The Group Dynamic Field Guide for Youth
Curriculum Resource

The definitive resource for using the
Group Dynamic Field Guide for Youth
in your curriculum

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After the release of The Group Dynamic Field Guide for Youth: 51 Ideas Student Leaders Can Use Today, many asked, "How do I use this book with my students?" This curriculum is intended to suggest some ways of doing just that. There are three main ideas when it comes to use of this book with your students.

1. Have students take the leadership quiz. Score the quizzes and let the low scoring areas dictate section(s) to start with.
2. Generic group study ideas for teams meeting weekly or monthly (ie. leadership councils, section leaders, etc.).
3. Special cases for individuals or small groups that demonstrate specific needs.

In each section, I've listed suggested readings - those that will most immediately get to the issue you're trying to address. It's okay to use your own "gut" to alter anything in this guide; you are the one closest to the situation, and you're already on a great path by simply calling attention to leadership development.

The Leadership Quiz

The following page contains a leadership quiz that are used in Group Dynamic workshops; the final wording was determined by a focus group of teenagers, in fact. Photocopy the quiz and have your students complete it. Remind them to assess what they actually are, not whey they intend to be.

After your students have taken the quiz, tally up the scores. You're looking for the areas that scored the LOWEST. These are the areas where your leaders need the most focus.

If Question 1 was a low score, start in the book in Section 1: Service.
If Question 2 was a low score, start in the book in Section 2: Vision.
If Question 3 was a low score, start in the book in Section 3: Integrity.
If Questions 4, 5, or 6 were low scores, start in the book in Section 4: Communication.
If Question 7 was a low score, start in the book in Section 5: Modeling.
If Question 8 was a low score, start in the book in Section 6: Stretching & Growing.
If Question 9 was a low score, start in the book in Section 7: Positivity.
If Question 10 was a low score, start in the book in Section 8: Passion.

Leadership Quiz

Rate yourself on a scale of 1 to 5.

        1 means "This doesn't describe me at all."

        5 means "This totally describes me perfectly."

Take care to assess what you actually are, not what you intend to be.

1._____ Instead of thinking "I've done my share," I think "What more can be done?"

2._____ I can accurately describe both

        A) the ideal state of our group and

        B) the exact current state of our group.

3._____ I have high moral standards, and my actions are consistent with those values.

4._____ I listen well, with total focus on the speaker.

5._____ I speak well, clearly, specifically, in a way that leaves no question what I meant and that shows total respect to the person listening.

6._____ When helping or correcting someone, I address a person's specific actions, not their attitude.

7._____ I demonstrate/model everything I ask others to do.

8._____ When I am corrected, or learn new ways of doing things, I adjust what I do accordingly.

9._____ If you ask the people I interact with, they will tell you that I am caring.

10._____If you ask the people I interact with, they will all tell you that I am passionate about our work/cause/organization.

Generic group study options

If you meet <u>weekly</u>, assign one section to read each week, but pick only one reading to dig into. This will get you through the whole book in two months. When picking one reading to dig into, you may pick based on your situation, or accept these suggestions:

Section 1: Service
    Reading 2: Address This Common Obstacle
Section 2: Vision
    Reading 6: Learn to be Visionary
Section 3: Integrity
    Reading 11: Do What You Say You Will Do
Section 4: Communication -
    Reading 16: Be Specific by Using the Behavior-Outcome Statement
Section 5: Modeling
    Reading 32: Know You're Being Constantly Observed
Section 6: Stretching & Growing -
    Reading 36: Stand Out
Section 7: Positivity
    Reading 44: Keep People on the Right Track
Section 8: Passion
    Reading 47: Send Handwritten Notes to People

If you meet <u>monthly</u>, do the same as above, but cover two sections per meeting; this gets you through the book in the first half of the school year. When you dig into a reading, here are some suggested questions to explore.

What was your self-evaluation score? What have you done - or not done - that led you to that answer?

Share an example of a time you've seen this happen well.

Share an example of a time that you've seen this fail to happen.

Can you think of a time that I, as your leader, should have done a better job with this?

Is there anything about the way we do things that makes this idea harder or easier to implement?

Special case options

Often times, a particular student will stand out for one reason or another (sometimes positive, other times not). Or, they will come to you with the desire to grow in their leadership abilities. When you have a 'special case' and you want to give specific guidance to that student, here are some suggestions for readings from the book.

For potential leaders

Let them know you're looking for the 8 characteristics summarized one point at a time at the beginning of each section.

Have the students read those section intros, answer the questions, then read all the readings in the sections with scores of 1, 2, or 3.

For students who expressed interest in leading but weren't selected or elected

Have these students familiarize themselves with the 8 characteristics by reading the section introductions. (described above)

Have them answer these questions:
    Which 2 or 3 areas do you think held you back?
    Who can you ask for clarification - your teacher, parent, or sponsor?

These 8 readings cover common blind spots:
                Reading 2: Address This Common Obstacle
                Reading 4: Know Role Power vs. Relationship Power
                Reading 5: Ask This Important Question
                Reading 11: Do What You Say You Will Do
                Reading 24: Never Be Sarcastic. Ever.
                Reading 30: Say It All
                Reading 36: Stand Out
                Reading 41: Know Positive Leadership isn't "Soft" Leadership

For brand new leaders

Have these students familiarize themselves with the 8 characteristics by reading the section introductions. (This is described more in "Potential Leaders")

Focus on Sections 1-4: Service, Vision, Integrity, Communication.
Intentionally practice the ideas found in these readings:
                Reading 16: Be Specific Using the Behavior-Outcome Statement
                Reading 18: Remember: Attitude is Not Everything
                Reading 22: Avoid Shutting Down Communication
                Reading 25: Know When to Avoid Giving Feedback
                Reading 29: Get to Know People One-on-One
                Reading 30: Say it All

In times of change and transition
(for example, when a new coach/director/advisor is taking over)

      All of Section 2: Vision
      Reading 6: Learn to be Visionary
      Reading 7: Know the Value in Rubrics
      Reading 8: Attend to Action Plans
      Reading 9: Decide: Stop, Start, Continue
      Reading 10: Write Effective Goals and Help Others To Do So
      Reading 12: Actively Demonstrate Your Core Values
      Reading 13: Avoid Stupid Rules
      Reading 15: Beware the Success Deception
      Reading 37: Solve Internal Feuds
      Reading 39: Be Transparent (Without TMI)
      Reading 40: Know that All Solutions are a Temporary Resting Place
      Section 7: Positivity is critical!
      Reading 41: Know Positive Leadership isn't "Soft" Leadership
      Reading 42: Beware Acting While Stressed
      Reading 43: Use the Phrase "Around here..."
      Reading 44: Keep People on the Right Track
      Reading 45: Remember the WORK
      Reading 49: Spread Passion with Testimonials

To develop student voice and empowerment

      Reading 1: Meet Needs
      Reading 3: Listen more. Talk less. Pause and learn.
      Reading 4: Know Role Power vs. Relationship Power
      Reading 5: Ask This Important Question
      Reading 6: Learn to be Visionary
      Reading 7: Know the Value in Rubrics
      Reading 8: Attend to Action Plans
      Reading 9: Decide: Stop, Start, Continue
      Reading 10: Write Effective Goals and Help Others To Do So
      Reading 12: Actively Demonstrate Your Core Values
      Reading 13: Avoid Stupid Rules
      Reading 14: Ask: How Does That Make You Feel?
      Reading 19: Encourage Initiative by Asking for It
      Reading 22: Avoid Shutting Down Communication
      Reading 27: Know How to Give Criticism
      Reading 35: Master New Skills
      Reading 36: Stand Out
      Reading 38: Make Clumsy Attempts to Do the Right Thing

<u>Marching bands and other performing groups</u>

  Reading 1: Meet Needs
  Reading 2: Address This Common Obstacle
  Reading 4: Know Role Power vs. Relationship Power
  Reading 6: Learn to be Visionary
  Reading 10: Write Effective Goals and Help Others To Do So
  Most of Section 4: Communication, because it's the ability to communicate that makes peer leadership work when putting a performance together

    Reading 16: Be Specific by Using the Behavior-Outcome Statement
    Reading 18: Remember: Attitude is Not Everything
    Reading 19: Encourage Initiative by Asking for It
    Reading 20: Avoid Saying "Should"
    Reading 22: Avoid Shutting Down Communication
    Reading 25: Know When to Avoid Giving Feedback
    Reading 26: Learn from Disney's Customer Service Magic
    Reading 27: Know How to Give Criticism
    Reading 28: Ignore the Tone
    Reading 29: Get to Know People One-on-One
    Reading 30: Say It All

  Reading 31: Model the Behavior You Expect
  Reading 33: Do Things for Those You Lead
  Reading 37: Solve Internal Feuds
  Reading 41: Know Positive Leadership isn't "Soft" Leadership
  Reading 44: Keep People on the Right Track
  Reading 45: Remember the WORK
  Reading 50: Use Case Studies

Athletic teams

Reading 1: Meet Needs
Reading 2: Address This Common Obstacle
Reading 4: Know Role Power vs. Relationship Power
Reading 10: Write Effective Goals and Help Others To Do So
Reading 11: Do What You Say You Will Do
Reading 15: Beware the Success Deception
Reading 16: Be Specific by Using the Behavior-Outcome Statement
Reading 18: Remember: Attitude is Not Everything
Reading 19: Encourage Initiative by Asking for It
Reading 22: Avoid Shutting Down Communication
Reading 24: Never Be Sarcastic. Ever.
Reading 25: Know When to Avoid Giving Feedback
Reading 27: Know How to Give Criticism
Reading 28: Ignore the Tone
Reading 29: Get to Know People One-on-One
Reading 30: Say It All
Reading 31: Model the Behavior You Expect
Reading 32: Know You're Being Constantly Observed
Reading 36: Stand Out
Reading 37: Solve Internal Feuds
Reading 41: Know Positive Leadership isn't "Soft" Leadership
Reading 44: Keep People on the Right Track
Reading 45: Remember the WORK
Reading 46: Change the Pace
Reading 50: Use Case Studies

To develop optimal organizational skills and time management

All of Section 2: Vision
Reading 6: Learn to be Visionary
Reading 7: Know the Value in Rubrics
Reading 8: Attend to Action Plans
Reading 9: Decide: Stop, Start, Continue
Reading 10: Write Effective Goals and Help Others To Do So
Reading 17: Create Clarity
Reading 36: Stand Out
Reading 44: Keep People on the Right Track
Reading 45: Remember the WORK
Reading 46: Change the Pace
Reading 47: Send Handwritten Notes to People

To build better relationships with others (step one in effective peer leadership)

Reading 2: Address This Common Obstacle
Reading 3: Listen more. Talk less. Pause and learn.
Reading 5: Ask This Important Question
Reading 22: Avoid Shutting Down Communication
Reading 24: Never Be Sarcastic. Ever.
Reading 25: Know When to Avoid Giving Feedback
Reading 29: Get to Know People One-on-One
Reading 36: Stand Out
Reading 37: Solve Internal Feuds
Reading 39: Be Transparent (Without TMI)

To encourage others better (step two in effective peer leadership)

Reading 14: Ask: How Does That Make You Feel?
Reading 19: Encourage Initiative by Asking for It
Reading 20: Avoid Saying "Should"
Reading 30: Say It All
Reading 31: Model the Behavior You Expect
Reading 33: Do Things for Those You Lead
Reading 42: Beware Acting While Stressed
Reading 43: Use the Phrase "Around here..."
Reading 47: Send Handwritten Notes to People
Reading 49: Spread Passion with Testimonials

To ask for more (step three in effective peer leadership)

Reading 4: Know Role Power vs. Relationship Power
Reading 10: Write Effective Goals and Help Others To Do So
Reading 16: Be Specific by Using the Behavior-Outcome Statement
Reading 26: Learn from Disney's Customer Service Magic
Reading 27: Know How to Give Criticism
Reading 28: Ignore the Tone
Reading 37: Solve Internal Feuds
Reading 41: Know Positive Leadership isn't "Soft" Leadership
Reading 44: Keep People on the Right Track
Reading 45: Remember the WORK

<u>For the elite 10% who have mastered the 2-step path to greatness</u>
The ones who always do what they say they will and what they're asked, and show initiative and never need to be reminded of anything because they do it without being pushed.

 Reading 2: Address This Common Obstacle
 Reading 5: Ask This Important Question

 Have them do these exercises, and lead others in them:
   Reading 6: Learn to be Visionary
   Reading 7: Know the Value in Rubrics
   Reading 8: Attend to Action Plans
   Reading 9: Decide: Stop, Start, Continue
   Reading 10: Write Effective Goals and Help Others To Do So
   Reading 16: Be Specific by Using the Behavior-Outcome Statement
   Reading 17: Create Clarity
   Reading 36: Stand Out
   Reading 44: Keep People on the Right Track
   Reading 47: Send Handwritten Notes to People
   Reading 49: Spread Passion with Testimonials

 ALSO - Read a book from the bibliography and write your own "number 51."
 I suggest Dale Carnegie's How to Win Friends and Influence People

The next cases are based on the "Ideal Team Player" concept from author and consultant Patrick Lencioni:

Virtues of a Team Player (Good things to be):
A. Humble – Humble is the single greatest and most indispensable attribute of being a team player. They share the credit, emphasize team over self, and define success collectively rather than individually. Not self or ego focused, but does things for the good of the team more than themselves. Two types that lack humility:
  A. Overtly arrogant.
  B. Lack self-confidence and downplay themselves.
B. Hungry – A desire to work hard. They look to do more and don't necessarily need to be asked. Ambition that is focused on being part of something greater. Some types of hunger are not good for a team: 1) selfish gain. 2) Work is too important and consuming to their identity.
C. Smart – Not about intellectual capacity. They are bright about people and understand how actions affect others and their feelings. They ask good questions, listen to what others are saying, and engage intently.

Many leaders - of any age - lack one or two of these qualities. When they do, they tend to fit into one of the following six types:
  1. The Bulldozer, who is only hungry
  2. The Pawn, who is only humble
  3. The Charmer, who is only smart
  4. The Accidental Mess-Maker, who lacks smarts
  5. The Lovable Slacker, who lacks hunger
  6. The Skillful Politician, who lacks humble

These types are common, and this model makes them easy to identify. Please consider this model when:
  A. You have a student who seems to not quite be ready; this model, along with the leadership quiz, can help you figure out why.
  B. You are uncomfortable with your own results; perhaps you or your colleagues would benefit from doing some self-examination around this model. There is a self-examination tool at https://www.tablegroup.com/imo/media/doc/IdealTeamPlayerSelf-Asssesment.pdf.

Keep going to see lists of readings to recommend to a student who fits one of these profiles.

The <u>Bulldozer</u> is only hungry, lacking humility and emotional intelligence. The bulldozer is determined to get things done, but with a focus on their own interests. If you have identified a student that is highly talented, but lacks the ability to relate to less talented folks, point them to the following readings:

> All of Section 1: Service
> Reading 14: Ask: How Does That Make You Feel?
> Reading 15: Beware the Success Deception
> Reading 16: Be Specific by Using the Behavior-Outcome Statement
> Reading 20: Avoid Saying "Should"
> Reading 21: Avoid Saying "Don't"
> Reading 22: Avoid Shutting Down Communication
> Reading 24: Never Be Sarcastic. Ever.
> Reading 25: Know When to Avoid Giving Feedback
> Reading 27: Know How to Give Criticism
> Reading 29: Get to Know People One-on-One
> Reading 30: Say it All
> Reading 33: Do Things for Those You Lead
> Reading 36: Stand Out
> Reading 42: Beware Acting While Stressed

The <u>Pawn</u> is only humble, lacks emotional intelligence and hunger. The pawn is pleasant and kind hearted, but easy to manipulate and has little impact. If you have identified a student as humble and sincere that hasn't done a lot of hard work or had ambition, and is an introvert or struggles with people skills, point them to the following readings:

> Reading 10: Write Effective Goals and Help Others To Do So
> Reading 11: Do What You Say You Will Do
> Reading 16: Be Specific by Using the Behavior-Outcome Statement
> Reading 17: Create Clarity
> Reading 18: Remember: Attitude is Not Everything
> Reading 19: Encourage Initiative by Asking for It
> Reading 26: Learn from Disney's Customer Service Magic
> Reading 27: Know How to Give Criticism
> Reading 29: Get to Know People One-on-One
> Reading 32: Know You're Being Constantly Observed
> Reading 35: Master New Skills
> Reading 36: Stand Out
> Reading 38: Make Clumsy Attempts to Do the Right Thing
> Reading 41: Know Positive Leadership isn't "Soft" Leadership
> Reading 44: Keep People on the Right Track
> Reading 45: Remember the WORK
> Reading 48: Align Work with Values

The Charmer is only smart, lacking hunger and humility. Entertaining and likable in the short run, the charmer has little long term interest in the team. If you have identified a student who has an easy time making friends, and is the life of the party, has a habit of avoiding hard work and tends to keep the focus on his/her self (either accidentally or on purpose), point them to the following readings:

Really embrace Section 1: Service
Reading 11: Do What You Say You Will Do
Reading 14: Ask: How Does That Make You Feel?
Reading 15: Beware the Success Deception
Reading 22: Avoid Shutting Down Communication
Reading 29: Get to Know People One-on-One
Reading 30: Say It All
Reading 33: Do Things for Those You Lead
Reading 36: Stand Out
Reading 45: Remember the WORK

The Accidental Mess-Maker has humility and hunger, but lacks intelligence. This type of person is the least dangerous. He or she learns things and has good intentions. While colleagues will respect their work ethic and sincere desire to be helpful, they eventually get tired of having to clean up the emotional and interpersonal problems mess-makers often leave behind. For students who are modest and hardworking, really want to contribute and lead, but are socially awkward, point them to the following readings:

Reading 2: Address This Common Obstacle
Reading 3: Listen more. Talk less. Pause and learn.
Reading 14: Ask: How Does That Make You Feel?
Reading 22: Avoid Shutting Down Communication
Reading 24: Never Be Sarcastic. Ever.
Reading 29: Get to Know People One-on-One
Reading 30: Say It All
Reading 32: Know You're Being Constantly Observed
Reading 36: Stand Out
Reading 38: Make Clumsy Attempts to Do the Right Thing
Reading 42: Beware Acting While Stressed
Reading 50: Use Case Studies

The <u>Lovable Slacker</u> has humility and emotional intelligence, but lacks hunger. The lovable slacker has limited passion for the work the team is doing. He or she gets along with the team but does not go the extra mile. Social and tolerable, the lovable slacker is easy to keep but they don't match the work effort of the team. They need significant motivation and oversight which can drag on the team's performance. If you have identified a student who gets along with people and helps others feel valuable, but has a relaxed non-ambitious approach, point them to the following readings:

Reading 1: Meet Needs
Reading 2: Address This Common Obstacle
Reading 5: Ask This Important Question
Reading 10: Write Effective Goals and Help Others To Do So
Reading 11: Do What You Say You Will Do
Reading 12: Actively Demonstrate Your Core Values
Reading 31: Model the Behavior You Expect
Reading 32: Know You're Being Constantly Observed
Reading 33: Do Things for Those You Lead
Reading 35: Master New Skills
Reading 36: Stand Out
Reading 45: Remember the WORK
Reading 46: Change the Pace

The <u>Skillful Politician</u> has emotional intelligence and hunger, but lacks humility. The skillful politician actually can project humility but only for self-interest. If you have identified a student that seems willing to serve but only when it benefits his/her desires to get ahead, point them to the following readings:

Section 1: Service	Reading 1: Meet Needs
	Reading 2: Address This Common Obstacle
	Reading 3: Listen more. Talk less. Pause and learn.
	Reading 4: Know Role Power vs. Relationship Power
	Reading 5: Ask This Important Question
Section 3: Integrity	Reading 11: Do What You Say You Will Do
	Reading 12: Actively Demonstrate Your Core Values
	Reading 13: Avoid Stupid Rules
	Reading 14: Ask: How Does That Make You Feel?
	Reading 15: Beware the Success Deception
Section 5: Modeling	Reading 31: Model the Behavior You Expect
	Reading 32: Know You're Being Constantly Observed
	Reading 33: Do Things for Those You Lead
	Reading 34: Share, Abundantly
	Reading 35: Master New Skills
	Reading 36: Stand Out

Congratulations on taking the bold steps necessary to develop student leadership in your organization.
Is it worth it? Yes! Although not everyone agrees with that. Many would agree that it isn't worth the hassle if the only thing you gain is some better role-modeling or extra worker bees.

If, though, you actually train and empower students for the below three purposes, then you'll have less stress, more productivity, and you've provided a developmental opportunity that will benefit them later in life.

1. Extra "workers" - lots of directors/coaches/advisors stop at this point, and being a leader in a program where this is the only purpose of "leaders" can then be only about the title, or students can feel used, not empowered. Combined with the other two, below, it just becomes a component of the big picture of what it means to lead & serve.
2. An information conduit and a strategic planning team - Even the best directors/coaches/advisors will sometimes lose touch with "what's going down." If you've ever been blindsided by growing discontent, or made a mistake in reading the reaction to a change in procedure, you know how valuable this can be. To have a trusted group of students who you can ask "how's it going?" or "how'm I doing?" is valuable – and you wouldn't want to do that with just any student. Further, those students can identify ways to improve the program that you might not think of, or have time for.
3. Apprentice "teachers" - if your student leaders help teach, everyone grows. Ever have trouble fitting in a make-up music lesson? Have a section leader do it. Are you the only coach on the field, yet you have to teach a player to block in a specialized way? Have a team captain do it. Getting way behind on your own to-do list? Delegate some paperwork to a student - they'll learn more.

These are things that make a real difference. Directors/coaches/advisors can lose faith in the notion of student leadership when it's poorly implemented, or student leaders are ill-equipped to lead peers and become bossy and annoying, or when they only serve the "extra workers" purpose.

Just as you wouldn't expect every student in your organization to be a top performer, it's unfair to expect that every student has the aptitude to truly develop as a leader. Exposing everyone to the concepts is great; expecting everyone to lead is unfair.

It is absolutely true that leaders will always lead, just as readers will always read. And so, great reading teachers will make sure that natural readers are exposed to a variety of the best literature. Let's also send natural leaders down the right path.