

# PROGRAMME COMPLETION REPORT

## Leadership Development Programme

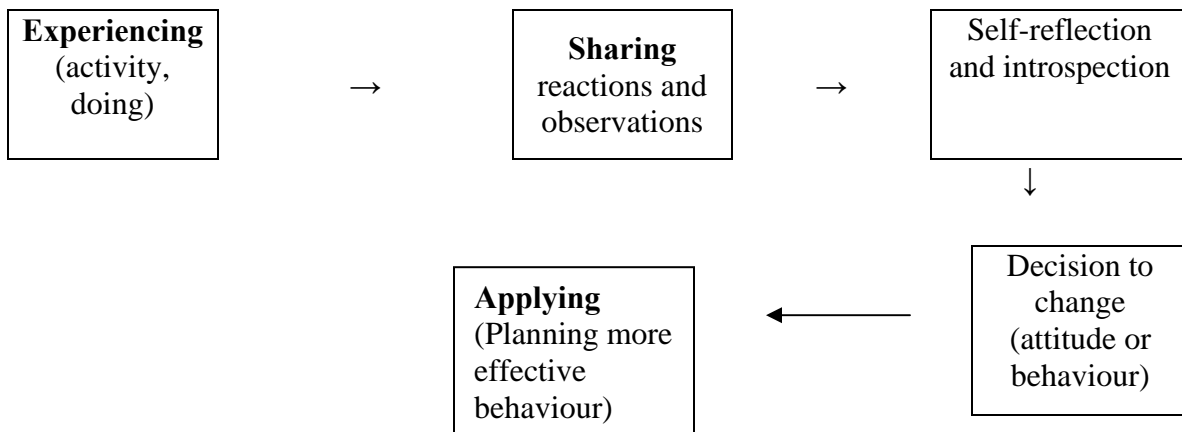
*Jhansi Nov 1,2,3 2004*

### 1. Introduction to the Workshop; Overview of Workshop Outline

Facilitator conveyed that this training is based on 3 fundamentals –

- i. Participants are in charge of their own learning- the greater the initiative and responsibility they take, the greater their take-away. Thus, they are also to take responsibility for their physical comfort in the class room, that they decide when the tea and lunch breaks will be held; and they are also responsible for taking their own decisions of what they would like to do with the feedback they receive from the facilitator and peers.
- ii. Facilitator is not the sole owner of knowledge. In the training room is a vast resource of knowledge, information, experience and skills – which the participants bring with them. Hence maximum learning will take place if there is sharing and exchange of views.
- iii. Learning should be fun.

It was explained that learning will be experiential rather than lecture based, and participants were taken through the learning sequence of



### 2. Introduction and icebreaker

Participants were asked to form pairs, interview each other, and then introduce their partner to the group.

### **3. Leadership styles: Exercise- pins and straws**

Participants were subdivided into teams of 5-6 members, and were asked to work as a team and make a tower out of the given material. Through the exercise it was demonstrated that:

#### *3.1 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:

#### *3.2 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.

#### *3.3 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.

### **4. Leadership style –making a star with a rope**

Another experiential exercise was conducted where participants stood in a circle with a rope in their hands, which they were to get in the shape of a star.

### **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 f/b in private
2. State the performance or behaviour observed
3. Explore the situation with the employee
4. State your expectations clearly

## **8. Coaching and counseling skills**

When the employee does not respond to feedback, he needs to go to the next step of coaching and counseling.

Exercise: Teaching a new number system Brief for exercise:

- Divide into teams & roles.
- Supervisor 'coaches' employee to learn new number system
- Observers provide feedback

### Coaching steps

- Assess first what the employee knows
- Show & explain
- Ask employee to perform task/ state understanding of assignment
- Evaluate performance & give feedback

## **9. TV Commercial: How to lead communication in a group**

Members of each team create a 2-minute TV commercial that advertises the organization they work for, or a fictional product or service. The exercise is conducted in three phases: In the first five minutes, each team is directed to split into pairs and discuss initial thoughts about the commercial. In the second phase, it is explained that each member

gets three toothpicks (or paper clips whichever is easily available). Anytime a person speaks, he or she has to relinquish one paperclip. Once a person is out of paperclips, he has to remain silent until the next phase of the activity.

In the third phase, each person briefly paraphrases what the preceding speaker has said. Key learnings discussed are:

- The purpose of the activity is to increase awareness of communication issues in groups;
- Sometimes, forming smaller groupings for a short period enhances group communication;
- People tend to interrupt each other less, listen better, and speak more concisely if they imagine the paper-clip rule is in effect but not actually use the clips;
- Occasional paraphrasing improves listening and validates the contribution of each member.

### **10. 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).

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