


**RESTLESS
DEVELOPMENT**

YOUTH POWER

Training Toolkit


Module 2





Module 2

USING YOUR YOUTH POWER TO LEAD OTHERS



Step 1 Grounding & Sharing

During the first step of this module we will support leaders to create a safe space for learning, building upon their own lived experiences. We will also explore the group's understanding of leadership and facilitate conversations around leadership styles and what it means to use their 'Youth Power' to lead others.

After completing this step participants should have an understanding of their leadership style, and how they may want to adapt this in the future. They should also have an understanding of some of the common leadership challenges faced and be able to articulate taking a 'Youth Power' approach to finding solutions.

As a facilitator you should have a good understanding from participants of their understanding and approaches to leading others, and some of the challenges they face in their organisation. This should enable you to adapt and contextualise the following two steps of the module.

Total time for Step 1:
5 hours

Safe spaces

15 mins

To establish the culture for the workshop

- Welcome everyone to the workshop.
- Recap the discussion on safe spaces that took place during Module 1 'What does it mean to have a safe space?' [if the group is new, repeat the session].
- Ensure participants are aware they are free to take breaks as needed.
- Share safeguarding and wellbeing protocols.

Grounding Exercise

15 mins

To encourage everyone to feel comfortable in the workshop

- Welcome everyone to the workshop. Explain that we are going to start with a grounding exercise to help us focus.
- Ask everyone to sit somewhere comfortable. Ask everyone to write down;
 - *Look around and name five things that you can see around you.*
 - *Focus on four things that you can feel.*
 - *Name three things that you can hear around you.*
 - *Notice two things that you can smell around you right now.*
 - *Focus on one thing that you can taste.*
- Ask participants, how do you feel?
- Explain that this exercise should help participants feel grounded and focused on the tasks ahead.

What is Youth Power

30 mins

To recap the group's understanding of Youth Power

- Explain that in Module 2 we are going to focus on how we can use our Youth Power to lead others, and build Collective Youth Power.
- Facilitate a Group Discussion on
 - *'What does Youth Power mean to me?'*
 - *'What would Collective Youth Power look like?'*
- If participants have completed Module 1, this is a good opportunity to reflect on learning and actions taken since.
- If they have not, recap some of the key messages.

How do I lead?

60 mins

To acknowledge the diversity in approaches to leadership

- Read each of the following statements. If they agree with the statement, they should walk to the 'Agree' or 'Disagree' side of the room.
- After each point as 2 people, one 'Agree' and one 'Disagree' to explain why.
- Leadership statements:
 1. I make decisions based on the information I have received from others
 2. I like to follow rules and policies to help me lead
 3. I think leaders should be energetic and good at public speaking
 4. I always like to push people to think differently and challenge the norm.
 5. I use my personal story to inspire and motivate others
 6. I prefer to be behind the scenes organising everything that at the front.
 7. I like to be able to reward people for their work
 8. I always listen first, before speaking.
 9. I don't like using the term leader to describe myself
 10. I have a vision for how it should be, and others should follow me.
- Reflect on the activity (e.g, we have lots of people who are like this, less who believe in this)
- Acknowledge that everyone has different approaches to leadership. We do not want everyone to agree with each other, or even the facilitator.
- Explain that the purpose of the workshop is to explore different ideas and not give a 'one size fits all' model that will apply to all organisations.
- Encourage participants to enter the sessions with an open and questioning mind, willing to listen and learn from others.

Common leadership challenges

45 mins

To support participants to identify common leadership challenges

- Explain to participants that we are going to reflect on our experiences leading groups of people, whether in formal organisations or informal networks.
- Ask participants to discuss in pairs
What is the biggest challenge you have faced as a leader?
- Encourage participants to listen actively and not interrupt each other. Ask the 'listening' partner to write down key challenges on post-it notes.
- Facilitate a group discussion to share some of the challenges that participants have faced.

This could include:
 - 'Managing conflict between people
 - 'Finding funding for the work
 - 'Personal challenges
 - 'Imposter syndrome
 - 'Struggling with time management
- Once you have identified some of the common challenges, ask each pair to pick one to focus on one, and discuss.
 - *How would we overcome this challenge?*
 - *What would we do?*
 - *What are the barriers?*

Taking a 'Youth Power' approach to leadership

60 mins

To enable participants to make the connection between Youth Power principles - and the leadership challenges they face.

- Explain that we are going to do a role play. Ask for 10 participants to volunteer.
- Explain the TV Interview scenario and give each of the volunteers a character from Annex 2.1
- These quotes are based on different leadership approaches based upon the Youth Power Principles (copy in Annex 1.3)
- Encourage participants to get creative with the role play, and continue the discussion, with the TV Host asking the leaders what different approaches they would take.

- Ask the 'audience' to share their reflections.
 - *What did you think of the role play?*
 - *Did it make you think differently about the challenges you are facing?*
 - *How do you feel now about using your 'Youth Power' to lead others?*

Leading from the middle- a focus on '360 Leadership'

75 mins

To support participants to consider how they lead from the middle - up, down and across

- **'The Chair Game'**
 - Divide participants into three groups.
 - Secretly ask each group to move the chairs to a different corner of the room.
 - Let participants try to move the chairs.
 - After a few minutes stop the game - and ask participants to reflect on how they felt.
 - Reflect that we often feel like this as leaders - pulled in many directions. All of us have people who are more senior to us or to whom we have upward accountability (there are lots of people to whom even the most senior role is upwardly accountable, so this applies to us all), downward accountability to folks we manage, and lateral accountability to peers.
 - Explain that we're going to explore pressures that "leading from the middle" presents us and practice tools to help us lead more effectively "up", "down" and "across".
- **360 Leadership**

Explain that we are going to dive deeper into the specific challenges that are often faced when you are trying to lead 'from the middle'

Display the following statements on a wall/flip chart

 - "I feel the pressure of being caught in the middle"
 - "I am following an ineffective leader"
 - "I have one head, but have to wear many hats"
 - "Often those not at the front get ignored"
 - "Leaders like being at the front rather than the middle"
 - "It's hard to champion the vision, if you didn't create it"
 - "It's hard to lead others more senior than me"
- Ask participants to mark with a tick on the paper if this is something that they have experienced.

- Reflect on the 'results' and explain these are common leadership challenges. However they are more common when you are leading from the middle.
- Explain that when you are leading from the middle - you need to influence those above, below and alongside you.

This is called **360 Leadership**.

- Divide participants into 3 groups and handout the prompts in Annex 2.2 to focus on
 - **Leading Up**
 - **Leading Across**
 - **Leading Down**
- Ask participants to discuss and reflect on the prompts. Ask participants to identify if there are any other top tips or advice they would add.
- Ask each group (in order of up, across, down) to share their best top tips.
- Conclude the discussion by reminding people that 360 leadership is an approach in which the personal influence you can have over others is central. A good leader influences EVERYONE around them, does not have to be the most senior person in the room or group.
- In preparation for Step 2 ask participants to complete the Situational Leadership Questionnaire (Annex 2.3 - Part 1). Advise that this could take between 30-45 mins to complete.

ADAPT AND INCLUDE!

For visual learners / hearing loss

Note down key points from discussions on flip chart and draw pictures and diagrams to help explain so that everyone may follow the conversation. Also consider adapting the 'Grounding' exercise to focus on the senses that participants are using.

For those with physical challenges

Do the 'How do I lead?' activity sitting down, raising hands for 'Agree' and 'Disagree'. Also consider adapting the 'Chair' game to use rearranging cups or pens on a table.

Confidentiality

Remind participants to not use any personal names or details when discussing challenges, to protect the privacy of those who may have been involved.

Gender Balance

Ensure there is a gender balance during the role play and encourage quieter participants to take part

Buddy-Double

Encourage those who may struggle with individual working to sit down together to complete the situational leadership questionnaire.

Not enough time?

Focus on grounding and creating a safe space and sharing leadership challenges.

Facilitator Tip!

If a challenging or contested issue is raised during the discussions, give people a time-limited space to speak and share their opinions, and then have a break so that everyone can digest and regulate their emotions. Use this time to check in with any participants who may be upset or frustrated. After the break, acknowledge the previous conversation, but move forward into the next activity



Step 2 Learning & Testing

During the second step of this module we will create an opportunity for young leaders to gain new knowledge and skills and test out and build confidence in using them in a supportive environment. During this session we will build upon the previous discussions about personal leadership styles to continue ideas around using 'Youth Power' approaches to strengthen the collective.

As a result of completing this module participants should have a good understanding of how groups and organisations are formed and the most common structures that they take. They should also have a stronger understanding of three key progressive leadership approaches; feminist leadership, transformational leadership and values-based leadership.

As a facilitator after Step 2 you should have an understanding of how participants understand their own organisation's structures and leadership styles. You should also develop a sense of which aspects of the progressive leadership styles participants want to take forward.

Total time for Step 2:
5 hours



What kind of leader am I and how can I adapt?

(Situational Leadership)

60 mins

To facilitate participants to identify and analyse the different leadership styles they use in different situations.

- Ensure everyone has completed the Questionnaire (Annex 2.3- Part 1) . If not allow time for participants to complete.
- Explain that we are now going to analyse the results of the questionnaire. This will help us understand if we are more **directive or supportive** in our leadership style.
- Display table in Annex 2.3 (Part 2) on the wall/flip chart.
- Explain that there are 4 main leadership styles that people have:
 - Style 1: Highly directive and low supportive
 - Style 2: Highly directive and highly supportive
 - Style 3: Low directive and highly supportive
 - Style 4: Low directive low supportive
- Ask participants to use the 'Scorecard' to tally up their results.
- Ask participants to share:
 - What was the style you used most?
 - What was the style you used least?
 - Do you think you always chose the most effective approach?
- Explain that often as leaders we think we need to pick one style or approach and apply this consistently.
- However the strongest leaders are those who can adapt their style to each situation. This is called situational leadership.

Movement building cycle

60 mins

To provide participants with a framework to understand their own movement or organisations cycle and structures

- Explain that just as you have to adapt your leadership style based on the situation, your leadership approach may also be impacted by the 'stage' at which your organisation or movement is at in its development, or cycle.
- Explain that during this session we are going to be looking at the cycles, or journeys, that organisations and movements go on, and the impact this has on leadership styles and structures.
- Introduce the Group Formation Cycle - by drawing the diagram (Annex 2.4) on flip chart/board.
- Talk through the stages:
 - **Forming:** Members come together, learn about each other, and determine the purpose of the group.
 - **Storming:** Members engage in more direct communication and get to know each other. Conflicts between group members will often arise during this stage.
 - **Norming:** Members establish spoken or unspoken rules about how they communicate and work. Status, rank, and roles in the group are established.
 - **Performing:** Members fulfil their purpose and reach their goal.
 - **Adjourning:** Members leave the group, and form or join other groups.
- Introduce the idea of Leadership Structures. Use the diagrams from Annex 2.5 to share examples.
 - **Hierarchical:** One line of reporting, up the boss!
 - **Functional:** Organised by department or team with multiple leaders.
 - **Flat:** Everyone has different roles, but they are all equal and take decisions jointly.
 - **Network:** A loose group of organisations, who may select representatives to vote for decisions.
- Divide participants into 5 groups, giving each one a stage e.g. Forming.

- Ask each group to discuss the following
 - *What do you think the main challenges are at this stage?*
 - *What kind of leadership structure do you think is needed?*
- Ask each group to feedback from their discussion
- Ask participants to reflect and share
 - *What stage do you think your organisation/network is at?*
 - *How does this impact you as a leader?*

Exploring Leadership Models - Part 1

(prepare)

90 mins

To support participants to explore progressive leadership models.

- Explain that we are going to work in three teams to explore three additional leadership models.:
 1. Feminist Leadership
 2. Transformative Leadership
 3. Values-based Leadership
- Give each team a copy of the relevant section from Annex 2.6.
- Explain that each group is tasked with designing a 10-15 minute session to teach the others about the Leadership style.
- Encourage the group to think of creative methods, like role play, to demonstrate what the leadership style would 'look like' in a real situation.
- Encourage groups to go outside or find a separate space to do their preparations.

Exploring Leadership Models - Part 2 (test)

90 mins

To support participants understand how progressive leadership models could be implemented.

- Give each group 20 minutes to share their presentation/ performance.
- Allocate 10 minutes after each presentation for questions and discussion.
- Ask participants to use the rest of the session [and afternoon/ evening, if appropriate] to digest the information they have received today.
- Encourage participants to think about the different leadership structures and styles that have been discussed:
- Ask them to reflect on themselves as leaders and their own organisations or movements.
- Give participants some post-it notes to take away with them and write;
 - What would you keep?
 - What would you like to change?

For example

Keep: non-hierarchical structure , everyone is listened to too.

Change: Be more of a transformational leader

ADAPT AND INCLUDE!

For visual learners and d/Deaf participants

Ensure you have audio description and sign-language interpretation during the role play.

Struggling with creativity?

If participants are finding it hard to create a role-play, provide them with a scenario or example to get started with.

Use your own Values

If you are facilitating this workshop on behalf of Restless Development, adapt the 'Values-Based Leadership' example to use the [WeLead Principles](#). Or you can adapt the activity further to use your organisation's own values.

Cultural context

Be aware that the term 'feminist' can be understood differently in different cultures and political contexts. Provide additional support to the group working on this presentation, if needed. To help you prepare as a facilitator, check out the [feminist action lab](#).

Information overload!

This session includes lots of new and technical information. Remember that some people take longer than others to digest new information. Encourage participants to speak with you during breaks and after the session to clarify anything.

Not enough time?

Facilitate a shorter group discussion on organisational cycles rather than breakout groups.

Facilitator Tip!

When sharing examples of principles or values from other organisations, always remind participants that these are just examples and not a set of instructions to follow. Emphasise that every organisation is different and will have its own priorities and ways of working



Step 3

Action & Accountability

During the final step of this module we will encourage young leaders to identify their own actions and put these into practice and hold each other accountable following the training session. We will also facilitate skills building in two core leadership skills; feedback and facilitation.

As a result of completing this step participants should have a clear understanding of the actions they would like to take following the workshop as individuals but also in their organisations.

As a facilitator after Step 3 you should have an understanding of the commitments that participants have made to take action, and be able to identify potential barriers or additional support needed to put the actions into practice. You should have also received feedback on your facilitation style and be able to demonstrate to participants the learning you are taking away from the workshop.

*Total time for Step 3:
5 hours*

What we value and change we want to make

30 mins

To help participants identify what changes they want to make in how they lead others.

- Write 'Keep' and 'Change' on the wall/flip chart.
- As participants enter the room, ask them to put their pre-prepared post-it notes on the wall.
- Encourage a 'walk around' so that everyone can see what has been put on the charts/boards.
- Facilitate a group discussion on
 - *How does this relate to Youth Power - the Youth Power Principles?*

Become an active listener

60 mins

To support participants to improve their listening skills

The 'Telephone' Game

- Ask participants to stand in a line or sit in a circle.
- Read to the first person the following message:

"Listening is one of the most important skills that we can have but we often take it for granted. How well we listen can influence our relationships with our colleagues and our families. Listening helps us learn and grow as leaders!"
- Ask each person to pass on the message to the next, by whispering. At the end, as the last participant to share the statement.
- It is very likely that the last person will have a very different message!
- Explain that a key skill in leadership is active listening.
- Ask participants to share:

What do you think makes an active listener?
- Share the below 'Top Tips':
 - Speak less, listen more
 - Be eager to learn from others
 - Seek the truth, ask more questions
 - Be more concerned with what is right than who is right
 - Make others feel valued - listen to people's needs and desires

How to take feedback well

90 mins

To give participants the opportunity to practise '360 feedback' techniques

Explain that the strength of a leader is dependent on their ability to take and incorporate feedback.

Explain that we are going to test a method called '**360 feedback**'. Explain that we are going to give each other feedback about our participation in the workshop so far.

- Divide participants into groups of four or five people. Ensure that groups are diverse in age and gender, and organisation.
- Ask one person to sit in the middle, with the others spaced around them. Ask each person to give two pieces of feedback. One must be positive and one must be constructive.
- For example:
 - Positive: I like how you always seek out new people to work with.
 - Constructive: I think you could speak up more and contribute to the discussions.
- Explain that the person in the middle is only allowed to say 'thank you for the feedback'. They are not allowed to give explanations or ask more questions.
- Rotate, so that everyone has the opportunity to receive feedback.
- Ask all participants to take a 10-minute break and encourage them to go for a walk, sit somewhere quietly (e.g. not go on phones and check emails!)
- In a group discussion, ask participants to reflect
 - *How did it feel to give feedback?*
 - *How did it feel to receive feedback?*
 - *Would you prefer to do it anonymously or by writing - or did you see the benefit of face to face?*
 - *Have you ever tried anything similar in your organisations?*

Inclusive facilitation

60 mins

To increase participants understanding of inclusive facilitation

- Explain that a key skill for leaders is inclusive facilitation.
- Ask participants What does inclusive facilitation mean to you?
- Share Annex 2.7 'Inclusive Facilitator Meeting Checklist'. Ask participants to work in small groups to review it, and decide if there is anything else they would add.
- Then ask participants to use it to assess how this workshop has gone! Ask them to discuss:
 - *Do you think this workshop/meeting was inclusive?*
 - *How could the facilitation have been improved?**What would you do differently?*

[This is also a great example of you - a facilitator and leader - gathering and accepting feedback!]

Moving forward, using our power to lead others

60 mins

To support participants to make a personal commitment using their Youth Power to lead others

- Explain that during this final session we are going to be looking at what actions we need to take to use our Youth Power to lead others.
- Ask participants to reflect on the Module and consider:
 - *What have you learned about how you can use your Youth Power to lead others?*
 - *What would you like to keep, and change, in how you lead your organisation? (or how it is led by others)*
 - *What action do you want to take going forward?*
 - *What support do you need from the collective to make this happen?*
- Close the session, thanking participants for their honesty, openness and active participation.

ADAPT AND INCLUDE!

For those with physical disabilities

Adapt the 'Keep' and 'Change' activity to be done in small groups at tables.

For d/Deaf participants

Ensure they have a sign-language interpreter to support them during the telephone game. Do not ask them to sit out the game, adapt it!

Indirect ways to feedback

If participants, due to their cultural or religious background, are uncomfortable giving direct feedback to superiors or other participants, adapt the '360 feedback' or 'Inclusive facilitation' activities, allow them to contribute anonymously by writing down responses.

Not enough time?

Focus on setting personal goals and actions following the workshop. Ask the group to pick either 360 feedback or inclusive facilitation.

Facilitator Tip!

When supporting participants to give and receive feedback, acknowledge that this may be challenging for some, especially if there are existing gender and power dynamics in the room. Give light-hearted or funny examples to make the activity enjoyable and less serious "e.g. you are excellent at doing the energizers, but you used too many post-it notes."

Module 2 TOOLKIT ANNEX

- Annex 2.1** Youth Power Leaders - TV Interview Role Play
- Annex 2.2** Leadership - Prompts
- Annex 2.3** PART 1: Situational Leadership Questionnaire
- Annex 2.3** PART 2: Situational Leadership Analysis
- Annex 2.4** Group Formation Cycle
- Annex 2.5** Examples of Leadership Structures
- Annex 2.6** Styles of Leadership
- Annex 2.7** Inclusive Facilitation - Checklist

Annex 2.1 Youth Power Leaders - TV Interview Role Play

“Welcome to this Channel 2 special programme on Youth Leadership. Today we are going to be speaking with some young leaders to hear about their experiences”

“So the first question is, what makes you a good leader?”

“I have another question for you all, what do you do when you face a challenge, such as [INSERT CHALLENGE] “

TV Host

<p>“I am proud of my team. They are young and energetic and have so much to offer the world” James, a leader of a recycling social enterprise.</p>	<p>“I like to talk to my team about my vision for where I want the organisation to go, what I want us to achieve. It’s important to be hopeful and positive” Anita, the director of a young dance company.</p>	<p>“I think of every young person as a leader in their own way, we just have different roles to play” Natalie, the founder of a girls rights organisation.</p>
<p>“For me, the ability to be adaptable and resilient is most important. Challenges will always come, but it is how you deal with it” Judith, the team leader of a peer-education project.</p>	<p>“Honesty is the most important thing - how can you expect anyone to listen to you if they do not trust you” Frank, the CEO of a disability rights organisation.</p>	<p>“I like to stay connected with the young people in my team. I always message on WhatsApp and keep them updated” Mohamad, the co-founder of a music production company.</p>
<p>“I like that not everyone in my organisation is the same. We all come from different backgrounds and bring different skills and experiences to the team” Anjana, the Campaign Director at a climate justice network.</p>	<p>“I always listen before speaking. My team are on the ground and working with people, so they know what is happening” Raquel, the founder of a community organisation helping the homeless.</p>	<p>“My job is to help make the links between members of the team, so people don’t end up working on their own. All our work is interconnected” Yukio, the manager of an emergency response team.</p>

Annex 2.2 360 Leadership - Prompts

Top Tips for ‘Leading Up’

- Lead yourself exceptionally well
- Lighten the leaders load by doing your job very well
- Be willing to do the tasks that others won’t
- Get to know your leaders personality and interests
- Be prepared during meetings - don’t waste their time
- Know when to push them, and when to hold back

Top Tips for ‘Leading Across’

- Be a friend and a listening ear
- Avoid office gossip and politics
- Get to know lots of people, across the organisation
- Let the best idea win
- Don’t pretend you’re perfect

Top Tips for ‘Leading Down’

- Slow down - and express that you care
- See everyone as a 10 - believe in their potential
- Develop your team members as people
- Model best behaviour
- Share the organisation’s vision
- Reward results

Annex 2.3 (PART 1) Situational Leadership Questionnaire

The purpose of the Situational Leadership Questionnaire is to provide you with information about your perceptions of your own leadership style. The instrument consists of twenty typical job situations that involve a leader and one or more staff members.

Assume that you are the leader involved in each of the twenty situations. In each of the situations, you must choose one of the four leader decisions.

Circle the letter of the decision that you think would most closely describe your behaviour in the situation presented.

Following each situations are four possible actions that a leader may take.

Circle only one choice.

1. You have asked a new employee to write a report to buy new equipment for the division. She needs to learn more about this equipment to make a sound decision about options and costs. She feels this assignment will stretch her already full schedule. You would:

A. Tell her you want the report. Explain what you want in the report. Outline the steps she should take to become knowledgeable about the new equipment. Set weekly meetings with her to track progress.

B. Ask her to produce the report. Discuss its importance. Ask her for a deadline for completion. Give her resources she thinks she needs. Periodically check with her to track progress.

C. Tell her you want the report and discuss its importance. Explain what you want in the report. Outline steps she should take to learn more about the equipment. Listen to her concerns and use her ideas when possible. Plan weekly meetings to track her progress.

D. Ask her to produce the report. Discuss its importance. Explore the barriers she feels must be removed and the strategies for removing them. Ask her to set a deadline for completion and periodically check with her to track progress.

2. Your task force has been working hard to complete its division-wide report. A new staff member has joined the group. He must present cost figures at the end of next week but he knows nothing about the report requirements and format. He is excited about learning more about his role in the group. You would..

A. Tell him exactly what is needed. Specify the format and requirements. Introduce him to other task- force members. Check with him frequently during the week to monitor progress and to specify any corrections.

B. Ask him if there is anything you can do to help. Introduce him to other task- force members. Explore with him what he thinks he needs to get up to speed with the report. Check with him frequently during the week to see how he is doing.

C. Specify the report format and information needed, and solicit his ideas. Introduce him to each task-force member. Check with him frequently during the week to see how the report is progressing and to help with modifications.

D. Welcome him and introduce him to members of the task force who could help him. Check with him during the week to see how he is doing

3. You have recently noticed a performance problem with one of your people. He seems to show a don't care attitude. Only your constant prodding has brought about task completion. You suspect he may not have enough expertise to complete the high-priority task you have given him. You would..

A. Specify the steps he needs to take and the outcomes you want. Clarify deadlines and paperwork requirements. Frequently check to see if the task is progressing as it should.

B. Specify the steps he needs to take and the outcomes you want. Ask for his ideas and incorporate them as appropriate. Ask him to share his feelings about this task assignment, frequently check to see the task is progressing as it should.

C. Involve him in problem solving for this task. Offer your help and encourage him to use his ideas to complete the project. Ask him to share his feelings about the assignment. Frequently check to see that the task is progressing as it should.

D. Let him know how important this task is. Ask him to outline his plan for completion and to send you a copy. Frequently check to see if the task is progressing as it should

4. Your work group's composition has changed because of company restructuring. Performance standards have dropped. Deadlines are being missed and your boss is concerned. Group members want to improve their performance but need more knowledge and skills. You would..

A. Ask them to develop their own plan for improving performance. Be available to help them, if asked. Ask them what training they think they need to improve performance, and give them the resources they need. Continue to track performance.

B. Discuss your plan to solve this problem. Ask for their input and include their ideas in your plan, if possible. Explain the rationale for your plan. Track performance to see how it is carried out.

C. Outline the specific steps you want them to follow to solve this problem. Be specific about the time needed and the skills you want them to learn. Continue to track performance.

D. Help them determine a plan, and encourage them to be creative. Support their plan as you continue to track performance.

5. Because of budget cuts, it is necessary to consolidate. You have asked a highly experienced department member to take charge of the consolidation. This person has worked in all areas of your department. In the past, she has usually been eager to help. While you feel she is able to perform the assignment, she seems indifferent to the task. You would..

A. Reassure her. Outline the steps she should take to handle this project. Ask for her ideas and incorporate them when possible, but make sure she follows your general approach. Frequently check to see how things are going.

B. Reassure her. Ask her to handle the project as she sees fit. Let her know that you are available for help. Be patient, but frequently check to see what is being met.

C. Reassure her. Ask her to determine the best way to approach the project. Help She develops options, and encourages her to use her own ideas. Frequently check to see how she is doing.

D. Reassure her. Outline an overall plan and specify the steps you want her to follow. Frequently check to see how the steps are being implemented.

6. For the second time in a month, you are having a problem with one of your employees. His weekly progress reports have been incomplete and late. In the past year, he has submitted accurately completed reports on time. This is the first time you have spoken to him about this problem. You would:

- A. Tell him to improve the completeness and timeliness of his paperwork. Go over the areas that are incomplete. Make sure he knows what is expected and how to fill out each report section. Continue to track his performance.
- B. Ask him to turn in his paperwork on time and accurately, without pushing him. Continue to track his performance.
- C. Discuss time and completion standards with him. Listen to his concerns, but make sure he knows what is expected. Go over each report section, and answer any questions he may have. Use his ideas, if possible. Continue to track his performance.
- D. Ask him why the paperwork is incomplete. Listen to his concerns, and do what you can to help him understand the importance of timeliness and completeness. Continue to track his performance.

7. You have asked one of your senior employees to take on a new project. In the past, His performance has been outstanding. The project you have given him is important to the future of your work group. He is excited about the new assignment but doesn't know where to begin because he lacks project information. Your relationship with him is good. You would..

- A. Explain why you think he has the skills to do the job. Ask him what problems He anticipates and helps him explore alternative solutions. Frequently stay in touch to support him.
- B. Specify how he should handle the project. Define the activities necessary to complete the job. Regularly check to see how things are going.
- C. Ask him for a plan for completing the project in two weeks and to send you a copy for your approval. Give him enough time to get started, without pushing him. Frequently offer your support.
- D. Outline how the project should be handled, and solicit his ideas and suggestions. Incorporate his ideas when possible, but make sure your general outline is followed. Regularly check to see how things are going.

8. One of your staff members is feeling insecure about a job you have assigned to him. He is highly competent and you know that he has the skills to successfully complete the task. The deadline for completion is near. You would..

- A. Let him know of your concerns about the impending deadline. Help him explore alternative courses of action, and encourage him to use his own ideas. Frequently check with him to lend your support.
- B. Discuss with him your concerns about the impending deadline. Outline an action plan for him to follow, and get his reactions to the plan. Modify the plan if possible but make sure he follows your general outline. Frequently check with him to see how things are going.
- C. Specify the reasons for on-time completion of the assignment. Outline the steps you would like him to start following. Ask that the steps be followed. Frequently check to see how he is progressing.
- D. Ask him if there are any problems, but let him resolve the issue himself. Remind him of the impending deadline, without pushing him. Ask for an update in three days.

9. Your staff have asked you to consider a change in their work schedule. Their changes make good sense to you. Your staff are well aware of the need for change. Members are very competent and work well together. You would:

- A. Help them explore alternative scheduling possibilities. Be available to facilitate their group discussion. Support the plan they develop. Check to see how they implement their plan.
- B. Design the work schedule yourself. Explain the rationale behind your design. Listen to their reactions, ask for their ideas and use their recommendations when possible. Check to see how they carry out your schedule.
- C. Allow the staff to set a work schedule on their own. Let them implement their plan after you approve it. Check with them at a later date to assess their progress.
- D. Design the work schedule yourself. Explain how the schedule will work, and answer any questions they may have. Check to see that your schedule is followed.

10. Due to an organisational change, you have been assigned six new people whose performance has been declining over the past three months. They do not seem to have the task knowledge and skills to do their new jobs, and their attitudes have worsened because of the change. In a group meeting, you would..

A. Make them aware of their three-month performance trend. Ask them to decide what to do about it and set a deadline for implementing their solution. Monitor their progress.

B. Make them aware of their three month performance trend. Specify the action steps you want them to follow. Give constructive feedback on how to improve performance. Continue to monitor performance.

C. Make them aware of their three month performance trend. Outline the steps you want them to follow, explain why and seek their feedback. Use their ideas when possible, but make sure they follow your general approach. Continue to monitor performance.

D. Make them aware of their three month performance trend. Ask them why their performance is declining. Listen to their concerns and ideas. Help them create their own plan for improving performance. Track their performance.

11. A member of your department has had a fine performance record over the last 22 months He is excited by the challenges of the upcoming year. Budgets and unit goals have not changed much from last year. In a meeting with him to discuss goals and an action plan for next year, you would..

A. Ask him to submit an outline of his goals and an action plan for next year for your approval. Tell him you will call him if you have any questions.

B. Prepare a list of goals and an action plan that you think he can accomplish next year. Send it to him and meet with him to see if he has any questions.

C. Prepare a list of goals and an action plan that you think he can achieve next year. Meet with him to discuss his reactions and suggestions. Modify the plan as you listen to his ideas, but make sure you make the final decisions.

D. Ask him to send you an outline of his goals and an action plan for next year. Review the goals and plan with him. Listen to his ideas and help him explore alternatives. Let him make the final decisions on his goals and plan.

12. Your unit has had an excellent performance record over the past two years. However, they have recently experienced three major setbacks due to factors beyond their control, their performance and morale have drastically dropped and your boss is concerned. In a group meeting, you would..

A. Discuss the recent setbacks. Give them the specific steps you want them to follow to improve their performance. Continue to track performance.

B. Ask them how they feel about the recent setbacks. Listen to their concerns, and encourage and help them explore their ideas for improving performance. Continue to track performance.

C. Discuss the recent setbacks. Clarify the steps you want them to follow to improve performance. Listen to their ideas and incorporate them, if possible. Emphasise results. Encourage them to keep trying. Continue to track performance.

D. Discuss the recent setbacks, without pressuring them. Ask them to set a deadline to improve performance and to support each other along the way. Continue to track performance.

13. You were recently assigned a new employee who will perform an important job in your unit. Even though she is inexperienced, she is enthusiastic and feels she has the confidence to do the job. You would..

A. Allow her time to determine what the job requires and how to do it. Let her know why the job is important. Ask her to contact you if she needs help. Track her progress.

B. Specify the results you want and when you want them. Clearly define the steps she should take to achieve results. Show her how to do the job. Track her progress.

C. Discuss the results you want and when you want them. Clearly define the steps she can take to achieve results. Explain why these steps are necessary and get her ideas. Use her ideas if possible, but make sure your general plan is followed. Track her performance.

D. Ask her how she plans to tackle this job. Help her explore the problems she anticipates by generating possible alternative solutions. Encourage her to carry out her plan. Be available to listen to her concerns. Track her performance.

14. Your boss has asked you to increase your unit's output by seven percent. You know this can be done, but it will require your active involvement. To free your time, you must reassign the task of developing a new cost-control system to one of your employees. The person you want has had considerable experience with cost-control systems, but she is slightly unsure of doing this task on her own. You would..

A. Assign her the task and listen to her concerns. Explain why you think she has the skills to handle this assignment. Help her explore alternative approaches if she thinks it would be helpful. Encourage and support her by providing needed resources. Track her progress.

B. Assign her the task and listen to her concerns. Discuss the steps she should follow to complete the task. Ask for her ideas and suggestions. After incorporating her ideas, if possible, make sure she follows your general approach. Track her progress.

C. Assign her the task. Listen to her concerns, but let her resolve the issue. Give her time to adjust, and avoid asking for results right away. Track her progress.

D. Assign her the task. Listen to her concerns, and minimise her feelings of insecurity by telling her specifically how to handle this task. Outline the steps to be taken. Closely monitor her progress.

15. Your boss has asked you to assign someone to serve on a company-wide task force. This task force will make recommendations for restructuring the company's compensation plan. You have chosen a highly productive employee, who knows how her co-workers feel about the existing compensation plan. She has successfully led another unit task force. She wants the assignment. You would..

A. Give her the assignment, but tell her how she should represent her co-workers point of view. Specify that she give you a progress report within two days of each task-force meeting.

B. Ask her to accept the assignment. Help her develop the point of view she will take on the task force. Periodically check with her.

C. Give her the assignment. Discuss what she should do to ensure her co-workers' perspective is considered by the task force. Ask for her ideas and make sure she follows your general approach. Ask her to report to you after every task-force meeting.

D. Give her the assignment. Ask her to keep you informed as things progress. Periodically check with her

16. Due to illness in your family, you have been forced to miss two meetings of a committee under your direction. Upon attending the next meeting, you find that the committee is operating well and making progress toward completing its goals. All group members come prepared, participate and seem to be enthusiastic about their progress. You are unsure of what your role should be. You would..

A. Thank the committee members for their work so far. Let the group continue to work as it has during the last two meetings:

B. Thank the committee members for their work so far. Set the agenda for the next meeting. Begin to direct the group's activities.

C. Thank the committee members for their work so far. Do what you can to make the members feel important and involved. Try to solicit alternative ideas and suggestions.

D. Thank the committee members for their work so far. Set the agenda for the next meeting, but make sure to solicit their ideas and suggestions.

17. Your staff are very competent and work well on their own. Their enthusiasm is high because of a recent success. Their performance as a group is outstanding. Now, you must set unit goals for next year. In a group meeting you would..

A. Praise them for last year's results. Involve the group in problem solving and goal setting for next year. Encourage them to be creative and help them explore alternatives. Track the implementation of their plan.

B. Praise them for last year's results. Challenge them by setting the goals for next year. Outline the action steps necessary to accomplish these goals. Track the implementation of your plan.

C. Praise them for last year's results. Ask them to set the goals for next year, and define the action plan needed to accomplish these goals. Be available to contribute when asked. Track the implementation of their plan.

D. Praise them for last year's results. Set the goals for next year and outline the action steps necessary to accomplish these goals. Solicit their ideas and suggestions and incorporate them if possible. Track the implementation of your plan.

18. You and your boss know that your department needs a new set of work procedures to improve long- term performance. Department members are eager to make some changes but, because of their specialised functions, they lack the knowledge and skills for understanding the big picture. You would..

A. Outline the new procedures. Organise and direct the implementation. Involve the group in a discussion of alternatives. Use their suggestions when possible, but make them follow your general approach. Track their use of the new procedures.

B. Outline and demonstrate the new procedures. Closely direct the group in their initial use of the procedures. Track their use.

C. Involve the group in a discussion of what the new procedures should be. Encourage their initiative and creativity in developing the new procedures. Help them explore possible alternatives. Support their use of the procedures. Closely track results.

D. Ask the group to formulate and implement a set of new procedures. Answer any informational concerns, hut give them the responsibility for the task. Closely check the use of the new procedures.

19. You were recently appointed head of your unit. Since taking over, you have noticed a drop in performance. There have been changes in technology, and your staff have not mastered the new skills and techniques. Worst of all, they do not seem to be motivated to learn these skills. In a group meeting you would..

A. Discuss the staff's drop in performance. Listen to their concerns. Ask for their solutions for improving performance. Express your faith in their strategies. Emphasise their past efforts, but track performance as they carry out their strategies.

B. Outline the necessary corrective actions you want them to take. Discuss this outline and incorporate their ideas, but see that they implement your corrective action plan. Track their performance.

C. Tell them about the drop in performance. Ask them to analyse the problem, and draft a set of action steps for your approval. Set a deadline for the plan. Track its implementation.

D. Outline and direct the necessary corrective actions you want them to take. Define roles, responsibilities and standards. Frequently check to see if their performance is improving.

20. You have noticed that one of your inexperienced employees is not properly completing certain tasks. She has submitted inaccurate and incomplete reports. She is not enthusiastic about this task and often thinks paperwork is a waste of time. You would:

A. Let her know that she is submitting inaccurate and incomplete reports. Discuss the steps she should take and clarify why these steps are important. Ask for her suggestions, but make sure she follows your general outline.

B. Let her know that she is submitting inaccurate and incomplete reports. Ask her to set and meet her own paperwork deadlines. Give her more time to do the job properly. Monitor her performance.

C. Let her know that she is submitting inaccurate and incomplete reports. Ask her what she plans to do about it. Help her develop a plan for solving her problems. Monitor her performance.

D. Let her know that she is submitting inaccurate and incomplete reports. Specify the steps she should take with appropriate deadlines. Show her how to complete the reports. Monitor her performance.

Scorecard

Style Flexibility				
	S1	S2	S3	S4
1	A	C	D	B
2	A	C	B	D
3	A	B	C	D
4	C	B	D	A
5	D	A	C	B
6	A	C	D	B
7	B	D	A	C
8	C	B	A	D
9	D	B	A	C
10	B	C	D	A
11	B	C	D	A
12	A	C	B	D
13	B	C	D	A
14	D	B	A	C
15	A	C	B	D
16	B	D	C	A
17	B	D	A	C
18	B	A	C	D
19	D	B	A	C
20	D	A	C	B
Totals				

**Annex 2.3 (PART 2)
Situational Leadership
Analysis**

Directive behaviour	Supportive behaviour
<ul style="list-style-type: none"> • Set goals or objectives • Plan manager's work in advance • Communicates job priorities • Clarify team roles in the accomplishment of a task • Set time limits for future work • Determine methods for evaluating managee's performance • Check work is done properly 	<ul style="list-style-type: none"> • Listens to the problems of the managee • Praises the managee on task accomplishment • Asks for suggestions or input on task accomplishment • Encourages the managee that s/he can do the task • Discloses information about self • Communicates information about the tasks • Facilitates managee problem solving or decision making

The 4 Styles Explained

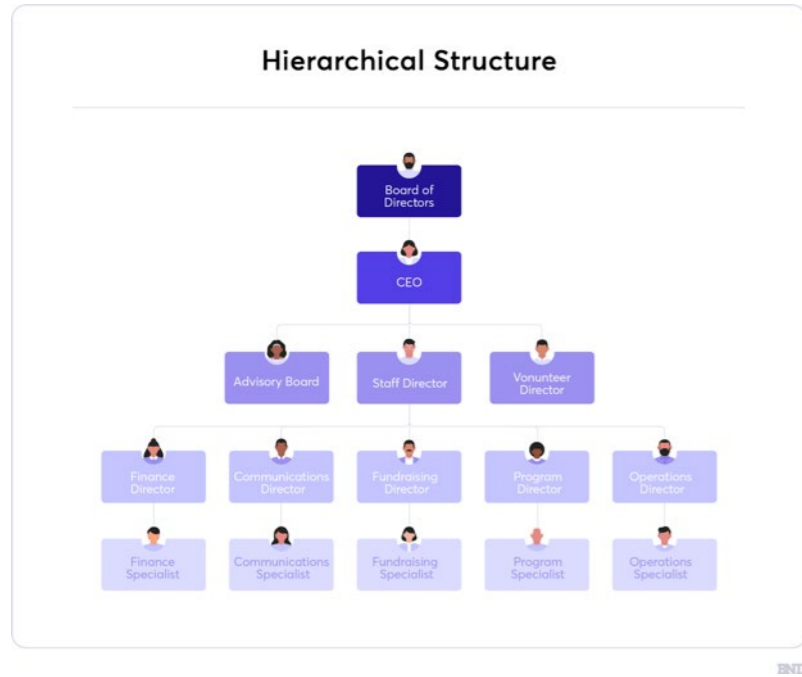
What does a Style 1 leader do? (high directive/low supportive)	What does Style 2 leader do? (high directive/high supportive)
<ul style="list-style-type: none"> ☒ Identifies problems ☒ Sets goals & defines roles ☒ Develops action plans to solve problems ☒ Controls all decision making ☒ Provides specific directions & engages largely in one way communication ☒ Initiates problem solving & decision making ☒ Announces solutions & decisions ☒ Supervises and evaluates the work of subordinates 	<ul style="list-style-type: none"> ☒ Identifies problems ☒ Sets goals ☒ Develops action plans to solve problems and consults subordinate ☒ Explains decisions, solicits ideas and increased 2-way communication ☒ Supports and praises subordinates initiative ☒ Makes final decisions after hearing other ideas ☒ Directs subordinates work ☒ Evaluates subordinates work

What does a Style 3 leader do? (low directive/high supportive)	What does Style 4 leader do? (low directive/low supportive)
<ul style="list-style-type: none"> ☒ Involves subordinate in problem identification and goal setting ☒ Asks subordinate to define how the task is to be done ☒ Provides assurance, support, resources and ideas if requested ☒ Shares responsibility for problem solving and decision making with subordinate ☒ Listens and facilitates subordinates problem solving and decision making ☒ Works with subordinate to evaluate their work 	<ul style="list-style-type: none"> ☒ Jointly defines problems with subordinate ☒ Allows subordinate to develop an action plan and subordinate controls decisions making ☒ Sets goals collaboratively ☒ Accepts subordinates decisions and only periodically monitors performance ☒ Allows subordinate to evaluate their own work ☒ Allow subordinate to take responsibility and credit

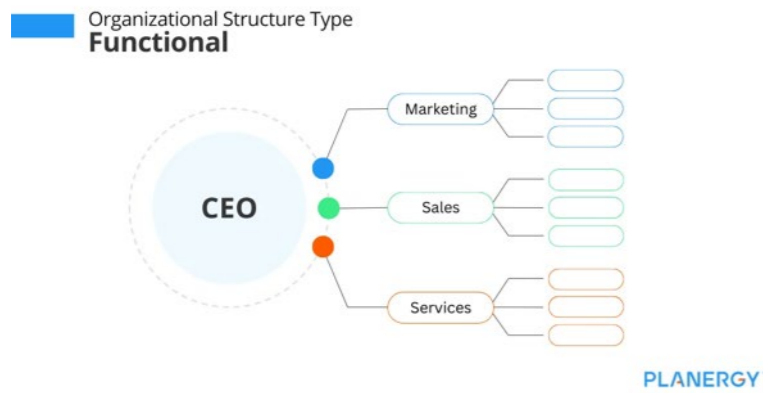
Annex 2.4 Group Formation Cycle



Annex 2.5 Examples of Leadership Structures

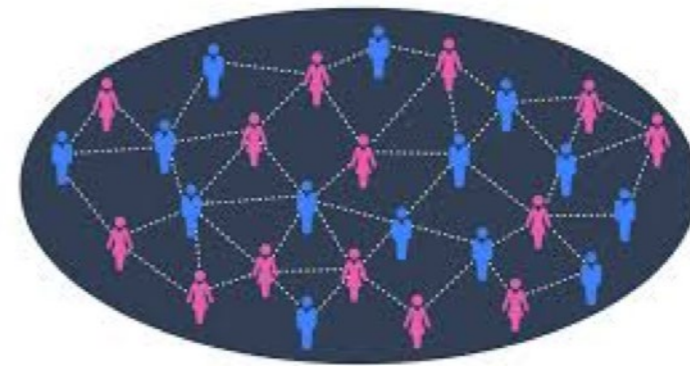


Hierarchical Structure



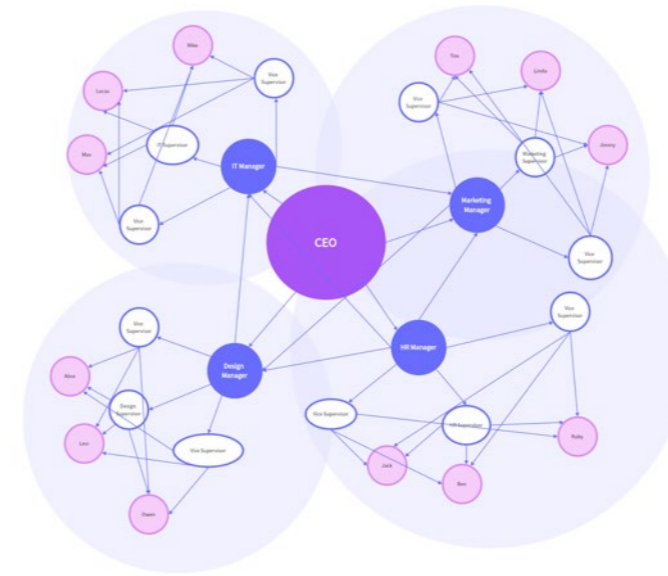
Functional Structure

FLAT ORGANIZATIONS



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Flat Structure



Network Structure


Annex 2.6 Styles of Leadership

1. Feminist Leadership





<p>What is Feminist Leadership?</p> <p>Patriarchal leadership reinforces a dynamic of dominance and subordination. It makes power a zero-sum game: if I get some, there is less for you. Feminist leadership seeks to transform that dynamic: it tells us that we can become powerful by making those around us feel empowered, able and respected. It seeks power with others instead of power over others.</p> <p>(Action Aid, 2018)</p>	
<p>Feminist Leadership Principles</p> <p>Some organisations have created their own 'Feminist Leadership Principles' to help guide their work and how they run their organisations. Here is an example (Plan International, 2022)</p>	
<p>1. Self-Awareness and Courage Making conscious effort to recognise our vulnerabilities and value our strengths while challenging ourselves and others to improve through self-reflection and empathetic mutual feedback.</p>	<p>2. Self and Collective-Care Taking care of our individual health and work/life balance, and encouraging team members and cooperating partners to prioritise caring for self and each other. This extends also to institutional care i.e. managers balancing the workload of their staff, empowering staff to prioritise self-care and promoting infrastructural improvements to create a harmonious working environment.</p>

<p>3. Collective Accountability Promoting collaborative goal setting and creating institutional spaces for team members and young people to participate and lead in decision-making processes on equal terms, both inside and outside the organisation.</p>	<p>4. Diversity Recognising, celebrating and promoting diversity across the organisation by expanding our worldview beyond binaries and nurturing leadership of younger people, particularly from the Global South.</p>
<p>5. Zero Tolerance to Discrimination and Sexual Harassment Calling out all forms of discrimination, abuse of power and sexual harassment and implementing appropriate disciplinary measures.</p>	<p>6. Tackling Bias Recognising conscious and unconscious bias and checking our own individual and institutional privilege based on gender, class, race, ability and other factors.</p>
<p>7. Sharing Power Using power responsibly to transform systems and provide equal opportunities. Leveraging individual and collective power to create space for young people. Crediting the work of others and engaging in ethical, non-extractive ways with team members and communities.</p>	<p>8. Purpose-Driven Advancing gender justice and transforming harmful gender-norms and reflecting this purpose in both our personal and professional lives. Bringing passion and energy to our work</p>
<p>9. Joyful in Co-Creating Making the workplace a space of collaboration and mutual respect where people enjoy coming together.</p>	<p>10. Honouring the Movement Recognising, honouring and standing in solidarity with feminist organisations as strong allies who partner in actions crucial to creating lasting, impactful change towards gender justice.</p>
<p>Questions for discussion Would you consider yourself a Feminist Leader? Share some examples of how feminist leadership manifests in your organisation</p>	

2. Transformational Leadership

<p>What is Transformational Leadership?</p> <p>Transformational leadership is a process whereby leaders engage with and influence others, and motivate them to work harder and better. Transformational leadership is a style that can inspire positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic, and passionate.</p>	
<p>Characteristics of a Transformative Leader</p>	
<p>Intellectual stimulation: Challenging the status quo, encouraging creativity, exploring new ways of doing things and learning.</p>	<p>Individualised consideration: Encouraging individual followers to share ideas and communicate directly with them. Recognising the unique contribution of each follower.</p>
<p>Inspirational motivation: A clear vision that they can articulate to followers, with passion and motivation.</p>	<p>Idealised influence: A role model for followers. Because followers trust and respect the leader, they emulate this individual and internalise their ideals.</p>
	
<p>Questions for discussion</p> <p>Can you think of any leaders you know who are Transformational? Share some examples of how transformational leadership manifests in your organisation</p>	

3. Values-based Leadership

<p>What is Values-based Leadership?</p> <p>Values-based leadership is a leadership style that builds itself on the values of both the leader and their team. It's based on the concept that people motivate themselves through the implementation of their personal values in their daily lives. Organisations that follow a shared set of beliefs have employees who are more likely to work together, which can increase productivity.</p>	
<p>Example - Restless Development Values</p>	
 <p>"Head"</p> <p>We are experts in our lived realities. We innovate and try new things without fear of failure.</p>	 <p>"Heart"</p> <p>Youth Power is at the heart of everything we do. We prioritise the wellbeing of all our people, supporting young leaders to thrive.</p>
 <p>"Hands"</p> <p>We collaborate and shift power with young people and communities. We connect, nurture, celebrate and fund young leaders.</p>	 <p>"Voice"</p> <p>We are honest and transparent. We use our voice for what is right.</p>
<p>Questions for discussion</p> <p>What values do you or your organisations have? How do you implement these values in your day-to-day work? Tips for strengthening values-based leadership in our work?</p>	

Annex 2.7 Inclusive Facilitation - Checklist

Before The Meeting			
Invite only people who need to be there		Check accessibility needs - and arrange translators, interpreters, accessible venues as required	
Get input to the agenda		Assign roles - facilitator, note taker, timekeeper, tech manager	
Ensure you have enough budget for accesibility measures or to set appropriate expectations in terms of accesibility		

During The Meeting			
Ask participants what they need to feel safe & establish 'rules of engagement'		Set expectations - review the meetings goals and agenda	
Encourage participants to share pronouns during introductions		Equal participation - with content generated by those in the room.	

Start the meeting with a 'check-in' to see how everyone is feeling		Be curious - ask questions and demonstrate active listening to the points made.	
Respect differences and allow people to contribute in different ways (written, spoken)		Take a pause - include time for reflection, silent thought and individual working, to allow quieter voices to speak up	
Language - create a culture of appreciation		Small groups - break out to discuss and then report back	
Adjust activities to ensure all the participants can take part		Check in regularly with participants who have accessibility needs - be flexible during the meetings	

After The Meeting			
Evaluation - find out how the session went, through quick conversations or surveys.		Notes - always follow up with notes and any agreements or actions highlighted	
.....		



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