



Building Community Leaders

**Appreciating Power
by Randall S. Peterson
Workbook 4**

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“Power is poison”.
Henry Adams

*“Personal power is the extent to which one is able to link the outer capacity for action
(external power) with the inner capacity for reflection (internal power)”.*
Janet Hagberg

“The perception of power is power”.
David Garth

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Leadership as power is the fourth view of leadership. This view focuses on the ability of leaders to get something done. People are seen as leaders if they are “doers”.

Some people believe that leaders have power when they have power “over” other people and tell them what to do. Leaders are best when they can get other people to help them accomplish the leaders’ goals.

“Power is poison”.
Henry Adams

“A leader is a man who has the ability to get other people to do what they don’t want to do and like it”.
Harry S. Truman

“The perception of power is power”.
David Garth

Many other people believe that instead of using power “over” others, leaders are actually more powerful and can get more done by sharing power “with” others. I agree! If a leader “empowers” another person by working with him/her, both will get more done.

“Personal power is the extent to which one is able to link the outer capacity for action (external power) with the inner capacity for reflection (internal power)”.

“Tyranny is an exercise of irresponsible power”.
Edward Bellamy

Whether she/he believes that power is best used “over” others or “with” others, a leader needs to understand how to use power. The activities in this workbook will help you understand how to use the power you have.

These activities are included in this workbook:

Individual And Small Group Activities

- | | |
|--|--|
| <input type="checkbox"/> 1 What is Power? | <input type="checkbox"/> 2 Lobbying |
| <input type="checkbox"/> 3 Motivation – Me & You | <input type="checkbox"/> 4 Cooperation |
| <input type="checkbox"/> 5 The Balancing Act | <input type="checkbox"/> 6 Whom To Involve |
| <input type="checkbox"/> 7 Balancing Life and Leadership | <input type="checkbox"/> 8 Coalition Building |
| <input type="checkbox"/> 9 Sources of Power | <input type="checkbox"/> 10 Group Decision Making |
| <input type="checkbox"/> 11 Delegating | <input type="checkbox"/> 12 A Parable of Ups and Downs |
| <input type="checkbox"/> 13 Conflict | <input type="checkbox"/> 14 School Sculpturing |
| <input type="checkbox"/> 15 Conflict Resolution | <input type="checkbox"/> 16 Gender and Power |
| <input type="checkbox"/> 17 Assertiveness | <input type="checkbox"/> 18 Oppression/Repression |

Large Group Experience

- 19 Star Power

1. What do I need to know first?

What is a power?

According to Webster's Dictionary, power is the "possession of control, authority, or influence over others". The ability to influence others can change a person. Some say power is a wicked thing, that it corrupts good people and makes them evil.

*"Power is poison."
Henry Adams*

*"Power tends to corrupt and absolute power corrupts absolutely."
Lord Action*

However, even if power does have evil effects on some people, it is necessary to make things happen. Power is not necessarily a good thing or a bad thing, but what is done with it can make it good or bad. Leaders are given power and they must learn to use it to create good things without allowing it to have bad side effects.

2. What should I do?

Interpret these quotes

Below are several quotes from famous people about power and leadership. Write what each of these quotes means to you in "plain English" so that it is easier to understand. Share your interpretations with others and see if they agree.

QUOTE

WHAT IT MEANS TO ME

"To know the pains of power, we must go to those who have it: to know its pleasures, we must go to those seeking it: the pains of power are real, its pleasures imaginary."
C. C. Colton

"Power tends to corrupt and absolute power corrupts absolutely."
Lord Action

"He who makes another powerful ruins himself, for he makes the other so either by shrewdness or by force, and both of these qualities are feared by the one who becomes powerful."
Machiavelli

"Personal power is the extent to which one is able to link the outer capacity for action (external power) with the inner capacity for reflection (internal power)."
Janet Hagberg

"Power is influence, and influence is psychological change."
French and Raven

"You cannot shake hands with a clenched fist."
Indira Ghandi

WORKBOOK 4: Appreciating Power

Reflection

: What is Power?

3. What Happened?

Were you able to rewrite all of the quotes?

4. How did I feel about it?

Did your rewritten quotes make sense to other people?

Did you have problems understanding what some of the quotes meant?

5. What does it mean?

Have you seen a situation where power had a bad effect on the person who had it?

Have you seen power misused? What was the situation?

6. So what?

How can someone who has power avoid the serious side-effects it has on some people?

How should leaders use their power?

7. Want to know more?

Raven, B.H. and French, J.R. (1959). "The bases of social power". In Cartwright, D. (ed.), *Studies in social power*. Ann Arbor, MI: The University of Michigan.

Hagberg, J. (1984). *Real power*. Minneapolis, MN: Winston Press.

Brussel, E. (1988). *Dictionary of quotable definitions*. New York, NY: Simon and Schuster

8. What did I learn?

- Power is neither good nor bad.
- Having power changes some people.
- Power is necessary to make things happen.
- And, _____

1. What do I need to know first?

What is motivation?

According to Webster's Dictionary, to motivate is to provide a person with a reason to act. It is not to force or coerce them to do something. The person being motivated should want to act for the reason you give them.

What motivates you to do something? Is your motive unselfish regard for others, personal interests, personal growth, and/or self-fulfillment?

To be successful at motivating yourself and others, you need to match reasons for acting with the task to be done. For example, if you are interested in personal growth, you probably will not want to do a boring and repetitive task. If, on the other hand, that task will help the elderly in your community and you have a strong desire to do so, you may be willing to do a boring task.

2. What should I do?

Take the motivation check-up

Each of the following questions has three choices. Pick the one in each question that most clearly fits your own motivations. Remember, there are no wrong answers.

- | | |
|---|---|
| 1) a. When doing a job, I seek feedback. | 6) a. I am very concerned about my reputation or position. |
| b. I prefer to work alone and am eager to be my own boss. | b. I have a desire to outperform others. |
| c. I seem to be uncomfortable when forced to work alone. | c. I am concerned with being liked and accepted. |
| 2) a. I go out of my way to make friends with new people. | 7) I enjoy and seek warm, friendly relationships. |
| b. I enjoy a good argument. | b. I attempt complete involvement in a project. |
| c. After starting a task, I am not comfortable until it is completed. | c. I want my ideas to predominate. |
| 3) a. Status symbols are important to me. | 8) a. I desire unique accomplishments. |
| b. I am always getting involved in group projects. | b. It concerns me when I am being separated from others. |
| c. I work better when there is a deadline. | c. I have a need and desire to influence others. |
| 4) a. I work best when there is some challenge involved. | 9) a. I think about consoling (making them feel better) and helping others. |
| b. I would rather give orders than take them. | b. I am a good public speaker. |
| c. I am sensitive to others – especially when they are mad. | c. I am restless and like to think of new ideas. |
| 5) a. I am eager to be my own boss. | 10) a. I set goals and think about how to attain them. |
| b. I accept responsibility eagerly. | b. I think about ways to change people. |
| c. I try to get personality involved with my superiors. | c. I think a lot about my feelings and the feelings of others. |

WORKBOOK 4: Appreciating Power

Motivation – Me & You

Reflection

3. What Happened?

Using the key in the box, score your check-up.

What is your primary motivator?

4. How did I feel about it?

What do you think your scores mean?

5. What does it mean?

Why do people who have their highest scores on affiliation / achievement / influence join groups? The table below might help you.

	<u>Achievement</u>	<u>Affiliation</u>	<u>Influence</u>
Goal:	Success in situations which require excellence	Being with others	Having impact
Concerns:	Competition Excellence	Being liked Not being isolated	Power Authority
Likes to:	Do the job better Be innovative	Console / help others Think of feelings	Win Change others
Tasks should:	Challenge skills Include learning	Include others Allow time to talk	Allow control Allow influence

What kinds of people would be good at what kinds of tasks?

Affiliation Motivated People: Achievement Motivated People: Influence Motivated People

KEY: Motivation Check-up

Circle your choice and total for each motivational choice. Your totals show primary motive for doing what you do.

1	a. Achievement b. Influence c. Affiliation	4	a. Achievement b. Influence c. Affiliation	7	a. Affiliation b. Achievement c. Influence	10	a. Achievement b. Influence c. Affiliation
2	a. Affiliation b. Influence c. Achievement	5	a. Influence b. Achievement c. Affiliation	8	a. Achievement b. Affiliation c. Influence	TOTAL	Achievement _____
3	a. Influence b. Affiliation c. Achievement	6	a. Influence b. Achievement c. Affiliation	9	a. Affiliation b. Influence c. Achievement	Influence	_____
						Affiliation	_____

6. So what?

Now that you know your own general motivation, how can you use it to motivate yourself?

If a leader knows someone's general motivation, how can he or she use it to motivate that person?

7. Want to know more?

Family community leadership handbook (1988). St. Paul, MN: Minnesota Extension Service.

8. What did I learn?

- People are generally motivated by needs to achieve, affiliate with others, or influence others.
- To be effective, a leader should match the motivational need of the person to the task that needs to be done.
- And, _____

1. What do I need to know first?

The situation

If you are like most teens, many things are happening in your life. Some of your activities probably include: school, family, relationships with friends, religion, sports teams, clubs, a job, and many more. In fact, most young people are extremely busy. Many of them, however, also find time to be leaders. How do they find the time?

how you spend your time now. Once you do this, you can begin to make choices about how you might want to spend your time according to your personal priorities in the future.

To find time to be a leader you need to make time by ranking what things are important to you. The first step is to identify

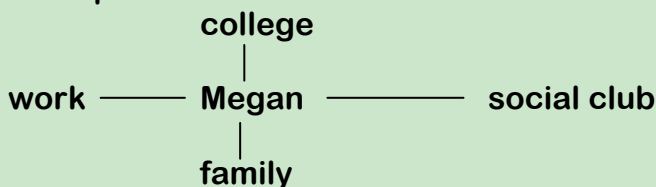
2. What should I do?

Identify your priorities

In the space below, write your name in the circle and draw spokes radiating from it. On each spoke, draw yourself in one of the major activities in your life. After you have done this, draw spokes coming from those activities you drew and then add names and places that relate to those major activities.

Your Name

Example:



WORKBOOK 4: Appreciating Power

The Balancing Act

Reflection

3. What Happened?

What were the activities you drew?

Why did you select those activities to represent your life?

4. How did I feel about it?

What questions did you have when you did this activity?

Were you surprised by the number and variety of activities in your life?

5. What does it mean?

If someone else were to look at how you spend your time, would she/he be able to tell what your priorities are?

How do you decide where to spend your time? Does it just kind of “happen”?

Are some ways of spending your time better than others? Why?

What do you need to do to create time for all of the things that you want to do?

How do your current responsibilities affect your ability to be a leader?

How will your priorities fit with being a leader?

6. So what?

Why does a leader need to know how to balance his/her life activities?

7. Want to know more?

Reed-Boniface, J.R. & Sperry, K. (1988). *Minnesota 4-H: Building effective leadership*. St. Paul, MN: Minnesota Extension Service.

8. What did I learn?

- Most of us don't follow our priorities when we plan our lives. If we want to accomplish our goals, we need to reconsider how we spend our time.
- Finding a balance of activities in life is not easy, but it is essential to healthy living.
- And, _____

1. What do I need to know first?

The balancing act

Leaders are busy people. They often have work, family, and community responsibilities to juggle. For some leaders, the time required in one of these areas puts strains on other areas in their lives. Other leaders, however, manage to find a balance. As you take increased responsibilities as a leader, you will need to make many decisions about how much time you will devote to the major activities in your life.

2. What should I do?

Interview leaders about their schedules

Interview people you think are leaders. Interview a variety of people (a young adult, a senior citizen, a community leader, etc.). Look for ways they balance their personal lives with leadership responsibilities.

Interview 1

Interview 2

Interview 3

What is an average daily schedule for this leaders?

How is her/his schedule decided? (By family needs, job schedule, whatever the leader wants to do, etc.)

How much time is spent each week doing leadership activities?

Over time, has the balance between various parts of lives stayed the same or changed? How?

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Balancing Life & Leadership

Reflection

3. What Happened?

How many people did you interview?

Whom did you interview?

4. How did I feel about it?

What questions did you have when you did this activity?

Did some of these schedules seem “out of balance” to you?

5. What does it mean?

What was a common schedule for the leaders you interviewed?

Did you think some of the leaders were too busy?

How did schedules change for these leaders over time?

Sharon R. Anderson of the Reflective Leadership Center at the University of Minnesota, talks about the difference between “balance” and “alignment” in life. If your life is balanced, it has a healthful mix of activity, sleep, etc. Your major activities are balanced according to what you think is important.

If your life is aligned, you spent a lot of time working on one or two activities because they need immediate attention and they are important to you. You often have to let one part of your life suffer while you work on another part. This is called being aligned because your time is spent in line with something that is very important to you.

Did the people you interviewed show balance or alignment?

Is an aligned or balanced lifestyle better? Why?

When have you had balance in your life? When have you had alignment in your life?

6. So what?

When would it be best to have a balanced life? An aligned life?

Do leaders need to change the balance and alignment in their lives from time to time?

7. Want to know more?

Sharon R. Anderson, Associate Director, Reflective Leadership Center, University of Minnesota

8. What did I learn?

- Leaders make decisions about the amount of time they spend on leadership activities. Those decisions affect their families and friends.
- Balance in life is more healthful than alignment in the long run, but at times leaders need alignment to be able to accomplish their personal and leadership goals.
- And, _____

1. What do I need to know first?

The bases of power

In 1959, two famous psychologists, J. R. French and B. H. Raven, named five “power bases”. These power bases are like sources of power between people. If one person wants to make another person do something, five sources can provide power.

- **REWARD POWER:** Reward power is the ability to reward another person for doing something. One example is a parent giving a child candy for being well behaved.
- **COERCIVE POWER:** Coercive power is the ability to punish someone. One example is a parent spanking a child for misbehaving.
- **LEGITIMATE POWER:** Legitimate power is

given to someone because they have an “official” role. A policeman have legitimate authority.

- **EXPERT POWER:** Expert power can be used when one person knows something that another person does not. A teacher is an example of someone who has expert power.
- **REFERENT POWER:** Referent power can be used only when the person you want to influence wants to be like you or with you. Movie stars have a lot of referent power.

2. What should I do?

Observe power being used

Keep a record of power being used between people over the next several days. Look for how people get others to do things they would not otherwise do. You might look for examples on TV, in your family, at work, etc..

Situation 1 Situation 2 Situation 3

Who was involved?

Who was the person with power?

What source(s) of power was (were) being used?

Did the person with power get the other person to do something he/she wouldn't otherwise do?

How did the person without power react to power? (Did he/she like it? Did she/he like the person with power?)

WORKBOOK 4: Appreciating Power

Sources of Power

Reflection

3. What Happened?

What did you observe?

Where did you observe power being used?

4. How did I feel about it?

What questions did you have when you did this activity?

What kinds of situations did you observe that are like situations you have been in?

5. What does it mean?

What happens when different sources of power are used? Do people without power accept what other people with power say? Do the people without power like the people with power?

Psychologists French and Raven said that some sources of power are better than others for getting people to like us and to accept (believe) and comply with (do) what we say.

<u>Source of Power</u>	<u>Others Comply?</u>	<u>Others Accept?</u>	<u>Create Liking?</u>
REWARD.....	Yes.....	No	Yes
COERCIVE.....	Yes.....	No	No
LEGITIMATE.....	Yes.....	Yes.....	?
EXPERT.....	Yes.....	Yes.....	?
REFERENT.....	Yes.....	Yes.....	Yes

Which of the sources of power works best? Why?

Do some individuals use one source of power more than others? How about different kinds of people (Men more than women? Youth more than adults?)

Which of these power sources have been used on you? Which of these power sources would you like others to use with you? Why?

6. So what?

As a leader, which of the power sources should you use most? Why?

7. Want to know more?

Raven, B.H. and French, J.R. (1959). The bases of social power. In Cartwright, D. (Ed.), *Studies in social power*. Ann Arbor, MI: The University of Michigan.

8. What did I learn?

- There are five sources of power: reward, coercive, legitimate, expert, and referent.
- Referent power works best because it creates liking and acceptance of the decision.
- Coercive power (punishment) gets others to obey, but causes them to dislike the person in power and disobey as soon as the punishment is gone.
- And, _____

1. What do I need to know first?

Why delegate?

“Delegating responsibilities is providing an opportunity for the member for productive participation in the activities of the group.”

“Not to delegate is to deny members their rights to participate in the activities of the group.”

“Successful delegation results from matching the INTERESTS and CAPABILITIES of the individual with the OPPORTUNITIES FOR PARTICIPATION in the group”.

These quotes were taken from: “From Apathy to Energy: Motivating Your Group”. University of Minnesota, Student Organization Development Center.

Delegating is a key power tool for leaders. Effective delegation is like “making an offer they can’t refuse”. If a leader can match the needs and interests of a person with tasks that need to be done, the match will benefit the individuals, the group being served, and the leader.

2. What should I do?

Find what Chris did wrong

Chris is having a problem as president of the student council and needs your help in diagnosing what is wrong with the group. Recently several members of the council have told Chris that they are going to quit. Chris went to a workshop on delegating and decided that he needed to delegate more because only a few people were doing all the work. Below is a script of the latest school council meeting. After reading the script, record the mistakes Chris has made.

Chris: I call this meeting to order. We need to decide on a fundraiser for this year. I thought we might have a car wash. What do all of you think?

Ann: Well, I thought we might sell candy.

Chris: We did that two years ago and it didn’t work. I don’t think that is too good of an idea. Are there any other ideas? Well, I don’t hear any one else... We’ll have a car wash... Anybody disagree?... Good, we’ll do that! I like an agreeable group!... John, will you take the publicity?

John: I’m not so sure. I’ve done it in the past, but I’m really busy this year.

Chris: You’ve done it for several years now, I’d really like you to do it. Don’t say yes or no now, just get back to me when you can.

John: O.K.

Chris: Somebody needs to call to find a location. I know that isn’t a fun job, but somebody has to do it. I know! Jill did it last year. She isn’t her, but I’m sure she’ll do it again.

Linda: I’m interested in helping wash the cars if we do it on a hot day.

Chris: Great! Thanks Linda. I know, you can be in charge of signing people up. That way you’ll get to work when you want.

Linda: I suppose...??.. Say, when are we going to have this car wash?

Chris: Sometime in the next month or two. Don’t worry about the details, we’ll work them out later... Say! It looks like we have the major jobs covered. Let’s meet again next week to work on the details. Thanks for volunteering, everybody!

What did Chris do wrong?

WORKBOOK 4: Appreciating Power

Reflection

Delegating

3. What Happened?

What mistakes did you find as Chris delegated?

Was Chris delegating effectively?

4. How did I feel about it?

How could Chris have handled the situation better?

Could one of the group members have stopped Chris?

5. What does it mean?

What should Chris have done differently?

If you rewrote the story making Chris an effective delegator, what would be different?

Below is a good delegation process. Circle the things Chris did right. Star the ones Chris did wrong.

PROCESS/GUIDELINES FOR EFFECTIVE DELEGATION

- 1) Group decides on its goals and activities.
- 2) Members identify their interests.
- 3) Leader works with individual members to determine who should do what.
- 4) Leader discusses duties with each member including:
 - Why he/she was chosen for the task
 - Details of the project: what is to be done, not how to do it
 - Mutual goals for the project (timeline, etc.)
 - Authorities (spending, etc.)
- 5) Leader supports the member with information, knowledge, etc..
- 6) Members do their assigned tasks, being sure to ask questions as needed.
- 7) Leader gives accurate and honest feedback while the member works on the task and afterward.

“Leaders should never forget that members are their greatest resource, greater than any amount of money. Let them create – let them put their creativity into action!”

6. So what?

How can you learn to delegate effectively?

How does a leader know when things should be delegated or not delegated?

7. Want to know more?

Knowing when to pass or punt: Delegating responsibilities (1984). Minneapolis, MN: Student Organization Development Center, University of Minnesota.

8. What did I learn?

- Effective delegation benefits the member, the leader, and the entire group.
- Effective delegation takes leader time.
- Effective leaders delegate. Leaders can't do it alone!!
- And, _____

1. What do I need to know first?

What is conflict?

According to The Random House College Dictionary, conflict is “to come into collision or disagreement, to contend, to do battle, a controversy, or a quarrel”. Actual fighting or battle is only one form of conflict.

Conflict can be as small as a disagreement with a friend or as large as a war. It is a natural part of all of our lives. It happens to all of us, wherever we are. Every conflict has at least two sides. Often a conflict can have four or five or fifty different sides. All sides in the conflict think that they are right; that is what makes it a conflict.

Why study conflict?

Studying conflict is important because we all experience it at some time in our lives, and it can be very harmful if we do not handle it well. If we let it get out of hand, conflict takes time and energy from other things we could be doing. When we learn about conflict, we become better at resolving it, and our lives become more happy, healthy, and productive.

2. What should I do?

Observe a conflict

Keep a record of conflicts you observe over the next several days. Look for the way people are dealing with the conflict. Be careful to record only what you see and hear. Do not read anything into the situation that is not there!

Conflict 1	Conflict 2	Conflict 3
------------	------------	------------

Who is involved?

Where is it? (ex: college, TV, home, etc.)

How did the conflict start?

What ways of dealing with conflict were used?

How did the conflict end? (ex: it didn't end, mediation, etc.)

3. What Happened?

How many conflicts did you observe?

Where did you observe conflict?

4. How did I feel about it?

What questions did you have when you did this activity?

What kinds of conflicts did you observe that are like conflicts you have had?

5. What does it mean?

What kinds of conflict did you observe?

- Internal conflicts: When we feel we have to make a decision and both alternatives look good.
- Conflicts between people: When there is conflict between two individuals.
- Conflicts between groups or nations: The type of conflict which often ends in war.

What were common ways people dealt with conflict?

Did you see any ways of dealing with conflict that caused people to get hurt mentally or physically? (ex: fighting, name calling, etc.).

Here are some effective ways of dealing with conflict. Did you see anyone using any of these methods? Circle ones you saw used.

Share: People's feelings become more important than things.

Chance: Luck decides who wins. Both sides agree to accept the "flip of the coin", "the draw of the straw", etc.

Postpone: Delaying resolving the conflict until the people are more in control of their emotions.

Avoid: Sometimes its not worth the bother. Let the other people have it.

Get help: Have someone else listen to both sides and make a fair decision.

Apologize: Saying "I'm sorry" does not mean "I'm wrong". It lets the other people know that you feel bad about the situation, but you feel you are right.

Humor: A good laugh can sometimes work miracles and reduce bad feelings. You should laugh at the problem and not the person.

Compromise: Both give something and both get something.

Take turns: Share back and forth. This way everybody wins!

6. So what?

Why do leaders need to know about conflict?

How should leaders deal with conflict?

7. Want to know more?

Schmidt, F. & Friedman, A. (1985). *Creative conflict solving for kids*. Grace Contrino Abrams Peace Education Foundation, Inc.

8. What did I learn?

- There are three kinds of conflict: internal, between people, and between groups.
- There are eight effective ways of dealing with conflict: share, chance, postpone, avoid, get help, apologize, humor, and compromise.
- And, _____

1. What do I need to know first?

Conflict: a good thing or a bad thing?

There are two ways of conflict can end. The best way is for it to be resolved so that all parties are satisfied with an agreement to end the conflict. If a conflict is resolved in this way, often the conflicting people or groups feel better about each other than before the conflict happened. An example of this is when two children fight over the same toy and agree that they will take turns playing with the toy whenever they both want it. If conflict is not resolved or resolved in a way that is not satisfactory to one of the people or groups concerned,

often the people use a lot of energy and time to continue the conflict. The conflict can get worse instead of better if it is not resolved. Often the longer a conflict continues, the worse it gets. An example is when two children fight over the same toy and hit each other to get it. The next day they fight over the same toy again.

2. What should I do?

Interview about conflict

Interview people who have been in a conflict. Interview a variety of people about a variety of conflicts (family members, friends, local politicians, etc.). Look for what the conflict was about, whether or how it was resolved, and the result of the conflict.

Interview 1 Interview 2 Interview 3

What was the conflict about?

What ways of ending the conflict were tried?

Was the conflict resolved?

How did the conflict end? (Did the conflicting people like each other before and after the conflict?)

3. What Happened?

Whom did you interview?

What did you hear from the people you interviewed?

4. How did I feel about it?

Did you see conflicts that were not well handled?

Did some of these conflicts sound like ones you have been in?

5. What does it mean?

What were the common ways of dealing with conflict? What are the best ways of dealing with conflict?

Professor David Johnson of the University of Minnesota recommends the following steps in negotiating conflicts of interest between people.

- Step 1: **Confront the other person:** Directly express your view of the conflict and invite the other person to do the same.
- Step 2: **Jointly define the conflict:** Define the conflict in the smallest and the most precise way possible. Do not label, accuse, or insult the other person.
- Step 3: **Communicate positions and feelings:** Explain your view of the conflict and how you feel about it fully. Encourage the other person to do so also.
- Step 4: **Communicate cooperative intentions:** Clearly communicate your intention to negotiate cooperatively and honestly.
- Step 5: **Take the opponent's position:** Learn the other person's perspective. You may even find that the conflict is quite small or that there is no conflict.
- Step 6: **Motivate negotiation in good faith:** Encourage the other person to negotiate, highlight the costs of not resolving the conflict and the benefits of resolving it.
- Step 7: **Reach an agreement:** the conflict is resolved only when all of the participants are satisfied with the agreement reached. You may need to check regularly with the other people involved in the conflict to be sure the agreement is still all right.

Are some ways of resolving conflict better than others? Why?

When conflict cannot be solved, mediation by a third party can be effective. Mediation is used between workers and companies. Training in mediation is available from many schools. Have you had this training?

6. So what?

Where is mediation used? Where else could it be used?

Do leaders need to know how to mediate or negotiate conflict? Why or why not?

7. Want to know more?

Johnson, D. & Johnson, F.P. (1987). *Joining together: Group theory and group skills*. Englewood Cliffs, MN: Prentice-Hall.

Conflict management: Training guide (1988). Concerned Teens, Inc.

8. What did I learn?

- There is a seven step strategy for resolving personal conflicts.
- Conflict can be good if it is resolved.
- Not resolving conflict can waste a lot of energy.
- And, _____

1. What do I need to know first?

Assertiveness

You can communicate with other people in three ways: passively, aggressively, or assertively. If you communicate passively, you let the other person control the situation and don't challenge that person. You do not assert your individual rights. A passive reaction to being asked to clean your bedroom would be, "Yes, I know my room is a mess; it usually is. I'm sorry".

If you communicate aggressively, you show hostility, intend to injure, or have a destructive intention. You threaten, intimidate, or verbally attack the other person. You assert your rights, even if they violate the rights of others. An aggressive response to being asked to clean your bedroom would be, "I'm tired of you always nagging at me! It's my room; just leave me alone!"

If you react assertively, you make clear your intention not to be a passive bystander and to assert your individual rights, but do not show aggressive intention. You respect the rights of others. You report what you see as you see it, express your feelings, clarify what you wish others would do, and discuss the rewards for those actions you would like in others. You assert your own rights, but also respect the rights of others. An assertive response to being asked to clean your bedroom would be, "I know my room is a mess right now. But, I'm on my way to my friend's house. If you let me wait until tomorrow to clean my room, I'm sure I'll do a much better job because I won't be rushed".

2. What should I do?

Decide if these situations are passive, aggressive, or assertive

Circle the way you think the person in each situation is reacting:

- 1) You are the only woman in a meeting. At the beginning of the meeting the chairman asks you to take notes. You say: "I'm sick and tired of being a secretary because I am the only woman in this group". Passive / Aggressive / Assertive
- 2) Your organization president just yelled at you because you missed an important meeting. She called you "lazy and scatterbrained". You say: "I did make a mistake, and I'm sorry about it". Passive / Aggressive / Assertive
- 3) A couple of students whose desks are near yours in the library are disturbing you by constantly talking when you are trying to concentrate. You say nothing and try to concentrate on your studies. Passive / Aggressive / Assertive
- 4) An individual in your group is not doing a very good job. He is often late and is doing poor quality work. You talk to him to give him a chance to explain himself, then you give the goals of the group and explain his role and why it is important for him to do a good job. Passive / Aggressive / Assertive
- 4) You set aside 2-4 PM on Mondays to study. A college official asks to see you at that time. You reply: "Well, I guess I can see you then". Passive / Aggressive / Assertive
- 6) This is the fourth time Jennifer has failed to do what she said she would do. In the past you have picked up the slack. This time you do her work again and write her a note saying, "I'm getting really tired of doing your work. Once again, I have to do what you said you would do "I won't do it again". Passive / Aggressive / Assertive

WORKBOOK 4: Appreciating Power

Reflection

Assertiveness

3. What Happened?

Using the key in the box, score your analysis.

What was your score?

4. How did I feel about it?

How did you do? Can you tell the reactions apart?

Did you have problems labeling the situations?

5. What does it mean?

When would it be best to be Assertive? Aggressive? Passive?

Below are characteristics of assertive people. Are you like this? Do you know others like this?

Proactive: They don't let events just happen.

Respect themselves: They are willing to take risks.

Know the rights of others: They know where their rights end and others' rights begin.

Understand the impact their decisions have on others: They understand how they are perceived by others, not just how they want to be perceived.

Assert themselves with all levels of people: They are able to assert themselves with their superiors, peers, and all others.

Are some people more assertive than others (differences by gender, race, personality)? Why?

KEY: ASSERTIVENESS TEST

1) Aggressive

2) Passive

3) Passive

4) Assertive

5) Passive

6) Aggressive

5-6 = You got it!

3-4 = Good, Keep working!

0-2 = Try Again

Total Correct _____

6. So what?

How can you use this assertiveness information as a leader?

When do leaders need to act assertively?

7. Want to know more?

Assertiveness discrimination test (1987).
Minneapolis, MN: Student Organization Development Center, University of Minnesota.

8. What did I learn?

- In most situations, being assertive is the best way to communicate with others.
- I learned the differences between being assertive, aggressive, and passive.
- And, _____

1. What do I need to know first?

What? Me lobby for something?

To lobby is “to attempt to influence or sway toward a desired action”.

- Webster’s Dictionary

Have you ever done lobbying? Most people would probably say no. But, even if they have not tried to influence a public official, they have probably tried to influence others on some issue. Lobbying public officials is really not much different from trying to influence others around us. The same principles apply.

So, how about you? Have you ever tried to:

- convince someone to buy or do something for you;
- persuade a friend to go to a movie or place you want to go;
- entice a brother or sister to trade with you for something you want and he/she has;
- sell something?

If you have done any of these things, you have tried to influence others on a specific issue – you have done lobbying.

2. What should I do?

Observe lobbying

Keep a record of people you observe over the next several days as they try to influence others. Look for the way they try to convince others. Especially keep track of when you try to influence others. You might visit an elected public body (local council etc.) and observe public lobbying in action.

Situation 1 Situation 2 Situation 3

Who is involved? (ex: who is influencing whom about what?)

Where is it? (ex: college, TV, home, local council)

What is the issue?

What methods were used to influence?

How did the situation end?

3. What Happened?

What did you observe?

Where did you observe people trying to influence others?

4. How did I feel about it?

Were you able to find a situation where you were trying to influence someone else? What happened?

What kinds of situations did you observe that were like situations in which you have been?

5. What does it mean?

What were the most effective ways of influencing others?

Did you see a situation where trying to influence didn't work? Why did this happen?

Here are the "10 COMMANDMENTS OF LOBBYING". Did you observe any of these?

- 1) Know your facts, be accurate in expressing them: Nothing increases your credibility more than being honest, accurate, and persuasive.
- 2) Know the opposition: For every issue, there are people who will disagree with you or not want to change. Know their side of the story!
- 3) Correct errors immediately: As hard as we try, sometimes we make mistakes. If you correct them at once, your credibility will grow.
- 4) Plan, coordinate, and follow up with each person you meet: Make sure your meetings are productive. Every person you have influenced will work for you.
- 5) Avoid being over-enthusiastic: Don't be so enthusiastic about your cause that you don't listen carefully and answer questions. If there are points against you, admit that, but tell why people should still be on your side.
- 6) Work closely with your allies; make sure they do their part: If others have said they will support you, make sure they do!
- 7) Know the process: Know what votes need to be taken when and where. Know the written and unwritten rules.
- 8) Watch how you spend money: Lobbying can be very expensive if you are not careful. Spend only what you need.
- 9) Grow thick skin: The people who don't agree with you on your issue may resort to personal insults. Don't let that stop you!
- 10) Be confident: Act as though you're going to get what you want, even if you're not sure. Confidence sells!

6. So what?

How do leaders use effective lobbying methods?

7. Want to know more?

Family community leadership handbook (1988). St. Paul MN: Minnesota Extension Service, University of Minnesota.

DeKieffer, D.E. (1981). *How to lobby congress*. New York, NY: Dodd, Mead.

8. What did I learn?

- Lobbying public officials is much like trying to influence other people.
- Everyone uses "lobbying" to get things she/he wants.
- There are 10 commandments to follow when trying to influence others.
- And, _____

1. What do I need to know first?

Cooperation definition

Cooperation is bringing people together to work toward a common goal, even if they have not worked together before. The following quote explains why this is such an important concept:

“Cooperation, not conflict (competition), was evidently the selectively most valuable form of behavior for people taken at any stage of evolutionary history, and surely, quite evidently never more so than today... It is essentially the experience, the means, that fit human beings not only to their external environment so much as to one another. It must

never be forgotten that society is fundamentally, essentially, and in all ways a cooperative enterprise, an enterprise designed to keep people in touch with one another. Without cooperation of its members society cannot survive, and society has survived because the cooperativeness of its members made survival possible – it was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are enabled to do so by their group”.

Ashley Montague, 1965

2. What should I do?

Find cooperation

Visit a street somewhere near where you live.

1) Make a list of all the things within your sight that require cooperation of many people to create. (ex: buildings, streets, cars, parks, etc.)

2) Select one of the things on your list above and list all the people who need to cooperate to make this thing happen and what they need to do. (ex: streets require the approval of a government agency, taxpayers to finance the street, construction workers to build the street, workers to clean and repair the street, etc.)

3. What Happened?

How many things did you see that require cooperation?

How many people needed to cooperate?

4. How did I feel about it?

What questions did you have when you did this activity?

5. What does it mean?

There are two ways to use power in leadership (cooperative and competitive). Some leaders like to feel powerful in a competitive situation. Others focus on making followers powerful. Sharon R. Anderson of the Reflective Leadership Center at the University of Minnesota, calls these styles Individual and Collective leadership. Each is described below by a list of words and phrases

Collective (Cooperative) Leadership

us (we work together)
interdependent (I work with others)
shared values (I value others)
we are challenged by our weaknesses
we all have responsibilities
learn to appreciate differences
noisy (lots of people are involved)
public (anyone can join)
open to anyone
collaborate with others
quality of life/survival for all
unlimited possibilities
action requires a lot of time

Individual (Competitive) Leadership

we/them (we compete with them)
independent (I work separately from you)
unique values (I value my way)
we hide our weaknesses
I have rights
we admire things and people that are most like us
secretive (as few as possible are involved)
private (only some can join)
closed to those we don't want
compete with others
if I win, you lose/if you win, I lose
we are limited by resources
action is fast

Which kind of leadership do you think would work best to accomplish the projects you listed earlier?

Which kind of leadership do you think works best in which situations? (ex: in your club, in the army during a war, etc.)

6. So what?

Which kind of leadership do you think works best for doing things in your community?

Which kind of leadership are you best at?

7. Want to know more?

Sharon R. Anderson, Associate Director, Reflective Leadership Center, University of Minnesota.

8. What did I learn?

- People usually work harder when they work in a cooperation with others.
- Cooperative leadership is more democratic than individual leadership.
- Cooperative and individual leadership are each appropriate in different situations.
- And, _____

1. What do I need to know first?

Stakeholder analysis

Stakeholder analysis is a formal term used by organizations when they do strategic planning. It means finding who should be involved in your planning or project. Many good ideas never happen because the person who thought of them never knew who to involve to get the project to come to life.

The following quote tells it better:

“The most basic, fundamental, and often overlooked rule about successfully managing projects is, “You can’t do it alone!””

- W. Alan Randolph and Barry Z. Posner

The key to getting others involved is identifying who should be interested in your project. That is the purpose of stakeholder analysis.

2. What should I do?

Create a stakeholder map

Draw a stakeholder map for any project on which you are now working or would like to work. In the space below, write the name of your project in the circle and draw spokes radiating from it. On each spoke, write the name of a person who has any interest in your project, no matter what the reason for their interest.

MY PROJECT

WORKBOOK 4: Appreciating Power

Whom To Involve

Reflection

3. What Happened?

What project did you use?

Who were your most important stakeholders?

4. How did I feel about it?

What questions did you have when you did this activity?

Were you surprised by how many stakeholders you found?

5. What does it mean?

Now that you have identified the stakeholders for your project, how will you try to involve them?

How many stakeholders could you find for a very large project?

Do some kinds of projects have more stakeholders than others? Why?

6. So what?

How can leaders identify their stakeholders?

How should leaders involve their stakeholders?

7. Want to know more?

Randolph, W.A. & Posner, B.Z. (1988). *Effective project planning management*. Englewood Cliffs, NJ: Prentice-Hall.

8. What did I learn?

- Successful leaders involve others in their projects.
- A good way to know whom to involve in your project is to map your stakeholders.
- Most projects have a large number of stakeholders who might help.
- And, _____

1. What do I need to know first?

Coalition building

Assume you are facing a critical problem in your community that requires the action of a number of people. You have three options: establish a new group, breathe new life into an existing community group, or do nothing. Assuming you want to do something about the problem, the other two alternatives both require building a new group of people (a coalition) to address the challenge. That's quite a challenge!

Building a coalition is like building a house. The first step is site preparation and foundation laying (don't jump right to problem solving - the finishing work). The foundation incorporates

pipes and plumbing and is the footing for the structure. A framer then adds walls, rafters, floors, floor joists, and ceilings. The finishers work on the inside. Finally, bills are paid and the house is ready to be occupied.

Construction takes time. The flow of activities has to be organized by a general contractor, who gives assignments. The project requires people to use imagination, display teamwork, and demonstrate perseverance. Once completed, the house is a source of pride. It is the accomplishment of a group of people (the coalition). It serves as a place of residence and the person who bought it has ownership.

2. What should I do?

Assume you are now in charge of "building a house"

You have just been elected as chair of your school's Students Against Drunk Driving (SADD) chapter. The group decided that its major goal for the coming year is to reduce drunk driving deaths in the county by 10%. Write here what are you going to do as chair of that group to reach this goal. Hints: (1) Who are you going to work with and how are you going to interest them? (2) Be realistic in creating your plan. (3) You will need to motivate the other members of your SADD chapter. (4) You will need to finance your activities. Good luck!

WORKBOOK 4: Appreciating Power

Coalition Building

Reflection

3. What Happened?

How did you plan to accomplish the group goal?

Looking back at your process, is there anything you would like to change?

4. How did I feel about it?

Did the task seem overwhelming as you started planning?

What are the barriers to your plan being successful?

Do you think your plan would work? Why or why not?

5. What does it mean?

Would the process you used here work in another community? Why or why not?

Is there a general process that can be used in all communities to build coalitions?

The following process is recommended for building coalitions. Did yours look anything like this?

STEP 1 – Identify the problem and decide if a joint effort is needed to solve it.

STEP 2 – Decide the physical/geographical area in which you wish to work.

STEP 3 – Identify key groups, people, or organizations who may help you (see “Whom to Involve”).

STEP 4 – Each person or group should commit to addressing the problem.

STEP 5 – Each person or group should commit to working together to address the problem.

STEP 6 – Decide who will do what and who will get credit for what.

STEP 7 – Decide on resource issues (who will give money to whom, etc.).

STEP 8 – Agree about the relationship between the various groups or individuals: Is one authority in charge? Will each group or person need to negotiate? Will each group or individual be equal to each other.

STEP 9 – Create a plan of goals and objectives for the group as a whole.

STEP 10 – Put the group goals and objectives in writing. Make each individual's/group's responsibilities clear (be specific).

6. So what?

Why do leaders need to build coalitions?

What are the advantages/disadvantages to building coalitions?

7. Want to know more?

Family community leadership handbook (1988). St. Paul, MN: Minnesota Extension Service, University of Minnesota.

8. What did I learn?

- Coalitions take time to build, like building a house.
- Sometimes coalitions are necessary to address large community problems.
- There is a step by step process for coalition building.
- And, _____

1. What do I need to know first?

Group decision making

Power is often exercised as groups make decisions. The way group decisions are made changes who has power in the group. On one extreme, the leader makes all of the decisions for the group. This is called autocratic rule. Its advantage is that it is fast. The disadvantage is that people do not feel a part of the decision and may not obey it. An example of this kind of decision making is a military commander on the battlefield. In this situation, speed is the most important part of decision making.

At the opposite extreme are consensus de-

isions. For a consensus decision to be reached, everyone in the group must agree with the decision. Any one person can stop the group from making a decision if he or she disagrees. The advantage to consensus decisions is that everyone has a part in the decision making and so they will abide by the decision. The disadvantage is that it is extremely time consuming. Because one person can stop a decision, everyone has power over everyone else. Consensus decision making is usually used only in small groups where it is important that everyone agrees.

2. What should I do?

Observe group decision making

Keep a record of group decisions you observe over the next several days. Look for how decisions are made in a variety of groups and who has power in the group as a result of how the decisions are made. Especially observe decisions made in groups in which you are a member. You may even wish to interview people in the groups after you observe them to check how they feel about the group decision.

Group Decision 1 Group Decision 2 Group Decision 3

What is the group?

What decision is being made?

How is the decision being made?

Who has power as a result of how the decision is being made?

Is everyone in the group satisfied with the decision?

How fast is the group able to come to a decision?

WORKBOOK 4: Appreciating Power

Group Decision Making

Reflection

3. What Happened?

What did you observe?

What kinds of decision making did you observe?

4. How did I feel about it?

What questions did you have when you did this activity?

Did you observe decision making methods like those you have used in your groups?

5. What does it mean?

Here are some ways groups make decisions. Which of these methods did you see?
Autocratic: Rule by one. One person has all the power.

The Challenge: One member suggests something and asks if anyone disagrees.

Agreement by silence: The leader suggests something and says that is what the group will do unless there are other suggestions. This is very different from consensus where the leader checks with group members.

Decision by a minority: Rule by less than a majority. For example, "The financial committee has decided the group will raise dues next year to £10 to meet budget demands".

Majority rule: Rule by more than half of the group (as in voting).

Averaging: Every member of the group ranks choices in order of importance and the choice with the highest total points is what the group does.

Win a few, lose a few: Members give in, knowing their ideas will be addressed later.

Consensus: The group discusses something until it appears group members can support the idea, even though they may not think it is the best solution. Consensus is tested with the leader asking people if they will support the group decision.

As a group moves down this list, group members are more likely to agree with the group decision and support it. As a group moves up this list, decisions become faster.

Why do different kinds of groups use different decision making methods?

Which of these methods is most democratic? What does that say about democracy?

6. So what?

How does the choice of a group decision making method change how much power the leader has?

How does the method chosen change the

7. Want to know more?

How to plan and conduct effective meetings (1986). Minneapolis, MN: Student Organization Development Center, University of Minnesota.

8. What did I learn?

- Consensus decisions are most democratic, but they take a long time to make.
- Consensus increases individual group member power and reduces leader power, but makes group members more committed to the group decision.
- And, _____

1. What do I need to know first?

The parable

What makes an up an up and a down a down is that an up can do more to a down than a down can do to an up. That's what keeps an up up and a down down. The ups tend to talk to each other and study downs, asking the downs what's up, or what's coming down for that matter. The downs spend a lot of time taking the ups out to lunch, to dinner, to explain their downness. The ups listen attentively, often in amazement about their experiences of being a down. The ups often don't worry about the downs until the downs get "uppity".

After awhile, the downs get tired of talking to the ups. They tire of explaining their downness. They think "If I have to explain my downness one more time, I'll throw up!" And so the downs get together and "network". This often makes the ups nervous.

Sometimes what the ups do to smarten up is to ask the downs to come in one at a time to explain their downness. The ups call this "human relations training". Of course the ups never have to explain their upness, that's why they're ups rather than downs.

There's good news and bad news in this parable. The good news is, we're all both ups and downs. There's no such thing as

a perfect up or perfect down. The bad news is that when we are up it often makes us stupid. We call this "dumbupness". It's not because ups are not smart. It's because ups don't have to pay attention to downs. Downs always have to pay attention to ups. The only time ups worry about downs is when they get uppity, at which time they're put down by the ups. The ups think that downs are overly sensitive; that they have an attitude problem. It is never understood that ups are unduly sensitive and have an attitude problem.

I used to think that when downs became ups they would carry their insight from downness to their upness. Not so! Smart down, dumb up.

One example of this is the child who gets told what to do by her/his older brother or sister and doesn't like it. Then, this same child goes and tells his/her younger sibling what to do, not thinking how much she/he hated it when she/he was told what to do.

2. What should I do?

Keep a record of your upness and downness

Keep a record over the next day when you feel like an "up" and when you feel like a "down".

I felt like an:

Where were you?

Who was the other person?

It felt:

EX: Up

At work

Bob (friend)

Good

WORKBOOK 4: Appreciating Power

A Parable of Ups and Downs

Reflection

3. What Happened?

How did it feel when you were a “down”?
An “up”?

4. How did I feel about it?

Did you understand what it meant to be an
“up” or a “down”?

5. What does it mean?

Are leaders usually “ups” or “downs”? Can they be both?

In your school, what kinds of people are often seen as “ups”? “Downs”?

In school, do you usually feel like an “up” or a “down”?

In the United States, what kinds of people are often seen as “ups”? “Downs”?

6. So what?

What does it mean if you are a leader and feel like a
“down”? An “up”?

What would happen in your college if all the stu-
dents (the “downs”) got together to work to get
something you all wanted? What would the lectur-
ers (the “ups”) do? Why?

7. Want to know more?

Terry, R.W. (not dated). *The parable of ups
and downs*. Minneapolis, MN: Reflective
Leadership Center, University of Minne-
sota.

8. What did I learn?

- Each of us always has some amount of power.
- We each have more power in some situations than in others.
- Power can be good or bad, depending on how it gets used.
- And, _____

1. What do I need to know first?

Differences between people

Have you ever noticed that some kids are very popular in school and others are not? Have you ever wondered why this happens? Actually, this happens everywhere: in families, places of worship, work places, everywhere there are people! Some people have more friends and things seem to come easier for them than for others. Have you ever wondered why that is? Some of the differences are a result of “status characteristics”. Some of these characteristics and their result include:

<u>Characteristic</u>	<u>Result: what happens</u>
height	taller people have an advantage
age	youth and senior citizens have a hard time being accepted
sex	men and women are told they only fit in certain places
race	white people get advantages
sexual orientation	gay and lesbian people get discriminated against

Can you think of other characteristics that make it harder for some people than for others?

2. What should I do?

Create a sculpture of your school

For this activity you will need at least three other people. You are the sculpture “materials”. Each person will be one of the people on the list below. Everyone should play the person least like him/her. The group is to create a “sculpture” of how kids interact at school. For example, if there is someone to whom no one speaks, that person may be off to the side in the sculpture. Take at least 10 minutes to create your sculpture. Have some fun with it and be sure everyone agrees about where each person should be. After this is done, have someone to whom you will explain the sculpture. Finally, draw a picture of your sculpture below.

Roles to be played:

- A white female student who is a star athlete
- A black male student who is a star athlete
- The class “nerd”
- A straight “A” white female student
- An average Indian– British student

WORKBOOK 4: Appreciating Power

School Sculpturing

Reflection

3. What Happened?

Describe your “Sculpture”.

4. How did I feel about it?

Why were people placed where they were?

5. What does it mean?

If you did a “school sculpture” for your entire school/ college/ workplace, where would you be? Why?

Why do some people get treated differently from others?

How would you create a sculpture for the entire UK?
Why would you place certain people in certain places?

6. So what?

Is it easier for some people to be leaders than others? Why?

On what should we base our judgments of people?

7. Want to know more?

LeCount, J. (not dated). *School sculpturing*. Minneapolis, MN: University of Minnesota.

8. What did I learn?

- Some people get advantages in our society based on things that should not matter. Some of these things include: age, race, sexual orientation, sex and height.
- Leaders need to be aware of status characteristics that make a difference so they can work with all kinds of people more effectively
- Everyone needs to learn how to better judge others on their skills, and not on the characteristics that do not matter.
- And, _____

1. What do I need to know first?

Gender and power

Generally speaking, men and women are taught to use power differently. As young children, girls are taught to be kind, gentle, and nurturing, to act like they're made of "sugar and spice and everything nice". Boys, on the other hand, are taught to act like they're made of "snakes and snails and puppy dog tails", to be competitive, assertive, and rambunctious.

These early childhood lessons follow us into adulthood. Men or women who act differently from what is expected soon find that society teaches us that women should be nurturing and gentle and men should be competitive and assertive. Men and women are expected to exercise power differ-

ently. For example, if a group thinks its female leader is too competitive, they may not follow her and do poorly in a competition. Even if a woman or a man would not want to follow these roles, they soon learn that their group may reject them. Men are taught to use power directly and aggressively or assertively. Women are taught to use power indirectly and passively.

Examples of direct and indirect uses of power, when asking someone to turn on a light: Indirect = "Wouldn't it be nice if the light were on?" Direct = "Please turn on the light." For a review of the differences between passive, assertive, and aggressive power, see the assertiveness activity.

2. What should I do?

Observe how you use power/practice other ways

Find examples of when you have used power in all five ways. Write them in the blanks below. The examples you have the hardest time finding are probably the ones you use least often. You may also want to try different uses of power. Then, rewrite each of your examples using power differently.

1)	1)
An example of when I used power indirectly	Rewritten to be direct
2)	2)
An example of when I used power directly	Rewritten to be direct
3)	3)
An example of when I was passive	Rewritten to be direct
4)	4)
An example of when I was aggressive	Rewritten to be direct
5)	5)
An example of when I was assertive	Rewritten to be direct

WORKBOOK 4: Appreciating Power

Gender and Power

Reflection

3. What Happened?

What was the hardest example to find?

Were you able to think of examples for each one?

Were you able to rewrite each one?

4. How did I feel about it?

Why were some examples harder for you to find than others?

If you are female, were the passive and indirect examples easiest to find? If you are male, were the assertive and direct examples easiest to find?

5. What does it mean?

Why do these different ways of using power continue?

Are the differences between the way men and women use power changing? Why or why not?

When is it more effective to use power directly? Indirectly?

When is it more effective to use power passively? Assertively? Aggressively?

Because of differences in how power is usually used, do you think men or women are more likely to use consensus decision making? Majority rule decision making? Autocratic decision making?

6. So what?

How do male and female leaders differ because of different uses of power?

Should male and female leaders conform to society's expectations? Why or why not?

7. Want to know more?

Shaver, K.G. (1987). *Principles of social psychology*. Hillsdale, NJ: Lawrence Erlbaum Associates.

8. What did I learn?

- Men and women are taught to use power differently.
- Differences in the use of power lead to differences in leadership style.
- Expectations for male and female uses of power are changing, but are still fairly rigid.
- And, _____

1. What do I need to know first?

Oppression and repression

Power is neither good nor bad. It is simply necessary to accomplish anything. It can and has been used to accomplish harmful things, however. This lesson is about two of those harmful uses of power: oppression and repression. Oppression is the use or threat of physical force to make one group subordinate (seem inferior) to another. The group that oppresses the other can be a minority (ex: South African whites) or a majority (ex: white people in the United States during times of slavery). In both of these examples, one group made another group seem inferior through use of force or threat of force, such as in laws.

Repression is similar to oppression, but more subtle. It happens when the people in one group are

told they are inferior and the people accept second class status. No force or laws are needed to keep the people as second class because they accept it. One example many people use for repression is women in the United States. No laws say women are less valuable to society than men, but there are many reasons to believe this that is what happens. For example:

- On the average, a woman with a college degree earns less than a man who has completed eighth grade.
- Working women earn 64 cents for every dollar earned by working men.
- Over half of young women today aspire to low paying, traditionally female jobs.

2. What should I do?

Design an oppressive school/ college/ club

Create a school on paper that sounds as “normal” as possible, but oppresses one group of people whom you select. For example, you could choose to oppress physically handicapped students by having a school that does not have elevators and requires all students to participate on school athletic teams. To design an oppressive school, you will need to answer these questions:

What is the school’s ultimate goal (mission)?

Ex: to make all students good students and great athletes

Your school:

Who has power to do what in the school (power)?

Ex: the school coaches are the most powerful, whatever they want: the head teacher gives them

Your school:

What are the school rules (structure)?

Ex: 1) all students must be on athletic teams
2) star athletes get more attention than good students

Your school:

On what does the school like to spend money (resources)?

Ex: sports teams, sports trophies, new sports equipment, etc.

Your school:

WORKBOOK 4: Appreciating Power

Oppression / Repression

Reflection

3. What Happened?

What group did you pick to oppress?

How did your school oppress this group?

4. How did I feel about it?

How hard was this activity? Why?

How “normal” sounding was your school?

5. What does it mean?

Would the school you designed be acceptable in your community? Why or why not?

Do you think some schools oppress certain groups of people? Does your school oppress some people? How?

How could your “oppressive school” be made not oppressive any more? What would need to be changed?

Why do some people oppress other people? What advantage does it give them?

6. So what?

How do some leaders create a group that is oppressive to some people?

Why do some leaders oppress other people? What advantage does it give them?

7. Want to know more?

Terry, R. & Maruyama, G. (1980). *Design an oppressive school*. Minneapolis, MN: Educational Psychology, University of Minnesota.

8. What did I learn?

- Some groups of people oppress and repress other people.
- Oppression and repression are often a result of fear of one group by another. One group oppresses another group because it is afraid of the other group.
- And, _____

1. What do I need to know first?

What is star power?

Star Power is a large group game designed for fifteen or more people. Because it can only be played with a large group, we have not included all of the details of the game here. All the rules will be explained when you play the game. Your course leader has all of the information for the game. It takes one to two hours, so it is a good game for a retreat, a conference, or a similar kind of event. When you do play the game, use these workbook pages to record your reaction.

2. What should I do?

Play star power

In this game you will be trading chips for points. Each person will draw five chips to begin the game. The trading ground rules are:

- participants have three minutes for each trading round
- scores can be improved by trading one chip for another, always with chips of unequal value
- participants must keep their chips hidden
- participants must hold hands to make a trade
- participants are not allowed to talk unless their hands are touching
- once participants have initiated hand holding, it must continue until the trade has been accomplished
- participants must fold their arms if they do not wish to trade.

The three people with the most points at the end of the game will be awarded some money. By the time the game ends, you will probably experience some strong feelings. Don't forget to record those feelings in this workbook.

WORKBOOK 4: Appreciating Power

Star Power

Reflection

3. What Happened?

What was your group's strategy?

What were the other groups' strategies?

4. How did I feel about it?

What was it like to be a triangle, a circle, a square?

How did you feel during the game?

How do you feel now?

5. What does it mean?

What is power?

What is oppression?

How could the squares have gained the confidence of the other groups?

Why did the squares act as they did?

Who won the game? Why?

6. So what?

How should leaders use their power?

How can someone who has power keep it from having the negative side-effects?

7. Want to know more?

Star Power. Minneapolis, MN: Reflective Leadership Center, University of Minnesota

8. What did I learn?

- Power, unless coercive, is usually determined by how much we give to others.
- People distrust others who make decisions about them but don't involve them.
- Once lost, trust is very difficult to restore.
- A group that makes decisions that affect others is slow to see when it loses power.
- Usually a person who gets moved into a decision making group from a less powerful group loses the confidence of her/his original group.
- And, _____

1. What do I need to know first?

Need a challenge?

Are you done with your workbook activities, but want more practice before moving on to the next workbook? Well, welcome to the challenge! You will find a section of additional leadership activities at the end of each workbook. There are enough additional activities here to keep you busy for at least a year, maybe longer.

average; it may take a little longer or shorter.

The activities on the next page are organized by the amount of time you want to spend: 5, 15, 30, 60, 120, or more than 120 minutes. Those times are what it takes on

2. What should I do?

Complete and discuss “challenge” activities

As you do the activities listed on the next page, follow the directions below for completing “challenge” activities.

Directions For Completing A “Challenge” Activity

- 1) Pick an activity based on how much time you want to spend and what you want to do.
- 2) Complete the activity as directed.
- 3) Discuss the activity with someone (your mentor would be a great person for this).
 - What happened?
 - How did I feel about it?
 - What does it mean?
 - So what?
 - Want to know more? Where?
 - What did I learn?
- 4) Write your answers to the six questions here or on a separate sheet of paper for each “challenge” activity you do.
- 5) Put a “check” in the space next to the activity (you should only do this after you have discussed and recorded your answers to the questions).

WORKBOOK 4: Appreciating Power

Here it is!

Reflection

3. Got 5 minutes

Decide to be assertive (not aggressive or passive) for one day.

Do something that will motivate you to get a lot done today.

4. How about 15 minutes?

Describe to your mentor what it means to have power.

Explain to your mentor how to motivate yourself and others.

List all of the major activities in your life (school, 4-H, sports, work, etc.) and share it with your mentor or a family member.

5. Want to spend 30 minutes?

List ways you have used all five sources of power.

Delegate one task you like to do to someone else.

Read the newspaper and list all of the conflicts you see.

Watch TV news and list all the conflicts you see.

Write a short paper called, "How I share power with others". Share it with someone else.

Make a plan for balancing all the activities in your life, including getting eight hours of sleep every night.

Do something that will motivate another person (the motivation test activity should give you some ideas).

Make a list of things you want to learn about planning for the future and being a leader with great ideas, which will be covered in the next leadership workbook "Seeing the Vision".

On page 45, define what leadership means to you and share it with your mentor (keep it to look at again in a year).

6. Do you have 60 minutes?

Lobby your member of parliament by writing him/her a letter asking her/him to do something you want (be specific).

Attend a local council meeting and record how decisions are made (use the group decision making activity).

7. Can you spare 120 minutes?

Attend a workshop or class on resolving conflict or mediation.

Lobby the members of your organization to do something (follow the rules in the lobbying activity).

8. Not worried about time?

Help to organize a coalition of organizations to work on a community problem (drinking and driving, starting a teen center, starting community recycling, etc.).

Organize a community event with people from at least two other organizations.

Lobby your council to get a resolution passed.

WORKBOOK 4: Appreciating Power

My definition of leadership

Action

Use this space to write your definition of leadership.

Date: _____