



THE COUNCILLOR AS LEADER



Handbook 12

Training for Elected Leadership
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FOREWORD

As shown by results of training needs assessments conducted by the United Nations Centre for Human Settlements (Habitat), training needs of local government elected officials (councillors), or of local politicians, appear among the most urgent world-wide and, at the same time, the least attended areas of capacity-building for local development and municipal management.

In the last few years, a number of countries as varied as Nepal and Poland or Uganda and Paraguay have embarked for the first time in several decades, and in some cases for the first time ever, on a process of electing their councillors and mayors. Training needs of local-government elected officials are also at the top of the agenda in established municipal democracies such as Ecuador, India, and the United States of America.

To respond to these needs, the United Nations Centre for Human Settlements (Habitat) has developed and tested a series of training handbooks to assist councillors to represent the citizens, provide civic leadership and effectively work with central government and with the management, technical, and professional staff in local authorities and other local institutions. The handbooks cover policy and decision-making, communication, negotiation and leadership, attending, managing and conducting meetings, councillors' enabling and facilitating activities, financial management and other related needs.

This handbook, *The Councillor as Leader*, is one of the series of 12 and is intended for use primarily by trainers in national training institutions for local government or training units within local governments themselves. As an additional assistance for trainers using these handbooks, the United Nations Centre for Human Settlements (Habitat) has published a companion *Trainer's Guide for Training of Elected Officials* containing trainer's notes and information prepared exclusively for the benefit of these trainers in planning workshops for local elected officials based on the handbooks.

It is expected that this training handbook will contribute greatly to strengthening the capacity of local governments through the introduction of good leadership practices, one of the major objectives of the 1996 United Nations Conference on Human Settlements, Habitat II.

I wish to thank Dr. Fred Fisher and Mr. David W. Tees for preparing this and other handbooks in the series in collaboration with the staff of the United Nations Centre for Human Settlements (Habitat) Training Section within the Centre's training programmes supported by the Government of the Netherlands. I also wish to acknowledge the contribution of the trainers and local-government officials in Costa Rica, El Salvador, Kenya, Lithuania, Romania and Uganda who assisted in the field-testing of these training materials.

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United Nations Centre for Human Settlements (Habitat)



Ceremonial hat worn by Eastern European mountain herdsmen

ABOUT THE HAT

The hat worn by the figure to the right and shown on the pages to come was selected to symbolize the councillor role featured in this handbook.

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HOW TO USE THIS HANDBOOK

This training handbook on *The Councillor As Leader*, like other handbooks in the series, can be used in several ways.

Self-study

The essay that opens this handbook is intended for self-instruction. All you need is a quiet place to think, some time, and something to write with. For best results, we encourage you to write down your answers to the questions raised from time to time in the essay. The learning value of the information is multiplied many times for the reader who takes the time to do this.

Workshop training

The trainer's notes and exercise materials in this handbook are intended for use by experienced trainers in a training workshop for councillors from different local governments. We have included various types of learning activities and formats to provide trainers with considerable flexibility in adapting a workshop to the specific needs of participating councillors. It has been our intention in developing this handbook to encourage you to incorporate your own experiences as a trainer to heighten the learning value of these training materials for participating councillors.

As a trainer, you may decide to use the materials in the handbook in the exact order and manner presented. If you prefer, however, you may rearrange or modify the materials as needed to meet the objectives of a particular training situation. You may choose to offer three hours of training by using key exercises and activities included in the handbook. Or you may take advantage of the many materials in the handbook supplemented by content of your own to extend the length of the programme to a full day.

This handbook is one of 12 in a series for training in elected leadership. You might decide or be requested to provide a workshop that requires you to use more than one or all of these handbooks over a longer period of time. While each handbook can be used independently of the others, their use in sequence can provide a powerful, unified learning experience for participating councillors.

Team training

These materials also can be used, preferably with the assistance of an experienced trainer/facilitator, to improve the performance of councillors who se together on the same governing body. When training councillors who serve together, we believe the facilitator must be prepared to organize the training activities in this handbook in different ways. There may be occasions where you, as facilitator, will choose to add new activities depending on the situation and the characteristics of the group. We hope in situations like these you will view this handbook as a "tool kit" containing many optional training ideas to be mixed and matched, modified or abandoned, as suggested by the situation.

You have many options to choose from with these training handbooks. We hope you take full advantage of them.

PART I

ESSAY

The Councillor as Leader

Definition

The councillor, in the role of LEADER, exercises all of the roles at his or her command to help bring about positive and significant changes in the lives of constituents and the community.

Summary

We will be putting the capstone on your roles as an elected local official in this final training package. While we believe the combination of the previous 10 roles, when carried out with diligence and commitment, will mark you as a community leader, leadership is much more. We will point out some ways these individual skills and experiences, when put together, can ensure your place in the community's honour roll of those who got things done.

Reflection

When I think of myself as a leader, the following things come to mind:

1. _____
2. _____
3. _____

Concepts and Ideas

John Gardner reminds us, "Leadership is not tidy." For example, decisions are made and then revised or reversed. Misunderstandings are frequent, inconsistency inevitable. Achieving a goal may simply make the next goal more urgent; inside every solution are the seeds of new problems. And as Donald Michael has pointed out, most of the time most things are out of hand. No leader enjoys that reality, but every leader knows it. ⁽¹⁾

Sound familiar? Probably. The role of the public leader is so much more difficult and complex than that of a 'leader' in the industrial or commercial world. Much of the challenge and uncertainty involved in being an elected official in this day and age is the tremendous change that is taking place at all levels of society - from the neighbourhood to the global community. It sometimes matters very little whether the change you are experiencing takes place in your backyard, or half way around the world. The impact may be equally swift and critical to your community's well-being in the long run.

Leadership involves managing many roles

As we developed these training materials, we were constantly reminded that the degree to which success in carrying out each of these roles is dependent in some way on all of the others. Or, to put it a bit differently, there is an interdependency in just about everything you do. Having an intuitive sense that everything is connected to everything else may be another one of those skills we haven't talked about that is nevertheless critical to community leadership. Let's see if we can spin out a few examples of how this interdependence is experienced.

1. If you decide to help others do what needs to be done in the community without committing local-government resources directly to the effort (e.g., enable poor single parents to build low-income housing), you may also need to wear some other hats to make it happen. For example:
 - Establish a new council policy regarding the use of private resources and initiatives;
 - Use your "connection" power to see that the right organizations are committed to helping these individuals get access to appropriate technologies and low-cost materials; and
 - Negotiate acceptable standards of performance between those who will do the building and their neighbours.
2. Or you may want to increase revenue from property taxes by carrying out a reassessment of all old properties and by adding new construction to the property tax rolls (thus exercising your financier role). In order to accomplish this goal you may need to:
 - Facilitate a number of community meetings where you know there will be conflict over the council's intentions to carry out such a programme;
 - Use your information power to inform the community of the need for such a programme and the long-term consequences if the council doesn't take the necessary action; and
 - Make some difficult decisions about property rates for various types of structures.
3. In overseeing the implementation of a new sanitary landfill operation, you realize there is a problem with hazardous waste coming from the city's largest industry. You realize that any successful solution to this problem will require:
 - The enactment of a more comprehensive policy on the disposal of various kinds of solid wastes;

- Meetings with various experts and industrial leaders to understand better the ramifications of addressing this complex issue (your communicator role); and
- Negotiating with the Ministry of Environmental Protection to provide ongoing inspections of hazardous wastes at the dumping site.

Such a problem may require making decisions about financing the handling of these wastes. You may want to consider contracting with the private sector to enable them to address this problem. If it is impossible to facilitate a mutual resolution to this difficult problem, you may have to take punitive action against the owners of the industry (using coercive power).

As you can see, the leadership role will test your ability to bring to bear all of the skills and behaviours we have been discussing in these training packages. It is not a question of doing one thing or performing one role at a time. It is the ability to think and act systemically about the multitude of challenges that come crashing down on councils in this era of rapid change. To think in systems terms is not nearly enough. Councillors, as community leaders, must also be able to act in these terms as well.

What do we mean by "acting in systems terms?" While it is difficult to explain in a few words, it is making decisions and implementing them in full recognition of the concepts and reality of mutually causal relationships, the interdependence of our actions, and the dynamic equilibrium of complex systems. Or, to put it more simply (recognizing that we may not fully understand what that last statement means even though we just made it!), every action the council takes will be visited by reactions, many of which will be unintended and unexpected. This means you must think beyond the boundaries of your own actions, to speculate what will be set in motion as a result of your actions, and be prepared to act again. Systems acting, as an integral aspect of leadership, is the ability to successfully ride the Wave you are making. We believe it is akin to what the late, great tightwire aerialist, Karl Wallenda, meant when he said, "*Being on the tightrope is living; everything else is waiting.*"

Reflection

Identify a time when you took a leadership role as a member of council and jot down a few of the most important aspects of the event. Think about the various roles we have discussed in these training packages. Which of these roles did you perform when taking an overall leadership role in the situation you have identified? If you had an opportunity to relive that situation, what would you do differently? What are your greatest leadership qualities? How do you think you could increase your leadership ability, given the various behaviours associated with elected leadership? Are there other behaviours you think are important that haven't been covered in these materials? If so, what are they?

Inspiring shared visions

In the handbook on *The Councillor as Policy-maker* we discussed the importance of goal-setting and long-range planning but may not have stressed its importance nearly enough. Goal-setting, if done within the context of present-day reality, is not enough. The context within which you, as a community leader, make your decisions is changing so rapidly that merely keeping current is a sure recipe for falling behind.

What is required is the ability to think in terms of what some call inspired, shared visions. Let's take a closer look at this responsibility. The concept of visioning is the ability to think of the future in terms of what needs to be done now to cope successfully with what we think that future will bring. For the local elected leader, it is the capacity to plan for the future in concrete ways, to make incremental decisions that set the foundation stones for community problem-solving in a way that they can be adjusted, or moved if necessary, to meet the needs and challenges of emergent reality

To be inspired, these visions must evoke thoughts of excellence from the community, to establish higher levels of achievement for the community. Inspired visions provide guidance and direction to a future that is uncertain but nevertheless ensured because the community has prepared the groundwork to deal with the future as it unfolds. These inspired visions gain saliency and strength when they are not only shared but evolve out of sharing.

There is an old adage that the leader is only as effective as those who follow. Leadership requires followership, and the critical variable in visioning is purpose. James MacGregor Burns, who has spent a professional lifetime studying leadership, stresses the importance of the transactional relationship between leaders and followers.

I define leadership as leaders inducing, followers to act for certain goals that represent the values and the motivations - the wants and needs, the aspirations and expectations - of both leaders and followers. ⁽²⁾

The genius of leadership, according to Burns, lies in the manner in which leaders see and act on their own and their followers' values and motivations.

Inspired visioning is the ability to see your own values and motivations and those of your followers. Inspired leadership is the ability to act on those values and motivations with courage and -conviction.

To lead the people, walk behind them

- Lao-Tzu

Long-term; pro-active

Leadership encompasses long-term planning and short-term activities to ensure those long-term plans. Capital investment planning and acting are based, in part, on the physical necessities of those who live in the future and their willingness to share the burden of investments you make on their behalf in the present. They are, in many ways, acts of faith. But, it is important for elected leaders to think and act long-term and to be pro-active in their decisions. Reactive decisions are often necessary to "fix" something that wasn't done right in the first place, or has worn out through use, or needs attention for one reason or another. Pro-active decisions are those that fix problems before they happen, or maintain things so they won't need to be replaced (at least replaced before they should be).

These sound like menial tasks to be considered as part of leadership, but leadership is the ability of ordinary people to do extraordinary things. In most communities, the ability of councillors to think and act long-term and be pro-active in their decision-making are often extraordinary acts of courage and leadership. Everyday problems have the capacity to grind down even the best intentions of mere mortals, including those elected to local office.

If nobody paddles, the boat will drift

- Mongolian proverb

Representation

Representing your constituents and the community are at the centre of local elected leadership functions. They may also be among the most difficult to balance with your other responsibilities. Have you ever stopped to think about who it is that you represent on council? Do you represent the business community? The church? The area of the city where you live? A very narrow interest such as the landlords in the community? The economically disadvantaged? Or who? Sometimes councillors are supported financially by a few individuals who expect their interests to be protected. There are a small minority of councillors who seem to represent only their own narrow interests, to exploit the office for individual gain.

Leadership on local councils must always be equated with the needs of the larger community. And yet, this is easier said than done. First, there is the problem of defining the greater community good. In many ways, that "community good is subjective. Different interests often define the public good differently. One way to test whether what you are doing is "community wide" is to stop and ask yourself the following questions. Who will benefit from this action? Does the benefit justify the use of public resources? Are there individuals who will be hurt by this action? If you were standing on the sidelines as an ordinary citizen watching this decision being rendered by council, what would be your reaction? Would you see ' it as a communitywide investment, or simply a means of supporting a narrow band of special interests the community? Leadership requires that kind of scrutiny if it is to stand the test of time.

Secondly how do you represent those segments of the community that you don't know well, for whatever reason? Perhaps they are an ethnic minority that is outside your life experience? Or the physically handicapped? Or members of the opposite gender? Or those with different lifestyles? One of the best leadership tacts is to interact with these special sub-communities within the larger community. Better yet, to think of ways the entire council can interact with them. Otherwise, you may be fighting an uphill battle alone to see that their needs are represented. You may also be seen by your colleagues as someone who has exchanged one narrow constituency for another.

Thirdly, there may be opportunities to represent higher values than have been the norm in your community. Some local governments get caught in a web of corruption and misdeeds that is seemingly impossible to break out of. We have no special counsel for you around these kinds of problems. They are admittedly difficult and can sap the vitality of the community quicker than anything else. Perhaps the best advice we can give is for you to model the kind of behaviour you believe is synonymous with trusted leadership. Being a role model for others may be your best defense against the spread of misdeeds among your colleagues.

The second line of defence against this kind of behaviour in the council is to develop a network of like-minded people who are willing to stand up and be counted when it is obvious their collective voices can make a difference. Perhaps your worst enemy in these kinds of situations is the feeling that everyone does it, and, as a consequence, you accept this kind of verbal tyranny as your guiding proposition. Check it out. There may be a growing realization that corruption is destroying the strength and vitality of the community and, therefore, must be addressed, not as a moral or ethical concern (although this is the best offence) but because it's bad for business, bad for the support of needed social services, and bad for the long-term development of the community. Representation that grows narrow with time, that caters only to those special interests that can pay for it (in a variety of ways), is the kind of cancerous growth that is difficult to root out in most communities. Sometimes it is only responsive to the brand of radical surgery that can be practiced only at the ballot box. Leadership is a sacred trust, and representing all the people of your community is an integral part of that trust.

Enabling others

The least understood dimension of leadership is what some might call selfless leadership, that which reaches out to others with little concern for personal gain. Two aspects of this kind of leadership, covered in other handbooks (*The Councillor as Power Broker* and *The Councillor as Enabler*) are relevant to this discussion. Power brokers are at their best when they are infusing others with the power that they might rightfully harbour as their own. The persons who possess information or expert power, for example, are exerting a special kind of leadership when they are imparting those power resources to others in a selfless manner. When the enabler clears the way for others to break the bonds of dependency, whether it is poverty, ignorance, stereotyped behaviour, or the denial of basic human services, he or she is bringing to the community the highest quality of leadership there is. The elected leader who enables or empowers others within the community to play a more significant role is truly a leader.

Delegation: enabling in the organization

One of the scarcest management behaviours in local governments around the world is delegation. And yet, delegation is one of the most valuable resources managers have available to get things done and, we might add, to develop the human resources of the organization. Often managers don't delegate because they say their subordinates aren't capable to assume the additional responsibility. On the other hand, subordinate personnel may not be capable because they've never been given the opportunity to assume the additional responsibility.

You may be saying that delegation is a management issue and not appropriate to councillor training. Yes and no. We believe some councils don't delegate enough authority to their staff. In this sense, delegation is directly appropriate as an area for exploitation by the council. And, most local governments could perform more services better if they optimized the involvement and capacity of their staff, from the chief executive officer down to the street sweeper. While this is largely a managerial responsibility, the council can encourage this kind of behaviour at all levels of the municipal organization.

Getting visions to stick

Perhaps the greatest challenge for leaders is to get things done that they said needed doing to improve the community. Implementing visions is never easy and rarely quick. One of the great learnings of many leaders is the realization that you don't have to own a resource to use it or operate a programme to ensure that it becomes available for the citizens of the community. Many potential leaders confuse control with power. What they often overlook is the wide range of latent resources that are available within their communities.

The other resource that often remains underutilized in many communities is the local-government organization itself. Three strategies can increase the effectiveness of the staff in helping local leaders implement their visions. They are:

1. To involve the key officers very early in the planning of new ventures;
2. To provide the necessary resources required to implement them, including the authority, responsibility and freedom to carry on; and,

3. To constantly challenge the status quo, your own tendency to find assurance in it and the organizations capacity to hide behind it when changes are obviously required to keep pace with community needs and demands.

Transparency and accountability

We were just talking about the importance of vision to leadership. Vision comes easier to local governments that practice transparency. Transparency is openness in decision-making, a willingness to share information about the council's actions, and an open-door policy concerning the planning and management of local programmes and services. Transparency is important for both elected and appointed leaders and the way they operate in relation to their constituents. With transparency comes greater accountability. These virtues of public leadership are mirror images of each other. Practice one and the other comes at a fraction of the cost and twice the benefits - to you and the community you represent.

Nurturing leadership in your wake

Finally, the visionary leader nurtures the development of new leaders. Community leadership can and should be home-grown. But, it takes deliberate action on the part of those who now hold the reins of community leadership and responsibility. We want to end this series of leadership learning opportunities by asking you to reflect on your own efforts to nurture the next generation of leaders for your community.

Reflection

Can you name some of the next generation of individuals you believe will serve your community? What are you doing, personally, to help nurture this new cadre of leaders? Do they include: women? the economically disadvantaged? ethnic minorities? others who are rarely given the opportunity to contribute to the leadership needs of your community?

Identify two or three individuals in your community who you believe can represent the future generation of leadership and make a commitment to involve them more directly in the governance of the community. List their names below and state what you plan to do to get them involved:

Future Leaders	Actions Planned
1.	1.
2.	2.
3.	3.

When there are no eagles, the grasshopper says, "I am an eagle"

- Malaysian proverb

Key points

- Leadership is not a tidy business. Things rarely go as they are planned, even when you are in "control."
- The Chinese character for change is "dangerous opportunity," an apt description for your most formidable challenge.
- Leadership involves wearing all the hats discussed in this series of learning events - and many more.
- Leadership is at its best when you wear more than one hat at a time.
- Since everything is connected to everything else, the leader must look beyond the immediate problem that is

being solved to see what other problems he is creating.

- Leadership requires vision, getting others to help create those visions and inspiring them to make these visions become reality.
- Effective leaders are pro-active; they also think and act long-term.
- Representing all the community is at the heart of a councillor's leadership responsibilities.
- Local leaders enable and empower others to share community burdens, opportunities, and rewards.
- Many potential leaders confuse control with power.
- Effective leaders nurture future leaders.

References

⁽¹⁾ Gardner, John W., *On Leadership* (New York, The Free Press, 1990), p. 22.

⁽²⁾ Burns, James MacGregor, *Leadership* (New York, Harper & Row, 1978), p. 19.

PART II

WORKSHOP

The Councillor as Leader

OVERVIEW

Purpose

Leadership in local, elected office is knowing the right thing to do and doing it in such a way that others are inspired to do the same. It is the central theme of the handbooks in this series that elected leadership is the committed and moral performance of council work in the 11 councillor roles. Put another way, leadership is the heart and soul of council work - the capacity to envision and articulate high, noble purposes and stir the imagination of others. Leadership can feed the will of people, challenging leaders, as John Gardner puts it, "to cheerfully act against the odds when they believe strongly enough".

This workshop is to clarify the leadership role of the councillor and encourage the regular exercise of leadership behaviour. Participants will identify their individual strengths and weaknesses in carrying out 11 roles associated with the elected leader in local government. They will be given an opportunity to reflect on their past councillor performance and make commitments to be the best they know how to be in service to their constituents.

The people believe that just because I am important there is nothing that I can't do. If I don't do some thing for them they say that I am either mean to them or that I am a weak leader and they should and another. Our people have no idea at all how hard it is to do anything.

- Burmese politician

Contents

A brief description of each learning activity is shown below with an approximation of the amount of time required. If you wish to change the order, to omit something, or to add training material of your own, feel free to do so.

12.1 Warm up exercise: what leaders do

Participants recall and reflect on a situation in which they or another councillor exercised leadership and the role or roles being played in the situation. Sharing of ideas about the nature of local, elected leadership. (30 minutes)

12.2 Case study: an ethical dilemma

Participants read a case about a councillor who discovers that a popular colleague and friend is using his office of mayor for personal gain. Discussion. (45 - 60 minutes)

12.3 Trainer presentation

Brief presentation on the councillor as elected leader drawing from material from the preceding essay and the trainer's personal experience with leadership theory and practice. The focus of the presentation is on leadership as it is carried out through councillor performance in various roles. Special attention is paid to the leader as a vision giver and one who represents in his or her personal and professional dealings the highest values to which the community can aspire. (30 minutes)

12.4 Instrument: your elected leadership performance

Participants complete and score an instrument to aid them in assessing their current performance as elected leaders. Self-interpretation of scores and planning for use of the results for improved councillor performance. (45 minutes)

12.5 Consultation and skills transfer

Working in groups of three, participants discuss their personal plans for improved councillor performance and assist one another in thinking through the pros and cons of what they are proposing to do. (90 - 120 minutes)

Note: If time permits, and particularly if the workshop on leadership is being used as part of a one- to two-week programme focused on all 12 handbooks, participants might be asked to compose and present five-to ten-minute presentations on their councillor self-improvement plans. This activity could require several hours. We believe the extra time is well worth it. The probability that workshop participants will implement their plans increases as they make public commitments to them.

12.1 Warm-up Exercise: WHAT LEADERS DO

Time required: 30 minutes

Objective

This exercise is to stimulate participants to recall and think about their own leadership performance or the leadership performance of another council member in a specific situation and to relate it to one or more of the councillor roles.

Process

Distribute a critical incident worksheet (on the next page) and ask participants to complete it following the instructions.

When participants have completed the worksheet, engage them in a discussion of the following questions:

1. What was it about your actions or behaviours in this situation that made you think of yourself as a leader?
2. What is it about a person that causes us to describe him or her as a leader?
3. How might we distinguish the behaviour of leaders from the behaviour of managers?
4. How does leadership in elected office differ from leadership in the world of private business, athletics, religion, the military or any other field?

A CRITICAL INCIDENT IN COUNCIL LEADERSHIP

Recall a time when you or another councillor behaved as a leader while serving as a member of council. Jot down a few of the most significant aspects of the event in the space below. Think about the various roles that councillors are called upon to play (policy maker, decision maker, enabler, communicator, negotiator, facilitator, overseer, power broker, institution builder, financier). Which of these roles were you playing when you were exercising leadership in this situation? What was the outcome of the situation and how did your performance influence the outcome? If you had an opportunity to relive the

situation, what would you do differently? What, if anything, is keeping you from being the council leader you are capable of being?

12.2 Case Study: AN ETHICAL DILEMMA

Time required: 45-60 minutes

Objective

This case is to help participants recognize that leadership (doing the right" thing) can be uncomfortable at times and even make one vulnerable as an elected official.

Process

Give participants a copy of a case study called An Ethical Dilemma (see the next page). Ask them to read the case and the questions that follow it.

When participants have completed the reading, divide them into four small groups. Ask them to discuss the questions and agree on an answer to each of them that represents the collective thinking of the group. Tell them they will have 30 minutes to finish the task.

Reconvene the participants after 30 minutes. Ask for each group to share its answer to one of the questions. After each group has reported, ask other groups to respond and share their group's thinking about the question.

AN ETHICAL DILEMA

The situation

You are a member of a town council and discover quite by accident that the mayor has been using the local government's maintenance employees to perform personal tasks for him during working hours. In one situation, he ordered the crew and its most skilled welder to build him a trailer to carry wood for heating at his home. This project was completed using excess scrap metal belonging to the town council (although the mayor did supply the tires).

You are shocked and dismayed by this discovery. The mayor is a strong, capable leader and has been instrumental in strengthening the local economy and lowering the cost of government to the town's people. Needless to say, he is one of most popular mayors in recent memory. Besides, the mayor is your friend, mentor, and strongest supporter on the council.

Questions

1. What courses of action are open to the councillor in this situation?
2. What are the pros and cons of each of these courses of action?
3. What is the right thing for the councillor to do in the situation?
4. How can the councillor act in a way that gets the desired results with the least damage to the community and to his or her own political future?

12.3 TRAINER PRESENTATION

Time required: 30 minutes

Objective

This presentation is to provide participants with ideas and perspectives on the leader role and a conceptual foundation they can use for the individual and group exercises included in this workshop.

Process

Prepare the presentation based on information from the preceding essay on the leader role. Focus the presentation on leadership as it is carried out through councillor performance in various roles. Pay special attention in your presentation to the leader as a vision-giver and one who represents in his or her personal and professional dealings the highest values to which the community can aspire.

Outlined information on note cards may help you cover the information systematically and stay on schedule. Ask questions from time to time during the presentation as a check on participant comprehension and to hold their attention. Augment the presentation with visual aids including pre-printed newsprint sheets and overhead transparencies as a further aid to comprehension.

12.4 Instrument: YOUR ELECTED LEADERSHIP PERFORMANCE

Time required: 45 minutes

Objective

By completing this instrument, participants will assess their own strengths and improvement needs as leaders in relation to the nine characteristic roles of elected local-government leaders.

Process

Distribute the instrument shown on the next page called *Your Elected Leadership Performance*. Read the instructions out loud while participants read along silently. Ask participants to rate all 10 roles and to omit none of them. Stress that the ratings assigned by participants for each of the 10 roles should be a reflection of how they see themselves actually performing in that role, not how they feel they should be performing.

Give participants five minutes to complete and score the instrument. When they have completed this task, handout copies of a worksheet called *Action Planning For Improved Leadership* (follows the instrument). Review the instructions on the worksheet and encourage participants to use force field analysis in the development of their leadership improvement plans.

Notes on force field analysis

There are forces in any situation that encourage change and other forces that resist change. When the forces for change are stronger than the forces against it, change will occur. When the forces against change are stronger than the forces for it, change will not occur.

Kurt Lewin, a famous social psychologist, once proposed a model called force field analysis that has since become a classic technique for thinking about and planning change. Force field analysis can be used to identify and analyse the forces favouring any desired change (driving forces) and the forces opposing the desired change (resisting forces).

If, for example, you wanted to help a friend lose weight, you might begin your planning by listing the driving forces (make her feel better, look better, save money on food, and so forth) and the resisting forces (enjoyment of eating, desire to avoid hunger pains, company of friends who like to eat, and so forth).

Next, you might examine each of the forces and assess its strength. Note the influence of each force on the plan to help your friend lose weight and perhaps assign it a weight (high influence, moderate influence, low influence).

Identify the forces over which you have some control and determine what you can do to influence each of them. Your analysis might reveal several possible strategies:

- Increase the strength of the driving forces.
- Add new driving forces.
- Decrease the strength of the resisting forces.
- Remove some of the resisting forces.
- Determine if any of the resisting forces can be changed into driving forces.

Research has shown that the last three strategies, which involve diminishing the strength of the resisting forces, are more effective than the first two. Increasing the driving forces serves only to increase the resistance. For example, telling your overweight friend how good she will look after she loses weight may cause her to feel rejected by you and to turn to her gluttonous friends for comfort. A better strategy might be to invite her to spend more time around people who are weight conscious.

YOUR ELECTED LEADERSHIP PERFORMANCE

This questionnaire is for you to use to rate your performance as an elected leader in your present councillor role. To complete it, read each of the 10 role statements. In the scale to the right of each statement, choose a number that you believe best describes your performance. Circle the number. The number you choose in each case should reflect how you are actually performing and not how you are capable of performing. Continue until you have circled an appropriate number opposite each role statement on the questionnaire.

When you have circled each of the 10 role statements, add up the circled numbers and enter the total in the blank space at the bottom of the form. If your total score is 80 or above, congratulations! You have high leadership performance. If, on the other hand, your total score is 50 or below, you may not be exercising the quality of leadership the community should expect from its councillors.

Role	Rating scale
1. Policy-maker (gets involved in setting goals and choosing among alternatives for goal achievement).	As a policy-maker I would rate myself as: Very Effective Somewhat Effective Needing Improvement 10 9 8 7 6 5 4 3 2 1
2. Decision-maker (makes up his or her mind when there is a choice to be made).	As a decision-maker I would rate myself as: Very Effective Somewhat Effective Needing Improvement 10 9 8 7 6 5 4 3 2 1
3. Enabler (makes things possible and easier for others who are not prepared to help themselves).	As an enabler I would rate myself as: Very Effective Somewhat Effective Needing Improvement 10 9 8 7 6 5 4 3 2 1
4. Communicator (gives and receives information, ideas, and feelings with accuracy/understanding).	As a communicator I would rate myself as: Very Effective Somewhat Effective Needing Improvement 10 9 8 7 6 5 4 3 2 1
5. Negotiator (helps individuals who do not agree to reach solutions).	As a negotiator I would rate myself as: Very Effective Somewhat Effective Needing Improvement 10 9 8 7 6 5 4 3 2 1
6. Facilitator (fosters collective effort to solve problems, resolve conflicts, and get things done efficiently).	As a facilitator I would rate myself as: Very Effective Somewhat Effective Needing Improvement 10 9 8 7 6 5 4 3 2 1

7. Overseer (insures that the right things are being done and being done effieciently).	As an overseer I would rate myself as:									
	Very Effective			Somewhat Effective			Needing Improvement			
	10	9	8	7	6	5	4	3	2	1
8. Power broker (uses various types of power to get things done personally and through others).	As a power broker I would rate myself as:									
	Very Effective			Somewhat Effective			Needing Improvement			
	10	9	8	7	6	5	4	3	2	1
9. Financier (makes decisions about raising, allocating, and spending public money).	As a financier I would rate myself as:									
	Very Effective			Somewhat Effective			Needing Improvement			
	10	9	8	7	6	5	4	3	2	1
10. Institution-builder (supports efforts to improve and develop the staff and the organization as a whole).	As an institution-builder I would rate myself as:									
	Very Effective			Somewhat Effective			Needing Improvement			
	10	9	8	7	6	5	4	3	2	1
My total leadership score:										

ACTION PLANNING FOR IMPROVED LEADERSHIP: A WORKSHEET

Directions

Examine your scores on the Elected Leadership Performance questionnaire. Identify those roles in which your scores were average or less and consider some changes you want to make to improve your performance in these areas. Develop an action plan for bringing about the desired changes using this worksheet. Prepare a separate work sheet for each role in which improvements are to be made.

1. Councillor role _____	
2. Desired change _____	
3. Specific actions to be taken	4. Completion date
a. _____	_____
_____	_____
b. _____	_____
_____	_____
c. _____	_____
_____	_____

12.5 CONSULTATION AND SKILLS TRANSFER

Time required: 90-120 minutes

Objective

This exercise is to provide an opportunity for participants to assist each other in the development of practical, workable action plans for improving their elected leadership performance.

Process

Divide participants into groups of three. Explain that each participant will review one of his or her desired changes and related action plan (see the preceding exercise) with the other two participants. The other two participants, acting as consultants, will critique the action plan on its workability and potential for achieving the desired change. The process continues until each participant has reviewed his or her action plans with other participants and has received and noted their comments.

Tell participants that they have 90 minutes to complete three reviews, one or two action plans for each participant. Therefore, each participant's review should take about 30 minutes. Advise participants to monitor the time so that the last participant does not receive less time than the first. Suggest that one of the participants serve as a timekeeper for each review.

(an optional but recommended activity)

After a tea break, lunch, or possibly following an overnight recess, participants are invited to present to the group as a whole the leadership performance they wish to achieve in their councillor roles and a summary of their intended action plans. In the interest of time, no further participant discussion or critique should be encouraged.

If you can learn it, you can do it

Consultation notes
