

A

Purpose of the Session

This session examines leadership, leadership styles, and power from a gender perspective. Participants identify their dominant leadership styles and bases of power and reflect on the role gender plays in restricting their leadership options. Participants identify strategies for expanding their repertoire of leadership styles and expanding their power bases.

A. Characteristics of Leaders and Leadership (45 minutes)

Step 1 Ask participants to identify a leader who they admire. Lead a discussion around the role, qualities, and characteristics of leaders using the following questions:

- In what ways do people lead?
- What is the purpose of leadership?
- What are some of the characteristics of a good leader?
- Are there leadership characteristics which are seen as positive in men but negative in women, and vice versa? Why or why not?
- What is the difference between a leader and a manager?
- How can a person become a leader?
- Do all leaders lead in the same way?

Step 2 Ask participants to walk around the room and read the definitions of leadership posted on the walls. Ask participants to identify which definitions they particularly like or do not like. Develop a group definition of leadership.

B. Bases of Power (1 hour)

Step 1 Ask participants to discuss the relationship between power and leadership. Ask the following questions to stimulate discussion:

- Is leadership possible without power?
- Does having power make you a leader?

Step 2 Brainstorm some of the “bases” of power. Distribute Handout 5B, Bases of Power Information Sheet, and review the bases of power as described. Discuss which bases of power are more traditionally used by men, and which are more traditionally used by women.

Step 3 Distribute Handout 5C, Bases of Power Worksheet, and instruct participants to fill out the table on how to enhance the use of power

bases. Allow about 20 minutes.

- Step 4** Ask for a few volunteers to share their strategies for enhancing or expanding their power bases.

C. Leadership Styles (1 hour, 30 minutes)

- Step 1** Present Handout 5D, Three Basic Leadership Styles, and discuss each of the styles. Ask participants questions such as:

- Do women (or men) typically adopt one or another of these styles more often than men (or women)?
- Which styles do women tend to adopt?
- Which styles do men tend to adopt?
- Is it more acceptable for a woman to use (a) particular style(s)?
- What would be the consequences if women were to adopt styles which are not considered appropriate for women?

- Step 2** Ask participants to identify the style they use the least or the one they would like to develop. Divide into groups based on the style selected. (Make note of whether any styles are dominated by men or women.)

Group A: Directing/Telling
Group B: Coaching/Participating
Group C: Delegating/Supporting

- Step 3** Assign the groups the following task:

TASK #1

1. Discuss the positive and negative aspects of the leadership style.
2. Share why you would like to develop this style.
3. Develop a short role play demonstrating a situation in which the style would be effective.

Time: 20 minutes

- Step 4** Conduct the role plays. Ask the role players the following questions:

- Did you feel comfortable using that style in that situation? Why or

why not?

- Would you describe that style as your typical style?

Step 5 Ask the rest of the participants:

- Were you satisfied with the way in which the style was used? Why or why not?
- Was it effective in that situation? Why or why not?
- Might other styles have changed the outcome? Why or why not?

Step 6 Ask participants to discuss ways in which broadening their repertoire of leadership styles could strengthen their leadership roles in their work. How does the bases of power discussion relate to this?

Handout 5A – Definitions of Leadership

A leader is the head of authority, the heart of perception, and the tongue of justice.
Egypt, 2300 B.C.

Leadership is the introduction of a new order. *Machiavelli, 1513, Italy.*

Leadership is the ability to handle people so as to achieve the most with the least friction and the greatest cooperation. *Munson, 1921.*

Leadership implies influencing change in the conduct of people. *J.B. Nash, 1929.*

Leadership is directing and coordinating the work of one's group members. *Fiedler, 1967.*

Leadership is the ability to decide what is to be done, and then to get others to want to do it. *U.S. President Dwight D. Eisenhower.*

Leadership is a particular type of power relationship characterized by a group member's perception that another group member has the right to prescribe behavior patterns for the former regarding one's activity as a member of a group. *Janda, 1960.*

Leadership is the human factor which binds a group together and motivates it toward a goal. *K. Davis, 1962.*

Leadership transforms followers, creates visions of the goals that may be attained.
Devanna, 1986.

Leadership is a process of mutual stimulation which, by the successful interplay of individual differences, controls human energy in the pursuit of a common cause. *Pigors, 1935.*

Insofar as any member's contributions are particularly indispensable, they may be regarded as leader-like; and insofar as any member is recognized by others as a dependable source of such contributions, he or she is leader-like. *Newcomb, Turner & Converse, 1965.*

The transformational leader is a skilled, knowledgeable change agent with power, legitimacy, and energy. Such a leader is courageous, considerate, value driven, and able to deal with ambiguity and complexity. *Tichy & Devanna, 1986.*

Handout 5B-1 – Bases of Power Information Sheet⁴²

Without power, leadership is not possible. This statement, of course, does not imply that with power, leadership is guaranteed. It simply means that power is an essential ingredient of leadership. However, everyone has a degree of power. Even an infant possesses power. Who can resist a baby's smile? Or ignore the loud cries of a baby who is wet and hungry? In the first example, the baby has a *referent* power base; in the second, the infant has a *coercive* power base. There are seven "bases of power":

1. *Legitimate power* - If your ability to influence the behavior of someone else is based on your position in an organization, you possess *legitimate* power. In other words, if losing your position or title would mean the loss of power, you have a *legitimate* power base. You can demand compliance of certain people because authority has been granted to you by the organization. The people over whom you exert *legitimate* power know that non-compliance would bring sanctions, for example, the loss of their jobs.

2. *Coercive power* - If your ability to influence the behavior of someone else is based on fear, you have *coercive* power. This fear can take many forms, for example, fear of retribution, fear of punishment, or fear of appearing inadequate.

3. *Reward power* - Closely related to coercive power is *reward* power. If your ability to grant rewards influences the behavior of another person, you have a *reward* power base. Rewards may be as simple as a smile or compliment or as significant as a promotion.

4. *Referent power* - If your ability to influence the behavior of another person is based on your personal traits, you possess *referent* power. You are so admired for your personal qualities—perhaps for your charisma—that others want to be identified with

⁴² Handouts 5B, 5C, and 5D are adapted from: "Situational Leadership, Perception, and the Impact of Power." *Group and Organization Studies*. 4(4). 418–428.

you. They are willing to pay for a close association with you, and you thus wield power over them.

5. *Expert power* - If your ability to influence the behavior of another person is based on your expertise in some area, you have an *expert* power base. Your expertise may be necessary for another person to do his or her job satisfactorily or superbly; therefore, the person complies with your desires in order to receive your expertise.

Handout 5B-2

6. *Information power* - Closely related to expert power is *information* power. If your ability to influence the behavior of someone else is based on information you possess or have access to, you have an *information* power base. As with an expert power base, the information you have or can obtain may be so valuable to another person's job or prestige that he or she is willing to comply with your wishes in order to receive the information.

7. *Connection power* - If your ability to influence the behavior of another person is based on your "connections" with important people, you possess *connection* power. Although you may not be able to grant rewards, sanctions, information or expertise and although you may have no legitimate power in the organization, your contact with influential people gives you unmistakable power.

Handout 5C-1 – Bases of Power Worksheet

Instructions: The following questions are intended to help identify and analyze your current and future power bases. Jot down your ideas and discuss with your group members. Consider the following:

How could you make greater use of the power bases you already have? How might your organization be affected if you made greater use of your present power bases?

What new power bases would you like to develop? How could those power bases affect the organization?

How could you go about developing those new power bases in a way that would benefit both you and the organization?

How could your fellow employees help you develop new power bases?

(Continued on next page)

Handout 5C- 2

Identify possible strategies for developing present and future power bases.

List your present
power bases

List possible ways
to strengthen
power bases

Identify possible
support from within
the organization

List new power
bases you want

List ways to
develop new
power bases

Estimate the
support needed for
new power bases

Handout 5D – Three Basic Leadership Styles

<p style="text-align: center;">Style 1: DIRECTING/TELLING</p> <p>The leader provides specific instructions and closely supervises task accomplishment.</p>
<p style="text-align: center;">Style 2: COACHING/PARTICIPATING</p> <p>The leader explains decisions, solicits suggestions, and supports progress. The leader facilitates and supports subordinates' efforts toward task accomplishment and shares responsibility for decision-making with them.</p>
<p style="text-align: center;">Style 3: DELEGATING/SUPPORTING</p> <p>The leader turns over responsibility for decision-making and problem-solving to subordinates. The leader has confidence that the subordinates will make the best decision and supports their efforts to make that decision.</p>

Training Option 4 – How Am I A Leader In My Own Life?

Session Objectives

- To explore the kinds of circumstances or events that inspire leadership.
- To examine the ethics of good leadership and the qualities that demonstrate a leader's integrity.
- To consider the significance of gender and sex in styles of leadership and objectives of leaders. For most people, sex is the biological distinction between female and male whereas gender refers to behavioral, cultural, or psychological characteristics that are socially constructed and attributed to women and men.
- To share when and how the workshop participants have exercised leadership themselves.

Suggestions for Facilitation

At the end of Session 1, you were asked to think about a woman you consider a leader. In this session, each participant should share her story about the leader she admires. The leaders may be conventional leaders such as political officials or women in your everyday life—family, friends, or colleagues. Focus on the challenges that this leader

confronted as well as on the qualities and skills that she demonstrated in addressing problems. Keeping the stories short will allow enough time for the discussion questions that follow in the exercise "Role Models for Leadership."

Dividing the group into smaller teams or even partners may be the best facilitation tactic for this session. While participants are recounting their leadership stories, a volunteer or volunteers can record on a chalk board or flip chart (1) the qualities and skills exhibited by the leaders, and (2) the types of support networks (e.g., family, friends, neighbors, colleagues) that may have influenced or assisted the leaders to carry out their objectives.

In the second exercise "Does Gender Make a Difference?" two nearly identical conversations take place, the first among four women and the second among four men. The purpose of this exercise is to compare participants' responses to the conversations and to examine how gender influences their perceptions of power and leadership within families and communities.

<i>Qualities and Skills of Leaders</i>	<i>Support Networks that Assisted Leaders</i>

Exercise: Role Models for Leadership

Allow approximately one hour for this exercise.

After each participant has shared her story about a leader she admires, consider the following questions:

- Are there similar themes, conditions, or situations that re-occurred in many of the stories? What kinds of events led the women to take action?
- What leadership qualities or skills did many of the women have in common?
- Did the leadership characteristics manifest themselves because of the challenges the women faced? Or, did the women already have the leadership characteristics?
- What role did the support of networks, organizations, institutions and/or individuals play in assisting the women leaders to accomplish their objectives?
- Do you recall how you tackled a challenge in your life? What qualities and skills did you use to overcome that challenge? What role did support networks play in meeting your challenge? What steps did you take?
- Do all steps you take to solve a problem, personal or social, need to be justified? Should the steps a leader takes reflect a set of "higher values," or is the problem being addressed justification enough?
- Which leadership characteristics do you feel you have? Which additional leadership characteristics do you wish you had?
- Are there family restrictions or community expectations that inhibit you from fulfilling your leadership potential?
- What are some strategies you may use to circumvent these expectations?
- What steps might you take to encourage yourself or others (friends, colleagues, family members) to nurture leadership characteristics?
- Do you feel a personal responsibility for addressing any specific social problems?
- Would you identify yourself as a leader? Why or why not?
- Would others consider you a leader?

In the next week, keep in mind those leadership characteristics you hope to foster and try to apply them at least once.

Exercise: Does Gender Make A Difference?

Allow approximately forty-five minutes for this exercise.

Ask volunteers from the group to each read one of the five roles in the two scenes below. Discuss the significance of gender in the characters' conversations, and how it shapes your perceptions of the characters' social standing, integrity, and power. The questions that follow may help guide your discussion.

Handout 1 – Play On Gender and Leadership