

AccessEd and Commonwealth Scholarship Commission Leaders in Sustainable Development Programme

Workshop: Leadership Models and Decision making (video + discussion session format)

Overarching workshop theme:

This workshop is a fantastic introduction to all things to do with leadership and effective decision making.

Watch the video with the following questions in mind. These sub-themes will be discussed during the live follow-up session:

- Leadership models: How would you approach situations differently based on each of the leadership styles outlined in the 8-theory approach?
- Leadership styles: Based on the results of your self-assessment, what leadership style do you tend to have? Are you able to identify a time when your leadership style was effective and/or when it was ineffective?
- Leadership pitfalls: Are you able to identify a situation when a leader had an issue with one of the leadership pitfalls mentioned in the video? How did this create a negative situation? What could the leader have done differently? What could you have done to support the leader in order to achieve a better outcome?
- The G.R.O.W. model: Are you able to identify a situation where you could have used the G.R.O.W. model to help others make decisions and/or to coach others?

Session pre-work

Complete the self-assessment quiz below before the Leadership and Decision Making training. Please return your completed form to CSC by the end of day on Tuesday 23rd November.

Scores will remain confidential and you will not be judged by your answers. This is to help prepare you for the training session.

Self-assessment questions

- Read through the Situation questions and then choose the response (only one) from the corresponding 'Alternative Action' statements that most appeals to you or that you feel seems would be the most characteristic of you.
- In some cases, none of the responses may be appealing or characteristic of you. Nonetheless, please select the statement that you prefer or feel suits you best.

Situation	Alternative Action
1. Your group is not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.	<p>A. Emphasize the use of uniform procedures and the necessity for task accomplishment.</p> <p>B. Make yourself available for discussion but do not push your involvement.</p> <p>C. Talk with them and then set goals.</p> <p>D. Intentionally do not intervene.</p>
2. The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.	<p>A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.</p> <p>B. Take no definite action.</p> <p>C. Do what you can to make the group feel important and involved.</p> <p>D. Emphasize the importance of deadlines and tasks.</p>

Situation	Alternative Action
<p>3. Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.</p>	<p>A. Work with the group and together engage in program solving. B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage the group to work on the problem and be supportive of their efforts.</p>
<p>4. You are considering a change. Your group has a fine record of accomplishment. They respect the need for change.</p>	<p>A. Allow group involvement in developing the change, but do not be too directive. B. Announce changes and implement them with close supervision. C. Allow the group to formulate its own directive. D. Incorporate group recommendations, but you direct the change.</p>
<p>5. The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities have helped in the past. They have continually needed reminding to have their tasks done on time.</p>	<p>A. Allow the group to formulate its own direction. B. Incorporate group recommendations, but see that objectives are met. C. Redefine roles and responsibilities and supervise carefully. D. Allow group involvement in determining roles and responsibilities but do not be too directive.</p>
<p>6. You stepped into an efficiently run group. The previous leader tightly controlled the situation. You want to maintain a productive situation, but would like to begin having more time building interpersonal relationships among members.</p>	<p>A. Do what you can do to make the group feel important and involved. B. Emphasize the importance of deadlines and tasks. C. Intentionally do not intervene. D. Get the group involved in decision-making, but see that objectives are met.</p>
<p>7. You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility.</p>	<p>A. Define the change and supervise carefully. B. Participate with the group in developing the change but allow members to organize the implementation. C. Be willing to make changes as recommended, but maintain control of the implementation. D. Be supportive in discussing the situation with the group but not too directive.</p>

Situation	Alternative Action
<p>8. Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction in the group.</p>	<p>A. Leave the group alone. B. Discuss the situation with the group and then you initiate necessary changes. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but don't push.</p>
<p>9. You have been appointed to give leadership to a study group that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially they have the talent necessary to help.</p>	<p>A. Let the group work out its problems. B. Incorporate group recommendations, but see that objectives are met. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but do not push.</p>
<p>10. Your group, usually able to take responsibility, is not responding to your recent redefining of job responsibilities as a result of one member leaving the city.</p>	<p>A. Allow group involvement in redefining standards but don't take control. B. Redefine standards and supervise carefully. C. Avoid confrontation by not applying pressure, leave situation alone. D. Incorporate group recommendations, but see that new job responsibilities are met.</p>
<p>11. You have been promoted to a leadership position. The previous leader was involved in the affairs of the group. The group has adequately handled its tasks and direction. Interpersonal relationships in the group are good.</p>	<p>A. Take steps to direct the group towards working in a well-defined manner. B. Involve the group in decision-making and reinforce good contributions. C. Discuss past performance with the group and then you examine the need for new practice. D. Continue to leave the group alone.</p>
<p>12. Recent information indicates some internal difficulties among group members. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the tasks.</p>	<p>A. Try out your solution with the group and examine the need for new procedures. B. Allow group members to work it out themselves. C. Act quickly and firmly to correct and redirect. D. Participate in problem discussion while providing support for group members.</p>

Continued...

Self-assessment scoring

- Circle the responses from your self-assessment Situation questions on the scoring sheet below.
- Add up each column to determine your preferred leadership style.
- We will discuss the different leadership styles during the training session.

S I T U A T I O N S	ALTERNATIVE ACTIONS				
	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
TOTAL					
LEADERSHIP STYLE	(DIRECTING)	(COACHING)	(SUPPORTING)	(DELEGATING)	