Whakapakari Kaiārahi GROWING LEADERS

Facilitator's Guide

Growing leaders of the future



On 1 Feb 2012, SPARC changed its name to Sport NZ. www.sportnz.org.nz

Welcome to Growing Leaders

SPARC's vision for New Zealand is a nation inspired to be active, participate and win.

SPARC's mission is to foster an environment where:

- More New Zealanders will be physically active in sport and recreation
- More New Zealanders will participate in supporting and delivering sport and recreation
- More New Zealanders will win on the world stage.

Growing Leaders provides a pathway for more young people to participate in supporting and delivering sport and recreation.

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Growing Leaders builds on and replaces the content of:

- The Kiwisport Leadership Award first published in 1990 by The Hillary Commission for Recreation and Sport.
- Sport Leader first published in 1997 by the Hillary Commission for Sport, Fitness and Leisure.

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- Members of the *Growing Leaders* project team: Lawrie Stewart Chair, Paul Ackerley, Veronica Thompson, Sandra Bilderbeck (SPARC), Denise Atkins (Ministry of Education), Murray Turner (PENZ), Graham Witts (SFRITO), Shannon Mawdsley (Harbour Sport) and Greg Cummings (Sport Bay of Plenty)
- Totem Communications.

The games, activities and ideas in this book have been gathered from many sources. The origin of some of the activities is unknown. SPARC gratefully thanks and acknowledges the originators of the activities and those who have modified and adapted them along the way.

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The Leadership **Journey** Welcome to Growing Leaders.

It is a real privilege to embark on a journey to guide and mentor youth leadership through sport and recreation environments.

Sir Edmund Hillary said: "It is not the mountains that we conquer, but ourselves."

The aim of *Growing Leaders* is to grow leadership potential in young people, primarily through sport and recreation. The journey is one of leading the leaders, who are also followers, and leading the followers, who are also leaders.

"A good leader inspires people to have confidence in their leader. A great leader inspires people to have confidence in themselves." (Anonymous)

Through *Growing Leaders*, young people from 9 to 18 years will experience a staged approach to learning leadership that focuses on:

- Exploring, discovering and navigating leadership
- Empowering others through experiencing leadership, and applying leadership principles.

The Growing Leaders resource includes:

- A Facilitator's Guide
- Learning activities for each of the four stages in the leadership learning pathway – Explore, Discover, Navigate, and Empower
- A CD-Rom that includes additional leadership information and teaching tools for Facilitators
- A Leadership Journal folder Participants can use to store their Leader Journal
- A certificate of completion.

Whakatauki Mai te ahi ki te pae. From the fire to the threshold.



Growing Leaders is intended for Facilitators and Participants.

Facilitators includes teachers, parents, sport and recreation club administrators, coaches, youth leaders (for example, scout leaders, youth group leaders) and recreation centre managers.

The Participants will be young people (aged 9-18) who are learning about leadership.

Leadership in **a Nutshell**

"Before you are a leader success is all about growing yourself. When you become a leader, success is all about growing others." (Newman, 2007)

The sport and recreation environment can be a powerful place for Participants to learn about leadership, as there is huge potential for young people to accept leadership roles and the responsibilities involved.

"Empowerment is the fundamental theme of teaching responsibility through physical activity." (Hellison, 2003)

Leadership is often difficult to define. Leadership theories, models and approaches are many and varied. For example:

Gray (2004) describes leadership in simple terms: "Knowing what should be done, and influencing others to co-operate in doing it." Maxwell (2006) describes a leader in terms of direction as being: "A leader is one who knows the way, goes the way, and shows the way."

There is debate over whether leaders are made or born. Lombardi (2001) states: "Leaders are made, not born." Other views support genetics as being the basis of leadership. If we accept the view that **leaders can be made**, developed or grown, then education is a critical factor in growing leadership. Through reflecting on winning and losing, failure and success, Participants grow in self-awareness. And from self-awareness comes self-knowledge.

"There are no stumbling blocks in life, just stepping stones; there are no impossibles, just possibles not yet achieved; there are no problems, just new and different opportunities." (Inglis, 2003)

Leadership begins with **self-knowledge**. Lombardi (2001) says: "Self-knowledge is the basis for character... character is the root of integrity... integrity provides the foundation for leadership". Lombardi believes that with "these building blocks in place" a person can lead. Self-knowledge includes the young person understanding their **abilities and qualities**, including their leadership qualities. *Growing Leaders* nurtures leadership qualities through Participants practising and reflecting on the leadership experience.

Young people do not always see themselves as leaders, even if they are assigned leadership positions. Effective leadership involves developing an awareness of the **influence** they have on others for both good and bad. This is especially true for young people, who may be role models or be given leadership positions, yet do not fully understand the influence they have.

The traditional **leader-centred** style of leadership gives leaders a licence to exploit their power by taking the choice and control away from the followers. Today's leadership practices use a more **participantcentred** approach, which encourages ownership and empowerment. Leaders are not leading a sport or recreational activity; they are leading the participants in a sport or recreational activity. The sport or recreation is the context for developing people.

Growing leadership requires realistic, useable and appropriate tools for leadership. The tools for leadership are the essential focus of *Growing Leaders*. They provide young leaders with knowledge, understanding and personal skill development to be able to lead better.

It is important for young leaders to understand that what works in one **situation** may not necessarily work in another. To grow an individual's leadership ability, it is appropriate to experience leadership in different situations and identify appropriate leader responses and leadership styles accordingly. Essentially, leaders are measured by how they behave and what they do rather than what they say they will do.

Leaders create **change**, and learning involves adapting to change. Through *Growing Leaders*, participants are exposed to changing environments, particularly in the Leading in Action sub theme.

A successful leader has high **expectations** of themselves. Through *Growing Leaders*, young people may be challenged to raise their expectations, their self-belief and their **self-efficacy**.

"People with high self-efficacy beliefs have been found to perform better at a variety of tasks, regardless of their actual ability and, importantly, regardless of whether their self-efficacy beliefs were 'natural' or had been artificially enhanced by feedback." (Gray, 2004) It is important for young people to understand their **values** and their beliefs. They can then use these values to lead amid the pressures of a constantly changing world. *Growing Leaders* is based on leading with values and provides activities for young people to reflect upon their values and how they impact on themselves and others.

In leadership literature, there are commonly occurring concepts and examples of effective leadership. Facilitators are encouraged to understand how concepts such as leader influence, the importance of situation, the use of power, the need for balance, the character of the leader, the nature of change, and the opportunity for mentoring all contribute to effective leadership. Covey says: "Leadership is a combination of character and competence, of who you are and what you can do". (Covey, 2004).

The Leader ThinkTank on the CD-Rom explores in more detail some significant components of leadership and offers further learning for both the Facilitator and the Participant.

> "Great leaders move us. They ignite our passion and inspire the best in us." (Goleman, 2002)

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Growing Leaders Philosophy

He aha te mea nui o te ao? He tangata, he tangata, he tangata. What is the most important thing in the world? It is people, people, people.

The philosophy for *Growing Leaders* is based on the following four cornerstones:

- The belief that leadership experiences enhance the development of all young people – leadership experiences should not be limited to a selected few
- An understanding that leadership begins with selfknowledge – in order to lead others, one must first know how to lead oneself
- The belief that many leadership characteristics and traits can be developed leaders are made, not born
- An understanding that leadership is an act of service.

"Find out what you enjoy, find out what you're good at and don't let anyone say you can't do something." (Rob Hamill, New Zealand Atlantic rower)

"Things that matter most must never be at the mercy of things that matter least." (Goethe)



Growing Leaders Values

Ehara taku toa i te toa takitahi, engari he toa takitini. My strength is not from myself, but from the strength of the group.

SPARC has a vision that all young people in New Zealand can be empowered and choose to be active and participate in sport and recreation throughout their lives. For some young people, being active and participating in sport and recreation may be through a leadership role.

Values form the foundation of our beliefs, which are lived through our actions. *Growing Leaders* is based on the following values.

Young Person-centred

Ka pū te rūhā, ka hao te rangatahi

Being responsive to the aspirations and holistic development needs of young people is core to a young person-centred philosophy. *Growing Leaders* supports the holistic education of the participants. The experiences in *Growing Leaders* belong firmly to the individual young people.



Connected – Community Ko koe ki tēnā, ko au ki tēnei kīwai o te kete

Sport and recreation is a powerful vehicle for developing community relationships. This means considering the benefits of establishing collaborative relationships with wider communities. *Growing Leaders* allows young people to experience leadership in a variety of contexts – from clubs to schools, from church to whānau.

Long-term Approach

Ki te hāmama pōpoia te tangata, e kore e mau te ika

Growing Leaders is a pathway of leadership learning for 9 to 18-year-olds. It is about the opportunity for sustainable learning and growth over those years and then onward into life.

Access and Inclusion Kia tūwhera te kūaha, kia whai nga hua

Facilitators are encouraged to develop learning programmes that allow their participants the highest level of access and inclusion.

Contexts for Growing Leaders

Growing Leaders may be used in many contexts:

- Schools, through:
 - » sport and recreation outside the classroom, for example in sports teams and after-school recreation programmes
 - » sport and recreation in the classroom, for example in physical education, outdoor education and dance
- Sports clubs and sport organisations
- Recreation clubs and groups
- Church groups
- Youth groups, for example Scouts
- Other contexts in which youth are involved.

In addition to being awarded a *Growing Leaders* certificate, participants may gain credit value towards national qualifications such as the National Certificate of Educational Achievement (NCEA). Suggested unit and achievement standards that can be used to assess learning in a leadership programme for national qualifications are provided in the Leader ThinkTank.



The Club Environment

Sport and recreation clubs offer a wide variety of leadership roles for young people, such as:

- Coaching a team or individual
- Club committee
- Official umpire or referee
- Team captain/leader
- Trip leader.

The School Environment

The first two stages of *Growing Leaders* are ideal for use in **primary, intermediate and middle schools.** The leadership learning occurs in a controlled environment. This may include roles such as:

- Physical Activity Leaders (PALs) in the playground
- Monitors from lunchtime play equipment to physical education monitor
- Prefects or house leaders
- Mentoring for younger students or peers.

Stages 3 and 4 of *Growing Leaders* are ideal for use in **secondary schools.** Secondary school roles may include:

- Coaching a team or individual
- Managing a team or group
- Managing a school sports event
- Official umpire or referee
- Committee or council roles
- Outdoor recreation leader
- Peer support leader
- Prefect and house leader.

Growing Leaders in the School Curriculum

Growing Leaders aligns with and contributes to the 2007 *New Zealand Curriculum (NZC)* through the following:

- A shared vision of creating learners who are confident and creative, connected and actively involved
- Similar principles and values to be encouraged, modelled and explored
- Key competencies that promote effective participation in society and interrelate and integrate within learning opportunities for student leadership.

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

Growing Leaders provides learning activities that can be incorporated into programmes within the learning area Health and Physical Education (Ministry of Education, p.22-23).

LEARNING CONTENT IN THE LEARNING AREA

Students are supported to accept leadership roles which provide an opportunity for them to develop:

- Movement skills
- Social skills, followership and co-operation
- Communication skills oral, visual and written
- Empathy towards others with different abilities
- Organisation and planning skills
- Critical thinking and action.

Underlying and interdependent concepts in the learning area are:

- Hauora for example, knowing one's strengths and weaknesses for developing as an effective leader, understanding the influences of leading, and providing leadership on personal hauora
- Attitudes and values for example, leading by example and with a sense of fairness, and creating fairer opportunities through leadership
- The socio-ecological perspective for example, understanding others and developing compassion and empathy as a leader, and leading to influence and contribute to the development of others
- Health promotion for example, taking critical action in the wider community and leading others to be physically active, and leading to create and support positive change.

STRANDS IN THE LEARNING AREA

- Personal Health and Physical Development
 The theme Leading Self Knowing Self, Developing Self has particular links to the achievement aims of personal identity and safety management.
- Movement Concepts and Motor Skills The theme Contributing and Influencing – Planning to Lead and Leading in Action has particular links to the achievement aims of movement skills and positive attitudes.
- Relationships with Other People

The theme Connectedness – Understanding Others and Relating to and Communicating with Others has links to all three achievement aims of relationships, interpersonal skills, and identity, sensitivity and respect.

• Healthy Communities and Environments The theme Contributing and Influencing – Planning to Lead and Leading in Action has links to this strand and its achievement aims.

Growing Leaders and curriculum levels in the NZC

Growing Leaders	Curriculum levels in NZC	Schooling years
Explore – stage 1	Level 3/4	Years 6-8
Discover – stage 2	Level 4/5	Years 8-10
Navigate – stage 3	Level 5/6	Years 10-12
Empower – stage 4	Level 7/8	Years 12-14

At all curriculum levels, teachers select *Growing Leaders* activities and contexts that best suit the needs and abilities of their students.



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Leadership Skills **for Young People**

There are many sport and recreation roles and contexts where leadership occurs. Different leadership roles and contexts require different knowledge and skills. Facilitators identify the knowledge and skills necessary for the roles and contexts in which the young people will lead. Facilitators explore the Participants' skill sets and highlight areas for development.

> "The price of leadership is responsibility." (Anderson, 2007)

Growing Leaders offers a number of experiences that allow for the investigation of personal leadership qualities, skills and behaviours that can be used in a variety of leadership roles.

Following are samples of leadership roles and examples of the knowledge and skills useful to fulfil the roles.

Coach Leader

Coaching is leadership of athletes in their sport.

The knowledge and skills required for coaching may include:

- Movement skills
- Tactics
- Techniques
- Games
- Communication
- Understanding of their athletes
- Interpersonal skills
- Personal values and philosophy.

Manager Leader

The knowledge and skills required to manage a sport/ recreation team may include:

- Organisational skills
- Communication skills
- Understanding of team culture development
- Self-understanding
- Understanding of the athletes or participants.

Official Leader

The knowledge and skills required to officiate, umpire or referee a game or event may include:

- Decision-making
- Understanding the rules of the chosen sport
- Understanding people
- Discipline of self and others
- Conflict management and resolution.

Administrator Leader

The administrator leader may have multiple roles, possibly in a committee or council, including chairperson, secretary or treasurer. Knowledge and skills may include:

- An understanding of meeting structure
- An understanding of the specific role
- Interpersonal skills
- Organisational skills
- Self-leadership skills.



Captain Leader

The knowledge and skills required of a team captain or leader may include:

- Self-leadership
- An understanding of others
- Interpersonal skills
- Contextual understanding
- Decision-making
- Team culture development.

Mentor Leader

The knowledge and skills required of a mentor in sport and recreation may include:

- An understanding of the mentor and student roles
- Effective communication skills
- Interpersonal skills
- Experience in the context.

Event Leader

The knowledge and skills required to manage a sport/ recreation event may include:

- Planning skills
- Organisational skills
- Goal-setting
- Interpersonal skills
- Communication
- Management and marketing skills.



The Map

Turner (2007) describes the enablers for youth leadership success as:

- Previous experiences with leadership
- Knowledge
- Self-confidence in relation to the leadership environment
- Communication skills and abilities
- Management/organisation skills and abilities.

The *Growing Leaders* Map ("the Map") provides a framework for designing a leadership programme that incorporates these enablers for successful leadership.

The Map is divided into four stages, three themes and six sub themes. The knowledge and skills that will be learned and applied are incorporated into the Map.

The Map for Leader Learning includes the following:

Four Stages

Stage 1 - ExploreStage 2 - DiscoverStage 3 - NavigateStage 4 - Empower

While movement through the stages may be age-related it is not age-dependant. The suggested ages for each stage are only a guide. Therefore the stage and learning activities should be selected based on the **readiness** of the Participants. "Know the power of one page." (Anderson, 2007)

Three Themes

Leading Self Connectedness Contributing and Influencing

Six Sub Themes

Knowing Self Developing Self Understanding Others Relating to and Communicating with Others Planning to Lead Leading in Action

Knowledge and Skills

At each stage there is an increasing complexity of leadership knowledge and skills. Details of knowledge and skill requirements are included in the section stages of *Growing Leaders*.

The progression of knowledge and skills is summarised in the table below:

Continuum of leadership development			
Leadership development	Learning and exploring		Increasing application and understanding
Complexity	Managing self – basic communication	$\langle \rangle$	Managing diverse groups
Knowledge	Knowledge about leadership	$\langle \rangle$	Leadership knowledge applied
Experience	Exploration	$\langle \rangle$	Reflection and refinement
Responsibility	Controlled		Independent – self-chosen, self-led
Influence and application	Limited roles and opportunities		Multiple opportunities, contexts or situations
Activities	Discrete activity		Linked, aligned and ongoing activities
Efficacy	Willing to experience		Self-confident and self-reflective

Stage/Wahanga

Title/Taitara

Suggested ages/ Nga Tau Whakaaro

Growing Leaders Map Whakatipuranga Kaiarahi

	Theme Kaupapa	Sub theme Kaupapa-a-Raro	Knowledge and skills Mōhiotanga me nga pūkenga
Self/Whaiaro	Leading Self Becoming the Leader Within	A. Knowing Self	Personal self-awareness – self-care, motivation, values, emotional understanding, self-efficacy, leadership style, leader behaviour, personal skills, qualities and abilities
		B. Developing Self	Personal: leader planning, goal-setting, decision- making, responsibility, mentoring
Others/Iwi Kē	Connectedness The Glue between People	C. Understanding Others	Knowledge of others, developing empathy, service to others, group cohesion, group culture understanding, group dynamics, inclusiveness, relationship building, conflict resolution
		D. Relating to and Communicating with Others	Sending and receiving messages, listening, barriers to communication, effective leader communication
Influence/Te Awe	Contributing and Influencing Growing Leaders who Contribute and Influence	E. Planning to Lead	Knowledge of context, leadership roles, planning and organising, leadership methods, balancing roles
		F. Leading in Action	Goal-setting and implementation, applying strategies, reflecting and evaluating, leading change, time management

1	2	3	4
Explore	Discover	Navigate	Empower
9-11 years	11-14 years	14-16 years	16-18 years
Exploring leadership themes in a controlled environment	Developing leadership in a range of activities in a controlled environment	Leadership involving increasing decision- making and responsibility in a chosen activity	Multiple cycles of application and reflection on leadership through self-chosen and self-led contexts
Learning focus Nga Tohenga Ako	Learning focus Nga Tohenga Ako	Learning focus Nga Tohenga Ako	Learning focus Nga Tohenga Ako
Exploring self-awareness and understanding of self in relation to basic leadership principles	Developing an understanding of self in a range of activities in a controlled environment	Knowing self through leadership in a chosen activity involving increasing decision- making and responsibility	Multiple cycles of application and reflection on leadership through a self-chosen and self-led context that demonstrate:
Exploring the developing self in leadership activities in a controlled environment	Investigating the developing self in a range of activities in a controlled environment	Developing self through leadership in a chosen activity involving increasing decision- making and responsibility	knowledge of self, development of self, understanding others, communication with others, relating to and with others, planning for change, leading change, balancing roles, leadership in action. Young people will experience a sport or recreation leadership role for a minimum of
Exploring an understanding of others through leadership in a controlled environment	Investigating an understanding of others in a range of situations in a controlled environment	Demonstrating an understanding of others in a chosen activity	
Relating to and communicating with others in a range of controlled activities	Relating to and communicating with others in a range of controlled activities	Relating to and communicating with others using effective interpersonal leadership skills with others in a chosen activity	15 hours
Planning and organising for leadership in a single activity in a controlled environment	Planning and organising for leadership in at least three activities in a controlled environment	Planning strategies and organising for a leadership role in a chosen activity involving increasing decision- making and responsibility	
Exploring leading an activity in a controlled environment	Leading at least three activities in a controlled environment	Applying and analysing strategies for leadership in a chosen activity for at least six hours	

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Growing Leaders Themes and Sub Themes

The themes and sub themes are interrelated. All the learning gained through Growing Leaders comes from and links back to the understanding and knowledge of self, described in Diagram 1.



Diagram 1: Leadership learning applied in the Growing Leaders programme (Mawdsley, 2008).

Leading Self

This theme explores self-leadership through two sub themes of *Knowing Self* and *Developing Self*.

In *Knowing Self*, the knowledge and skills explored include personal self-awareness, self-care, motivation, values, emotional understanding, self-efficacy, personal skills, qualities and abilities, leader style and leader behaviour.

In *Developing Self*, the knowledge and skills explored focus on leader planning and responsibility, including mentoring. Part of understanding self-leadership involves exploring ways to do things better and growing and evolving one's capabilities. Many of the learning activities of this programme focus on the following questions:

- What should I continue doing?
- What should I stop doing?
- What could I start doing?

The freedom of being able to choose your response in any situation is a part of decision-making. The quality of the response is the core to self-leadership, and this is born of self-awareness.

Connectedness

This theme explores the ways individuals, teams and groups communicate and develop the ability to work together effectively.

The two sub themes around which *Connectedness* is woven are *Understanding Others* and *Relating to and Communicating with Others*.

In *Understanding Others*, the knowledge and skills explored include knowledge of others through developing empathy, and an attitude of service to others. Participants will consider the service they give to others, examine group dynamics, and experience opportunities for building teams.

In *Relating to and Communicating with Others*, the knowledge and skills explored focus on developing effective communication strategies and the importance of effective communication as a leader.

Contributing and Influencing

"Leadership is influence – nothing more, nothing less." (Maxwell, 1998)

This theme explores contributing and influencing through the two sub themes of *Planning to Lead* and *Leading in Action.*

The only constant is change, and Lee and King (2001) describe change as coming from choice, chance or crisis. Through *Growing Leaders*, young people are given the chance to experience managing change and adapting to changing environments and contexts.

In *Planning to Lead*, participants learn about the concept of change, planning and organising skills, applying strategies, and reflecting.

In *Leading in Action*, young leaders accept a leadership role within a specific context and learn through experience and reflecting. Their contribution is about legacy, and giving to others.



Stages of Growing Leaders

Ngaro atu he tētē kura, whakaeke mai he tētē kura. A fern frond dies, another takes its place.

Each stage of Growing Leaders has specific requirements in terms of:

- Scope of leadership the focus and contexts for leadership
- Depth of leadership the level of knowledge and skills to be understood and demonstrated
- Breadth of leadership the duration of the leadership experience.

The requirements for each stage are described below.

1»EXPLORE

Learning focus	This stage is about exploring, identifying and describing leadership themes through activities in a controlled environment.
Leadership in action	Participants plan and implement a simple activity in a controlled environment. This may be a game or games, a sports skill, a dance or a fitness activity, or another type of activity.
Duration of experience	An approximate length of time for all sub themes to be delivered (apart from the <i>Leading in Action</i> experience) would be six hours of leadership learning. The Explore <i>Leading in Action</i> experience of a single activity should take the Participant a minimum of 15 minutes to facilitate.

Knowing Self	Exploring personal self-awareness – self-care, motivation, values, self-efficacy, leadership style, leader behaviour, personal skills, qualities and abilities
Developing Self	Personal goal-setting, decision-making, responsibility, mentoring
Understanding Others	Knowledge of others, developing empathy, service to others, understanding team and group dynamics, relationship building
Relating to and Communicating with Others	Sending and receiving messages, listening
Planning to Lead	Knowledge of group and context, leadership roles for leading an activity, planning and organising an activity, leadership methods
Leading in Action	Goal-setting and implementing a single activity, applying time and management strategies, reflecting on activity session



	in a controlled environment.
Duration of experience	An approximate length of time for all sub themes to be delivered (apart from the <i>Leading in Action</i> experience) would be six to eight hours of leadership learning.
	The Discover <i>Leading in Action</i> experience of at least three single activities should take Participants a minimum of 15 minutes each to facilitate.

Knowing Self	Discovering aspects of self-awareness – self-care, motivation, values, emotional understanding, self-efficacy, leadership style, leadership behaviour, personal skills, qualities and abilities through learning that is increasingly focused on self
Developing Self	Goal-setting, decision-making, self-responsibility and beginning to mentor and accepting being mentored by others
Understanding Others	Knowledge of others, developing empathy, service to others, group cohesion, group culture understanding, group dynamics, relationship building
Relating to and Communicating with Others	Sending and receiving messages, listening, effective leader communication
Planning to Lead	Knowledge of context, leadership styles and roles, planning and organising three or more activities
Leading in Action	Goal-setting and implementation of three or more activities, applying strategies, reflecting and evaluating activities, time management of activity session



Learning focus	The activities in this stage involve increased decision-making and responsibility for participants. Participants investigate leadership through analysis of self-awareness and personal decision-making, and considering ways of adapting to change and of balancing leader roles.
Leadership in action	Participants accept responsibility and make decisions in leading a chosen activity over a longer period of time.
Duration of experience	As a guideline, Navigate Participants will spend 8-10 hours in leadership learning in the <i>Leading Self</i> and <i>Connectedness</i> themes. The Navigate <i>Leading in Action</i> experience should last for a minimum of six hours.

Knowing Self	Navigating concepts of self-awareness, self-care, motivation, values, emotional understanding, self-efficacy, leadership style, leader behaviour, personal skills, qualities and abilities with increased personal responsibility and decision-making
Developing Self	Personal leader planning, goal-setting, decision-making, responsibility and seeking mentoring, responsible decision-making
Understanding Others	Knowledge of others, developing empathy, service to others, group and team cohesion, group and team culture understanding, group dynamics, inclusiveness, relationship building with the acceptance of responsibility for understanding others that leads to effective decision-making
Relating to and Communicating with Others	Sending and receiving messages, listening, barriers to communication, effective leader communication through accepting responsibility for communicating with others
Planning to Lead	Knowledge of context in which personal leadership will occur, leadership style and roles appropriate for the specific context, planning and organising for the specific role, leadership methods, balancing roles in a specific leadership situation
Leading in Action	Goal-setting and implementation for taking responsibility in a leadership role, applying strategies in the role, reflecting and evaluating, leading change within the specific leadership context, time management in the chosen leadership role



Learning focus	All the knowledge and skills included in the <i>Growing Leaders</i> Map are integrated into the Empower stage. The learning activities are expected to be integrated through multiple cycles of application and reflection in self-chosen and self-led contexts.
Leadership in action	Participants complete leadership experience in one combination of several leadership roles. The emphasis is on multiple cycles of application of leadership and reflection.
Duration of experience	The leadership learning the Participant experiences through the learning activities may occur over varied timeframes – as a guide, 8-10 hours of facilitated learning outside the Participant's leadership role.
	The Empower <i>Leading in Action</i> experience should last for a minimum of 15 hours.
	If Facilitators are school teachers who choose to integrate <i>Growing Leaders</i> into a credit value programme towards national qualifications, the leadership programme may take longer to align with credit values.

Knowing Self	Personal self-awareness gained through the leadership experience and multiple cycles of application of leadership and reflection through self-chosen and self- led contexts. Self-awareness focuses on the opportunity to develop a solid understanding of: self-care, motivation, values, emotional understanding, self- efficacy, leadership style, leader behaviour, personal skills, qualities and abilities
Developing Self	An understanding of a variety of methods and strategies for personal leader planning, goal-setting, decision-making, responsibility, mentoring. There is an emphasis on gaining knowledge to lead into the future
Understanding Others	The ability to develop an understanding and knowledge of others, and an understanding and knowledge of empathy, service to others, group cohesion, group culture understanding, group dynamics, inclusiveness, relationship building, conflict resolution
Relating to and Communicating with Others	Knowledge of effective methods of sending and receiving messages, listening, barriers to communication and effective leader communication
Planning to Lead	Knowledge of the self-chosen and self-led contexts in which leadership may occur for the purpose of the <i>Growing Leaders</i> experience, including: styles and roles, planning and organising, leadership methods, balancing roles
Leading in Action	The experience of leading in a self-chosen and self-led context for the purpose of the <i>Growing Leaders</i> experience, including: goal-setting and implementation, applying strategies, reflecting and evaluating, leading change, time management

Learning Activities in Growing Leaders

The following charts list the learning activities and the sub themes to which they relate. Facilitators select learning activities so that the Participants complete all sub theme knowledge and skills.

Facilitators are encouraged to check the SPARC website (**www.sparc.org.nz**), as more activities may be added to *Growing Leaders* over time.



Theme: Leading Self	
Learning activity	Sub theme
Compulsory activity Leadership Foundation Stones 1	Knowing Self, Developing Self
Superheroes are Go!	Knowing Self, Developing Self
Thinking while Blinking	Developing Self
Leading Leaders in Print 1	Knowing Self, Developing Self

Theme: Connectedness	
Learning activity	Sub theme
The Plant Gift	Understanding Others
The Princess and Her Team (available electronically)	Understanding Others
Building Block Action	Understanding Others Relating to and Communicating with Others

Theme: Contributing and Influencing	
Learning activity	Sub theme
Leading Physical Activity in the Playground 1	Planning to Lead, Leading in Action
Leading Co-operative Activities 1	Planning to Lead, Leading in Action
Leading Active Corner	Planning to Lead
Active Leadership Jacket	Leading in Action



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Theme: Leading Self	
Learning activity	Sub theme
Compulsory activity Leadership Foundation Stones 2	Knowing Self, Developing Self
Dream Action	Developing Self
Leading Leaders in Print 2	Knowing Self, Developing Self
Juggling the Tasks	Developing Self

Theme: Connectedness	
Learning activity	Sub theme
Leading an Adventure	Understanding Others, Relating to and Communicating with Others
Pay it Forward	Understanding Others
Te Ao Kori – the World of Movement	Relating to and Communicating with Others
Pipe Cleaner Magic	Relating to and Communicating with Others

Theme: Contributing and Influencing	
Learning activity	Sub theme
Leading Physical Activity in the Playground 2	Planning to Lead, Leading in Action
Leading Co-operative Activities 2	Planning to Lead, Leading in Action
Old School Games	Planning to Lead, Leading in Action



Theme: Leading Self	
Learning activity	Sub theme
Compulsory activity Leadership Foundation Stones 3	Knowing Self, Developing Self
Leading the Leaders Workshops	All sub themes apart from Leading in Action
The Leadership Skills Puzzle	Knowing Self, Developing Self
Leader Stars	Knowing Self, Developing Self
What do I Value?	Knowing Self
Movie Mentoring	Developing Self
You vs. The Clock	Developing Self

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Theme: Connectedness	
Learning activity	Sub theme
Tip the 'M' the Other Way	Understanding Others Relating to and Communicating with Others
Active Listening	Relating to and Communicating with Others
Activities to Explore Team Culture	Understanding Others
Spaghetti and Marshmallows	Understanding Others Relating to and Communicating with Others
Stepping up to Volunteer	Understanding Others
The High Ten Test	Relating to and Communicating with Others

Theme: Contributing and Influencing	
Learning activity	Sub theme
Leading Co-operative Activities 3	Planning to Lead, Leading in Action
Event Extravaganza 1	Planning to Lead, Leading in Action
Leadership Experience Reflection 1	Planning to Lead, Leading in Action
Pick Me	Planning to Lead



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Theme: Leading Self	
Learning activity	Sub theme
Compulsory activity Leadership Foundation Stones 4	Knowing Self, Developing Self
Leading the Leaders Workshops	All sub themes apart from Leading in Action
What Sort of Leader Am I?	Knowing Self
The Volcanic Life	Knowing Self, Developing Self
Swallow that Lizard	Developing Self
Leading Change	Developing Self
Habits of Leadership (available electronically)	Developing Self

Theme: Connectedness	
Learning activity	Sub theme
Giving and Receiving Messages	Understanding Others
Korero Tahi – Talking Together	Relating to and Communicating with Others
Values-Based Leadership of a Team	Understanding Others Relating to and Communicating with Others

Theme: Contributing and Influencing			
Learning activity	Sub theme		
Leading Co-operative Activities 4	Planning to Lead, Leading in Action		
The Coach Leader	Planning to Lead, Leading in Action		
Event Extravaganza 2	Planning to Lead, Leading in Action		
Leader Icebreakers	Planning to Lead		
Leadership Experience Reflection 2	Planning to Lead, Leading in Action		

Growing Leaders **Resources**

The Growing Leaders resources have been designed to "build a fire within" and provide the Facilitator with options for nurturing Participants to grow their confidence to lead.

The resources include:

Facilitator's Guide

For coaches, teachers, mentors, youth leaders and administrators.

The Guide describes the *Growing Leaders* philosophy, values, structure and administration. The Guide also describes some common principles of leadership.

The Map provides the *Growing Leaders* framework for developing a leadership programme. The Map provides directions for Facilitators to develop young people as empowering leaders.

Learning Activities

Learning activities consist of Facilitator's Notes and Leader Journal templates. The learning activities are allocated to one of the four stages of the programme. Each stage is colour-coded: Explore is red, Discover is orange, Navigate is green and Empower is blue.

The stages and the learning activities are progressive, although young people can begin the programme at any of the four stages.

Each learning activity identifies the stage, theme, sub theme, knowledge and skills, resources required to facilitate the activity, and an overview detailing how a Facilitator can best run the learning activity.

Each learning activity includes templates for Participants to complete. These are labelled 'Leader Journal'. They can be photocopied or they can be printed from the CD-Rom. They are placed into each Participant's Leader Journal folder.

> "You get the best efforts from others not by lighting a fire beneath them, but by building a fire within." (Anderson, 2007)

Leader Journal Folder

The Leader Journal folder provided can be purchased from the SPARC store (www.sparc.org.nz/about-sparc/ sparc-store) or Facilitators can source their own. The Leader Journal folder becomes the Participant's record of learning. To complete the *Growing Leaders* certificate, each Leader Journal must contain:

- The learning activity titled 'Foundation Stones' for the stage being completed
- All completed Leader Journal templates for the learning activities that have been selected for the Participants.

The Leader Journal templates that go into the Leader Journal folder is dependent on the needs of the Participants and the Facilitator's choice of learning activities. However, all of the knowledge and skill requirements from each stage sub theme must be covered.



"Find a reason why you can – and not an excuse why you cannot." (Sarah Ulmer)

CD-Rom

The CD-Rom contains all the *Growing Leaders* content, including the Facilitator's Guide, learning activities (plus any additional ones not provided in hard copy), the Leader ThinkTank, Facilitator presentations and the *Growing Leaders* certificate masters.

The Leader ThinkTank provides information about leadership for Facilitators.

The ThinkTank includes some leadership tools to encourage thinking about leadership. The ThinkTank contents may be used by the Facilitator to increase leadership understanding, or as tools that can be used to facilitate discussion with Participants.

Facilitator Presentations

These PowerPoint presentations include:

- The Growing Leaders Programme useful for introducing the Growing Leaders programme
- What is Leadership?
- Leader Values useful in the Leading Self theme
- Team Culture useful in the Connectedness theme
- Change useful in the Contributing and Influencing theme.

Growing Leaders Certificate

A certificate is awarded for the completion of each stage.

All *Growing Leaders* resources can be downloaded from the SPARC website **www.sparc.org.nz**, or a hard copy of the programme can be purchased from SPARC store **www.sparc.org.nz/about-sparc/sparc-store**.

Additional Resources

When planning leadership programmes, Facilitators are encouraged to view other relevant SPARC resources available from **www.sparc.org.nz**, such as:

- The New Zealand Coach Development Framework Resources
- Volunteers: The heart of sport
- Club Kit: Tools to run your club
- Sports officials.
- "Your ability to affect your team mates in a positive way, that is your legacy, that's what you leave behind." (Umaga & Thomas, 2007)

Building your Growing Leaders Programme

Building a leadership programme through *Growing Leaders* could make a very real difference to the Participants and the way they lead throughout their lives.

To complete a stage of *Growing Leaders*, the Participant must:

- Cover all the knowledge and skill requirements in all six sub themes at that stage
- Complete the minimum time allocation for both the leadership learning and leadership experience learning activities.

Follow the steps below to build your leadership programme.

Step 1

Become familiar with the Growing Leaders resources.

This includes the Facilitator's Guide (especially the Map), learning activities and the Leader ThinkTank.

Step 2

Identify the needs and interests of the young people you are building the programme for.

What will the young people gain from participating in the programme?

What knowledge and skills do they currently have and where are the gaps in their leadership ability and understanding?

Step 3

Decide where, when and in what context you will deliver the *Growing Leaders* content.

What contexts are likely to excite them?

Will you need to allocate a new timeslot for the programme?

Will you facilitate *Growing Leaders* as a block of learning or as a series of learning sessions?

Step 4

Select the appropriate Growing Leaders stage.

What stage are your Participants at, based on their age and readiness?

The section called Stages of *Growing Leaders* will assist in making this decision.

How much time can you allocate for the programme?

Identify the time allocation required at each stage from the following table.

Explore – stage 1	Minimum six hours' leadership learning
	Minimum 15 minutes' leadership experience
Discover – stage 2	Minimum six to eight hours' leadership
	Minimum 3 x 15 minutes' leadership experience
Navigate – stage 3	Minimum eight hours' leadership learning
	Minimum six hours' leadership experience
Empower – stage 4	Minimum eight hours' leadership learning
	Minimum 15 hours' leadership experience

Step 5

Select the learning activities that will provide the best learning for the Participants. The section called Learning Activities in *Growing Leaders* on page 20 lists all the initial learning activities at each stage.

Note: The knowledge and skill requirements in all six sub themes must be covered. The requirements are described in the section Stages of *Growing Leaders* on page 16.

Some Facilitators may wish to select all learning activities in a particular stage. Others may read the knowledge required and select only some learning activities. It is not necessary to complete all the learning activities in any stage, although it is important to ensure the time allocations are adhered to.

Some Facilitators may have ideas, activities and learning experiences of their own that could be integrated into the *Growing Leaders* programme, and this is encouraged. The Facilitator may have learning tools, contexts, content and delivery method not included in *Growing Leaders* that will enhance the leadership opportunities for Participants.

Step 6

Decide the order of the learning activities.

The recommended order of learning activities is *Leading Self*, followed by *Connectedness*, and *Contributing and Influencing* last.

Step 7

Order Leader Journal folders for each Participant either from the SPARC store (www.sparc.org.nz/about-sparc/ sparc-store) or source other appropriate folders from a local supplier.

Step 8

Reproduce the Leader Journal templates for each learning activity you have selected. Either photocopy from the hard copy in the *Growing Leaders* folder or print from the files on the CD-Rom. **Note: Each stage must start with the Leadership Foundation Stones learning activity.**

Material from the *Growing Leaders* CD-Rom might be useful for this compulsory learning activity. This material includes PowerPoint presentations and Leadership Tools in the Leader ThinkTank.

Step 9

Decide how you will facilitate each learning activity and in what timeframe.

Step 10

Facilitate the learning activities within the context you have planned.

- A. Participants place their completed Leader Journal templates from each activity into their Leader Journal folder.
- B. Facilitators record each Participant's progress on the Participant Progress Recording Sheet on page 28.

Step 11

Choose (and adapt if necessary) the **criteria checklists** for Leading in Action on pages 30-35.

There is a generic checklist for the Explore and Discover stages. For the Navigate and Empower stages, the generic checklist may need to be adapted depending on the Participants' leadership role and context.

Step 12

Facilitate the *Leading in Action* leadership experience within the context you have planned.

Complete the criteria checklist for *Leading in Action*.

Step 13

Order *Growing Leaders* certificates for Participants, from SPARC store (www.sparc.org.nz/about-sparc/ sparc-store), or colour photocopy samples from the *Growing Leaders* folder, or print out the certificates from the CD-Rom.

Step 14

A stage of the programme is completed when the *Leading in Action* criteria checklist has been completed to the satisfaction of the Facilitator and a *Growing Leaders* certificate has been awarded.

Growing Leaders Facilitator Recording Sheet

		Leadi	ng Self
33	Participant's Name	Knowing Self	Developing Self



Participant Progress

Connectedness		Contributing and Influencing			
Understanding Others	Relating to and Communicating with Others	Planning to Lead	Leading in Action	Date programme completed	Date certificate awarded

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The Leading in Action requirement of the Growing Leaders Explore stage asks Participants to lead a group in a single activity in a controlled environment. Facilitators complete the following checklist for the leadership experience.

Planning	Excellent	Good	Needs Work
Activity is well planned			
Activity flows well			
Activity relates to the group's abilities			

Activity Leadership	Excellent	Good	Needs Work
Accepts the leadership role			
Participants enjoy activity			
The activity is safe			

Communication	Excellent	Good	Needs Work
Gives clear, simple instructions			
Is enthusiastic and motivated			
Participants understand and respond well			



The Leading in Action requirements of the Growing Leaders Discover stage asks Participants to lead in at least three activities in a controlled environment. Facilitators complete the following checklist for each of the three leadership experiences.

Planning	Excellent	Good	Needs Work
Activity is well planned			
Activity flows well			
Activity relates to the group's abilities			

Activity Leadership	Excellent	Good	Needs Work
Accepts the leadership role			
Participants enjoy activity			
The activity is safe			

Communication	Excellent	Good	Needs Work
Gives clear, simple instructions			
ls enthusiastic and motivated			
Participants understand and respond well			



The Leading in Action requirements of the Growing Leaders Navigate stage asks Participants to lead a group in one of a variety of leadership contexts.

Planning to lead	Excellent	Good	Needs Work
Session flows well and appears well planned			
Understanding of the participants demonstrated			
The leadership experience is reflected on and evaluated			

Leading in action	Excellent	Good	Needs Work
Appropriate leadership skills and abilities demonstrated			
Leadership style is appropriate			
Leadership role(s) is accepted			
Time is effectively managed			

Leader communication	Excellent	Good	Needs Work
Sending and receiving messages is effective			
Participants are engaged in the activities and context			
Leader encourages and gives feedback			



The Leading in Action requirements of the Growing Leaders Empower stage asks Participants to lead a group in one of a variety of leadership contexts.

Planning to lead	Excellent	Good	Needs Work
Leadership goals are set and implemented			
Knowledge of context demonstrated			
Relevant planning and organising skills demonstrated			
The leadership experience is reflected on and evaluated			

Leading in action	Excellent	Good	Needs Work
Leadership style is appropriate			
Leadership role(s) is accepted			
Leader shows flexibility and is able to balance the required roles			
Time is effectively managed			

Leader communication	Excellent	Good	Needs Work
Sending and receiving messages is effective			
Leader shows the ability to listen to the participants			
Leader encourages and gives feedback			



Role-specific Criteria Checklists for Leading in Action **Coach Leadership**

Depending on the Participant's leadership role in the Navigate and Empower stages, the Facilitator may add one of the following rolespecific checklists to the generic checklist.

	Excellent	Good	Needs Work
Demonstrates appropriate leadership skills and abilities			
Leadership appears to be athlete-centred			
Coaching session is well planned			
Appropriate activities are chosen			
Participants show positive response to the session			
Uses a questioning style			
Ensures activity is safe at all times			



Role-specific Criteria Checklists for Leading in Action **Event Leadership**

Depending on the Participant's leadership role in the Navigate and Empower stages, the Facilitator may add one of the following rolespecific checklists to the generic checklist.

	Excellent	Good	Needs Work
Demonstrates appropriate leadership skills and abilities			
Planning allows for flexibility and contingency			
Event components relate to group's abilities and interests			
Participants are engaged in the event			
All aspects of the event are safe			
Leader is participant-centred			
Leader adapts to changing situations			



Role-Specific Criteria Checklists for Leading in Action **Games Leadership**

Depending on the Participant's leadership role in the Navigate and Empower stages, the Facilitator may add one of the following rolespecific checklists to the generic checklist.

	Excellent	Good	Needs Work
Demonstrates appropriate leadership skills and abilities			
Games are well planned and the session flows			
Games are appropriate for the participants			
Leader's style and methods are participant-centred			
Leader asks questions to enhance learning			
Participants are given some ownership within the game environment			
The activities are safe at all times			



Excellent	Good	Needs Work	
	Excellent Image: Constraint of the second	ExcellentGoodImage: Constraint of the second secon	

In Summary

Leadership is a privilege and a service to others, learned through training, practice, mentoring, education, feedback, reflection and experiences. One size doesn't fit all as we serve our youth and they serve each other.

The strength of *Growing Leaders* is dependent on the Facilitator's enthusiasm and skill, so:

Instil attitude

Positive, positive, positive It's **INFECTIOUS**

Inspire others

Motivate, influence – get that **ATTITUDE** going

Encourage trust

Allow people to feel SAFE

Work on

understanding people

WHO are they? **WHERE** do they come from? **WHY** are they here? **WHAT** do they want?

Be real

They are **WATCHING** you. Walk the talk but keep it real

Understand that their view has value

Hear it, absorb it, **LISTEN VALUE** what others say



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