

PROGRAMME COMPLETION REPORT

Leadership Development Programme

(Jhansi Nov 21-23 2005)

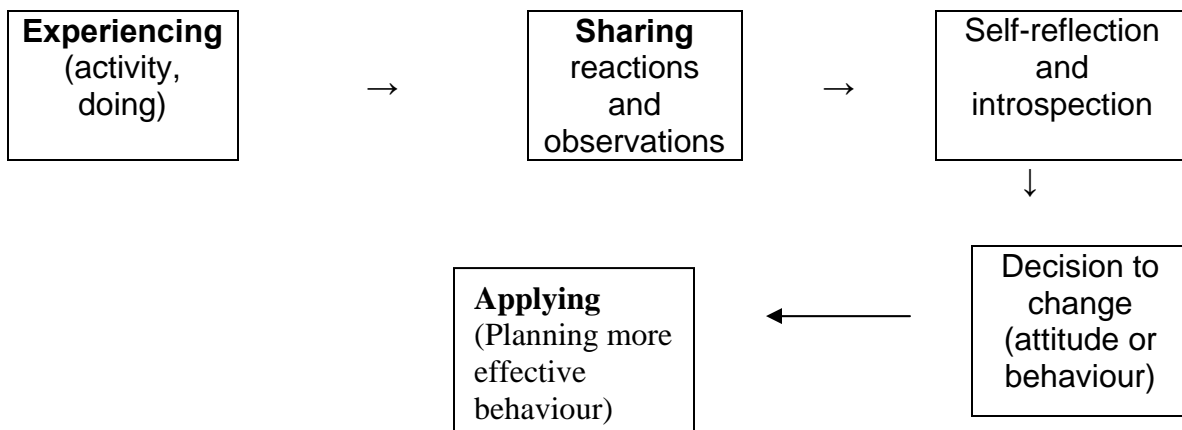
I. INTRODUCTION

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

- The work they did
- One new learning in the last one year
- A dream of theirs...

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

3. Leadership styles: Exercise- making a straw 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?

4. 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

<p>Authoritarian style (9,1)</p> <ul style="list-style-type: none"> ▪ Believes that: <ul style="list-style-type: none"> –Leader alone has resources (knowledge, experience, authority) for decision making –Asking for help is a sign of weakness –People work better when you tell them what to do •Tells how everything is to be done (in too much detail) •Without providing reasoning, rational, background •May undermine confidence, belittle ideas 	<p>Country Club style (1,9)</p> <ul style="list-style-type: none"> ▪ Results will get taken care of if congenial atmosphere is maintained •Doesn't like conflict; avoids imposing his will on subordinates •May postpone (unpleasant) decisions •Tries to please and accommodate everyone –doesn't like to say no •Uses humor to divert attention from serious topics •Avoids giving negative feedback
<p>Impoverished leader (1,1)</p>	<p>Team leader (9,9)</p>

<ul style="list-style-type: none"> •Does minimum necessary for employment •Participation in meetings is low- doesn't share his thoughts •Unlikely to initiate new ideas •'Delegate and disappear' management style. Makes neutral remarks <ul style="list-style-type: none"> –“I haven't heard anything” –“I just don't know” –“Sorry, I wasn't there” –“you are asking the wrong person, I'm no expert” 	<ul style="list-style-type: none"> •Genuine desire to help others reach full potential •Team members have opportunity to voice thoughts, concerns, different views •Shares openly and in straightforward way data, information •Makes expectations clear •Encourages people to take initiative, rather than 'wait' for leader's instructions •Has strong convictions, yet is not rigid
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5. Importance of speaking effectively, listening patiently and body language in 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.

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.

6. 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.

7. 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. Egg Drop Exercise

Each group gets an egg (not hardboiled) and a variety of other material is auctioned (plastic bag, straws, masking tape, rubber bands, etc. The directions is to create a device that will protect the egg from a given height. Issues of team dynamics and leadership are discussed, which made the group feel motivated and enthusiastic in completing their task, etc.

Through the exercise it was demonstrated that:

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.

8. Death By Handkerchief

Activity Description:

Each person hangs a handkerchief out of their back pocket. It must be hung in a way that allows it to be pulled out by the other players. The following is explained to the group: "The hanky represents all you need to live in the world (food, shelter, love, etc.) If the hanky is taken away, you die instantly and are out of the game." Without further explanation, the leader says, "On your marks, get set, go." Inevitably, they all run around and take each others' hankies. When only one person is left alive, it is asked what happened, and the round is repeated.. Someone picks up on the idea that they don't need to die and that they cannot use more than what they already have. Soon the idea catches on. Some participants even form alliances to protect one another. Follow-up discussion centered on themes of greed, persecution, wise use, non-violent response, social justice, etc.

9. Exercise in organizing a group task: Space boots

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).

10. Stroke = Unit Of Recognition (Discussion)

This is the recognition of one's existence by a fellow being. People need strokes, the units of interpersonal recognition, to survive and thrive. They are as necessary as the primary biological needs for food, water, and suitable temperature. A stroke can be verbal or non-verbal or both. A hello, waving of the hand, a pat, a clap, a smile, are examples of stroking. One feels nice and there is a thought of well being when such a tool is adopted to improve interpersonal dynamics. There is a feeling of I'm OK, you are OK.

Everyone needs some kind of stroking, be it the supervisor or the subordinate to boost his morale. All the above mentioned strokes are positive strokes. A stroke that brings a feeling of unworthiness, hatred ness, sorrow, etc is a negative stroke. This can ruin the relationship as the transaction between the 2 states of being is brought to an abrupt end. This stroke brings a feeling of I'm not OK, I don't count.

Thus, strokes are necessary for both physical and mental well-being. You must have noticed how a dog responds to physical stroking. This is true with animals too. Everyone needs physical stroking, but once you grow up, symbolic and word stroking helps. You need to make sure that you get the positive and unconditional strokes you want and need. You can stroke yourself for being you and for the things you like and enjoy about you. Try the following exercise and tell us the results.

Participant evaluation

Participants were evaluated on the following criteria:

1. Involvement/ interest in learning; keenness to listen to various points of views
2. Openness to reflect about own behaviour patterns; willingness to receive and accept (negative) feedback
3. Involvement and initiative in participating in class-room activities
4. Capacity to give authentic and meaningful feedback to other group members and openness in sharing about self, showing the ability to take risks in interpersonal relations helping towards the goal of personal growth.
5. Desire to change (dysfunctional behaviour patterns) on basis of feedback received; change shown in behaviour in three days
6. Application – ability to link classroom learnings and concepts to situations at the actual workplace and bring that perspective into discussions for the benefit of others.

Participants' Evaluation – Grade Sheet

Criteria of evaluation Participants' Name	Keeness to learn	Willingness to accept feedback without being	Initiative shown in participation in class room	Giving authentic feedback; Openness in sharing about	Change shown in three days	Application (Interest shown in putting learning to	Remarks
1. Ajay Kumar Singh	A plus	A	A plus	A plus	A plus	A	<p>Showed a good grasp of leadership concepts, participating actively and enthusiastically throughout. His contributions were relevant and meaningful, adding value to the discussions. His behaviour with other group members showed a concern for both task completion and sensitivity towards people.</p>
2. Bijay Ekka	A plus	A	A	B	A	A	<p>Joined the group only on the second day due to late arrival. Integrated well with the group without difficulty. Showed openness in sharing his experiences (both good and bad) in the field, adding value to discussions. Showed a balanced perspective in managing difficulties, which was also provided a learning value to participants.</p>

Criteria of evaluation Participants' Name	Keeness to learn	Willingness to accept feedback without being	Initiative shown in participation in class room	Giving authentic feedback; openly sharing	Change shown in three days	Application (Interest shown in putting learning to	Remarks
3. Pramod Kumar Yadav	B	C	B minus	C	C	B minus	A quiet and somewhat diffident participant, although remained engaged with the activities and discussions in the workshop. Arrived late – reached in the afternoon of the first day. Has a lot of scope for leadership development.
4. Nibulal	A	B	B plus	C	B minus	C plus	Remained moderately active in group discussions and activities. Has shown remarkable resilience and growth in his career, given that he was a carpenter in his village a few years ago and other difficulties he has faced (which fact he shared with the group).
5. Dilip Satpute	B	B	C plus	C	C	C	Motivated to learn, listened with open mind, could have participated more actively.
6. Prahalad Kumar	A	A	A	B	B minus	B	Participated actively, with moderate levels of sharing of own perspectives.
7. Sunil K. Singh	A plus	A plus	A plus	A	A plus	A plus	<p>Showed a high commitment to learning. Initially showed a tendency to dominate and push his way through, demonstrating poor listening skills towards group members. But on receiving feedback, made a conscious effort to adopt a more participative style in performing group tasks and exercises.</p> <p>Remained a highly involved, interactive and motivated group member. Gave authentic feedback, both positive and negative to group members.</p>

Criteria of evaluation Participants' Name	Keeness to learn	Willingness to accept feedback without being	Initiative shown in participation in class room	Giving authentic feedback; openly sharing	Change shown in three days	Application (Interest shown in putting learning to	Remarks
8. Dinesh Pratap Singh	C plus	B minus	Erratic (C)	B minus	B	C	Participation was erratic. At times was attentive, at times attention wandered off and was withdrawn. When he was "present" in the group, showed a bright mind and good grasp of concepts
9. Aman Kumar	A	A	A	A	B plus	A	Initial participation was a bit low, as he "allowed" himself to be overwhelmed by the more dominating members of the group (perhaps due to being one of the youngest group members). Later became more active. Made relevant and value-add contributions during discussions. Mixed well in group, treating seniors with adequate respect.
10. Ashok Kumar Jha	A plus	A	A	A	A	A	Initially showed a tendency to interrupt and not listen to others. Proved to be a motivated learner, showing willingness to receive feedback and change. In performing group tasks, examined alternatives with logic, and was invariably the first to volunteer participation.
11. Dilip Gode	A	C	B plus	C	B	B	While his involvement and interest remained high through-out the workshop, showed a resistance to accept (negative) feedback from group members of facilitator. He often defended himself, saying that at the reall workplace his behaviour was different. Also avoided giving his feedback to other group members.

12. Nirmala	A	A	A	B plus	A	B	<p>Showed a natural leadership ability to “get the work done”. Initially tended to “push her way through” to get the group to listen to her. However, after discussion on the benefits of a more participative style of discussion, accepted the feedback, and made an effort to do more “listening” and facilitating instead of commanding. At times tended to raise issues and arguments during group work, which were irrelevant to topic.</p>
13. Ram Janam Sharma	A	B	A	C	A	B	<p>Displayed a limited potential for leadership. However within his capability, showed an interest and willingness to participate and contribute.</p>
14. Anil	B	B	B	C	B plus	C	<p>Displayed moderate levels of energy and grasp of new concepts. Demonstrated moderate level of eagerness to learn and contribute.</p>

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