

HOME GROWN FEMALE LEADERSHIP MODELS

Leadership is less about our needs, and more about the needs of the people around us and the organization we are leading. Leadership styles are not something to be tried on like so many suits, to see which fits. Rather, they should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization. For our organization we wanted to develop 24 hour leadership habits, adopting leadership styles to suit their day-to-day routines and to cope effectively at work. Leadership for us meant state of mind, feelings, behaviours and attitudes.

Seven aspiring women underwent one year leadership training at Qurban & Surraya Educational Trust, Lahore, Pakistan and then were asked to identify and define their leadership styles. The purpose was to strengthen leadership qualities in order to transform power relations; to promote justice, equality, peace and sustainable development; to encourage, delegate and transfer leadership duties to the successors without feeling threatened; and to build capacity through the sharing of vision, mechanisms, and concepts; and exchange of experiences, strategies, skills and the mobilization of resources.

This transformational journey has now led these women to identify their wings, spread them, fly solo and to encourage others to make the same discovery. In our organization we suffered from the lack of growth of leadership as the older Principals feared change, they never encouraged the younger ones to take upon leadership roles, they were frightened to let go and to delegate.

This article seeks to set the stage for the exploration of female leadership in educational systems within developing countries like Pakistan. It shows that the leadership practices can be developed through contextualizing the formal roles into action. It explores how female educational leaders develop their leadership practices despite facing specific challenges and possibilities. It provides the educators various homegrown leadership models that can be adapted by the administrative staff, which leads towards the effectiveness of the organization.

*Alice laughed. "There's no use trying,"
she said: "one can't believe impossible things."
"I daresay you haven't had much practice," said the Queen.
"When I was your age, I always did it for half-an-hour a day.
Why, sometimes I've believed as many as six impossible things
before breakfast."
—Alice in Wonderland*

My experience as a woman, a mother, an educator, a community leader, a Muslim and an active champion of women's rights has demonstrated countless times that women have the power and wisdom to attentively commit to reality through care and concern for people in their immediate surroundings. Most importantly, women possess the capacity to deeply treasure life itself. I am convinced that women have the capacity to exert themselves as leaders at all levels, they just have to understand and exercise soft power (Nye, 1990), as was exercised by Ghandi who had more concern for people and was a participative and relationship oriented leader. Commenting on leadership he said, "I suppose leadership at one time meant muscles; but today it means getting along with people." That certainly is a trait which is displayed by women.

Keeping in view that leadership can be taught I took upon the task of developing leadership within our organization. It was more like cooking our own broth without any set recipe. Seven aspiring women underwent one year of leadership training and then were asked to identify and define their leadership styles. The aim was to develop a leadership model for training purposes. The various colourful models that came through were studied and cross questioned for further development and have been documented as Qurban leadership models with a room for improvement. The traits that were commonly identified are that the leaders have to have a clear vision (in tune with the organization's vision), be passionate about their work, have effective communication skills, show courage and should not be afraid to work hard.

Can Leaders Be Made or Grown and Can Women From Constrained Backgrounds Learn to Lead & Aspire?

This transformational journey has now led these women to identify their wings, spread them, fly solo and to encourage others to make the same discovery. In our organization we suffered from the lack of growth of leadership as the older Principals feared change, they never encouraged the younger ones to take upon leadership roles, they were frightened to let go and to delegate. The trainees were encouraged to question everything around them, to be open to new information, to challenge the status quo and replace it with the new thinking and new ways of seeing the world, to dare to try new ideas, to learn from their mistakes and failures and to always keep learning and trying. This change in the behaviours led to change in the organization on the whole. Its culture changed from a stale, predictable one to a learning and changing environment.

The Concept of Leadership

Historically, leadership has carried the connotation of masculinity and the belief that men make better leaders than women is still common

today. Although the number of female leaders has increased, they are often named as an afterthought. According to Højgaard (2002), the societal conventions regarding gender and leadership traditionally exclude women, and top leadership is viewed as a masculine domain. The same author further argues that the cultural construction of leadership in itself instigates difference and this is only now being transformed or contested as women gain access to leadership positions. In our Pakistani society, it is believed that men lead and women follow.

There was a time that it was believed that leaders were born with certain leadership traits. However, current thinking on leadership assumes that leadership can be taught and learned, hence the many leadership-training programs (de la Rey, 2005). Cheryl de la Rey (2005) lists the traits commonly associated with leadership as effective communication skills, task completion, responsibility, problem solving, originality, decision making, action taking, vision, self awareness, confidence, experience and power. While it is possible to develop these traits in any individual, regardless of gender, in male dominated societies (as is often the case in Pakistani) male leadership and leadership styles predominate and are regarded as the more acceptable forms of leadership.

There seems to be enough evidence to suggest that women lead differently from men (Eagly & Johnson, 1990, as cited in de la Rey, 2005). For instance, women portray a more participatory approach, are more democratic, allow for power and information sharing, are more sensitive, more nurturing than men, focus on relationships and enable others to make contributions through delegation (de la Rey, 2005; Growe & Montgomery, 2001; Tedrow & Rhoads, 1999). Tedrow and Rhoads (1999) also noted characteristics such as building coalitions and advancing individual and community development are constructs that women display in their relational styles. Women are also better at conflict management, have better listening skills and show more tolerance and empathy. While men and women do have different leadership styles, that should not mean that one is dominant over the other. It has been observed that the differences we see in leadership style are partly due to the way men view leadership as leading, while women see leadership as facilitating (Growe & Montgomery, 2001). In contrast to the characteristics of women given above, men lead from the front and attempt to have all the answers while stressing task accomplishment, the achieving of goals, the hoarding of information and winning (Growe & Montgomery, 2001). Contemporary work environments could definitely benefit from leaders who portray more of the traits associated with women.

Sadly, in a situation where accepting women as leaders is problematic, it is possible to overlook their positive leadership traits and view them as weaknesses. In fact, stereotypes of how women lead have made it difficult for women to access or even stay in leadership positions. Tedrow and Rhoads (1999) argued that women who display more relational

styles of leading are likely to be marginalized within their organizations and viewed as 'outsiders'. Even more disconcerting is the fact that women who seem to 'make it' as leaders often end up conforming to the strong male culture in the work place, and adopt male leadership styles. As indicated by Growe and Montgomery (2001), since female leaders see gender as a hindrance, they are compelled to lead the way men do as it is considered the norm. In their view, utilizing men's methods of leadership is not only the easiest way for a woman to be hired for any position of leadership, but is the most successful method of attracting promotion and recognition.

Influence plays a significant part in the development of leadership. Leithwood, Jantzi and Steinbach (1999) assert that variation is accounted for by differences in who exerts influence, nature, purpose and outcomes of the influence. According to Eagly and Johnson (1990) differences in leadership styles in male and female can be traced to various sources that include socialization, cultural stereotypes, ingrained sex differences and, personality traits and behavioral tendencies.

On socialization, Maccoby (as cited in Eagly & Johnson, 1990) asserts that studies of childhood events shows differentiated livelihoods for both sexes such as segregated playgroups, where styles of play and influence are different. Eagly and Johnson (1990) states differences in leadership styles in male and female can be traced to various sources that include socialization, cultural stereotypes, ingrained sex differences and, personality traits and behavioral tendencies. Eagly and Johnson (1990) conclude that biological differences and sex differentiated prior experiences cause men and women to manifest leadership differently. In Cubillo and Brown (2003) parental support comes out as a factor influencing leadership with fathers seeming to have "seminal influence on their daughters early education and subsequent careers" (p. 285). David (as cited in Cubillo & Brown, 2003) however does not agree fully with the notion that only fathers have an influence on women and argues that its mothers who have a regular responsibility for their children's education. Another case of socialization argued by Helgesen (as cited in Pounder & Coleman, 2002) and corroborated by Coleman (2003) is that womens' central involvement in managing households, raising children and juggling careers gives them certain leadership qualities like capacity to prioritize which men don't possess. Ronk (as cited in Pounder & Coleman, 2002) and Powell (1990) argue for male and female leader's exhibiting similar amounts of tasks oriented and people oriented behaviours and that leadership is not sex or gender oriented. Proponents of this assertion use stereotyping as an explanation and Valentine and Godkin (as cited in Pounder & Coleman, 2002) noted that a substantial body of work suggests socially promoted stereotypes that undermine womens' credibility as organizational [school] leaders.

Gender (in) Equality in Leadership Positions: A Situation Analysis

Despite efforts made to ensure that female representation is achieved at all levels of governance, women are still underrepresented in many government and non-government organizations, particularly in positions of power and leadership (de la Rey, 2005).

According to the 2006 final report of SDPI (Sustainable Development Policy Institute) only 12% women are working in managerial positions, 1.7% as professors, 5% as assistant professors, 5.4% as bureaucrats, 15% as craft workers and 4% as operators. Most of the women, about 35% work in agriculture at all levels. Figure 1 (Hausmann, Tyson, & Zahidi, 2012, p. 92) gives a breakdown of women vs men ranking Pakistan as 132nd country in the world as gender gap is concerned.

This gender imbalance is repeated in other countries in the world. According to Universities UK (as cited in Gumbi, 2006), during 2003 in the UK, out of 40,000 professors in higher education, 13% were female and 87% male, while 73% of senior lecturers and researchers (total of 24,630) were male and 27% female. In Australia during 2000, the number of women in executive leadership was 34.6% compared to 65.4% of men (Gumbi, 2006). The USA, admittedly an advanced economy and emulated in many other ways, has not achieved gender equity in higher education. Gumbi (2006) reported that women held 18.7% of full professorships and only 19.3% of presidents (Vice Chancellors) of colleges and universities.

It is therefore quite evident that men dominate the governance and management levels of higher education institutions. Consequently, men have the decision-making power and authority regarding strategic direction, and allocation of resources. It is frustrating that women's interests in the institutions may not be adequately taken care of, and that women have few or no role models and mentors, something that may have far reaching consequences in terms of developing future female leaders. Women leaders don't just appear out of nowhere, they have to be cultivated and fostered throughout the society.

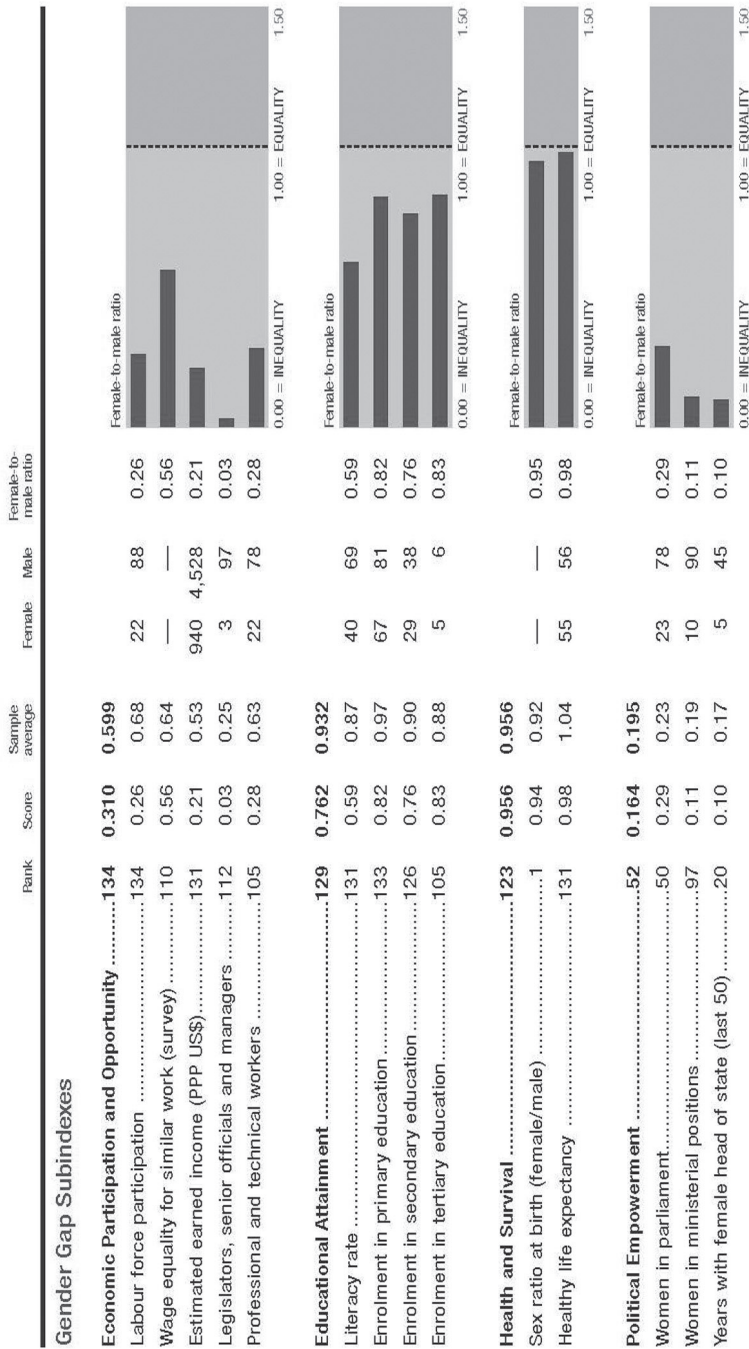


Figure 1. Gender gap ranking in Pakistan.

Gender Based Leadership styles

Jack Zenger, Joseph Folkman, and Edinger (2009), authors of *The Inspiring Leader: Unlocking the Secrets of How Extraordinary Leaders Activate*, argue that men and women differ in leadership styles. Moving from a command-and-control style of leadership to a more collaborative model plays, he argues, to women's strengths. Women are better listeners, better at building relationships and more collaborative and that, he argues, makes them better adapted to the demands of modern leadership. For that reason, Zenger et al. concludes, there is no good reason not to promote women.

Young women may face unique challenges in asserting and developing a leadership style. Some struggle with managing others while maintaining a "good girl" image. They don't want to be ignored, but they don't want to be seen as too pushy, either. It's a delicate balance to find a style that's effective and feels like a good fit. Women actually have two jobs—the notorious, never ending second shift at home—while men, don't do quite so much.

Leadership experts say women must navigate a "double-bind:" if they assert themselves forcefully, people may perceive them as not acting feminine enough, triggering a backlash. But if they act in a stereotypically feminine way, they aren't seen as strong leaders. One major problem is a shortage of female role models. People often learn leadership styles by observing others; but there are often few female executives to observe. Women can watch male leaders too, of course, but men can't illustrate how to navigate female stereotypes. Experts suggest several strategies. If there aren't many female leaders at their employer, young women should join professional associations or community organizations to find role models. These non-work settings also offer young women a chance to try out new leadership styles outside the office.

At work, young women should enlist mentors and solicit feedback on leadership techniques. After a meeting, ask a trusted superior what behaviors worked and what didn't. Asking subordinates for feedback, however, is usually a mistake because it can indicate the leader is unsure of herself—a perception young female managers particularly want to avoid. In theory, these mentors could be either men or women, but young women should realize that male mentors may not be as aware of the unique challenges young women face in asserting leadership.

We also looked into McKinsey Leadership Project (Barsh, Cranston & Craske, 2008), that set out four years ago to learn what drives and sustains successful female leaders. They wanted to help younger women navigate the paths to leadership and, at the same time, to learn how organizations could get the best out of this talented group. They interviewed more than 85 women around the world (and a few good men) who are successful in diverse fields. Some lead 10,000 people or more, others 5 or even fewer. While the specifics of their lives vary, each one shares the goal

of making a difference in the wider world. All were willing to discuss their personal experiences and to provide insights into what it takes to stay the leadership course.

McKinsey (Barsh et al., 2008) distilled a leadership model comprising five broad and interrelated dimensions (see Figure 2):

- **Meaning:** Finding your strengths and putting them to work in the service of an inspiring purpose;
- **Managing energy:** Knowing where your energy comes from, where it goes, and what you can do to manage it;
- **Positive framing:** Adopting a more constructive way to view your world, expand your horizons, and gain the resilience to move ahead even when bad things happen;
- **Connecting:** Identifying who can help you grow, building stronger relationships, and increasing your sense of belonging;
- **Engaging:** Finding your voice, becoming self-reliant and confident by accepting opportunities and the inherent risks they bring, and collaborating with others.

Five dimensions of centered leadership

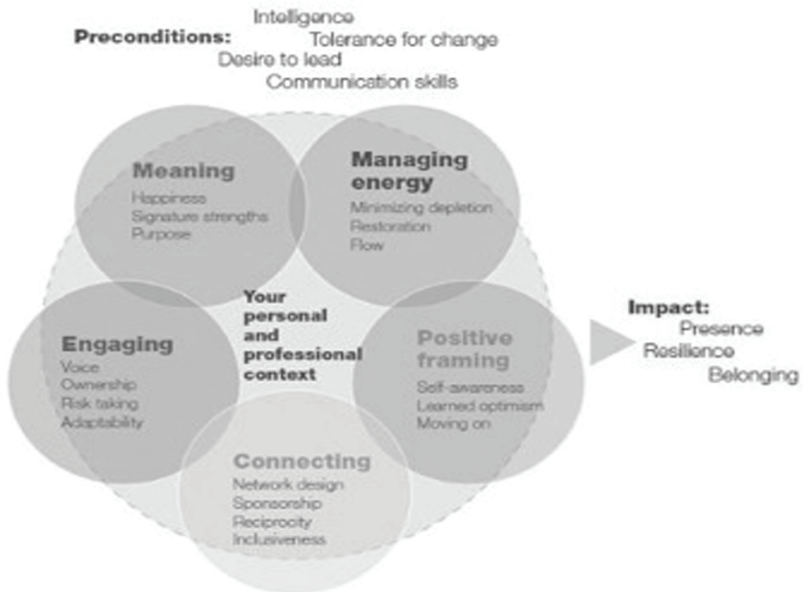


Figure 2. Five dimensions of centered leadership.

They called this model centered leadership (Barsh et al., 2008). As the name implies, it's about having a well of physical, intellectual, emo-

tional, and spiritual strength that drives personal achievement and, in turn, inspires others to follow. What's particularly exciting is that we are starting to discover ways women can actively build the skills to become more self-confident and effective leaders. Centered leadership also works for men, though we have found that the model resonates particularly well with women because we have built it on a foundation of research into their specific needs and experiences.

We also looked at women's research on women leading in education. Two well known educational leaders, Grogan and Shakeshaft (2010) studied the leadership roles women take in education. They recognized that there are distinct patterns in the ways women lead their schools and their districts. In their book *Women in Educational Leadership*, the authors used the knowledge they had gained from all of their previous studies to create a comprehensive guide for their findings. Their book tells us about "Five Ways Women Lead," and describe the pattern of leadership characteristics in women: relational leadership, leadership for social justice, leadership for learning, spiritual leadership, and balanced leadership. They also focused on the issues of women in educational leadership positions and their underrepresentation in them. The authors explain, "Documenting female representation in the superintendency continues to be imprecise, and at the average annual increase of 0.7 percent, it will take another seventy-seven years for women to be proportionally represented" (p. 29).

They highlighted that women's leadership was collaborative in nature and literature shed the same light that they discovered. Communication, association, collaboration, and cognitive skills were the main focus of women leader traits. The practicality of collective leadership that Grogan and Shakeshaft (2010) discovered was called "Collective Leadership." They explained that collective leadership needs to be stimulated and nurtured by input, dissent, feedback, and ideas from both internal and external constituents in order for it to exist and flourish. They expound upon the concepts of integration with new or existing ideas and working with and through others to achieve goals, a concept they title "cognitive shifts."

As our organization was already contributing towards social issues and our participants were fully immersed in teaching and championing social justice, we felt that "school as a social movement" was an important part of the lives of all the women who were in leadership positions and collective leadership would help us to engage at all levels.

The Practice of Women Leadership in Education

Most of the early popular literature on women and leadership, especially in the field of management, reflected how women behaved in leadership. For instance, Henning and Jardim (1977) and Harragan (1977) focused on women's characteristics and job behaviors. These writers suggested that, if women wanted to succeed, they needed to learn to act more

like men and to learn to play those male games “their mothers taught them.” Later literature on gender and leadership indicates specific characteristics that relate to gender specific dimensions of leadership. Pounder and Coleman (2002) indicate that research shows female leadership to be relationship oriented and democratic while male leadership is task oriented and autocratic. Rosener (1995) on the other hand argues that female leadership tends to be more transformational than male, which is more transactional, an assertion premised in the idea that women leaders emphasis nurturance for those they lead through socialization and that nurturance qualities are more developed in women. This line of argument is confirmed by Shum and Cheng’s (1997) study of women leadership where human relationship and femininity aspects were highly correlated with teacher attitude as they assert that teachers who have positive perceptions of a woman principal tend to have positive work attitudes. Shum and Cheng (1997) argue on how gender related and sex differentiated leadership manifests itself at the workplace where; women leaders with masculine sex role orientation are seen to emphasize control, institutional power and instrumental skills; women leaders with feminine sex orientated exhibit submissive, friendly, emotional and expressive leadership (Sargent, as cited in Shum and Cheng, 1997); and women leaders with both feminine and masculine characteristics (androgynous leadership) are sensitive, emotionally expressive as well as independent and assertive (Powell, as cited in Shum and Cheng, 1997). Grogan and Shakeshaft (2010) coined a new metaphor for schools by three particular themes emerging from the analysis of women leaders in education: relational leadership, social justice leadership, and leadership for learning. This metaphor combined women’s respect for working ethically with and through others and their passion for increasing the learning of children.

Barriers to Women in Educational Leadership

Oplatka and Hertz-Lazarowitz (2006) document what many researchers give as explanations to account for the low representation of women in leadership positions in education systems. Such include: culture and socialization structures where society is highly patriarchal and seems to bifurcate into gender defined roles and responsibilities; low girl access and participation in primary and secondary education making it less plausible for many women to acquire skills, training and competencies necessary for professional and management positions (Coleman, as cited in Oplatka & Hertz-Lazarowitz, 2006). In the present day we witness parents in our Pakistani community who would rather have their daughter sit home due to lack of fees as their sons continue with schooling.

Women and Their Progress Into Leadership Roles

In our current world today, the freedom of women in the workplace and in other entities, shows a steady improvement from the gender roles in women from the past and a vast improvement of the roles of women. Today, there are many women who are very successful and powerful people across our country, and there are some who have held very prestigious positions in politics. The role of women in our current world continues to progress slower than expected but it's there. Women holding positions of higher power might still not be appreciated but it is not an alien idea any more. Regina Sacha, Vice President of Human Resources for FedEx Custom Critical states:

We're looking at a different paradigm of leadership, and it plays naturally to the strengths of women. The tide has turned. The leadership skills that come naturally to women are now absolutely necessary for companies to continue to thrive. It certainly is the reverse of how it was when I first started out in the workplace. It seems like poetic justice.

Despite the odds against them, statistics show that since the Fourth World Conference on Women in 1995, women are slowly making inroads into male-dominated areas, particularly in political life. In 1995, women represented 11.3 per cent of all legislators in national parliaments. As of January 2008, they represented 17.9 per cent, the highest percentage in history, illustrating the very slow and uneven progress in women's political participation. (See Figure 3)

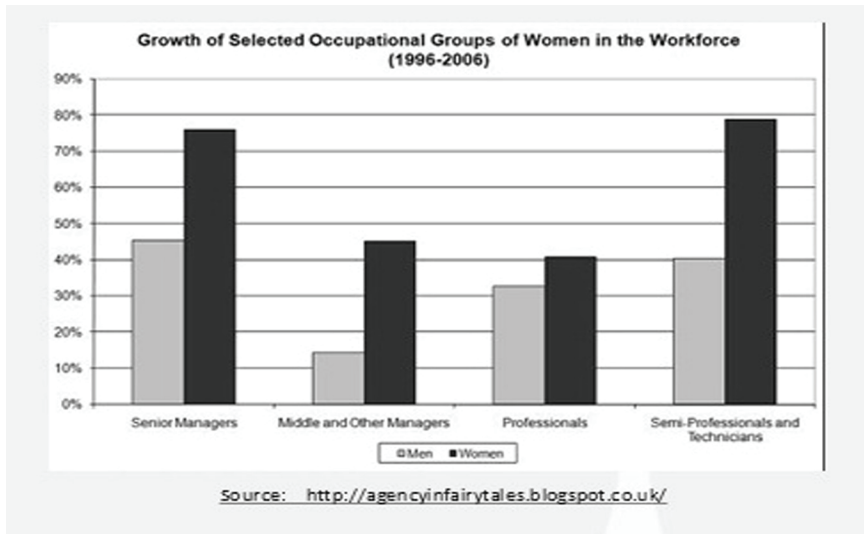


Figure 3. Growth of selected occupational groups of women in the workforce (1996-2006). Source: <http://agencyinfairytales.blogspot.co.uk/>

What Leadership Means to Us

Wikipedia describes leadership as “a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task”, although there are alternative definitions of leadership. For example, some understand a leader simply as somebody whom people follow, or as somebody who guides or directs others, while others define leadership as “organizing a group of people to achieve a common goal.”

Leadership is less about our needs, and more about the needs of the people around us and the organization we are leading. Leadership styles are not something to be tried on like so many suits, to see which fits. Rather, they should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization. For our organization we wanted to develop 24 hour leadership habits, adopting leadership styles to suit the day to day routines and to cope effectively at work. Leadership for us meant state of mind, feelings, behaviours and attitudes.

Leadership is not a new concept for us, we have been nurturing leaders at all levels at all time but for the last few years we have started to identify the traits that make some people grow further or higher. Leaders are not born, they are developed. We changed the usual norm of leaders are born to they are developed. Very few people are great leaders overnight. It takes desire, time and skilled practice. To develop leaders we just have to learn to give space to others, to be patient with their mistakes and to be there for them. As long as we are open about learning along the way and working with our team on leadership versus dictating to them, most people will be happy to go on the journey with us. We just have to expose them to the ‘Music.’

We also wanted the organizational trend to change from ‘Heroic leadership’ to ‘Collective leadership.’ Leaders can utilize their individual strengths (Miles & Watkins, 2007), and organizations can benefit from diversity of thought in decision making. Bligh, Pearce, and Kohles (2006) posited that influence is fluid and reciprocal, and “team members take on the leadership tasks for which they are best suited or are most motivated to accomplish” (p. 306). O’Toole, Galbraith, and Lawler (2002) noted that two or more leaders are better than one when “the challenges a corporation faces are so complex that they require a set of skills too broad to be possessed by any one individual” (p. 65). Indeed, Waldersee and Eagleson (2002) argued that during times of change and reorientation, shared leadership between two leaders, one task-oriented and the other behavior-oriented, would result in greater success than leadership by one person alone.

The Concept of Leadership in Our Society

Women in our society have always been held behind; even if they take up certain roles outside homes they are called “pushy,” and “high

headed.” Women are expected to be nice, warm, friendly, and nurturing. Thus, if a woman acts assertively or competitively, if she pushes her team to perform, if she exhibits decisive and forceful leadership, she is deviating from the social script that dictates how she should behave. The society is deeply uncomfortable with powerful women. In fact often they are not really liked. In our organization being assertive and strong headed is seen as a positive trait. It works because the institution is led by women, managed by women and caters to women.

Methodology

Preparations

Seven aspiring women underwent one year of leadership training and then were asked to identify and define their leadership styles. The aim was to develop succession and to formulate a leadership module for training purposes. The various colourful models that came through were studied and cross questioned for further development and have been documented as Qurban leadership models with a room for improvement. The traits that were commonly identified are that the leaders have to have a clear vision (in tune with the organization’s vision), be passionate about their work, should be honest, have effective communication skills, show courage and should not be afraid to work hard.

Aims & Objectives

- **Objective:** To strengthen a feminist movement in order to transform power relations and promote education, justice, equality, peace and sustainable development.
- **Resource:** To build capacity through the sharing of vision, mechanisms, and concepts; the exchange of experiences, strategies, and skills; and the mobilization of resources.
- **Approach:** To promote and sustain leadership that is participatory, inclusive, horizontal, and replicable.
- **Values:** This model values gender equality, human rights, collective and consensus-based action and respect for diversity.
- **Aim:** To define our leadership styles and formulate an organizational leadership model emerging from our individual models. To encourage, delegate and transfer leadership duties to the successors without feeling threatened.

Method

- Time frame: One year
- Questionnaires: Appendix 1 (before the training)
- On line courses
- One external trainer
- One monthly session: Seven habits of highly effective leaders
- 6 weeks intensive training
- Activities: De Bono thinking hats, trash can balls, puzzles, rubic's cubes, debates, discussions (Leaders are born not made). Appendix 2 & 3
- Inspiring stories, excerpts from autobiographies of inspirational leaders
- End result: Identified our leadership traits, One leadership model based on our vision and work
- Once a leader, forever a leader so training of their leadership skills to others
- Continuous sharing

Results

Eight colourful women produced Qurban leadership models (see Figures 4–11) which provide insight into finding our strengths, putting them to work in the service of an inspiring purpose, prioritizing our values, managing energy, expanding our horizons, gaining the resilience to move ahead even when bad things happen, building stronger relationships and identifying who can help us grow, increasing our sense of belonging, finding our voice and most of all becoming self-reliant and confident.

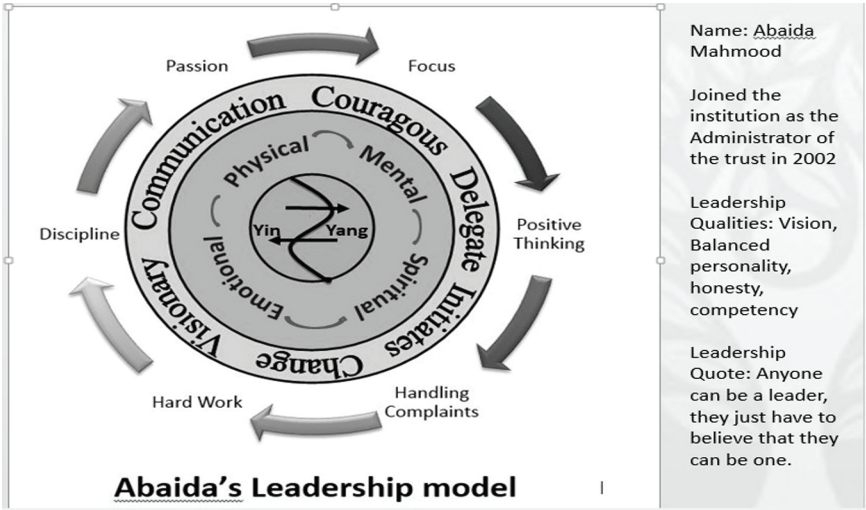


Figure 4. Abaida's leadership model.

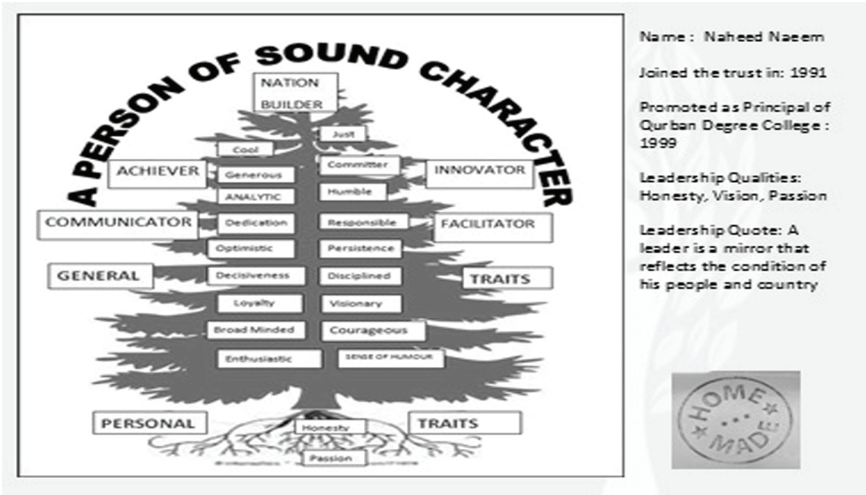


Figure 5. Nasheed Naeem's leadership model.

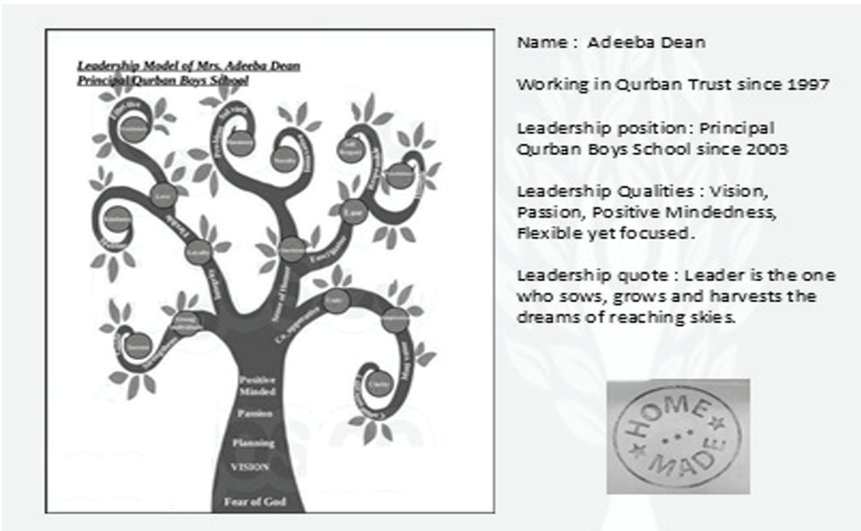


Figure 6. Adeeba Dean's leadership model



Figure 7. Tahira Nadeem's leadership model.

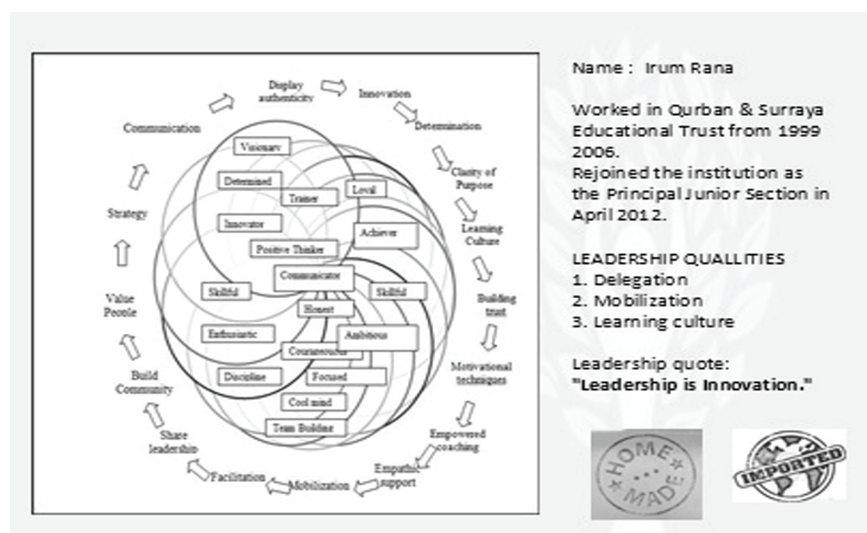


Figure 8. Irum Rana's leadership model.

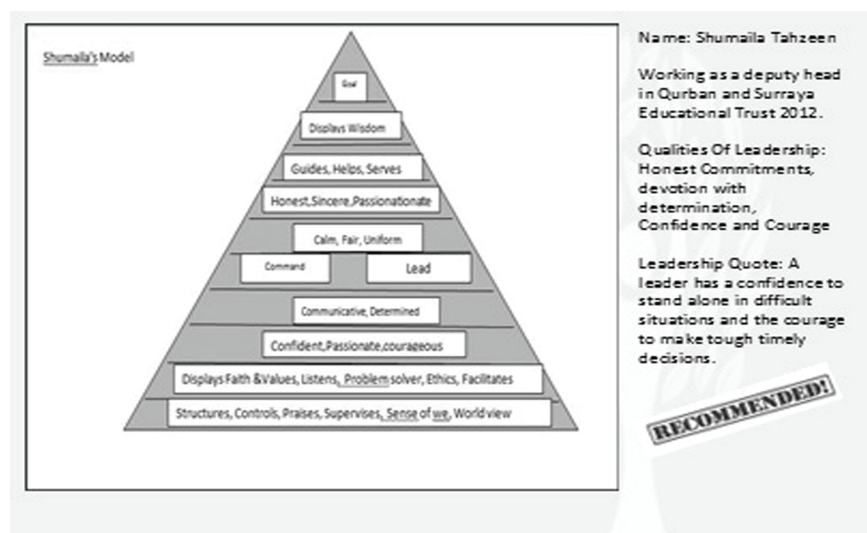


Figure 9. Shumaila Tahzeen's leadership model

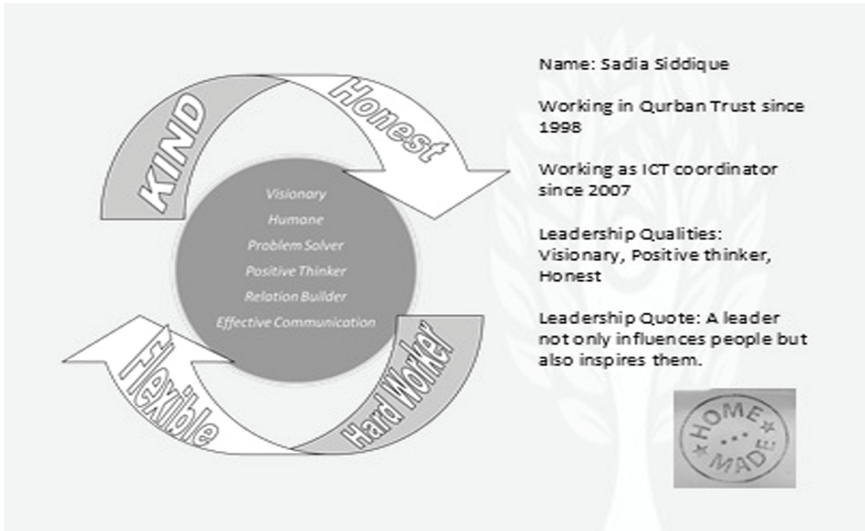


Figure 10. Sadia Siddique's leadership model.

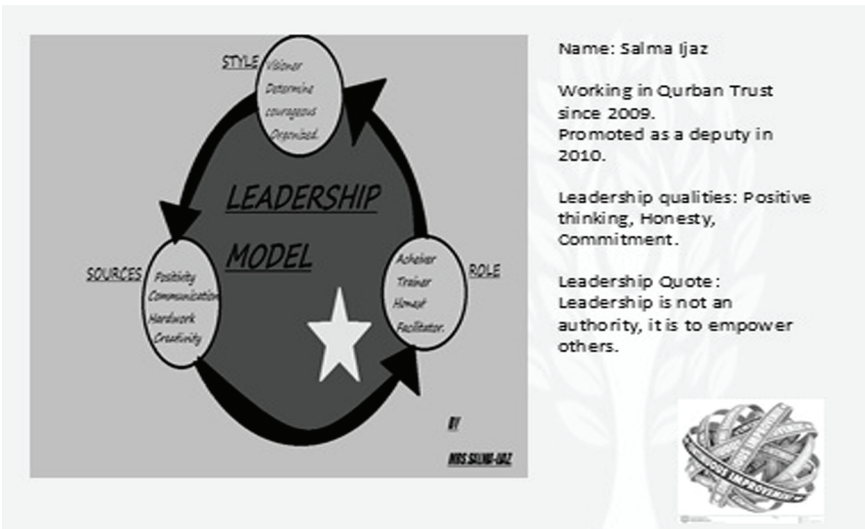


Figure 11. Salma Ijaz's leadership model.

This transformational journey has now led these women to identify their wings, spread them, fly solo and to encourage others to make the same discovery. In our organization we suffered from the lack of growth of leadership as the older Principals feared change, they never encouraged the younger ones to take upon leadership roles, they were frightened to let go and to delegate. The trainees were encouraged to question everything around them, to be open to new information, to challenge the status quo

and replace it with the new thinking and new ways of seeing the world, to dare to try new ideas, to learn from their mistakes and failures and to always keep learning and trying.

For the Principals the training was a very interactive and an enjoyable learning opportunity, however the deputies and the coordinator found the course a little overwhelming at the beginning. Almost all of them have felt that they feel more confident and are ready for any adventure. We have also noticed a wave of self confidence among all our participants. Prior to the training five of them believed that leaders were born and not made but now they all have learnt that leadership is a learnt trait and that talent is not a gift but a process.

Future Plans

The results of our home grown leadership training module has encouraged us to share it with the other organizations such as Punjab University who have already taken up our teaching training module. It would be valuable to formulate a formal leadership training module and offer it to the external aspiring women as well.

There is no secret recipe or magical formula to become an effective leader overnight. It is a process of trial and error, successes and failures. Never stop learning, and with practice you can increase your success in leadership!

At this crucial venture in our cultural evolution it is only through a shift from the current domination system to a partnership or mutual respect model, from hierarchies of domination which disempower to hierarchies of actualization which empower, that we can secure for humanity its most necessary, sustainable and life-enhancing transformation. (Eisler, 2001)

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Appendix 1

Leadership Values Pre-Training Activity

Objective (s): To clarify the leadership values that motivate leaders

Activity Description: To explain that it is important that leaders clarify their own sense of leadership values. The participants were asked to reflect upon the values that define their role as a leader? Then asked to individually circle five values listed below in the order that they wanted and then complete the following sentence:

“ _____ is a ‘cornerstone’ in my approach to leadership.”

ACHIEVEMENT	AFFECTION	PREDICTABILITY
ADVENTURE	COMFORT	RESPONSIBILITY
CHALLENGE	CONFORMITY	RESPONSIVENESS
CONTROL	COOPERATION	PERSONAL DEVELOPMENT
CREATIVITY	DIRECTNESS	POWER
ECONOMIC BALANCE	EXPERTNESS	RECOGNITION
FAIRNESS	FLEXIBILITY	RISK
FREEDOM	FRIENDSHIP	SELF-RESPECT
HAPPINESS	HELPFULNESS	VARIETY
HARD WORK	INDEPENDENCE	SECURITY
HONESTY	INTEGRITY	TRADITION
HARMONY	LEADERSHIP	TRUST
INVOLVEMENT	MORALITY/ETHICS	WISDOM
ORDER	LOYALTY	<i>OTHER VALUES:</i>

Appendix 2

Activity: Trashcan Ball

Objective: Demonstrate importance of both instruction and feedback

Four participants were asked to exit the room while I and the group set up the game. We arranged a trash can in an open area where our “player” could stand 10–20 feet from the can.

We crushed 5 pieces of paper and made them into paper balls. Each player was brought back into the room one at a time. Players were either blindfolded or brought into the room with eyes closed and turned around to face away from the trashcan that is their target so they can’t see it.

Each person was given 5 balls and told they are to throw the balls into the trashcan.

First person: We gave this person no instruction and no feedback. When they asked where the trashcan is, we just told them (“Behind you” or “In front of you.”) With each ball they threw, we did NOT tell them how far away they are, and did not give them any encouraging comments. In fact, me and my audience remarked that they were pretty bad at the game.

Second person: We gave this person instruction but no feedback. We told them “You are ____ feet from the can. It’s directly in front of (behind) you.” Then, as they tossed each ball, we said nothing or told them only how bad they were at that game.

Third person: We gave this person no instructions but provided positive and encouraging GENERAL feedback. “You’re doing well.” “Keep trying.” “That’s pretty good.” “Way to go.” WE DID NOT SAY, “A little more to your left,” or anything that offered direction.

Fourth person: We gave this person adequate, detailed instructions, and positive feedback after every throw. We let the player know how close they were after each toss, encouraged them, told them they were doing great, etc.

At the end of the game, we asked each player how frustrating it was for them. The first three players were more frustrated than the last person. People who received no instruction and/or critical feedback are usually most frustrated. Who performed best (probably the last player, but not always)?

Had a discussion: What does this game teach about providing feedback, especially positive feedback? To perform any task it is vital to have adequate instructions, specific feedback that tells us how far we are from the goal, and positive feedback that is encouraging and makes us want to keep going. Without this, we may be tempted to give up.

Appendix 3

De Bono's 'Six Hats' activity

The participants were given a chart paper each of de bono's colours and asked to make their own hats. Then they were told that each 'hat' represents a perspective or way of thinking. They are metaphorical hats that a thinker can put on or take off to indicate the type of thinking they are using. The members were asked to 'put on' different hats in a sequence to aide the problem solving process. It allowed them to control people who insisted on sticking to one perspective (ie. negative). For those cases, we asked them to assume a different hat. They were given details of the various hats we can wear:

The White Hat

White is neutral. While wearing the white hat we ignore arguments and proposals, we examine the facts, figures and information that we have, and identify what information we don't have, and how we might get it.

What information do we have here?

What information is missing?

What information would we like to have?

How are we going to get the information?

The Red Hat

Red is for feelings, hunches and intuition. It permits people to put forward their feelings without the need for apology, explanation or attempt to justify them. Intuition may be a composite judgement based on years of experience, and it can be valuable even if the reasons behind it cannot be spelled out consciously.

Putting on my red hat, this is what I think about the project ...

My gut feeling is that it will not work

I don't like the way this is being done

My intuition tells me that prices will fall soon

The Black Hat

The black hat is the logical negative. It is the hat of caution and critical judgement. It is the most used hat, and perhaps the most valuable hat, mistakes may be disastrous. At the same time, it is very easy to overuse

the black hat, it is easy to kill creative ideas with early negativity.

The regulations do not permit us to do that

We do not have the production capacity to meet that order

When we tried a higher price the sales fell off

He has no experience in export management

The Yellow Hat

The yellow hat is for optimism and the logical positive view of things. It looks for feasibility and how something can be done. It looks for benefits, but they must be logically based.

That might work if we moved the production plant nearer to the customers

The benefit would come from repeat purchases

The high cost of energy would make everyone more energy efficient

The Green Hat

The green hat is for creative thinking, new ideas and additional alternatives. Putting on the green hat makes time and space for creative effort. This is where we engage in lateral thinking and other creative techniques.

We need some new ideas here

Are there any additional alternatives?

Could we do this in a different way?

Could there be another explanation?

The Blue Hat

The blue hat is the thinking overview or process control hat. It is usually used by the chairperson of the meeting. It sets the agenda for thinking. It suggests the next step for thinking, and it asks for summaries, conclusions and decisions.

We have spent far too much time looking for someone to blame

Could we have a summary of your views?

I think we should take a look at the priorities

I suggest we try some green hat thinking to get some new ideas

De Bono's 'Six Hats'

It is common for meetings to get bogged down in arguments where people take positions and defend them to the death. The six hats was used as a cooperative tool rather than an adversarial tool.

Some people see the downside in everything. The six hats technique offered the participants ample opportunity for black hat thinking, but challenges them to think in other ways as well. They were reminded that the hats were not categories or labels for people, rather than limiting people, the aim of the six hats was to get the thinker to use all six hats.

The six hats - for a new problem

- White—to get information;
- Green—for ideas and proposals;
- Yellow followed by Black on each alternative—to evaluate alternatives;
- Red—to assess feelings at this point;
- Blue—to decide what thinking to do next

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