

CREATING OUR CIRCLE OF SHARED LEADERSHIP

OVERVIEW

This activity allows a team to apply the circle of shared leadership to itself in order to examine where its strengths and gaps are.

OBJECTIVES

- To build awareness of the skills and interests of the members of the group
- To understand the concept of shared leadership
- To understand the preferences, strengths, and gaps in the team

TIME REQUIRED

Approximately 1 hour

SET-UP

Sticky wall that is divided with tape into four sections marked with the names of the four elements of shared leadership.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min.	Say, "Our team is composed of diverse people with diverse interests and skills. We are going to spend the next hour doing an activity that will help us more closely examine what these are so that we can get a better picture of our team's strengths and gaps."	
Step 2: Skills and interests inventory	20 min.	Use the inventory on pages 84–85. Urge people to use the blank spaces! After people have completed both sections, ask them to circle 5 interests or skills that they want to share with this team. Point out that these do not have to be the things that they think that they are best at, but the things they really want to contribute to this group. Ask that they write each interest or skill on a separate sticky note.	Sticky notes Copies of Handout 2I
Step 3: Filling in the circle of shared leadership	15 min.	Provide an introduction to the circle of shared leadership. Use handout 2J. Say, "Look at each of the sticky notes in front of you. For each note, ask yourself, 'What kind of leadership does this skill or interest contribute to?' For example, 'motivating' would be probably be 'champion,' and 'observing' might be 'relate experience.'" Ask participants to put each note in the section of the sticky wall where it fits. Note that many notes will fit into more than section—people can either choose, write it twice, or put it on the "border."	Sticky wall Sticky notes Handout 2J
Step 4: Reflection	10 min.	Ask the group the following questions: <ul style="list-style-type: none"> ■ Looking at the wall, what stands out? ■ How did it feel to do this activity? ■ What do you see that is exciting? ■ Where do you see gaps? ■ What does this mean for our team? 	

SKILLS AND INTERESTS INVENTORY

(Adapted from Community Partnerships for Youth, *Youth in Governance*, 1994)

Name _____	Date _____	
<p>Remember that a skill is something that you can do, something in which you are proficient or have expertise.</p> <p>"I am good at" _____ (Circle the appropriate words and add more of your own.)</p>		
Writing Analyzing Creating new things Starting new things Developing Recruiting Counseling Reconciling Bookkeeping Reporting Fundraising _____ _____ _____	Defining Organizing Planning Coordinating Implementing Persuading Training Encouraging Promoting Motivating Communicating _____ _____ _____	Researching Evaluating Directing Delegating Leading Administering Educating Negotiating Budgeting Giving your opinion Public speaking _____ _____ _____

SKILLS ASSESSMENT

This exercise can help you determine the skills you currently have and could use with a community group as well as gain new skills.

Place a check mark under the column(s) after each skill to indicate which skills you have, which ones you enjoy, and which ones you wish to develop.

	Have	Enjoy	Wish to Develop
1. Assembling (kits, models)	___	___	___
2. Researching, doing experiments	___	___	___
3. Creating music, art, or literature	___	___	___
4. Communicating: talking, listening	___	___	___
5. Influencing people	___	___	___

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SKILLS ASSESSMENT (continued)

	Have	Enjoy	Wish to Develop
6. Organizing, scheduling	___	___	___
7. Constructing	___	___	___
8. Analyzing, examining	___	___	___
9. Performing	___	___	___
10. Counseling	___	___	___
11. Leading	___	___	___
12. Following directions	___	___	___
13. Using computers	___	___	___
14. Drawing, painting	___	___	___
15. Risking trying new things	___	___	___
16. Attending to details	___	___	___
17. Educating, teaching	___	___	___
18. Promoting, marketing	___	___	___
19. Observing	___	___	___
20. Advocating, lobbying	___	___	___
21. Handling disputes, making peace	___	___	___
22. Coordinating, arranging	___	___	___
23. Speaking to the public	___	___	___
24. Creating, imagining	___	___	___

Look at your assessment:

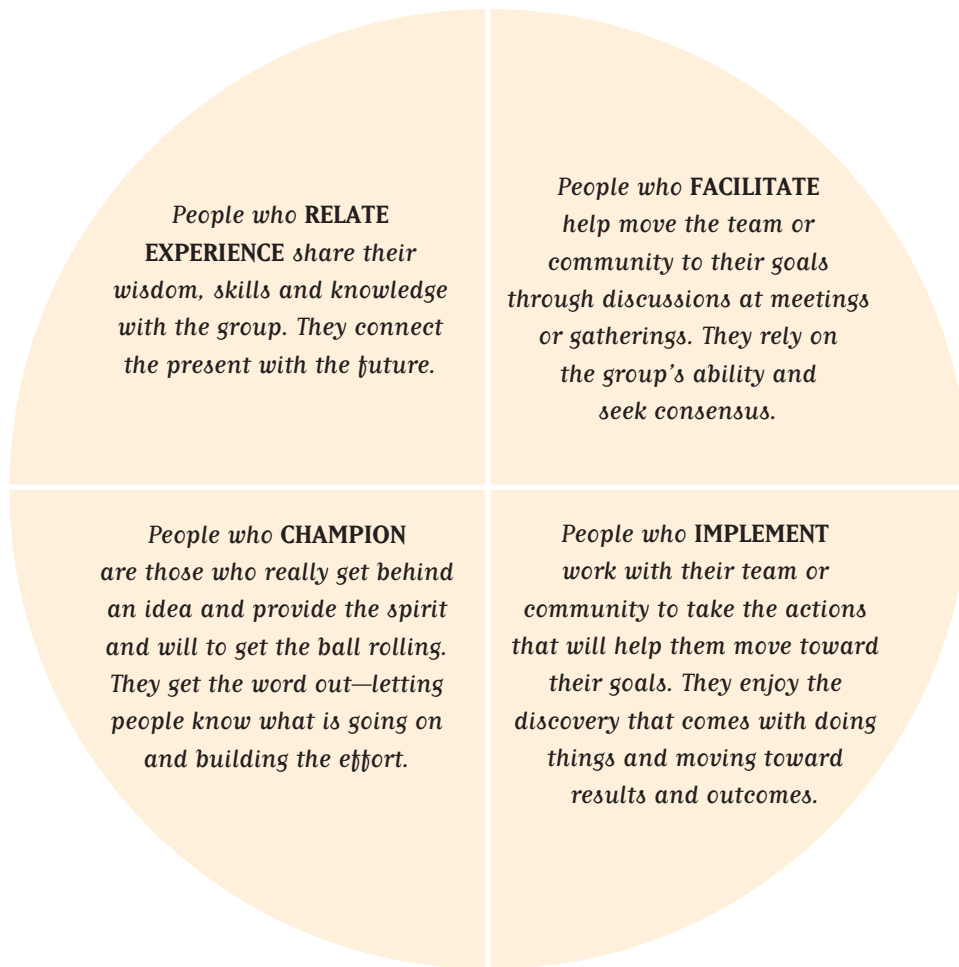
- Does anything surprise you?
- Was it difficult or easy to do this assessment?

Think about ways you can use this assessment individually and with your group!



THE CIRCLE OF SHARED LEADERSHIP

When people think of leadership, they often think of the “traditional leader”—the person who is good at public speaking, who has experience, and who is well respected by many people. The idea of shared leadership recognizes that there are several ways to provide leadership, some of which are not traditional. Shared leadership is a way for groups to make decisions by coming to a consensus. It allows a group to take the diverse opinions of all involved and incorporate them, in some form, into the actions of the group. The diagram below illustrates the different parts of shared leadership:



A team needs to have all of the parts of shared leadership represented. Individual group members can fill one or more roles, and each role can be filled by more than one person at the same time. Watch out for one person playing all the roles and getting overwhelmed!

(Adapted from Institute of Cultural Affairs)