

Campaign Skills Trainer's Guide

Module 2

Leadership Styles and Skills *What Makes a Good Leader?*



CAMPAIGN SKILLS TRAINER'S GUIDE

MODULE 2: LEADERSHIP STYLES AND SKILLS

SESSION OVERVIEW:

Leadership skills are fundamental to enhancing the effectiveness of elected officials, political party activists, candidates for public office, and political party officials. This module outlines theories of leadership, how it works in practice the core skills that are part of effective leadership. This module also differentiates between leadership and management, reviews different styles of management and explores some of the skills needed to effectively build and manage a team.

SECTIONS:

1. Defining Leadership and Effective Leadership
2. Leadership Spectrum
3. Leadership vs. Management

LEARNING OBJECTIVES:

- Defining leadership
- Identifying characteristics and skills needed for effective leadership
- Identifying different styles of leadership
- Distinguishing leadership from management

TIME: 95 minutes

MATERIALS:

- Flipchart and paper, markers and tape
- Training agenda (optional – can be written on the flipchart)

HANDOUTS:

- Worksheet: Situational Leadership
- Worksheet: Leadership vs. Management

PREPARATION:

- Writing on the flipchart in advance:
 1. Agenda (optional – if it is not copied)
 2. Learning Objectives

KEY FOR THE TYPE OF ACTIVITIES INCLUDED IN THIS WORKSHOP:

TP – Trainer's Presentation

PEE – Participants' Experiences or Exercises

DBR – Facilitated Discussions, Brainstorming and Reflection

CLL – Conclusions and Lessons Learned

ANK – Application of New Knowledge

TRAINING ACTIVITIES

SECTION 1 - Defining Leadership and Effective Leadership – 30'

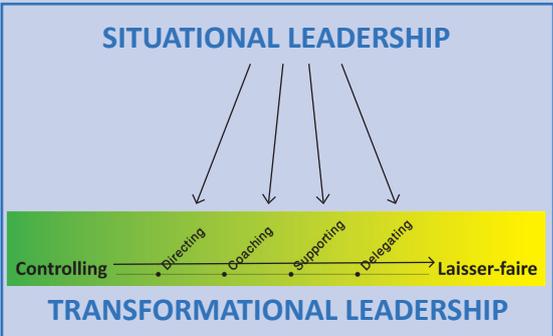
<i>Steps</i>	<i>Description</i>	<i>Type</i>	<i>Min</i>	<i>Note to the Trainer</i>
1	<p>Introduce the session and review the learning objectives.</p> <p>Explain that when we are talking about leaders, we are talking about the people who guide or direct groups or organizations.</p>	TP	2	<p>Different languages have more than one translation for the words “leader” and “leadership” and sometimes some of the translations have implied a slightly or completely different and negative meaning (due to cultural and traditional background). If that is the case with your language, make sure you either use the closest translation possible (even if it is not as common) or explain to participants what meaning of leadership this session is going to discuss.</p>
2	<p>Ask participants to think of someone, living or dead, who they think is or was a good leader. Explain that that person can be from any aspect of life – sports, business, politics, your own family or friends, etc. Ask them to write down the skills, abilities or character traits which make this person a good leader.</p>	PEE	3	<p>Depending on how much time you have, there are two ways to conduct this exercise:</p> <ol style="list-style-type: none"> 1. Keep participants in a large group and ask them to shout out their suggestions. 2. Move the participants into small groups of 3-5 people. Ask them to discuss their ideas and select one leader as a team. <p>Some participants may choose a controversial leader or historical figure whose leadership is perceived to have had negative effects, to have been ruthless or dictatorial, for example. This is perfectly acceptable. The purpose is to focus on the skills, abilities and characteristics of these leaders. Ask participants to identify these aspects of the leaders they have identified, even if he or she was perceived by others negatively. The consequences of negative leadership will be addressed later in the workshop.</p>

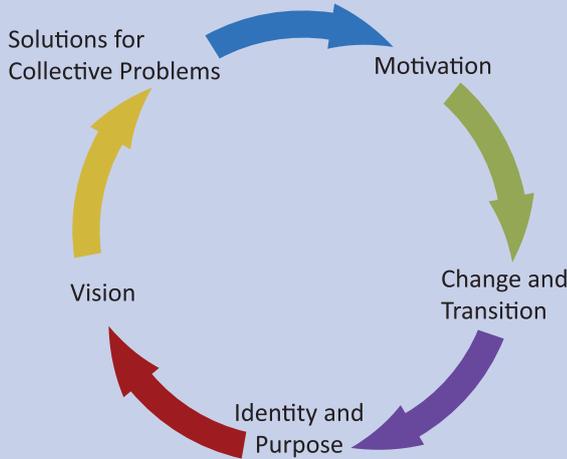
<i>Steps</i>	<i>Description</i>	<i>Type</i>	<i>Min</i>	<i>Note to the Trainer</i>
3	<p>After participants have completed their work, ask them to share their answers with the larger group. Note the leaders they have selected on one piece of flipchart paper, and the skills, abilities or character traits on another.</p> <p>As participants are giving their answers, ask them why they have selected their particular leader.</p>	DBR	12	The purpose of separating the list of leaders with the list of skills and characteristics is to stress that leadership involves developing and improving skills, and is not just about the attributes that people are born with. It also helps build towards the discussion on what makes an effective leader.
4	<p>Ask participants: What do you think makes an effective leader? Facilitate a brief discussion, and guide participants towards the understanding that effective leaders are those who have a positive impact on the group they are tasked with leading and on their shared purpose or functions.</p> <p>Return to the skills, abilities and characteristics participants listed in the previous exercise and ask the group to select those they think are most important for an effective leader.</p> <p>Mark those they agree are important, and if the group disagrees about some of them mark them with different color. (It is not important to reach consensus during this discussion.)</p> <p>At the end of this section, remind participants that there are more than 350 definitions of leadership so that it is neither possible nor necessary to come up with a single answer for what constitutes leadership. Essentially, effective leaders are those who focus on the future, make things happen and have a positive impact on others.</p>	DBR	5	<p>Ensure that all of the following characteristics are listed as the characteristics of an effective leader. If it is helpful, you can write them on the flipchart in advance and review them during the debrief, along with those proposed by participants:</p> <ul style="list-style-type: none"> Charismatic Visionary Persuasive Instills or inspires loyalty Decisive Intelligent Independent Good networker Motivates others Flexible Good communicator Trusted Influential Honest Ethical Strong Likeable Passionate Purposeful or focused

SECTION 2 – Leadership Spectrum – 45’

Steps	Description	Type	Min	Note to the Trainer
1	<p>Ask participants to think about the leadership roles they have taken on in their own lives. Encourage them to think broadly and consider everything from their professional responsibilities, to the roles they take on in their families or their communities. Do they coach a football team? Are they teachers leading a class? Are they official leaders in the local community? Do they director or lead a team at work?</p> <p>Ask participants to pick one of these roles that they have taken on in their own lives and think about what form of leadership they generally practice in this role.</p> <p><i>Are you more controlling as a leader? Do you seek to make most of the decisions yourself and then inform or direct others what to do?</i></p> <p><i>Or, are you more laissez-faire as a leader?</i></p> <p>Do you include others in decisions? Write or reveal the controlling/laissez faire spectrum you have written on the flipchart. Ask a number of participants (invite them all if there is sufficient time) to come to the front of the room and map where they think their leadership style for this particular role generally sits on the spectrum. They can do this by putting a mark on controlling or laissez-faire, or anywhere in between. Once they have marked the spectrum, they are invited to reveal what the leadership position was they were thinking of.</p>	DBR	3	<p>When the participants start giving answers on what the leader’s role is, ensure they think widely – for example, the coach of a football team, the teacher in a classroom, the roles we take on within our families, all the way up to national and world leaders.</p> <p>As you are explaining two kinds of leaders write on the flipchart:</p> <div style="text-align: center;">  </div> <p>As participants mark the spectrum, you are likely to find that many will map their own leadership styles somewhere in between controlling and laissez-faire, rather than on either of these polar ends. Others will say, “it depends on the situation.” Both of these are key learning points for moving into the discussion on situational leadership. Ask participants to consider where they sit on the spectrum most of the time.</p>

Steps	Description	Type	Min	Note to the Trainer
2	<p>Review where participants have mapped their leadership style on the controlling/ laissez-faire spectrum. Explain that what they have revealed is the fact that leaders need more than one set of leadership skills available to them, and that the style they employ should be adapted to the situation.</p> <p>Ask participants to consider, for example, the following situations:</p> <ul style="list-style-type: none"> • a fire chief needs to get a large crowd away from a burning building that's about to collapse • the head of a fragile coalition of political parties needs to reach consensus among all the parties on a controversial issue • a father needs to convince his two year-old daughter to eat her vegetables <p>Ask participants (rhetorically) where they would map each of these situations. Make the point that, instead of just two styles of leadership, there are actually many more options along the spectrum of leadership styles from which to choose, and these are available to all leaders at any time, depending on the situation.</p> <p>Add to the graph on the flipchart other four leadership styles explaining meanings of directing, coaching, supporting and delegating:</p>	TP	7	<p>On the blank flipchart sheet just add directing, coaching, supporting and delegating:</p> 
2	<p>Directing – Leaders define the roles and tasks of team members, and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.</p> <p>Coaching – Leaders still define roles and tasks, but seek ideas and suggestions from team members. Decisions remain the leader's prerogative, but communication is much more two-way.</p> <p>Supporting – Leaders pass day-to-day decisions, such as task allocation and processes, to team members. The leader facilitates and takes part in decisions, but control is now largely with the team itself.</p> <p>Delegating – Leaders are still involved in decisions and problem-solving, but control is with the team. The team decides when and how the leader will be involved.</p>			

Steps	Description	Type	Min	Note to the Trainer
3	<p>Continue this section with presenting situational and transformational leadership:</p> <p><i>This modified spectrum helps us understand two more contemporary models of how leaders can approach their work: situational leadership and transformational leadership.</i></p> <p>Situational leadership suggests that effective leaders should have the skills and abilities which permit him or her to adopt a different style or approach, depending on the situation she or he is facing. This creates more options for leaders and supports the need for strong leaders to be both flexible and self-aware. Flexibility means that a leader can read a situation and respond to the particular needs of that situation, whatever dynamics are at play, and not remain rigid or unresponsive. Self-awareness requires a leader to know what his or her strengths are, so that if a situation calls for skills they do not possess, they can call in others to help or support them.</p>	TP	5	<p>As you are explaining them, add “situational leadership” and “transformational leadership” on the previous flipchart, with arrows indicating how these models relate to the various leadership styles, like this:</p>  <p>The diagram illustrates the relationship between Situational Leadership and Transformational Leadership. At the top, the text 'SITUATIONAL LEADERSHIP' is written in blue. Below it, four arrows point downwards to a horizontal spectrum of leadership styles. The spectrum is a bar with a green-to-yellow gradient, labeled 'Controlling' on the left and 'Laissez-faire' on the right. Four points are marked on the spectrum: 'Directing' (green), 'Coaching' (light green), 'Supporting' (yellow-green), and 'Delegating' (yellow). Below the spectrum, the text 'TRANSFORMATIONAL LEADERSHIP' is written in blue. An arrow points upwards from this text to the 'Supporting' and 'Delegating' points on the spectrum.</p>
3	<p>Transformational leaders are those who work closely with those whom they lead to achieve a higher level of morale, motivation and performance. This interaction starts off with the leader being very closely involved in the work of his or her team, then gradually pulling away as systems start to work and team members become more autonomous and capable.</p> <p>A transformative leader inspires subordinates to work for something more than just self-gain. This type of leader encourages team members to use innovation and initiative to challenge the status quo and achieve new types of success, and builds consensus and support for the team’s goals and vision. Effective leaders can use various degrees of the four approaches, which are mapped out on the spectrum, for achieving this transformation and growth within a team. From the left to the right side of the diagram above, these methods start with the leader being highly involved in the team’s work, then gradually less so as capacity and confidence grow.</p>			

Steps	Description	Type	Min	Note to the Trainer
4	<p>Tell participants that the following activity will lead them through different scenarios which require a leader's reactions and decisions. Participants' task is to consider the leadership styles that have just been discussed, as well as their own leadership experiences, and to write how they would act in each described situation and what they would do if they were a leader.</p> <p>Handout the Situational Leadership Worksheet (Appendix 1) and give 10 minutes for participants to answer.</p> <p>After the participants have completed writing their answers have them report. Spend the remaining 15 minutes on reporting and discussing the different approaches that come up.</p>	ANK + BDR	25	Report out one situation at a time. Have a volunteer read the first situation and then give his or her answer. Ask if there were different approaches and have one or two participants read their answers on the same situation. Repeat the same process for all five situations ensuring all the participants were included.
5	<p>Wrap up the previous exercise by saying that:</p> <p><i>Leaders emerge in any aspect of life – sports, medicine, academia, science, arts, etc., but political leadership is broader than any other field. A political leader is expected to be able to manage vast issue areas from foreign affairs to public health, from economic development to social well-being, from culture, art and sports to education and training. Political leaders are expected to run organizations that can compete in elections (political parties) and deliver key services to citizens effectively (through government departments and agencies); to meet the immediate collective needs of society and paint a vision for the future; and to build a strong economy and manage public funds. The demands and expectations placed on political leaders, therefore, frequently exceed those for leaders in any other domain of society.</i></p>	TP	5	<p>The Circular Process of Political Leadership:</p>  <p>When explaining three ways to influence people, you can refer back to the first brainstorming when you asked the participants who they consider a great leader if negative and controversial historical characters were mentioned.</p>

Steps	Description	Type	Min	Note to the Trainer
	<p>The process of political leadership is circular and constant. Political leaders continuously move in a cycle of problem-solving and motivation, and endeavor to pull the support and participation of citizens into that energy.</p>			
5	<p>There are three ways that political leaders can attempt to influence groups or individuals to participate in or support what they are trying to achieve throughout this cycle. These are: power, payment or persuasion.</p> <p>Power – to exert one’s authority over another, sometimes by force Payment – to offer material or financial goods in exchange for support Persuasion – to induce someone to undertake a course of action or embrace a point of view by means of argument, reasoning, or entreaty</p> <p>All three of these choices are options for leaders, but the one that is most sustainable and has the most enduring positive impact on an individual’s leadership is persuasion. Power and payment can work, but they are typically only effective for short periods of time. Money runs out; power can too. When a leader is able to convince people to embrace an opinion or course of action using persuasion, the support is more enduring, more sincere and less costly. For individuals and movements newer to political life, power and payment may not be options, but persuasion is available to all.</p>			

SECTION 4 – Leadership vs. Management – 19'

Steps	Description	Type	Min	Note to the Trainer				
1	<p>Ask the participants: What is the difference between a leader and a manager? Facilitate discussion and write answers on the flipchart. Summarize the outcome:</p> <p><i>The tasks of leading and of managing are distinct yet complementary. Leaders lead people; managers manage tasks. Managers have subordinates; leaders have followers or supporters. Many people are both a leader and manager at the same time, especially in politics. Whereas aspects of leadership may come naturally to some, management skills are more likely to be learned. It is therefore important to distinguish the skills associated with leadership from those of management.</i></p>	DBR	5	<p>Write their answers on the flipchart in two columns like this:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>Leader</u></th> <th style="text-align: center;"><u>Manager</u></th> </tr> </thead> <tbody> <tr> <td style="height: 200px;"></td> <td style="height: 200px;"></td> </tr> </tbody> </table>	<u>Leader</u>	<u>Manager</u>		
<u>Leader</u>	<u>Manager</u>							
	<ul style="list-style-type: none"> • <i>Management is about coping with complexity or bringing order to a situation. It involves:</i> <ul style="list-style-type: none"> ○ <i>Planning, budgeting, organizing, staffing, controlling processes and developments, creating systems for communication and solving problems.</i> ○ <i>Management deals with ongoing day-to-day complexities in an organization.</i> ○ <i>Managers must create a positive, supportive climate which is conducive to creative and productive work</i> • <i>Leadership is about setting direction, supporting people, coping with change, and providing motivation. It involves:</i> <ul style="list-style-type: none"> ○ <i>Motivating, coaching, empowering, building relationships, creating a shared vision and communicating that vision.</i> ○ <i>Leadership includes effectively orchestrating important change, as well as envisioning and creating a positive future.</i> 							
2	<p>Hand out the Leadership vs. Management Worksheet ask the participants to put an L or an M on the line after each statement to indicate whether the statement best describes the role of a leader (L) or a manager (M). When they are finished read statement by statement asking what their answer is. Let the participants discuss those statements they have different answers for.</p>	PEE	14	<p>Five minutes should be enough for the participants to read and answer, and the rest of 10 minutes is for group discussion. Optionally, instead of copying worksheet, you can read statement by statement asking the participants to decide whether it is leader's or manager's role.</p>				

CONCLUSION – 1'

Even if some of the aspects of leadership may come natural for some people, good leaders always work to improve their skills and leading abilities by:

- Recognizing and understanding different characteristics of effective leaders
- Exploring and learning about various leadership styles and selecting the most suitable ones, depending on the situation
- Identifying the skills associated with leadership from those of management.

Worksheet Situational Leadership

Review the descriptions below. Then, think back to the Leadership Spectrum in this section, as well as your own experiences with leadership. What do you think the best leadership approach would be to address each situation? What would you do?

1. You are the leader of the party in government. The head of the budget office has just been to see you. She informed you that in two month's time there will not be enough money in the public accounts to pay salaries for government employees, including teachers, civil servants, health workers and civil police. What type of leadership is required to address this situation?
2. You are the head of the youth wing of a newly-formed political party that is facing its first ever elections. There are more than 20 political parties competing in the elections in six weeks and the voters are already confused. What type of leadership is required to address this situation?
3. You are a member of the executive board of a political party. The party's leader has just been forced to resign after a newspaper reporter revealed that he used illegal donations to the party from foreign businessmen to buy a boat for himself. The paper printed pictures of him on the boat with a woman who was not his wife. What type of leadership is required to address this situation?
4. You are one of 10 women in a parliament with almost 200 men. You are not being given any leadership positions within the party or within the parliament. You are struggling to get your voice heard during plenary sessions. What type of leadership is required to address this situation?
5. You are the leader of a political party in opposition. There has been a disaster: 300 factory workers were killed when the building in which they were working caught fire. All the doors were chained shut so they could not escape. What type of leadership is required to address this situation?

Worksheet Leadership vs. Management

Consider each of the statements below. Put an **L** or an **M** on the line after each statement to indicate whether you think the statement best describes the role of a leader (L) or a manager (M).

- a) Provides structure _____
- b) Uses imagination _____
- c) Asks what and why _____
- d) Administers _____
- e) Inspires trust _____
- f) Gives answers _____
- g) Keeps an eye on the budget (income and expenses) _____
- h) Does the right thing _____
- i) Uses common sense _____
- j) Creates vision and meaning for the organization _____
- k) Asks how and when _____
- l) Provides support _____
- m) Has an eye on the future _____
- n) Does things right _____
- o) Formulates long-term objectives for change _____
- p) Acts within the established culture of the organization _____
- q) Asks questions _____
- r) Innovates _____
- s) Relies on control _____