

# PROGRAMME COMPLETION REPORT

## Leadership Development Programme *Jhansi Feb 7-9, 2006*

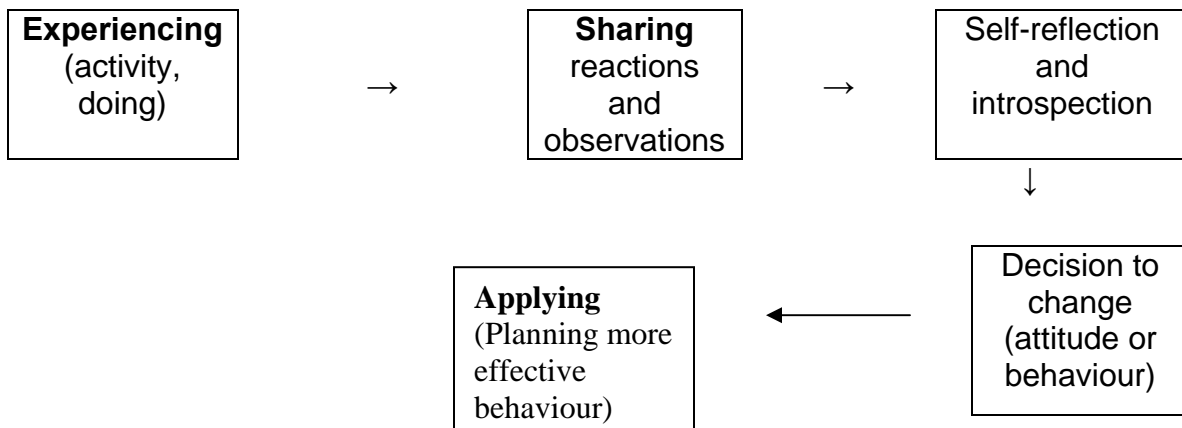
### I. INTRODUCTION

#### The programme Objectives were:

- ❑ Distinguishing traits of authoritarian, paternalistic, know-it-all and manipulative mental models of leadership, the effect that each model of leadership has on groups.
- ❑ Democratic leadership, analyzing both the benefits and limitations of the concepts of participation and representation as they are normally practiced.
- ❑ Communication styles of leaders
- ❑ Aspects and qualities one values in himself/herself as a leader
- ❑ Factors affecting inter-personal interactions
- ❑ Lead and manage one self, including how to avoid burnout
- ❑ To facilitate specific, individual feedback in participants to aid them in making decisions concerning an agenda for modifying their own behaviour towards a more effective and productive leadership style.

#### 1. Introduction to the workshop; Overview of workshop outline

Experiential learning process: was discussed, (rather than lecture based), and participants understood the learning sequence of



## **2. Introduction and icebreaker**

Participants were asked to introduce themselves sharing one thing that

- “One thing that excites me.....”
- “My work profile...”
- “One day I would like to...”

Thereafter an exercise was conducted to facilitate easy memorization of names of all participants.

## **3. Communication has three main components- Body language, Tone of voice and Verbal content**

Albert Mehrabian, a communication expert, has said that words contribute only 10% to the total impact of the message, 40% is contributed by the tone of the voice and the balance of 60% by facial expressions. This demonstrates that the non-verbal component of communication has considerably more importance than we normally accord it. This was demonstrated to participants through many examples as well as film clippings.

## **4. Leadership styles: Exercise- making a star with a rope**

Participants were asked to work as a team and make a tower out of the given material. Through the exercise it was demonstrated that:

### **Activity Description:**

A length of rope 40-50 feet long with the ends tied together was placed on the floor in a big circle, and participants instructed to pick up the rope. Their task was to make a five-pointed star. Not the outline of a star but the kind with five intersecting lines that form a pentagram in the middle. This only rule: Any individual can slide their grip to a different place on the rope but no one can let go of the rope and change places with anyone else.

This activity was then tied to a discussion of teamwork and leadership.

The following questions were discussed:

Did a leader emerge? How? What would have made this task easier? What were the leadership styles visible?

### 5. Unequal Resources

Participants are divided into four groups. Each group is given an envelope containing certain resources like pieces of colored paper, scissors, glue, measuring ruler, etc. and they are asked to create some items. Each sub-group has to create the same set of items within given time-frame; however the resources provided to them are unequal. Eg, if some group has been given scissors, another group has only paper and glue, etc. participants discuss at the end of the given period how they went about sharing resources and working company-operatively within their teams as well as between the various teams.

### 6. Leadership style –discussion of Blake and Mouton’s leadership grid

- Most well-known model of leader behavior
- Joins concern for production and concern for people on two intersecting axes
  - X axis = concern for results
  - Y axis = concern for people

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| <p><b>Authoritarian style (9,1)</b></p> <ul style="list-style-type: none"> <li>▪ Believes that:           <ul style="list-style-type: none"> <li>–Leader alone has resources (knowledge, experience, authority) for decision making</li> <li>–Asking for help is a sign of weakness</li> <li>–People work better when you tell them what to do</li> </ul> </li> <li>•Tells how everything is to be done (in too much detail)</li> <li>•Without providing reasoning, rational, background</li> </ul> | <p><b>Country Club style (1,9)</b></p> <ul style="list-style-type: none"> <li>•Results will get taken care of if congenial atmosphere is maintained</li> <li>•Doesn't like conflict; avoids imposing his will on subordinates</li> <li>•May postpone (unpleasant) decisions</li> <li>•Tries to please and accommodate everyone –doesn't like to say no</li> <li>•Uses humor to divert attention from serious topics</li> <li>•Avoids giving negative feedback</li> </ul> |
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| <ul style="list-style-type: none"> <li>•May undermine confidence, belittle ideas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Impoverished leader (1,1)</b></p> <ul style="list-style-type: none"> <li>•Does minimum necessary for employment</li> <li>•Participation in meetings is low- doesn't share his thoughts</li> <li>•Unlikely to initiate new ideas</li> <li>•'Delegate and disappear' management style. Makes neutral remarks</li> <li>–“I haven't heard anything”</li> <li>–“I just don't know”</li> <li>–“Sorry, I wasn't there”</li> <li>–“you are asking the wrong person, I'm no expert”</li> </ul> | <p><b>Team leader (9,9)</b></p> <ul style="list-style-type: none"> <li>•Genuine desire to help others reach full potential</li> <li>•Team members have opportunity to voice thoughts, concerns, different views</li> <li>•Shares openly and in straightforward way data, information</li> <li>•Makes expectations clear</li> <li>•Encourages people to take initiative, rather than 'wait' for leader's instructions</li> <li>•Has strong convictions, yet is not rigid</li> </ul> |

### 7. Importance of listening with an open mind communication

An exercise was conducted which demonstrated that listening is an essential aspect in interpersonal communication. Listening with patience and an open mind demonstrates respect towards the speaker, and acknowledgment of him/her as a valued human being. We can convey attentiveness and interest both verbally and non-verbally.

### 8. Johari window

The concept of Johari window was explained, as well as the importance of being open and receptive to feedback from others, because it opens blind spots, leading to growth.

### 9. The importance of giving and receiving feedback

It was seen that the leader's style of giving feedback affects group morale and productivity. It is a tool of communication that is underutilized. It was discussed,

- Why do managers avoid giving feedback?
- Do employees willingly accept/ listen to feedback?  
Further, inputs were given on:
  - How to give specific, objective, data-based feedback
  - Specific behaviour is descriptive, observable and measurable

With vague and unclear directions, employees...

- Are unable to figure out what they are supposed to do
- Can't improve their performance

guidelines for giving feedback are:

1. Provide feedback in private
2. State the performance or behaviour observed
3. Explore the situation with the employee
4. State your expectations clearly

## **10. Making A News-Paper Bridge**

Participants are divided into sub-groups of three to five members, and each sub-group is provided with only two resources –about 10 old newspapers and sticky tape. They are told to make a bridge, which will be judged on the basis of two factors –its aesthetic beauty, and ability to withstand maximum weight. After about 15 minutes, each sub-group presents their finished product to the rest of the group. The group votes for the best bridge. The group dynamics within each group are discussed, including effective and ineffective behaviors within the sub-group:

### *10.1 Team leaders play functional (constructive) roles like*

- Encouraging: (praising others; being receptive to others' ideas; being a good listener);
- Following (going along with the decisions of the group; supporting and helping as required);

- Taking leadership role (initiating activity –proposing solutions, suggesting new ideas;
- Giving suggestions, directions, commands);
- Asking others' for their views to increase their participation and involvement:

10.2 *On the other hand autocratic/controlling leaders behaved in the following manner:*

- Trying (competing) to produce the 'best idea';
- Putting others' ideas down (deflating ego or status of others);
- Talking the most;
- Attempting to get credit/ limelight for contributions.

10.3 At the same time leaders had to reign in team members who were *acting indifferent, passive or uninterested:*

- Daydreaming;/ Doodling; Whispering to others;
- Wandering away for long periods to drink water, toilet, etc.
- Being too formal (waiting to be invited, etc).
- Blocking or interfering with group progress:
- Arguing too much on a point.

## **11. Exercise in organizing a group task: Crossing a Toxic River**

Participants are told that they are a group of scientists and explorers traveling on Mars. They encounter a river of lava, which they have to cross. Only one pair of space-boots are available which can be worn in one direction only once by each participant. This means that once a person has put them on, they can walk one time across the river but cannot walk back. The challenge is to get the entire group across the river to meet their departing space ship.

Key learnings discussed are: planning element, the trust that is needed, leadership skills to inspire trust by influencing and persuading, and the openness

others display in responding to various suggestions that come up from group members (rather than pulling in different directions).

## **12. Sharing of difficult experiences and using group resources to find solutions**

Participants shared some frustrating experiences they are currently experiencing or have recently experienced at their workplaces. Group members then brainstormed to offer different perspectives and offer some possible solutions. Some of the situations were:

12.1 “One person in our village who enjoys financial clout is misusing his position to play loud music on his terrace every-day, causing disturbance and nuisance to the entire neighborhood. Polite requests have not made any effect on him. I have considered lodging an FIR, and even rounding up people to physically harass him.”

Perspectives offered --

- “Aggressive behavior is not a long-term solution. You may ‘win’ in the short term, but you have alienated him forever.”
- “How about exploring the process of involving him in some of the constructive activities going on in the village, and including him in some committee, so the he feels a sense of commitment in creating a positive atmosphere.

12.2 “I recently found out that there were three-four people in our organization who have secretly been sabotaging our efforts, and have been copying documents so as to prepare themselves to start their own separate organization. They then left to start their own NGO. However even now they are still keeping track of the activities in our organization by getting news from some of our people. I have been very shocked and disturbed.”

Perspectives offered --

- “Have you thought of why this group in the first place felt the need to break-away? Could it be that in this environment they were not getting work satisfaction?”
- “How could it be that you could not sense that something amiss was there when these under-hand activities were happening for the last so many months? Is there a need to look at the way leadership is keeping in touch with people?”

some of these discussions force the person sharing her experience to shift from “blame mode” to that of self-reflection and taking responsibility for the situation she was in.

12.3 “There is one person in my staff who is very hardworking and sincere. He is good at getting groups together, speaking with them willing to work late. However he is poor at completing the required paper-work and report generation. He often forgets to fill in the required information, taking twice as long as the others to complete it. I have been talking to him about it without any result, and I am so frustrated that I am even willing to fire him”.

Perspectives offered --

- “He has certainly valuable strengths which cannot be ignored . Perhaps a better strategy would be to strengthen his strengths and utilize that well rather than hammer at his weaknesses and shortcomings.”
- “Another strategy could be to put two staff-members together with complementary skills for the same job, and increase their responsibility”.

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Feb 25, 2006**