



Photo by Paul Hanaoka auf Unsplash

#7 Leadership

LEAD A GROUP? ME?

In this unit, trainees learn how to lead a group correctly as an employee. There are different ways of leading a group. And there are different roles in a group. In this unit, the trainees learn what rules there are for leading a group. Basic rules for working well together are also developed together.

PROCESS

No.	Content	Time	Material
1	Warm up	20 Minutes	Blindfolds, ropes
2	Definition	5 Minutes	
3	Roles in a group	20 Minutes	7.1 Roles in a group, Pens
4	Styles of Leadership	25 Minutes	7.2 Styles of Leadership
5	Rules and Consequences	20 Minutes	Posters and Eddings
6	Basic rules for leadership	15 Minutes	Method on cue cards
7	The one-on-one conversation		

1. WARM UP

The trainees always walk together in pairs. Each pair is given a rope and a blindfold. Both take the rope at one end. One person puts on the blindfold.

The person with the blindfold walks across the room. The sighted person holds the other end of the rope at a distance of two metres. If the blind person is in danger, the sighted person pulls on the rope. This sends out a warning signal.

Halfway through, they swap roles.

- * How did you feel as a sighted/blind person?
- * What was easy? What was hard?
- * When do you need people to lead you?
- * What is a guided tour for?

2. DEFINITION

Every group with a programme that has been prepared needs a guide or leader. These person(s) provide the participants with orientation and security. They guide the group through the programme, discuss the rules with the group and help to resolve conflicts. To do this, it is important to know the different roles in a group.

The role of leader is very challenging. Employees have to practise and develop this role again and again.

But if you can lead well, it is valuable for your job and your private life.

3. ROLES IN A GROUP

Questions for the trainees:

Which groups have you been in so far?

What roles have you played there?

What roles have you observed in others?

Now the "Roles in a group" file is needed.

The trainees look at the picture.

Which roles can they recognise?

Each trainee is given one or two role names.

The trainees should now think about it:

Which animal would they give their role name to?

How does this role behave in the group?

Whenever people come together, the same or different roles come together. This can lead to tension or even conflict. For example, if two people want to be the boss. Or if one person always knows everything better. A leader must be able to respond well to such situations. It is therefore important to know what role a person has in the group.

4. STYLES OF LEADERSHIP

The trainees are divided into three groups. Each group looks at a leadership style from file 7.2.

They then have the task of explaining their leadership style to the other groups. The group should also come up with a still image that matches the leadership style.

Alternatively, a role play can be carried out for each leadership style. This requires a volunteer to take the lead. They explain a simple game (e.g. musical chairs) and the rest of the group takes on the role of the participants. They are sometimes loud, sometimes well-behaved... The leader should choose a leadership style and try to deal with the situation. At the end, all leadership styles can be discussed and reflected on again.

Optional questions for the trainees:

How did you feel in your leadership style role?

How did you affect the group or individuals?

Did you have to bend in your role?

The "right" leadership behaviour is not the same for every situation. It always depends on the group and the situation. Age, group phase, group size, whether there are difficult participants and what rules and consequences there are are also decisive factors. It takes practice and reflection to find the right leadership style for each situation. However, the leadership styles usually mix. You need different forms for different situations. In addition, the behaviour must match your own personality. That's why it's good to lead in a team. That way, the individual employees can complement each other well!

5. RULES AND CONSEQUENCES

Common rules are particularly important for a group. They regulate good co-operation: they define how people want to treat each other.

Agreed rules also include the consequences if people do not adhere to the rules.

Rules and consequences must be clearly formulated. They are important tools for good leadership. Rules are a good guideline for the leader and his/her actions in the group.

The trainees are divided into small groups.

Task: Imagine you are working with a leisure programme or a newly founded youth group. What rules would you introduce? Write the rules on a poster.

In the second step, think about what reactions or consequences would be possible if the rules were broken.

Then discuss the rules and consequences with everyone and add to them if necessary.



For rules to be meaningful and effective, a few guidelines must be observed.

Rules are good, if they ...

... are formulated simply and clearly.

... make sense.

... apply to everyone (including employees/leadership).

... Exceptions are clearly understandable and justified.

The "right" leadership behaviour is not the same for every situation. It always depends on the group and the situation. Age, group phase, group size, whether there are difficult participants

and what rules and consequences there are are also decisive factors. It takes practice and reflection to find the right leadership style for each situation. However, the leadership styles usually mix. You need different forms for different situations. In addition, the behaviour must match your own personality. That's why it's good to lead in a team. That way, the individual employees can complement each other well!

6. BASIC RULES FOR LEADERSHIP

The following rules are important for people in leadership:

- Enforce rules, clarify consequences
- Consistent agreements within the team
- Sticking to the rules yourself
- Clarity in language and actions
- Observe and maintain an overview
- Empathy

The DSF method can be helpful for leaders.

Demanding: Rules and expectations are transparent and clear!
The participants should follow the rules.

Supporting: The participants are trusted to do something, their abilities are the focus! Each individual should be encouraged, but not overtaxed.

Feedback: Positive and critical feedback allows participants to learn and grow!

THE ONE-ON-ONE CONVERSATION

Discussion impulses:

1. What function or role do you normally play in a group?
Which animal would you be?
2. How do you imagine "the perfect leader"?
3. How would you like to be as a leader? What is important to you when dealing with other employees or participants?

GOOD QUESTION!

What do you think? What role does God have in this world? And what role do people who believe in God have?

Yasin Adigüzel
Vanessa Gunesch

© 2011 buch+musik, ejw-service gmbh. This course unit is linguistically adapted and supplemented.