Effective Leadership Styles, Practices and Tools

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Objectives
- Participants will understand key concepts and definitions of leadership through an overview of current research on leadership attitudes, practices and behaviors.
- Participants will be able to understand different leadership styles through case samples and how to identify leadership qualities in others.
- Participants will learn about ways to evaluate leadership using a standardized leadership tool called the Leadership Practices and Behavior Inventory.

Nature or Nurture?
- Are leaders born with certain characteristics?
- Can leaders be created?
- Do leaders share important traits that can be learned?

Myths of Leadership
- Leadership is a rare skill
- Leaders are charismatic
- Leadership exist only at the top of an organization
- The leader controls, directs, prods and manipulates

Leadership defined
- “Leadership is the behavior of an individual … directing the activities of a group towards a shared goal”
- “Leadership is about articulating visions, embodying values, and creating and environment within things can be accomplished”

Leadership Traits
- Energy Level and Stress Tolerance
- Self-Confidence
- Internal Locus of Control
- Emotional Stability and Maturity
Leadership Traits Cont.
- Personal Integrity
- Need for Affiliation
- Power Motivation
- Achievement Orientation

Other Competencies of Leaders
- Emotional Intelligence
- Social Intelligence
- Ability to Learn

Leadership Styles
- Case Samples

Leadership Practices and Behaviors Inventory (1996)
- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart

Group Exercises
- Who Me? A Leader?
  - Everyone has the potential to become a leader. There are various ways to develop leadership skills:
    - Learning from others who serve as role models
    - Learning from formal training
    - Learning by just taking action

What type of leadership practices do you possess?
- What exemplary leadership practice do you engage in most of the time?
LPBI Results

- Demonstrates five practices measured parent leadership (high factor loadings and Cronbach's Alpha of .988)
- Measures actual leadership behaviors engaged in by parents and encouraged by staff

The Building Blocks of Leadership

Developing the Self
- Self-Identity
- Strategic Thinking
- Self-Confidence to communicate vision
- Mobilizing others
- Facilitating and Team Work

Practicing Leadership
- Experiencing Leadership
- Witnessing Leadership

Closing thought

“Leadership and learning are indispensable to each other”

John F. Kennedy

“Never doubt that a small group of committed people can change the World. Indeed, it is the only thing that ever has”

Margaret Mead

For More Information

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ACTIVITY ONE: LEADERS YOU ADMIRE

Objective(s): To seek leadership characteristics through personal experience.

Activity Description: Divide the group into small groups. Ask participants to share a story about the best or most influential leader that they have encountered. After each story, identify leadership characteristics by asking the question: “What was it that made this person such an effective leader?” Then as a group, identify the traits that all the leaders seemed to share. All groups then write the shared traits on a flip chart/white board.

NOTE: You can use this traits list as a springboard to explore more about what makes a good leader.

OPTIONS: You can ask the groups to share stories about the worst leaders they have encountered. You will get some interesting and funny stories.

ADDED THOUGHTS AND/OR CONSIDERATIONS: This is a good intro activity to be used to segue into the training/lesson/workshop or it can be used when participants are starting to run a little low on energy. Swapping stories frequently revives energies AND helps break the ice. Be sure NOT to drag this activity out too long. Encourage participants to include details in their leadership examples.
ACTIVITY TWO: CENTER STAGE

Objective(s): To visualize different leadership styles

Activity Description: Ask for four volunteers. One volunteer plays the role of a team member who recently has missed meetings and/or arrived late. The other three volunteers each play the role of a different kind of leader. SUGGESTION: To save time, we may assign the leader volunteers a personality trait from which they can create their persona: the by-the-book leader, the self-absorbed leader, the paternalistic leader, the softy, the blamer, the lecturer, the know-it-all, etc. Allow the volunteers to have some time to think about their role.

It’s helpful if the room is set up so that two chairs can be placed in the middle of the room or in the front of the room. In turn, have each leader confront the team member. Explain the situation to the group before the role playing begins: Joe/Joleen, the late team member, has not only been missing meetings and/or arriving late, he/she has also appeared very tired and disjointed. Some team members have suggested that Joe/Joleen’s wife/husband/partner is ill, but others say the situation is rooted with Joe/Joleen himself/herself. As a leader, what is a good way to handle Joe/Joleen?

AFTER: After all three scenarios have been played out, ask the full group to comment on the different leadership approaches – What worked? What could the leaders have done differently? How would the “ideal” leader handle this situation?

ADDED THOUGHTS AND/OR CONSIDERATIONS: Before the group starts -- Staff or group volunteers may be asked if they are comfortable or willing to engage in the role play activity.
It was 4:15 on Wednesday, October 15, when Department Chair Jones reached for the computer disks and toppled a stack of exams on to the floor. As she bent to pick them up, her office door opened and the departmental secretary, Mary Granite, walked in.

"Have to go. Got to pick up Mikey from day care. Everything's under control in the office. A student assistant will be here in fifteen minutes to answer the phones. Here are your messages. The one on top is from the President. He called this morning about some kind of budget meeting tomorrow. You might want to give him a call before you leave. By the way, I have a doctor's appointment tomorrow so I'll be gone all day. But I've made sure that we have student coverage from about eleven o'clock on."

Chair Jones, still picking up the spilled exams, mumbled, "Okay. That's fine."

Mary turned to go, hesitated, then turned back. Friday? There are some problems I need to discuss. Can we talk sometime on Friday?"

"Sure, whatever. I have class all morning. But, yes, how about after lunch?" Chair Jones paused, wondering if the problems would keep until Friday, and said, "Can you give me an idea of what you want to talk about?" Remembering Mary's appointment with the doctor, the Chair added, "is it something personal?"

"No. I'd rather not go into it right now. ... Well, it's that new fellow we hired, Dr. Rockowski. He's hypercritical. I don't know where he was last year, but he expects me to work miracles. He never gives me his work on time and thinks he's the only professor I have to support. I'm really fed up. But we'll talk about it on Friday. I have to pick up Mikey."

Before Chair Jones could reply, Mary left.

Not fifteen minutes later Dr. Rockowski knocked on the door and walked in. "You need to do something about Mary! She's never in the office. She never gets my exams finished on time. She helps out the tenured faculty, but I'm lucky if I get my phone messages. Lord knows how many I've missed because of her lies and incompetence. Last month my colleague in Denver said he left a message for me with Mary. She claims he never called. All the other assistant professors agree with me. It's past time you did something."

Chair Jones sighed, hit the document save button on the computer, and turned in her chair toward Dr. Rockowski. "What happened this time?" she asked, wearily.
"I came in after lunch to check on the letter of recommendation I gave her this morning. She was late, as usual. So, I went to her computer, found my disk, and started editing the file. When she came back from lunch, she glared at me, put her purse in the desk drawer and slammed it closed. She was real snippy and rude. That's ridiculous! I mean it is departmental equipment, and I told her that I needed that letter to out in this afternoon's mail."

"Did the letter go out?"

"Yes! But it wouldn't have if I hadn't stood right over her to make sure. She would have put it at the bottom of her stack of projects."

"What do you want me to do?" asked Chair Jones.

"I don't know. You're the Chair!"

Questions:

1) **What are the issues here?**

2) **What should the Chair do, if anything?**

3) **How might these difficulties have been avoided, or resolved?**

4) **What is the role of the Chair in the supervision of staff and in creating a climate of cooperation among staff and faculty?**

5) **What information pertaining to a staff, faculty, or student's personal or family health situation or disability status may you inquire about within the law?**