

LEADERSHIP 101

Part 1: What is leadership?

There is no one single definition of leadership. In fact, there are many different styles of leadership. Moreover, leadership is not something you are born with; rather, it's a skill that you can develop and refine over time. It's important to note that leadership is socially constructed and can take many forms, so it may look different from person to person and culture to culture.

- **THINK:** Take a moment to think about/jot down what leadership means to you?
- **EXPLORE:** Watch Drew Dudley illustrate leadership in this [TedTalk](#),
- **REFLECT:** Reflect on if and how Dudley's talk affirms, challenges and/or changes your initial definition of leadership

Part 2: What Makes a good leader?

We often idealize leaders and leadership as those who have years of experience, who have prominent titles, who are in the limelight. However, we would like to present you with an alternate viewpoint: that leadership is everywhere and that we are all capable of being leaders.

- **THINK:** Take a moment to think about/jot down the name of someone you consider a good leader and why. Consider their behaviour, values and what qualities
- **EXPLORE:** Check out this TedTalk by Roselinde Torres
- **REFLECT:** Describe how the leader you chose possessed the characteristics described by Torres

Part 3: What are the different styles of leadership?

Leadership can happen anywhere, in different ways, and using different strengths and competencies. There are many different styles of leadership that emphasize what our strengths are and how we can use them to achieve our goals.

- **THINK:** Take a moment to think about the different ways we can show leadership in our lives. Consider how individuals can be leaders at school, at home, and in society.
- **EXPLORE:** Review the chart below that lists *Goleman's Six Styles of Leadership* and/or watch Eddy Robinson illustrate a different kind of leadership in this [TedTalk](#).

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you"	"Come with me"	"People come first"	"What do you think?"	"Do as I do, now"	"Try this"
Underlying emotional intelligence competencies	Drive to achieve, self-control, initiative	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick-start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team, or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths

Adapted from Goleman, D. "Leadership that gets results" *Harvard Business Review*. March-April 2000, pp. 82-83.

- **REFLECT:** Reflect on a time that you showed good leadership – academically/professionally/personally – and jot down what strengths you used and how you used them to achieve and/or support a goal.

Part 4: How can we model leadership?

There are a few common theories and models about how we can model and develop our leadership.

- **EXPLORE:** Review the four stages model for leadership development, which proposes four steps for continual leadership development:
 1. **Self-discovery:** Students take time to identify what they would like to get involved in and what their leadership development goals are. They discover their passions, interests, and values, and articulate what skills they would like to focus on developing.
 2. **Get involved:** Students discover all of the involvement opportunities that U of T has to offer. They begin their involvement in something that interests them, and may begin to take on different roles in the organization.
 3. **Skill development:** Students start to build specific skills that will help them be a more effective leader. These skills may include but are not limited to team

development, communication, leadership theory, organizational skill and diversity & inclusivity.

4. **Reflection:** Students are able to make meaning of the experiences that they have had. They discover what they have learned and what they have enjoyed doing and use that information to help them set goals and go through the cycle again.
- **REFLECT:** Reflecting on your strengths and the four-stage model of leadership, think about what actionable steps you can take to develop your leadership. Consider your interests, what stage you are in – Self-discovery, Get involved, Skill Development, Reflection -, and what opportunities are available to you (leadership programs, student clubs, career workshops etc.)

The upshot

- Leadership is for everyone
- Leadership is more than a title
- Leadership can be learned
- Leadership is about working together

Final challenge

Now that you've hopefully learned more about what it means to be a leader, we challenge you to find a leadership quote that supports your idea or definition of leadership. This quote can be from anyone you consider a leader (family, friends, teachers, celebrities etc.), and it can be in any language you choose, however, please describe or translate the quote in your reflection to the best of your ability, if you are submitting it. Be sure to expand on why you chose this quote and how it supports your new understanding of leadership. Try to make reference to the units and concepts provided in this module.

If you are looking to count this self-directed learning toward your Learning to Lead certificate, send a file of your completed challenge to leadership@utoronto.ca.

If you have any questions, please email us at leadership@utoronto.ca