



# Leadership Principles

A Guide for Trainers

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## 2.0 Objectives

2.0 Objectives		
	Topic	Time in Mins
1	Module Objectives	5
2	Personal Objectives	5
3	<b>Total Time</b>	<b>10</b>

**Session Overview:** This session is designed to cover the objectives of this training program on Leadership Principles. In this module, you will share the program objectives with participants and also understand their expectations from the session.

### Module Objectives

Time: 5 minutes

**objectives** from this program

- Differentiate between Managing and Leading
- Outline the ten essential leadership characteristics
- Summarise Transactional vs. Transformational Leadership
- Apply the Transformational Leadership to articulate compelling vision
- Apply Situational Leadership theory using case studies
- Apply the L.A.S.T theory to unlock the ten leadership characteristics
- Develop two techniques for time management
- Summarise time management its effect on leadership



### What to talk about:

Share the module objectives slide with your participants:

### By the end of this module, you will be able to:

- Differentiate between managing and leading
- Outline the 10 essential leadership characteristics
- Summarise the difference between Transactional vs. Transformational Leadership
- Apply Transformational Leadership theory to articulate a compelling vision
- Apply Situational Leadership theory using case studies
- How to use the L.A.S.T Theory to unlock the 10 essential leadership characteristics
- Develop two techniques for time management
- Summarise time management and its effect on leadership

To achieve the above learning outcomes, we’ll work through a number of exercises and activities that will help you to assess your own leadership style and effectiveness, and come up with ideas to become even more effective as a leader.

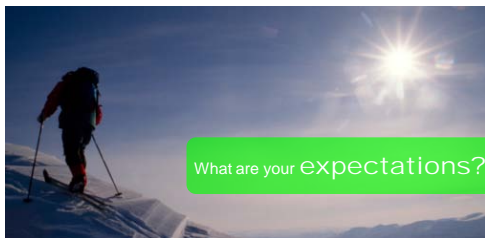


## Exercise: Personal Expectations

Time: 5 minutes

**Ask delegates to write down three personal objectives for the module in their workbooks.**

Remember to return to these expectations at the end of the module to see if they have been achieved.



**What would you like to learn from this lesson?**

1

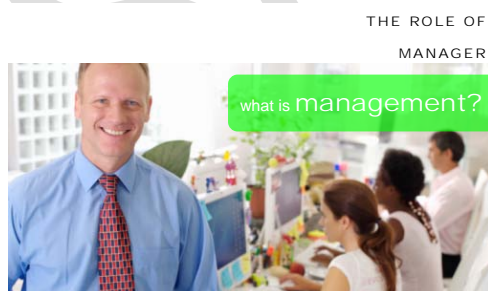
2

3

# 3.0 Management and Leadership

3.0 Management and Leadership		
	Topic	Time in Mins
1	What is Management	10
2	What is Management - Exercise	5
3	What is Management - Review	15
4	What is Leadership - Discussion	20
5	Leadership Qualities - Exercise	5
6	Leadership Qualities - Review	10
7	Trust in Leadership - Exercise	30
8	Trust in Leadership - Review	30
9	Following a Leader	10
10	10 Essential Leadership Characteristics	10
11	Rate Your Leadership Characteristics - Exercise	20
12	Managing vs. Leading	15
13	Summarising Managing vs. Leading	10
14	<b>Total Time</b>	<b>190</b>

**Session Overview:** This session is designed to introduce participants to the basics of management and leadership. They will also learn the 10 characteristics that are essential for a leader, along with the differences between managing and leading.



## What is Management?

Time: 10 minutes



### What to talk about:

- In any business, there are defined roles organised in a management hierarchy and with specific responsibilities.
- The individuals recruited into those roles are required to meet certain performance standards so the entire organisation performs efficiently.
- The team manager is accountable for their team’s performance. To effectively manage performance, the manager must delegate responsibility to individuals in their team.
- The CEO and board set the direction and strategy for the business and delegate responsibility for achieving the business plan down through the management hierarchy. Each manager must decide how best to achieve what he or she is accountable for and put into place appropriate resources and processes.
- The manager’s main task is to monitor and manage those resources and processes to achieve their own performance targets.



### Exercise: What is Management?

Time: 5 minutes

**Ask delegates to write down three of their own daily activities which they would describe as “management tasks”.**

1

2

3



## What is Management? - Review

Time: 15 minutes



### Questions to ask:

- What kind of activities did you write down?
- How do these activities fulfil your objectives as a manager?
- How do these activities fit with the organisation’s goals and objectives?
- How do these activities serve your customers?

You will find that most of the answers should relate to planning, organising, commanding, co-ordinating and controlling.

**Therefore, management can be defined as the process of co-ordinating work activities so tasks are completed efficiently and effectively.**

## What is Leadership?

Time: 20 minutes



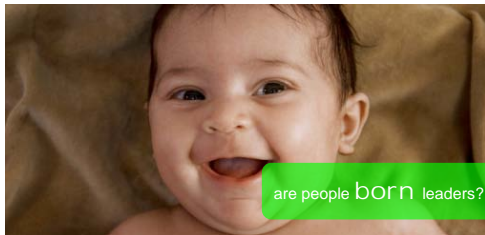
### Questions to Ask:

- What is a leader?



Everyone will have a different view of a leader; some will focus on what a leader does, while others will concentrate on how a leader makes them feel. In general, a leader is someone who has the ability to motivate, and provide employees with guidance on how to perform to their highest potential.

### Do you think leaders are born or made?



There is a misconception that leaders are born but this is incorrect. The good news is that in modern-day leadership it is clear that leaders are definitely made. Later, when we go through the 10 essential leadership characteristics, you will see that these characteristics are developed and nurtured over time through experience. For example; for trust, you need to demonstrate you can be trusted before employees can trust and follow you. Therefore, in the working environment, you earn trust through demonstration and experience.

### Why does an organisation need leaders?



Without leadership, an organisation will have no internal direction. Companies that allow customers or the market to determine their direction end up with their operations spread over too wide a base. Consequently, they lose margin, lose control and, ultimately, go out of business. Therefore, leaders are vital to maintain control of the business.

## □ Should an organisation have only one leader?



Certainly the leadership vision needs to be hierarchical; otherwise the organisation fragments into empires, which can be highly destructive. So the organisation needs elements of leadership at every level, aligned within a common vision. Each manager can have an individual vision for their team that they have personal ownership of, yet which aligns with the greater vision of the organisation as a whole.



### Exercise: Leadership Qualities

Time: 5 minutes



Think of leaders who have inspired you and then write down three of the leadership qualities that you recognise in those people

1

2

3



## Leadership Qualities - Review

Time: 10 minutes



### Questions to ask:

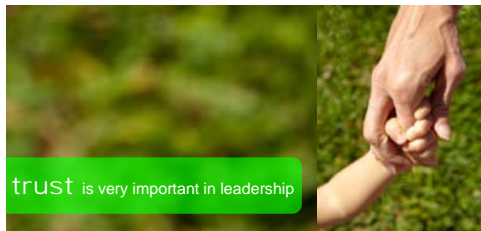
- Describe specific instances of good leadership from your own experience.
- What are the most important qualities in a leader? Essentially, the qualities should all make it more likely that you will enter into uncertain territory.
- What qualities do you need in a leader before you will take a leap of faith?

**You can summarise the answers into “trust”**



## Exercise: Trust In Leadership

Time: 30 minutes



### Aim

The aim of this exercise is to build trust and involves one person leading another across a room. The person being led will have their eyes closed and will need to rely on the leader for guidance.

- No equipment is needed. Do not use blindfolds.
- You will need adequate floor space for this exercise and something like a chair to use as an optional obstacle.
- If you have a large training room, make some space at the front of the room, otherwise you can use a corridor or another room.

## Things to keep in mind

- Avoid using an area where other people will be walking through.
- Ask all delegates to assemble at one end of the room or corridor.
- Divide the group into pairs. If there is an odd number, pair up with one delegate and demonstrate the exercise. Otherwise you can simply describe it and use the first pair to demonstrate it.
- If you demonstrate the exercise, only demonstrate the basics. Avoid giving the delegates too many clues as to how they might complete the task.

## Instructions

1. Designate the two people in each pair A and B.
2. For the first round, A is the leader. B closes his or her eyes and follows A to the other side of the room or to a designated finishing point.
3. No physical contact between the delegates is permitted.
4. The follower can open their eyes if they feel so unsafe that they cannot continue. If they do open their eyes, they should move directly to the finishing line and should not continue to walk the course.
5. If you want to make the exercise more complex, wait until the follower has closed their eyes and then place an obstacle in their way, such as a chair.
6. The course does not need to be complicated because getting from start to finish is not the point of the exercise. The exercise is a mirror for how the delegates approach it, not how they complete it. The course could be a straight line and two metres long and you would learn as much from this as from a complex course with obstacles and twists.
7. Observe how each pair completes the task and be prepared to give observational feedback during the discussion. For example, the leader may give direct instructions such as, "Take three steps forwards", or they may be vague, "Just walk and I'll let you know when to stop". You may want to make notes but, if you do, make sure you keep an eye on the group's safety.
8. When each pair has had their turn, the whole group will be at the other end of the room. Now get A and B to swap roles and repeat the exercise.
9. If the group has an odd number of delegates, pair up with the person you demonstrated with and let them lead you back to the original starting point.

## Safety

- While you need to observe the pairs carefully to give detailed and valuable feedback, you are also responsible for the safety of the group. Do not allow any delegates to treat the exercise as a joke.
- Keep the group away from glass, steps, doors that might open and so on.
- Do not allow anyone to run. If you feel someone is being over-confident, stop them.
- Do not necessarily treat any problem as an admonishment. Instead, use it as an opportunity to give feedback and relate it to a “real life” leadership situation.

**This should be a safe exercise: so remember that you are responsible for safety.**



## Trust In Leadership – Review

Time: 30 minutes



### Questions to ask:

- How did you feel as the leader?
- What did you think your partner needed?
- What kind of instructions did you give?
- Did your partner always do what you expected them to?
- If not, why not?

**Because B could not see during the task, they did not have the same frame of reference as A**

- How did you feel as a follower?
- What did you need from your leader?
- Did anyone open their eyes?
- Did anyone get close to opening their eyes?
- Why?
- What did your leader do to make you feel safe?



## What to talk about:



### Reassurance

The instructions could be perfect but what is generally missing is reassurance. The leader tends to only give information when something changes, i.e. start, stop, and left, right. But the follower needs a constant flow of information. They need to know that the leader hasn't forgotten them.

Therefore, the most important outcome of the exercise and discussion is that the delegates understand that the communication process between a leader and their team needs to contain constant reassurance to create and nurture trust. Instructions are not enough.



### Briefing

Also, note whether any of the leaders took time to communicate with the follower before setting off. For example, they may have said: “We’re going to walk across the room and I’m going to let you know where we’re going, so I’m here with you, making sure you’re safe.”

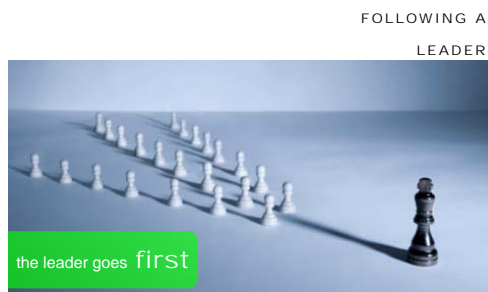


### If they didn’t start with a briefing, ask delegates why not?

Did they assume that because everyone heard your instructions, the leaders didn’t need to brief their partners? Whatever the instructions are, a leader will make them their own. Leaders should not blame senior management or “them” for changes or unwelcome policies. By briefing their partners, the leaders in the exercise take responsibility for the results.

#### Following a Leader

Time: 10 minutes



#### What to talk about:

- In general, people feel they are better leaders than they actually are because their focus is purely on giving clear instructions. But what a leader actually needs to do is to offer reassurance to their followers.
- By definition, a leader goes first. They walk into uncharted territory. Whether that’s a jungle, a new market or a business change project, the leader must demonstrate that it is safe for others to follow.
- Giving instructions only when something needs to be done or has been done wrong is a sign of what is called Transactional Leadership, which will be discussed in the next section.
- Offering a constant flow of reassurance and information, letting people know that it is safe to follow you and building trust are signs of what is called Transformational Leadership, which will be discussed in the next section.

## 10 Essential Leadership Characteristics

Time: 10 minutes



**Use the flipchart or whiteboard to list the answers to this question.**



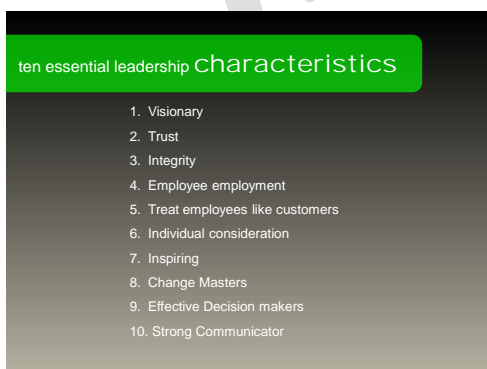
**Questions to ask:**

- What are the characteristics of a great leader?



**What to talk about:**

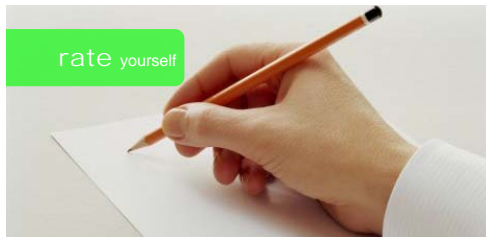
Explain there is a major difference between being able to list these leadership characteristics vs. acting, modelling and preaching them. For example, a leader may think he/she is a strong communicator yet when they provide feedback they use the same style of communication for each member across the team. Therefore, self-awareness is an important process that helps managers identify which area needs improvement.





## Exercise: Rate Your Leadership Characteristics

Time: 20 Minutes



### Aim

The aim of this exercise is to conduct a simple self-awareness test to identify which leadership characteristics need improvement. An effective leader will rate an average of 5. If delegates see any characteristics that fall below 3, this is a warning sign that they need to make changes to reach a 5.

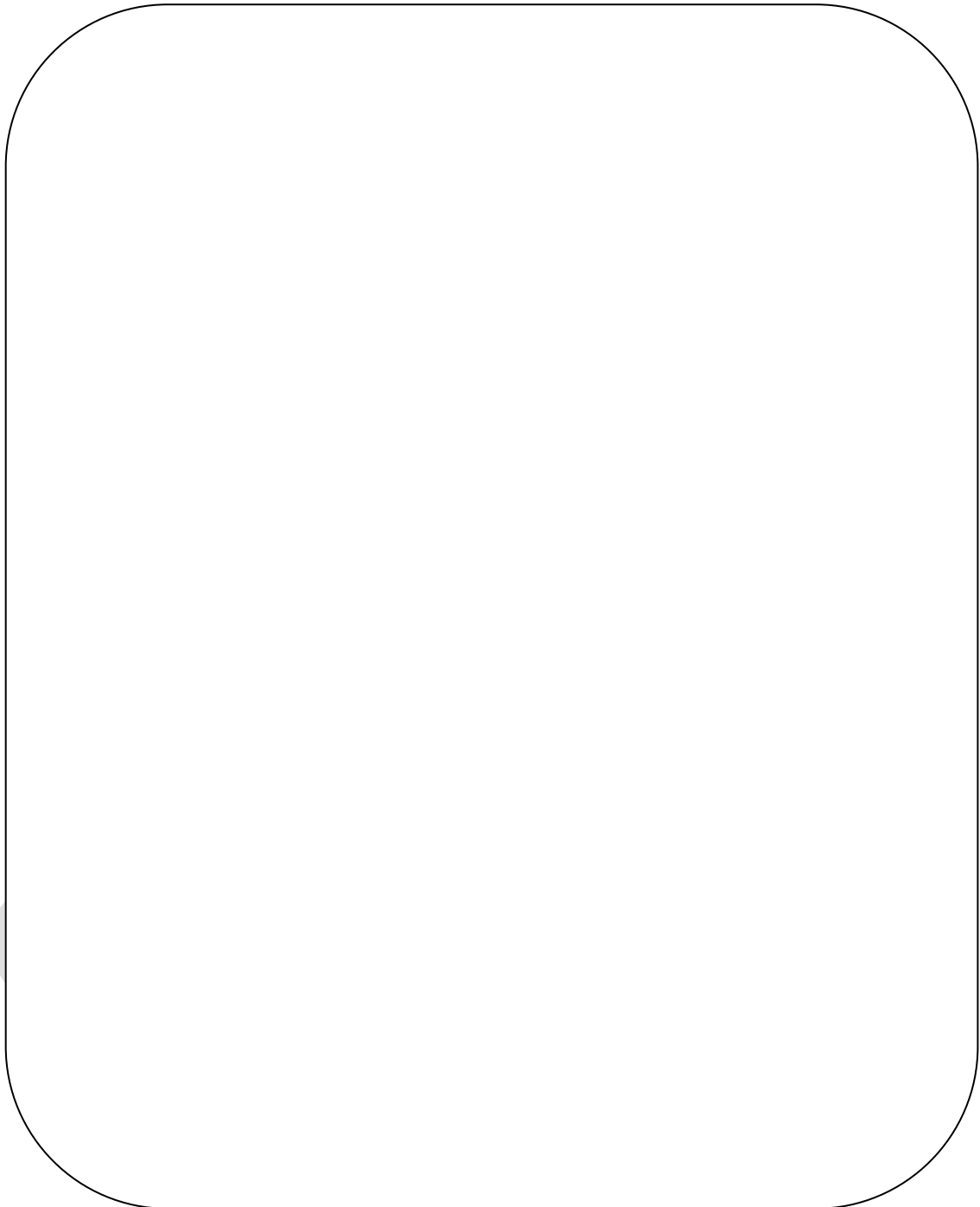
### Instructions

Ask delegates to go through the list of leadership characteristics and rate themselves now and where they want to be in the next six months. Rating scores 1 to 5. 1 = very poor, 3 = average and 5 = excellent

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Characteristic	Description	Now	After
<b>Visionary</b>	You have a vision or team vision; you can articulate it and it is aligned with the organisation’s vision		
<b>Trust</b>	You show your team that it is safe to follow you. You communicate reassurance and walk the walk		
<b>Integrity</b>	You show respect for yourself and others and take responsibility for all your actions. You have strong principles and follow them through in an ethical manner		
<b>Employee Empowerment</b>	You encourage creativity and focus on the end objective rather than the means to achieve it		
<b>Treat employees like customers</b>	According to research from Ken Blanchard, a leader is no longer an authority figure. As a leader you serve your employees, helping them to grow and succeed		
<b>Individual consideration</b>	You have the ability to switch to different leadership styles for different employees and you treat each employee as an individual with their own needs and motivations		
<b>Inspiring</b>	You do not set out to lead and you do not try to impress; instead you inspire others to follow		
<b>Change masters</b>	You recognise the need for change; you adapt to it and support others through it		
<b>Effective decision makers</b>	You make good decisions NOW rather than waiting for a better moment because you know time is a bigger threat to the business than being wrong. You understand that you can make changes as you go along; something does not have to be perfect before you can begin		
<b>Strong Communicator</b>	You communicate personally, clearly and consistently. We’ll work on this more in the Communication module		

**Target a few characteristics that you would like to improve and provide strategies that you would implement in the workplace.**

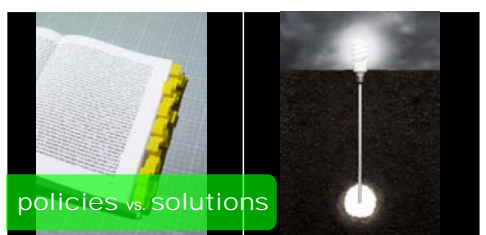
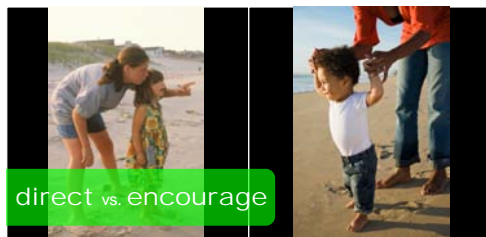


If delegates have trouble coming up with strategies, tell them not to worry because later you'll be exploring and discussing how to unlock the 10 essential leadership characteristics.

## Managing vs. Leading

Time: 15 minutes

Use the following slides to cover the key differences between managing and leading. Ask delegates to come up with a few more on each list to help them further distinguish the difference between managing and leading. Some more examples have been included in the table below.



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## Table Managing vs. Leading

Managing	Leading
<ul style="list-style-type: none"><li>• Monitor</li><li>• Direct</li><li>• Organise employees</li><li>• Give policies and procedures</li><li>• Make decisions for employees</li><li>• Rely on authority</li><li>• Tell</li></ul> <p><b>Possible answers</b></p> <ul style="list-style-type: none"><li>• Delivers the message</li><li>• Having an eye on the bottom line</li><li>• Focus on systems</li><li>• Deals with employees</li></ul>	<ul style="list-style-type: none"><li>• Coach</li><li>• Encourage</li><li>• Inspire employees</li><li>• Gives solutions</li><li>• Involve employee in decision making</li><li>• Lead by example</li><li>• Show</li></ul> <p><b>Possible answers</b></p> <ul style="list-style-type: none"><li>• Inspires the message</li><li>• Have an eye on the horizon</li><li>• Focus on employees</li><li>• Develops employees</li></ul>

Summarising Managing vs. Leading

Time: 10 minutes



### What to say:

- It is possible to manage people effectively without really leading for example using controlling; telling and directing tactics do work but only for a short period of time. Using old management style techniques on employees limits their potential which then has an impact of performance. Good results do not necessarily mean employees are happy at work or their strengths are being used in the right areas to increase organisational performance. There’s no such thing as organisations achieving high performance and low morale. Organisations can only sustain high

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performance and low morale over a short period of time and then scratch their heads, wondering why staff turnover is so high.

- To compete and keep up with today’s competitive market, the days of managing employees should be consigned to history. The most effective way to manage employees in today’s market is through leading. Therefore, it is essential that modern-day managers possess the appropriate leadership characteristics. By introducing a leadership component within your role, you will dramatically boost performance and morale.

SAMPLE