



Short and Snappy

Learning Opportunity for Volunteers

What is a Short and Snappy?

- These short trainings can be provided at a service unit meeting.
- Any interested volunteer may lead a Short and Snappy.
- Short and Snappys are usually 10-45 minutes in length.

What you'll need

- Short and Snappy outline
- Four Player Model signs placed around the room
- Four Player Model description handouts

Things to remember

- Stay within the allotted time.
- If you don't know the answer, seek the correct answer from the appropriate support person.

Questions? Comments?


Contact training@sdgirlscouts.org
www.sdgirlscouts.org

Leadership Styles: The Four-Player Model

45 minutes

Adult Girl Scout volunteers may benefit from exploring their leadership styles. The principles that guide your leadership are mirrored in four distinct kinds of actions you might take in any conversation. This system is known as the four-player model.

Begin by asking for four volunteers.

1. Arrange them in a diamond shape. 
2. Have each volunteer step forward as you share a brief description of their position (see handout).
 - a. The **Mover**: Some people initiate ideas and offer direction. Ask the Mover to illustrate their position with a pose.
 - b. The **Follower**: Other people complete what is said, help others clarify their thoughts and support what is happening. Ask the Follower to position themselves in relation to the mover according to that description. (They will probably step behind or to the side of the Mover.)
 - c. The **Opposer**: Still others challenge and question the validity of what is being said. Ask the Opposer to demonstrate an action according to that description. (For instance, they might point their finger at the Mover.)
 - d. The **Observer**: Others actively notice what's going on and provide perspective on what's happening. Ask the Observer to illustrate their position with an action.

Point out the four- player model signs at four sides of the room. Ask participants to step into what they consider their role.

Give each player group a moment to discuss among themselves why this is their dominant leadership style. Then, all together, discuss healthy and unhealthy behavior for each of the players (see handout).

Ask participants to now go to the player role they identify with the least. Tell each group to discuss amongst themselves how they could use this

player role more. All together, discuss the benefits of this.

Each of these players is important to healthy group interaction.

Think of the three Girl Scout processes: girl-led, learning by doing, and cooperative learning. How does knowledge of leadership styles help volunteers support the three processes?

Answers might include:

- By knowing their own leadership style, volunteers can understand how they'll guide girls.
- By understanding a girl's leadership style, volunteers can help guide healthy, cooperative learning within a group.

Activity

Facilitate the following role play to show how the four players interact during a typical group conversation. For groups of 12 or more, divide into groups of six and omit the "facilitator" who appears in step 4.

1. Ask for four "actors" to sit in the center of the room.
2. Pass out the four-player model cards to each actor.
3. Ask for two or more "watchers" to stand behind the four actors.
4. Ask for a "facilitator" (this is a good role for a participant who talks a lot).
5. Tell the group to discuss the need to celebrate Girl Scouts' World Thinking Day, each acting as the player role they have on their card.
6. After 3 minutes, give a signal to switch. Participants can exchange cards by passing them to the person on their right, or the "facilitator" can be responsible for making this happen.
7. Continue the conversation with new player cards. Watchers should keep track of who has which role.
8. Continue until the four actors have had the chance to speak as each player role.
9. Debrief (reconvene the whole group if you split up) by asking the participants — actors, facilitator and watchers — how the conversation went. Discuss why each of the four positions should be represented in a group for healthy interaction and cooperative learning.

Four-Player Model Descriptions

Handout

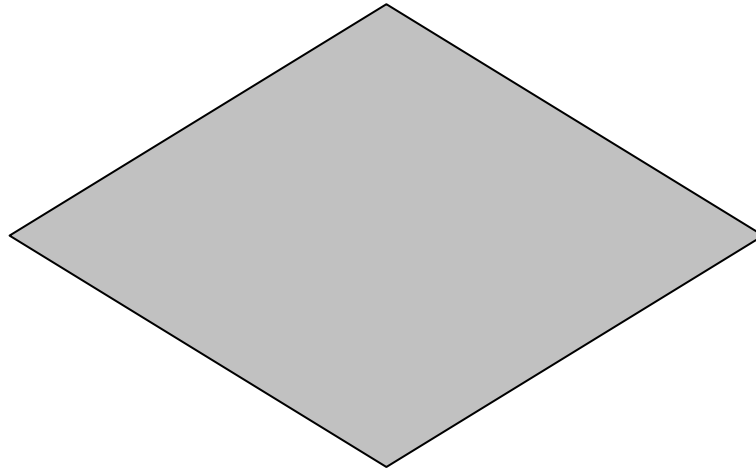
Player	Healthy traits	Possible unhealthy traits	Without them ...	Language used
Mover/Director	<ul style="list-style-type: none"> • Gets things done • Motivates others to get things done • Creative • Persuasive • Takes risks 	<ul style="list-style-type: none"> • Bigger on concepts than on doing • Controls conversations • Perceives others' ideas as negative or worthless 	There is no direction.	<p>“I have an idea.”</p> <p>“I propose ...”</p> <p>“Here’s what I think we should do.”</p>
Follower	<ul style="list-style-type: none"> • Open to collaborative thinking • Comfortable inviting others in • Brings harmony 	<ul style="list-style-type: none"> • Indecisive • Unable to resolve conflict • Easily influenced 	There is no completion.	<p>“That’s a great idea.”</p> <p>“We could also ...”</p> <p>“Can you clarify ...?”</p>
Opposer/Advocate	<ul style="list-style-type: none"> • Gives opinions clearly and openly • Logical • Challenges authority 	<ul style="list-style-type: none"> • Too negative • Creates conflict or obstacles 	There is no correction.	<p>“Let me play the devil’s advocate.”</p> <p>“I think there’s another way to look at this.”</p> <p>“I don’t think that will work, because ...”</p>
Observer	<ul style="list-style-type: none"> • Listens • Rises above conflict • Sees the big picture 	<ul style="list-style-type: none"> • Not interested, won’t jump in • Uppity and distant 	There is no perspective.	<p>“What worked and what didn’t?”</p> <p>“I’m noticing ...”</p> <p>“Is anyone feeling ...?”</p>

Four-Player Model

Handout

FOLLOWER

(Completes what is said, supports and expands what is happening)



MOVER/ DIRECTOR

(Initiates ideas, proposes action)

OPPOSER/ ADVOCATE

(Challenges what is being said, adds divergent views)

OBSERVER

(Provides perspective on what is happening)

Group role-play cards

Print and cut out as many as needed for your group.

Mover/Director

Initiate ideas and offer direction.

Typical language

“I have an idea.”

“I propose ...”

“Here’s what I think we should do.”

Opposer/Advocate

Challenge what is being said and its validity.

Typical language

“Let me play the devil’s advocate.”

“I think there’s another way to look at this.”

“I don’t think that will work, because ...”

Follower

Complete what is said, help others clarify their thoughts, and support what’s happening.

Typical language

“That’s a great idea.”

“We could also ...”

“Can you clarify ...?”

Observer

Actively notice what’s going on and provide perspective on what’s happening.

Typical language

“What worked and what didn’t?”

“I’m noticing...”

“Is anyone feeling ...?”