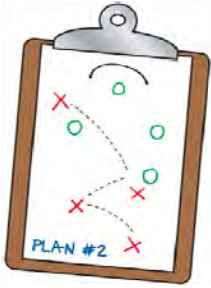


# MODULE 6

## Leadership Training



Bureau of Refugee and Immigrant Assistance  
New York State Office of Temporary and Disability Assistance  
Andrew M. Cuomo, Governor  
2012



# MODULE 6 - ACTIVITY #51

## QUALITIES OF EFFECTIVE LEADERS

In this activity, MAC participants will become familiar with the qualities of effective leaders.

Module 6 is dedicated to the development of leadership skills in *all* of the MAC participants. Some of the participants may emerge as leaders because of their language proficiency or their natural tendency to lead. But all of the MAC participants should be exposed to leadership skills such as communication, conflict prevention, and teamwork. They should all become aware of the qualities of effective leaders so that they can identify and emulate strong leaders in their new community.

Not all leaders are outgoing and evident as a leader of a group. They may command respect because of their ability to quietly resolve conflicts or facilitate group problem-solving. The MAC Coach should not only encourage all MAC participants to try some of the leadership activities in Module 6, but should keep an eye out for individuals who show the potential for becoming leaders in the MAC program and in their community.



### SUPPLIES AND HANDOUTS

One dozen apples (variety, if possible)

Large basket or plastic bin to hold the apples

Magic Markers, crayons, scissors, glue, pens, pencils

Large flip chart or mural paper

#### Handouts:

EFFECTIVE LEADERS

EXCEPTIONAL LEADERS

HAVE YOU DEMONSTRATED LEADERSHIP?

JOBS FOR LEADERS

LEADERSHIP CARDS (CUT UP INTO INDIVIDUAL CARDS)



### VOCABULARY USED IN THIS ACTIVITY

(See the handouts for vocabulary words)

- adaptability
- analyze
- appreciate differences
- big picture
- calm
- change
- compassion
- conflict
- core values
- courage
- creativity
- cultivate
- dilemmas
- effective
- ethical standards
- exceptional
- decision-making
- directions
- flexibility
- goals
- leader
- mentor
- moral
- opportunity
- organizational skills
- positive attitude
- potential
- pressure
- promises
- respect
- responsibility
- risk
- role model
- value



## BACKGROUND INFORMATION

For Module 6 - Leadership Training, gives all MAC participants the opportunity to develop and enhance leadership skills.

The activities in the module can be conducted individually in any order, or as a complete module. The MAC Coach should determine the needs of the MAC participants, and arrange opportunities for practicing leadership skills.



The following steps should be carried out for each activity in the module:

1. Review the handouts as a group, to become familiar with leadership characteristics and skills. (The handouts also provide vocabulary words and information on the key points that the MAC Coach should stress.)
2. Conduct the Module 6 discussion and Practice Activity, designed to develop and enhance leadership characteristics and skills.
3. Review the handouts after practicing, using them as self-assessment tools. Encourage the MAC participants to discuss their observations about strong leadership skills and areas that need improvement.
4. Arrange for MAC participants who demonstrate leadership skills to practice those skills while assisting with the MAC program.
5. Debrief after practicing by using the handouts again as self-assessments, and by arranging group discussions with peer leaders and individual consultation with the MAC Coach.

Module 6 does not include information about managing an organization, supervising staff, or developing other employment-related management skills. Module 6 focuses on general leadership skills that can be practiced during the MAC program. However, the leadership skills are applicable in a variety of settings, including on the job.

## ACTIVITY STEPS

1. Review the handouts **EFFECTIVE PARTICIPANTS** and **EXCEPTIONAL PARTICIPANTS** to assist the MAC participants in becoming familiar with the characteristics of strong leaders.

2. *Ask:* Who would you identify as a leader in your life?

The participants may have difficulty identifying leaders they admire and the MAC Coach may have to make suggestions. The leaders do not have to be nationally or internationally known. They can be local coaches, school administrators, managers of refugee center programs, and so forth.



How did the leader demonstrate the skills on the handouts?

What qualities do people like to see in their leaders?

How do you know if someone is a potential leader?

3. Discuss the handout **HAVE YOU DEMONSTRATED LEADERSHIP?**

Ask each MAC participant to provide personal examples.

If they have difficulty, the MAC Coach can explain that everyone has the potential of becoming a leader, and that leadership can be demonstrated in a variety of different ways. Use the handouts to show that leadership can be demonstrated by outgoing, assertive individuals as well as those who are quiet and low-key in their ability to lead. Provide examples of individuals familiar to the MAC participants (including the MAC Coach, program administrators, refugee center directors, etc. ) to show that leadership can be demonstrated in many different ways.

4. Optional – *Ask:* Can someone be considered a strong leader if they accomplish tasks that are oppressive, dangerous, or illegal (e.g., gang leaders, appointed officials, dictators)?

This topic could be an interesting debate for the MAC participants, and there is no correct answer.

However, it may be a sensitive discussion and the MAC Coach should only raise the issue if the MAC participants seem comfortable talking about leaders who are oppressive and violent, but have managed to gain followers.

Point out that not all “leaders” have leadership skills – and that individuals who have basic leadership skills may not always use those skills for the good of the followers.

5. Distribute the handout JOBS FOR LEADERS and explain how leadership skills are used in a variety of careers.

The MAC participants may have to have other qualifications such as a college degree or job-related certification, but employers appreciate and reward individuals with leadership skills.

6. After the activity below, each MAC participant should review the handouts as self-assessment tools. The handouts can be reviewed again after the identified leaders practice their skills with the large MAC group.

### LEADERSHIP PRACTICE ACTIVITY

1. Explain that each participant is going to have the opportunity to lead the group in a 10-minute exercise. As they lead, they are to practice the leadership skills on the handouts.



2. Display the basket of apples. Discuss how the apples have different shapes, flavors, sizes, and uses (e.g., baked desserts, applesauce, fresh fruit). Explain that they will all be using the apples when they lead the group.

3. Distribute a Leadership Card to each participant. Explain that they will have three minutes to plan the task that is described on the card. They will have 10 minutes to lead the other MAC participants in the task. (The MAC Coach can determine how much time is necessary to give everyone a chance to lead.)

They can use any of the apples and the art supplies.

4. *After everyone has completed leading the group*, review the handouts as self-assessment tools.

Discuss the *successful application* of leadership skills.

Discuss the challenges of leading and what may come up when they are leading the large group of MAC participants in activities in the MAC program.

# Effective Leaders

- ↪ **Communicate clearly**
- ↪ **Keep goals in mind**
- ↪ **Consider the “big picture”**
- ↪ **Manage time and details**
- ↪ **Demonstrate sound decision-making**
- ↪ **Demonstrate organizational skills**
- ↪ **Analyze risk**
- ↪ **Prevent and solve problems**
- ↪ **Demonstrate flexibility, adaptability**
- ↪ **Build skills of others**
- ↪ **Cultivate creativity**
- ↪ **Analyze moral and ethical dilemmas**
- ↪ **Mentor and role model**



# Exceptional Leaders

- **Take on responsibility**
- **Value individuals and their potential**
- **Appreciate differences**
- **Focus on core values**
- **Display courage, often quietly**
- **Desire to continuously learn**
- **Help to work through conflict**
- **Demonstrate compassion**
- **Value goal achievement**
- **View change as opportunity**
- **Adhere to ethical standards**



# How Have You Demonstrated Leadership?

- ❖ **Calm under pressure**
- ❖ **Consistent behavior**
- ❖ **Clear directions**
- ❖ **Open to opinions and ideas**
- ❖ **Communicate and listen**
- ❖ **Show respect**
- ❖ **Follow-through on promises**
- ❖ **Willing to learn**
- ❖ **Positive attitude**
- ❖ **Role model**



# JOBS FOR LEADERS!

Nurse  
Supervisor

Town Supervisor/Mayor

Office Manager

School  
Principal

Building Contractor

International Charity Director

Business Manager

Lead Mechanic

Manufacturing Team Leader

Sports  
Coach

Store Manager

Property Manager

Science Lab  
Manager



Senior Engineer

School Board Member

Event Planner

Religious Leader

Community Service Agency Director

Sales Team  
Leader

Project Coordinator -  
Construction, Health, Education

Bank Manager

Teacher

# LEADERSHIP CARDS



The group is to make a chart that describes the different types of apples in the basket. If they don't know the names of the different types of apples, they can make up the names.

The group is to figure out which apple rolls the fastest – and which apple rolls the farthest. They need to decide why certain apples win - and show the results.

The group is to line the apples up by size, color, condition, and appeal. They need to be able to explain their reasoning. If they don't agree, they should explain why.

The group is to figure out a new game that can be played with the apples. They can start by playing the game **STACK THE APPLES** to get in the mood. They need to determine what it takes to win their game.

The group is to hide the apples around the room and create clues about where they can be found. (Collect the apples when the hunt is over!)

The group is to make up a song about the apples and sing it.



# MODULE 6 - ACTIVITY #52

## COMMUNICATION SKILLS FOR LEADERS

In this activity, MAC participants will become familiar with the qualities of effective communication skills for leaders.

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### HANDOUTS

#### Handouts:

IS THIS YOUR COMMUNICATION STYLE?

HOW'S YOUR COMMUNICATION?



### VOCABULARY USED IN THIS ACTIVITY

(Review the handouts for vocabulary words.)

- |                          |                  |
|--------------------------|------------------|
| always                   | proof            |
| arrogant                 | respectful       |
| attention                | respond          |
| aware                    | response         |
| clear information        | sometimes        |
| communication            | style            |
| confident                | tone of voice    |
| consider feelings        | willing to learn |
| different points of view |                  |
| explain                  |                  |
| eye contact              |                  |
| gestures                 |                  |
| get to the point         |                  |
| good manners             |                  |
| listen                   |                  |
| needs work               |                  |
| online communication     |                  |
| patient                  |                  |
| pleasant                 |                  |
| positive and supportive  |                  |



## BACKGROUND INFORMATION

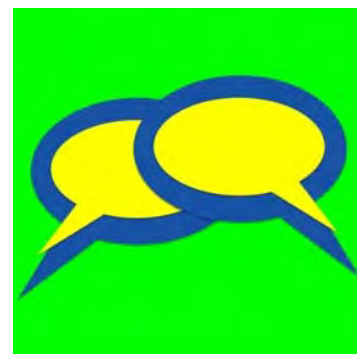
This activity can be used in conjunction with Module 1 – Activity #7  
*Communication at Work.*

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1. Review the handouts as a group, to become familiar with leadership characteristics and skills. (The handouts also provide vocabulary words and information on the key points that the MAC Coach should stress.)
2. Conduct the Module 6 discussion and Practice Activity, designed to develop and enhance leadership characteristics and skills.
3. Review the handouts after practicing, using them as self-assessment tools. Encourage the MAC participants to discuss their observations about strong leadership skills and areas that need improvement.
4. Arrange for MAC participants who demonstrate leadership skills to practice those skills while assisting with the MAC program.
5. Debrief after practicing by using the handouts again as self-assessments, and by arranging group discussions with peer leaders and individual consultation with the MAC Coach.



Module 6 does not include information about managing an organization, supervising staff, or developing other employment-related management skills. Module 6 focuses on general leadership skills that can be practiced during the MAC program. However, the leadership skills are applicable in a variety of settings, including on the job.

## ACTIVITY STEPS

1. Ask: Who do you know who is a good communicator?

How did you determine that they are good at communicating?

What do they do that shows you they communicate well?

Are they also good listeners?



2. Review the handout IS THIS YOUR COMMUNICATION STYLE? and explain that the handout lists the characteristics of leaders who have strong communication skills.

Ask: Do you know leaders who exhibit these qualities?

Have you been told that you have these qualities?

How have you demonstrated these qualities?

3. Discuss the handout HOW'S YOUR COMMUNICATION? and explain that *followers* identified these qualities in leaders they admire.

Ask: How would you rate yourself on these qualities?

Self-rating in front of a group can be uncomfortable, but the MAC Coach should stress the importance of identifying areas of improvement to become better leaders.

Point out that leaders – even national and international leaders – are always working on their communication skills.

Some of the participants may underestimate their skills – while others may overestimate. Concentrate on how *all* of the skills should be practiced, regardless of whether the skill needs improvement or not.

Ask: How do you show that you are paying close attention when you communicate?

How do you show that you are pleasant?

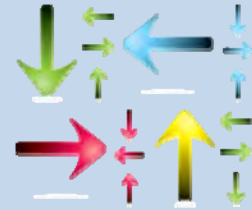
(Continue down the list on the HOW'S YOUR COMMUNICATION? handout.)

4. After the practice activity, each leader should review the handouts as self-assessment tools. The handouts can be reviewed again after the identified leaders practice their skills with the large MAC group.

## COMMUNICATION SKILLS PRACTICE ACTIVITY

1. Explain that each participant is going to have the chance to lead the group by giving directions for three minutes.

They are to practice the communication skills on the handouts.



The group should stand up and the leader will tell them a series of things to do. (The leader will have to make up the instructions on the spot.)

Examples are:

- Walk to the back of the room and put your right hand on the wall.
  - Put your left hand on the top of your head and nod at me.
  - Drop your hands and pick a part of the room that you think is the most comfortable.
  - Find a piece of paper, write your name on it, and hand it to me.
2. Encourage the MAC participants to practice their communication skills by:
    - responding to questions
    - repeating information clearly
    - accepting suggestions
    - clarifying information
    - ensuring everyone can hear and understand
    - resolving confusion or conflicts.

# Is This Your Communication Style?

**Present information clearly**

**Interested in what other people have to say**

**Maintain eye contact and attention**

**Positive and supportive**

**Careful not to offend anyone**

**Weigh different points of view**

**Express opinions respectfully**

**Consider the feelings of others**

**Confident, but not arrogant**

**Always willing to learn**

**Use good manners**

# How's Your Communication?

	Always	Sometimes	Needs Work
I pay close attention to how I communicate with others.			
I am pleasant.			
I get to the point.			
I show people that I am listening to them.			
I pay attention to eye contact and gestures.			
I explain things clearly.			
I try to listen before responding.			
I answer questions patiently.			
I do not interrupt.			
I am aware of my tone of voice.			
I do not do all of the talking.			
I think before I respond.			
I link responses to what others are saying.			
I proof everything before e-mailing it.			
I am respectful in online communication.			





# MODULE 6 - ACTIVITY #53

## *FACILITATION SKILLS*

In this activity, MAC participants will become familiar with skills of effective facilitators.

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### HANDOUTS

#### **Handouts:**

FACILITATORS

LEADING THE COMMUNICATION



### VOCABULARY USED IN THIS ACTIVITY

(Review the handouts for vocabulary words.)

- assume
- comfortable, respectful environment
- communication
- distracted
- drawing conclusions
- emotional
- facilitation
- invite participation
- judge a book by its cover
- nonverbal cues
- reactions
- speak in a group
- tone of voice



## BACKGROUND INFORMATION

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The activities in the module can be conducted individually in any order, or as a complete module. The MAC Coach should determine the needs of the MAC participants, and arrange opportunities for practicing leadership skills.



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3. Review the handouts after practicing, using them as self-assessment tools. Encourage the MAC participants to discuss their observations about strong leadership skills and areas that need improvement.
4. Arrange for MAC participants who demonstrate leadership skills to practice those skills while assisting with the MAC program.
5. Debrief after practicing by using the handouts again as self-assessments, and by arranging group discussions with peer leaders and individual consultation with the MAC Coach.

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## ACTIVITY STEPS

1. *Ask:* When I (the MAC Coach) am leading a group discussion, what do you notice that I do?

How do you know what we are going to learn about?

How do I make sure that everyone is involved in the discussion?

How do I guide the discussion so that we stay on the topic?



2. Distribute the handout **FACILITATORS** and discuss the role of a facilitator.

Explain that leaders do not always have to be in charge of group activities. Sometimes they serve as a guide to a group that needs to solve a problem and tackle a task.

Facilitators use skills that focus on drawing communication from the individuals in the group.

They may give direction, but only to keep the group focused and to ensure that everyone has a chance to participate in the discussion.

3. Discuss the handout **LEADING THE COMMUNICATION**

*Ask:* Besides guiding the group and using the skills on the **FACILITATORS** handout, what else does a facilitator need to be doing?

Discuss the importance of facilitators remaining open-minded.

Explain that what may be happening in a group is not necessarily visible.

4. After the practice activity, each participant should review the handouts as self-assessment tools. The handouts can be reviewed again after the identified leaders practice their skills with the large MAC group.

## FACILITATION SKILLS PRACTICE ACTIVITY

For each of the situations below, identify two individuals to role play a facilitator and a problem member. The entire group should act out the situation, then discuss how it was handled by the facilitator.

Topic: The group needs to figure out how they are going to arrange for practice interviews with local employers.

Problem: Someone in the group talks too much and dominates the discussion.

Possible solutions to discuss during the debriefing:

- Concentrate on the individuals who are not able to participate.
- Remind the group that everyone needs a chance to participate.
- Politely ask the dominant speaker to give others a chance to talk.

Topic: The group needs to determine whether smoking should be allowed outside the building.

Problem: Someone in the group keeps interrupting and making annoying comments.

Possible solutions to discuss during the debriefing:

- Take a break because the group members may be getting restless.
- Remind the entire group what they should be focusing on.
- Talk to the group member separately if the disruption doesn't stop.

Topic: The group needs to plan for an upcoming fund-raising event so they can buy interview clothes for the MAC participants.

Problem: None of the group members participate in the discussion.

Possible solutions to discuss during the debriefing:

- Silence may mean that group members need time to think. Ask what they are thinking about.
- Do not assume that silence means agreement. Ask.
- Silence may mean discomfort with the topic. Raise the concerns.
- Break into pairs, then return and share conclusions with the group.

Topic: The group needs to discuss what clothing would be appropriate for a job interview.

Problem: Everyone in the group is telling funny stories about interviews and not concentrating on the discussion topic.

Possible solutions to discuss during the debriefing:

- Ask what can be learned from the stories.
- Remind the group of the task.
- Guide the group to come up with suggestions.



# Facilitators

**Guide the Group**

**Observe**

**Ask Open-Ended Questions**

**Encourage Group Members to Share**

**Step Back to Let the Group Work Together**

**Step In to Show Direction**

**Summarize**



# Leading the Communication

When you are leading group communication, remember the following:

## Don't judge a book by its cover.

Never assume anything, especially based on appearance.

Listen to the words, not the tone of voice.

## Not everyone likes to speak in a group.

Establish a comfortable, respectful environment.

Don't forget to invite each person to participate.

## People can get emotional.

If there is emotion, then it's important to the speaker. Listen carefully.

Treat everyone with respect, but be firm if necessary.

## People don't always say what they really mean.

Ask careful questions before drawing conclusions.

Watch for non-verbal clues.

## Reactions may have nothing to do with the question.

Sometimes people are distracted by their personal lives.



# MODULE 6 - ACTIVITY #54

## ***CONFLICT PREVENTION AND INTERVENTION***

In this activity, MAC participants will become familiar with strategies for conflict prevention, intervention, and mediation.

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### **HANDOUTS**

Small pieces of sandpaper, cut into 4 inch squares or larger (two per participant)

#### **Handouts:**

PREVENTING CONFLICT

CONFLICT DEVELOPMENT

PUTTING OUT THE FLAME

TIME TO INTERVENE!

STEPS TO MEDIATION



### **VOCABULARY USED**

(Review the handouts for vocabulary words)

anticipate

conflict

flame

friction

intervene

intervention

mediation

prevention

tension





## BACKGROUND INFORMATION

NOTE: This activity has several steps and takes practice. The MAC Coach may need to spend extra time addressing how leaders can prevent and resolve conflict.

The MAC Coach should review Module 1 – Activity #7 *Communicating at Work*, Module 4 – Activity #33 *Professional Behavior at Work*, and Module 5 – Activity #48 *Managing Stress* as background for this activity.

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## ACTIVITY STEPS

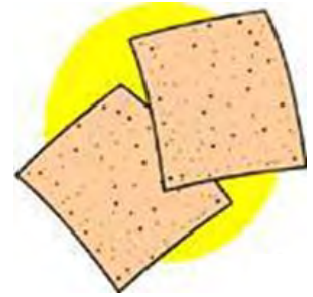
1. Distribute the sandpaper so that each participant has two pieces to rub together.

Demonstrate rubbing the two pieces together and ask the group to do the same.

Ask: How does it feel when you hear that sound?

Explain that they are creating *friction*.

The sound can be annoying or uncomfortable.



2. Explain that sometimes friction can develop between people who have differences in opinion.

Give examples while rubbing the two pieces of sandpaper together. Change the level of sound, depending on the degree of friction:

- A friend is flirting with your boyfriend or girlfriend.
- A parent telling a teenage girl they don't like what she is wearing.
- A store manager refusing to give a refund.
- A child in a store is demanding candy from a tired parent.
- A friend is teasing someone.
- A discussion about religion is getting heated.

3. Ask the participants for additional examples of friction between two people.

The group should rub sandpaper together, changing the sound depending on the degree of the friction.

4. Explain that leaders in organizations are often resolving friction between people.

Explain that the meaning of the term *conflict* is similar to the meaning of the term *friction*.

Leaders are often called upon to resolve conflict.

Savvy leaders are aware of the potential for friction and take steps to *prevent* conflict.

Distribute the handout PREVENTING CONFLICT and discuss the steps that leaders can take to catch potential conflict before it occurs.

For each item on the handout, ask the group to provide real-life examples.

For example, for the first item on the handout:

**Anticipate events that may cause tension.  
(Child demanding candy)**



**Possible prevention:**

- Do not take a child to a store that sells candy.
  - Discuss the rules about candy with the child before going to the store.
  - Agree to one piece of candy before entering the store.
  - Inform the child that they will have to leave the store if the child makes demands.
5. Ask the participants to share examples of situations in their personal lives where *prevention* of conflict might have resolved problems before they became serious.

Since many of the MAC participants will have experienced conflict in their home countries that may have led to violence, the discussion could become serious and sensitive. Listen to the examples, but lead the conversation back to conflicts between individuals and discuss how leaders can prevent conflict from developing in the MAC group and in the workplace.

*Ask:* You may have seen that prevention doesn't always take place – or doesn't always work. How do you know that a conflict is developing between two people?

After discussing examples of what the participants have seen in their personal and work lives, distribute the handout CONFLICT DEVELOPMENT and discuss each phase.

Conflicts vary, but the phases are generally the same.

Provide a workplace example to show how conflict can develop:

One employee disturbing another employee (making noise, invading space, etc.)

One employee is observing another employee who is chronically late and not disciplined.

One employee is failing to do their work, causing everyone else to fall behind.

6. Discuss the importance of leaders (managers, directors, supervisors) intervening when conflict starts to develop. Ideally, the intervention takes place before frustration develops.

Ask: For each workplace example that we've discussed, what could be done at the INTERVENTION or ESCALATION phase of conflict development?

7. Ask: Why do you think some people sometimes avoid addressing possible friction? What are they afraid will happen?

8. Distribute the handout PUTTING OUT THE FLAME.

Discuss how strong leaders address problems as they appear, so that a tiny flame doesn't become a big fire.



Review the handout for suggestions on what can be said when intervening.

9. Distribute the handout TIME TO INTERVENE!

Discuss how sometimes it is necessary for leaders to step in and intervene to resolve a problem.

Intervention can often resolve the problem if people just have a chance to say what is on their mind.

Discuss the reasons why conflict may be developing, and how strong leaders intervene as soon as possible to resolve the problem.

10. Review the handout STEPS TO MEDIATION so that the MAC participants are aware of what may be necessary if intervention requires mediation strategies.

The MAC participants will probably not have the opportunity to practice mediation skills during the MAC program, but as potential leaders they should be aware of the steps to mediation.

11. After the activity below, each leader should review the handouts as self-assessment tools. The handouts can be reviewed again after the identified leaders practice their skills with the large MAC group.

## CONFLICT PREVENTION AND INTERVENTION PRACTICE ACTIVITY

Role-play each of the following situations.

Read the situation aloud.

Debrief after each role-play, using the handouts as guides:



### PREVENTING CONFLICT

- Could this situation have been prevented?

### CONFLICT DEVELOPMENT

- What phases of conflict development had occurred?

### PUTTING OUT THE FLAME

- What words were used to keep the problem from getting worse?

### TIME TO INTERVENE!

- How did the Supervisor know whether it was time to intervene?

### STEPS TO MEDIATION

- Did the Supervisor have to follow the steps to mediation?

The actors may need an opportunity to role-play the same situation more than once in order to develop strong conflict resolution skills.

### **SITUATION #1 (3 actors required: 2 employees, 1 Supervisor)**

The employees at the ABC Company have their own lockers. They are not allowed to lock them and must store any valuables in the company safe.

Maria's locker is closest to the door. Whenever another employee is late, they toss their belongings into Maria's locker. Sometimes they leave things behind, like lunches, gloves, and sweatshirts.

Maria was tired of everything piling up in her locker, so she dumped it all onto the floor.

Henry came in to get his belongings out of the locker and saw Maria dumping them on the floor.

The Supervisor walked in while Maria and Henry were loudly discussing the problem.

**SITUATION #2 (3 actors required: 2 MAC participants, 1 MAC Leader)**

In the MAC program, the participants often discuss what is going on in their community. They talk about transportation, safety, and other issues that affect their daily lives.

One day the group is discussing job interviews and a MAC participant complains that employers will not give refugees a chance.

Another MAC participant does not agree and says that refugees need to try harder to make a good impression.

The result is an emotional discussion.

The MAC Coach is busy with another group and asks a MAC leader to help calm everyone down and resolve the problem.

**SITUATION #3 (4 actors required: 2 employees, 1 co-worker, 1 Supervisor)**

Abdi is a new employee and he is having trouble adjusting to the job. He arrives on time and is eager to learn how to do the job, but he is often confused and falls behind.

Most of the employees try to be helpful, but they are getting frustrated. Joe is particularly annoyed and makes rude comments to Abdi. Most of the comments are about Abdi's work, but he has also made it clear that Abdi is not welcome there.

Abdi is getting flustered, which doesn't improve his work performance. Joe is so mean that a co-worker tells him to leave Abdi alone.

Finally, one of the co-workers talks to the Supervisor about the problem.

The Supervisor asks Abdi if there is a problem, and Abdi says everything is fine. The Supervisor asks the co-worker to help resolve the conflict.

# Preventing Conflict

**Anticipate events that may cause tension**

**Keep an eye open for people who seem unhappy**

**Know what people care about**

**Handle friction when it appears**

**Refrain from judging as concerns are expressed**

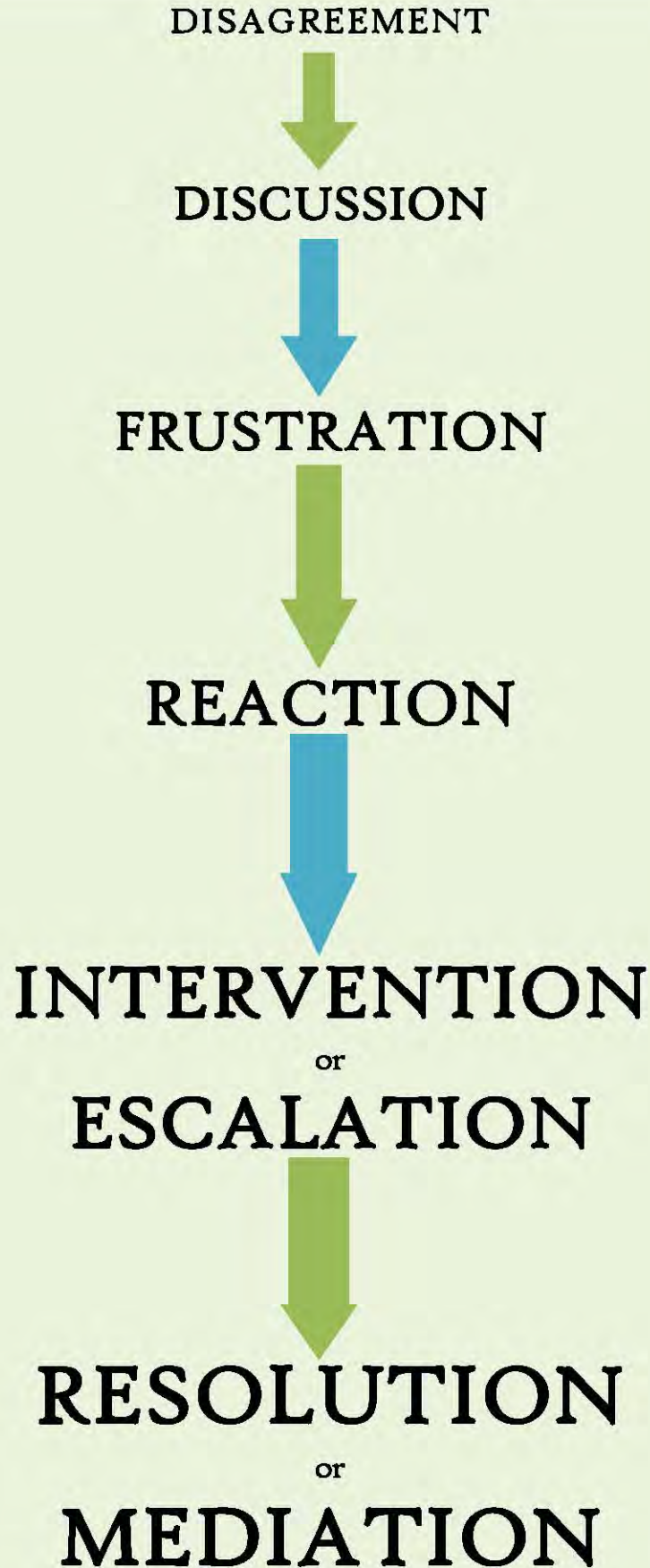
**Expect respectful behavior**

**Compliment people for addressing issues calmly**



**CONFLICT**

# Conflict Development





# PUTTING OUT THE FLAME

**I'm sorry to hear that. What should we do about it?**

**What would be a realistic solution to this problem?**

**Who can help us with this?**

**Would you like to talk privately?**

**Is there something else on your mind?**

**When you calm down, please come back and join us.**

**This seems very important to you. Let's talk about it later.**

**What *can* we agree upon? There must be something!**

**We are all working very hard. How can we help each other?**



# Time to Intervene!

**When there's conflict, strong leaders intervene to resolve the problem.**

***Some people just want the chance to vent.***

***Take them aside and ask about their concerns.***

***Keep focusing on how to solve the problem.***

***Some people just want to gossip and blame.***

***Don't join in.***

***Keep focusing on how to solve the problem.***

***Some people are overwhelmed with personal issues.***

***Understand that personal stresses may be dumped on others.***

***Keep focusing on how to solve the problem.***

***Some people misunderstand a situation and get upset.***

***Take the time to clear up the facts.***

***Keep focusing on how to solve the problem.***





# Steps to Mediation

## DESCRIBE

- expectations
- plans to solve the problem
- faith in the participants

## ASK

- what needs to be resolved
- questions to get to a solution
- how you can help

## PRAISE

- attempts to be respectful
- honesty that helps to solve the problem
- participation in mediation, even if it's stressful

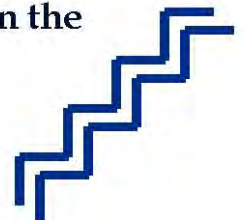
## DESCRIBE

- what you are hearing
- what you think might resolve the problem
- how you see the solution implemented

## ASK

- what the participants think might resolve the problem
- what the participants will do to solve the problem
- how the participants can avoid similar problems in the future

# Praise Again!





# MODULE 6 - ACTIVITY #55

## LEADING A TEAM

In this activity, MAC participants will become familiar with the skills needed to effectively lead a team at work.

Module 6 is dedicated to the development of leadership skills in *all* of the MAC participants. Some of the participants may emerge as leaders because of their language proficiency or their natural tendency to lead. But all of the MAC participants should be exposed to leadership skills such as communication, conflict prevention, and teamwork. They should all become aware of the qualities of effective leaders so that they can identify and emulate strong leaders in their new community.

Not all leaders are outgoing and evident as a leader of a group. They may command respect because of their ability to quietly resolve conflicts or facilitate group problem-solving. The MAC Coach should not only encourage all MAC participants to try some of the leadership activities in Module 6, but should keep an eye out for individuals who show the potential for becoming leaders in the MAC program and in their community.



### SUPPLIES AND HANDOUTS

Box of at least 50 children's blocks (one box per team)

Tables or desks pushed together to form a flat surface for building with the blocks

**Handouts:**

HOW DO YOU LEAD YOUR TEAM?

BUILDING A SUCCESSFUL TEAM

SIGNS OF TROUBLED TEAMWORK



### VOCABULARY USED IN THIS ACTIVITY

(See the handouts for vocabulary words)

- celebrate success
- communication
- conflict
- cultivate skills
- guidance
- mutual support
- opinions
- opportunities for growth
- planning
- setting goals
- task
- team
- team member
- teamwork
- tolerant
- work styles



## BACKGROUND INFORMATION

The MAC Coach should review the Background Information in Module 4 – Activity #34 *Teamwork on the Job* before carrying out this activity.

For Module 6 - Leadership Training, gives all MAC participants the opportunity to develop and enhance leadership skills.

The activities in the module can be conducted individually in any order, or as a complete module. The MAC Coach should determine the needs of the MAC participants, and arrange opportunities for practicing leadership skills.



The following steps should be carried out for each activity in the module:

1. Review the handouts as a group, to become familiar with leadership characteristics and skills. (The handouts also provide vocabulary words and information on the key points that the MAC Coach should stress.)
2. Conduct the Module 6 discussion and Practice Activity, designed to develop and enhance leadership characteristics and skills.
3. Review the handouts after practicing, using them as self-assessment tools. Encourage the MAC participants to discuss their observations about strong leadership skills and areas that need improvement.
4. Arrange for MAC participants who demonstrate leadership skills to practice those skills while assisting with the MAC program.
5. Debrief after practicing by using the handouts again as self-assessments, and by arranging group discussions with peer leaders and individual consultation with the MAC Coach.

Module 6 does not include information about managing an organization, supervising staff, or developing other employment-related management skills. Module 6 focuses on general leadership skills that can be practiced during the MAC program. However, the leadership skills are applicable in a variety of settings, including on the job.

## ACTIVITY STEPS

1. In this activity, every participant should have the chance to be a team leader.

Define *team*, *teamwork*, and *team member*.

Teams are usually involved in planning a project and working together to carry out a task or series of tasks. The team leader ensures that the team works successfully to achieve their goals.

Explain that a *team leader* is not always a supervisor or manager who gives orders that employees follow.

(Refer to Module 4 – Activity #34 *Teamwork on the Job* for more information about teams.)



2. Distribute the handout HOW DO YOU LEAD YOUR TEAM?

Review the characteristics of an effective team leader, as described on the handout.

3. Discuss the handouts BUILDING A SUCCESSFUL TEAM and SIGNS OF TROUBLED TEAMWORK.

Explain that everyone is going to have a chance to lead a small team in completing a task.

The purpose will be for the participants to practice team leadership skills so that they don't have a troubled team.

4. After practicing, each leader should review the handouts as self-assessment tools. The handouts can be reviewed again after the identified leaders practice their skills with the large MAC group.

## TEAM LEADER PRACTICE ACTIVITY

1. Ask for a volunteer to be the first team leader.

Explain that the team is going to be building a structure with blocks.



The team leader will describe the task (provided by the MAC Coach) and lead the planning and building process. The team leader will not actually *participate* in the building unless demonstrating or assisting.

If there is more than one team, emphasize that the activity is *not a race*. Some teams may not finish in the limited time allowed. The purpose is to give the team leader a chance to practice leading a team in building a structure out of blocks.

Do not encourage the teams to build a structure that is high quality, creative, etc. Let *them* determine the type of structure they want to build, given the parameters provided by the team leader.

The team may build a structure that can be found in the United States or another country.

Determine how long the teams should have to fulfill the task, making sure that everyone has the chance to be a team leader.

2. Building tasks:

Build a building that is used for playing sports. Everyone should be involved in the planning and building of the structure.

Build a bridge. Show the buildings on both sides of the bridge. Everyone should be involved in the planning and building of the structure.

Build a school that includes a playground. Everyone should be involved in the planning and building of the structure.

Build a row of houses that are connected. Everyone should be involved in the planning and building of the structure.

3. After the time is up, review the handouts HOW DO YOU LEAD YOUR TEAM? and BUILDING A SUCCESSFUL TEAM and discuss whether the items on the handouts described the team leadership.

*Ask:* What did your team leader do that was helpful?

If you were team leader, what might you have done differently?

4. Do not point out MAC participants who may need more practice. Stress that the “clues” on the handout should tell a team leader that perhaps more practice is necessary.



# How Do You Lead Your Team?

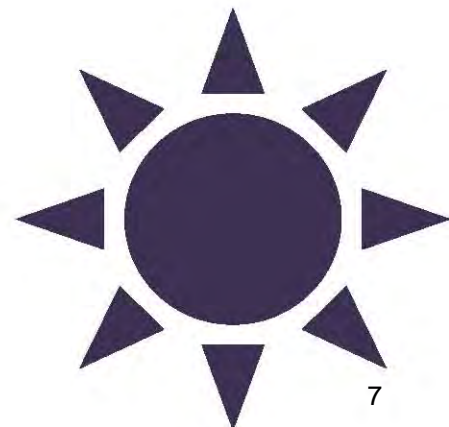
- I provide information about the task.
- I involve the team in planning and setting goals.
- I make sure that communication flows.
- I make sure that everyone has a chance to speak.
- I am tolerant of many different styles.
- I ask for opinions and suggestions and take ideas seriously.
- I am constantly praising and encouraging.
- I model mutual support.
- I step back and let the team make basic decisions.
- I step in when they need guidance.
- I intervene at any sign of conflict.
- I focus on solving problems as a team.
- I show respect to every team member.
- I give updates on progress.
- I cultivate skills and opportunities for growth.
- I celebrate successes with my team.



# Building a Successful Team!

**Does this describe your team?**

- ☀ Interacting comfortably
- ☀ Communicating constantly
- ☀ Sharing information
- ☀ Gathering ideas
- ☀ Coming to agreement
- ☀ Setting goals
- ☀ Deciding priorities
- ☀ Working together to complete tasks
- ☀ Checking on progress
- ☀ Supporting each other
- ☀ Resolving friction
- ☀ Changing if necessary
- ☀ Celebrating success



# Signs of Troubled Teamwork

Groans

No laughter

Rolling eyeballs

One voice talking

Many voices muttering

Silent members

Leader lecturing

Only one worker bee

Disorganized process

Poor product

Little enthusiasm

Long sighs





# MODULE 6 - ACTIVITY #56

## ***HANDLING SENSITIVE DISCUSSIONS***

In this activity, MAC participants will become familiar with techniques for handling sensitive discussions.

Module 6 is dedicated to the development of leadership skills in *all* of the MAC participants. Some of the participants may emerge as leaders because of their language proficiency or their natural tendency to lead. But all of the MAC participants should be exposed to leadership skills such as communication, conflict prevention, and teamwork. They should all become aware of the qualities of effective leaders so that they can identify and emulate strong leaders in their new community.

Not all leaders are outgoing and evident as a leader of a group. They may command respect because of their ability to quietly resolve conflicts or facilitate group problem-solving. The MAC Coach should not only encourage all MAC participants to try some of the leadership activities in Module 6, but should keep an eye out for individuals who show the potential for becoming leaders in the MAC program and in their community.



### **HANDOUTS**

#### **Handouts:**

RESPONDING TO SENSITIVE COMMENTS



### **VOCABULARY USED IN THIS ACTIVITY**

(See the handouts for vocabulary words)

acknowledgement  
address a topic  
guidance  
referral  
response  
sensitive



## BACKGROUND INFORMATION

For Module 6 - Leadership Training, gives all MAC participants the opportunity to develop and enhance leadership skills.

The activities in the module can be conducted individually in any order, or as a complete module. The MAC Coach should determine the needs of the MAC participants, and arrange opportunities for practicing leadership skills.

The following steps should be carried out for each activity in the module:

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2. Conduct the Module 6 discussion and Practice Activity, designed to develop and enhance leadership characteristics and skills.
3. Review the handouts after practicing, using them as self-assessment tools. Encourage the MAC participants to discuss their observations about strong leadership skills and areas that need improvement.
4. Arrange for MAC participants who demonstrate leadership skills to practice those skills while assisting with the MAC program.
5. Debrief after practicing by using the handouts again as self-assessments, and by arranging group discussions with peer leaders and individual consultation with the MAC Coach.

Module 6 does not include information about managing an organization, supervising staff, or developing other employment-related management skills. Module 6 focuses on general leadership skills that can be practiced during the MAC program. However, the leadership skills are applicable in a variety of settings, including on the job.



## ACTIVITY STEPS

1. Explain that *sensitive discussions* refers to when topics come up in discussion that may make people feel uncomfortable or emotional.

Provide examples of sensitive topics that may come up in personal discussions such as:

- a breakup with a boyfriend or girlfriend
- a family member's negative reaction to a new hairstyle or dress
- teasing when trying to speak English or fit into American culture
- remembering friends who were not able to resettle in the United States

*Ask:* How does it feel when these sensitive topics are discussed?

Is it harder to talk about them – or to be the listener?

Can talking about them make you feel better or worse?

What happens when the listeners are uncomfortable, but the speaker is not?

2. *Ask:* What should a leader of a group do if someone brings up a sensitive topic?

Explain that group leaders are often told information that is sensitive. The information may be in the form of:

- confiding
- venting
- emotional outbursts
- requests for advice
- reporting observations or experiences (e.g., bullying, hate crime).

Explain that every sensitive comment should be acknowledged, but doesn't necessarily have to be addressed immediately in front of a large group.

A group discussion does not have to follow the sensitive information, but the speaker should be treated with respect and compassion and the leader should follow up.

3. Distribute the handout **RESPONDING TO SENSITIVE COMMENTS**.

Practice saying the suggested phrases.

Discuss how the phrases may be used during the MAC program activities.

4. *Ask:* Why do you think some people tell some leaders information that is sensitive?

Discuss how leaders who inspire trust and compassion will be confided in more than leaders who are insensitive and authoritarian.

5. *Ask:* How would you feel if you were a leader and people talked to you about sensitive topics?

Some of the participants may admit that sensitive topics make them uncomfortable and they don't like to talk about them.

Discuss how these reactions do not make them poor leaders. They should be approachable and helpful, but can be a source of referral to experts who can provide guidance.

Stress that no leader should provide counseling unless they are specifically qualified to do so.

6. *Ask:* When would you pursue a discussion and when would you acknowledge the speaker and then suggest a private conversation later?

Encourage the participants to report back when they have found occasion to use the phrases on the handout and handle sensitive discussions.

# Responding to Sensitive Comments

Select the appropriate response, depending on the circumstances.

*“Thank you for sharing that with me.  
It must have been hard to do.”*

*“Let’s talk later because I’m very interested in  
what you have shared.”*

*“This sounds like something that others  
may have experienced.”*

*“Does this sound familiar?”*

*“It takes courage to even mention your situation.  
Let’s find someone who can help.”*

*“Are there suggestions about what can  
be done to solve this?”*