There have been many different models that try to capture how leaders work. How might the following way of looking at what leaders do help us with understanding how a good facilitator needs to work? Do you recognise yourself here at all?

<table>
<thead>
<tr>
<th></th>
<th><strong>Autocratic</strong> (Domineering, Dictatorial)</th>
<th><strong>Authoritative</strong> (Definite, Yet Responsive)</th>
<th><strong>Democratic</strong> (Group-Centred)</th>
<th><strong>Laissez-Faire</strong> (Permissive, Passive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total control with members as listeners and followers</td>
<td>Strong control, with members actively involved in discussions</td>
<td>Shared control with leader and members sharing functions and decisions</td>
<td>Minimal control with members directing</td>
</tr>
<tr>
<td>2</td>
<td>Determines goals and policies, and wants the group to choose the goal he or she has chosen</td>
<td>Has a definite purpose and plan but open to modification</td>
<td>Shares leadership</td>
<td>Doesn’t prepare and lets things drift</td>
</tr>
<tr>
<td>3</td>
<td>More interested in subject matter (content) than with people (process)</td>
<td>Active and energetic and seeks the activity of others</td>
<td>Believes in other people</td>
<td>Doesn’t seem to care</td>
</tr>
<tr>
<td>4</td>
<td>Makes decisions regardless of other viewpoints</td>
<td>Prepared to give direction and support as needed</td>
<td>Creates a sense of security and belonging in the group</td>
<td>Causes the group to accomplish very little</td>
</tr>
<tr>
<td>5</td>
<td>Talks too much</td>
<td>Uses communication skills to involve others</td>
<td>Ensures that other members have opportunity of leadership</td>
<td>Encourages fragmentation through indiscipline and unreliability</td>
</tr>
<tr>
<td>6</td>
<td>Focuses attention on him or herself</td>
<td>Takes responsibility until others can assume it</td>
<td>The Leader’s withdrawal will not mean that the group will fall apart</td>
<td>Makes no attempt to appraise or regulate the course of events</td>
</tr>
<tr>
<td>7</td>
<td>Group members are always puppets</td>
<td>Uses personal power to empower others. Asks others to take functions</td>
<td>All policies are a matter of group discussion, encouraged and assisted by the leader</td>
<td>Lacks courage in making decisive plans</td>
</tr>
<tr>
<td>8</td>
<td>Asks and answers all questions</td>
<td>Prepares and asks questions; members respond and discuss</td>
<td>May ask others to lead discussion; leadership may be passed round the group</td>
<td>Asks one vague or general question then is silent</td>
</tr>
</tbody>
</table>

Taken from *The Small Group Leader* by John Mallison (1996)
### This model sees strengths in all 6 approaches. Which style is more naturally yours?

<table>
<thead>
<tr>
<th>STYLE</th>
<th>FEATURES</th>
</tr>
</thead>
</table>
| Coercive    | • The coercive style is used when you need to get immediate compliance. It is useful when time is short, there is an emergency or when people need quick & simple instructions.  
• If this style is over-used people get fed up with it as it disempowers people. |
| Authoritative| • The authoritative style is used when you want to get people on board with new ideas and set the direction of the team.  
• The Authoritative Leader is communicating a vision and selling its benefits so that people are clear about the objectives and their part in them.  
• This style helps you achieve clarity in the organisation. |
| Affiliative | • The affiliative style promotes harmony. The focus is on the well-being of the team and building good relationships.  
• In a crisis, the prior use of this style means that the leader can draw upon the positive relationships that have been fostered.  
• Used exclusively, this style can prevent difficult performance issues being addressed and can get in the way of achieving high standards long-term. |
| Democratic  | • The democratic approach involves others in the decision making process – it delegates responsibility and taps creativity.  
• It gives people real ownership of the team’s work and builds team spirit. You need to give people clear parameters within which to make their decisions.  
• It is not a good approach to use in a crisis. |
| Pacesetting | • The pacesetting approach is used when the objective is to achieve an immediate task to a very high standard.  
• It involves leading by example and the leader modelling how things should be done.  
• Leaders who prefer this approach often find it very difficult to delegate as they worry about whether the standard can be achieved if just left to someone else.  
• When used as a preferred approach people can feel inadequate or overused. |
| Coaching    | • Coaching a great approach when the long term objective is the development of the team.  
• The leader helps team members identify areas for development and is willing to delegate to individuals to help them gain new knowledge & skills.  
• People are challenged and supported through coaching and mentoring.  
• This is an effective style but is time consuming & risks a dip in standards whilst the team is learning. |

Received wisdom is that, although leaders have a preferred leadership style with at least one strong supplementary approach, ‘flexing’ or making use of all of the styles at appropriate moments is how good leaders operate.

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**EMOTIONALLY INTELLIGENT LEADERS**

1. Recognise their own emotions and label them accurately.
2. Understand their own emotions and become better at controlling them & their impact on others.
3. Are then able to increase their behaviour options in different situations.
4. Use this increased awareness and self-control to work with and through others to achieve their own goals and those of their team.
5. Continue to develop personal self-awareness, recognising there is always the potential for something new and unexpected to happen.