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# TOLERANCE. VOLUNTEERISM. LEADERSHIP

*Textbook*

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Nowadays there is a great demand for creative and responsible persons focused on empathy, independence, freedom, independent ideas, judgment and openness to pluralism of opinions, life principles of other people with deep internalization of cultural diversities. The textbook is aimed at solving these current issues and reveals the peculiarities of shaping a personality inclined to leadership, tolerance and volunteerism.

The target readers of the given textbook are students, master's degree students, postgraduates, teachers, instructors and psychologists of different educational establishments.

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# ТОЛЕРАНТНІСТЬ. ВОЛОНТЕРСТВО. ЛІДЕРСТВО

*Навчальний посібник*

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*Надзвичайно важливою є потреба в креативних особистостях з орієнтацією на особистісну відповідальність, емпатію, незалежність, свободу, власні ідеї, судження та визнання різноманіття поглядів, життєвих принципів інших людей, з глибокою інтерналізацією цінностей різних культур. Посібник спрямований на розв'язання даної актуальної проблеми й розкриває особливості формування особистості, що здатна до лідерства, толерантності, волонтерства.*

*Навчальний посібник стане в нагоді студентам, магістрантам, аспірантам, учителям, викладачам, слухачам системи післядипломної освіти, вихователям та психологам закладів освіти.*

# PREFACE

The educational texbook on Volunteerism, Leadership, and Tolerance has been developed by the teachers of Poltava V.G. Korolenko National Pedagogical University. The Ukrainian president, Petro Poroshenko, has announced 2016 as the year of English in Ukraine because it expands better integration of the Ukraine educated young people into the European society. As Ukraine integrates into the international community and Ukrainians seek broader political rights, more government transparency, and social and economic opportunities, the demand for knowledge of both democratic institutions and principles and of English language has greatly increased. The teachers at the university recognize the national need to expand English language instruction and the expanded need of the community for more practical English.

The texbook addresses university pedagogical students and is expected to develop their knowledge and skills in critical thinking while discussing the topics on Leadership, Tolerance, Rights, Freedoms and Responsibilities. This will teach students how to get involved with different organizations within their own communities while contributing to Poltava through their volunteer work and at the same time understand these skills in English.

The texbook can be used by university students to teach local Ukrainian youth on these topics during their internship practice local summer language camps as well as during their teaching practice at secondary schools.

# *TOLERANCE*

# INTRODUCTION

## Formation and Development of Tolerance of Personality in the Educational Environment

*1.1. Content and stages of formation and development of tolerance of students and pupils.*

Based on materials from Wikipedia, *tolerance* (from the Latin. Tolerantia – patience) in the general sense is a weakening or absence of possible reactions to any adverse factors as a result of reduction of sensitivity to its effects. At the individual level it is the ability to take opinions that differ from their own, and the behavior and lifestyles of others without aggression. Tolerance for others' way of life, behavior, customs, feelings, ideas and beliefs is a condition of stability and cohesion of societies, especially those that are not homogeneous either in religious or ethnic or other social dimensions [19].

A survey of students, masters, postgraduate students of Poltava V.G. Korolenko National Pedagogical University (208 people) on the understanding of the tolerance of the individual was carried out. The following answers were received to the question "What are the main features of a tolerant person?": mercy (52,0%); empathy (52,0%); respect (83,3%); humanism (73,4%); responsibility (51,0%); reflection (69,0%); self-regulation (48,9%); tolerance (85,8%).

*1.2. The program of formation and development of tolerance of students' and pupils' youth.*

The program of development of tolerance of students' and pupils' youth was created.

The *objective* of the program is formation and development of tolerance of students' and pupils' (high school students) youth.

*Program task* – is the formation and development of indicators of tolerance: personal responsibility; empathy; constructive interaction with others and the natural environment.

The program involves the creation of a special educational environment with the following *characteristics*: a) setting on the cognitive component tolerance (personal responsibility); b) setting on the emotional component (empathy); c) the formation and development of the behavioral component based on constructive interaction with others and the natural environment.

*Unit №1.* "The formation and development of positive thinking eco – psychological, internalization of human values and understanding of the values of other cultures."

*Unit №2.* "The formation and development of psychological stability, self-control".

*Unit №3*. "Gaining experience of constructive dialogue, friendly and tolerant attitude towards others and the surrounding events that do not violate human rights".

The content of the program units is presented by:

*1. Mini – lecture, discussion, story.* Mini – lectures are different from full – length lectures because they have significantly shorter duration. Usually mini – lectures don`t last more than 10 – 15 minutes, and they are used to convey a new information succinctly to many people at the same time.

Conversation – is a method of verbal discussion of the material that is studied – the most common in education. Its task is, firstly, to update knowledge which is known by students (pupils) through asking questions, and secondly, to achieve the assimilation of new knowledge through independent reasoning, generalizations and other mental operations [13].

The presenter can use intellectual workout. This technique can be used to guide participants in condition of an active "start" by updating their knowledge, exchanging ideas, processing common positions and forming motivation to educational and cognitive activities [18].

*2. The training exercise*. An important component of each block of the author`s program is a set of training exercises, which involves providing psychological conditions that activate the creative and cognitive activity of students (pupils).

It is important to take into account *basic steps:*

1. a clear definition of the problem or topic for discussion;

2. the choice of who will lead the discussion and encourage the emergence of new ideas;

3. to increase new ideas, it may announce a break after a few minutes and then start again;

4. the rules of conduct are:
   – any criticism;
   – borrowing other ideas is not bad;
   – a large number of ideas;

5. to improve the quality of ideas, perhaps at the beginning we need to give to the participants a time to write down their ideas individually;

6. cyclical way of presenting ideas is better because every member or groups can talk about the same idea in turn and ideas are not repeated;

7. the discussion can be conducted in two groups – then each group expands the list which is based on the ideas of the previous group. A changing of the environment can increase the emergence of new ideas [21].

The exercises may include using art therapy products that are based on art and creativity.

*3. Business game.* This is a method of finding solutions in the conditional problem situation. The elements of the business game: distribution of the roles, competitions, special rules, etc. The business game is used as a method of active

teaching its members with aim to develop their skills in decision – making in a variety of educational situations.

**4. Topic "Do you know that? …"** It engages students (pupils) to study issues of tolerance, and gives examples of some interesting life situations. It helps to form personality as an integral part of the environment and increases the level of tolerance.

# LESSON I. What is tolerance?

*Objective:* to create the psychological conditions for understanding the meaning of tolerance, to motivate students (pupils) to exercise tolerance.

*Materials:* paper, pencil or pen, blackboard, chalk.

Introduction by the presenter.

*Estimated rules:* each participant expresses his own opinion, gives examples from their own experience.

The students' expectations: participants write their expectations from the training on the paper, read out and stick them to the poster or just write down the expectations on the board.

The principles of successful classes: active members; motivation for creative activities; creativity; feedback; enhance the position of research participants; optimization of cognitive processes; partner communication.

**Mini – lecture on the theme "Tolerance"**

The parable of the aksakal "In one village an old aksakal was dying. People came to him to tell goodbye and say, "Tell us, a wise old man, how could you create such an order in the family, that all your sons and daughters, daughters – in – law and sons – in – law live together in peace?" It was hard for the old man to talk and they gave him the paper, pencil, and he started to write. When a leaf dropped out from dying hands everyone was surprised – it was written 100 times only one word – tolerance!" [9].

**Express exercise**: Translate the following into English and discuss what tolerance is.



Почуття гумору
Неупереджене ставлення

Уміння знайти спільні інтереси й переваги
Повага до всіх

Уміння не заважати іншим
Надання можливостей самовираження

Розуміння того, що стереотипи не завжди правильні
Уміння довіряти, або не довіряти, не ображаючи інших

Ввічливість
Бажання спілкуватися, домовлятися і знаходити компроміси

Обережність у своїх висновках
Відсутність передчасних висновків

**ЦЕ І Є ТОЛЕРАНТНІСТЬ**

***Activity 1: "Tolerance and personal development".***

I. Answer the questions:

1. How do you understand the meaning of tolerance?

2. What are the main factors that motivate you to develop your tolerance.

3. Is there a need for students (pupils) to feel their personal responsibility?

4. Do you consider yourself as a tolerant person?

5. Give some examples when tolerance should not be shown.



***The game "Associative flower."*** Try to fill in an associative tolerance flower. We need to say what traits a tolerant person has. Students (pupils) paint a flower, name the trait and go to the board to write down it. They do in turn.

***The Varteha's test.***

The author of the test is a German psychologist Eric Varteh. In order to conduct the test we need a sheet of A4, thick black lines divided into 8 equal squares. Each square contains a fixed image that you need to continue. You can make a form for the test by printing this table A4:



*Objective:* You need to continue drawing in each square in order to have a picture . You can fill in squares in any order using different colors.

Interpretation of Varteha's test includes such aspects:

• semantic content of the picture;

• graphics peculiarities (pressure, shading, location);

• in what order the squires were filled in.

A figure in each square activates certain aspect of personality that is unconscious symbol for a certain part of the psyche. The squares number 1, 2, 7 and 8 – are the emotional reaction, the world of feelings. Usually it means: Nature, people, animals.

The squares number 3, 4, 5 and 6 – a rational response, the world of logic. Usually there are inanimate objects created by man. If you notice deviations from this rule – look at this square (topic) problem.

*Square №1:* symbolically dot means the beginning, and in this case it represents how we see ourselves and our place in this world.

*Square №2*: wavy line – a germ, and the space around is the human world. Thus, this squire shows the relationship with others.

*Square №3*: three uplinks symbolize growth and development. In this case they reflect the motivations and plans for the future ambitions.

*Square №4*: black square – a symbol of danger, fear and guilty. This box shows the attitude to life's obstacles, dangers, difficulties and psychological burdens that people carry.

*Square №5*: two perpendicular lines indicate resistance to obstacles. In this picture you can see how a person copes with difficulties and what strategy is predominant. It is assumed that the picture would be pointed to the right.

*Square №6*: two opposite lines start going in different directions, but crossing is required. In this case it means relationships with close people. It is assumed that the line will be connected to the frame or other integrity.

*Square №7*: dots symbolize sensitivity, intuition, sensitivity to external and internal stimuli. This picture reflects the sensitivity, tact, or callousness.

*Square №8*: arc – a symbol of harmony and security. In this case it means a sense of satisfaction, security, a source of strength, but locked objects mean you go into your shell.

*Graphics peculiarities:*

To evaluate the pressure, you need to turn the picture. Then the area of a strong and very weak pressure is clearly visible from the seamy side of the picture. The very these squares cause more stress to a person who draws, because they are problematic and difficult, but it means that a person is decisive and enterprising. If pressure is too weak it may indicate uncertainty, weakness, depression in this aspect (square).

The location of the picture on the top of the square indicates excessive self-confidence, exaggerating of capabilities, if the picture is at the bottom it reveals the uncertainty and impairing the abilities if the picture is at the side – it means dependence and finding support if the picture is in the center – it means adequate self-esteem and confidence.

*Predominant lines:* horizontal – weakness, vertical – determination, shading – anxiety.

Picture Size: very large – emotionality, quite small – depression, modesty.

"Lines and dots":

• ignoring them, because the picture is not associated with them – it means the person is focused on himself or herself, on his or her "inner world";

• drawing them in this picture, but not completely – creativity;

• considers all – concentration on specific, important, significant;

• creates a holistic interesting images – creativity.

When completing squares, people usually start with those squares that he or she "likes", it means that they are " not difficult", "clear", and he or she leaves the squares that "does not like", "some strange", "difficult" [12; 19].

***Business game "Willpower and achieving goals"***

*The objective:* to create the psychological conditions for motivation to achieve the goal by using the most strong – willed efforts.

I. Answer the questions, citing examples from your own experience:

1) What willpower you need in order to achieve maximum results in the educational process?

2) Freedom and creativity. In your opinion, are these two concepts connected?

3) What volitional efforts are necessary for self-development?

4) What volitional qualities a tolerant person has?

***Art Therapy technique "A path to Success"***

*Task:* You need to draw a path to the goal for your hero with a lot of obstacles. A hero can be a student or another person or a fairy tale character. The hero must have a goal – for what he overcomes all these difficulties (e.g. treasure, house, friend). The path of the hero usually runs through the whole paper, and the more obstacles you draw – the better! When drawing is completed, it is important to discuss each obstacle: how the hero will be able to overcome it. It is important that the hero himself overcome them (climbing, jumping, sailing) without using any magic. It is good, if the students are able to make up 2 – 3 ways how to overcome the obstacles [12; 19].

Summing up.

# LESSON II. Think Positively

*Objective:* to create the psychological conditions for understanding the meaning of positive thinking, motivate students (pupils) to exercise tolerance.

*Materials:* paper, pencil or pen, blackboard, chalk.

Introduction by the presenter.

*Estimated rules:* each participant expresses his own opinion, gives examples from his or her own experience.

The students' expectations: participants write their expectations from the training on the paper, read out and stick them to the poster or just write down the expectations on the board.

The principles of successful classes: active members; motivation for creative activities; creativity; feedback; enhance the position of research participants; optimization of cognitive processes; partner communication.

***Activity 1: "Against conflicts, violence and discrimination"***

I. Answer the questions:

1) What are the main factors that cause conflicts in society?

2) What is your attitude to the conflict?

3) What are the main factors that contribute to violence in society?

4) What are the main factors that contribute to discrimination in society?

*Art Therapy exercise "Avoidance of conflicts, violence and discrimination"*

On a sheet of paper students (pupils) in micro groups have to draw a conflict, violence, discrimination as "targets" and three factors that they "crash" them on small parts. Then each micro group has to explain the drawings.

Summing up.

### Activity 2: "We overcome stereotypes"

Task. Students (students) are offered pictures or photos of strangers. Everyone has to talk about personality: who is this person, whether he or she has problems with the law, and so on.

### Activity 3: "Warm Up"

Get into pairs. Now I am going to label you a 1 or 2.

If you are a 1, you will receive a drawing. You must describe to Person 2 how to draw it without showing Person 2 the drawing. You are only allowed to speak and may not help in any other way.

If you are a 2, you can only use your left hand, and cannot use your right hand for anything. You are not allowed to see the picture and you are not allowed to talk.

– Try to draw the picture from only listening to Person 1.

– Was this easy or challenging? Who was it easy or challenging for? Why?

– How did it make you feel when you couldn't do the task correctly, or at all?

– Did these people choose to be impaired?

### Activity 4: "Mystery Object"

Without looking, pick an object out of the bag and try to guess what it is. Was this activity difficult?

– Television without Sound. We are going to watch this show for a couple of minutes with no sound. What was it like watching television with no sound?

– Blind Walk. Find a partner. One person will close their eyes. The other person will lead them around the room for 3 – 5 minutes. Walk all around the room. After a little bit of time, you will switch roles and repeat for another 3 – 5 minutes. Since you were not able to see, did you find yourself more alert?

Summing up.

## LESSON III. Self-regulation and coping action

*Objective:* to create the psychological conditions for understanding the meaning of self-regulation and coping actions to motivate students (pupils) to exercise tolerance.

*Materials:* paper, pencil or pen, blackboard, chalk.

Introduction by the presenter.

*Estimated rules:* each participant expresses his own opinion, gives examples from his or her own experience.

The students' expectations: participants write their expectations from the training on the paper, read out and stick them to the poster or just write down the expectations on the board.

The principles of successful classes: active members; motivation for creative activities; creativity; feedback; enhance the position of research participants; optimization of cognitive processes; partner communication.

### Mini – lecture "Self-regulation and coping action."

*Self-regulation* – is the ability to see the ultimate goal of human activity, independently finding the best ways to achieve it and ensure implementation. The result is a self-training focus, organization, skill mastery. Self-regulation has a structure common to all activities and consists of the following components: the purpose of the model relevant conditions, a program of action, evaluation and correction. Self-regulation – the ability to create individual work program and on this basis to control his actions and state. Formation of self-organized training activities disciple equips skills independently perform tasks ability to study lays the foundation [8; 10].

The works which are devoted to the study of the phenomenon of coping behaviors appeared in foreign psychology from the second half of the XX century. In this work, the authors used the German term "bewaltigung" (overcome). Domestic researchers used term "coping behavior" which is interpreted as a psychological coping. Coping behavior implies individual human way out of a difficult situation by its importance in life [19].

### Activity 1: "I feel empathy"
Task:
I.  Consider a fragment of a film about expression of empathy. Comment. Express your attitude.
II.  Answer the question:
1. What is empathy?
2. Do you have empathy?



3. What factors influence the formation and development of empathy?
Summing up.

### Activity 2: "Culture of peace"
According to UN documents and UNESCO education means building a culture of peace and the development of social relations, based on freedom, justice, tolerance, solidarity, rejection of violence and all conflicts are resolved through dialogue and negotiation. So what are the basic five positions, in your opinion, that are indicators of a culture of peace? (Answers may be in microgroups).

***Activity 3: "Rules of tolerant communication."***
*Task.*

State the "Bank regulations tolerant communication 'supplementing the rules that are proposed:
– always be careful;
– be tolerant in the dispute and express your views;
– treat the companion as you would like to be treated by others;
– be humane and merciful;
– Not only listen to, but hear the interlocutor;
– Not to offend the interlocutor.
*Summing up.*

***Activity 4: "Each of us is a personality."***
*Task:*

Answer the questions:
1. How do you understand the concept of "personality" and "individuality"?
2. What traits should a person have to be tolerant in communication?
***Art Therapy "Collage"*** with microgroups of students. Collage is one of the best practices for the person that does not cause stress. The material for creating a collage can be illustrations from magazines, natural materials, personal photos and images. The theme of the collage is "The personality that has a tolerant dialogue." Instructions: Pick the image for a given topic and make a composition. It is allowed to do absolutely everything you want with the materials, you can complement the work with comments and inscriptions [19].

***Activity 5: "Help another person in word and deed."***
Tasks.
I. Take part in the competition "The word support."

Microgroups have to choose an envelope with a letter. The letters are distributed among team members who have a short time to line up in order to form words (e.g. best). Each team offers five words.
II. Take part in the competition "Action in support."

Representatives from microgroups are proposed to build with balloons homes for homeless animals with closed eyes (wearing darkened mask). Other team members should assist members of a rival team. The question is, how the representatives of rival groups will act?
Summing up.

# CONCLUSION

Therefore, the program for students tolerance development, initiated by the by the organization "Peace Corps in Ukraine" within International research project on "Leadership. Tolerance. Volunteering " provides an environment that promotes personal responsibility, empathy, constructive interaction with others and the natural environment.

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# GLOSSARY

**Responsibility** – general sociological category that expresses a conscious attitude of a PERSON to the requirements of PUBLIC NECESSITY, DUTIES, social objectives, NORMS and VALUES. Responsibility means understanding the nature and significance of its CONSEQUENCES for society and social development, behavior person in terms of the interests of society or a particular GROUP.

**Humanism** – trend in the WESTERN EUROPEAN RENAISSANCE CULTURE that recognizes the PERSON as the HIGHEST VALUE in a world where we can the respect for human DIGNITY, the right to happiness in life, free expression of feeling and natural ability.

**Goodwill** – relation to a person focused on the promotion of the good, the implementation of good.

**Image** – artificial IMITATION or representation of the external shape of any OBJECT, especially a person.

**Envy** – a manifestation of achievement of motivation, in which one's real or imagined advantages in acquiring social wealth – wealth, success, status, personal characteristics, etc. – are perceived by the subject as a threat of values "I" accompanied affective experiences. Psychological basis of envy – emerging in the individual moral sense of humanity (in relation to the other as himself) and the lack of a sense of joy of its success.

**Environmental consciousness** – the highest level of mental reflection of natural and artificial environment, own inner world, a REFLECTION about the place and role of man in the biological, physical and chemical world, and self-regulation of the set display. Environmental consciousness has all the signs of conscious human activity in general, with the only difference that it initiated environmental content.

**Empathy (compassion)** – understanding of RELATIONSHIPS, FEELINGS and MENTAL STATES of other person in the form of FEELING.

**Ethics** – the SCIENCE that studies MORALITY. The philosophical discipline that studies MORALITY and social norms of behavior. The term also often used as the definition for standards of moral rules of a social or professional GROUP.

**Ethnopsychology** – a branch of PSYCHOLOGY that studies the psychological characteristics of different people and cultures, literally "the study

of the national spirit." The SCIENCE of mental originality of people belonging to different ethnic groups (tribal communities, ethnic groups, nations), patterns of formation and functioning of national identity, ethnic STEREOTYPES.

**The consensus** – general AGREEMENT on CONTENTIOUS issues, to which come the NEGOTIATING parties, CONVENTIONS, CONFERENCES, which is characterized by the lack of serious objections on significant matters of most STAKEHOLDERS and resulting from the PROCEDURE that takes into account the views of all parties and the convergence of divergent views.

**The conflict** – a clash of opposing interests and opinions, stress and extreme intensification of contradictions that leads to action, complications, fighting involving complex CONFLICTS.

**Xenophobia** – a concept that denotes respect obsessive fear of strangers or just something unfamiliar, alien or fear of foreigners and hatred of them.

**Culture** – a set of material and spiritual values created by MANKIND throughout its HISTORY; historically acquired a set of rules in SOCIETY for its preservation and HARMONIZATION.

**Cultural universals** – is rules, traditions that are common to all cultures, regardless of geographical, historical time.

**Mentality** – a system of beliefs, ideas and attitudes of individual or social group, reproduction of cumulative experience of previous generations. Keywords in determining mentality are a world view, a set of spiritual values, not always recognized the vital system of coordinates and UNCONSCIOUS STEREOTYPES. The word usually used in the context of the social community (NATION, PEOPLE, ETHNIC GROUP).

**Mentality –** a collective unconscious, the phenomenon of critical thinking, in reflective ethnic community, which mainly operates actions and social confirmed for the habits, canonized beliefs; this option is inherent in the nation's worldview and behavior, which is implemented on a common language, cultural, moral and ethical basis.

**Mercy** – the active desire to help anyone who has this need. This is the epitome of high love of neighbor. In the Christian doctrine every person duty were the following charitable deeds: to feed the hungry, to give drink to the thirsty, clothe the naked, visit the sick, bury the dead. Expressions of spiritual charity – it's good advice. Mercy is based on such qualities as compassion, kindness, benevolence and incompatible with arrogance, indifference and brutality. This term is used to describe the softness, leniency or sympathy, found one person in relation to another. This is – one of the essential virtues of chivalry and Christian ethics, compassion also applies to concepts of justice and morality in behavior between people.

**National consciousness** – a combination of social, economic, political, moral, ethical, philosophical, religious beliefs, behavior, customs and traditions, values and ideals, which are features of the life of nations and ethnic groups.

**Respect** – abstract social category that reflects the assessment of dignity, superiority. It is based on the recognition of the high quality of someone or something for which this social assessment is conducted.

**Racism** – political theories and practical actions, based on RACIAL DISCRIMINATION, on the division of people into biologically different groups based on visible features of appearance, such as: color skin, structure and hair color, FACIAL features, body building, etc., so on a RACE and a different attitude to people and their communities, depending on the accessories of these groups (races). According to the racist theories, people of different races differ in social and biological behavior.

**Reflection** – PHILOSOPHICAL method in which the object of knowledge itself can be a way of knowing (EPISTEMOLOGY) or knowledge, thought, action (EPISTEMOLOGY).

**Personality** – a reflection of the social nature of a PERSON, consider it as a personality, and the subject of social and cultural life that is revealed in the context of social relationships, communication and objective activity, social system caused mental qualities of the INDIVIDUAL, defined HUMAN involvement to the concrete SOCIAL, cultural, historical relations.

**Self-regulation** – is informed in advance and organizing influence the subject in his own mind to change its characteristics in the right direction and expected.

**Freedom** – the opportunity to make CHOICE according to their desires, interests and goals based on knowledge of objective reality. Lack of choice, options distinction events equivalent to lack of freedom, captivity, slavery. Freedom is one of the manifestations of CHANCE, controlled FREE WILL (will of forethought, perceived freedom) or stochastic law (unpredictable leakage events, unconscious freedom). In this sense, the concept of "freedom" opposite to concept of "NECESSITY."

**Creativity** – human activities aimed at the creation of a new, previously unknown spiritual or material assets (new works of art, scientific discovery, engineering and technology, management or other innovations, etc.).

**Tolerance** – the ability to endure, indulgent treat other people's habits, customs, beliefs and so on.

**Tolerance** – in general meaning weakening or lack of opportunity reactions to any adverse factors resulting in reduced sensitivity to its effects. At the individual level – the ability to perceive without aggression opinions that differ from their own, and the behavior and lifestyles of others. Tolerance for others' way of life, behavior, CUSTOMS, FEELINGS, IDEAS and beliefs is a condition of STABILITY and COHESION of societies, especially those that are not homogeneous either in RELIGIOUS or ETHNIC or other social dimensions.

**Value** – any material or IDEAL PHENOMENON, which is important for a PERSON or society, for which it acts, spending power, time, money, health, etc., for which she lives.

# *VOLUNTEERISM*

# LESSON I. Introduction to Volunteerism, Greeting

*Part I. Icebreaker*

*Objective:* to help students get to know each other better, create relaxing atmosphere and reduce inhibition

Volunteers often don't really know much about each other. We can help by using a "disclosure" question to break down the masks that people often wear at meetings. When people get to know one another at a more personal level, they have more fun when working.

Acquaintance games are always employed when a group must get to know each other at the beginning. This is usually the case at the beginning of a new group meeting or on the first evening of a children's or youth's camp.

The imagination knows no limits when it comes to that kind of games. The important thing is the goal: The members of the new group will be in various stages of knowing each other, of familiarizing one another. The other aim is to reduce inhibitions and to build a certain group dynamics.

A relaxing atmosphere is important, regardless what kind of team that is. For a group to harmonize and work together well, it is important that all individuals get to know each other as well as possible. And what is the easiest way to do so? Of course: Also with a game!

Suitable are all games where the children must say something about themselves. You can turn it into a quiz, which also challenges the memory of each individual. In this case, a player has to listen to the other, what he tells about himself and his life. Then questions are asked, which are to be answered by the listener.

However, games to get to know each other can be exciting and full of action. For example, various sports games are very well suited for this occasion. A classic is the "Ball with a name" game in which the players each throw a ball, thereby calling the name of the catcher out loud. Thus, the names of the other group members are learned playfully and the first barrier is broken.

But games "to get to know each other" are suitable not only for the first meeting but also to deepen relations within themselves. This is useful, for example, when a child – or youth group just recently was formed and wants to take some time off for a trip or a youth camp in the near future. With the appropriate games, you can ensure in advance that the participants better understand each other and form a perfect team later on the trip.

*Community Building Ice – breakers – Getting to Know You*

Have everyone get in groups of about six (if your entire board or volunteer committee is ten or under, you can all stay in one group). Have each one answer one or all of the following questions.

1. In high school you would most likely find me _____. Have each person fill in the blank. Many of the answers I have heard are the following:
   - In the classroom reading books;

- In the principal's office;
- On the stage;
- In the gym;
- In the yard talking.

2. What is the longest you have ever worn your hair? When?
3. What is the strangest food you have ever eaten?
4. What was your most prized toy as a child?
5. If you could have a t – shirt printed with a message, what would it be?
6. If you were stranded on a desert island . . .
    - What three items would you take with you?
    - What three people would you take with you?
7. What one thing that you are not doing, if you would do, would have a great impact on your life?

The answers open the door for follow up questions. Another variation of this ice breaker is to have people write down their answers on a card. Collect the cards, shuffle them and then hand them out. Have each person try to guess whose card they have?

### Two Truths and a Lie

Have participants say 3 things about themselves – 2 true and 1 lie. Others guess what the lie is.

**My Favorite ...**

Have everyone write on a piece of paper their answers to these questions: What is your favorite food, animal, TV show, hobby, and color? Sign your name. Don't let anyone else see the answers. The leader then reads the answers to the whole group, and members try to guess whom each set of answers belongs to. Award one point for each right guess. The person with the most points wins a prize.

### Common Traits

Give each person a list of 5 to 10 traits that they must find in common with the people around them. Sample items could be: "Find someone that was born in the same month," "... someone who lives in your city(street)," or "...has a cat (or a dog)." A prize is awarded to the participants with the most in common.

It is impossible to listen to the honest reflections of another board member without being drawn to that person.

### Part II. Course Outline

The following openers are used to set the stage for the event or meeting.
- Quote: "Don't despise your contributions to Humanity. Every little kind deed counts." – Think Great: Be Great! by Lailah Gifty Akita
- Discuss goals and objectives of the Future Volunteering Program.
- Discuss course outline and certificate
- Discuss expectations – participation, commitment, rules

**Event and Meeting Planning Openers**

Pass out one light bulb or balloon to each participant. Have each participant write:

1st side – what they would *most want to change* to enhance/improve their community.

2nd side – one thing they think they *can* change in their community.

Group Discussion: go around in circle and the class shares what they have written.

**Question: Why do so few people believe it is possible to change the one thing they most wanted to change?**

Explain to participants that one of the most important characteristics of a good volunteer is that they must have passion for the cause. They need to believe that their volunteering makes a difference and the organization they volunteer for is honest and has integrity. With their passion, they can inspire others to take up their cause.

Collect light bulbs or balloons from each participant and keep to discuss.

### Our Organization _____ (Planning – Meeting Opener)

Write the words "agree," "disagree," "strongly agree" and "strongly disagree" on separate pieces of paper and post them on four different walls of the room. Then make a statement such as:

1. Our organization can change the world.
2. Our organization has a focused mission.
3. Our organization is facing a major threat.
4. Our organization is living in the past.
5. Our organization stands on the threshold of opportunity.
6. Our organization is alive and growing.

Have everybody move to the part of the room that matches their opinion. Have the group discuss why they chose their response.

### Simple Lead – Ins

Ask participants to state one or two "burning questions" they hope will be answered in this session. Have participants describe one strategy/resource they have used successfully (relevant to the topic of the meeting/training). Have them state their personal definition of the topic (i.e., team, community, mission, a cause).

### The Check In

Have each person say, "I am ____ % here today. The rest of me is _____." Let each person talk about where his/her mind is. As a leader you discover how big a job you have to get everyone focused on your meeting agenda.

# LESSON II. Volunteering

*Objective:* to introduce the concepts of Volunteerism and Volunteer.

### Group Activity: Naming Volunteers

1) Show pictures of famous people and ask students: What is in common in those people.

*(Pictures of Hilary Swank, Seth Green, Natalia Vodianova, George Clooney, Ben Affleck., Angelina Jolie, Madonna, Princess Diana, Brad Pitt, Singer Bono, Matt Damon, Ben Affleck,* Mother Teresa)

The answer – there acted as volunteers.

2) Divide participants into groups of five.

Ask students to make a list of five people who they think are/were volunteers (these "volunteers" can be dead or alive). For each volunteer, participants should have clear and definite reasons to support their chosen volunteer.

*Presentation:* Have one representative from each group present their choice of five volunteers. *Note: Encourage members from other groups to ask questions.*

### Identify concepts belonging to volunteerism

Write the words "agree," "disagree," "strongly agree" and "strongly disagree" on separate pieces of paper and post them on four different walls of the room. Then show different notions such as: **Altruism, Care, Voluntary, Privacy Policy, Philanthropist, Charity work, Animal Welfare, Remuneration, Red cross, Self-fulfillment, Support, Volunteer, Benefactor, Charity, Free services, Patron activity, Humanity.**

Ask participants to stand near the wall they think that that notion is belonging to the concept Volunteering. Let them prove their decision.

### Signs of volunteering

Divide participants into groups of five. Ask students to make a picture of daisy where the petals will be the sign of volunteering. For each "petal", participants should have clear and definite reasons to support their chosen **signs of volunteering.**
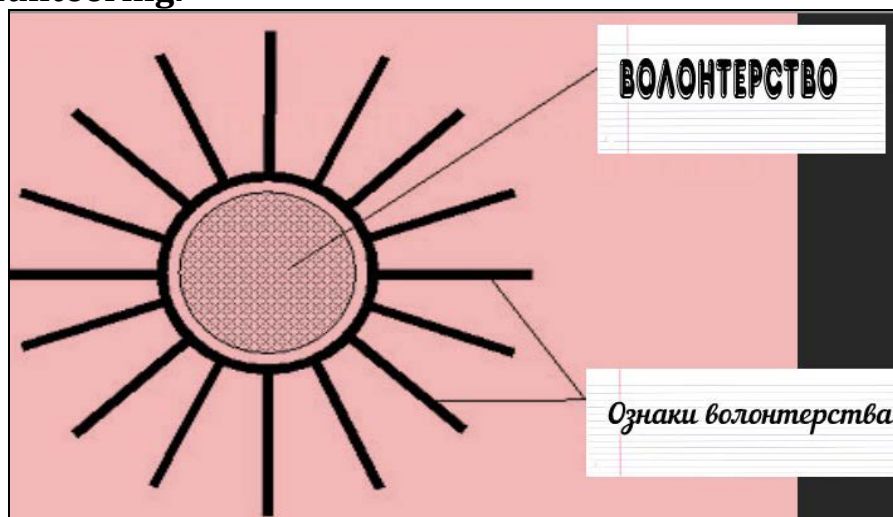


Reflecting upon the list of qualities of volunteer and the reasons the participants gave for their choices, have each group brainstorm two qualities a volunteer is... and two qualities a volunteer IS NOT. *Dictionary definition of "a volunteer": a person who performs or offers to perform voluntary service.*

*Definition from Wikipedia: "**Volunteering** is generally considered an altruistic activity where an individual or group provides services for no financial gain. Volunteering is also renowned for skill development, and is often intended to promote goodness or to improve human quality of life. Volunteering may have positive benefits for the volunteer as well as for the person or community served. It is also intended to make contacts for possible employment. Many volunteers are specifically trained in the areas they work, such as medicine, education, or emergency rescue. Others serve on an as – needed basis, such as in response to a natural disaster."*

As example:

PASSION: You must have passion for the cause. You need to believe that your volunteering makes a difference and the organization you volunteer for is honest and has integrity. With your passion, you can inspire others to take up your cause.

COMMITMENT: To make a difference, to make a change, you need to be committed to you cause. Generally, if you're passionate about a certain cause, you are committed to do anything that's needs to help the cause.

POSITIVE ATTITUDE: You should volunteer with a joyful spirit that reflects a positive attitude, not just a smile on your face but in the amount of effort and energy you put forth. Whether you are unloading boxes from a truck in the middle of summer or shovelling snow for the elderly, you need have enthusiasm and drive for what you're doing.

DEPENDABILITY: This is crucial for non-profit organizations, can they count on you when you agree to volunteer. Your reputation and accountability reflect on your daily life, not just when you are volunteering.

PUNCTUALITY: Be on time, others are counting on you. Don't be one that feels they don't have to be on time because you're not getting paid, then you're volunteering for all the wrong reasons.

### Definition of Volunteerism and Volunteer

Ask the following questions to participants:

- Are volunteers the only people who do good things?
- What is the difference between being a volunteer and being a philanthropist? Give examples.
- Make a class definition of volunteering and of volunteers.

Keep it up on the wall during each lesson and see if it needs to be changed during subsequent lessons.

The word "*volunteer*" raises complex issues. Not everyone defines it the same way and many, many people who donate time and effort without financial reimbursement never apply the label of volunteer to themselves. In this section you will find a variety of resources discussing these issues from different perspectives.

**Volunteer,** *verb* – to choose to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit, going beyond one's basic obligations.

This definition is from the Introduction to *By the People: A History of Americans as Volunteers* by Susan J. Ellis and Katherine H. Campbell.

But it is not enough to only consider the verb form. Add the noun form, too – and from two perspectives:

**Volunteer,** *noun* – from the *perspective of the doer***:** Someone who gives time, effort and talent to a need or cause without profiting monetarily.

**Volunteer,** *noun* – from the *perspective of the recipient of service***:** Someone who contributes time, effort and talent to meet a need or further a mission, without going on the payroll.

**What is not labelled "volunteering," but actually does fit the definition above?**

**What is called "volunteer" but is NOT part of volunteering as defined here?**

- **The "All – Volunteer Army"**

The US military has a long tradition of using the word volunteer to mean volunt*ary*, non-draft, uncoerced service, but the soldiers are fully salaried once they are inducted. Historically, "volunteer militias" may have been both non-draft and non-paid (no one is paid to rebel!), but only until funds were available. Note that there is irony here, too, since countless soldiers learned the mantra "never volunteer!" as self-protection.

- **Medical "volunteers"**

Again, the medical field relies on volunt*ary* participation in drug and treatment trials, where the consequences may be risky, but more often than not the subjects are paid money.

- **Not everything that's volunt*ary* is volunt*eering*,** particularly in a free society. A few examples:

- In most cases, you can freely choose your friends, your job, your school, your place of worship.

- You can *join* a club, an association, a recreational sports team. Being a member is not, in and of itself, volunteering, although it is voluntary. However, if you become an officer, chair a committee, or give time to a project, you *do* become a "volunteer" as defined on this site.

- Service done without remuneration, but within the reasonable expectations of being a family member, such as caring for a sick child or aging parent.

- Service done without remuneration, but within the reasonable expectations of being a citizen in a democratic country, such as voting and paying taxes.

- When an airline agent asks for "volunteers" to give up their tickets on an overbooked plane in exchange for a free ticket anywhere on the system.

- Natives of Tennessee or players on **Tennessee sports teams** (all called Volunteers).

- **Plants that grow where they wish**, called "volunteers" in gardening.

*Checklist*

These lists are not exhaustive. However, they can help an organisation to support a volunteer if they know what has motivated that person to be there. They also help the organisation to develop a support network for volunteers if they are able to be clear why they are inviting volunteers to be part of their work.

**I want to volunteer because:**

- I want to make friends;
- I believe in the values of the organisation;
- I now have more time on my hands;
- I want to help people with a specific situation;
- I want to gain experience of a specific situation;
- I need experience for University;
- I need to practise a new skill before applying for a new role;
- I want to experience different work situations;
- I want to do something which I feel is valued and worthwhile;
- I want to say thank you to a particular organisation;
- I need practical experience in order to graduate from my course;
- I am new here and want to learn how things work;
- My family have always supported volunteer organisation;
- I want to give something back to my community;
- I want to feel part of something;
- I have 3 months to spare.

**We want volunteers because:**

- As a community organisation we want to involve the community in our work;
- We rely on volunteers to offer our basic services;
- To support staff in their work;
- To help make our service more informal and friendly;
- Because they have time to give;
- Volunteers can promote our work and our organisation in the outside world;
- Volunteers can expand our activities because we can call on a wider range of skills;
- Because volunteering enables us to involve more people – it can help us ensure that the organisation benefits from the experience of all community groups;
- Volunteers may have first – hand experience of the situations of our patients and users, so they can help us to provide a more sensitive service;
- Voluntary work offers a range of experience to volunteers.

# LESSON III. Are volunteers happier?

*Objective:* to enable students to understand the benefits of volunteering

***Doing good deeds***

What can you do? Complete this table and share what you wrote with your partner(s). Change partners often.

| For... | What can you do? | What will the effect be? |
|---|---|---|
| a parent | | |
| a student | | |
| your town | | |
| an old person | | |
| your teacher | | |
| a charity | | |

***Volunteer:*** Students A **strongly** believe everyone should be made by law to volunteer; Students B **strongly** believe not. Change partners again and talk about your conversations.

***Causes:*** Rank these and share your rankings with your partner. Put the best causes at the top. Change partners often and share your rankings.

- an old people's home
- clean up a river
- animal shelter
- teach kids computer skills
- restore a local building
- raise cash for starving people
- town tour guide
- plant trees and flowers

***Help:*** Spend one minute writing down all of the different words you associate with the word "help". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

***Science says that volunteers are happier!***

Before reading

**1. True / False:** Read the headline. Guess if a – h below are true (T) or false (F).

| a. | A new study says volunteering increases your longevity by 22 years. | T / F |
|---|---|---|
| b. | Researchers looked at over 400 different studies into volunteering. | T / F |
| c. | Volunteering reduces the chances of dying in the next seven years. | T / F |
| d. | Australians seem to be the most willing volunteers. | T / F |
| e. | A researcher said her work with volunteering was finished. | T / F |
| f. | The researcher said biological factors create a willingness to volunteer. | T / F |

| g. | A different study gave three possible reasons why people volunteer. | T / F |
|---|---|---|
| h. | The second reason was that volunteering helps reduce stress. | T / F |

**2. Synonym match:** Match the following synonyms from the article.

| | | | |
|---|---|---|---|
| 1. | deeds | a. | likelihood |
| 2 | boosts | b. | evaluation |
| 3. | rates | c. | different |
| 4. | chances | d. | acts |
| 5. | lending a hand | e. | confirm |
| 6. | review | f. | increases |
| 7. | establish | g. | levels |
| 8. | willingness | h. | feeling |
| 9. | separate | i. | helping out |
| 10. | sense | j. | desire |

**3. Phrase match:** (Sometimes more than one choice is possible.)

| | | | |
|---|---|---|---|
| 1. | Volunteering can make you happier and | a. | on our health |
| 2 | Doing good | b. | to volunteer |
| 3. | The effects of volunteerism | c. | a hand |
| 4. | Australians lead the | d. | review |
| 5. | 36% of the population lending | e. | help you live longer |
| 6. | Systematic | f. | cultural factors |
| 7. | Associated with improvements | g. | deeds for others |
| 8. | Biological and | h. | sense of happiness |
| 9. | Associated with a willingness | i. | in mental health |
| 10. | It gives us a deep | j. | way in volunteering |

# READING

Volunteering can make you happier and help you live longer, according to a new study. A research paper published on Friday in the journal BMC Public Health says doing good deeds for others boosts your mental health and increases your longevity. Researchers from the UK's University of Exeter reviewed 40 academic papers into the effects of volunteerism on our health. They found that volunteers had lower rates of depression, an increased sense of well – being, and a 22 per cent reduction in the chances of dying within the next seven years. Australians lead the way in volunteering, with an estimated 36 per cent of the population lending a hand.

Lead researcher Dr. Suzanne Richards said: "Our systematic review shows that volunteering is associated with improvements in mental health, but more

work is needed to establish whether volunteering is actually the cause." She added: "It is still unclear whether biological and cultural factors and social resources that are often associated with better health and survival are also associated with a willingness to volunteer in the first place." In a separate study from the University of Michigan, researchers suggested three reasons why volunteering may be beneficial. First, it involves physical activity; second, the social connections we make help to reduce our stress; and third, it gives us a deep sense of happiness.

After reading
**1. Word search:** Look in your dictionary / computer to find collocates, other meanings, information, synonyms … for the words 'mental' and 'health'.

| **Mental** | **Health** |
|---|---|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

**2. Article questions:** Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

*Read more:* http://www.breakingnewsenglish.com/1308/130826 – volunteering.html#ixzz47a77VOPb

# LESSON IV. What can I do as a volunteer?

*Objective*: show students the possibilities for volunteering and the importance of volunteer activities for society

| **Role A – Clean up a river** |
|---|
| You think cleaning up a river is the best volunteer project. Tell the others three reasons why. Tell them things that are wrong with their projects. Also, tell the others which is the least useful of these (and why): helping out in an animal shelter, lending a hand to restore an important building or planting trees and flowers. |
| **Role B – Animal shelter** |
| You think helping out in an animal shelter is the best volunteer project. Tell the others three reasons why. Tell them things that are wrong with their projects. Also, tell the others which is the least useful of these (and why): cleaning up a river, lending a hand to restore an important building or planting trees and flowers. |
| **Role C – Restoring a building** |
| You think lending a hand to restore an important building is the best volunteer project. Tell the others three reasons why. Tell them things that are |

wrong with their projects. Also, tell the others which is the least useful of these (and why): helping out in an animal shelter, cleaning up a river or planting trees and flowers.

**Role D – Plant trees and flowers**

You think planting trees and flowers is the best volunteer project. Tell the others three reasons why. Tell them things that are wrong with their projects. Also, tell the others which is the least useful of these (and why): helping out in an animal shelter, lending a hand to restore an important building or cleaning up a river.

STUDENT A's QUESTIONS (Do not show these to student B)
- What did you think when you read the headline?
- What springs to mind when you hear the word 'volunteering'?
- How important is volunteering?
- What things have you volunteered to do?
- How does volunteering make you feel?
- What do you think about what you read?
- Will you volunteer (more) now you know you can live longer?
- What are the best things to volunteer for?
- Should there be a law to get all of us to volunteer?
- How does volunteering change the world?

STUDENT B's QUESTIONS (Do not show these to student A)
- Did you like reading this article? Why/not?
- Why do people volunteer?
- Is there anything bad about volunteering?
- Why are some people more willing to volunteer than others?
- From what age should people start volunteering?
- Are volunteers, heroes?
- How is volunteering good for your future?
- Should volunteering be part of the curriculum in all schools?
- Do you think volunteering gives us "a deep sense of happiness"?
- What questions would you like to ask the head researcher?

***What can I do as a volunteer?***
Students will learn about things that could constitute volunteering, like:
- offering to help others pack up (inside and outside)
- tidying up in the playground
- watering or weeding the school garden
- putting junior fiction books away in the library
- doing things on the daily class jobs list.
1. Draw attention to the saying:
IT'S OKAY TO DO SOMETHING NICE FOR SOMEONE. IT'S OKAY TO DO SOMETHING NICE FOR YOURSELF.

2. Draw the student's attention back to the focus statement: When you do something nice for someone else that helps them just because you can, that is called volunteering.

3. Ask students: What types of things could we do around our school that would let us say we were volunteers?

4. Add images on a chart to depict answers (Worksheet "THIS WEEK I WILL VOLUNTEER BY…").

5. Students choose at least two things they can do as a volunteer this week and complete their volunteering chart.

6. Remind the students each morning about their volunteer commitment.

7. At the end of the week students talk about what they did and how they felt helping out.

Summing up

*Whole group:* Through class discussion, students contribute their own understanding and ideas of what volunteering means to them.

Students suggest at least three ways they can do something to help someone else within familiar environments such as home or school.

**Worksheet THIS WEEK I WILL VOLUNTEER BY…**

| Insert student's picture here | |
|---|---|
| Student finds and cuts out a picture that will represent what activity they will do and pastes it here. | Teacher will write a simple sentence here about what the child will do. |
| Student finds and cuts out a picture that will represent what activity they will do and pastes it here. | Teacher will write a simple sentence here about what the child will do. |
| Student finds and cuts out a picture that will represent what activity they will do and pastes it here. | Teacher will write a simple sentence here about what the child will do. |

# CONCLUSION

Volunteering gives you an opportunity to change people's lives, including your own. It gives you the satisfaction of playing a role in someone else's life, helping people who may not be able to help themselves. Volunteering is a way of giving back to your community while developing important social skills, and gaining valuable work experience all at the same time.

There are so many beneficial ways of getting involved in and giving back to your community. Not only is volunteering a rewarding experience, but it helps teenagers' reputations. By giving up a few hours of your day to clean up the local community park, you may bring a lifetime of happiness in some child's life. Or provide shelter and warmth to a family who lives on the streets by volunteering

to help in building them a home. Why not spend a little time helping others, because in the end, what goes around comes around.

Volunteering is not only effective, but it's a good way to meet people, learn, and develop social skills. By helping or supporting others, you learn and use new skills gaining confidence.

These are just a few reasons why volunteering is important. Not only does it bring hope and happiness to people, but it also leads to spiritual and personal growth. It is an experience that cannot be bought with any amount of money.

If you are a potential volunteer, an existing volunteer and/or an organization recruiting volunteers and you have reached this point, well done! Volunteering is not only a worthwhile role but should also be fun and rewarding. We hope the contents will be enhancing your volunteering experience.

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# *LEADERSHIP*

> "Before you become a leader, success is all about growing yourself.
> After you become a leader, success is about growing others".
> **Jack Welch**

# INTRODUCTION

When we hear the word **leadership** it may seem we know and understand what it is all about. Yet, as a concept and phenomenon, it has many facets. How do people become leaders? What does it take to be a leader? What are the characteristics and circumstances that crystallized certain leaders? These and many other questions need to be answered in order to get a clear picture of what it means to be a leader.

When you join us on our journey, you will get to know that **leadership** requires time and lifetime personal growth. You will face over and over again new people, circumstances, and tasks that are challenging. Therefore, **leading your ship** is not exercising simple, commonplace repeated actions but something that involves certain characteristics, skills and behaviours, style of interaction with people, decisiveness and personal vision of goal achievement, constant self-analysis and development, ability to take the lead and responsibility at different situations and an example set worth admiration.

We sincerely wish you to succeed in your leadership journey. Start now, go on tomorrow, and further on in your lifetime.

## LESSON I. Know Thyself and Those Around

*Objectives:* to make self-insight and analysis of needs and perspectives of yourself and team members; to identify where the participants currently are on their leadership journey; to provide the participants with the knowledge and skills in the sphere of leadership communication developing their interpersonal and public speaking skills to understand how it affects the ability to lead.

Plato, ancient Greek philosopher, once said: "Know thyself" [27]. Once you have decided to become a leader, you need to answer some major questions to know:

– Who am I now? (What has brought me to the point where I'm now in my life?)

– Why do I want to become a leader?

– What do I know about leadership?

To answer all of these questions it is necessary to go on a leadership journey. It will take a while to make it and get a clear picture of leadership or at least some glimpses of it.

*Warm-up*. To begin your leadership journey, it would be good if you took on board the ship people or those who have made difference in your life (this is a suggested activity for self-analysis for the leaders and those taught

leadership). 1. Begin with a reflection on how important it is to know some persons who became good leaders for other people and you. In this activity the participants think over and make a sketch of an imaginary ship with those who have helped them to steer it. Life situations, unforgettable experience, knowledge acquired etc.: there were some mentors or role models to be admired. Ask the participants to comment on those either one by one or as an alternative a chairperson can comment on each of them. They can refer to some people in history as well. This activity is preferably done in teams of 4 or 5 people. 2. The activity can be done on an individual basis to see and get to know better what is important for each person and clarify who has helped him/her to feel support and encouragement on his/her life journey. Once the participants have shared their standpoints, describe your own vision of who or what has made difference in your life to cut the distance between you and the group. This activity is helpful to KNOW yourself and those around you in terms of strengths and weaknesses, experience, knowledge, skills etc.

This is a first step to be done in learning leadership through your own experience. This activity helps to start building the bridges between a leader and a team.

To more understand and realize the value of each person in a team, ask the participants to read the following statements and share their opinions:

*Those people around you:*
- are children of their parents just like you;
- dreamers and worriers in the life battle;
- are learning to become better and better every day;
- remember all the pieces of their life puzzle they have made.

*They:*
- like looking at the stars and thinking of how to make this world better;
- fall asleep and get up with new opportunities and new horizons;
- are winners and losers who are courageous to sail on in the sea in both quiet and stormy weather.

*They are human beings that:*
- have a great potential and unique experience;
- want to get to know you and share their ideas with you.

*Together they are ready:*
- to realize their dreams;
- to learn and teach;
- to look and find;
- to fall and get up;
- to miss and be sad;
- to build and create.

*You can make your way with them and:*
- set an example of your ideal leadership service;

- get some common experiences to share;
- make them a part of your life;
- see how you can become a part of a bigger community;
- learn to treasure people the way they are;
- appreciate them for their talents and special skills;
- know how to make another step with them.

The more you get to know people and people get to know you, the more trust and mutual understanding you will gain. In "An Important Communication Tip: The Power of Stories" we come across an important reference to John Aldridge who once said: "Stories are the language of the heart" [1]. So, to know a person you need to know his/her story. The inference is: Listen to a person's story and tell him/her one of your own. "It is when you speak to the heart that you begin to truly inspire and bring out the best in each individual" [1].

It is important to remember that the process of communication is complicated and involves a sender and a receiver of the message in a certain context. Keep in mind: "For effective communication, you need to listen more, rather than speak more. Communication is a two way street" [26]. Both are important – speaking and listening. If you are not good enough in one of those, you are unlikely to become a good leader.

Moreover, it matters what is said and how since if not taken into account, it can change the situation for better or worse in case a person falls into the so called "deadly sins of speaking." Julian Treasure, a well-known sound expert, has shared a number of ideas concerning communication sphere which are valuable for the community and individuals in different social settings. Use this reference to get to know of the deadly sins of speaking in detail and discuss those issues with the audience: http://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen [25].

The deadly sins of speaking according to Julian Treasure are:
- Gossip;
- Judging;
- Negativity;
- Complaining;
- Excuses;
- Lying;
- Dogmatism.

In contrast, effective speaking is built on Hail, which is:
- H – honesty;
- A – authenticity;
- I – integrity;
- L – love.

Only by exercising HAIL a person can show that he/she is a leader who teaches and practises integrity, competence, commitment, courage,

straightforwardness, imagination and can speak powerfully to change the world for the better through a thoughtful communication process by sending the proper messages and thus, as Julian Treasure puts it, "designing the verbal environment" that matters [25]. For better understanding and working out the necessary skills and habits of a proper communication process some activities are given below.

*Activity 1* [4]:

**Back to Back**: Ask the two team members to sit with their backs to each other. One of them is supposed to describe a picture he/she is given in detail so that the other team member can make a sketch of it. The activity is aimed at improving listening and communication skills, and helps to learn how to communicate something effectively.

*Activity 2* [17]:

**Listen and Record**: In this game, a person is supposed to tell a story in front of the team. The team members should listen to the story carefully so that they can answer the questions. When story telling is over, the team members are handed a sheet of paper with a number of questions. The answers should be given on the basis of what they have heard. This activity shows how well a person can listen to and understand what the others are saying. As an alternative the team can be asked to write a story from a CD after careful listening.

*Activity 3* [13]:

**Make a Shape**: This activity illustrates the importance of communication with your team through a clear setting and articulating of goals to the team.

Ask the team members to tie the rope into a ring so that everyone can hold a section of the rope with both hands. Every team member should now stand in a circle facing each other and holding a section of the rope. Then, the leader asks the team to use the rope and form it into a particular shape, say a circle. The team members are supposed to lay the rope with the required shape on the floor. Finally, the leader should inquire if the team members are satisfied with the shape.

Experts also recommend to repeat this activity but with a more complex shape (for example, a flower, etc.), but this time team members can use only hand gestures (which is non-verbal communication). Also, the activity can be repeated without verbal and non-verbal communication.

After the whole game is over, the instructor can ask the participants about their experience and impressions of different moments of the game.

## LESSON II. Nature of Leadership and Leader

*Objectives*: to define the notion of leadership and leader, and their key characteristics; to increase leadership awareness and understanding of the participants; to enhance leadership characteristics and skills that can be applied in a variety of social situations.

As a social phenomenon leadership has a long history. What it means to be a leader can be difficult to define. In fact, it can mean different things to different people. However, there are common qualities of leadership. Leaders help themselves and others to move in the direction to create something new. They often inspire others through both words and actions. Leaders help to create a vision and a sense of direction for others as well as for themselves. They are often responsible for team building as well as building upon the strengths of the team members in order to meet this shared vision. To better understand the nature of a leader, discuss associations that the given below may cause.

***Reflection on the notion of a leader 1:***
* A born leader;
* A leader due to learning and experience over time.

Speculations on the issue can bring us to early considerations of leaders. Thus, such well-known in the history persons as [15]:

* *"King Arthur, a king who will unite Britain, defeat its foes and return when needed;*
* *William Wallace, the liberator of Scotland against the English;*
* *Abraham Lincoln, who ended slavery in the USA;*
* *Ghandi, the peace maker who held together the fragile alliance in India at the time of independence".*

Were believed to be outstanding leaders due to their inherited or genetic abilities and personality traits. Naturalistic theories, both early and latest, still advocate the idea that leaders have inherent or "built – in" traits.

No matter what the contemporary theories on leadership are: "In reality you cannot be taught to lead. You have to discover how to lead through experience and observation" [19, p. 21].

***Reflection on the notion of a leader 2:***
* A leader is a boss;
* A boss is a leader.

In modern perspective there is a sharp difference between the two which can be seen through considering the major differences formulated by H. Gordon Selfridge, an American – British retail magnate [27]. To better differentiate the contrast, the two columns can be drawn and major behaviour patterns written.

| Boss *vs.* | Leader |
|---|---|
| • drives people | • coaches them |
| • depends on authority | • depends on goodwill |
| • inspires fear | • generates enthusiasm |
| • says, "I" | • says, "We" |
| • places blame for the breakdown | • fixes the breakdown |
| • knows how it is done | • shows how it is done |
| • says, "Go!" | • says, "Let's go!" |

So, the inference is "Be a leader, not a boss", which is one of the mostly cited mottoes used in the business world as well as one of the most important pillars of leadership for those who want to succeed in it in different spheres. Mike Pagan goes further than that and believes that a leader needs 5 steps to help improve his/her team's motivation. They are:

- Believe in the objectives and be clear about the goals;
- Lead by example;
- Stay positive;
- Listen to your team;
- Know when to talk in private [20].

All of them are helpful to become a leader, not a boss.

**Reflection on the notion of a leader 3:**

- A leader always has followers;
- A leader always starts as a follower.

In our life we always learn. As we could see from the above discussion, those who join our life path, change us, make difference, alter and enrich our perception, attitudes, values, and experience. We learn through our own experience and those we have met as well. It is natural that we start as a follower of some person or concept/idea and then enter the next level of our development where mature leaders create and grow not followers but new leaders.

All of the above speculations bring us to the definition of leadership. According to R.M. Stogdill leadership is "The process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement" [21, p. 3].

To broaden your horizons and be able to organize people for achieving goals as a leader, use the given below activities to consider the notion of **leadership** and other related aspects.

*Activity 1:*

Write on a sheet of paper the word **leadership** and discuss in the group what words people associate with the concept of leadership.

As one of the alternatives you can consider our interpretation:

- **Believe** in yourself, and team players to achieve a common goal *per aspera ad astra.*
- **Inspire** team members by your own example and determination in whatever the circumstances are.
- **Dream** of new horizons to which you can **lead a ship** and make your dreams come true.
- **Advocate** those ideas and concepts that will help your team achieve the set goals.
- **Succeed** in small things to achieve higher results and bigger goals in future.

- **Serve** your followers to set the tone in a team and show the real values of care and credit to people next to you.
- **Focus** on socially valuable things to make difference in the group and then in the community (make circles on the water).
- **Change** what can be changed in human relations: understanding of self – concept, personal needs and wants, and ultimately creating your own unique universe of human values.
- Show your **responsibility** to those who follow you by keeping your word.
- Understand your **aptitude** and the necessity to learn and acquire new skills.

*Activity 2:*

Ask the teams to think of qualities of good and poor leaders and when they are ready to put those on a sheet of paper with two columns:

**Positive characteristics**      **Negative characteristics**

– – – – – – – – – – – – –       – – – – – – – – – – – – – –

When the columns are completed, ask representatives of the teams to comment on those qualities they have put down. For this activity you can use the pictures with leaders illustrating different aspects and situations.

Different qualities should be enumerated here.

> *Try to be a rainbow in someone's cloud.*
> *Maya Angelou* [12]

**Be inspiring**: It is necessary to inspire and thus motivate those around you by your own example as a leader. Additionally, you need to value and encourage each member of your team, praising for achievements and supporting when something has turned difficult and maybe even caused a failure.

> *Keep your eyes on the stars and feet on the ground.*
> *Theodore Roosevelt* [18]

**Be goal – oriented:** As a leader, you should have a clear vision of what should be performed to achieve the goals set and direct each member and the team as a whole.

> *Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while. That's because they were able to connect experiences they've had and synthesize new things.*
> *Steve Jobs* [5]

**Be creative**: Creativity is necessary to see the ways and approaches of performing a project or any other team activity to get the best possible results. You should be open to any suggestions that help to see creativity in those aspects that are helpful for realizing the planned actions.

*To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.*

*Tony Robbins* [3]

**Be communicative**: Good communication skills open the way to the common vision and input of every member of your team. Communication is a basis for successful interaction and thus efficient team work.

*Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible.*

*Francis of Assisi* [12]

**Be decisive**: It is of crucial importance for a leader to be ready to weigh decisions and prompt actions on the basis of good judgmental power.

*We learned about honesty and integrity – that the truth matters... that you don't take shortcuts or play by your own set of rules... and success doesn't count unless you earn it fair and square.*

*Michelle Obama* [10]

**Be honest:** Integrity is a cornerstone of any activity in a team. Lack of it will eventually ruin any positive results achieved and destroy any other possible prospects of future collaboration.

There are different qualities that can help one stand out among the others as a leader. You can always refer to different sources of information and broaden your knowledge of those [24], and make a top list of leadership qualities of your own to keep it in mind.

*Acitivity 3:*

Rudolph W. Giuliani in his book "Leadership" wrote: "There are many ways to lead. Some people like Franklin Roosevelt, inspired with stirring speeches. Others, like Joe DiMaggio, led by example. Winston Churchill and Douglas MacArthur were both exceptionally brave and excellent speakers. Ronald Regan led through the strength and consistency of his characters – people followed him because they believed in him" [9, p. xii].

Ask the teams to look through the examples of the leaders of XXth century. They can choose a leader either from the list or think of a particular leader they would like to comment on. Each team will comment on the qualities that characterize a person as a leader.

| | | |
|---|---|---|
| Bill Clinton | Bohdan Khmelnytsky | Oprah Winfrey |
| Mother Teresa | Martin Luther King | Margaret Thatcher |
| Henry Ford | Bill Gates | Walt Disney |
| Winston Churchill | Pope John Paul II | Steven Spielberg |
| Pablo Picasso | Nelson Mandela | Steve Jobs |
| Coco Chanel | Princess Diana | Taras Shevchenko |

This activity is probably helpful not only to make self-analysis but also to realize that "We cannot be Churchill, Gandhi and Alexander the Great all rolled into one (although there are some people who think they are already that good). We have to be true to ourselves" [19, p. 2] We need to strengthen those positive traits we have and weaken or eliminate if possible those negative ones that are still our weak point.

# LESSON III. Leadership Styles: Why Bother?

*Objectives:* to undertake analysis and evaluation of the main leadership styles; to reach the balance between theory and practice of leadership styles; to explore and develop one's unique leadership style.

A leader is someone who directs, inspires, and motivates others to achieve a set goal as it was mentioned above. But a question arising here is: "How can it be done?" This brings us to the styles to be chosen for leadership. There is a myriad of styles and approaches though, that's why it makes sense to describe at least some of them.

### *Authoritarian Leadership*

This style, also known as autocratic, presupposes a high level of control over the team where team members have no say in the decisions made. All the decisions are taken by the leaders, and the team players are expected to follow the orders given with no questioning [6]. Every action or event will be planned by a leader who will decide what goals and objectives should be achieved, who will realize those, and in what ways.

This type of leadership style should be used in case it is necessary to take a quick decision, and no input from the team members is necessary [6]. Overuse of this style though usually brings dissatisfaction and demotivation among people. Therefore, only some tasks of routine and quick decision character can be performed with the help of this style.

For better understanding it is usually compared with the other leadership styles (mostly based on Kurt Lewin's three styles model that includes authoritarian, participative and delegative styles of leadership) where initiative, active participation in the decision making are important [2, 15, 16].

### *Participative Leadership*

In this leadership style (also known as democratic), team members play an essential role in the decision – making process, though a final decision is still made by the leader. For the decision to be made, the leader may take into account both his/her own opinion as well as the opinion of the whole group [6]. It is widely used in case some members have information or knowledge not known to the leader or vice versa. As a result the leader and the team complement each other.

This style of leadership gives satisfaction to the members where they can demonstrate their knowledge and creativity and thus feel their value. Though it should not be used in case opinions of members lead to delay in decision – making or cause some confusion [6].

### Delegative Leadership

In this leadership style (also known as laissez-faire), the team members can make the decisions on their own. However, the responsibility for the outcome of the decisions made by his/her team rests with the leader. This leadership style is primarily used in case team members are highly motivated and skilled, and have already shown their skills and abilities in some related activity [6].

This style of leadership should however be used with some precaution since if the team members lack good decision – making or analyzing skills, it can be disastrous for the goal achievement. Additionally, Jeremy Bradley in discussing Kurt Lewin's research on leadership styles in the groups of schoolchildren, states that the group with a delegative leader was "the least productive" in comparison with the other two groups lead in an autocratic and democratic style as children "had no direction and therefore no real output" [2].

### Situational Leadership

In fact, it is impossible to use just one of the styles. Therefore, a good leader will use a style or a mixture of styles according to the situation. And situations will vary. Thus, a situational leader is one who can adapt his/her leadership style to meet the needs of different situations and people lead [7, 15].

In this type of leadership, a leader instructs team members or the whole group to achieve the best possible results. He/she will combine directing, coaching, delegating, and supporting depending on the needs of the group/team. Situational leaders have to find out what their group needs are and then adjust the amount of support and direction they give them [7].

All of the above styles of leadership are mentioned here to put you in the picture and help you choose the most appropriate one. In your roles as a youth leader, you will perhaps use different leadership styles or a mixture of those. Hopefully, it will help you to develop your own personal leadership style according to the situation and people lead.

Anyway, it is reasonable to remember that those situations you will face will be a catalyst of you as a leader. As Jo Owen put it "Polar bears are as useless in the African bush as a lion is in the Arctic. The same principles apply to leadership. Leadership is contextual: leaders only succeed in the right context" [19, p. 26]

To better understand and define what type of leadership style you have, go to http://www.buzzle.com/articles/leadership – styles – quiz.html [14].

This activity will help you to clarify if you:
- are active enough in decision – making process;
- take into account suggestions, inputs made by other group members;
- are open for some advice from your group members;

- can inform your group about what is necessary to be done and how;
- can manage settling conflicts and other important issues dealing with leadership.

*Activity 1:*
**Lead the Herd** [11]: This activity is aimed at teaching both teamwork and leadership qualities. Team members are split into two groups. Next, a leader is appointed for each group. After that everyone in the group except the team leader is blindfolded. The groups are supposed to reach the other end of the room with the help of their leader who will give them the instructions. There can be put different harmless obstacles on their way. Only when all the team members reach the goalpost, the group can become a winner.

*Activity 2:*
**Which is this Shape** [11]: The team leader is assigned to form a specific shape – a triangle or a square. He/she is supposed to form the correct shape without speaking or pulling any team member. The team members will help him/her without speaking as well. This game helps to better understand the role of a leader and focus on the team members as well. The winner team is the one that shows the correct shape.

There can be another game involved as an alternative called "Rope Geometry" [8] where each team is asked to make a shape of a particular object – square, triangle, pentagon being blindfolded.

*Activity 3:*
**I Will Survive** [22]: In this game, team members are split into groups and are informed of the situation in which they will have to survive. They are instructed that they are stranded on an island, and can choose only 10 objects to survive. This activity will train the team members to find a consensus in the process of decision making in the group. There may be different nuances of team work in the process of discussion. It makes sense to note some of those down to later analyze and understand some of those whether positive or negative. Also you can give some ideas for improving their functioning as a team.

# CONCLUSION

We hope that now you have some pieces of the leadership puzzle that are useful for personal leadership understanding and further growth. The issues raised here were aimed at helping you "to know thyself" and those around you, the nature of a leader, leadership, and leadership styles.

To successfully go on your leadership journey, you need to:
- understand the dynamics of leadership and the role of a leader;
- remember who you are and where you are now as a leader;
- develop your communication skills;
- focus on needs and wants of your team members and followers;
- set an example worth following;

- say "We" instead of "I", "Let's go!" instead of "Go!";
- show how something is done instead of making somebody do something;
- vary your leadership styles according to the situation;
- strengthen your leadership skills to ensure and improve teamwork.

This brings us to the end of a short "must do" list of leadership. It is probably helpful for a start. You can always add something to it or make up one of your own to ensure your progress and be a highly effective leader.

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## GLOSSARY OF TERMS

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# GLOSSARY

**Autocratic Leadership** – an extreme form of transactional leadership, where leaders have absolute power over their workers or team. Staff and team members have little opportunity to make suggestions, even if these would be in the team's or the organization's best interest. [28]

**Authoritarian Leadership** – a leadership style based on authority. The person in charge makes all decisions with little if any consultation with the people affected by them. [29]

**Delegative Leadership** – leadership style in which a leader transfers decision making power to one or more employees, but remains responsible for their decisions. [30]

**Laissez-faire Leadership** – this French phrase means "leave it be," and it's used to describe leaders who leave their team members to work on their own. It can be effective if the leader monitors what's being achieved and communicates this back to the team regularly. Most often, laissez-faire leadership is effective when individual team members are very experienced and skilled self-starters. [31]

**Leadership** – a process by which one individual influences others toward the attainment of group or organizational goals. [32]

**Participative Leadership** – style of leadership in which the leader involves subordinates in goal setting, problem solving, team building etc., but retains the final decision making authority. [33]

**Situational Leadership** – popular model of leadership created by Paul Hersey and Ken Blanchard, with belief that effective leadership requires flexibility in leadership styles depending on the situation. [34]

# CONTENTS

*Навчальний посібник*

# ТОЛЕРАНТНІСТЬ. ВОЛОНТЕРСТВО. ЛІДЕРСТВО

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