

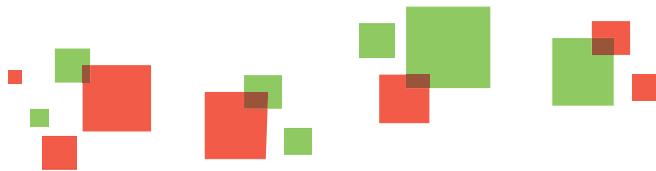
Volume V

Basic Leadership Development Course
Manual for Facilitators

Leading the Leader



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries



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Asia South Pacific Association for Basic and Adult Education

ASPBAE

ASPBAE is a non-profit, non-government regional organisation with membership throughout the Asia Pacific region. It has operational relations with UNESCO. Its overall purpose is to strengthen the theory and practice of adult education as a contribution to individual and social development.

Today, ASPBAE covers a wide diversity of groups and individuals involved in both formal and non formal education, working with and through government agencies, universities, NGOs, community groups, trade unions, indigenous peoples, women's organisation, the media and other institutions of civil society. Their educational activities reflect global and regional imperatives in the promotion of people's empowerment and sustainable development.

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Lead the Leader

Objective

To develop an understanding of the different attributes of a leader

Time required	Material Needed	Expected Outcomes
1 hour	Pictures of well-known people – men & women, meta-cards, and marker/ felt tip pins, display board, pins, sticky tape. Any article on education	By the end of this session, participants will: <ul style="list-style-type: none"> • Know the attributes that differentiates a leader from the crowd

Activity A



Put up pictures of various famous personalities on a display board. Some could be from the arts, others could be political leaders or business leaders, and some could be persons who have played a significant role in social/ political movements around the world.

Give participants five minutes to look at the display board and to choose one or two persons from the display who they think are leaders. After five minutes, give each participant five meta-cards. On each card, ask the participant to write one word describing why he/she is a leader. After filling the details ask them to stick the card close to the picture of the person they have identified as a leader. This has to be completed in 5 minutes.

When all the participants have pasted their meta-cards on the board, do a quick round of the display board reading out the different “qualities” given to each “leader”. Remove words that are repeated.

Activity B

Shortly after, divide the large group into four groups to play the “**Mother Hen Game**” (Refer Booklet 1, Section 5). This game needs free movement - so depending on the size of the training room, you may play indoor or outdoors. At the end of the game, participants re-group for a debrief of the game –

- The “Mother Hens” are asked what it was like to lead the “chicks”
- “Chicks” are encouraged to express themselves about the ease and problems of having to follow the “Mother Hen”

Encourage participants’ to share what they think are essential qualities/attributes that the Mother Hen should possess to be able to lead the chicks/line properly.

Note participants’ suggestions on meta-cards (one suggestion per card) and paste on the board with the other pictures and cards.

Activity C



Inform the participants that one of your colleague’s has some very important Course-related information to share with the group. He/She reads out an article loudly and fast, without pause and without looking at the audience. Participants may complain but the reader should continue regardless.

After the reading is complete and the reader departs, listen to the audiences’ complaints. After complaints are lodged, ask to identify the leadership qualities exemplified in the exercise. Note these on meta-cards and paste on the board with the others.

Closing activity

Once the display is ready, give participants 5-7 minutes to examine the display board and read the meta-cards.

In the plenary ask participants to

- Identify the main qualities/attributes of a good leader that emerged from the activities done before

- Can these qualities/attributes be categorized?
- If yes, what are the broad categories they would suggest and the attributes that fall in each category

Notes to the Facilitator

The focus is on identifying and building basic leadership skills, especially those that are useful for work at regional and cross-country levels, network building, participatory training and planning, policy review, development and advocacy. The activities ensure that the session is as participatory as possible.

Activity B - Possible points brought out by the group after the Mother Hen game:

The following leadership qualities could emerge:

- Being a nurturer and taking care of own members
- Courageous
- Team building and giving direction and guidance
- Having a clear aim and vision and be able to build an organization
- Be a motivated leader
- Have planning and strategizing capacities



Activity C - Possible points brought out by the group after the Reading Exercise

- One-way communication - Does not give a chance
- No eye- contact
- Body language not expressive
- Autocratic
- Own agenda to tell
- Leader who does not care
- No feed back
- No creativity
- No common goal
- Objective not clear / no agenda
- Did not help to understand
- Not informative

Final Discussion Points

“What skills (professional or otherwise) make a good leader?”

Some of the main attributes of a good leader as agreed by a wide number of persons include -

- **Congruent**, that is a combination of honesty and consistency with an element of integrity;
- **Professional competence** and skills relevant to their area of leadership
- **Inspiration** - has a vision/focus for long term goals and plans.

Other main attributes are:

- Leader makes people feel acknowledged, supported, cared for
- Leader acknowledges ideas no matter how farfetched they are
- Leader supports and backs creative ideas,
- Leader has the ability to act decisively in a situation where success is not guaranteed, using good judgment, intuition, risk-taking/decisiveness



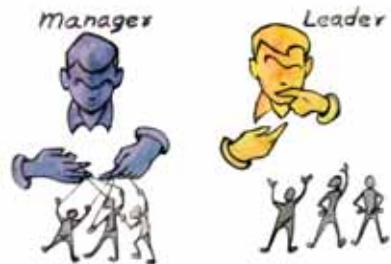
The session also aims to explore what are some of the differences between Western ideas of leadership which is individualistic (superstar image) as opposed to the Eastern concept which is shared by a group.

You can introduce into the discussion myths of leadership, which dominate our thinking such as:

- *“Leadership Is A Rare Skill”*
- *“Leaders Are Born, Not Made”*
- *“Leaders Are Charismatic”*
- *“Leadership Exists Only at the Top of an Organization”*
- *“The Leader Controls, Directs, Prods, Manipulates Others”*
- *“Leaders are Men”*
- *“Leaders are Old”*
- *“Leadership Comes With Age”*



The distinction between a leader and a manager is extremely important to understand the potential leaders in adult education activities. The key points below clarify the role of a leader in comparison with that of a manager.



- The Manager administers; the leader innovates
- The Manager is a copy; the leader is an origin
- The Manager maintains; the leader develops
- The Manager accepts reality; the leader investigates it
- The Manager focuses on systems and structure; the leader focuses on people
- The Manager relies on control; the leader inspires trust
- The Manager has a short-range view; the leader has a long-range perspective
- The Manager asks how and when; the leader asks what and why
- The Manager has his/her eye always on the bottom line; the leader has his or her eye on the horizon
- The Manager imitates; the leader originates
- The Manager accepts the status quo; the leader challenges it
- The Manager is the classic good soldier; the leader is his or her own person
- The Manager does things right; the leader does the right thing

Leadership Skills: Creating Learning Organizations

A learning organization is an organization skilled at creating, aspiring and transfusing knowledge and at modifying its behavior to reflect new knowledge and insights. To become a learning organization, an organization needs a definite vision which is meaningful and can be translated into action; clear management guidelines for practice and operation; and proper tools to implement.

Objective

- To know about the different types of leadership
- To understand leadership development vis-à-vis the prevailing socio-economic-political-cultural context

Time required	Material Needed	Expected Outcomes
45 minutes	Paper and Pens	By the end of this session, participants will have: <ul style="list-style-type: none"> • An understanding of the circumstances/situations which shape leaders and the development of a leadership style

Activity A

Give each participant a piece of paper and ask them to complete the following exercise.

1. Choose one person you would call a learning leader
2. Why did you choose this person?
3. Choose 3 characteristics that make them a learning leader. Write the characteristics on a small piece of paper

Complete the exercise on your own and then share your thoughts with the person sitting next to you, before going on to share with the larger group.

Notes to the Facilitator

Leadership is an influence process; it is about going somewhere. To go somewhere one needs to have a goal, a vision. So leadership is about developing a vision. A vision is more than just setting a goal. It involves a picture of the good, an ideal, and an idea of what the work would look like if done well. Leadership therefore cannot be aimless. It has to have direction.

To go about defining a goal, setting a direction, launching implementation and identifying the criteria for measuring success in a manner that facilitates social transformation we need to explore the idea of horizontal leadership.

Horizontal leadership is based on give and take, so that a community of vision and meaning is achieved. Issues are approached in a framework that is quite different from the hierarchical-vertical model.

The framework for leadership in learning societies may consist of the following components:

Organizational fluidity

Leadership is realized as organization and learning interact. Learning in such a setting is not just a transformation of thoughts and behaviors but also a constant modification of relationships among members of an organization.

Orderly distribution of power

Power is dispersed in an orderly manner; order is generated by interacting individuals who hold attitudes, sensibilities and skills that favor dialogue and promote a community of meaning.

Mutual respect

Horizontal leadership places a premium on conversing individuals who respect another and one another's opinions even when they differ.

Voluntary assent

In learning organizations authority is based on voluntary assent, not a set of rules or threat of force. It is not mandated but emerges as dialogue proceeds.

Systems thinking

A learning organization is aware of the relationships among the parts as well the relationship between the parts and the whole. Participants know that their actions achieve full meaning only when it is viewed as part of a larger whole.

Leadership ethics in a learning organization:

- Commitment to values – ideals that take us beyond ourselves in the belief that we can work together to make the world a better place.
- Attitudes towards others — respectful and kind; believe that individuals are honest, and committed towards learning and becoming better individuals.

- Sensitivity to the needs of others – demands that we not only serve others but more importantly want to serve others. To develop the ability to empathize, to place ourselves in others shoes, overcome our prejudices and accept diversity, not impose our ideas on others, recognize talent and forgive.
- Measuring achievement as development of human potential – measures achievement and productivity in terms of added value for developing human potential.
- Patience and Perseverance
- Teamwork
- Team learning



What elements are necessary to making our groups into learning organizations?

- The ability to change itself or its methodology according to the need of the times
- Clarity about responsibilities
- Define issues to connect micro and macro
- Developing the second tier of leadership
- Redefining the culture - that there is more than one valid way to do something
- Relating the organization to the norms
- Giving space for dialogue among members and leaders



Do a reflective exercise, getting participants to reflect on their own organizations to see if they are learning organizations. Thoughts can be shared in the learning groups. Some considerations:

- Is the organization able to cultivate itself into a *learning organization*? – (learning organization as defined respond to emerging issues and the ability to draw linkages; people continually expand their capacity to create results that are desirable; where new and expressive patterns of thinking are nurtured)
- Learning organizations have the ability to build TEAMS – as teams will build themselves and be able to address issues/problems
- Learning organizations have the ability to produce materials to share with other organizations
- Learning organizations develop new leaders
- Learning organizations characterize total employee involvement



Use Presentation – Leadership for Learning Organisations.

Facilitative Leadership

Objective

Understand people-centered leadership i.e. participatory leadership

Time required	Material Needed	Expected Outcomes
1 hour	Flip charts, marker pens, display board or black board	By the end of this session, participants will have: <ul style="list-style-type: none"> • A clear understanding of what is people-centered/ participatory leadership and how it contributes to a learning organization

Activity A



Brainstorm

Ask participants to call out what comes to their mind when they hear the terms “Facilitative Leadership” and “Participatory Leadership”. As participants share their thoughts, note them on a flip chart/board.

Activity B

Make small groups – 4-5 persons per group and ask each group to address the following questions:

- Think back and list out from your experience the essentials for Facilitative/ Participatory Leadership
- What have you done or not done to contribute to Facilitative/ Participatory Leadership



Give participants 15 minutes for discussion in small groups before they re-convene to present salient points from their group discussion to the plenary. Sum up the presentations and invite participants to add points if they have been missed out.

Activity C



Debate

Divide participants into four groups. Pair them into two groups – Groups 1 & 2 and Groups 3 & 4. Each pair is given a topic to debate. Each pair decides among themselves which group will argue in favor of and which will argue against the proposition. The groups get 15 minutes preparation time and 8 minutes to present arguments. Emphasize that each member of every team must contribute to the debate with one point explaining their stand.

Topic for debate between group 1 & 2 - A leader should take control to bring change in society.

Topic for debate between group 3 & 4 - Communities have their own solutions.

The groups that are not arguing will act as judges to decide which side of the debate was presented well. Make note on the board of important points raised during the debates that relate to facilitative/ participatory leadership.

In the **summing up**, refer to the different points that the participants shared during the three activities in the session. Present a definition of Facilitative or Participatory leadership. (This presentation highlights the importance of the coming together of processes/ mechanisms in an organization with the attributes of the leader, to create a learning organization).

Closing Activity

Ask participants to fill out the *personal matrix of reflection* and share it with their learning groups.

My Story:

Accountability of leadership of ALL actors at global level

Point to Ponder:

Is participatory leadership also happening in my life?

	Skills	Attitudes	Knowledge
Partner			
Family			
Friends			
Colleagues			

Notes to the Facilitator

Discussion Points that are likely to come up during the session on Facilitative Leadership in Activities A & B can be summed-up as follows:

- There should be accountability and transparency
- You should be working for people
- Skills, knowledge and attitude are the pillars to help us achieve participatory leadership
- There needs to be paradigm shifts in the way organizations work
- Local → Global → Local
- Shared power – people feel a sense of ownership about who is in power
- Need to challenge power structures and include new communities into power relations
- There should be learning at all stages
- New leadership must emerge
- The critical mass decide on how to do things
- Accountability and transparency of leadership at all levels

Participatory - (*related words*) vision, flexible, strength, cooperation, team-building, good listener, ability to make decisions, teamwork, expression, effort to be inclusive, integrity, team building, respect other people's ideas, pluralism, unity, management, tolerant trust, planning, interactive, accountability, strategy, networking, coordination, working with others, transparency, caring, develop eye contact.

Why Participatory?

- Many people know about it, it generates interests
- It is easily remembered
- It is fun and catchy
- Simple
- Critical
- Relates to life... relevant/meaningful
- Creative
- Able to own it
- Active participant and a leader

What have you done/not done to contribute to participatory leadership?

- Segregation of duties
- Power to be decentralized
- Instruction should be clear
- Need to be critical in a constructive manner

- Consider all factors while making plans/decisions
- There should be accountability and transparency (e.g. sharing of proposals; internal and external audit; transparency in the salaries of directors; social auditing; monitoring by communities)
- You should be working for people (e.g. how donor agencies have become project driven and not people driven – they have failed to assess the needs of the people; develop master plans/ projects without consulting the people first)
- Do not give solutions/ answer all the time
- Do not impose your decisions
- Do not get angry
- Do not control or dominate space

Paradigm Shift - skills, knowledge and attitude are the pillars to help us achieve participatory leadership

- Teacher → move on as facilitator
- Know all → learning together
- Result oriented → person centered
- Involvement means planning your departure – someone can take your place
- Sustainable leadership – others need to be trained

Local → Global → Local

- Shared power – there is a sense of ownership towards the power structures
- Need to challenge power structures and include new communities into the power relations
- Learning at all stages
- New leadership must emerge

Possible discussion points brought up during Activity C: Debate

Debate 1: A leader should take control to bring change in society

Pro:

- If you want certain changes in society the leader has to take control of the people, discipline society.
- Teachers are a real focus of change where teachers should take over leadership.
- Every leader should be clear and transparent in every activity to minimize corruption and the abuse of power.
- Leaders should control but not dominate. Sometimes the people in the community need a leader to eliminate and solve the problems in the community.

- Although we are all leaders we all need someone to take control. Imagine a community where not all of them are informed and educated and they need a person to guide them whenever they need it. E.g. at every turn of the community there should be control, at least some version of control.
- All the nations that had any experience of success were because one person took control in dealing with a situation. A person who had more experience and more qualities of leadership is chosen to guide his people.

Con:

- Everyone has leadership qualities. E.g.—this meeting involves everyone being involved in the leadership process.
- Gandhi imposed emergency rule in 1975; in the subsequent elections she lost by a large margin. Restrictive regimes do not allow the opposition to flourish – which is a true sign of a health democracy, essential for the development of the country
- A controller sometimes becomes very dominant and people become very dependent and cannot improve themselves.
- Human beings are free from birth. If a leader becomes very controlling, people lose their right as free human beings.
- Transparency is almost impossible to get if only one person is in control. A second line of leadership is not developed for continuity and accountability. Therefore more than one leader should be in control.
- A leader needs someone behind him/her.
- Effective leadership today must reflect the needs of all the people - men, women and young people.

Debate 2: Communities have their own solutions

Pro:

- Communities clearly understand their own problems and can find their own solutions.
- Some research has shown that when communities ask for support and help from the outside, its consequences are not very good – though the outside party that is there to 'help' benefits through the process.
- We all have diverse skills which can be complemented /supplemented to achieve our common objectives.
- Community empowerment is a cooperative process of building capacities of the individual to contribute to the community.
- We need outside help only as facilitators not as implementers.

- The community knows the problems and wants to merely enlist the assistance of others to find more efficient ways of managing resources to build the community.

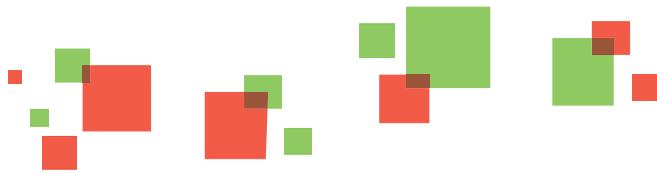
Con:

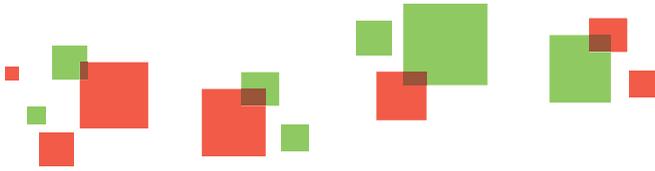
- Communities do not have enough education and money to fight against the developers.
- Grassroots communities need skill in identifying the issues and developing plans and need support from the outside.
- The outsider is not only a negative party but sometimes can share and grow together to get a better life.
- Globalization means that we are no longer isolated; that one needs the support of others to become stronger
- Communities need outside help when they need access to resources, to media, to policy makers and to remain objective.

Suggested Reading

- a. ERIC Practice Brief: Action Learning for Individual and Organizational Development
- b. Patrick Duignan "Leaders as Learners: Building a Learning Organization"
- c. Handouts on Manager/Leader Leadership Attributes (and chart)
- d. Dugan's propositions

Use Presentation – Types of Leaders.





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