

## **Handouts—Module 7**

### **Teamwork Leadership Approaches and Gender**

- 1. Self-Assessment on Leadership Approaches (p. 7-16)**
- 2. Two Approaches to Leadership (p. 7-17)**
- 3. Basic Gender Concepts (p. 7-18)**
- 4. Understanding Roles in Teamwork (p. 7-20)**
- 5. Observer Format of Roles in Teamwork (p. 7-21)**

## SELF-ASSESSMENT ON LEADERSHIP APPROACHES

**Instructions:** Please read the statements below and circle 1, 2, 3, or 4 to indicate how often you use this approach when you work in a group. Only choose one number for each set of 1-4. For example: If you take responsibility for leading the group to results most of the time, you would circle 4 in the first row.

*In the groups I work with...*

I share responsibility for leading for results with group members		I take responsibility for leading the group to results	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I focus on involving people in the work		I focus on accomplishing goals in the work	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I influence others to get resources		I make decisions about resources	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I involve the team to create a shared vision		I set and communicate a clear vision to the team	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I involve the group in identifying and analyzing problems		I analyze and solve problems for the group	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I work to maintain relations in the group		I work to ensure the rules and standards are followed	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I resolve conflicts by discussing how we can best integrate different viewpoints		I resolve conflict by identifying the best point of view	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

### Scoring:

Once you have circled one number for each row, look at your results and see whether you have more circles on the shaded side of the worksheet (more 1s and 2s) or on the unshaded side (more 3s and 4s).

If you have more circles on the shaded side of the worksheet, you tend to use the relational leadership style. If you have more circles on the right side, you tend to use more the positional style. To learn more about the two styles, refer to your handout *Two Approaches to Leadership*.

## TWO APPROACHES TO LEADERSHIP

—Relational leadership depends on the strength of one's relationships  
 —Positional leadership depends on one's position of authority

RELATIONAL LEADERSHIP	POSITIONAL LEADERSHIP
<p>RELATIONAL LEADER <b>Relation to the group</b></p> <p><i>A leader is seen as a member of the group</i></p> <p>Leading is an activity that can shift among group members</p> <ul style="list-style-type: none"> <li>■ Involvement and development of people</li> <li>■ Maintenance of relationships</li> <li>■ Shares responsibility</li> </ul>	<p>POSITIONAL LEADER <b>Relation to the group</b></p> <p><i>A leader is seen as separate from the group</i></p> <p>Leading is dependent on a position of authority</p> <ul style="list-style-type: none"> <li>■ Concern for goal/task accomplishment</li> <li>■ Commitment to duties, organized, efficient</li> <li>■ Delegates responsibility</li> </ul>
<p>RELATIONAL LEADER <b>Resources</b></p> <p><i>A leader may influence, but does not control the use of resources</i></p>	<p>POSITIONAL LEADER <b>Resources</b></p> <p><i>A leader controls access to resources and maintains and authority over their use</i></p>
<p>RELATIONAL LEADER <b>Setting Direction</b></p> <p><i>A leader facilitates the joint creation of vision and direction</i></p> <ul style="list-style-type: none"> <li>■ Acts to integrate and incorporate all views</li> <li>■ Listens well</li> </ul>	<p>POSITIONAL LEADER <b>Setting Direction</b></p> <p><i>A leader sets and communicates vision and direction</i></p> <ul style="list-style-type: none"> <li>■ Acts as trusted representative</li> <li>■ Communicates vision well</li> </ul>
<p>RELATIONAL LEADER <b>Problem Solving</b></p> <p><i>A leader shares relevant knowledge so that the group can generate and test ideas and hypotheses</i></p> <ul style="list-style-type: none"> <li>■ Uses intuition and relationships to understand situations</li> <li>■ Connected learner: steps into situations to understand them</li> </ul>	<p>POSITIONAL LEADER <b>Problem Solving</b></p> <p><i>A leader acts as the problem identifier and solver</i></p> <ul style="list-style-type: none"> <li>■ Uses data to identify solutions to complex problems</li> <li>■ Uses good analysis to offer solutions</li> <li>■ Objective learner: steps back to understand</li> </ul>
<p>RELATIONAL LEADER <b>Ethics</b></p> <p><i>A leader's main emphasis is on care and responsiveness</i></p> <ul style="list-style-type: none"> <li>■ Concern for maintenance of relationships</li> <li>■ Takes account of the particular context</li> </ul>	<p>POSITIONAL LEADER <b>Ethics</b></p> <p><i>A leader's main emphasis is on fairness, rules, and contracts</i></p> <ul style="list-style-type: none"> <li>■ Concern for standards, external principles</li> <li>■ Justification by external standards</li> </ul>
<p>RELATIONAL LEADER <b>Conflict resolution</b></p> <p><i>A leader helps resolve conflict by integrating different points of view</i></p> <ul style="list-style-type: none"> <li>■ Emphasizes dialogue</li> <li>■ Works together to resolve differences</li> <li>■ Seeks to find a different solution, rather than one proposed by either side</li> </ul>	<p>POSITIONAL LEADER <b>Conflict resolution</b></p> <p><i>A leader helps resolve conflict by compromising on different points of view</i></p> <ul style="list-style-type: none"> <li>■ Emphasizes logic/argument/proof</li> <li>■ Seeks compromise among individual perspectives</li> <li>■ Promotes his/her own point of view</li> </ul>
<p>RELATIONAL LEADER <b>Outcomes</b></p> <p><i>Outcomes may be more sustainable, but encouraging participation and shared accountability may require more time.</i></p>	<p>POSITIONAL LEADER <b>Outcomes</b></p> <p><i>Desired outcomes may be achieved more rapidly and efficiently, but there may be less shared accountability and participation in problem solving.</i></p>

Adapted from: Bragar, Joan, "Effective Leadership Practices for Managers, Balancing Interdependence and Autonomy," Harvard University, 1990.

## BASIC GENDER CONCEPTS

### Sex:

Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitalia. (USAID March 2012 Gender Equality and Female Empowerment Policy)

### Gender:

A culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements and obligations associated with being female and male, as well as the power relations between and among women and men, boys and girls.

The definition and expectations of what it means to be a woman or girl and a man or boy, and sanctions for not adhering to those expectations, vary across cultures and over time, and often intersect with other factors such as race, class, age and sexual orientation. Transgender individuals, whether they identify as men or women, are subject to the same set of expectations and sanctions. (OHA/PEPFAR, modified from IGWG)

Statements clarifying concept of gender and sex	Category		Justification/Reason
	Gender	Sex	
Women are the weaker sex.			
Most men are taller than women.			
Women give birth, men do not.			
Girls are gentle, boys are tough.			
Women are the primary caregivers for the sick and the old.			
Only men can produce sperm for reproduction.			
Men do not cry.			
Women are more loving and caring than men.			
The role for a man is to be the breadwinner and head of the family.			
Men think and act more rationally than women.			
Women can breastfeed; men can only bottle feed.			
Women can menstruate; men cannot.			
Many women do not make decisions freely, especially regarding sexuality and relationships.			
Men's voices change with puberty.			
Men do not need tenderness and are less sensitive than women.			
Women get paid less than men doing the same work.			

## BASIC GENDER CONCEPTS, CONTINUED

### Gender Equity:

The process of being fair to women and men, boys and girls. To ensure fairness, measures must be taken to compensate for cumulative economic, social, and political disadvantages that prevent women and men, boys and girls from operating on a level playing field. *(IGWG training resources)*

### Gender Equality:

The state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources. Genuine equality means more than parity in numbers or laws on the books; it means expanded freedoms and improved overall quality of life for all people *(IGWG training resources; USAID Gender Equality and Female Empowerment Policy)*

### Gender-based Violence:

In the broadest terms, “gender-based violence” is violence that is directed at individuals based on their biological sex, gender identity, or perceived adherence to culturally-defined expectations of what it means to be a woman and man, girl and boy. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private.

Specific types of GBV include (but are not limited to) female infanticide; early and forced marriage, “honor” killings, and female genital cutting/mutilation; child sexual abuse and exploitation; trafficking in persons; sexual coercion, harassment and abuse; neglect; domestic violence; economic deprivation, and elder abuse.

### Empowerment:

Expansion of people's capacity to make and act upon decisions affecting all aspects of their lives - including decisions related to health - by proactively addressing socioeconomic, and other power inequalities in a context where this ability was previously denied. Programmatic interventions often focus specifically on empowering women, because of the inequalities in their socioeconomic status. *(Adapted from Naila Kabeer's definition of empowerment)*

### Men's Engagement:

Men's engagement is a programmatic approach that involves men and boys a) as clients and beneficiaries, b) as partners, and c) as agents of change, in actively promoting gender equality, women's empowerment and the transformation of inequitable definitions of masculinity. In the health context, this comprises engaging men and boys in addressing their own, and supporting their partners' reproductive, sexual and other health needs. Men's engagement also includes broader efforts to promote equality with respect to caregiving, fatherhood, and division of labor; and ending gender-based violence.

## UNDERSTANDING ROLES IN TEAMWORK

There are four roles in teamwork. These roles can be played at different times by different people.

- INITIATE:** ➤ start action, propose new ideas
- FOLLOW:** ➤ accept the idea or proposal for action and support it actively
- OPPOSE:** ➤ question the direction
- OBSERVE:** ➤ watch what is going on

Role	Productive	Non-Productive
Initiate	■ Gets action started	■ Dominates
Follow	■ Supports implementation of action	■ Mindlessly agrees
Oppose	■ Thinks critically	■ Obstructs
Observe	■ Reflects and gives feedback	■ Acts passively

## OBSERVER FORMAT OF ROLES IN TEAMWORK

Observe the interaction of team members. Each time they participate, put an X in the appropriate column, depending on what kind of role they are playing—initiate, follow, oppose, or observe. Use the column on the right to comment on specific behavior you observe from each member and note how it affected the team dynamic.

	Team member name	Initiate	Follow	Oppose	Observe	Observations
1						
2						
3						
4						
5						
6						



**USAID**  
FROM THE AMERICAN PEOPLE

**LEADERSHIP, MANAGEMENT  
& GOVERNANCE PROJECT**

*Inspired Leadership. Sound Management. Transparent Governance.*

