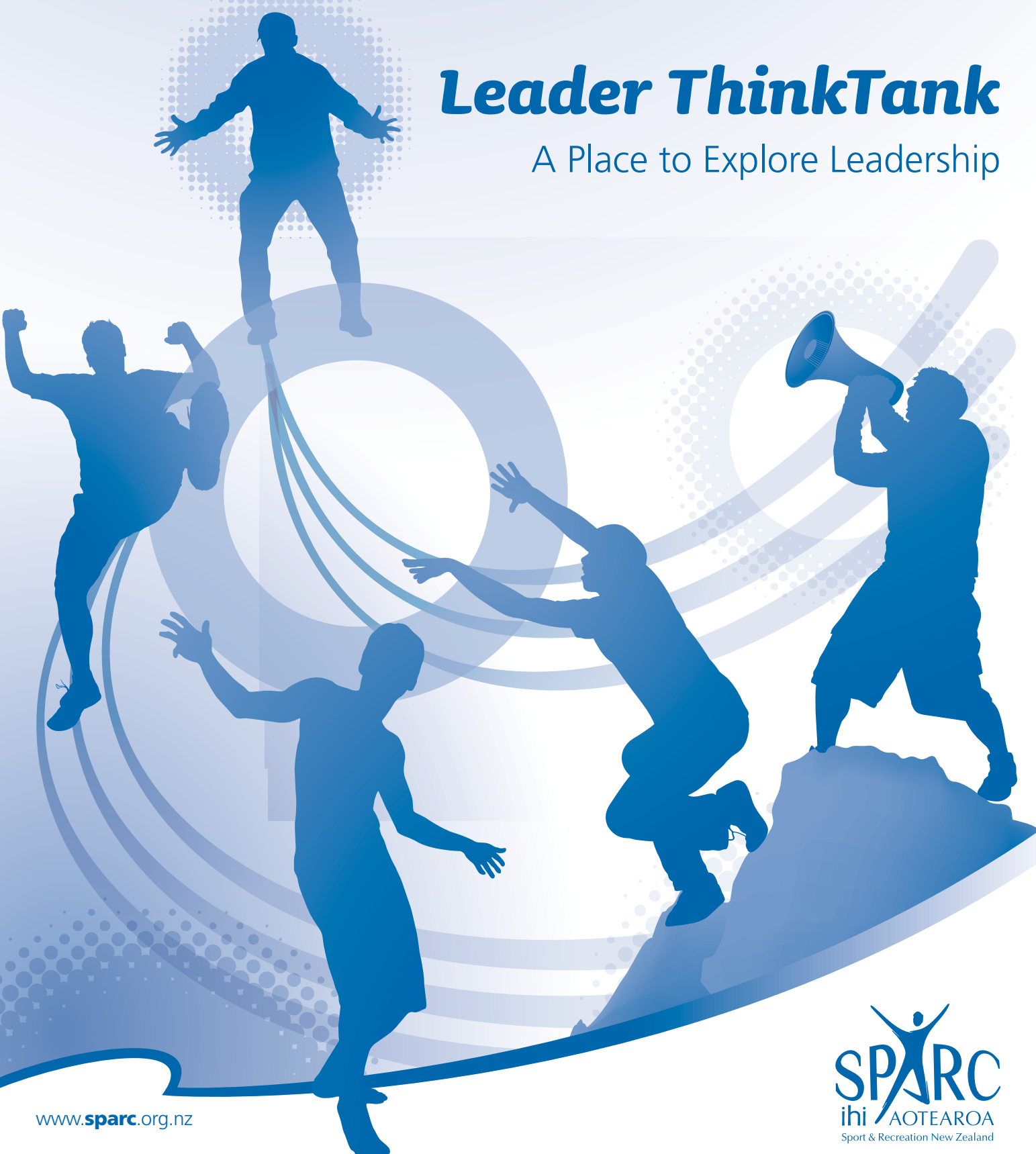


# ***Leader ThinkTank***

A Place to Explore Leadership



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# Introduction to the Leader ThinkTank

The *Growing Leaders ThinkTank* provides suggestions to:

- Explore effective leadership
- Enhance the implementation of a leadership programme.

Facilitators may use the *Understanding Leadership* and *Effective Leadership – What Makes it Soar?* sections of the ThinkTank to:

- Gain personal knowledge about leadership
- Complement a learning activity.

The Leadership Tools may be used by Facilitators and Participants for initiating discussions or interactive activities. Choose tools that will be the most useful in your leadership programme. The tools may be photocopied or printed and provided to Participants. The tools could be used as part of a *Growing Leaders* learning activity or as a learning activity by themselves.

The use of the leadership tools contained in the ThinkTank may be particularly appropriate for Participants in stages 3 (Navigate) and 4 (Empower), but can be easily adapted for stages 1 (Explore) and 2 (Discover).



# Building a Youth Leadership Programme

Turner (2007) describes findings from his research project that relate to developing youth leadership programmes in a physical education context.

## Educational Strategies for Developing Leadership

These findings are relevant to most youth leadership contexts.

1. Sequentially develop related leadership skills with a focus on **building self-efficacy**. Provide the opportunity for confidence-building through feedback on practical experiences from teacher/mentor, peers and self.
2. Provide **leadership options** to empower students with choice so they have feelings of control over their leadership learning.
3. Provide **resources** that effectively cater for youth needs for leadership success. For example, communication strategies, group management strategies, information related to the context undertaken such as rules, skills and drills and consider methods of reducing anxiety, if required.
4. Learners set **leadership goals** to personalise measures of success. Encourage success in early goals.
5. Provide quality **feedback** regarding learners' planning and strategies to achieve leadership goals.
6. Provide the opportunity for **micro-scaffolding** through observation and create opportunities for regular ongoing feedback (from teacher, parent, mentor or peer). Focus on positive talk (what they did well) and verbal persuasion that encourage them to take the next step. Reinforce effort as much as results. Step back and give young leaders responsibility as soon as possible.
7. Encourage learners to **self-reflect** and review leadership experiences and plan changes to improve future outcomes.
8. Consider the variation of **motivational influences** that affect the engagement of learners, such as qualifications, teacher/mentor motivation, parental involvement and personally driven goals for self-improvement.
9. Leadership learning programmes should consider setting up ongoing partnerships and **sustainable links** with leadership environments, for example coaching at local primary schools and providing recreation at rest homes.

(Turner, 2007)

# Understanding Leadership

## Styles of Leadership

*There are different leadership styles. The styles that individuals exhibit will depend on the situation, their philosophy, their beliefs, their values and the people they are leading. The styles may be autocratic, democratic, laissez-faire, transactional, transformational, charismatic or servant.*

From prime ministers to business managers, from kaumatua to coaches, from sports captains to religious leaders, the exhibited leadership style is a mix of personal leader characteristics and the context.

The choice of leadership style is critical to success for both the leader and the followers, whether you are captaining your sports team or leading a trip into the outdoors.

Most people are a mixture of leadership styles, depending on the demands and constraints within the environment at the time. It is worth considering the following broad groupings of leadership style.

### Autocratic Leadership

Autocratic leadership is command-style leadership. This is where the leader exerts power over their team or group. There is little ownership by other people. Their ideas and suggestions are often not considered.

This style of leadership may create groups and teams that behave or are expected to behave like robots. Most people resent being treated like robots and the purely autocratic leader may struggle to get buy-in from those in the environment.

There are times when it may be appropriate to take an autocratic approach.

### Democratic Leadership

This tends to be the more common leadership style of current times. The leader encourages ideas and questions from the group or team members.

Often a democratic leader will still make the final decisions, but other people will have been invited to contribute during the decision-making process. With democratic leadership, people tend to feel they have some control over outcomes and are therefore much more satisfied and motivated than in a more autocratic situation.

Participation and buy-in from all people take more time but the outcome may be better.

### Laissez-Faire Leadership

This style of leadership is a 'hands off' approach, where the leader stands back and leaves the group to get on with tasks by themselves. It works better where groups' members have lots of experience and skills. It may also occur where the leadership is not strong.

### Transactional Leadership

Transactional leadership is more a management of people than a leadership of people. This style may limit creativity, innovation and enthusiasm but may be effective in getting things done in terms of compliance.

## Transformational Leadership

A transformational leader inspires their followers whilst communicating a shared vision. Transformational leadership is essentially about moving a group from one place to another. Transformational leaders communicate well and are highly visible. They lead from the front. Sometimes they need to be supported by people who are talented in 'detail'.

Transformational leadership is the preferred style in modern business.

## Charismatic Leadership

Charismatic leadership is a transformational leadership style where the leader motivates the group members through injecting enthusiasm into the group. Sometimes the group or organisational success may become reliant on the charismatic leader's input and presence.

## Servant Leadership

"People don't care how much you know, 'til they know how much you care."

Leadership is essentially an act of service to others and leaders are agents of service. Part of service to others is about empowering others by giving them power over their situations. Power can come with your position, your age or experience; it can be given or taken.

Power is often about one person controlling or overpowering another. These days you gain power by giving it away! Strange but true.



# Qualities of Leadership

*"Leadership is not just one quality but rather a blend of qualities." (Lombardi, 2001)*

Leadership qualities are demonstrated in a leader's behaviour, not their position.

The following chart includes a selection of qualities that may enhance effective leadership. As a parent, teacher, youth leader or coach, are these the qualities you would like young people to have?

<b>Confidence</b>	The belief or trust in yourself and your abilities.
<b>Courage</b>	The attitude that enables a person to face difficulty.
<b>Creativity</b>	Using original thoughts, innovation and imagination to solve problems or dream. Being able to get outside the box and take a new and different viewpoint on things.
<b>Dedication</b>	Committing time and energy to a task at the required level to get the job done, rather than giving it whatever time you have available.
<b>Honesty</b>	Truth and integrity in your actions and relationships with others.
<b>Humility</b>	Keeping your feet on the ground and realising equity amongst people.
<b>Integrity</b>	Aligning words and actions with values and sticking to your values when the going gets tough.
<b>Openness</b>	Having a broad view and being able to understand views and concepts that are outside your current or traditional view. Open leaders listen and hear.
<b>Perseverance</b>	Staying on track and showing tenacity and determination.
<b>Self-Discipline</b>	Control over your actions and choosing the appropriate behaviour.
<b>Sense of Humour</b>	The ability to laugh and see the funny side of a situation.
<b>Visionary</b>	Visionary leaders see the end product and how the future might look.

## Values and Behaviours

Values are what drive us. Values sit at the base and make-up the foundation of who we are. Values are our beliefs, the things we hold important and the things we will not give up on when the going gets tough. Awareness of personal values is part of knowing and developing self.

Values guide our personal behaviour and the way in which we interact with our families and within our environment. Values assist us to distinguish right from wrong and provide meaning in the way we conduct our lives.

The following table provides some examples of values and how they might be categorised, although the categories are interrelated.

Personal Values	Cultural Values	Social Values	Work Values
Caring	Celebration of diversity	Altruism	Autonomy
Courage	Ethnic roots	Diversity	Competitiveness
Creativity	Faith	Eco-consciousness	Conscientiousness
Friendliness	Iwi ties	Equality	Dedication
Honesty	Linguistic ties	Fairness	Ethical
Honour	National ties	Family/Whānau closeness	Loyalty
Independence	Regional ties	Lovingness	Professionalism
Integrity	Tradition	Morality	Punctuality
Spirituality		Reliability	Remunerative worth

(Adapted from <http://ilearn.senecac.on.ca/careers/goals/values.html>)

Values form guiding principles that provide our framework for day-to-day living. For example, if *fairness* and *equality* are social values that are important to you, a guiding principle in this area of your life might be “Do unto others as you will have them do unto you”. If *caring* and *friendliness* are important personal values, a guiding principle might be “Commit a random act of kindness at least once a week”.



# Leadership Approaches, Models and Theories

*A wide range of academics and practitioners have endeavoured to describe leadership through approaches, model and theories. Some approaches, models and theories take a predominantly leader-centred perspective and others take a more follower-centred perspective.*

Leader-centred perspectives explore who the leader is (identity) and what the leader does (behaviour). Trait approaches to leadership are the most common of these perspectives.

Follower-centred perspectives view leadership from a follower's point of view.

*“In some ways followers moderate leaders. This view of followers still thinks of them as primarily passive recipients of influence but acknowledges that the leader's influence may have to be moderated by the characteristics of the followers” (Jackson & Parry, 2008).*

Facilitators working within Māori leadership models are encouraged to consider further reading from the leadership tool number 14.

## Trait Approaches

These theories describe the leader as endowed with effective leader traits and characteristics that result in effective leader behaviour. Historic leaders such as Gandhi, Sir Edmund Hillary, Mother Teresa, Sir Peter Blake, Kate Sheppard and Sir Apirana Ngata have been described as having special leadership characteristics other people do not have.

## Behavioural Approaches

This approach emphasises that leaders influence others by what they do (behaviour) more than what they say. Behavioural approaches endeavour to explain the effect of different leadership behaviours on different followers.

For example, House's (1971) Path Goal Theory refers to leaders showing followers the most effective paths. In this theory:

- Followers prefer and react to specific forms of leader behaviour dependant on the follower's personality and perceptions of self-ability (Chelladurai, 1999)
- Effective leader behaviour varies in response to the follower's personality or the nature of the task.

## Power-Influence Relationships

This approach questions the amount of power, the type of power and the leader's application of power on their ability to influence follower behaviour.

Yukl (2002) draws a distinction between two types of power: 'position power' and 'personal power'. Position power comes from legitimate authority and control over resources, rewards, punishment and information. Personal power is derived from personal expertise or friendship, loyalty and forming a strong relationship. The most influential leaders are those who strive for a balance in power bases.

## Contingency Model

Fiedler's contingency model of leadership suggests leadership effectiveness is dependent on the fit between the leader's style and the situation. Fiedler's model highlights that:

- The situation puts a lot of demands on leaders and the way they lead
- The preferences of the followers, or members of a group, have an effect on leader behaviour
- Regardless of other factors, the personal characteristics of the leader will strongly influence the actual behaviour they exhibit (Chelladurai, 1999).

## Leadership Theories

Jackson and Parry (2008) identify three theories that relate well to leadership: the romance of leadership theory, the psychodynamic theory, and the social identity theory.

**Romance of leadership.** This theory refers to the need for a strong belief in the importance of leadership to the function of an organisation or group. Just think of the ‘romance factor’ around some people in leadership positions – CEOs of organisations, coaches, captains, people in the public eye. We often exaggerate a leader’s importance.

**Psychodynamic.** This theory highlights where we have come from in our past, including genetically, as affecting our behaviour. This is a less mainstream approach to leadership.

**Social identity.** This theory proposes that a leader will be either accepted or rejected by a group depending on how they ‘fit in’ with the group – similarities, differences, beliefs, behaviours, attitudes and feelings. Social identity theory starts by studying the group, not the leader. How much should we be matching the leader to the group or the group to the leader?

## Social Cognition

Bandura’s Social Cognitive Model (1986) describes three varieties of leadership:

1. **Leader cognition:** the ability to understand leadership at an intellectual level
2. **Leader behaviours:** the way the leader behaves has a large effect on the leadership effectiveness
3. **Leader environment:** the situational nature of leadership, where a leadership style that works in one context might not work in another. What works in a school may not work in a club situation and vice versa.

Bandura’s (1986, 1991) Social Cognitive Theory of Morality posited, “That moral cognitions play a vital role in moral functioning”. The moral judgements one makes will determine, in interaction with other factors, one’s behaviour (Shields & Bredemeier, 1995). Moral judgement is relevant for leaders as leaders’ decision-making is dependent on the prioritising of situational cues and related to the leader’s previous experiences.

## Modelling

Social learning theorists have shown that children who observe someone act in a prosocial manner are more likely to act in a prosocial manner themselves. Therefore effective leaders’ behaviour reinforces the positive behaviour of followers and the behaviour is likely to be repeated. An effective leader addresses situations where a single person’s behaviour may negatively affect the entire group.

## Social Responsibility

Hellison (2003) suggests that physical activity offers numerous opportunities for young people to lead and help others. Hellison describes cumulative levels of social responsibility:

**Level 0: Irresponsibility** – Participants make excuses and blame others for their behaviour and deny personal responsibility for what they do or fail to do.

**Level I: Respect** – Participants may not participate in the activities or show much mastery or improvement, but they control their behaviour enough so they don’t interfere with other Participants’ right to learn or the Facilitator’s right to teach.

**Level II: Participation** – Participants willingly play, accept challenges, practise motor skills and train under the Facilitator’s supervision.

**Level III: Self Direction** – Participants are able to work and play without supervision. They can identify their own needs and can begin to plan and execute their own activity programmes.

**Level IV: Caring** – Participants are motivated to extend their sense of responsibility beyond themselves by co-operating, giving support, showing concern, and helping.

Martinek & Schilling (2003) developed a youth leadership programme modelled on Hellison’s social responsibility model with three progressive stages:

1. A focus on self and personal needs and understanding one’s strengths and weaknesses
2. Developing the skills necessary to teach children effectively, including demonstration, clear communication, effective feedback, maximum activity time and developmentally appropriate learning tasks
3. The leaders reflect on their personal development as a consequence of working with children in a leadership role.

The leadership stages advance to the ultimate goal of being a ‘compassionate leader’ or caring for others.

# Effective Leadership – What Makes it Soar?

## The People Stuff – Emotional Intelligence

*Go to the people  
Live among the people  
Learn from them  
Love them  
Start with what they know  
Build on what they have  
Of the best leaders  
When their task is accomplished  
Their work is done  
The people will remark,  
“We have done it ourselves”.  
(Source unknown)*



Emotional intelligence (EQ) through the simplest definition is ‘the ability to read people’ – their feelings, emotions, needs and perspectives.

Newman (2007) describes EQ as “a new way of being smart that is more important for success than cognitive intelligence (IQ) or technical expertise. It involves two parts - first, becoming aware of how emotions in ourselves and others drive behaviours and, second, developing the skills to manage these emotions intelligently to leverage personal strengths.” (Newman, 2007).

We develop relationships with other people through reading their emotions, behaviours and feelings, therefore leader intelligence has an emotional component.

People skills are at the forefront of leadership. Goleman (2004), researching 200 global businesses, found that EQ, the ability to read people, empathise and understand, was key to effective leadership.

Leaders can build their EQ by:

- Being curious
- Seeking the positive in every situation
- Learning from mistakes
- Focusing on the task not how they feel about the task
- Creating a positive response
- Taking responsibility for results
- Asking what is worth worrying about and can they do anything about it?

# Change

*Change comes from choice, chance or crisis (Lee & King, 2001). We are given the choice to change, we have the chance to change and if we do not change we may end up with crisis to change.*

George Bernard Shaw once stated, “Those who cannot change their minds cannot change anything”. It is our ability to be flexible and respond to changing cues in a variety of contexts that leads to success in most environments.

Change is about rethinking, reviewing, reinventing and recreating (Lee & King, 2001, p.93), and leaders directly influence change.

*“Resistance to change is not merely ignorance or inflexibility; it is a natural reaction by people who want to protect their self interests and sense of self determination” (Yuki, 2002).*

We resist change because:

- It causes stress
- We like what we know – we feel confident when we are in the familiar
- It brings uncertainty, new habits, new methods
- It moves us out of our comfort zones.

How can people feel safe through change?

- Identify the change early
- Communicate early and often
- Change and continuity need to be matched
- The good stuff needs to be celebrated
- People need to be listened to and their fears minimised.



# Mentoring

*“Beyond every successful person there is one elementary truth: somewhere, somehow, someone cared about their growth and development. This person was their mentor.” (Layton, 2002)*

## Mentoring Described

Mentoring occurs through a process of interaction with another person. A mentor holds the belief that the mentee (person being mentored) has untapped potential that has still to be realised. While the mentor may be in a position of power, such as a teacher, coach or youth leader, the relationship is founded and developed on trust and honesty, resulting in the willingness of the mentee to share openly and in confidence with the mentor.

Young leaders may well mentor or buddy younger people. This may be in a club situation where more experienced senior athletes buddy junior athletes. In a school situation, the mentoring may occur through coaching, through a peer support programme or by senior students mentoring junior students. In turn, young leaders may be mentored by adults, for example *Growing Leaders* coaches may be mentored by experienced coaches.

## Process of Mentoring

The following is a suggested process for the early stages of developing a mentor-mentee relationship.

1. Begin by getting to know each other. Talk, ask questions and listen.
2. Decide how you would like to work together and how you might support and contribute to each other's learning. This may include:
  - » Meetings: frequency, length, venue, focus
  - » Other communications: email, texting, verbal and so on
  - » Confidentiality and appropriateness of contact outside meeting time
  - » Boundaries: discussion topics, appropriate focuses, etc.
3. In some situations it is advisable to design a mentoring agreement that may cover some of the above points and other information.
4. Make sure you establish the outcomes you are both looking for from the mentoring situation, including goals and roles.

5. After each meeting, list action points and timelines so that there is always some valuable action happening from the discussion.

6. At each meeting, set the date for the next meeting.

(Adapted from SPARC's *NZ Coach Development Framework*)

## Qualities and Skills for Mentoring

Qualities and skills associated with the process of mentoring include:

- Approachable
- Trustworthy
- Strong interpersonal communication skills
- Wise counsel and ability to listen
- Ability to understand and have empathy
- Experienced and knowledgeable
- Ability to share information and experience openly
- Motivated and able to encourage
- Willingness to challenge and analyse
- Realistic and discreet
- Identifies opportunities
- Shares networks
- Builds self-esteem in others
- Empowers and instils confidence
- Serves as a good role model.

(New Zealand Academy of Sport, North)

*There are little eyes upon you  
And they are watching night and day;  
There are little ears that quickly  
Take in every word you say;  
There are little hands all eager  
To do anything you do;  
And a little boy or girl who's dreaming  
Of the day he'll be like you.  
You're the little fellow's idol;  
You're the wisest of the wise,  
In his little mind about you,  
No suspicions ever rise;  
He believes in you devoutly,  
Holds that all you can do,  
He will say and do in your way  
When he's grown-up like you.  
There's a wide-eyed little fellow,  
Who believes you're always right,  
And his ears are always open,  
And he watches day and night;  
You are setting an example,  
Every day in all you do,  
For the little boy who's waiting  
To grow up to be like you.*

Source: Unknown (Martens, 2001)



# Communication

*Interpersonal skills are the core of leadership and communication is the core of interpersonal skills.*

As a leader you must be prepared to transmit and receive messages. Too often people are excellent at transmitting, but not at receiving these messages. To be learner-centred a leader must:

- Understand the messages they send
- Check that the receivers understand the messages they send
- Check they understand the messages they receive.

Every verbal and non-verbal piece of communication reflects the sender's and receiver's attitude towards each other.

A skilled leader uses a range of communication strategies. The one chosen and how it is effectively applied depends on the leader, the situation and the need in that situation. It is a mixture of understanding the individual and responding to the communication needs of each person.

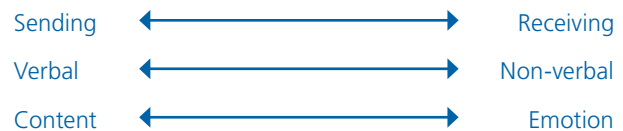
A process of communication includes:

- A leader having thoughts (ideas, feelings, intentions) that they wish to convey
- The leader translating these thoughts into a message appropriate for transmission
- The message being transmitted through some channel (verbal or non-verbal)
- Each person receiving the message (if they are paying attention)
- Each person interpreting the message's meaning
- The leader responding internally to their interpretation of the message.

(Adapted from Martens, 2004)

## Three Dimensions of Communication

There are three dimensions of communication:



### SENDING AND RECEIVING

- Communication is not only about sending messages, but also receiving them
- Leaders should not only be able to send clear, positive and concise messages, but also be astute listeners to understand others
- By truly listening, leaders display empathy for their followers, a key to the learner-centred leadership approach
- Effective leaders send less information and observe and receive more

### VERBAL AND NON-VERBAL

- Research indicates that more than 70 percent of all communication is non-verbal, such as facial expressions, gestures, body language and tone of voice
- We often have more emotional control over what we verbalise than over non-verbal messages
- People often perceive the intention of the message by the tone of voice and relate it to their own personal expectations
- Leaders need to be sincere, as people know when they are not being honest through reading non-verbal communication

### CONTENT AND EMOTION

Content is the actual information contained in the message and emotion how the sender feels about the message. Leaders need to contain their emotions under the pressure of people challenging their thinking to ensure the content of their messages remain clear.

## COMMUNICATION AND TRUST

*“Nothing is as fast as the speed of trust.”  
(Covey, 2006)*

People will turn to people they trust first. Leaders must earn that trust and respect. Conflict or miscommunication between leaders and followers can cause anxiety or doubt.

### COMMUNICATION HINTS FOR LEADERS

Following are some important tips that will assist leaders in communicating more effectively. These hints may be useful for group discussion.

#### Demeanour

- Dress appropriately
- Have an open, positive, enthusiastic approach
- Look like you love being there. Exude enthusiasm

#### Acknowledgement

- Greet people like you are glad to see them
- Always use their names if you can
- Take the trouble to pronounce names correctly
- Be careful with the use of nicknames. Often nicknames are ‘earned’ or labelled by close associates. Wider use is not always appreciated
- Eye contact is important – it engages people. Be aware that eye contact may not be appropriate in some cultures

#### Positioning

- When facilitating, ensure you can see everyone and they can see you
- Ensure you give all equal attention by roaming around to communicate with everyone and acknowledge their worth

#### Body Language

- Adopt a neutral body posture, facing individuals or a group
- Watch faces and gestures for clues on how they are responding

- Adjust your communication according to the reactions of the individuals
- Try to empathise with personal needs and respond accordingly

#### Voice

- Speak clearly and concisely. Say it in as few words as possible
- Use words at a level that can be understood
- Vary the tone of voice to keep interest up
- Adjust the volume according to the situation

#### Listening

- Being a good listener is an essential facilitation skill
- Give people opportunities for input
- Listen carefully to people’s questions and comments
- Try to listen from the people’s perspectives

#### Feedback

- Have a positive attitude when both giving and receiving feedback
- ‘Sandwich’ feedback. Any corrective comment is preceded and followed by a positive comment
- Be honest. People know if you are not being honest with them

#### Becoming a Better Communicator

- Understand why the topic is important to other people
- Create situations to practise the topics
- Get someone to watch you or video yourself. Have a critical friend give you feedback on what they see and hear, and how well you are performing

(This communication section has been adapted from the SPARC NZ Coach Development Framework Learning Areas. Effective Coach-Leadership provides examples of the use of communication as a leadership tool.)



# Time Management

Most people have multiple roles, with a range of demands that may include whānau/families, study, sport, jobs, church, clubs and other interests. This means that they must divide their time to get all tasks done without too much stress.

According to Kidman and Hanrahan (1997), if you answer “Yes” to one or more of the following questions, you may have trouble managing your time.

- Have you ever put off something important until later?
- Do you have trouble saying “NO” when people ask you to do things for them?
- Do you do your best work under pressure?
- Do you ever start new projects before finishing current projects?
- Do you find that you rarely have time to do the things you want to do?

To improve our time management, Deidre Anderson (in Pyke, 2001) suggests:

- Using planning calendars and diaries
- Setting realistic goals for the short, medium and longer term
- Prioritising tasks and sticking to priorities
- Limiting acceptance of new tasks while current tasks are in progress
- Reorganising the environment for improved efficiencies ensuring fewer distractions
- Delegating where appropriate
- Developing a support network, including a mentor
- Managing stress through recognising stress and taking time out
- Having a definite cut-off point between work and leisure time (for example, taking a shower, going for a run or working in the garden)
- Rewarding yourself on completion of a specific task.



# Leadership Tools

## LEADERSHIP TOOL NO. 1

*Facilitators may wish to take one of the quotes below and use it as a discussion topic or debate with young people to provoke thought about leadership.*

## Leadership Quotes

“True leadership must be for the benefit of the followers, not the enrichment of the leaders.” Robert Townsend

“Good leaders make people feel that they’re at the very heart of things, not at the periphery.” Warren G. Bennis

“Management is about arranging and telling. Leadership is about nurturing and enhancing.” Thomas J. Peters

“A leader’s job is to look into the future and see the organisation, not as it is, but as it should be.” Jack Welch

“Every moment, every contact, must be as pleasant and as memorable as possible.” Mac Anderson

“Leadership is influence, nothing more, nothing less.” John C. Maxwell

“Leaders are agents of change, whose acts affect other people, more than other people’s acts affect them.” Bass

“Coming together is a beginning, staying together is progress and working together is success.” Henry Ford

“Leadership has a harder job to do than to just choose sides. It must bring sides together.” Jesse Jackson

“The best way for a ruler to reign over his country is first of all to rule himself.” Dalai Lama

“I cannot give you the formula for success but I can give you the formula for failure, which is try to please everybody.” Crow

## LEADERSHIP TOOL NO. 2

# Principles of Leadership

Searching for principles that guide you and fit with your set of values can help you to be an effective leader. The following principles of leadership might form part of the way you lead.

<b>Watch other leaders</b>	We learn from watching others from both good and challenging practice.
<b>Know your job</b>	As a leader, you must know your job and be familiar with the group's direction.
<b>Take initiative with responsibility</b>	Have a look for ways to guide. When things don't go right take responsibility. Try to avoid blame.
<b>Keep people informed</b>	Inform early and often.
<b>Be decisive</b>	Make decisions through good problem-solving processes.
<b>Know people and look out for them</b>	Know human nature and the importance of sincerely caring for people.
<b>Develop a sense of responsibility in your group</b>	Help them carry out their responsibilities. Role model for them.
<b>Be people-oriented and task-oriented</b>	Find a balance between the two.
<b>Use the full capabilities of your group</b>	By developing a team spirit, you will be able to grow your group to its absolute best. Give team members a common purpose.

## LEADERSHIP TOOL NO. 3

# 12 Rules of Great Leadership

<b>The Rule of Respect</b>	From followers to leader, from leader to followers.
<b>The Rule of Trust</b>	Leadership is based on mutual trust.
<b>The Rule of Aspiration</b>	We are as good as we think we are.
<b>The Rule of Patience</b>	Small steps build effective leaders and environments.
<b>The Rule of Influence</b>	Leadership is influence.
<b>The Rule of Intuition</b>	Leadership is instinct.
<b>The Rule of Heart</b>	Leaders connect with followers emotionally before they connect with their head.
<b>The Rule of Involving Others</b>	When leaders feel safe within themselves they give power to other people.
<b>The Rule of Winning</b>	Leaders find ways to win.
<b>The Rule of Order</b>	Leaders find a process.
<b>The Rule of the Map</b>	Leaders find the right way.
<b>The Rule of Leaving Behind</b>	A leader's effectiveness is measured by the legacy they leave with people after they have gone

## LEADERSHIP TOOL NO. 4

# Growing Great Teams

*"Alone we can do so little; together we can do so much." (Helen Keller)*

Teams are set apart from groups by their sharing of a common vision. As teams are made up of individuals, getting each person moving towards a common goal is a challenging task for the leader or leaders.

Teams may be sports teams or business teams or teams in the community or within a family. They may be as big as hundreds or as small as two people. There are several common reasons why some teams work better than others. One is the quality of the people within the team. If one were trying to choose qualities for the ideal 'team player', perhaps some of the following would be ideal:

<b>Enthusiasm</b>	An individual's passion.
<b>Interpersonal strength</b>	Getting along with others.
<b>Ability</b>	This may be for the team's key tasks or just general ability in a variety of areas.
<b>Desire to improve</b>	Always wanting to do things better.
<b>Preparedness</b>	Ready for action.
<b>Discipline</b>	The ability to stay on task when the going gets tough.
<b>Tenacity</b>	Strength of purpose, determination.
<b>Adaptability</b>	Response to change, flexibility.
<b>Commitment</b>	Being dedicated and giving 100%.
<b>Empathy</b>	Ability to see others' points of view.

Do you have each of these qualities in equal strength?

When building teams, the following 7 steps helps to create an effective team culture.

## 7-STEP PROGRAMME FOR BUILDING TEAMS

<b>1</b>	<b>Create a team vision</b>	What is the dream that people are working towards?
<b>2</b>	<b>Create team values</b>	What is important to individuals and to the team?
<b>3</b>	<b>Define behaviours</b>	List behaviours that are wanted in this team and the behaviours that are not wanted.
<b>4</b>	<b>Define the team ground rules</b>	What are we focusing on? What will we encourage and discourage?
<b>5</b>	<b>Learn how to give and receive feedback</b>	What are the processes for giving and receiving feedback in the team?
<b>6</b>	<b>Develop a team conflict process</b>	What do people do during times of conflict?
<b>7</b>	<b>Reflect and review the above 6 steps</b>	How would you keep reviewing these steps?

## LEADERSHIP TOOL NO. 5

# Wow Factor

*Lewis (2007), in his work with the Kiwis rugby league team, asks team members to consider what their wow factor is.*

These questions may be useful for any team:

- What's the one thing that makes you want to excel?
- What makes you what you are (your 'wow' factor)?
- What's your point of difference?
- What's our point of difference as a team?

In 2005 the Kiwis rugby league squad members were each sent an individualised card two months before the team met. "Rubin Wiki's card sat pasted to his mirror at home in readiness for him to assemble with the team" (Lewis, 2007). The card referred to some of Rubin's qualities and how they might help the team.

Lewis (2007) refers to the importance of a Japanese term called 'Kaizen', which means continuous improvement, and how important this is to any team environment. In his work with the Kiwis rugby league team, the team eventually agreed on eight core values:

- Ruthlessness
- Commitment
- Comprehensive preparation
- Trust
- Family
- Enjoyment
- Passion
- Kaizen.

(Lewis, 2007)

These values may be useful for initiating discussion around values and culture in any team environment.



**LEADERSHIP TOOL NO. 6**

# Leading Change

*The following are discussion points for leaders who lead change.*

- First of all understand what you want.
- Know the importance of positive thinking.
- Recognise the role that people play.
- Know where you want to get to and the plan to get there.
- Understand the place effort plays.
- Change begins with yourself.
- Stretch and grow! Sometimes it's the challenges that grow the change.
- Passion is the core of driving change.
- Identify what you're good at and what you're not good at. Own both of them.
- Communicate early and often through the change process.
- Seek feedback and then do something with the feedback.
- Understand that it is natural to try to avoid change. Work with it.
- Change can mean sacrifice. Be prepared to give up something.
- Change can take time. There's a lot to be said for being patient.
- Change can be difficult if it doesn't fit with your values or the values of those involved.
- Consider gratefulness. An attitude of appreciation helps change.

## LEADERSHIP TOOL NO. 7

# Improving Communication

*Suggestions to improve leader communication:*

- Convey rationales. Explain why you expect (or why you don't expect) certain behaviours from Participants.
- Use a communication style that is comfortable for you. Don't try to copy the communication style of another leader just because that individual's style happens to be successful for that person. Rather, communicate consistently according to your own personality and teaching style
- Learn how to become more empathetic by placing yourself in the shoes of the Participants. Show genuine concern for them as people and work with them to find appropriate solutions jointly
- Use the positive approach when communicating, which includes the liberal use of praise, encouragement, support and positive reinforcement
- Always acknowledge the greetings of others – a hello and a smile are easy ways to communicate positive feelings
- If you have an open door policy for your Participants, show that you are sincere about it
- Be consistent in setting boundaries, administering discipline or setting standards.





## LEADERSHIP TOOL NO. 8

# When People Are in Conflict

**Try to**

- Listen carefully to what the other person is trying to say
- Understand by putting yourself in the other person's shoes
- Value the person over the situation
- Stop and think
- State the facts and remove emotion
- Talk about it – open the discussion out

**Try not to**

- Advise or tell the person what to do
- Stop the conversation, or move the person on to another topic
- Stop talking, even if the confrontation is going badly
- Move away from the issue
- Use 'put-downs'. The intent is not to win a confrontation but to solve a problem together



## LEADERSHIP TOOL NO. 9

# Voice Characteristics

*Some hints for sending effective verbal messages.*

<b>Be specific</b>	Be short, sharp and to the point.
<b>Give a complete picture</b>	Think of the whole message you want to give and how can you get your message across?
<b>Be clear</b>	Choose your words. Provide a consistent message.
<b>Be accurate</b>	Separate your facts from emotion or opinion.
<b>Say a little</b>	Get them to carry out a task before you give them another instruction.
<b>Be simple</b>	Focus on one thing at a time.
<b>Be targeted</b>	Think about who the message is intended for.
<b>Reinforce your message</b>	Repeat the message in a slightly different way.
<b>Check for understanding</b>	How can you tell if the message has been received and/or understood?
<b>Give feedback</b>	Do it immediately and frequently.



## LEADERSHIP TOOL NO. 10

# Managing Groups

*In practical leadership sessions, whether leading in sport, physical activity, recreation, outdoor recreation or games...*

Remember:

- The group came to you to be active – get them started quickly. Keep them involved
- Children have short attention spans. Talk a little, do a little activity, talk a little more
- Use eye contact
- Learn names
- Praise and use positive feedback.

## Physical Boundaries

- Use grids with cones X X  
X X
- Ensure that grids are big enough, otherwise safety is a problem
- Walk around the grid for the group
- Show them the boundaries
- Identify hazards such as posts, taps and balls.

## Behaviour Boundaries

- Set the behaviour from the start
- Inform them of the boundaries.
- Change what is acceptable if a game is a little 'rough'
- Let the group know if they have broken a rule. State it firmly then start again
- Have routines. What to do when they arrive. What to do when the whistle goes
- Be consistent and fair
- Give responsibility for 'challenging' group members

## Group Communication

- When the leader is talking, the group faces them and puts equipment down
- Only talk when they are quiet – wait for quiet
- Speak slowly and be concise
- When you are well planned, you will be able to keep instructions to a minimum
- Follow up to make sure it happens
- Express what you DO want – avoid DON'Ts
- Correct by positive statements

## Activity

- Prepare more than you think you will need
- Change the activity if it is not working
- Alternate high levels of activity with lower levels of activity
- Use all the equipment you have
- Use smaller groups (groups of two to three)
- Keep everyone active as much as possible
- Avoid elimination games
- Provide challenge for those who need it

## LEADERSHIP TOOL NO. 11

# Teaching Games for Understanding

*Teaching Games for Understanding (TGFU) is a useful approach for leaders of practical activities in particular games and sports. The approach enhances skills and techniques and transfers practice into competitive-like situations.*

Games set realistic problems in practice for Participants, athletes, leaders and coaches to solve.

TGFU challenges the traditional training programme (see the table). Instead, purposeful games are the essence of the training session. TGFU enables Participants to learn about the game and practise skills and techniques within the context of a game rather than separately from it.

## Traditional vs. TGFU Model

### Traditional model

- Warm-up
- Skill practice
- Drills
- Minor game/game practice
- Cool-down

### TGFU model

- Warm-up
- Purposeful game
- How can we do it better? (Tactical, perceptual, decision-making, technical)
- Back to the game
- Progression(s) of the game (additional challenges)
- Repeat the cycle using the progressive game(s)
- Cool-down

The role of the coach is to design meaningful games that contribute to Participants learning and enjoyment and provide the learning opportunities through questioning.

Well structured games are designed to provide options that help young people to arrive at tactical understanding for themselves. Through games, young people share success and failure and they learn how to trust each other and to know each other's 'ways' of competing and making decisions, thus enhancing team culture.

Questions that the coach-leader may use include:

- What is the main challenge or problem for the players to solve?
- What are the boundaries and safety rules?
- How do you score or gain points in this game?
- How do the players move? How does the ball move?
- How will the game start and re-start after scoring?
- What are the tactics and skills you are trying to develop within this game?

- What progressions can you make to make the game more difficult or easier? Can you give the players some choices in these progressions?
- Are you catering for everybody? Could you give some choices in equipment, game focus and rules?
- Where is the best spot to hit the ball?
- Where will it be more difficult for your opponent to score from and how can you force them to that position?
- What is the best way to defend this situation?
- How can you reduce the space from which your opponent can score?
- If your opponent evades you, what will you do?
- Is it better to pass or run with the ball in this situation? Why?

Developing self-awareness is important for young athletes in providing a source of internal control rather than the young person depending on external sources (such as you the coach) to evaluate the performance and tell them what to do.

TGFU can be used to improve tactical understandings, for example deception, risk (which option?), shot selection and placement in relation to opponents, time (when will you?), stage of the game/competition, space (where is?), field settings, defensive patterns, minimising angles of attack, attacking patterns and keeping possession.

TGFU can be used to improve mental preparation, for example arousal, concentration, motivation and communication.

(Adapted from SPARC NZ Coach Development Framework)

See also  
[www.tki.org.nz/r/health/sport\\_studies/approaches/index\\_e.php](http://www.tki.org.nz/r/health/sport_studies/approaches/index_e.php).



## LEADERSHIP TOOL NO. 12

# Team-Building Activities

The following activities involve group tasks that provide a platform for learning through group interaction and debriefing. A debrief is a discussion time after the activity where participants evaluate group interactions within the activity and what made the activity succeed or not. Its purpose is to provide learning that can directly relate to how participants work as a team/group in a specific context.

## Walking Partner Tag

### *Purpose*

Warm-up/Icebreaker

### *Equipment*

Boundary markers

### *Description*

Participants pair up and decide who 'it' is. Staying within the boundaries, and walking only, the player who is it attempts to tag their partner. When the tag occurs, the tagged player becomes it and must turn 360 degrees before beginning to try to tag their partner.

### *Variations*

- Zoolander tag – one of the pair may only ever turn left, while the other may only turn right
- Reduce the boundary size
- Cyclops tag – smaller circle, each person must only look through a tunnel they make with their hand over one eye.

### *Debrief*

Facilitators can discuss with the participants their focus. For example, there are times when we need to be able to see the big picture and there are other times when we need to be extremely focused. The Participants could be asked to give examples of these times from within their sport.

## Turnstile

### *Purpose*

- Team co-operation
- Goal setting

### *Equipment*

One long rope

### *Description*

Two people turn the rope as per skipping. Participants must run from one side of the rope to the other without jumping. One person must run though every time the rope is turned. As a team, a goal must be set to decide how many people can run through, one at a time, without a turn of the rope being missed. (The people turning the rope are also required to run through, so strategies must be developed to accommodate this.)

### *Variations*

- Run in – jump once – run out
- Fewest turns for the whole team to make it through? Without a jump? With a jump?
- Group to invent new goals/variations.

### *Debrief*

Questions to ask after this activity could be:

- What worked and why?
- What didn't work and why?
- When did the team work best together?
- What could they have done differently to achieve a better result?

## Warpspeed

### *Purpose*

- Teamwork
- Creative thinking
- Group goal-setting
- Problem-solving

### *Equipment*

- One ball/beanie/quoit
- One stopwatch

### *Description*

The Participants stand in a circle and the ball is thrown around the group so every team member catches it once only and everyone has received it. The team is told to remember who they threw it to and they run through the pattern again to ensure they remember. They are then given the following rules/instructions: "The ball must pass through the same sequence in the fastest time possible". The group interprets this instruction and attempts to find ways to improve its time.

### *Debrief*

Questions to ask after this activity could be:

- What worked and why?
- What didn't work and why?
- What could they have done differently to achieve a better result?
- Were we working as a team?
- When did the team work best together?

## Pegs

### *Purpose*

- Investigate values
- Communication
- Creative thinking

### *Equipment*

Pegs – four different colours – enough for each participant to have one of each colour

### *Description*

Ask Participants to get four pegs of any colour and peg them to themselves in a place that they don't mind other people grabbing and a place they are able to be grabbed. On go, each person attempts to steal another's pegs, pegging their stolen pegs onto themselves before being allowed to steal another one. No one may stop anyone from taking a peg except by moving away from that person.

On stop, Participants count up how many more or fewer pegs they now have. This can be repeated. Then, as a group, four values are decided upon that are considered important in leadership, and each value is assigned to a different-coloured peg. Participants are then told to attempt to collect the colour peg they think is most important based on the value it represents. Afterwards, the Facilitator discusses with the group whether their values and their behaviour lined up. If the value was teamwork and they were very individual in the task, are they following through on the value they think is important?

Lastly, Participants are told to try to see how fast "everyone can get all four pegs" (the ultimate goal – but unsaid is for them to work together to do this as a team as quickly as possible.) This will again prompt discussion around interaction, communication and values.

### *Debrief*

Discussion can focus on the behaviours of the Participants while completing these activities:

- Did they listen when you said the goal was for "everyone" to get all four pegs or were they just concerned about themselves?
- Did they demonstrate the values they had decided were important or not?
- How could you gain pegs more effectively?
- How could you work with other people in a win-win situation?

## Name by Name

### Purpose

- Team strategies
- Goal-setting
- Identify leadership styles that emerge
- Name game

### Description

Participants stand in a circle. Starting with a volunteer, go around the circle and have each person say their name once. Then, remembering where they are standing, and without talking, Participants move into a circle in alphabetical order of first names. They then say a round of names to see if they are correct. As a group, they then decide how long it will take them to get back into the original circle and say a round of names. The Facilitator then times them to do this. They look at the goal they set and see if it was a good one. If they want to redefine their goals, they are timed as they move to the alphabetical circle and say a round of names again.

Once this has been done often enough for Participants to be challenged, and Participants are happy with how they are performing, a new challenge to then double the task is set. For example, they must move from the alphabetical circle to the original circle and say a round of names, then move immediately back into the alphabetical circle and say a round of names. The time is taken for the entire two circle moves. This can be repeated until Participants are satisfied they have achieved their goals successfully and challenged themselves sufficiently.

### Debrief

Possible questions to ask after this activity could be:

- What worked and why?
- What didn't work and why?
- When did the team work best together?
- What could they have done differently to achieve a better result?
- What made us get faster?

## Spaghetti and Marshmallows

For a more detailed description of this activity, see the *Growing Leaders Stage 4 Learning Activities*.

### Purpose

- Communication
- Group goals
- Listening

### Equipment

Per group:

- One bag of spaghetti (uncooked)
- One bag of marshmallows

### Description

In groups, Participants have a predetermined time limit in which to use their equipment to build as tall a tower as they can. The tower must be able to stand for at least 30 seconds without assistance.

### Debrief

Questions to ask after this activity could be:

- What made the winning tower successful? For example, planning, wide base, working together
- Why did some towers fall over? For example, too high too fast, no base, tried to add one more layer
- How did working within a set time make a difference to their success? For example, panicked when time was running out, worked too quickly, had time left



## LEADERSHIP TOOL NO. 13

# America's Cup Team New Zealand Vision Statement

*Our aim is to build a challenge that can win for New Zealand and of which we can be proud – to succeed in all aspects!*

We want a small, informed and fully motivated team that:

- Works in an environment that encourages every member to make a meaningful contribution
- Has a high degree of personal integrity and group honesty
- Recognises personal goals but not hidden agendas
- Continuously monitors and improves its performance
- Is fun to be in.

## Their Rules of Operation

- Fairness and honesty – 'Play nicely together'
- Openness – 'Share your toys'
- Emphasise simplicity
- Focus – Remember the big picture
- We will encourage creativity and emphasise follow-through

'Team Think: Team New Zealand'  
Dr Pete Mazaney

*"Never take no for an answer and never give up. If you really believe in what you're doing, and you're really keen, then you'll succeed – it's as simple as that." Sir Peter Blake*

*"To win, you have to believe you can do it. You have to be passionate about it. You have to really 'want' the result – even if this means years of work. The hardest part of any big project is to begin. We have begun – we are underway – we have a passion. We want to make a difference." Sir Peter Blake*

(Andrews, 2000)

## LEADERSHIP TOOL NO. 14

# Māori Youth Sport Leadership Development

There is no known literature on “Māori youth sport leadership”. There are, however, large bodies of literature that can be drawn upon to develop positive approaches to support Māori youth to develop as leaders that affirm indigenous cultural identity and contexts.

The references below provide some points from which to develop thinking and action towards appropriate ways to support Māori youth leadership generally and in sport settings specifically.

## Leadership in Cultural Contexts

Jagdeep S. Chhokar, Felix C. Brodbeck, and Robert J. House, (2007). *Culture and Leadership Across the World: The Globe Book of In-depth Studies of 25 Societies*. Mahaw, N.J. : Lawrence Erlbaum Associates.

Sarah Leberman, Chris Collins, and Linda D. Trenberth, (2005). *Sport Business Management in Aotearoa/ New Zealand*. Nelson, Thomson Learning.

Dai W Gilbertson, *Transformational Leadership in Australasian Sports Organisations. Mate atu he tete kura, whakaeke mai he tete kura* (Sourced on 12 September 2008 from [www.windeaters.co.nz/publications/leadership/Leadership%20chapter%20nz.pdf](http://www.windeaters.co.nz/publications/leadership/Leadership%20chapter%20nz.pdf))

## Education and Māori

*Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012*; Ministry of Education: Te Tahuu o te Matauranga. Wellington, (<http://kahikitia.minedu.govt.nz>).

Tanya Fitzgerald, (2003). *Changing the Deafening Silence of Indigenous Women’s Voices in Educational Leadership*, *Journal of Educational Administration*, 41 (1), pp 9-23.

## Sport and Māori

Farah Palmer, (2006). *State of Māori Sport in State of the Māori Nation: 21st Century Issues in Aotearoa*, Reed Publishers.

Farah Palmer, (2005). *Māori Sport and it’s Management in Leberman, Collins and Trenberth, Sport Business Management in Aotearoa/New Zealand pp 62-88*. Nelson, Thomson Learning.

Brendan Hokowhitu,(2004). *Physical Beings Stereotypes, Sport and Physical Education in NZ Māori*, in Mangan & Ritchie, *Ethnicity, Sport, Identity: Struggles for Status* pp 192-218, Routledge.

## Māori Youth Leadership

Wiremu Manaia, (2007). *The Changing Face of Māori Development – Mauri Kaiarahi: A Five-Stage Framework for developing Māori potential and leadership*, paper presented to FIRST Foundation Young Māori Leaders Conference, Wellington.

Meihana K Durie, (2007). *Tikanga For Tomorrow: the application of tikanga to contemporary Māori realities*, paper presented to FIRST Foundation Young Māori Leaders Conference, Wellington.

Kym Hamilton, (2007). *Whānau, Hapu and Iwi Leadership: History, Developmental Theory and Practice*, paper presented to FIRST Foundation Young Māori Leaders Conference, Wellington.

Teorongonui Josie Keelan and Associates, (2002). *E Tipu E Rea: A Framework for Taiohi Māori Development*, (2002). Ministry of Youth Development/Te Tari Taiohi, Wellington.

**LEADERSHIP TOOL NO. 15**

# Leadership Research Centres

## Sample of leadership research centres

Banff Centre Leadership Development

[www.banffcentre.ca/departments/leadership/](http://www.banffcentre.ca/departments/leadership/)

Centre for Leadership Studies (University of Exeter)

[www.leadership-studies.com/](http://www.leadership-studies.com/)

Center for Public Leadership (Harvard University)

[www.ksg.harvard.edu/leadership/](http://www.ksg.harvard.edu/leadership/)

Centre for the Study of Leadership (Victoria University of Wellington)

[www.vuw.ac.nz/vms/disciplines/CSL/index.aspx](http://www.vuw.ac.nz/vms/disciplines/CSL/index.aspx)

Fuqua/Coach K Center of Leadership and Ethics (Duke University)

[www.leadershipandethics.org](http://www.leadershipandethics.org)

Gallup Leadership Institute (University of Nebraska)

<http://gli.unl.edu/>

Institute for Leadership Research (Texas Tech University)

[www.ilr.ba.ttu.edu/](http://www.ilr.ba.ttu.edu/)

Jepson School of Leadership Studies (University of Richmond)

[www.jepson.richmond.edu](http://www.jepson.richmond.edu)

Excellerator: New Zealand Leadership Institute (University of Auckland)

[www.excelerator.co.nz/page/excelerator\\_5.php](http://www.excelerator.co.nz/page/excelerator_5.php)

The Lancaster Leadership Centre (Lancaster University)

[www.lums.lancs.ac.uk/leadership/](http://www.lums.lancs.ac.uk/leadership/)

The James Macgregor Burns Academy of Leadership (University of Maryland)

[www.academy.umd.edu/](http://www.academy.umd.edu/)

Wharton Center for Leadership and Change Management (University of Pennsylvania)

<http://leadership.wharton.upenn.edu/welcome/index.shtml>



# Growing Leaders and National Qualifications

The National Qualifications Framework contains two types of national standard – achievement standards and unit standards. Credits from either standards count towards a National Certificate of Educational Achievement (NCEA).

To offer credits from unit standards or achievement standards, your school/organisation must be registered and accredited with the New Zealand Qualifications Authority (NZQA).

An outside provider registered with NZQA may be contracted to deliver and assess unit standards on behalf of a school/organisation, for example St John First Aid Course.

Details of qualifications below can be accessed through the NZQA website [www.nzqa.govt.nz](http://www.nzqa.govt.nz). Facilitators are encouraged to review the currency and relevancy of standards on the National Qualifications Framework as these are continually being developed. A current (2008) review of physical education unit standards and achievement standards may result in changes coming into effect by the end of 2009. The following standards are correct as at September 2008.

## Physical Education Unit Standards

Physical Education unit standards can be used to assess learning gained through Growing Leaders stages 3 and 4.

Standards that may be suitable include:

Level	Unit standard number	Unit standard title	Credit
1	12537	Assist others to participate in physical activity	2
2	12538	Demonstrate leadership in physical activity	3
2	12552	Demonstrate communication skills in a physical activity	3
3	12539	Plan, implement and review an adapted physical activity programme	4

## Physical Education Achievement Standards

Standards that may be suitable include:

Level	Unit standard number	Achievement standard title	Credit	Teaching resources on Te Kete Ipurangi ( <a href="http://www.tki.org.nz">www.tki.org.nz</a> )
1	90071	Demonstrate interpersonal skills and describe their effects on the functioning of a group or team (PE 1.5)	4	<ul style="list-style-type: none"> <li>Developing Interpersonal Leadership Skills</li> </ul>
2	90438	Plan, apply and review leadership strategies in a group or team physical activity (PE 2.7)	3	<ul style="list-style-type: none"> <li>Leadership of Junior Students</li> <li>Adventure Leadership</li> </ul>
3	90739	Apply knowledge to plan a physical activity programme or experience (PE 3.1)	3	<ul style="list-style-type: none"> <li>Three in One</li> <li>Physical activity for me</li> <li>Plan, paddle, navigate</li> </ul>
3	90744	Examine physical activity and take action to influence the participation of others	5	<ul style="list-style-type: none"> <li>Getting year 13s active</li> <li>Getting year 7s and 8s active</li> <li>Can we get the school to move and groove?</li> </ul>



## SFRITO (Sport, Fitness and Recreation Industry Training Organisation) Unit Standards

Industry training organisations such as SFRITO represent specific industries and have the responsibility to develop standards and qualifications on an industry basis and oversee the assessment process.

SFRITO has developed a number of National Certificates, for example:

- National Certificate in Sport – Level 2
- National Certificate in Outdoor Recreation (Assistant Leadership) Level 3.

*Growing Leaders* contains similar content to the competencies specified in the unit standard(s). Where candidates wish to seek credits from these unit standards, they should make contact with SFRITO or the local training provider for information.

Unit standards that may align with learning from a Growing Leaders programme include:

Level	Unit standard number	Unit standard title	Credit
2	12549	Discuss factors that influence participation in physical activity	3
2	20673	Demonstrate knowledge of injury prevention and management in sport or recreation	4
2	21414	Plan and lead a recreation activity	4
2	21642	Complete pre-competition preparations for umpiring/officiating at a junior or beginner level	3
3	4872	Administer a sport team	3
3	4879	Apply sport rules and regulations in a competitive sport situation	4
3	4885	Prepare sport information for the media	3
3	13377	Identify and manage hazards and risks in relation to a recreation activity and environment	4
3	21643	Complete pre-competition preparations for umpiring/officiating at an intermediate level	3
3	21644	Review personal performance as an official in a competitive sport situation	3
3	22768	Conduct and review a beginner level coaching session	6
3	22771	Plan a beginner level coaching session for sport participants	4
3	24663	Demonstrate leadership whilst participating in an adventure based learning programme	3
4	4863	Plan, implement and evaluate a simple event	10
4	4886	Develop recreation programmes that include people from specified populations	4

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