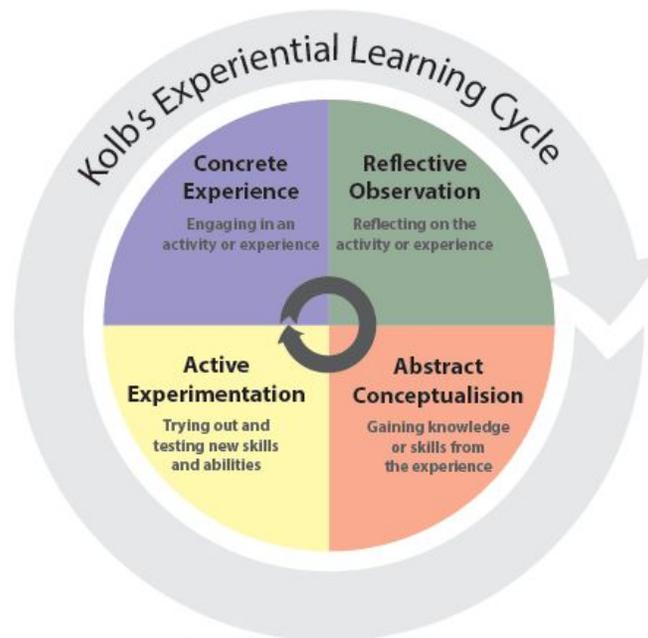
A successful facilitator will support and challenge their participants. Support can come in the form of listening, expressing positive encouragement, serving as an advocate for participants, and making it fun. Challenge your group to grow by setting tasks, maintaining high standards, challenging absolute thinking, encouraging alternative solutions, and engaging in and facilitating discussion. A successful facilitator will **not** give participants solutions or otherwise interfere with the group's independence to achieve a goal as a unit. Frustration and anxiety are a part of the "groan zone" and essential to growth; as a facilitator, guide your participants through this discomfort without handing them a solution or free pass back to the comfort zone.

Challenge by Choice® means that no participant is allowed to be forced, coerced, pressured, or otherwise manipulated to take part in an activity if they choose not to participate. While each participant is asked to give 100% to the activity, they may choose what that means to them. It is

important to express to participants that they have the option of not doing something that makes them uncomfortable or pushes them to their “panic zone.”

Processing

You may have heard of the phrase “What? So What? Now What?”. In experiential learning, the actual activity you facilitate is only the beginning of the learning experience, or the “what.” Your processing of the activity itself is where the true learning occurs! An activity is not finished until you and your group have addressed the “So What?” and “Now What?” questions with an intentional debrief. Kolb’s Experiential Learning cycle does a good job of illustrating this flow:



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Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall

Following each concrete experience, you will guide your group through reflective observation and identifying the knowledge or skills they gained (the “So What?”). This can take the form of a discussion, or you may utilize objects or tools to encourage students to share and ask questions. You will leave them with the empowerment to identify how and when they may try and test their new abilities (the “Now What?”). Without intentional processing, participants can leave an activity with at best a limited understanding of their experience, and at worst a negative or misguided one. Be sure to leave yourself time for processing as you consider your activity schedule. We have also built in daily reflection time each evening, and you will find specific processing questions we would like you to discuss at those small group meetings later in this handbook.

Guidelines for Processing:

- Processing questions & discussion should address four main topics:
 - **Facts** (what happened)
 - **Feelings** (what feelings did you experience and how did you express them)
 - **Findings** (what conclusions did we reach or goals did we accomplish)
 - **Future** (how does/will this relate to everyday life)
- Participants take the lead; this is their experience and their chance to reflect. A facilitator should not be seeking certain answers or thoughts from their group.
- Challenge by Choice® is still in effect, and encourage participants to share their thoughts and feelings by creating a safe space for their expression.
- Use your skills as a facilitator to highlight and build upon important ideas and revelations expressed by the group, while leading participants away from more superficial observations.
- Be okay with silence! Do not push participants to answer questions quickly, and leave adequate time for contemplation during your debrief.

Other Expectations & Responsibilities of a Coach

1. No coach clumping! You should be available for RYLarians during the experience. They want to connect with you, but you have to lead by example.
2. Acknowledge and appreciate that not all leaders are extroverts, and not all of us are accustomed to being in a highly social & vulnerable environment like this. But we can ALL be mission-focused for a matter of days here at RYLA. .
3. Familiarize yourself with all activities in this handbook, because you will be facilitating them for your group. Preparedness is key to confidence!
4. Consider your intent and impact with technology. The average teen sends and receives over 100 messages a day. RYLA is a place to minimize this, so please lead by example.
5. Scheduled Downtime: Every Coach and SAG needs downtime. Refer to your schedule to ensure that you aren't jeopardizing the group by leaving during someone else's time.
6. Part of your responsibilities during any BLUE and GREEN activity on the schedule are to ask three students open-ended, leadership questions. These students want to engage, so give them the opportunity. Introduce yourself again to a student or a couple students in your group who may not be engaged during downtime or transitions, such as waiting at High Ropes and Alpine towers. Ex: Hi, I'm Kristin. Remind me of your name? I'm so glad you are here today... then ask:
 - a. Why did you choose to attend this experience?
 - b. How do you feel about this current activity? Have you done something like this before?
 - c. Tell me what I missed when I was in the bathroom/running around/on break. Fill me in!
 - d. What has been the best experience of the day so far? The week?
 - e. What are you anxious about this weekend? Tell me more.
 - f. What do you know about Rotary?

Icebreakers & Name Games

As your group gets to know each other (especially early in the weekend) or ever just needs an energy boost, get them involved in an icebreaker! Below are some ideas, and feel free to lead them in any other active icebreaker or name game that you know.

Action Name

Arrange participants in a circle and select a volunteer to go first. The volunteer will say their name and do an action to go along with their name (such as a hand gesture, jump, twist, crazy face, etc.). Then, the next person in the circle will say the name and do the action of the person in front of them, and then state their own name and do their own action. Continue around the circle, adding another name and action to the sequence each time. The last person to go will have to say every person's name and do every person's action! Instead of an action, you could also have participants say a favorite food or animal instead (example: My name is Janet and I love pizza.).

Alphabet Names

Arrange participants in a circle and select a volunteer to go first. Tell the group that this person will say their name, and then begin to silently act out something that starts with the same letter as the first letter of their name. For example, "Kate" may begin to silently act out "karate." The rest of the group can shout out guesses as to what the person is acting out until they get it right. Then, the next person in the circle must say the action and name of the person in front of them ("Karate Kate"), then add their own. For extra fun, ask participants to also act out each charade briefly as they say the names. Continue around the circle, adding another name and action to the sequence each time. The last person to go will have to say every person's name and say and do every person's action! To make this easier or if you have a very large group, ask each participant to only name/act out the three most recent people in the circle.

Name Slap

Arrange participants in a circle and ask for a volunteer to start in the middle of the circle. Everyone standing in the circle must place both hands in front of them at waist height, palms up. The person in the middle of the circle's goal is to get out of the middle. To do this, they must first begin the round by gently slapping someone's hands. The person whose hands are slapped must say the name of someone else in the circle; this person is now "it." The person in the middle will try to slap the person who's "it"'s hands before they can say the name of somebody *e/se* in the circle. If they do, then the person who got slapped is now in the middle. If not, the game continues until the person in the middle slaps whoever is "it"'s hands before they say another name.

These Are My Lasers

Arrange participants in a circle and ask for a volunteer to start in the middle of the circle. The volunteer will say "these are my lasers!" while holding up their hands to look like lasers, in whatever position they want. The group will repeat and imitate "these are my lasers!" The

person in the middle does this three times (a great opportunity for more creative students to make their peers laugh and feel more comfortable). Then, the person in the middle takes their “lasers” and points at one person in the circle while saying “pew pew!” Whoever got lasered ducks down, and the people standing on either side of the person ducking look at each other. These two people must try and say the name of the person they are looking at as fast as possible. Whoever says the correct name first, wins. The loser takes the place of the person in the middle, and repeats the process. If your group gets good at this game, you can allow multiple people to be lasered in a row, so perhaps three people will duck down next to each other.

Leadership Development - Team Formation I

Split into your smaller groups and find a space where you can stand/sit in a circle.

Goal: Introduce small group teammates and establish camaraderie as a team.

1. Animal Repeat Ice Breaker - Say your name and an animal that starts with the same letter. Then the person next to you must do the same AND repeat your name and animal. Continue around the circle. See if the last person can recite every name and animal.
2. Ask what they think our (Rotary’s) hopes and dreams are for RYLA. Call upon three or four people. Then explain that our hope is that students will take back this meaningful experience to their homes, neighborhoods, and classrooms.
3. Let them know what to anticipate: Go over some general scheduling, answer questions. Tell them that by the end of tonight, a goal is to have a name, banner, chant, and to know each other better. We’ll continue building up our team after dinner!

Leadership Development - Team Formation II

Split into your smaller groups and find a space where you can stand/sit in a circle.

Goal: Establish a team name, banner, and chant, and build up team spirit for the weekend!

1. You will have 30 minutes to come up with a team name, chant, and decorated banner. What are your team’s values? What do you stand for? Does your team name have significance? Your banner is a great place to show off those team themes and values!
2. Commercial Skits. A RYLA staff member will come around and give your group a random object. You will then have 5 minutes to create a 30-second commercial for that random object, including product name, slogan, price, and anything else you might see in a commercial! The key element of this commercial is: the object you’re given must be imagined to be something it’s not. For example, maybe a hula hoop is a time machine! Each person in your small group must

play a part in the commercial. After the prep time, each group will perform their skit in front of everyone.

Before you begin, establish “ground rules” with your small group. Ask questions like:

- What are your expectations for everyone in this group while we complete this challenge?
- What are your expectations for yourself while we complete this challenge?
- What words do we want to hear? What words don't we want to hear?
- Are we all clear on the goal? Are there any questions?

3. Perform! The RYLA lead staff member will call everyone back together. Each team will be called up to the front to present their banner, team cheer, and commercial. As a coach, encourage your small group to cheer loudly for every group!

Reflection - Thursday

Each evening while at RYLA, coaches will lead evening reflections with their small group. In your small group room, please arrange yourselves in a circle sitting all on the same level. This means you are either *all* sitting on the floor or *all* sitting in chairs. There should be no barrier (like a table) within the group circle, and no one should be seated behind anyone else or removed from the circle. Coaches are a part of the circle, and will participate in the reflection questions.

Welcome your group to reflections. Let them know that each evening, we will come to this circle to reflect on our day, share our thoughts and feelings, and get to know members of our group a little better. *Every person must answer every question during reflections.* Some people may have more to share, some may have less. But everyone will share something in response to every reflection question.

Share with your group the ground rules for reflections:

- Honor confidentiality
- Give unconditional respect to self and others
- Participate as much as possible
- Speak only for myself, not others
- Be open and honest with group members
- Stop the discussion if a rule is being broken and restate the rule

Each evening will include the same two questions:

1. What was your highlight of the day?
2. Who was your hero of the day? Your hero of the day must be someone at RYLA, you may only recognize one or two people (no saying “everyone was my hero!”) and share why they were your hero.

You may go around in a circle, or let students volunteer to respond whenever they are ready. Be okay with silence, and allow time for students to thoughtfully consider their responses. If students are hesitant, take the lead as a coach and share first! When everyone has shared their highlights and heroes, coaches will ask a special question of the day.

Ask: Why do you want to grow as a leader?

After everyone has shared, give any reminders for tomorrow. If students consent, come together for a group hug! If not, offer high fives or handshakes and say goodnight.

Alpine Tower/High Ropes Debrief

After each large group Alpine Tower or High Ropes session, you will be responsible for leading a short debrief with your small group! Plan on about 10 minutes for each debrief.

After your morning Alpine Tower or High Ropes session, gather in a circle with your small group. Find a pinecone or other soft throwable item that you can pass around.

1. Do a thumb-o-meter rating with your group. Ask: How is everyone feeling about high ropes and what we accomplished this morning? Thumbs up means “AWESOME!,” thumb in the middle means “okay, just fine,” and thumbs down means “Not great.” Respond to what you see in your group! Almost all thumbs up/middle? Sweet! Lots of thumbs down? Or even just a few? Ask if they will share why they’re giving a thumbs down. Can we identify some things we’re doing really well as a group, and some things we can work on?

2. Pinecone pass. Announce that we are going to toss this pinecone across the circle until everyone has touched it. When you receive the pinecone, please share one thing **you** are going to do to make our afternoon ropes session a success, and one thing **our group** can do to make our afternoon ropes session a success.

After your afternoon Alpine Tower or High Ropes session, gather in a circle with your small group.

1. Three Challenges Debrief

- A. Ask for volunteers to share a challenge they experience today, and how they overcame it. For example, “It was hard to climb up the rock wall because my arms got tired, but I learned to use my legs to push me up,” or “I was really scared to be so far off the ground, but I learned to trust my equipment to keep me safe.” (***this is the “what?”***)
- B. Help guide the group towards identifying these three categories of challenges: physical, mental, and social. For example, in response to a student who says they were afraid of heights, say “Okay, so that sounds like a mental challenge.”
- C. Ask: Was one type of challenge more difficult than another? Do we all agree?

- D. Ask: Where else in your life do you encounter physical, mental, social challenges? How can you use your experience today to help you be successful? (***this is the “so what?” and “now what?”***)

Leadership Development: Minute-to-Win-It

Goal: Students will be able to recognize and celebrate the skills and talents of their team.

A Rotarian will lead this activity. Each student on your team will need to sign up for a “minute-to-win-it” challenge based solely on the name of the challenge (and no description!). Once each team has signed up for all the challenges, the activity leader will ask for volunteer coaches to serve as timekeepers, scorekeepers, and materials distributors. They will call up competitors and explain the rules one event at a time, so no one will know what they’re going to have to do until it’s showtime! As a coach, you will be responsible for helping your students sign up for each challenge at the beginning and pumping up team spirit throughout!

Reflection - Friday

You will be debriefing the Walk of Courage activity and therefore must be present at Walk of Courage.

Instead of beginning with highlights and heroes, coaches are asked to begin with a debrief of the Walk of Courage (WoC) activity. It is essential that you were present at WoC in order to have full knowledge of what was shared and what might need to be processed tonight at reflections. While WoC can be a positive and impactful activity, it can be very harmful if not processed correctly. Students should leave the circle tonight feeling safe and confident.

For that reason, begin this evening with more of a discussion than strict individual sharing session. Usually during reflections, we do not comment on what others choose to share. Tonight, however, you may use your discretion as a coach to allow responses from other students if it fits your group’s needs. You may also use your discretion to allow students to remain silent if they wish. Keep in mind time parameters; encourage sharing, but courteously ask for students to allow others the chance to speak as well, if necessary. Remind students of their ground rules (*see Reflections - Thursday, page 7*).

Question #1: Does anyone have anything they want to share that they didn’t get a chance to during WoC?

Question #2: How did it feel when you chose to walk and share? And how did it feel when you didn’t?

Question #3: Does anyone have any questions about what was shared tonight? Or any follow-up conversations they would like to have with individuals who shared?

Once you feel your group has processed and shared all they need to regarding what was said and heard at WoC, ask tonight's special question and request a response from every person in the group:

Ask: What is a challenge you have overcome in your life that you feel others may not know or realize you have faced, and how have you grown from that experience?

Finish with highlights and heroes of the day. Give the group any reminders they need before bed, then group high-five/handshake/hug.

Low Ropes Debrief

After Low Ropes, you will be responsible for leading a short debrief with your small group! Plan on about 10 minutes for the debrief.

1. Ask students to turn to the person next to them and discuss these questions, one at a time.
 - A. What were some things that were challenging or frustrating about our low ropes activities?
 - B. What do you think were our keys to success as a group?

Bring everyone's attention back to the circle, and ask for volunteers to share what conclusions they came to with their partner.

2. Next, ask students to turn to the person on the *other* side of them in the circle and discuss:
 - A. Where else in your life can you see skills we learned today being keys to success?Bring everyone's attention back to the circle, and ask for volunteers to share what conclusions they came to with their partner.

End by telling your group: No matter where you head in life, you will always (that's right, always!) be a part of a team. No person is an island. Whether it's your family, your workplace, your school, or an organization you join, these teamwork and leadership skills we are practicing here will be ones that will help you be a better teammate, friend, brother, sister, coworker, son, daughter... the list goes on!

Leadership Development: Building a Team (30 minutes)

Goal: Students will be able to describe the stages a team goes through as it moves toward peak performance.

Materials: Large sticky-note posters, small sticky notes in different colors, pens/pencils

In this activity, students will learn and begin to understand the 4 main stages of team formation. Prepare by titling each of four large sticky-note posters with one of the four team development stages: Forming, Storming, Norming, and Performing. Stick on the wall in a place that students can easily walk up to.

Begin by reading your students an overview of the four development stages:

Just because a group of people happen to be working together does not make them a high performing team. Think about it: have you ever begun a group project, and felt like it was a struggle to get anything done? Do you have a team or group of people you work with often, and with whom you feel like you could accomplish anything you put your minds to? Those groups are probably in different stages of development! As a leader, you can help guide your group through these stages to peak performance. Let's take a look at the four distinct stages in team development:

Stage One: Forming

Members often feel eager and have high expectations. They wish to establish themselves and seek to find how they will fit in. Group members figure out who are the central figures; this often depends on authority and hierarchy.

Stage Two: Storming

Members experience a gap between their hopes for the team and reality. They begin to compete for power and attention. Team members may feel dissatisfied with dependence on authority or frustrated about plans and tasks.

Stage Three: Normalizing (or "Norming")

Members start to develop, trust, support, and respect. The individual members feel more confident. They are willing to be open and to give constructive feedback. Members begin to share responsibility and control, resolve any problems, and start working as a team.

Stage Four: Performing

Everyone feels excited about participating in team activities. Members work cooperatively and interdependently within sub-groups. They sense team strength and feel positive about team results. They are willing to share leadership and perform at high levels.

1. Ask students to find a partner in the group who they haven't spoken to much this weekend so far. Then, give each partner group 3 small sticky notes, each of a different color. Beginning with "Forming" ask partners to write on each sticky note the answer to the following questions (be brief - responses can be just a couple words!):

- Color #1: What would you be feeling as a team member at this stage?
- Color #2: What would you be thinking as a team member at this stage?
- Color #3: What would a team at this stage look like, if you were observing it?

Once they've completed their sticky notes, ask them to come up and place them on the "Forming" poster. When all groups have finished their notes for "Forming," take a look at the poster as a group and go over responses to what this team would be feeling, thinking, and look like.

3. Repeat the process for each stage, keeping sticky note colors consistent.
4. Debrief. Gather group in a circle for discussion questions:
 - A. Do you think teams spend equal amounts of time in each stage? Is it possible to skip a stage? What are your experiences when you've formed a team?
 - B. Does every team make it to "performing?" Why might a team not make it?
 - C. Can anyone share an example from their lives where they were a part of a team that went through some or all of these stages?
 - D. What stage do you think our small group is in? Why?

Leadership Development: Leadership Styles (30 minutes)

Goal: Students will be able to describe different leadership styles, and in which situations they may be appropriate.

Materials: Large sticky note poster, marker, leadership style descriptions, cut up and folded so they may be drawn randomly from a hat or something similar. Stick up a poster somewhere easy to write on and for the group to see.

Tell students that now that we've learned how a team forms, we're going to take a look at different types of team leaders. A person's leadership style, whether learned or something that comes naturally to them, can determine where they might lead best or how successful they may be in their role.

1. Ask students to find a partner (a different person from the last activity!). Each pair will draw a leadership style from a hat/bowl/whatever's handy. Ask pairs to read through leadership style carefully, then discuss how they think this type of leader would respond to this scenario:

Scenario #1: You are the owner of a small business with about 50 employees who all work in the same office building. You've noticed that lately many employees seem less enthusiastic about their job, have been turning in lower quality work than usual, and have even been arriving late. This seems to be something widespread among your staff, and not unique to a few individuals. What do you do?

Give students 5 minutes to discuss, then ask each pair to read aloud their leadership style and definition, then share their response to this scenario. Write or have a volunteer write leadership styles on your poster as you go.

2. You should have about half of your leadership styles left in the hat. Have pairs draw a second leadership style, and repeat the activity with this scenario:

Scenario #2: You are a part of a small team of 10 employees that completes project based work for a larger company. You just learned that compared to other teams within your company,

your team completes projects at a slower rate. You're surprised because you previously believed your team was at peak performance, and you think you work very well together. What do you do to increase efficiency and quality of your work?

3. Debrief. Gather in a circle for discussion questions:

- A. Have you experienced being led by someone with one of these styles? What was that experience like?
- B. Do you think each leadership style has merit, or has a place? Why or why not?
- C. Which leadership style do you most resonate with? Or which style do you aspire to?

Leadership Styles Reference:

Coach

A coaching leader is someone who can quickly recognize their team members' strengths, weaknesses and motivations to help each individual improve. This type of leader often assists team members in setting smart goals and then provides regular feedback with challenging projects to promote growth. They're skilled in setting clear expectations and creating a positive, motivating environment.

Visionary

Visionary leaders have a powerful ability to drive progress and usher in periods of change by inspiring employees and earning trust for new ideas. A visionary leader is also able to establish a strong organizational bond. They strive to foster confidence among direct reports and colleagues alike. These leaders are "big picture" oriented, and may need help to see the small, but important, details.

Servant

Servant leaders live by a people-first mindset and believe that when team members feel personally and professionally fulfilled, they're more effective and more likely to produce great work regularly. Because of their emphasis on employee satisfaction and collaboration, they tend to achieve higher levels of respect. These types of leaders are exceptionally skilled in building employee morale and helping people re-engage with their work.

Autocratic

Also called the authoritarian style of leadership, this type of leader is someone who is focused almost entirely on results and efficiency. They often make decisions alone or with a small, trusted group and expect employees to do exactly what they're asked. It can be helpful to think of these types of leaders as military commanders. It can be beneficial when used with employees who need a great deal of supervision—such as those with little to no experience. However, this leadership style can stifle creativity and make employees feel confined.

Laissez-faire or Hands-Off

This leadership style is the opposite of the autocratic leadership type, focusing mostly on delegating many tasks to team members and providing little to no supervision. Because a laissez-faire leader does not spend their time intensely managing employees, they often have more time to dedicate to other projects. Managers may adopt this leadership style when all team members are highly experienced, well-trained and require little oversight. However, it can also cause a dip in productivity if employees are confused about their leader's expectations, or if some team members need consistent motivation and boundaries to work well.

Democratic

A democratic leader is someone who asks for input and considers feedback from their team before making a decision. Because team members feel their voice is heard and their contributions matter, a democratic leadership style is often credited with fostering higher levels of employee engagement and workplace satisfaction. Because this type of leadership drives discussion and participation, it's an excellent style for organizations focused on creativity and innovation. It is also a more time consuming form of leadership, and size of the team can have a strong effect on the democratic process.

Pacesetter

The pacesetter leadership style is one of the most effective for driving fast results. These leaders are primarily focused on performance. They often set high standards and hold their team members accountable for hitting their goals. While the pacesetter leadership style is motivational and helpful in fast-paced environments where team members need to be energized, it's not always the best option for team members who need mentorship and feedback.

Transformational

The transformational leadership style is similar to the coach style in that it focuses on clear communication, goal-setting and employee motivation. However, instead of placing the majority of the energy into each employee's individual goals, the transformational leader is driven by a commitment to organization objectives. Because these types of leaders spend much of their time on the big picture, this style of leading is best for teams that can handle many delegated tasks without constant supervision.

Transactional

A transactional leader is someone who is laser-focused on performance, similar to a pacesetter. Under this leadership style, the manager establishes predetermined incentives—usually in the form of monetary reward for success and disciplinary action for failure. Transactional leaders are also focused on mentorship, instruction and training to achieve goals and enjoy the rewards. While this type of leader is great for organizations or teams tasked with hitting specific goals, such as sales and revenue, it's not the best leadership style for driving creativity.

Bureaucratic

The bureaucratic leadership style focuses on fixed duties within a hierarchy where each employee has a set list of responsibilities, and there is little need for collaboration and creativity. This leadership style is most effective in highly regulated industries or departments, such as finance, healthcare or government.

Leadership Development: Take a Stand

Goal: Students will be able to voice and understand different opinions on leadership and teamwork.

First, create enough space in your small group room that students can walk back and forth to stand on either side of the room. Place something in the center of the room that represents “the middle.”

1. Tell students you will be asking them to “take a stand” on statements or opinions. Designate one side of the room as “agree” and one side as “disagree.” You will read a statement, and then students will need to decide where they stand by either moving to the “agree” side of the room, “disagree,” or somewhere in between.
2. After each statement, ask if there is anyone who would like to share why they are standing where they are. Remind students of the ground rules we have been using as a team all weekend, and welcome friendly discussion! Encourage students who are not participating to voice their opinion, and use your facilitator skills to make sure one or two people aren't dominating the discussion. Students may move if they feel their position has changed based on others' thoughts and ideas.
3. Once you feel your group is ready to move on, read another statement. Continue until you complete all the questions or have 5-10 minutes left in your activity time, then circle up for a debrief.

Leadership Opinion Statements, Agree or Disagree:

1. I am a leader.
2. Other people at my school would say that I'm a leader.
3. Good leaders should be comfortable with public speaking.
4. It is easier for adults to be leaders in their community.
5. There can only be one leader on a team, otherwise there will be conflict and chaos.
6. A leader is good at working with people.
7. A leader should be able to make their friends laugh.
8. Competition is good and leads to success.
9. Someone who prefers to be alone will struggle to be a good leader.
10. Rules and order discourage creativity.

11. A positive attitude is the most important thing.
 12. You need lots of experience to be a good leader.
 13. Most leaders in my life care about me.
 14. I need to agree with someone in order to follow their lead.
 15. A good leader should never act unless they have consulted their team first.
 16. Most leaders in my life are adults.
 17. A good team always stays focused.
 18. A good leader notices when someone else succeeds and congratulates them.
 19. A good leader does not criticize their team or acknowledge their faults.
 20. I can tell who are the strongest leaders in my school.
 21. A good leader has excellent time management skills.
 22. A leader has strong convictions.
 23. If an idea fails, a good leader moves on quickly to the next one.
 24. I have grown as a leader in the past two days.
 25. I still have room to grow as a leader.
4. Debrief. Gather in a circle for discussion questions:
- A. Did anyone feel their mind changed about any of the statements after hearing others' opinions?
 - B. How did it feel to stand on the opposite side of the room from someone? Okay? Or uncomfortable?
 - C. What new ideas are you leaving this activity with?

Reflection - Saturday

Welcome to your last reflection of the weekend! Begin with highlights and heroes of the day. Tonight's special question is: **Who is your biggest role model and why?**

After everyone has had a chance to share, circle up for one last group hug/high-fives/handshakes before heading off to get ready for DJ Dance Party!

References:

<https://www.indeed.com/career-advice/career-development/10-common-leadership-styles>