EXAMPLES OF LEADERS AND MANAGERS

(1–2)

[*Time Allotted: 30 Minutes*]

The distinctions between leaders and managers are conceptual. They may be difficult to apply to your life without specific examples. In order to visualize clearly the distinction between manager and leader it is useful to picture people you know in these roles. Look to your own organization, corporation, agency, school, or primary identification group for people to consider.

CHART OF DISTINCTIONS BETWEEN MANAGER AND LEADER

MANAGER	LEADER
Administers	Innovates
Is a copy	Is an original
Maintains	Develops
Accepts reality	Investigates reality
Focuses on systems and structure	Focuses on people
Relies on control	Inspires trust
Has a short-range view	Has a long-range perspective
Asks how and when	Asks what and why
Has eye always on the bottom line	Has eye on the horizon
Imitates	Originates
Accepts status quo	Challenges status quo
Is classic good soldier	Is own person
Does things right	Does the right thing

Begin by making two lists. On the first chart, list the leaders in your organization or group and on the second, list the managers.

LEADERS	
NAME	**POSITION**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

MANAGERS	
NAME	**POSITION**
1.	
2.	
3.	
4.	

MANAGERS	
5.	
6.	
7.	
8.	

Given your list of managers and leaders, what other distinctions do you see that we may not have considered? Expand the Chart of Distinctions list (at the beginning of this learning exercise) to include additional characteristics of managers and leaders based on your experience with people you know.

Now, place your own name on the appropriate list as a leader or manager.

Use the space provided below to answer the following questions about the process of making your list and about the people on it.

1.   Was it easier to identify managers or leaders in your organization or group? If so, which one and why?

2.   Did you have more people in one category than the other? If so, which one and why?

3. Does your organization or group tend to support managers or leaders to a greater extent? Why?

4. If it does support one set of behaviors more than another, describe the ways it does this.

5. Where did you place yourself on the list? Why?

6. As you added new words to the Chart of Distinctions, did new names occur to you? If so, add them to the list.

(The preceding learning exercise is adapted from *Learning to Lead* by Warren Bennis and Joan Goldsmith, 1997, Perseus Books, Reading, Massachusetts.)

CHARACTERISTICS OF A GOOD LEADER

[*Time Allotted: 20 Minutes*]

LEARNING ACTIVITY

A faculty member will point out that there are six key "themes" or "characteristics" relevant to strong leadership in Chapter 1, *Principles of Leadership*:

1. Courage.

2. Commitment.

3. Passion for the work.

4. Knowledge.

5. Self-awareness.

6. Optimism.

While these will be discussed further throughout this session, this icebreaker is designed to have participants understand *how their own experiences and values affect what they think are the most important qualities in a strong leader.*

Prior to the session, post the six "characteristics" (printed on bright, colored paper) around the room. Ask participants to take *five minutes* to carefully consider "which *one characteristic* is most important for strong leadership," and to physically move to that poster.

Faculty will then facilitate a *fifteen-minute discussion* where each group "defends"its collective position and, if needed, discuss why some "characteristics" were not chosen by any participants.

Key themes are:

C *All* these qualities are important—there is no "wrong answer."

C Our background, values, and experience contribute to our choices.

C There are different *individual* leadership styles that are addressed in Chapter 1.

MATERIALS NEEDED

C Six posters—each with a leadership "characteristic"—posted on colored paper around the room.

NEGATIVE TOOLS
(1–18)

[*Time Allotted: 40 Minutes*]

LEARNING ACTIVITY

The purpose of this small group activity is to help participants consider the drawbacks and long-term affects of the three "negative tools" highlighted in Chapter 1.

A faculty member offers a *ten-minute* presentation on the three negative tools, encouraging three participants to give one example of each negative tool (based upon their experiences):

C Closed-book management (keeping staff in the dark).

C Leadership by fear.

C Coercion (the "dictatorship").

Divide participants into three groups, with each group assigned one "negative tool" and provided with individual work sheets. Ask each participant to think about an experience in his/her lives when this "negative tool" was utilized and, drawing upon this experience, take *eight minutes* to complete the work sheet.

Give participants *thirteen minutes* to discuss their mutual, personal experiences *(this will be fun!)* and findings in their small group, and to develop *three general themes* about the problem(s) of using this negative tool as a leader. The three themes will be written onto an overhead transparency. Each group will determine a reporter.

Each reporter provides a three-minute overview to the full group about his/her group's findings and themes (*nine minutes*).

MATERIALS NEEDED

C Participant work sheets.

C Overhead transparency for reporting to full group.

C Overhead transparency pens.

NEGATIVE TOOLS

PARTICIPANT WORK SHEET

CLOSED-BOOK MANAGEMENT	
SHORT-TERM EFFECTS *(POSITIVE AND NEGATIVE)*	**LONG-TERM EFFECTS**

NEGATIVE TOOLS

PARTICIPANT WORK SHEET

LEADERSHIP BY FEAR	
SHORT-TERM EFFECTS *(POSITIVE AND NEGATIVE)*	**LONG-TERM EFFECTS**

Negative Tools

Participant Work Sheet

Coercion	
Short-term Effects *(Positive and Negative)*	**Long-term Effects**

GENERAL THEMES ABOUT THE EFFECTS OF
CLOSED-BOOK MANAGEMENT

1.

2.

3.

GENERAL THEMES ABOUT THE EFFECTS OF
LEADERSHIP BY FEAR

1.

2.

3.

GENERAL THEMES ABOUT THE EFFECTS OF *COERCION*

1.

2.

3.