Leadership and Governance

Pehchan Training Curriculum
MSM, Transgender and Hijra Community Systems Strengthening

Facilitator Guide
Leadership and Governance
Pehchan Consortium Partners

India HIV/AIDS Alliance (www.allianceindia.org)

**Pehchan Focus:** National coordination and grant oversight

Based in New Delhi, India HIV/AIDS Alliance (Alliance India) was founded in 1999 as a non-governmental organisation working in partnership with civil society and communities to support sustained responses to HIV in India. Complementing the Indian national program, Alliance India works through capacity building, technical support and advocacy to strengthen the delivery of effective, innovative, community-based interventions to key populations most vulnerable to HIV, including men who have sex with men (MSM), transgenders, hijras, people who use drugs (PWUD), sex workers, youth, and people living with HIV (PLHIV).

**Alliance India Andhra Pradesh**

**Pehchan Focus:** Andhra Pradesh

Alliance India supports a regional office in Hyderabad that leads implementation of Pehchan in Andhra Pradesh and serves as a State Lead Partner of the Bill & Melinda Gates Foundation.

The Humsafar Trust (www.humsafar.org)

**Pehchan Focus:** Maharashtra, Madhya Pradesh, Goa, Gujarat and Rajasthan

For nearly two decades, Humsafar Trust has worked with MSM and transgender communities in Mumbai, Maharashtra. It has successfully linked community advocacy and support activities to the development of effective HIV prevention and health services. It is one of the pioneers among MSM and transgender organisations in India and serves as the national secretariat of the Indian Network for Sexual Minorities (INFOSEM).

**Pehchan North Region Office**

**Pehchan Focus:** Punjab, Delhi, Uttar Pradesh and Bihar

Alliance India supports a regional implementing office based in Delhi that leads implementation of Pehchan in four states of North India.

Solidarity and Action Against The HIV Infection in India (SAATHII) (www.saathii.org)

**Pehchan Focus:** West Bengal, Manipur, Orissa and Jharkhand

With offices in five states and over 10 years of experience, SAATHII works with sexual minorities for HIV prevention. SAATHII works closely with the West Bengal’s State AIDS Control Society (SACS) and the State Technical Support Unit and is the SACS-designated State Training and Resource Centre for MSM, transgender and hijra.

South India AIDS Action Programme (SIAAP) (www.siaapindia.org)

**Pehchan Focus:** Tamil Nadu

SIAAP brings more than 22 years of experience with community-driven and community development focussed programmes, counselling, advocacy for progressive policies, and training to address HIV and wider vulnerability issues for MSM, transgender and hijra community.

Sangama (www.sangama.org)

**Pehchan Focus:** Karnataka and Kerala

For more than 20 years, Sangama has been assisting MSM, transgender and hijra communities to live their lives with self-acceptance, self-respect and dignity. Sangama lobbies for changes in existing laws that discriminate against sexual minorities and for changing public opinion in their favour.
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About this Module

This module is designed to help training participants: 1) understand the importance of leadership and good governance in achieving the goals of an organisation; and 2) enhance individual leadership capacity to help develop a vision to improve the quality of life in the community. Interactive sessions in this module include group work, games, live projects, audio and video clips, role playing and case studies. In the Pehchan programme, this module is used to introduce leadership and governance principles to CBO Programme Officers as well as board members of Pehchan’s Community Advisory Boards (CABs).

About Pehchan

With financial support from the Global Fund, Pehchan is building the capacity of 200 community-based organisations (CBOs) for men who have sex with men (MSM), transgenders and hijras in 17 states in India to be more effective partners in the government’s HIV prevention programme. By supporting the development of strong CBOs, Pehchan addresses some of the capacity gaps that have often prevented CBOs from receiving government funding for much-needed HIV programming. Named Pehchan, which in Hindi means ‘identity’, ‘recognition’ or ‘acknowledgement,’ this programme will reach 453,750 MSM, transgenders and hijras by 2015. It is the Global Fund’s largest single-country grant to date, focused on the HIV response for vulnerable sexual minorities.

Training Curriculum Overview

In order to stimulate the development of strong and effective CBOs for MSM, transgender and hijra communities and to increase their impact in HIV prevention efforts, responsive and comprehensive capacity building is required. To build CBO capacity, Pehchan developed a robust training programme through a process of engagement with community leaders, trainers, technical experts, and academicians in a series of consultations that identified training priorities. Based on these priorities, smaller subgroups then developed specific thematic components for each curricular module. Inputs from community consultations helped increase relevance and value of training modules. By engaging MSM, transgender and hijra (MTH) communities in the development process, there has been greater ownership of training and of the overall programme among supported CBOs. Technical experts worked on the development of thematic components for priority areas identified by community representatives. The process also helped fine-tune the overall training model and scale-up strategy. Thus, through a consultative, community-based process, Pehchan developed a training model responsive to the specific needs of the programme and reflecting key priorities and capacity gaps of MSM, transgender and hijra CBOs in India.
Preface

As I put pen to paper, a shiver goes down my spine. It is hard to believe that this day has come after almost five long years! For many of us, Pehchan is not merely a programme; it is a way of life. Facing a growing HIV epidemic among men who have sex with men (MSM), transgender, and hijra communities in India, a group of development and health activists began to push for a large-scale project for these populations that would be responsive to their specific needs and would show this country and the world that these interventions are not only urgently needed but feasible.

Pehchan was finally launched in 2010 after more than two years of planning and negotiation. As the programme has evolved, it has never stepped back from its core principle: Pehchan is by, for and of India’s MSM, transgender and hijra communities. Leveraging rich community expertise, the Global Fund’s generous support and our government’s unwavering collaboration, Pehchan has been meticulously planned and passionately executed. More than just the sum of good intentions, it has thrived due to hard work, excellent stakeholder support, and creative execution.

At the heart of Pehchan are community systems strengthening. Our approach to capacity building has been engineered to maximise community leadership and expertise. The community drives and energises Pehchan. Our task was to develop 200 strong community-based organisations (CBOs) in a vast and complex country to partner with state governments and provide services to MSM, transgender and hijra communities to increase the effectiveness of the HIV response for these populations and improve their health and wellbeing. To achieve necessary scale and sustain social change, strong CBOs would require responsive development of human capital.

Over and above consistent services throughout Pehchan, we wanted to ensure quality. To achieve this, we proposed a standard training package for all CBO staff. When we looked around, we found there really wasn’t an existing curriculum that we could use. Consequently, we decided to develop one not only for Pehchan but also for future efforts to build the capacity of community systems for sexual minorities. So began our journey to create this curriculum.

Building on the experience of Sashakt, a pilot programme supported by UNDP that tested the model that we’re scaling up in Pehchan, an involved process of consultations and workshops was undertaken. Ideas for each module came from discussions with a range of stakeholders from across India, including community leaders, activists, academics and institutional representatives from government and donors. The list of modules grew with each consultation. For example in Sashakt, we had a single training module on family support and mental health; in Pehchan, we decided that it would be valuable to split these and have one on each.

Eventually, we agreed on the framework for the modules and the thematic components, finding a balance between individual and organisational capacity. Overall, there are two main areas of capacity building: one that is directly related to the services and the other that is focused on building capable service providers. Then we began the actual writing of the curriculum, a process of drafting, commenting, correcting, tweaking and finalising that took over eight months.
Once the curriculum was ready to use, trainings-of-trainers were organised to develop a cadre of master trainers who would work directly with CBO staff. Working through Pehchan’s four Regional Training Centers, these trainers, mostly members of MSM, transgender and hijra communities, provided further in-service revisions and suggestions to the modules to make them succinct, clear and user-friendly. Our consortium partner SAATHII contributed particularly to these efforts, and the current training curriculum reflects their hard work.

In fact, the contributors to this work are many, and in the Acknowledgements section following this Preface, we have done our best to name them. They include staff from all our consortium partners, technical experts, advocates, donor representatives and government colleagues. The staff at India HIV/AIDS Alliance, notably the Pehchan team, worked beautifully to develop both process and content. That we have come so far is also a tribute to vision and support of our leaders, at Alliance India and in our consortium partners, Humsafar Trust, SAATHII, Sangama, and SIAAP, as well as in India’s National AIDS Control Organisation and at the Global Fund to Fight AIDS, Tuberculosis and Malaria in Geneva.

We would like to think of the Pehchan Training Curriculum as a game changer. While the modules reflect the specific context of India, we are confident that they will be useful to governments, civil society organisations and individuals around the world interested in developing community systems to support improved HIV and other health programming for sexual minorities and other vulnerable communities as well.

After two years of trial and testing, we now share this curriculum with the world. Our team members and master trainers have helped us refine them, and seeing the growth of the staff in the CBOs we have trained has increased our confidence in the value of this curriculum. The impact of these efforts is becoming apparent. As CBOs have been strengthened through Pehchan, we are already seeing MSM, transgender and hijra communities more empowered to take charge, not only to improve HIV prevention but also to lead more productive and healthy lives.

Sonal Mehta
Director: Policy & Programmes
India HIV/AIDS Alliance
New Delhi
March 2013
General Acknowledgements

The Pehchan Training Curriculum is the work of many people, including community members, technical experts and programme implementers. When we were not able to find training materials necessary to establish, support and monitor strong community-based organisations for MSM, transgenders and hijras in India, the Pehchan consortium collectively developed a curriculum designed to address these challenges through a series of community consultations and development workshops. This process drew on the best ideas of the communities and helped develop a responsive curriculum that will help sustain strong CBOs as key element of Pehchan.

We would like to take this opportunity to acknowledge the contributions of those who helped in taking this process forward, including (in alphabetical order): Ajai, Praxis; Usha Andewar, The Humsafar Trust; Sarita Barapanda, IWW-UK; Jhuma Basak, Consultant; Dr. V. Chakrapani, C-Sharp; Umesh Chawla, UNDP; Alpana Dange, Consultant; Brinelle D’Souza, TISS; Firoz, Love Life Society; Prashanth G, Maan AIDS Foundation; Urmij Jadav, The Humsafar Trust; Jeeva, TRA; Harleen Kaur, Manas Foundation; Krishna, Suraksha; Monica Kumar, Manas Foundation; Muthu Kumar, Lotus Sangama; Sameer Kunta, Avahan; Agniya Lahiri, PLUS; Meera Limaya, Consultant; Veronica Magar, REACH; Magdalene, Center for Counselling; Sylvester Merchant, Lakshya; Amrita Nanda, Lawyers’ Collective; Nilanjana, SAFRG; Prabhakar, SIAAP; Priti Prabhughate, ICRW; Nagendra Prasad, Ashodaya Samithi; Revathi, Consultant; Rex, KHPT; Amitava Sarkar, SAATHII; Dr. Maninder Setia, Consultant; Chetan Sharma, SAFRG; Suneeta Singh, Amaltas; Prabhakar Sinha, Heroes Project; Sreeram, Ashodaya Samithi; Suresh, KHPT; Sanjantie Veul, JHU; and Roy Wadia, Heroes Project.

Once curricular framework was finalised, a group of technical and community experts was formed to develop manuscripts and solicit additional inputs from community leaders. The curriculum was then standardised with support from Dr. E.M. Sreejit and streamlined with support from a team at SAATHII, led by Pawan Dhall. This process included inputs from Sudha Jha, Anupam Hazra, Somen Acharya, Shantanu Pyne, Moyazzam Hossain, Amitava Sarkar, and Debjyoti Ghosh Dhall from SAATHII; Cairo Araijo, Vaibhav Saria, Dr. E.M. Sreejit, Jhuma Basak, and Vahista Dastoor, Consultants; Olga Aaron from SIAAP; and Hariyot Khosa and Chaitanya Bhatt from India HIV/AIDS Alliance.

From the start, the Government of India’s National AIDS Control Organisation has been a key partner of Pehchan. In particular, Madam Aradhana Johri, Additional Secretary, NACO, has provided strong leadership and steady guidance to our work. The team from NACO’s Targeted Intervention (TI) Division has been a constant friend and resource to Pehchan, notably Dr. Neeraj Dhirna, Deputy Director General (TI); Manilal N. Raghavan, Programme Officer (TI); and Mridu, Technical Officer (TI). As the programme has moved from concept to scale-up, Pehchan has repeatedly benefitted from the encouragement and wisdom of NACO Directors General, past and present, including Madam Sujata Rao, Shri K. Chandramouli, Shri Sayan Chatterjee, and Shri Lov Verma.

Pehchan is implemented by a consortium of committed organisations that bring passion, experience, and vision to this work. The programme’s partners have been actively engaged in developing the training curriculum. We are grateful for the many contributions of Anupam Hazra and Pawan Dhall from SAATHII; Hemangi, Pallav Patnaik, Vivek Anand and Ashok Row Kavi from the Humsafar Trust; Olga Aaron and Indumati from SIAAP; Vijay Nair from Alliance India Andhra Pradesh; and Manohar from Sangama. Each contributed above and beyond the call of duty, helping to create a vibrant training programme while scaling up the programme across 17 states.
India HIV/AIDS Alliance’s Pehchan team has been untiring in its contributions to this curriculum, including Abhina Aher, Jonathan Ripley, Yadvendra (Rahul) Singh, Simran Shaikh, Yashwinder Singh, Rohit Sarkar, Chaitanya Bhatt, Nunthuk Vunghoihkim, Ramesh Tiwari, Sarbeshwar Patnaik, Ankita Bhalla, Dr. Ravi Kanth, Sophia Lonappan, Rajan Mani, Shaleen Rakesh, and James Robertson. A special thank-you to Sonal Mehta and Harjyot Khosa for their hard work, patience and persistence in bringing this curriculum to life.

Through it all, the Global Fund to Fight AIDS, Tuberculosis and Malaria has provided us both funding and guidance, setting clear standards and giving us enough flexibility to ensure the programme’s successful evolution and growth. We are deeply grateful for this support.

Pehchan’s Training Curriculum is the result of more than two years of work by many stakeholders. If any names have been omitted, please accept our apologies. We are grateful to all who have helped us reach this milestone.

The Pehchan Training Curriculum is dedicated to MSM, transgender and hijra communities in India who for years, have been true examples of strength and leadership by affirming their pēhchan.
Module Acknowledgements: Leadership and Governance

Each component of the Pehchan Training Curriculum has a number of contributors who have provided specific inputs. For this component, the following are acknowledged:

**Primary Author**
Jhuma Basak, Consultant

**Compilation**
Dr. E. M. Sreejit, Consultant

**Technical Input**
Debjyoti Gosh, SAATHII; Harjyot Khosa, India HIV/AIDS Alliance

**Coordination and Development**
Vahista Dastoor, C4D Consultant
Pawan Dhall, SAATHII

**References**
# About the Leadership and Governance Module

<table>
<thead>
<tr>
<th>No.</th>
<th>A2</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
<td>Leadership and Governance</td>
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</table>
| **Pehchan Trainees** | • Project Directors  
• Project Managers/Project Officers  
• Administrative and Finance Officers |
| **Pehchan CBO Type** | Pre-TI, Ti Plus |
| **Training Objectives** | By the end of the module, the participants will:  
• Understand the importance of able leadership and good governance for attaining organisational goals in order to ensure organisational development; and  
• Enhance individual leadership qualities in members of the communities they work with so that they can develop the necessary vision to drive the community members for a better life. |
| **Total Duration** | One day. A day’s training typically covers 8 hours. |

## Module Reference Materials

All the reference material required to facilitate this module has been provided in this document and in relevant digital files provided with the Pehchan Training Curriculum. Please familiarise yourself with the content before the training session.

**Attention**: Please do **not** change the names of file or folders, or move files from one folder to another, as some of the files are linked to each other. If you rename files or change their location on your computer, the hyperlinks to these documents in the Facilitator Guide will not work correctly.

If you are reading this module on a computer screen, you can click the hyperlinks to open files. If you are reading a printed copy of this module, the following list will help you locate the files you need.

### Audio-visual Support

1. PowerPoint presentation on ‘Leadership and Governance’.  
2. Audio-video clip on ‘Mahatama Gandhi’s speech’.  
3. Audio-video clip on ‘Swami Vivekananda’s speech in Chicago’.  

### Annexures

Annexure 1 on ‘Power and Responsibility’.
# Activity Index

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity Name</th>
<th>Time</th>
<th>Material</th>
<th>Audio-visual Resources</th>
<th>Take-home material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Leadership</td>
<td>45 minutes</td>
<td>N/A</td>
<td>Refer to the slides titled ‘A Good Leader Must’ to ‘Walk the Talk’ from the PowerPoint presentation ‘Leadership and Governance’</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Styles of Leadership</td>
<td>30 minutes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>Power versus Responsibility</td>
<td>1 hour 30 minutes</td>
<td>Personal valuables belonging to participants</td>
<td>N/A</td>
<td>Annexure 1 on ‘Power and Responsibility’</td>
</tr>
<tr>
<td>4</td>
<td>Leadership Skills: Multi-tasking, Time Management and Decision-making</td>
<td>1 hour</td>
<td>N/A</td>
<td>Refer to the Audio-video clip on ‘Mahatama Gandhi’s speech’</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to Governance</td>
<td>20 minutes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>Concept of Good Governance</td>
<td>40 minutes</td>
<td>N/A</td>
<td>Refer to the slides titled ‘Good Governance Provides’ from the PowerPoint presentation ‘Leadership and Governance’</td>
<td>PowerPoint presentation ‘Leadership and Governance’</td>
</tr>
<tr>
<td>7</td>
<td>Rewards and Punishments</td>
<td>1 hour</td>
<td>Chart papers and markers</td>
<td>Refer to the Audio-video clip on ‘Swami Vivekananda’s speech in Chicago’ and the movie ‘Lagaan’</td>
<td>N/A</td>
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1 Overhead projector, laptop, sound system and whiteboard should be provided at every training.
Activity 1: Introduction to Leadership

<table>
<thead>
<tr>
<th>Time</th>
<th>45 minutes</th>
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</table>
| Learning Outcomes | By the end of this activity, the participants will:  
• Understand the MTH community's need for leadership and the qualities of a good leader;  
• Create the vision, mission and goal of the community and the community-based organisation (CBO); and  
• Balance the individual's vision, mission and goals with that of the community and the CBO. |
| Materials | N/A |
| Audio-visual Support | Refer to the slides titled ‘A Good Leader Must’ to ‘Walk the Talk’ from the PowerPoint presentation ‘Leadership and Governance’. |
| Take-home Material | N/A |

Methodology

Ask the participants to share their thoughts and views on the community’s perspective (this refers to the communities they work with, in this case MSM, transgender and hijra) on leadership using the following questions.

• What is your dream for yourself/ life? What is the dream of your community?
• What do you need to do to actualise this dream of your life and your community?
• What do you wish to be the CBO’s vision/dream?
• Does this dream (vision) match the CBO’s vision (as an organisation representing the community)? If yes, then what other ideas do you have to develop this further? If no, then what can be done to match the two visions?
• What are the steps or plans of action to turn this vision into reality?

Probe the participants on their ideas of leadership.

• In which particular areas of your life and work do you require leadership?
• What kind of qualities would a leader need to have in order to provide that specific leadership to you?
• Who is a leader?

Display the slides titled ‘A Good Leader Must’ to ‘Walk the Talk’ from the PowerPoint presentation ‘Leadership and Governance’.

Conclude by discussing that having a personal, organisational and community vision is necessary for community development, and a leader is someone who motivates himself or herself and others to realise these individual, organisational and community visions or dreams into reality.
Background Information

A Few Definitions of Leadership

“Leadership is influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and vision of an organisation, and improve its functioning.” (Department of the Army, 2006)

“Leaders are individuals who establish direction for a working group of individuals who gain commitment form these group of members to this direction and who then motivate these members to achieve the direction’s outcomes.” (Conger, 1992)

“The history of the world is full of men who rose to leadership, by sheer force of self-confidence, bravery and tenacity.” (Prabhu and Rao, 1966)

Definition of a Vision Statement

It is a future oriented, detailed description of outcomes you want to accomplish. Ideally, it is what you want to establish as a result of your efforts. When working on a vision statement, be as specific as possible: what does it look like, feel like? Who is involved? How? What are they getting from and giving to the organisation/experience?

Definition of a Mission Statement

This should be a statement of why you exist (organisation) or what you want to be (person). This is your purpose. Ideally it should be one sentence, easily repeatable and inspiring.

Definition of a Goal

A goal is an intermediary step towards accomplishing your mission and vision. Goals should constitute a stretch measured against time (not something you know you can easily reach). They should be aligned with principles and values. Goals, when accomplished, should bring you closer to your mission and vision. Goals can be further sub-divided into sub-goals or objectives.

Note: Some people equate the term ‘vision’ to ‘goal’, and ‘mission’ to ‘objectives’. It is important to understand these concepts and their sequential inter-relationship rather than dwell too much on terminology. Facilitators should use the terminology in the best possible way they feel would benefit the participants in understanding the concepts.
Activity 2: Styles of Leadership

<table>
<thead>
<tr>
<th>Time</th>
<th>30 minutes</th>
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<tbody>
<tr>
<td>Learning Outcomes</td>
<td>By the end of the activity, the participants will:</td>
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<tr>
<td></td>
<td>• Be able to assess a leader’s style of leadership: how she/he handles people and tasks together?; and</td>
</tr>
<tr>
<td></td>
<td>• Create an information database about their community.</td>
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<tr>
<td>Materials</td>
<td>N/A</td>
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<tr>
<td>Audio-visual Support</td>
<td>N/A</td>
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<tr>
<td>Take-home Material</td>
<td>N/A</td>
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</table>

Methodology

Divide participants into small groups. Ask each group to select a leader. Brief group leaders that they are to lead the task of collecting HR-related information from all the members. For instance find out:

• If all the members have ration cards in their name or their families/childrens name? If not, create a list of their requirements;
• If they all have a community health card? If yes, create a list of their expiry dates, etc; and
• If their child is being provided with education? If yes, list the child’s name, age, school and class.

Note: This would help participants understand the process involved in creation of a database or information bank about their community members. It can be explained briefly that Pehchan’s Management Information System (MIS) is also an information bank. An organisation can develop various such databases, depending on the need. These can be useful for preparing community development and planning tools for leaders, as they contain valuable information on the health and development needs of community members. However, such databases need to be developed and used ethically and confidentially. The database should clearly indicate that the desired information has been taken with complete knowledge and consent.

During this process of task completion, tell one member from each group to go up to their leader and seek permission for leave because of some serious issue (for example, either feeling unwell, or some emergency in the family).

Observe how the leader handles this unexpected intervention of the member. Does she/he stop all activity to deal with the said individual? Does she/he grant the person immediate leave or denies it outright? Does she/he designate someone else for this intervention, while she/he continues with the group's completion of tasks?

After the groups complete their tasks, provide feedback on the styles of leadership and other leadership issues that you observed during the exercise. Conclude the discussion on leadership styles by pointing out that while some persons unconsciously or consciously use a particular style of leadership because it suits their personality and skills, good leaders are flexible and adopt one approach over another, or even a mixed approach, depending on the needs of the team.
Background Information
(Bass and Bass, 1974)

Task-oriented Leaders
- Manage/lead by instruction or goal-setting.
- Make completion of the task mandatory.
- Are more hands-off with regard to people.

Person-oriented Leaders
- Show concern for subordinates.
- Are warm and supportive.
- Are more hands-off with regard to tasks.

Ideally a leader needs to utilise both these aspects of leadership: it depends on her/his decision-making capacity, which one to exercise in which particular situation or a mixture of both in a particular situation (a little like using aspects of ‘hard’ as well as ‘soft’ HR).

Concern for People
This is the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task.

Concern for Production
This is the degree to which a leader emphasises concrete objectives, organisational efficiency and high productivity when deciding how best to accomplish a task.
Activity 3: Power versus Responsibility

Time | 1 hour 30 minutes (including lunch break)
--- | ---
Learning Outcomes | By the end of the activity the participants will:
• Experience and handle both power and responsibility;
• Develop the willingness to take up the role as a leader; and
• Build trust and faith towards their leader.

Materials | Personal valuables belonging to the participants.
Audio-visual Support | N/A
Take-home Material | Annexure 1 on ‘Power and Responsibility’.

Methodology

Pre-lunch
Before breaking for lunch, ask the participants to identify four persons as leaders from their group.

Tell two of the four selected leaders that they would represent the traditional style of leadership (as in the hijra community, for example), while the other two will represent a new style of leadership.

Once the leaders are chosen, tell the participants to deposit their mobile phones, watches and purses under the custody of these four leaders.

These four leaders have to be responsible for protecting the assets of all participants during the lunch break. As part of this exercise, both groups of leaders need to develop a back-up plan to reimburse participants in the event that the leaders were to lose any of the valuables.

Post-lunch
Assist the participants in observing the two different styles of leadership in the exercise and draw attention to the possibility of both of them to co-exist.

Evaluate the back-up plan for reimbursement created by the two different sets of leaders. Discuss the feasibility of the plans and share key concepts from the reference material that follows and relate it to the exercise just completed. Point out, or encourage the participants to point out, the situations of ‘trust’, ‘power’ and ‘responsibility’ in the exercise.

Explain that power and responsibility always go hand in hand. There are different forms of power. It is a leader’s responsibility to use power appropriately and ensure best possible results for individual, organisational and community growth.
Background Information

(Woldring, 2001)

We are voted or chosen into positions of responsibility, not of power. It is the responsibility of the leaders to serve, to lead people, and not to have power over people.

What is Power?

- Power is the capacity and potential of a person, team, or organisation to influence others.
- A person's influence must be accepted by others, in order for change to occur.

Sources of Power

- **Reward power:** Is based on an individual's belief that the other individual has the ability to grant a reward to him/her.
- **Coercive power:** It is power based on fear.
- **Legitimate power:** A person's structural position within a formal group or organisation, more often than not, plays a very important part in determining his/her access to one or more bases of power. This is known as legitimate power and refers to the power a person receives because of his or her position in the formal organisational hierarchy.
- **Expert power:** It refers to the influence a person creates as a result of some special skill or knowledge that she/he possesses.
- **Referent power:** The base for referent power is identification with an individual who has desirable resources or personal traits.

### Consequences of Power

<table>
<thead>
<tr>
<th>Sources of Power</th>
<th>Consequences of Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert Power</td>
<td>Dependence</td>
</tr>
<tr>
<td>Referent Power</td>
<td>Compliance</td>
</tr>
<tr>
<td>Legitimate Power</td>
<td>Resistance</td>
</tr>
<tr>
<td>Reward Power</td>
<td></td>
</tr>
<tr>
<td>Coercive Power</td>
<td></td>
</tr>
</tbody>
</table>

What is Responsibility’? 

‘Response-ability’ is the ability to choose your response. It is important that the response we choose should be beneficial for our own growth and should be able to protect the trust of the people who depend on us. Responsibility can be defined as assuming accountability (being answerable) for a task, a decision or an action. A person is said to be responsible for something when he or she accepts the consequences of something.
Activity 4: Leadership Skills: Multi-tasking, Time Management and Decision-making

<table>
<thead>
<tr>
<th>Time</th>
<th>1 hour</th>
</tr>
</thead>
</table>
| Learning Outcomes | By the end of this activity the participants will understand the importance of the following attributes in a leader:  
• Multi-tasking;  
• Time management;  
• Decision-making;  
• People management;  
• Prioritising tasks; and  
• Stress management. |
| Materials     | N/A                                                                    |
| Audio-visual Support | Refer to the audio-video clip on ‘Mahatama Gandhi’s speech’.         |
| Take-home Material | N/A                                                                  |

**Methodology**

Divide the participants into smaller groups and ask each group to select a leader. Ask each group to create a detailed action plan for any one of the following three goals:

• Community awareness on MTH issues;  
• Community health awareness; and  
• Community children’s education.

Each group’s action plan should:

• Select one of the three goals and state why that goal has been selected as a priority; and  
• List the specific process involved in its working i.e its financial plan, promotional material etc. required in order to make the goal a reality, thus reaching the ultimate vision.

While the groups are busy making this action plan, the group leaders have to simultaneously meet a journalist from the media (ask any of the volunteers to play the role of a journalist), and answer all the queries.

Ask someone to play the role of a Project Manager who should call the group leaders asking for an immediate report on the status of work in the group.

Observe how the leader:

• Allocates work to team members;  
• Prioritises the most important task;  
• Manages time, people as well as situations; and  
• Lets get communication affected at times of stress.

At the end of the task, ask for feedback from all participants on the leaders'
performances and share your observations as a facilitator. Relate your observations to the following key leadership skills: (i) Multi-tasking, (ii) Time management, (iii) Decision-making, (iv) People management, (v) Prioritising tasks, and (vi) Stress management.

Play the audio file ‘Mahatama Gandhi’s speech’ and ask participants to share what they felt about his words. Are they still relevant today?

**Background Information**

**Multi-tasking and Time Management**

(Gonzalez and Mark 2004).

- Multi-tasking is the capacity to execute several tasks simultaneously and effectively.
- Multi-tasking requires the capacity to give divided attention to more than one activity. One has to be flexible in mind to stay ready for handling unplanned interruptions in work and to continue both the old and the new work together.
- Effective time management skills can be helpful in such situations.
- Setting the right priority is very important in time management.
- The Time Management Matrix shown below can be made to help decide which task to address first.

<table>
<thead>
<tr>
<th>Urgent</th>
<th>Not Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Important</td>
<td>Preparations</td>
</tr>
<tr>
<td>Crises</td>
<td>Presentations</td>
</tr>
<tr>
<td>Pressing problems</td>
<td>Values clarification</td>
</tr>
<tr>
<td>Deadline driven</td>
<td>Planning</td>
</tr>
<tr>
<td>Projects, meetings, preparations</td>
<td>Relationship building</td>
</tr>
<tr>
<td>III</td>
<td>IV</td>
</tr>
<tr>
<td>Not Important</td>
<td>Important</td>
</tr>
<tr>
<td>Interruptions, some phone calls</td>
<td>Trivia</td>
</tr>
<tr>
<td>Some mail, some reports, some meetings</td>
<td>Junk mail</td>
</tr>
<tr>
<td>Many proximate pressing matters</td>
<td>Some phone calls</td>
</tr>
<tr>
<td>Many popular activities</td>
<td>Time wasters</td>
</tr>
<tr>
<td>“Escape” activities</td>
<td>Empowerment</td>
</tr>
</tbody>
</table>
Activity 5: Introduction to Governance

<table>
<thead>
<tr>
<th>Time</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes</td>
<td>By the end of this activity, the participants will:</td>
</tr>
<tr>
<td></td>
<td>• Receive hands-on learning on governance;</td>
</tr>
<tr>
<td></td>
<td>• Learn the practice of fair ethics in working processes and in decision-making;</td>
</tr>
<tr>
<td></td>
<td>• Understand importance of transparency; and</td>
</tr>
<tr>
<td></td>
<td>• Learn how leadership styles impact the governance of the organisation/team.</td>
</tr>
<tr>
<td>Materials</td>
<td>N/A</td>
</tr>
<tr>
<td>Audio-visual Support</td>
<td>N/A</td>
</tr>
<tr>
<td>Take-home Material</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Methodology**

Divide the participants based on their organisations. Ask each group to do a role-play wherein they:

- Select a team leader, a core decision-making body and a documentation-keeping body.
- Ask each of the team members to imagine they have contributed 200 rupees to the team leader, creating a collective common fund of that particular group.
- Decide how the collected sum will be utilised:
  - Fun/pleasure driven activities (such as having tea within the group).
  - Utility-driven activities (such as someone in the group may require something such as medicine, rice, etc.).
- The group has to also ensure that five per cent of the total collected contribution would be saved for future use.
- The documentation body has to keep track of the entire process of work, how decisions were taken, differences of opinion voiced as well as prepare a financial statement (along with bills and receipts).
- At the end of the execution of the project, the group has to report/share the project’s working process and financial documentation with the other groups with absolute transparency.

The facilitator should discuss the learning of the participants around governance through this entire exercise in relation to the learning outcomes of the session listed above.
Background Information

Some Definitions of Governance

• Governance simply means the process of decision-making and the process by which decisions are implemented. *(Berle & Means, 1968)*

• Governance is … the traditions and institutions by which authority in a country is exercised for the common good. This includes (i) the process by which those in authority are selected, monitored and replaced, (ii) the capacity of the government to effectively manage its resources and implement sound policies, and (iii) the respect of citizens and the state for the institutions that govern economic and social interactions among them. *(Kaufmann, Kraay, Zoido; 2002)*

• Governance is the exercise of political, economic and administrative authority to manage a nation’s affairs. It is the complex mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights and obligations, and mediate their differences. *(Hirschmann, 1999)*
Activity 6: What is Good Governance?

<table>
<thead>
<tr>
<th>Time</th>
<th>40 minutes</th>
</tr>
</thead>
</table>
| Learning Outcomes | By the end of this activity, the participants will:  
  • Receive experiential learning on ‘Accountability’ and ‘Responsibility’ towards individuals in the organisation;  
  • Understand innovative ways to manage crises in their own community and to become a leader;  
  • Learn to empathise with other individuals of different organisational perspectives/responsibilities/situations for crisis management; and  
  • Learn how a crisis situation may bring about more solidarity within the group, thus creating organisational cohesiveness and strength. |

| Materials | N/A |
| Audio-visual Support | Refer to the slides titled ‘Good Governance Provides’ from the PowerPoint presentation ‘Leadership and Governance’. |
| Take-home Material | PowerPoint presentation ‘Leadership and Governance’. |

Methodology

Part I

Identify a popular board member from any of the organisations present. Then create a hypothetical situation wherein that particular person has been asked to step down from her/his position due to some misconduct that she/he has committed.

Observe the group’s reaction to this: do they want an explanation of this? Do they accept the situation? Do they want to know what has happened? Do they feel the investigation process has been unfair? Share your observations with the participants.

Part II

Ask the participants to volunteer to play the following roles in the case study provided below.

• A Coordinator
• A Project Manager
• Governing Body Members

Describe the situation to the participants.

• The Project Manager of a CBO was in Delhi (capital of India) for office work. She/he had to take a flight to Chennai (India) and then travel further by road for a meeting called by a CBO. The Project Manager was the reason for the meeting being called. Everybody was informed about the meeting and they had accordingly scheduled to arrive from different interior parts of Chennai. But suddenly the coordinator received a call from the Project Manager saying his/her ticket has not been confirmed because of some confusion and there are no other tickets available in any other flight for his/her travel for the meeting. Now the Coordinator is very worried as all the Governing Body members and other concerned members who have already arrived for the meeting; a considerable amount of money had been spent on organising logistics for this meeting.
Ask the participants, who have volunteered to role-play, the following questions:

- How should the Coordinator handle this situation? How should she/he handle the Project Manager and the Governing Body members?
- What does the Project Manager have to say to the Coordinator in such a situation; how does the Project Manager plan to explain this situation to the CBO leadership later to pacify the tense situation?
- What do the Governing Body members have to say to the Coordinator and the members of the CBO? Is it somehow possible to retrieve the loss of money, time and face in this entire situation?

Observe the role-players’ capacity of handling critical situations and in dealing with hierarchies. Ask the other participants for their observations, and ask them how they would have dealt with the situation in any of the roles. Share your observations with them in relation to the learning outcomes of the session listed below and the key concepts of good governance:

- Transparency
- Responsibility
- Accountability
- Participation
- Responsiveness
- Respect for ethical and legal concerns

**Background Information**

*(Reif, 2000)*

According to the Office of the United Nations High Commissioner for Human Rights, Good Governance Practices for the Protection of Human Rights (HR/PUB/07/4), good governance can be assured when it provides:

“full respect of human rights, the rule of law, effective participation, multi-actor partnerships, political pluralism, transparent and accountable processes and institutions, an efficient and effective public sector, legitimacy, access to knowledge, information and education, political empowerment of people, equity, sustainability, and attitudes and values that foster responsibility, solidarity and tolerance.”

**Key Attributes of Good Governance**

The concept of good governance has been clarified by the work of the former UN Commission on Human Rights. In its resolution 2000/64, the Commission identified the key attributes of good governance.

- Transparency
- Responsibility
- Accountability
- Participation
- Responsiveness (to the needs of the people)

The links between good governance and fair practices can be cited around four areas: (i) democratic institutions, (ii) service delivery, (iii) rule of law, and (iv) anti-corruption.
Democratic Institutions
Good governance reforms of democratic institutions create avenues for the public to participate in policy-making either through formal institutions or informal consultations. They also establish mechanisms for the inclusion of multiple social groups in decision-making processes, especially locally. Finally, they may encourage civil society and local communities to formulate and express their positions on issues of importance to them.

Service Delivery
Reform initiatives may include mechanisms of accountability and transparency, culturally sensitive policy tools to ensure that services are accessible and acceptable to all, and paths for public participation in decision-making.

Rule of Law
Good governance initiatives may include advocacy for legal reform, public awareness-generation on the national and international legal framework and capacity-building or reform of institutions.

Anti-Corruption
In fighting corruption, good governance efforts rely on principles such as accountability, transparency and participation to shape anti-corruption measures. Initiatives may include establishing institutions such as anti-corruption commissions, creating mechanisms of information sharing, and monitoring governments’ use of public funds.
Activity 7: Guidelines on Rewards and Punishments

<table>
<thead>
<tr>
<th>Time</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>By the end of this activity, the participants will:</td>
</tr>
<tr>
<td></td>
<td>• Be able to identify the need for organisations to reward and punish certain professional actions; and</td>
</tr>
<tr>
<td></td>
<td>• Understand the need for a fair ‘Reward System’ in order to ensure successful governance.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Chart papers and markers.</td>
</tr>
<tr>
<td><strong>Audio-visual Support</strong></td>
<td>Refer to the audio-video file on ‘Swami Vivekananda’s speech in Chicago’s and from the movie ‘Lagaan’.</td>
</tr>
<tr>
<td><strong>Take-home Material</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Methodology**

Initiate a discussion on whether there needs to be a proper system of rewards and punishments within a CBO, and if so, why.

Ask the participants to prepare a list of professional activities within the organisation which the community they work with thinks needs to be rewarded.

Point out that it is equally important to chart out a list of behaviours that the community may think needs to be punished.

Once the lists are prepared, display them on a whiteboard or chart paper and ask the participants if they feel there should be a certain body which would work in a neutral fashion to assess/judge these rewards and punishments.

Ask them to then do the following:

- Create parameters for being a member of such a neutral and unbiased committee.
- Decide on a process of electing members to the committee.
- Decide on a process of record keeping of all the decisions taken by the committee for future reference.

Wrap up the day’s activities by screening the following video-clips, summarising the key concepts discussed and asking for feedback on the day’s learning.

- ‘Swami Vivekananda’s speech in Chicago’
- Scene from movie ‘Lagaan’

**Note to Facilitator**

During the exercise, do not express any value judgments while the participants give their opinions, rather facilitate a free expression of ideas on punishments and rewards.

However, guide the participants to create the reward/punishment system by dividing them into different ‘departments’ such as Financial, HR, Senior Management and Junior Staff.

Give examples of issues around which rewards and punishments maybe given: Punctuality, Absenteeism, Misconduct, Over-achievement etc.

Alert: Rewards and punishments may be thought of on the basis of what a community thinks. But community priorities should keep in mind larger legal and ethical perspectives. Respect for human rights must form the basis of their decisions.
Background Information

(Lewin, 1935)

Good governance cannot be ensured without a well-structured and unbiased ‘Rewards and Punishment’ system.

Concept of Reward and Punishment

Rewards

• Positive reinforcement: providing a reward for a desired behaviour.
• Negative reinforcement: removing an unpleasant consequence when the desired behaviour occurs.

Punishment

• Applying an undesirable condition to eliminate an undesirable behavior.

Rewards should be decided on the basis of understanding of the needs of members of any group of people (whether a community, organisational team or any other grouping).

Principles of Reward

• Rewards should be based on some well-defined behaviour/performance/achievement.
• The criteria of getting rewarded should be explicitly communicated to the group members.
• Everyone in the group should have an equal chance to get the reward; no discrimination or personal emotion should affect the reward related decision-making process.
• Both rewards and punishment should be aligned with the relevant group's vision and mission.

Principles of Punishment

• Well-defined punishment guidelines should be prepared and communicated to all the group members.
• Punishments should never be given without prior warning (except for some severe offence).
• Punishment principles should be in line with the law of the country.
• Punishment should be reasonable and in keeping with the gravity of the offence or error.
Annexure 1: Power and Responsibility

**Background Information**

*(Woldring, 2001)*

We are voted or chosen into positions of responsibility, not of power. It is the responsibility of the leaders to serve, to lead people, and not to have power over people.

**What is Power?**

- Power is the capacity and potential of a person, team, or organisation to influence others.
- A person's influence must be accepted by others, in order for change to occur.

**Sources of Power**

- *Reward power:* Is based on an individual's belief that the other individual has the ability to grant a reward to him/her.
- *Coercive power:* It is power based on fear.
- *Legitimate power:* A person's structural position within a formal group or organisation, more often than not, plays a very important part in determining his/her access to one or more bases of power. This is known as legitimate power and refers to the power a person receives because of his or her position in the formal organisational hierarchy.
- *Expert power:* It refers to the influence a person creates as a result of some special skill or knowledge that she/he possesses.
- *Referent power:* The base for referent power is identification with an individual who has desirable resources or personal traits.

**Consequences of Power**

<table>
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Annexure 2: PowerPoint Presentation – Leadership and Governance

Leadership and Governance

A Good Leader Must

Connect with People
Be Responsible

Be Trustworthy

Be Committed to Work
Be Fair in Judgment

Empower Others

Voice Against Oppression
Inspire Others

Walk the Talk

Leadership and Governance

Good Governance Provides
Transparency

Accountability

Interdependence
Good Policy and Documentation

Freedom to Express

Choice as Greatest Reward
References


Ligman 2011, Motion Picture, Jamir Khan Productions, India.
Notes
Notes
# Pehchan Training Curriculum

**MSM, Transgender and Hijra Community Systems Strengthening**

<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
</tr>
</thead>
</table>
| **A**  | A1 Organisational Development  
A2 Leadership and Governance  
A3 Resource Mobilisation and Financial Management |
| **B**  | B Basics of HIV Prevention and Outreach Planning (Pre-TI) |
| **C**  | C1 Identity, Gender and Sexuality  
C2 Family Support  
C3 Mental Health  
C4 MSM with Female Partners  
C5 Transgender and Hijra Communities |
| **D**  | D1 Human and Legal Rights  
D2 Trauma and Violence  
D3 Positive Living  
D4 Community Friendly Services  
D5 Community Preparedness for Sustainability  
D6 Life Skills Education |

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