

## **Workshop: “Leaders and Leadership”**

**Date, Time:** Thursday, 30.09.2010, 10:00 - 13:00 and 14:30 - 17:15

**Trainer:** Darko Markovic, Inn.Side – People and Training

### **Workshop content/theme**

- Leadership in project teams
- Participative leadership
- Leader’s competencies

### **Aims**

- To raise awareness of how leadership emerges in teams
- To learn about the characteristics of high performance teams
- To realize how participative leadership could support the team development and work
- To reflect on desired leader competencies as linked to the emotional intelligence model

### **Method(s)/Approach**

- Introduction to the workshop topic
- Name game: Getting to know each other’s names and round of feelings
- Division into 3 groups (1 teacher group, 1 student group and 1 mixed group): each group had a task to come up with the team name and slogan
- “Egg Hunt” – experiential learning exercise on project team work and leadership, done in the same small groups working as project teams in the workshop. Each group has one observer, observing the process and providing feedback in the debriefing.

Debriefing of Egg Hunt exercise (including the observers’ feedback):

- *How did you feel?*
  - *What were the different roles that team members took on in the process of planning? And in the construction phase?*
  - *Who took the lead? How did you feel in the leader role?*
  - *Was there always the same person in the leader role? Or did it changes?*
  - *Based on what did those people take on the leadership role? What was the source of their power?*
  - *For mixed group: How did the age/role difference affect the process?*
  - *If you would lead this team again, what would you do differently?*
  - *What can we learn about leadership in teams?*
  - *Could we imagine teams without leaders?*
- Short input about team development, leadership in project teams and participative leadership, Handout on Leadership lessons from wild geese distributed

### *Coffee Break*

- Group discussion about – Are leaders born or made?
  - Competencies of leaders – 3 groups exploring the competencies of great leaders they know (people they consider great leaders in everyday life):
    - Group 1 - using Lego blocks
    - Group 2 - using feedback game cards
    - Group 3 - creative expression
- Sharing of results

- Input about emotional and social competencies of leaders, based on research done by Daniel Goleman and Richard Boyatzis
- Workshop Evaluation

### Further tips, sources, resource material or links

“Egg Hunt” power point – see below

Handout: Leadership lessons from wild geese – see below

T-Kit Intercultural Learning (published by the Council of Europe in cooperation with the EU):  
[http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T\\_kits](http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits)

Feedback Game: [www.kwaliteitenspel.nl](http://www.kwaliteitenspel.nl)

Boyatzis, Richard and Annie McKee: Resonant Leadership, Harvard Business Press, 2005.

Hunter, Dale: The Zen of Groups, Da Capo Press, 1995.

### Impressions, outcomes of the workshop

The workshop was a nice opportunity for both teachers and students to explore how leadership appears in the dynamics of a project team development. It supported reflection and critical thinking about leadership as a natural need in teams working together and established a distinction between leadership and leaders. The point was made that leadership is based on different sources of power (e.g. positional power, knowledge power, personal power, referent power) and awareness was raised about the need for participative leadership in project teams. In its second part, the workshop led to an exciting debate about whether leaders are “born or made” and explored leader competencies using several methods for reflection. The results of the participants’ discussions were connected to the latest research about emotional and social intelligence of leaders, underling that “outstanding leaders move by creating a resonance with others, they are able to ignite passion and the best in us and are able to change their leadership style in accordance with the team needs and the situation.”



## Leadership and Teamwork – 5 Lessons from Geese



### Fact 1

As each goose flaps its wings, it creates an "uplift" for the birds that follow. By flying in a "V" formation, the whole flock adds 71% greater flying range than if each bird flew alone.

### Lesson

People who share a **common direction and sense of unity** can get where they are going quicker and easier because they are traveling on the thrust of each other.



### Fact 2

When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

### Lesson

If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to **accept their support and give our support to others**.



### Fact 3

When the lead bird tires, it rotates back into the formation to take advantage of the lifting power of the bird immediately in front of it.

### Lesson

It pays to take turns doing the hard tasks and **sharing leadership**. As with geese, people are interdependent on each others' skills, capabilities, and unique arrangements of gifts, talents, or resources.



### Fact 4

The geese flying in formation honk to encourage those up front to keep up their speed.

### Lesson

We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The **power of encouragement** (to stand by one's heart or core values and to encourage the heart and core values of others) is the quality of honking we seek.



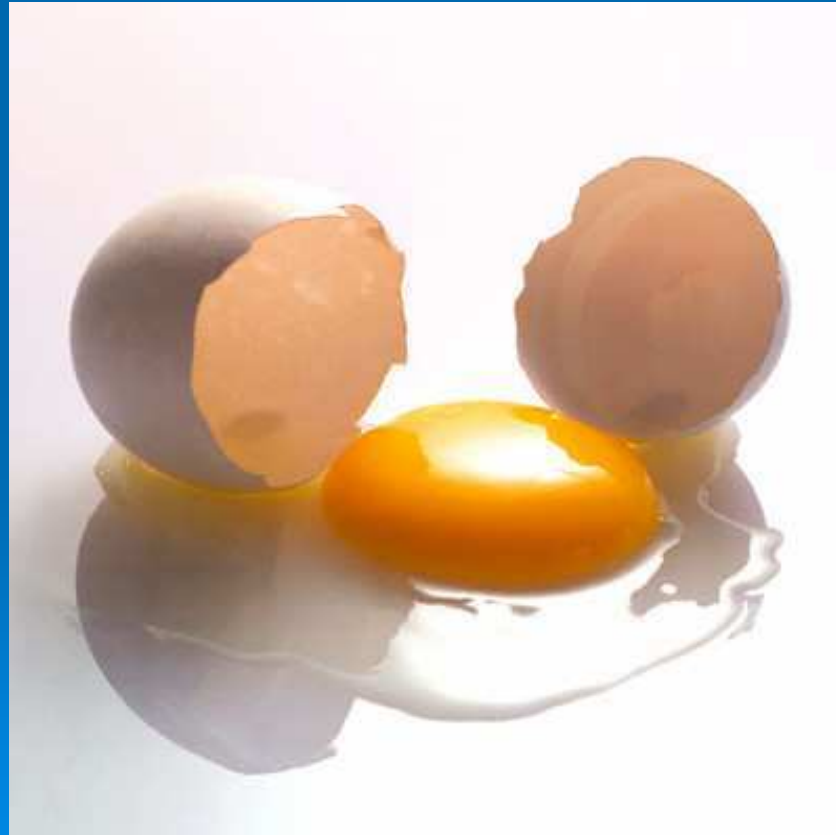
### Fact 5

When a goose gets sick, wounded, or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

### Lesson

If we have as much sense of geese, we will **stand by each other in difficult times** as well as when we're strong.

# Project “Egg Hunt”



# Project instructions

- The task of your team is to build a **safe and independent construction** using only the given construction material in 35 minutes
- The construction should prevent an egg from breaking when it is dropped from the a height of **2,5 meters**
- Criteria for the project success are:
  - a. **The egg is not broken**
  - b. The construction uses an **innovative approach**

You will be working in **TWO PHASES:**

- 1. Project design phase:** during this stage you may see the construction material, but you are not aloud to assemble it. You have 15 minutes for this stage
- 2. Construction phase.** You have 20 minutes for this phase
  - From the moment you get your material, the time for the project starts running
  - Each team will have one **observer** during the whole process.