Young Female Leaders Training, Coaching and Mentoring Module

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Acronyms

SDGs Sustainable Development Goals

WOs Women Organizations

WVL Women's Voice and Leadership

UN United Nation

YFL Young Female Leaders

GTMOD Gender TransformativeModel for Organizational Development

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Introduction

This module provides participants with skills that will be very helpful to young female leaders as well as useful for WOs to become moreyouth–friendly and inclusive in their operations and program. It started by elaborating leadership from its deeper definition, concept, and inclusiveness. It continued by introducing concepts of perspective, vision, values, teamwork, and collaboration. Interpersonal skills are the other key parts of this module. Finally, the module incorporated the role of Succession focusing on young female leaders for organization development/community change. Additionally, emphasized Young leadership interlinked with the African Agenda 2063 and with one of the UN 17 SDGs of goal five gender equality. It is also good to mention how the issue of young leadership is

sensitive and how the issue of the gender gap in Ethiopia seems.

Objective and Purpose of the Module

This module is prepared for the Women's Voice and Leadership (WVL) program in Ethiopia to strengthen and support WOs and movements that advance women's rights, gender equality and the empowerment of women and girls and also support evidence-based policy-making and program delivery for gender equality. Additionally, to support and capacitate WOs in their future endeavors in incorporating youth in the Organization and to bring young female leaders to the work force and empower them to believe in themselves and take leadership roles in different organizations by considering the basic principle of Gender transformative Model for Organizational Development (GTMOD).

The youth Leadership Model has two purposes. First to equip young female leaders (YFLs) with leadership skillswho are members of or involved with WOs and feminist movements. These YFLswould be identified from a variety of project sites, with the majority of them being associated with (WOs). Invest in the next generation of ~~(~~YFLs~~)~~to champion WOs and continue women's rights activism in the public sphere. ~~(~~YFLs~~)~~ will have the opportunity to connect with experienced female leaders from the WOs participating in the project as part of their leadership journey. This will encourage intergenerational involvement and introduce young women to the work of (WOs).
It's also to give the WO leadership a new lease on life, and these young female leaders will be top leaders. Chapter 1 and 2 are to be used with YFL, which will provide an overview of the importance of youth leadership and tofurther strengthen the leadership skills of YFLs.

The second purpose of the model is to equip WOs with Knowledge about youth Leadership and the importance of ensuring WOs are youth-friendly in their operations, practices and programs. The module will help WOs, to widen their gender lens and knowledge about gender equality and youth leadership and improve the co-creation and cooperation of WOs, and bring effective leadership. This module will be used in training, mentoring, and coaching situations. It also aids in the onboarding of young femaleemployees within WOs. It may also be used as a resource for existing leadership development initiatives and can be used in any leadership training for WOs. Chapters 1 and 3 are to be used with WOs, which will provide an overview of the importance of youth leadership as well as how to make WOs more youth-friendly and inclusive.

Methodology

The module incorporated various approaches of methodology to conduct/ facilitate the sessions

focusing on youth leadership that mainly focuses on genderaspects. By using different objects, pictures, paper cards, and other materials, through group discussion, reflection and experience sharing. Each session has its own methodology and technique.Energizers will be main and crucial in such kinds of training delivery. The idea is for YFLs to go through the training and for WOs to complete their training which will be followed by bringing together YFLs and WOs through various intergenerational dialogues and reflection sessions to action plan together and discuss opportunities for YFLs to become further involved in WOs such as through mentorship initiative

Chapter One: The Concept of Leadership

Session 1: Leadership and a Leader

1.1: Leadershipfor Young Females

Learning Objectives:

By the end of this session, participants will be able:

- To cognizant participants of the concept of leadership
- To elucidate the importance of leadership
- To identify factors Influencing leadership

Training Content:Leadership

Everyone knows what leadership is, but few people can articulate what it truly means. Leadership means different things to different people. A definition usually depends on the perspectives, personalities, philosophies, values and professions of those who define it. In its most basic form, leadership is defined as;

''The art of moving others to want to struggle for shared aspirations''

Every leader has their own personal definition of leadership, which influences how they lead and the culture and direction they take. The definition of leadership can also change as the leaders themselves change. With new leaders come new approaches, which impact overall culture and followers(Horan, 1999).

The word "leadership" can bring to mind a variety of images. For example:

- A political leader, pursuing a passionate, personal cause.
- An explorer, cutting a path through the jungle for the rest of his/her group to follow.
- An executive, developing her company's strategy to beat the competition.







Etege Taytu Betul

Empress of Ethiopia*1889 –1913.*

Is acknowledged to have wielded considerable political power both before and after she and Menelik were crowned Emperor and Empress in 1889. She led the conservative faction at court that resisted the modernists and progressives who wanted to develop Ethiopia along western lines and bring modernity to the country.

Abebech Gobena

Known as "Africa's Mother Theresa", Founder of Ethiopia's Oldest Orphanage
She made sacrifices, rejected by family and gone the extra mile to support Ethiopia's marginalised society

The concept of leadership comprises ~~of~~ three aspects; people, goals and influence. Leadership is influential action and is used to achieve goals. Leadership is peopledriven and the ability to inspire people helps to achieve the set goals of an organization (Daft & Kendrick &Vershinina, 2010). Leadership can be seen as a tool or a process of motivating people. The motivation aims to achieve particular goals by the action of those people. The different styles of leadership derive from different ways of motivating people, differentkinds of goals and the nature of the organizations (Hannagan, 2008).

Given all the different definitions of leadership, it might be easier to understand what leadership is not:

1. **Leadership stems from social influence, not authority or power:** Leadership does not automatically happen when you reach a certain management title or pay grade. While management and leadership have a great deal in common, such as working with people and accomplishing the goals, they do differ in their primary functions

    a. **Management's** main function is to produce order and consistency through processes, such as planning, budgeting, organizing, staffing, and problem solving.

    b. While **leadership's** main function is to produce movement and constructive or adaptive change through processes, such as establishing direction through visioning, aligning people, motivating, and inspiring.

2. **Leadership requires others, and that implies they don't need to be "direct reports":** You don't need a title to lead. In fact, you can be a leader in your place of worship, your neighborhood, in your family, all without having a title.

3. **No mention of personality traits, attributes, or even a title; there are many styles, andmany paths, to effective leadership:** Say the word "leader" and most people think of a domineering, take-charge charismatic individual. But leadership isn't an adjective. We don't need extroverted charismatic traits to practice leadership. And those with charisma don't automatically lead.

4. **It includes a goal, not influence with no intended outcome:** Leadership is a type of

relationship, one that typically includes influencing others in a certain direction. Leadership is a relationship that involves the mobilizing, influencing, and guiding of others toward desired goals. This definition does not assume that the goals are shared or even explicit. The word desire simply means that someone in the relationship, perhaps just the person in a leadership role, wants a particular outcome.

Most definitions of leadership are in regard to leading other individuals. However, a common assertion is that you cannot successfully lead others unless you first can successfully lead yourself.

1.1.1 Factors of Leadership

All leaders should be in tune with four key factors of leadership: the led, the leader, the situation and the communication. All four factors must always be considered when exercising leadership, but at different moments, they affect each other differently. The key factor in one circumstance may have little importance in another. All four factors of leadership must be used when deciding a course, or a direction of action. Mistakes happen when leaders fail to consider all four leadership factors and to see how they affect each other in a mission or task. While all four processes have their place, they are not implemented separately, but rather in concert(Horan, 1999)

Figure 1: Four primary factors of leadership

1. **Leader:** A leader must have an honest understanding of who they are, what they know and what they can do. A leader needs to know that it is the follower, not the leader or someone else who determines if the leader is successful. Lack of trust and confidence in their leader will cause the follower to be uninspired. To be successful, leaders need to convince the followers, not themselves or their superiors that they are worthy to be followed. Bateman, T.S, Snell, S.A and Konopaske, R. (2016) stated that a good leader needs the courage to create a vision of greatness for the unit; identify and manage allies, adversaries, and fence sitters; and execute the vision.

2. **Followers:** The definitions of leadership are different for every individual; different people also required a different concept or leadership approach. Leaders need to know the people they work with. Having a good understanding of human nature, such as needs, emotions and motivation are the fundamental starting point.

3. **Communication:** Communication is one of the very important factors of Leadership. Leaders convey messages to the follower to perform the required task in the process of archiving the set goal. It's the way leader communicate help in building their relationship with their followers.

4. **Situation:** Leaders will come across different situations at different times. The action taken in one situation will not always work in another. This is when a leader needs to use their judgment to decide the best course of action and the leadership style or approach for each situation. Situations are believed to have a greater effect on a leader's actions than his/her traits. This is because while traits may have impressive stability over a period, they have little consistency across situation (adopted from Mischel, 1968 as cited by Clark, D. 2015). It's the reason why several leadership scholars ~~thin~~think the Process Theory of Leadership is more accurate than the Trait Theory of Leadership (Clark, D. 2015).

Session Activity:Presenting opening questions to observe their understanding of the concept. Presenting the two main concepts briefly and actively engaging YFs by questioning and answering the main concepts. Discussion and presentation of ideas on the nature of leadership, various examples of leadership and how leadership is demonstrated in daily practice.

Procedure

• Step 1. Positioning participants in a group of three

• Step 2. Presenting the following questions for discussion step by step

- ✓ Question 1. What can yousay about leadership?
- ✓ Question 2. How do youunderstand the difference between leadership and management?
- ✓ Question 3. What do youthink is the practical relation of the factors of leadership?

• Step 3. Lead them to discuss about their understanding of the concepts

• Step 4. Asking them to demonstrate factors of leadership in their daily practice

Methodology: Brainstorming, presentation and group discussion

Length of activity: A total of three hours

Materials needed: Flip charts and markers.

Debriefing/Key Messages: It would appear that no one has really satisfactorily defined the concept of leadership. According to Vance Packard, "Leadership appears to be the art of getting others to want to do something you are convinced should be done." Harry Truman succinctly stated, "Leadership is the ability to get men to do what they don't want to do and like it." Briefly explaining and showing the difference between what is leadership and what is not leadership.

Facilitators Note:

- Understanding the value of the participant's active participation in each process is vital.
- Focusing on the concept of leadership that mainly focus on differentiating what is/is not leadership
- Focusing on factors influencing leadership
- Non-judgmental and valuing ideas of each person.

1.2: Leadership for Women Organizations

Learning Objectives:

By the end of this session, participants will be able:

- To alert the concept of leadership
- To illustratethe practice of leadership
- To elucidate the importance of leadership

Training Content:Leadership

Leadership is culturally binding and changes over time, so it is hard to give one definition of it which applies to all leadership. The concept of leadership comprises of three aspects; people, goals and influence. Leadership is influential action and is used to achieve goals. Leadership is peopledriven and the ability to inspire people helps to achieve the set goals of

an organization (Daft & Kendrick &Vershinina, 2010). Leadership can be seen as a tool or a process of motivating people. The motivation aims to achieve particular goals by the action of those people(Hannagan, 2008).

Poor leadership leads to an abandonment of hope, which, if allowed to go on for too long, results in an organization becoming completely dysfunctional. The organization must then deal with the practical impact of unpleasant change, but more importantly, must labor under the burden of employees who have given up, and have no faith in the system or in the ability of leaders to turn the organization around(Daft & Kendrick &Vershinina, 2010).

Building on the work of Bass and Alimo-Metcalf, the three different leadership styles are:

i. **Engaging Leadership.** A style based on a high level of empowerment and involvement isappropriate in a highly transformational context. Such a style is focused on producing radical change with high levels of engagement and commitment(Daft & Kendrick &Vershinina, 2010).

ii. **Involving Leadership.** A style that is based on a transitional organization that faces significant but not radical changes in its business model or "modus operandi"(Daft & Kendrick &Vershinina, 2010).

iii. **Goal-oriented Leadership.** A style that is focused on delivering results within a relatively stable context. This is a leader-led style aligned to a stable organization delivering clearly understood results(Daft & Kendrick &Vershinina, 2010).

Session Activity: Presenting opening questions to observe their understanding of the concept. Discussion and presentation of ideas on the concept of leadership, various examples of leadership, and how leadership is demonstrated in daily practice.

Procedure

• Step 1. Positioning participants in a group of three

• Step 2. Presenting the following questions for discussion step by step

- ✓ Question 1. What can you say about leadership?
- ✓ Question 2. How do you understand the difference between leadership and management?
- ✓ Question 3. What do you understand about the difference betweenthe three leadership

styles?

Engaging leadership

Involving Leadership

Goal-oriented leadership

• Step 4. Which one best describes the practical leadership style in your organization? Explain how?

• Step 5. Lead them to discuss about their understanding of the concept

• Step 6. Asking them to demonstrate it in their daily practice

Methodology: Brainstorming, presentation and group discussion

Length of activity: A total of three hours

Materials needed: Flip charts and markers.

Debriefing/Key Messages: It would appear that no one has really satisfactorily defined the concept of leadership. According to Vance Packard, "Leadership appears to be the art of getting others to want to do something you are convinced should be done." Harry Truman succinctly stated, "Leadership is the ability to get men to do what they don't want to do and like it." Briefly explaining and showing the difference between what is leadership and what is not leadership.

Facilitators Note:

- Understanding the value of the participant's active participation in each process is vital.
- Focusing on the concept of leadership that mainly focuses on organizational leadership
- Focusing on styles of leadership
- Non-judgmental and valuing ideas of each person.

1.3: The Concept of a Leader for Young Females

Learning Objective:

By the end of this session, participants will be able:

- To comprehend the concept of a leader;

- To identify good qualities of effective leader;
- To provide tips on what it takes to be a leader, and
- To let participants understand where and how a leader happens to be a leader.

Training Content: Who is a Leader?

Someone who inspires, challenges, persuades influences, motivates and encourages others to bring practical changes in their teams, organizations, and societies. Leaders focus on the big picture with a vision of what could be and help others to see that future and believe it is possible. Some people are born with greater natural gifts than others, but the ability to lead is really a collection of skills, nearly all of which can be *learned and improved*, but that process doesn‘t happen overnight. Successful leaders are continuous learners, who strive to improve through persistence (Ganta, and Manukonda, 2014).

Leadership is a kind of power where one person has the ability to influence or change the values, beliefs, behaviour and attitudes of another person (Ganta, and Manukonda, 2014). A person with strong leadership ability will be a good example or role model to their employees, because the leader who is able to effectively achieve some good result or achievement gains the trust and admiration of their employees, and inadvertently changes their values, beliefs, behavior and attitudes, for mimicry is the sincerest form of flattery (Grint, 2007). This statement is also supported by Northhouse (2009), who states that leaders who possess strong leadership have the strength to influence others to achieve the goals and objectives of the organization.

1.3.1 Characteristics of an Effective Leader

Ask participants to see how many characteristics they can name and define (list them on a flipchart) – at the end, add in any they missed.

1. **Search for opportunities for change and improvement:** A leader is rarely satisfied with the way things are. Instead, the leader regularly looks ahead into the future to envision how things could be. Leaders are change agents. They are never satisfied with the status quo but believe that with a bit of effort, things could be much better. Given this belief, leaders are the ones who have ideas or dreams about ways to improve a situation.
2. **Experiment and take risks:** A leader is not afraid of failure, believing that failure is

never the end of the road, but merely a stepping-stone to eventual success.

3. **Envision the future:** A leader does not just wish for a better future. Instead, he/she forms a vision of what that better future could be and has a general idea of how to get there. The situation of the future has a definite form for the leader: he/she can see what the changed situation looks like; he/she can feel it and knows exactly what it will be like to live in that better situation.

4. **Enlist others to follow:** An individual can be a leader only if he/she has people who are ready to follow his/her lead. Therefore, to be a leader, one has not only to form a vision of a better future but must persuade others to come along on the march to that future. This means that a leader must be a salesperson. The potential followers are the customers. The envisioned future is what the leader is selling.

5. **Foster collaboration:** A leader cannot make the envisioned future real by him/herself. The leader negotiates with the followers over what steps they should all take to make it happen. No leader brings about a better future on his/her own.

6. **Fostering teamwork:** A leader realizes that a group of individuals, each doing their own thing, doesn't succeed like a team of individuals working together. Instead, the leader tries to create a cooperative atmosphere in which followers collaborate (work together) to build the future.

7. **Empower followers:** A leader knows that people who never lift a finger to help themselves do not appreciate what others do for them. However, worse, those who do not help themselves eventually make themselves incapable of helping themselves. We all seem to agree with the wisdom: "Give a person a fish and you have fed him/her for a day. 'Teach an individual to fish, and you have empowered that person to feed him/herself for a lifetime."

8. **Lead by doing:** A leader must practice what he/she preaches; he/she walks his/her talk. A leader realizes that followers will do as he/she does, not just, what he/she says.

9. **Build commitment to action:** A leader knows that there are three aspects of human behavior: the cognitive, the emotional, and the conative. The cognitive aspect refers to thoughts, opinions, beliefs, and information. Human beings make decisions and act based on how they interpret a situation or person. The emotional aspect refers to one's feelings, attitudes, and values. These too shape human behavior. We will do those

things we like, avoid those we dislike, and expend energy for something that we value. The conative aspect refers to the will to act, to resolve, and to commitment. Without the presence of this aspect, our behavior is quickly broken or never activated. The leader knows that if he/she wants to change things, he/she must make sure that followers have a commitment to the proposed change.

10. **Recognize contributions:** A leader knows that to motivate his/her followers, he/she must reward the efforts of his/her followers. People respond more often and strongly to public recognition than to monetary awards. The leader knows that it is important to recognize all efforts that are in the direction of the desired behavior (regardless of whether they were successor zor not). On the other hand, a leader does not punish failure, because he/she knows that that can stop followers from ever volunteering for something at which they might not succeed. The leader focuses more on efforts than results.

11. **Foster Conflict Resolutions (win-win):** Effectively handles disagreements and conflicts. Settles disputes by focusing on solving the problems, without offending egos. Leader Provides support and expertise to other leaders with respect to managing people.

12. **Communicates Effectively:** your ideas and concepts are being heard and people are acting upon them. Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood.

Session Activities: Using a video that shows an ants' leader who motivates followers to overcome obstacles to help explain the meaning of a leader. https://i.ytimg.com/an_webp/qTQJdGp4F34/mqdefault_6s.webp?du=3000&sqp=CMSviYwG&rs=AOn4CLD1mIdPCx-khk1Z762jgXE8oHJUtw. In addition, a short wait discussion with the participants on their own experience of leading.

Materials Needed

- Projector, Speaker, laptop, flip chart, and marker

Procedure

- Show a video of ant's leader's journey and their difficulty during their expedition
- Ask each participant to articulate their understanding of the video
- Discuss together what are good leadership qualities and practices

Methodology: Brainstorming, observation, group discussion, and presentation

Debriefing/Key Messages

Most often the term "leader" is frequently misused or misunderstood; it has been popularly broadened to include almost anyone in top management or in an elected position. A more encompassing perception of a leader is offered by Sorenson & Epps: a forceful and dynamic personality who really leads from the front; an architect and implementer of strategy; a mediator in conflict situations; an integrator who assures the climate of the organization; a person able to motivate subordinates and who, by persuasion, compulsion or example to others; succeeds in getting others to follow the leader's wishes. Another definition by John Seaman Garns is that "leaders are just ordinary people with extraordinary determination."

Facilitators Note:

- Make sure participants relate the video with the specific objectives of the session
- Lead the discussion to relate the video with their personal and organizational life
- Remember to relate the video with the qualities of a leader and self-development as a leader
- Understanding the value of the participant's active participation in each process is vital.
- Focus on youth leadership and gender aspect.

Time: Threehours

1.4: The Concept of a Leader for Women Organizations

Learning Objective:

By the end of this session, participants will be able:

- To realize the concept of a leader;
- To identify good qualities of effective leader; and
- To examine practical ways of making an effective leader

Training Content: Who is a Leader?

Leaders are the ones who control and take charge of the operation of an organization and good leaders are able to set optimistic goals and objectives while steering the operation of the company towards those goals through effective strategies. According to Jackson and Parry (2008), leaders use their skills and knowledge to lead and bring a group of employees in the desired direction that is relevant to their organization's goals and objectives. Other than that, good leaders can also influence their employees and motivate them by strengthening a positiveorganizational culture and through generous employee benefits, for instance, health care insurance, worker compensation, leave benefits and others. Additionally, an effective leader that has strong leadership skills should also be in possession of certain characteristics, such as passion, consistency, trust, and vision; for only leaders who own these characteristics are able to build trust in employees.

Intelligent leaders also have the responsibility to use their skills and knowledge to effectively and efficiently guide their organization forward in the face of an uncertain future and also to decrease the feelings of insecurity in their employees caused by that uncertainty. A leader has the power to influence the success of the organization, due to his/her full power to control the direction of the organization, as well as through the influence they exert on their employees that motivates them to bring the company to greater heights (Jackson and Parry, 2008).

1.4.1 Characteristics of an Effective Leader for Women Organizations

1. Think and act strategically

In essence, the quality of leadership effectiveness is the result of disciplined adherence to a set of fundamental tenets and skills that characterize an individual. One such tenet is to *think and act strategically.*A strategic mindset is essential for an effective leader who leads from the future and inspires others to do the same. The leader establishes the critical strategic concerns required to realise the vision after developing a vision. The next phase is to create long-term objectives that deal with these strategic concerns and give decision-making and financial focus for these goals' successful implementation. Living from one annual budget to another and from one meeting to the next condemns a system and its future to happenstance and condemns the leader to function only as a situational leader.

2. Understand and demonstrate the elements of teams and teamwork

Carl Larson and Frank LaFasto, (1989) two authorities on teams and teamwork, define "team" as an entity comprised of two or more people working together to accomplish a specific purpose that can be attained only through a coordinated activity among the team members. In short, a team exists to fulfill a specific function or purpose and is made up of disparate, interdependent parts (individuals) who collectively achieve a capacity that none of its members could achieve individually. Leaders are the catalysts for actualization. They ferment the mix. They create synergy. The word synergy sounds like energy. Synergy results from rallied energy. Leaders ignite a spark that causes the group to achieve an output together that could not be achieved through individual efforts.

Members of a team cannot be synergistic unless they understand, master, and demonstrate the fundamentals of teamwork:
(1) A clear sense of purpose and goals;
(2) A team performance based on clearly defined roles and relationships that unite individual talents and capacities;
(3) An integration of members who have basic technical, interpersonal, and rational decision-makingcompetency;
(4) A commitment to team success and quality performance;
(5) A climate of trust, openness, integrity, consistency, and mutual respect;
(6) A set of clear standards outlining success and performance excellence;
(7) The support, resources, and recognition to achieve success; and principled and disciplined leadership.

3. Master small group decision making

To build a team, a leader must have the ability to master small group decision-making. Most staffs are classic small groups of fewer than a dozen people. They demonstrate certain skills and behaviors that “link" their members together, as well as the processes they follow to make decisions to fulfill their group's purpose. People are motivated by external rewards, such as bonuses, benefits, promotions, incentives, and pay raises. Internal rewards are even stronger motivators. Everyone wants to feel important. People crave self-respect and the respect of others. They work for the approval of their peers as well as their leaders. People respond to well-deserved praise. When employees perceive that they are appreciated and valued, trusted and treasured (Stuart &Crom, 1993), they take pride in their role as part of the team and share ownership in its accomplishments. When the workers’ psychological needs

and personal values are satisfied, the productivity and profitability of the organization increase proportionally. Organizational performance thrives on personal achievement.

4. Clearly define roles and relationships

In any organization, leaders must be able to clearly define roles and relationships, another characteristic of effective leadership. A role has two elements: function or what the specific responsibilities of that role are irrespective of incumbency and performance; and, how the person occupying the role is expected to behave and ~~to~~ fulfill his/her responsibilities. Leaders must have a clear definition of the function. The performance component must be defined within the team through discussion and mutual definition of behaviors and practices expected of the leader and subordinates. The team concept facilitates expected roles and relationships and gives constructive feedback to its members as to the degree to which they are fulfilling these expectations.

5. Establish and abide by a leader-subordinate partnership

Policy-making/implementation is a continuum of thought and relations that transform ideas and abstractions (visions, policies, goals, plans, etc.) into defined observable ends or outcomes (results, programs, buildings, streets, deliverable services, etc.). Leaders and subordinates share this continuum as partners, ensuring each other's success. Each person plays an important role in creating sound policies and ensuring their effective implementation through reliable administrative practices and performance. John Carver, (1990) a widely acclaimed author who writes about staffs that make a difference, discusses this partnership as one in which leaders define what needs are to be met and what ends (outcomes) are to be achieved. Carver believes that leaders should allow staff (within a leader's established limits) to define the means for achieving these ends and to establish a leader-staff linkage that empowers staff to do its tasks and to be evaluated on the results produced. Leaders who accept and abide by this partnership focus on vision and goals, good policy, and effective staff performance. Those who do not take part in leader-staff partnerships become prey of micromanaging due to a felt need to get involved in or maintain control over staff plans and activities.

6. Implement systematic evaluation of policy

The leader-staff partnership is based on the ability to implement systematic evaluation of

policy, another effective leadership characteristic.Effective leaders expect periodic feedback on policy results and possible policy amendments as required. This feedback can be provided through progress reports, in-process reviews, policy reviews, and after-action reviews.

7. Allocate leader time/energy appropriately

In reality, a leader knows he/she cannot be everywhere at the same time. To be at the right place at the right time, a leader must be able to allocate leader time/energy appropriately, the seventh characteristic of effective leaders. Leaders "play" in a number of settings or 'arenas" to achieve overall, peak performance. The following four arenas have their own purposes and contributions to a mission's effectiveness:

(1) Goal-setting (retreats or meetings).

(2) Exploration and analysis (study sessions).

(3) Disposition/formulation (regular group meetings).

(4) Community (interactions with families and other agencies).

8. Set clear rules and procedures for meetings

For a leader to use time and energy wisely, he/she must be able to set clear rules and procedures for meetings. Rules and procedures do not preclude staff input, courtesy, or sensitivity to everyone's concerns and viewpoints. They respect all these elements in addition to the necessity to conduct business in an orderly, disciplined, productive manner.

9. Learn and develop continuously as a leader

Leadership growth flourishes with self-study, education, training, and experience. As a leader grows, so does the performance of everyone within the organization. According to Peter Drucker (1993), when discussing developing executive effectiveness, states it requires changing people's preoccupation with problems to a vision of opportunity, from concern with weakness to exploitation of strengths. Rudy Giuliani (2002) has a chapter in his book Leadership entitled: "Study. Read. Learn Independently." Leaders must decide what their role is, identify the skills needed to be effective in that role, and then GET TRAINED! Highly effective leaders honestly know they don't know everything; therefore, they take advantage of the myriad of opportunities to learn and perfect their skills by reading and attending courses, conferences, workshops and every forum in order to expand their skills to lead and govern well. Highly effective leaders also learn as leaders. They evaluate each of the nine tenets' performance objectively. They choose the areas where improvements can be made, then

create the chance for people to obtain the necessary skills through workshops.

10. Keep a sense of humor

Humor reduces friction and stress, lets others know we and they are human and is a pause that refreshes our insight and commitment. It is essential to creating and maintaining relationships.

Session Activity: Presenting opening questions to observe their understanding of the concept. Discussion and presentation of ideas of a leader, characteristics of an effective leader in organizations, and how effective leading is demonstrated in daily practice.

Procedure

• Step 1. Positioning participants in a groups

• Step 2. Lead them to discuss about their understanding of the concept

• Step 3. Asking them to demonstrate it to their daily practice

Methodology: Brainstorming, presentation, and group discussion

Length of activity: A total of three hours

Materials needed: Flip charts and markers.

Debriefing/Key Messages:

It would appear that no one has really satisfactorily defined the concept of a leader. Most often the term "leader" is frequently misused or misunderstood; it has been popularly broadened to include almost anyone in top management or in an elected position. A more encompassing perception of a leader is offered by Sorenson & Epps: a forceful and dynamic personality who really leads from the front; an architect and implementer of strategy; a mediator in conflict situations; an integrator who assures the climate of the organization; a person able to motivate subordinates and who, by persuasion, compulsion or example to others; succeeds in getting others to follow the leader's wishes. Another definition by John Seaman Garns is that "leaders are just ordinary people with extraordinary determination."

Facilitators Note:

- Understanding the value of the participant's active participation in each process is

vital.

- Focusing on the concept of an effective leader that mainly focuses on organizational lead**, what barriers exist at an early age around socialization and girls relation**ship

- Focusing on characteristics of an effective leader

- Non-judgmental and valuing ideas of each person.

Session 2. Understanding Youth Leadership

2.1 The Concept of Youth Leadership for Young Female Leaders

Learning Objectives:

- Introduce participants to the idea of youth leadership.

- Elucidate the value of youth leadership

- Pinpoint factorsinfluencing youth leadership

- Highlight the connection between gender roles and youth leadership

Training Content: Youth Leadership

You might think that becoming a youth leader is a very hard thing to do. You might think that you need so much more experience, knowledge, and skills. You might think you need to have it all figured out. You will then be surprised to hear that in fact, all people have a potential for leadership. Being a leader is not about having all the answers. Becoming a good leader has much more to do with responsibility–taking responsibility for our actions, the people we are leading, and the work that has to be done. A leader is passionate about what he/she does and by doing what he believes is right, and by perseverance he inspires others. You have already started being a leader the moment you feel the drive to make a difference: among your peers, in your organization, in your community; for the benefit of others, for your own happiness, and for a better world. The next step is to share this vision with others and gather those who believe in it, as you do, and who wish to help you achieve it. And finally, you must persist in the work you have started, and take responsibility for making sure the work will be done and your vision will be fulfilled (Erwin, 2016).

A leader is not a big boss, a know-it-all, the one that needs to be the best and wants to show everyone that he is better than the others. You will not want to start the initiative to show that you are the best, you will want to do it because you genuinely believe it will be for the benefit of others. As a good leader, you will want to inspire others to take action by taking your own action. Being a leader means being a part of a group with one additional role – to keep the group organized and well-functioning. This position requires you to have a sense of responsibility and sensitivity towards the needs of the group and associated people (Erwin, 2016).

2.1.1 Gender Role and Youth Leadership

According to the World Health Organization (WHO): "'Sex' refers to the biological and physiological characteristics that define men and women. 'Gender' refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women". Gender is a personal attribute that affects how people perceive themselves, how others perceive them, and how they behave in different contexts. Gender, therefore, is relevant to consider with regard to how it relates to leadership effectiveness (WHO, 2016).

To optimize the leadership effectiveness of men and women, it is important to go beyond consideration of the biological sex of the individual and simplistic generalizations of what makes a male leader versus a female leader successful. It is important to consider if and how gender relates to leadership(Ayman & Koranik, 2010).

It is noteworthy that concepts of effective leadership have shifted emphasis from "who" the leader is to "what" the leader does. Who the leader is remains important and is highly relevant to the present discussion of gender and leadership. The focus on relationships, influence, and outcomes allows for substantial individual differences and characteristics of effective leaders provided that they are aware of how to accomplish effective leadership. Effective leaders are aspirational and inspirational (Callahan & Grunberg, 2016).

Session Activities: by showing the video **https://www.youtube.com/watch?v=pF1j22x-yU8** discuss about their understanding of the influence of gender roles on practising leadership by presenting the following questions:

Question 1. How can you explain the relationship between gender roles and leadership in Ethiopia?

Question 2. What possible solutions do you suggest to improve the negative relationshipbetween gender roles and leadership?

2.1.2 Why Youth Leadership?

A. Because it's good for you

Little changes make a big difference. A sum of many little changes can produce a huge storm of positive changes in one's society. Furthermore, young people with some leadership skills have a much more positive sense of self, ~~a~~ better self-control, more tuned decision-making skills, a moral system of belief, and pro-social connectedness. We are better prepared for future challenges, and much more likely to undergo new projects, bring new ideas, get better, and do more (Erwin, 2016).

B. Because it's good for your peers

Researchers agree that youth involved in extracurricular activities and civic engagement are less likely to be involved in violence and delinquency, acquire a stronger work ethic, are more likely to maintain their cultural identity, achieve higher levels of education and obtain employment. They are also less likely to be prone to destructive behavior, use drugs, be a teen parent, be incarcerated, or commit a crime. Youth organizations as a part of the collective can make a change within their communities and make a change in people's lives (Erwin, 2016).

C. Because it's good for your organization

Having a pool of strong young people who are prepared and ready to take initiative will bring positive change to the organization. Initiatives taken by their members will increase the visibility of the organization, which leads to recognition of their mission. A well-known organization has more power to influence others for a positive change (Erwin, 2016).

D. Because it's good for your community

Youth play a pivotal role in healthy community development. Youth leaders, parents, and researchers have recognized youth as assets in shaping communities and find youth civic engagement to produce positive externalities for both young people and the community. Understanding youth as community assets is a perspective many communities across the globe are not oriented towards, and its benefits are not always immediately obvious to the

untrained eye. Research has shown that youth who engage in extracurricular civic action are more likely to adopt positive life trajectories than those who do not and that communities with constructively active young people are more likely to produce high school graduates and experience less crime than those that do not (Erwin, 2016).

E. Because it's good for the society

Young people who are taught and empowered to be leaders, and to take initiative, are much more likely and much more prepared to bring change. Being empowered as individuals, those young people are more adopted to changing circumstances and more prepared to takeaction. They also have more knowledge to see what should be changed and which initiatives taken(Erwin, 2016).

F. Because it makes a real impact

Through youth activism many little changes were made that resulted in being big changes and making a difference. What seems to be small has the ability to influence. Even if the initiative stays small, and influences only a small amount of people, it still makes a big impact. People are not able to unlearn what they have learned un-hear what they have heard. Even if we have made an impact on only one person, for that person our initiative can be life-changing. We never know who we will influence for thebetter, and how our small initiatives can make a big impact somewhere else(Erwin, 2016).





*This is **Fantanesh**, an 18-year-old youth advocate and peer educator on sexual health and rights in Ethiopia. Little did she know that scary, bewildering day when she first started her period would be one of the experiences that gave her the courage to later speak out. She would speak out for what she now knows is hers, for what she needed to understand inside and out and for what she had to protect – her body. And what started as being about herself became about the rights of young people across Ethiopia (Feven, 2019).*

Retrieved from: https://rutgers.international/stories/fantaneshs-story-ethiopia/

Session Activities: by telling a success storythat shows youth leaders who motivate followers to overcome obstacles in their community. In addition a short wait discussion with the participants on their own experience of similar situations.

Success story

Growing up in Addis Ababa, Mahlet Alemayehu always looked forward to the end of the school day, the time when she'd share her many adventures with her mother and revisit the moments big and small that shaped her day. "She would always make time for me," Mahlet says with a smile, recalling one of the many moments that stays with her to this day. Mahlet, now a medical doctor and a 2018 Mandela Washington Fellow, created Mandela Ethiopia Doctors with nine other Fellows looking to improve the healthcare system in the state. "We serve the community by empowering health care professionals to create safe spaces for patients, using advocacy to make health care a reality for all," The group's latest work has included organizing pledge drives for cancer patients, distributing flyers about the risk factors associated with breast cancer, and holding the first public discussion in Addis Ababa about sexual harassment in the health sector. Mahlet's interest in the field stems, in part, from her early work in hospitals in the city and the great gender disparity she witnessed there.

"I began my work in the men's ward and, when I was transferred to the women's section, I saw that women were suffering from severe conditions, but it wasn't the conditions themselves at issue, but the culture," Mahlet recalls; One conversation in particular stays with her. "I remember meeting a woman my age who had eight miscarriages," Mahlet says. "She was not going to survive her ninth pregnancy, and I remember her husband telling me, 'It's not worth helping her; she didn't give me a child.'"

"At that moment, I made a promise to myself to work for women's rights and have done so ever since.





Mahlet representing Mandela Washington Fellows

Mahlet Ethiopia Doctors at a Southern African regional convening for

Mahlet with the 2019 Rise Upyouth champions

Retrieved from https://yali.state.gov/shes-devoted-her-life-to-advocating-for-women-it-all-started-with-one-conversation/

Materials Needed

- Flip chart and marker

Procedure

- Ask each participant to articulate their understanding of the story
- Discuss together how importantis this story to their daily practices

Methodology: Brainstorming, observation, group discussion, and presentation

Debriefing/Key Messages

Youth leadership in definitions is described as the ability to envision a goal or needed change (you think something needs to be done regarding the trash that is collecting behind the school), to take initiative or action to achieve the goal (you want it cleaned, and have decided to pro- pose this action to the school), to take responsibility for outcomes (you will make sure to start the work and to finish it) and to work well with, relate to, and communicate effectively with others (you will contact the school, discuss the cleaning initiative with the director and teachers, and make sure everybody is participating and feeling well in their roles) (Erwin, 2016).

Facilitators Note:

- Make sure participants relate the story with the specific objectives of the session
- Lead the discussion to relate the story to their daily practice
- Understanding the value of the participant's active participation in each process is vital.
- Focus on youth leadership and gender aspect.

Time: Threehours

2.2 The Concept of Youth Leadership for Women Organizations

Learning Objectives:

By the end of this session, participants will be able to:

- clarify the significance of young leadership
- assist WOs in creating successful young leaders
- succor WOs on how to produce succeeding young leaders

Training Content: Youth Leadership

Youth leadership in definitions is described as the ability to envision a goal or needed change (you think something needs to be done regarding the trash that is collecting behind the school), to take initiative or action to achieve the goal (you want it cleaned, and have decided to pro- pose this action to the school), to take responsibility for outcomes (you will make sure to startthe work and to finish it) and to work well with, relate to, and communicate effectively with others (you will contact the school, discuss the cleaning initiative with the director and teachers, and make sure everybody is participating and feeling well in their roles) (Erwin, 2016).

Youth leadership varies slightly from adult leadership in that it needs to have the following elements:

- **Youth/adult partnerships:** where all are valued for their unique experiences, resources, skills, and perspectives, regardless of age; all have the potential to learn from each other; and young people and adults share learning and leadership allowing them to become co-creators of community.

- **Granting young people decision-making power and responsibilities for consequences:** where adults need to know when to intervene and when to "let go and let be" and hold young people accountable for outcomes of their actions. Young people aren't challenged to improve when they are constantly rescued or corrected.
- **A broad context for learning and services:** where the classroom becomes the whole community as well as young people's perception of their relationship to it and their ability to shape it.
- **Recognition of young people's experience, knowledge, and skills:** where all are seen as knowing and able to do different, valuable things, and where a fresh perspective can sometimes lead to new and efficient ways of solving community problems.

Session Activities

Participants start to remember the history of the world as specific events in time which have brought about critical and unforgettable changes, both positive and negative. Ask what makes these events different from other events in time and why ~~do~~ they think they occurred. From this, participants will begin to understand how the art of leadership influences people to do things that may be unexpected and how important these actions are to bring about change.

Materials Needed: Flip charts and markers.

Procedure: Organize participants in groups of three or four. Ask each group to think of periods in the world's history that they think were quite critical and lead them to discuss what makes it different and why. Asking participants to think of a moment in world history that was led by youth leaders or influenced by them? Why was this significant? What is the power of youth leadership, youth mobilization, and collective action among youth?

For instance:

- Malala (getting shot by the Taliban because she was going to school and now she is an active advocate for girls' education)
- The lead of revolution by AbrehamDeboch and ------ during the second Italy invasion of Ethiopia
- University student movement during the period of Emperor H/Silasie.

Debriefing/Key Messages: Similar to the concept of leadership,there are several definitions of youth leadership.According to Vance Packard, "Leadership appears to be the art of getting others to want to do something you are convinced should be done." Harry Truman succinctly

stated, “Leadership is the ability to get men to do what they don’t want to do and like it.”

Facilitators Note

- Understanding the value of the participant’s active participation in each process is vital.
- Focusing on youth leadership that mainly assists WOs to work hard to producing a young generation of female leaders.

Time: Two hours

Session 3: Styles of Leadership

Learning Objective:

- To identify a distinct way of behaving within each style of leadership,
- To explore the focus of each style of leadership,
- To share the experiences of participants in relation to leadership styles and
- Toidentify which leadership style is crucial for female organizations?

Materials Needed:

- Flip charts and markers

Training Content

Leadership style is a function of both the personal characteristics of the leader and the environment in which the leadership occurs. Robert Tannenbaum and Warren Schmidt described leaders as either autocratic or democratic (1958).

- **Authoritative Leadership:** Authoritative leaders inspire an entrepreneurial spirit and a vibrant enthusiasm for the mission. Goleman (2000) stated that “the authoritative leader is a visionary and motivates people by making clear to them how their work fits into this vision”, which would be valid for any project. The authoritative style works best when the team needs a new vision because circumstances have changed, or when explicit guidance is not required (Goleman, 2000).
- **Democratic Leadership:** This leader builds consensus through participation. An example of this is where each team member in a Project Management Office (PMO)

contributes towards defining and measuring the objectives of the PMO. The democratic style is most effective when the leader needs the team to buy into or have ownership of a decision, plan, or goal, or if he or she is uncertain and needs fresh ideas from qualified teammates. Democratic Leaders often ask, “What do you think?” (Goleman, 2000).

Harold Leavitt described leaders as pathfinders (visionaries), problem solvers (analytical), or implementers (team oriented) (1986).

- **Pathfinders (visionaries):** emphasizes the use of visioning; A key characteristic is the importance placed on values and beliefs.

- **Problem Solvers (analytical**): emphasizes the use of reasoning, logic, and analysis; A key characteristic is a reliance on facts and data.

- **Implementers (team-oriented):** emphasizes the use of action through people; A key characteristic is reliance on human emotions and persuasion.

James MacGregor Burns conceived leaders as either transactional (focused on actions and decisions) or transformational (focused on the long-term needs of the group and organization) (1978).

- **Transactional Leadership:** relies on motivating employees through rewards and punishments. It requires supervision, oversight, organization and performancemonitoring. This leadership model doesn’t try to innovate. Instead, it’s rooted in keeping things consistent and predictable over time. Errors and faults are closely investigated, and the overall goal is to create efficient, routine procedures. This style is best suited to organizations that require routine and structure —where there is a need to reduce chaos or inefficiency (Goleman, 2000).

- **Transformational Leadership:** encourage, inspires, and motivates employees (without micromanaging) to innovate and create change that will help grow and shape the success of a project and/or organization. This model encourages leaders to demonstrate authentic, strong leadership with the idea that employees will be inspired to follow suit (Goleman, 2000).

Fred Fiedler introduced his contingency theory, which is the ability of leaders to adapt their

leadership approach to the environment (1971). Most leaders have a dominant leadership style that is most comfortable for them.

A leadership style reflects personal characteristics and life experiences. Although a project manager's leadership style may be predominantly a pathfinder (using Leavitt's taxonomy), most project managers become problem solvers or implementers when they perceive the need for these leadership approaches. The leadership approach incorporates the dominant leadership style and Fiedler's contingency focus on adapting to the project environment (Goleman, 2000).

No particular leadership approach is specifically appropriate for managing a project. Due to the unique circumstances inherent in each project, the leadership approach and the management skills required to be successful vary depending on the complexity of the project. However, the Project Management Institute published Shi and Chen's research that studied project management leadership traits and concluded that good communication skills and the ability to build harmonious relationships and motivate others are essential (2006). Beyond this broad set of leadership skills, the successful leadership approach will depend on the profile of the project. For example, a transactional project manager with a strong command-and-control leadership approach may be very successful on a project with construction, where tasks are clear, roles are well understood, and the project environment is cohesive. This same project manager is less likely to be successful on a larger, more complex project with a diverse project team and complicated work processes.

Matching the appropriate leadership style and approach to the complexity profile of the project is a critical element of project success. Even experienced project managers are less likely to be successful if their leadership approach does not match the complexity profile of the project.

Each project phase may also require a different leadership approach. During the start-up phase of a project, when new team members are first assigned to the project, the project may require a command-and-control leadership approach. Later, as the project moves into the conceptual phase, creativity becomes important, and the project management takes on a more transformational leadership approach. Most experienced project managers can adjust their leadership approach to the needs of the project phase. Occasionally, on very large and complex projects, some companies will bring in different project managers for various phases

of a project. Changing project managers may bring the right level of experience and the appropriate leadership approach but is also disruptive to a project. Senior management must balance the benefit of matching the right leadership approach with the cost of disrupting established relationships (Goleman, 2000).

Session Activities: Start the discussion by presenting a story for each style of leadership to help leaders explore the different styles of leadership. Each story will help participants understand the focus and qualities of each leadership style. https://cdn.we.org/wp-content/uploads/2016/05/Part-2-Activity_Four_Leadership_Styles_May271.pdf

Procedure:

- Arrange participants into groups of five for further discussion
- Present three stories that are related to the first three styles of leadership
- Discuss on the focus and way of behaving within each story
- Relate each style of leadership with the stories presented
- Present the remaining three stories that are related to the last three styles of leadership
- Discuss and relate each style of leadership with the stories presented

Debriefing/Key Messages: The objective is to have an initial discussion of leadership behavior, which is demonstrated by one's style of leadership.In other words, a leadership style reflects a distinct way of behaving. A style tends to contain what a leader has learned from other leaders that served as role models, and this style is influenced strongly by this experience. The leadership style also is affected by the purpose or goal of the leaders. Effective leaders can adapt their style of behavior to the needs of their followers and to the nature of the situation, which is one of the reasons why there is no single model for a successful leader.

Facilitators Note:

- Make sure participants relate the story with each leadership style
- Lead the discussion to relate stories with their personal and organizational leadership

- Understanding the value of the participant's active participation in each process is vital.

- Focus on youth leadership that mainly focuses on gender aspect.

Time: Three hours

Session 4: Why feminist leadership is essential to reduce inequality?

Learning Objectives: -At the end of this training, youth should be able to:

- Have a clear goal to reduce gender and other forms of inequality
- Develop potential in a particular style of leadership based on collaboration and inclusiveness
- Individually or collectively transforming themselves to use their power
- Creates structure and processes to mobilize others –especially other women –around a shared agenda.

Training Content

Why Feminist Leadership?

We believe that in addition to ensuring equity in leadership opportunities, social impact organizations can benefit tremendously – improving their organizational culture as well as the quality of their external programs – by exploring what Feminist Leadership can mean for them in practice.

The feminine way of perceiving entities is broader, and more aspects that might have an influence are taken into consideration. It is typical for women to see the relations between different things and hence have a clearer vision of the bigger picture. Intuition plays a part in this progress and the entity is discovered quicker. The feminine way of perceiving has its downside too. Because of the amount of information and different aspects that are identified, it can be easy to get stuck or slowed down. Achieving goals is important in femininity as well, but the way of achieving them is equally important. Experiences, creativity and intuition are important in the process of achieving goals (Palmu-Joronen 2009).

Feminist Leadership at its most basic is a commitment to creating alternatives to traditional, hierarchical leadership and organizational cultures. This can take many different forms, from

critical self-reflection on the individual level to developing new decision-making structures on the collective level. Most importantly, Feminist Leadership doesn't have a fixed definition or step-by-step guide. It is an ongoing process of learning and unlearning, both individually and together with others.

Benefits of Feminist Leadership

Space to practice your feminist values

Working more productively with distributed responsibility

Joy and satisfaction from experimenting and collaborating with others

Feminist Leadership and institutions can seem incompatible.

We associate Feminist Leadership with: Collaboration, centering people, inclusivity, dismantling biases, self-awareness, transparency, accountability, sharing power, building consensus, self-care, and harnessing differences.

We associate institutions with: A lack of accountability and transparency, stability, rigid structures, economic growth, patriarchy, hierarchy, and fear of losing power.

Why is there a gap between institutions and Feminist Leadership?

Unequal social norms dictate how structures are built, and they are often built to sustain power within certain groups

Norms around communication, decision-making, etc. also reflect who is in power, and people can be penalized for straying from these norms

Institutions seek to preserve themselves, so they are resistant to change

Capitalism: some institutions are driven by economic growth, others by a need for funding

Materials required

Flip chart, Marker, notebook, pen, pictures, and video …

Procedure:

So far organization leaders have examined their experience with their organization's performance. They might come to training with their gaps and challenges in relation to assessing and evaluating framework for organization improvement by giving opportunities for the marginalized group. Or allow them to think of the reality in their organization. Hence, get ready to address the gaps.

Session activity

Facilitators will ask tries what they recommend achieving the below points

- What is your definition of feminist leadership? What words and values come to mind?
- Why is feminism important to leadership (and vice versa) in our sector? We want to hear specifically about power, privilege, identity and programming.
- What have been the biggest challenges you have faced when trying to mainstream feminist leadership in your own sector? Challenges have you faced?
- What have been thepositive results? Can you share some concrete examples?
- How to support gender equality? And ensure the participation of the minority group?
- How to promote the engagement of young women in both formal and informal leadership?
- What kind of deliberate efforts need to be made to foster and support collaboration and collective action in order to reduce the marginalization of vulnerable young women

Debriefing /Key message: participants try to discuss why feminist leadership, so as to reduce inequality and achieve gender equality.

- ❖ All leadership is about the exercise of power; however, feminist leadership seeks to redistribute power, both internally and externally.
- ❖ For internal transformation, it is key to unlearn narratives of competition and individualism
- ❖ We learn that power is finite, but the opposite is true: the more power you share the more powerful you become.
- ❖ Feminist leadership is a process of transforming ourselves, our communities, and the larger world, to embrace a feminist vision of social justice. It is creating a non-violent, non-discriminatory world a reality.

- ❖ Feminist leadership involves challenging the deep-rooted notions of singular leadership

Note: As gender stereotyping, a negative attitude towards women, is very common in a practical traditional society (Fellows, (1993) as cited in Terusew 2005). This negative bias is also assumed to be true for women with disabilities.

Inclusion: practical examples

I will create ways for everyone to be equally heard, respected and successful in my team and organization. I will challenge myself to build diverse and inclusive teams and to recognize and respond to different barriers to participation.

Tip: Get ready to help organizational leaders how to give equal opportunities for young women to exercise and make practical their leadership skills.

Estimated Time: Two hours

Session 5: The Supremacy of Perspective on Female Leadership Learning Objectives

- To explore our understanding of perspective and its relevance to young female leadership.
- To see how a perspective shift is brought about young female leadership.
- To understand the impact of our Perspective on our behaviour and action towards young female leadership.
- To illustrate that we have a choice to shift our perspective in general and on young female leadership.

Materials Required Abstract pictures/; masking tape; Flip charts, markers.

Procedure • Ask if anyone has seen the picture before. If so, ask them to hold their thoughts for a moment until others have a chance to see available images.)

Ask participants:

What do you see? Take time to allow participants to see available images. Ask participants who can only see one image to share the image they see so that participants are able to see available images on inclusion, respect, equity and meaningful involvement.

Session Activity/ Discussion Point What made you see the things you saw and limited you not to see what others saw?

Video:- (41) Changing Perspective from Shame to Self-worth | Sue Bryce |

TEDxPepperdineUniversity - YouTube

Scenario:Jegnet Women Union

GWU organization has senior respective leaders who have ample experience in empowering women and the community. But some say they are not entertaining others ideas with respect to a person point of view. Board members &executive directors decide any actions based on their own circle perspective. Some young females may raise gender issues and feminist perspectives in different ways. Now the young females are far away from the organization and their voice is not heard and accommodated. Due to the organization's unfertileculture in incorporating the ideas of most supportive entities of the organization it is facing a decalingfate. Moreover, projects implementing under the organization are not effectively andefficientlyaddressing the problems set to target community targets, especially the women's needs.So the generational gap created as we face clearly.

Activity

1. What is the big gap of this organization? How could positively manage the problem?
2. What does mean the supremacy of perspective as a leader?
3. How do you manage if you get new perspectives and ideas?
4. do you face young ~~f~~emale staff and members raising questions that you didn't expect?
5. Is there intergenerational dialogue in your organization?
6. does the management is welcoming to new ideas
7. do you think your organization adopted new ideas and perspective that is the best experience of other organizations?
8. your organization does have a male engagement program and experience sharing
9. What do you learn from the session, especially on managing different points of view of young female employees in women basedorganizations?
10. What are you going to plan to engage both males and females to reflect their own ideas on issues concerning them in your organization and out?

Training Methodology:

- Experience sharing
- Plenary group discussion
- Use abstract images

Debriefing/ Key Message

Plenary reflection on the question:

What does perspective mean?

A particular way of viewing things that depends on one's experience and personality

• Perspective is the way that one looks at something

• The way we see our world

• Input to illustrate and get a common understanding of Perspective/paradigm.

Facilitators Note: Trainer will tell a story that demonstrates what perspective means, grounding the definition of perspective and give examples with stories.

Time: 1:45

Session 6: Youth and Development Agenda (SDGS, AGENDA 2063)

Learning Objectives

- Get knowledge of the global and continental grand schemes /prospective plans
- Align their organization addenda to the global and continental prospective plans
- Identify what are the strategic addenda that youths to focus in global and continental to implement at national context
- Familiarize the global and continental agenda

Session Activity / Discussion Point

- What~~is~~are International and continental proclamations and schemes that get to know and experience in your work?

Debriefing/ Key Message

- Do you link the SDGs and Agenda 2063 to your WO?
- Necessary interlink such international proclamations and schemes to the women plans and activities

Facilitator Note

- Agenda 2063 is an African Union African prospective plan started in 3030 and is planned for 50 years has 20 goals and priority areas and the united nation is a prospective plan until 2030 SGDs has 17 goals.
- In addition discuss about CEDAW, CRC, SDG 5,

Time: 1 hour

Session 7: Inclusive Youth Leadership

Learning Objectives: At the end of this training, youth should be able to: -

• Identify strengths as a leader

• Putting leadership skills to work through social action Adult youth partnerships

• Lead inclusively

Material required Poster boards, Flip chart, markers

Procedure

To familiarize participants with the definitions: an inclusive youth leader believes that people of all abilities can participate in leadership opportunities.

Consider using a whiteboard, chalkboard, poster board, or oversized sticky notes to recreate the visual in real-time (picture of different women with disability) with the help of your group. You can engage youth in this activity by asking them for examples of each definition. For example, when you present the group with the definition of inclusion, ask them for some examples of inclusion in action. You can use the bullet points below the definition to get the conversation started.

Discussion points

 What is meant by inclusive youth leadership**?**

 Inclusive Youth Leadership is when young people of all abilities are given opportunities to be leaders in their schools and communities.

Case of: D

This organization is a woman based located in Addis Ababa and has been operating since 2000. It has good experience on implementing of economic related projects for addressing the needs of women's. With its positive results there are some big gaps which should be addressed by the organization for the better success on its vision, mission as well as goal. The office of the organization is on 5^{th} of a building with no any good facilities like elevator and ramp for women with disability or impairment cases. Moreover, the organization system is not open for inclusive approach which ignores new culture, experience, ageism, poetical perspective. The leaders are not welcoming to diversity and they are not participatory incorporate diverse opinions and representatives of the different groups from designing of projects to evaluation phases. In addition to that the leaders are not opening minded for respecting crazy ideas which raised by some outstanding employees or workers both inside and outside of the organization.

Reflection session

1. Does your organization share similar experience with the above story mentioned organization?

2. What does mean disability and inclusion to you as a leader?
3. What is your understanding about inclusions and gender from your leadership perspective?
4. How your organizations manage the issue of diversity and positively bringing influence to different developmental actors?
5. What are the challenges and opportunities of following inclusive approach in leading women base organizations?
6. What do you learn from today session specifically in creating positive and welcoming organizational culture for females with disability case?
7. What do you plan to do in promoting inclusive based organization climate for both males and females?

Methodology

Plenary experience sharing

Peer-to-peer discussion

Focus group discussion

Debriefing / Key Message Participant‘s reflection on the discussion points: what mean by inclusive youth leadership?

So, here are some additional questions you can use to facilitate a discussion around defining Inclusive Youth Leadership:

Youth Leadership

Helen Adams Keller (June 27, 1880 – June 1, 1968) was an American author, disability rights advocate, political activist and lecturer.

Session 8: Ethics

Learning Objectives:

- To identify wrong and right conducts in leading
- To understand the idea of ethical leadership

Inputs/materials needed

Projector, flip chart and markers

Training Content

What is Ethical Leadership?

Ethical leadership is the art of leading people and making good decisions based on a defined set of values, such as fairness, accountability, trust, honesty, equality, and respect. In fact, these values form the core foundation of ethical leadership.

Ethics is a way of understanding right from wrong by using a set of values or moral principles. By establishing a set of values for yourself and your company, you can practice ethical leadership.

Ethical Leadership Principles: FATHER Framework™

Six key Values Form the Principles for Ethical Leadership.

The F-A-T-H-E-R Framework. Fairness, Accountability, Trust, Honesty, Equality & Respect.

Fairness: The principle of fairness is core to the way we humans interact and expect to be treated. By default, we expect to be treated fairly and strive to treat others fairly. As a leader, you should always treat your team, tribe, or followers fairly. Showing favoritism or treating people differently in the same situation can breed contempt among your people. Fairness is also related to disciplining people if they have behaved inappropriately. You need to avoid unequal discipline for the same issue across multiple employees.

Accountability: Being accountable for bad decisions or mistakes shows your moral fiber. We all make mistakes, but also many of us will not admit our mistakes and move on. It is human nature to blame others, blame situations, or even blame the gods. But accepting accountability shows you are a strong, well-rounded leader with a character that people will respect and follow.

Trust: Great relationships and great teams are built on trust. If you cannot completely trust your partner, your relationship will eventually fail. If you cannot trust your team's integrity, your team will ultimately fail and tear itself apart. Your team, your family, and your friendships rely on trust to grow and develop meaning. All high-performing teams, whether in the military, football teams, or teams within your company, will have a strong foundation of trust.

Honesty: Being able to discuss openly and honestly important issues with those around you is key to the integrity of our relationships. Honesty feeds into trust directly. If you cannot be honest with someone, it means you cannot trust them to hear the truth, or at least your version of the truth.

Equality: The principle of equality is core to our global human survival and happiness. There are so many inequities in the world, based largely on the fact that people love to discriminate against others for so many reasons. Be it color, faith, gender, sexuality, height, weight, or even hair color, if you practice discrimination and inequality, you are not a well-rounded person, either intellectually or morally.

Respect: Respect has many meanings, but the core meaning of respect is to show regard for the wishes, feelings, and rights of others. You may not agree with other people's feelings or wishes, but you need to respect that they have those feelings. You need to be able to appreciate that someone is the way they are for a reason. A true understanding of humanity means you will learn to respect the differences in us all. You may not agree with those differences, but you need the ability to consider why those differences exist.

With respect comes admiration. There is something to admire in everyone; it may just take time to find it. As you build upon your code of ethics or morals, you will find that as you demonstrate your character, more people will come to respect and even admire the way you conduct your business, your choices, and your life.

IT'S NOT ABOUT DOING THE RIGHT THINGS, IT'S ABOUT DOING THE RIGHT THINGS THE RIGHT WAY.

Now, you have the FATHER method for easily remembering the rock upon which your values should be built.

Time: An hour

Chapter 2

Objective:

To help youth build their leadership skills. [Note: WOs can reference the Communications module for additional information and skills on comms/media]

Length: 3 days/18-20 hours (approximately)

Session 1; Self-Awareness

Learning Objectives

- Define self-awareness.
- Describe positive and negative self-awareness, and;
- Explain ways that are helpful in the development of self-awareness.

Session Activity/ Discussion Point

- What does self-awareness mean?
- Are there positive and negative self-awareness? Give examples.
- From the one listed below and other similar Amharic proverbs, what do you learn about self -awareness?

Contents

The ability to recognize and understand your moods, emotions, and drives, as well as their effects on others"

Having a clear grasp on one's own values, needs, interests, goals, abilities, and purpose" (Hall, 2002)

It is an ongoing process; we have a clear perception of our personality: Our strengths, weaknesses, beliefs, thoughts, emotions & what motivates us.

890-It is an aware of our internal states and being aware of our interactions and relationships with others (Trapnell and Campbell, 1999).

It can be viewed as an evaluation tool, i.e. to evaluate the quality and accuracy of the perceptions we hold of ourselves. It is being capable of being conscious of the perceptions.

"The beginning of wisdom." Socrates

"Being self-aware is not the absence of mistakes, but the ability to learn and correct them." Daniel Chidiac

activity 1: individual assessment of each trainees their self awareness find the attached assessment question on the annex

Importance of self-awareness

Video of the importance of self awareness http://www.youtube.com/watch?v=aOumKfJBjGQ

Personal Development & Self-Improvement improve habits, goal setting& decision-making improves

- Improve interpersonal relationships in personal & professional life/colleagues and increased confidence in the workplace
- Able to see fit between position & skills (occupational fit)/better position
- Satisfy our needs for professional development.
- More effective career decisions/our uniqueness to make decisions regarding employability.
- know the skills we possess
- Helps in the interview process – able to present our strengths better
- Higher job satisfaction
- helps us evaluate ourselves, and how we fit into the environment

energizer time:- 5-10 minutes

To improve self-awareness

- Ask for feedback
- Recognize your strength & weaknesses
- Self-reflect
- Monitor your self-talk
- Practice saying No-put off short-term gratification
- Question your demission
- Get over the fear of failure

- Be grateful

activity 2:

Selecting suitable role models

Among the locals, who do you look up to as your role model? How did he influence you?

Show a drama regarding the behaviors that you appreciate about your model.

Debriefing/ Key Message

- Did you explore your talent, skill and weak side?
- Have you given a chance/ time to know yourself after words?
- Did you get some knowledge about the importance of self-awareness?
- Did you observe your personal strength, weakness and interest?

Facilitators Note

- The ability to recognize and understand your moods, emotions, and drives, as well as their effects on others"

Time: 1 hour:15 minutes

Session 2; Communication Skill

Learning Objective

- Define and demonstrate effective non-verbal communication.
- Describe effective communication skills, and;
- List good listening skills
- Ability to support, learn and share through, dialogue – listening.
- Value different perspectives

Brainstorming activity 1:

What is the importance of effective communication for our relationship with others?

How to communicate with your colleagues, friends and community members?

Training Content/ Facilitators Note

Communication is a word deriving from Latin communicates – to share, to make known, so other people may know what I know. There are different types of communication: In written communication we communicate using written symbols, for example over email, letters, newspapers, magazines or books. Verbal communication represents communication using verbal signs (what we say). When communicating nonverbally, we are communicating using nonverbal signs: tone of voice, intonation, gestures, body language, etc. By type of participants, communication can be intrapersonal or interpersonal. Intrapersonal communication is communication within and with us, and is, therefore, only defining communication in a narrow sense. Interpersonal communication is direct 'one-on-one type of communication which develops among couples or in small groups.

Activity 1: paired role plays

- One person is Person A and one person is Person B
- Person A should talk for 2 minutes about some problem or concern they have. For example,
    - A girl could be talking to her friend about a boyfriend who is pressuring her into having sex.
    - A man could be talking to his brother about his desire to stop drinking so much.

- Person B should try to communicate interest, understanding and help in any way they wish except that they may NOT speak.

Discussion Points:

- How did it feel to talk for two minutes without being interrupted?
- How did it feel to not be allowed to speak?
- Did you feel that your partner understood you? How did you know?

There are different interpersonal communication skills which re useful for successful communication with others.

Verbal and Nonverbal communication

Verbal communication is straight-forward. We are speaking using words, symbols through which we are expressing our message. If speaking the same language, we know what certain words mean and which symbols they represent.

In non-verbal communication, these symbols might not be so straight-forward. Some of the reasons for that are that people might not be putting enough importance to the non-verbal signs. We might be thinking non-verbal communication is not that important, but there is a study that shows that only 7% of the message we are sending is verbal, and 93% is non-verbal.

Elements of nonverbal communication

Facial expressions are generally universal across cultures and nationalities. Face reacts the quickest to receive messages, and it shows our level of understanding or involvement in the conversation, and it is the easiest way to express emotions. Try to guess six basic emotions expressed in the pictures below.



Figure 5:Facial expressions

Body Movements and Posture – Your stance, posture, the way you walk, even subtleties such as the way you hold your head all convey an unspoken message. Body movements and posture are expressing our opinions, emotions and relationship with people involved in the conversation.

Gestures – after facial expressions, this is the most expressive element of nonverbal communication. It can be used autonomously, not accompanied by a verbal message. It can also be used to express emotions or make a verbal message stronger. For example, we wave, point, beckon, and use our hands when we are arguing or speaking animatedly. We express ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it is important to be careful to avoid misinterpretation.

Little dictionary of body language	
OPENNESS/CONFIDENCE	CLOSED GESTURES/ INSECURITY
Maintain Eye Contact	Looking down or away
Legs apart while Standing	Standing Leg Cross
Leaning Forward	Arm Crossed
Head up	Leaning Back
Smile/Relaxed	Patting/Fondling Hair
Nod when listening	Biting Nails, Putting object in the mouth

Figure 6:Body language

Eye Contact – Eye contact is an important form of nonverbal communication. The way you look at someone communicates interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response. Touch – Touch is another important part of nonverbal communication.

Touch can express our emotions – belonging, anger, care, love, fear, etc., can motivate others for action or it can be used to lower the distance between people and strengthen the interaction. Think about what the following conveys: a firm handshake, a timid tap on the shoulder, a warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm.

Space – We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy, aggression, dominance, or affection.

Voice – paralinguistic signs such as tone, pitch, volume, inflection, rhythm, and rate are important communication elements. When we speak, other people 'read' our voices in addition to listening to our words. These nonverbal speech sounds provide subtle but powerful clues into our true feelings and what we really mean. Think about how tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

Every individual is different and is therefore communicating differently (verbally and nonverbally). General guidelines given above might be true for some and might not be for other cultures and individuals. They are useful to remind us to be attentive to nonverbal signs, but it is also good to keep in mind that those might not always mean the same thing in every situation. Make sure to be attentive to the nonverbal signs the other person might be sending in terms of what is OK and what is not (for example when a person is constantly stepping one step backwards while talking to you, it might mean that he/she is not comfortable with the amount of personal space and it would be comfortable with more). Respect personal needs, and always check with the other person if what you think you are 'reading' is correct.

Listening skills

Listening is the ability to accurately receive and interpret messages in the communication process. Communication is happening only when someone hears, listens and understands the

message, and sees nonverbal signs accompanying the message. Listening skill refers to the ability to actively receive and interpret verbal and nonverbal messages from others. It involves paying attention to what someone is saying, understanding the meaning behind their words, and responding appropriately. Good listening skills are essential for effective communication, building relationships, and resolving conflicts.In our interaction with others, listening is a crucial skill. One of the old proverbs is saying 'We have two ears, but only one mouth, so we can listen twice as much as we speak'. Active listening is listening with focus, and full attention to verbal and nonverbal messages that are being communicated. It requires understanding of the message, confirmation of this understanding and giving feedback on what has been heard, to make sure the same message that was sent was also received on the other side.

Active listening skills

Paraphrasing – using your own words to repeat what others have said. It is used for clarifying the content that has been said by 'returning' to the other person the meaning as you have understood it. We can start by saying: 'In other words…', 'So, you are saying…', 'If I have heard you well…', and explain in our own words how we understood the message.

Reflecting emotions – mentioning all the emotions we have heard the other person saying or showing nonverbally. We can say: 'You look upset because…', 'It seems to me you are feeling…'. It will show the person we have listened to, and we care for his feelings, and what he/she/they have been going through.

Asking questions – they are used to clarify further what has been said. We are using them to make sure we have built the whole picture of the situation/event/story. For example, when someone has described the situation which has happened, we can ask: 'What else has been happening?', 'Was anyone else there?', 'What are you planning to do now?', etc.

Summing up – consists of expressing in short using our own words what the other person has said. It is used after a part of the conversation or after the other person has finished explaining. We use summing-up to make sure we have understood the content and to sum up the most important points.

Activity 2: Listening at three levels

APPROACH (British council active citizen module)

1. Share that in this activity we explore the idea and value of listening at three levels: – the facts – the feelings – the purpose.

2. This is also known as listening with the head (the facts), the heart (the feelings) and the feet (the purpose).

3. Split the group into groups of four. One person volunteers a story that they are comfortable to share: an incident or situation that is not yet settled or where they would have wanted a different outcome. If the group is still getting to know one another, ask them to avoid deeply emotional experiences.

4. Ask the three remaining participants to choose one of the following roles and explain that they will be asked to share what they heard afterwards: – one person in the group should listen only for the facts (head)



LEARNING POINTS

Allow participants to experience and practice listening in different ways. Participants share a story of an incident that didn't turn out as they wanted it to. They are listened to in different ways, and different interpretations of the story emerge.

Materials needed.

Paper and pens

Debriefing /Key Message

What is listening at three levels?

Good communication can make change the leadership of WO

Session 3; Assertiveness

Learning Objectives

- Youth leaders and women's associations develop the assertiveness skill
- Identifying and acting on their desires, needs, and opinions in their work
- Distinguish between assertiveness, passiveness and aggression
- Demonstrate effective assertiveness and negotiation skills.

Preparation and materials

- Pens, flop charts, sticky notes, markers and paper

APPROACH

- Ask questions regarding how women can assert themselves in individual thinking and group discussions within an organizational context. Elaborate on the group's briefing about problem-solving and the challenges faced by women in economic, social, and political spheres, both at individual and group levels. Ensure that communication flows in both direction

Training Content

While useful in life, assertiveness is essential in the workplace. “If you can be assertive at work, you will feel confident knowing that you can handle any situation that presents itself to you throughout your workday” (Banks, 2020).Yet, speaking up can be challenging during conflict at work, even overwhelming, especially when lacking in confidence (Molinsky, 2017). If it is not natural for you – perhaps you are more used to indirect approaches – it can appear strained or aggressive.

Here are some of the typical obstacles faced by people trying to communicate assertively at work (modified from Banks, 2020):

- They don't know what they want.
- They aren't sure of their emotions and assume everything is anger.
- They feel like their needs don't matter.
- They want to be liked at all costs.
- They become flustered and cannot communicate effectively.
- They are uncertain or insecure about their abilities, skills, and talents.
- They have experienced excessive criticism in the past.
- They are scared of saying the wrong thing.
- They are worried about hurting or offending others.
- They are afraid they will be "found out" (**imposter syndrome**).
- They are afraid of being challenged.
- They fear retaliation.
- They are afraid of what people will think.

It can be a valuable exercise to reflect on each of the above blockers to assertiveness and consider which ones are true for you. Being aware can help you focus, learn, and develop assertiveness skills. Assertiveness, especially in challenging environments, has many benefits, including the following:

- Increases **self-confidence**, self-love, and self-respect
- Increases the effectiveness of communication during conflict or confrontation
- Earns respect from peers
- Enables you to get what you need without trampling on others.

- Improves decision making that comes from increased confidence.
- Helps you become a better negotiator.
- Helps you become a better leader.
- Improves **positive relationships with your colleagues**

Being assertive enables you to communicate skilfully in challenging situations and with difficult people. This is particularly important when you find saying "no" impossible. The "yes" syndrome can be damaging for you and your colleagues. Sometimes it is okay, and even necessary, to say: *This is enough. There are only so many hours in the day and only so much work I can do*. It is not a sign of weakness or being incapable. Otherwise, there is a risk of **burnout**, poor productivity, and poor relationships. Letting people know how you feel and what you need provides the opportunity for them to recognize your needs and adjust how they act (Banks, 2020).The challenge, as in all areas of our life, is balance. There is a happy medium between being too passive – risking being walked over and ignored – and overly aggressive – damaging relationships and appearing unprofessional. Skilled assertiveness can be the difference between achieving or failing to be successful in the workplace.

Techniques for Leaders

When being assertive, try to:

- Spend time communicating and connecting with people.
- Provide good, honest feedback, helpfully and fairly.
- Use moral judgment in decision-making.
- Be ready for change.
- Maintain excellent relationships.
- Find opportunities to collaborate.

Aligning behaviour to context

You must pitch your assertiveness according to the audience and context.

Make sure you understand the environment and tailor your assertiveness and behavior appropriately using the following steps (Gallo, 2012):

- *Understand the context:* Consider the context in which you find yourself. How is assertive behavior going to be viewed?

- *Evaluate your assertiveness:* Is your style successful? Is your assertiveness too much or too little? Ask people whose opinion you trust.

- *Set and stick to goals:* Why are you not speaking up when you should? Why are you holding back? Are there particular situations when you are not coming forward?

- *Build relationships:* When we don't feel comfortable around people, we are often afraid of what others think. Get to know the people you are dealing with over coffee or outside of work. Social barriers may limit your assertiveness.

- *Be true to yourself:* While you may be concerned that being more assertive may feel inauthentic, it shouldn't. You can remain friendly and even develop empathy while being more assertive. The degree and style of assertiveness should be appropriate to the context.

Perhaps more importantly, don't bully. Assertiveness should never be aggressive; it should be controlled and calm while trying to find a solution that meets both sets of needs.

Verbal strategies

Our verbal communication can be a clear demonstration of our ability to be assertive. It provides an opportunity to show your capacity to remain calm, be open, and resolve conflict. Banks (2020) provides several verbal strategies that can help:

1. **Set boundaries:** It is essential to be clear, both to yourself and others, regarding what you find acceptable. Setting and maintaining boundaries means that you and the people you are dealing with understand the type of relationship you have and what is acceptable.For example, you may be prepared to provide coaching to a junior member of staff but clarify that it is for a specific length of time and will not be a session for criticizing colleagues.

2. **Say "no":** Most of us find saying "no" challenging, but it is especially difficult when

lacking assertiveness. Yet, as with all these strategies, we can improve it with practice.If you are asked to do something that you are not comfortable with – perhaps it is against your core beliefs – you can either go along with what is being asked of you or choose to say no.The latter is the choice of an assertive person. Remember *why* you are saying no and make clear the reasons behind your decision.

3. **Use "I" statements:** The best outcome of any situation is one where both parties leave satisfied, without the need for compromise. Saying "You do this" or "You didn't do that" can sound aggressive. Describing how you feel about the situation states your position on the matter while opening up the dialogue. Try phrases like: *I feel this is the right approach OR I feel we need to consider other options*.

4. **Express your needs and feelings:** Expressing yourself is crucial for adopting assertive techniques and remaining authentic. Tell people what you are looking for or what is not working. Without such clarity, you will sound like you are complaining or appear not to know what you want. Try to avoid being passive, passive-aggressive, or aggressive; approach situations openly and with diplomacy. This is the most successful way to be heard and understood. Appearing demanding or aggressive leads others to shut down immediately or respond in the same way.

5. **Address people using their names:** You will sound more confident if you use colleagues' names when you are engaging with them. Addressing them by name shows you know who they are. The listener needs to understand you are engaging directly with them and wish for action.

Nonverbal strategies

Much of your communication is nonverbal when being assertive (Banks, 2020).

1. **Maintain confident body language:** Our body language can have a big impact on how we are perceived. Facial expressions, proximity when we talk, and standing tall and straight or hunched over are examples of nonverbal communication. If you look confident, others will see you as **self-assured** and assertive before you begin to speak. Picture how a confident person would stand and how they would look when they speak – assertive but not intimidating. Their arms, hands, and gestures are relaxed and comfortable and follow what they have to say. Their face looks unstressed, friendly,

and assured; they appear confident with nothing to hide. Practice looking confident when you next engage with people. Stand with your shoulders back, chest out, and head up, without appearing rigid.

2. **Adjust your speech:** Assertive speakers sound relaxed and calm, without seeming unconcerned. They should be loud enough to be heard without sounding like they are shouting. It is a difficult balance that benefits from practice and **feedback** from people whose input you value. It's useful to record yourself to hear how you sound and listen for too many filler words like "um." Talking too fast can also be an issue and can cause people to either disengage or be uncomfortable because of your perceived nervousness.

3. **Look Professional:** How we look can affect how we feel and how we are perceived. This can be increasingly difficult as many environments move towards casual dress; the boundaries for what is acceptable and appropriate become more blurred. Your decision on what you wear must show your respect for the environment you are in and the people with whom you are communicating. Putting time and care into how you look can strengthen the message and encourage people to take what you are saying more seriously.

What is the difference between

Passiveness	Assertiveness	Aggressiveness
• Giving into the will of Others • Hoping to get what you wont without having to say it • Leaving it to others to decide for you • Being submissive • Avoid disagreement	• Telling someone exactly what you want in a way that does not seem rude or threatening • Standing up for your rights without endangering the rights of others • Knowing what you need and want	• Expressing your feelings or desires in a way that ~~threatns~~threatens or punishes others • Insisting on your rights while denying their rights. • Dominating, shouting, demanding • Saying others as wrong • Blaming, threatening, or fighting with others

Session Activity/Discussion Point

- What is the difference between assertiveness and aggressiveness?
- What is the difference between assertiveness and passiveness? (role play)

Debriefing/ Key Message

- Distinguish between assertiveness and aggression. and;
- Demonstrate effective assertiveness skills.

Facilitators Note

- Assertiveness is an important skill for getting along with others.
- Being assertive: Means standing up for yourself
- Being straightforward and honest with yourself and others about what you need and

want.

- Can help you protect yourself from dangerous situations ~~and~~ that you are uncomfortable doing.

Time: 45 minutes

Session 4; Decision Making

Learning Objective

- List components of decision-making skills; and,
- Describe and outline a good decision-making process.

Preparation and material

Flip chart, sticky note, paper, pen, pencils …..

Approach

Interactive discussion, experience sharing, activities, etc.

Session Activity/ Discussion Points

- What does decision make mean?
- What does it mean to say one is “decisive” and the other is “hesitant”?
- Have you ever given decisions? On what issue? What was its result?
- How does successful decision-making vary from other methods?

Training Content

"The process of making decisions is about selecting the best choice from all the available alternatives." (Brockman, 2016)

You need to make a decision in any situation where you are faced with alternative options. In fact, you already make decisions every day, for example:

- What time should you leave home to be at work on time?

- How should you respond to a particular customer orcolleague's request?
- Which learning activity should you choose?

- **Blue Hat** - The blue hat is metaphorically worn by the individual chairing a meeting, controlling a team, or managing a situation. They will often provide the ground rules in the form of an agenda, goals and scope.

For example, project managers responsible for pulling together many elements to complete a project could be said to wear a Blue Hat! In managing a project, he or she would concern themselves with many issues such as:

- What is the problem we are dealing with?
- What are we trying to achieve in dealing with the problem?
- What will be the benefits of solving this problem?
- What is the best and most effective way to approach the problem?

- **White Hat** - The White hat is used at the beginning and end of a session. Used at the beginning to concentrate on the facts or data available. Used at the end of a session to question ideas derived from using the other hats.

- **Green Hat** - The green hat is used to encourage new and innovative ideas. Thinking outside the box where anything should be considered. No negative thinking or comment is allowed at this stage in the process.

- **Yellow Hat** - The yellow hat is the optimistic hat, used to consider the possible merits of ideas which may have been generated by the green hat process.

- **Red Hat** -This is the intuitive hat where feelings and emotions can be expressed, such as fears and dislikes. These feelings do not need to be justified they just identify gut feelings.

- **Black Hat** - The black hat is the negative but logical hat as it looks at possible solutions or ideas to determine if they may or may not work. Negativity without reason must be avoided as this is a red hat function.

What are the different types of decisions?

Decisions can be classified into several different categories:

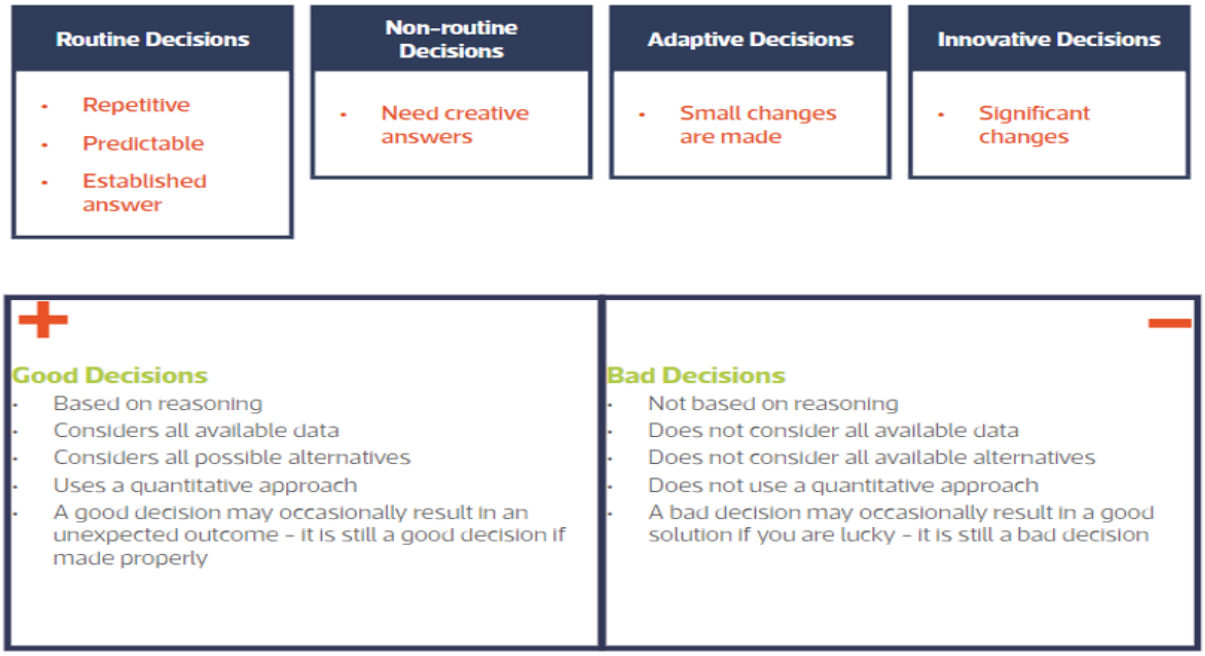


Figure 8: Types of decision

Good decision making includes thinking through and good communication, keeping all stakeholders informed throughout:

- How you will implement your chosen alternative
- How you will know it has been successful

and so, you need:

- A plan for implementation
- A process for monitoring outcomes and post-decision evaluation of the success of your implementation are required

When you are making a decision, bear in mind that there may be several constraints on it:

- Legal Requirements
- Your Level of Authority
- Availability of Physical Resource
- Availability of Finance
- Availability of Human Resource
- Availability of Time
- Organisational Culture and Values
- Organisational Policies
- Organisational Goals

Figure 9: Good and bad decision

Key steps in good decision-making

1. Define the problem, situation, or issue;
2. Identify all possible options or courses of action.
3. Consider all possible respective consequences or outcomes.
4. Consider your own values
    - Beliefs about right and wrong.
5. Consider how your decisions may affect other people.
6. Choose a course of action that seems best based on your:
    - *Knowledge, Values, Morals, and religious upbringing,*

Debriefing/ Key Message

- Engaging youth in decision making can make the decision very vibrant and makes that decision more inclusive and contribute to WO.

Facilitators Note

- Is there a process that combines critical thinking and problem-solving?
- Refers to one's ability to make a choice and to stand by that choice.
- Being able to develop life-skill is a crucial step towards reaching sound decisions and hence living a better and productive life.

Time 0:45 Minute

Session 5; Problem Solving

Learning Objective

At the end of this session the trainees will be able to:

- Develop knowledgeof the definition of a problem, particularly WO problems and creative problem.
- Develop a solution to their own problem
- Design problem solving strategies.
- Define a problem and its sources
- Identify and practice problem solving techniques

Material Required

- Markers,flipcharts, pens and paper

Training Content

Problems arise in any group or organization. The question is: What does a leader do withthose problems? A leader can either react to problems and the resulting change or look aheadand visualize the future with creative problem solving. Effective leaders anticipate change andlearn how to facilitate and manage it.

"A problem occurs when there is a gap between what we want to happen and what is actually happening; something differs from normal or something goes wrong. Problems at work vary in size, complexity and severity. Defining the problem accurately is an essential first step to a solution." (Kepner, and Tregoe, 2013)

Defining the Problem

- A Problem is something that hinders human beings from fulfilling their needs and/or wishes.
- Problems always exist and are faced by all without difference in age, sex, race and educational level.
- But the kinds and seriousness of the problems as well as their solving strategies vary.

It is easy to overlook or misunderstand the true nature and cause of problems at work. This can often lead to:

- Confusion

- The wrong problem being dealt with
- The symptom is removed but not the cause of the underlying problem
- Missed learning opportunities

Defining the problem is the most important step of problem-solving. To do this, you need to diagnose the situation properly. Thus, rather than its symptoms the real problem is accurately identified. If you identify and describe your problems well, you will make them easier and less costly to solve. The way your problem is defined and understood has a major impact on the number, quality, innovativeness and type of solutions that are proposed. You need to define:

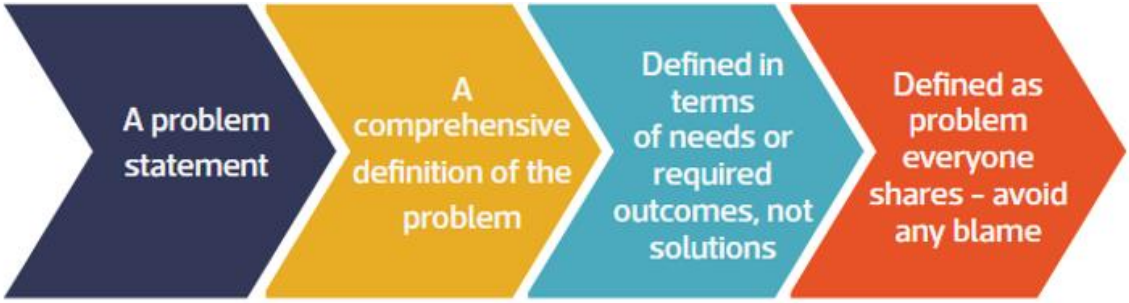


Figure 3:Defining a problem

Involving your team in doing this by asking insightful questions can help you to get a deeper understanding of the issue and its impact:

- What is the problem?
- What is the gap between 'What is' and 'What should be?'
- What can you see, hear, feel, or taste that tells you there is a problem?
- When was this first observed? When is it not observed? When could it have happened but did not?
- How big is it? How many are there? How many could there be but are not? Who does it affect? Who does it not affect? How many could have it but do not?

How should problems be solved?

There are eight steps in the problem-solving process:

1. **Define the problem** Investigate exactly what has gone wrong; Do not be influenced by people with ready-made solutions; Getting the definition accurate is crucial so that you do not find that you are solving the wrong problem collecting possible answers to questions that have not been asked.A good 'problem statement' is a clear and precise description of the problem being addressed. It should focus on one problem only and should not suggest a solution.

2. **Gather relevant information** Gather detail on the people, activities, processes, equipment, systems, timescales and conditions under which the problems occur.

3. **Identify possible causes** Causes usually relate to people, systems or equipment. Be careful not to blame the computer when it could be that the operator is not trained. Asking 'What has changed from the norm?' helps to identify the cause.

4. **Identify a possible solution** Work out a way to test exactly what it is you are looking for and how you will know if you are right.

5. **Test the possible causes** Go back over the information you have assembled in steps 1-4 to test it, on paper, if the cause finds a good match with how, where and when the problem occurs, to what extent it occurs, and who is affected by it.

6. **Work out the solution** There may be a number of possible solutions (which may not be mutually exclusive) with some more appropriate than others.

7. **Making the decision** Identify and assess all possible alternative solutions. See 'Leadership Essentials No.33 Decision Making' for further information.

8. **Monitor the results** How well did your solution work? What have you learnt?

Gap Analysis

Gap analysis is a common procedure for determining needs and identifying problems before action planning. It helps you to decide what steps you need to take in order to move from your current situation to a desired situation in the future. It can help your team to:

- Identify specific problems to address

- Understand the situation causing the problem more clearly
- Ensure that the problem being solved is the right one
- Identify the way forward
- Take the most important step - determining the actions you think will help close the gap

There are three steps in a gap analysis:

1. Assess your current situation – in factual, specific terms.
2. Identify your desired future state – including objectives you need to achieve and time frame; the more clearly you define your desired future state, the better your end result will be.
3. Identify and describe the gap - assess the factors that contribute to it; the distance that needs to be covered; how far and how fast ~~do~~ you need to go to achieve your goal (remove the gap)

Intuition in Problem-Solving

Intuition is the ability to understand or know something immediately based on your feelings, not through rational processes such as facts and data.

There are two main problem-solving styles:

In **analytical/ rational problem solving**, you think about the problem, consider several alternative courses of action, and choose the one that best fits your objective. (Kepner & Tregoe, 2013)

In **intuitive problem solving**, you rely on your experience, judgment and instinct to assess a situation quickly and take action (Cholle, 2011). Intuitive problem solvers normally have skills such as:

- Recognising the early signs of problems or opportunities
- Sizing up situations rapidly and seeing the big picture
- Quickly assessing the likely outcome of each possible opportunity

- Decide and act without deliberate analysis

Intuition is particularly useful for generating and considering all possible alternative solutions to a problem.

Quality Circles

A 'Quality Circle' is a small group of employees who meet regularly to focus on problem-solving and taking corrective action to improve quality in their area. It is considered best practice for membership of a quality circle to be voluntary and for the 'leader' of the quality circle to be selected by the members themselves.

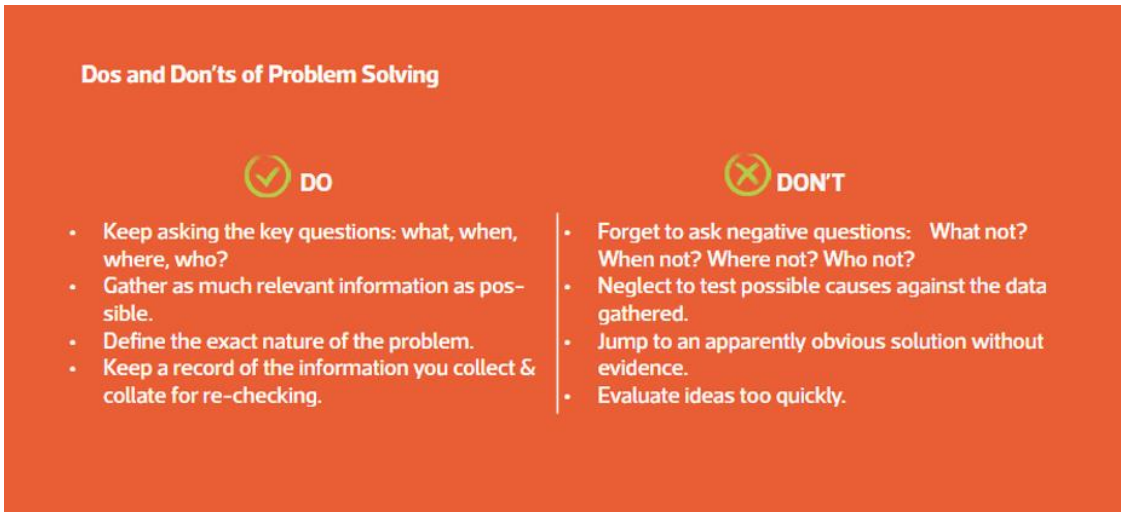


Figure 4:Dos and Don'ts of a problem

Session Activity/ Discussion Point

- What is meant by a problem and what are the problems on their own WO?
- What are the sources of a problem?
- How can we solve a problem? (role play)

Debriefing/ Key Message

- How did you feel during that activity? Why?
- What did you learn during that activity?
- Are there different perspectives?

Facilitators Note

- A Problem is something that hinders human beings from fulfilling their needs and/or wishes.
- Problems always exist and are faced by all without difference in age, sex, race and educational level.
- But the kinds and seriousness of the problems as well as their solving strategies vary.

Time: 0:45 Minutes

Session 6; Conflict Management

Learning Objective

- Identify various ways of conflict resolution, and.
- Demonstrate effective conflict resolution techniques.

Approach

- Two-way interactive traffic

Preparation and materials

- Sticky notes, pens, markers, flipcharts, paper…

Session Activity/ Discussion Point

- What is conflict?
- How often do you encounter conflict? /role play

Training Content

Defining conflict

- Conflict is a normal, and even healthy, part of relationships.



- Since relationship conflicts are inevitable, learning to deal with them in a healthy way is crucial.
- When mismanaged, conflict can harm the relationship. But when handled in a respectful and positive way, it provides an opportunity for growth, ultimately strengthening the bond between two people.

Figure 7: Defining conflict

When we hear the word CONFLICT – we can only think of negative associations: violence, destruction, irreconcilable differences. Conflict can be destructive, leading people to develop negative feelings for each other. It can also deepen differences, and lead groups to polarize into either/or positions. However, a conflict can also be constructive, helping to 'clear the air', releasing emotion and stress, and resolving tension, especially if those involved use it as an opportunity to increase understanding and find a way forward together. Conflicts have the potential to be productive and are a necessary part of positive interpersonal relationships, creative problem solving and group cohesiveness.

Conflict arises from people's needs and desires, which may often be incompatible and therefore in conflict. Closely related to needs are people's values, the guidelines by which they live their lives and interact socially with others. Needs and values are not always visible and declared. People rather communicate by taking certain positions which can only be visible in their behaviour, through appearance and the way they communicate. However, under the surface, there is much more of that remains hidden. Especially in a conflict situation, people are much more strongly keeping onto their positions, as these can be defended. Needs (particularly emotional or personal ones) may seema sign of weakness, or it might be more strategic to keep them hidden. People also might not have a clear focus on their needs as they become so concentrated on strengthening their position that the needs become more obscured.

Check your assumptions and connect with the aspirations

POSITIONS

The problem with positions is that they almost always create automatic opposition; for every position, there is an opposite one. Conflict lives at the position level and is rarely resolved there. At this level, one part or the other needs to give up its own position entirely, or the two

need to meet somewhere in between, which would result in each feeling they had compromised.

ASSUMPTIONS

People's positions are often fed by underlying assumptions. These often include many assumptions about the other party's intentions. Check your assumptions. If you start checking your assumptions, you might find you had it all wrong. It is difficult to correctly guess another person's needs and intentions. It is critical to check with them, rather than assume.

ASPIRATIONS

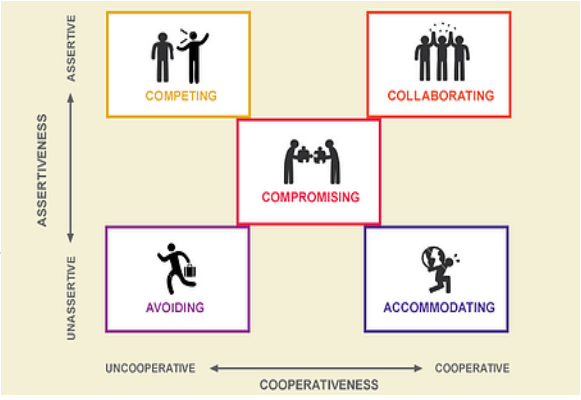
The underlying aspirations that feed our positions hold the key to harvesting the gift of conflict. While it is an automatic human response to opposite another's rigid position, we react quite differently to aspirations, which are very difficult to argue with. Each of us is wired to champion others' deeply felt aspirations. Consider, for example, how frequently you have automatically rooted for total strangers you've read about or watched in a movie who are passionately pursuing an aspiration. There is a whole lot of common ground between human beings at the aspiration level."

Conflict management

Most people want to avoid conflict and potentially stressful situations – this is human nature. However, putting off conflict resolution and difficult communication situations often leads to feelings of frustration, guilt, annoyance with oneself, anger, a reduction in self-confidence, more stress and anxiety and potentially to a bigger conflict in the future.

It is usually easier to deal with conflict early, because positions are not so entrenched, and the negative emotions are not so extreme. The best way to address a conflict in its early stages is through negotiation between the participants.

Strategies forDealing with Conflict



Competing: Competition operates as a zero-sum game, in which one side wins and theother loses. Highly

assertive personalities often fall back on competition as a conflict management strategy. In this strategy, each side is eagerly trying to win the argument and get the best resolution for themselves, without or with little concern for the other party.
Figure 7: Strategies in dealing with conflict

Accommodating: The accommodating strategy is also a win/lose situation, but the opposite of competing. It entails giving the opposing side what it wants. When we are accommodating, we are more concerned for others then we are for our own needs. Accommodation often occurs when we wish to keep the peace, or we perceive the issue as minor. This approach is effective when the other party is the expert or has a better solution. People who use accommodation as a primary conflict management strategy, however, may keep track and develop resentment, as they might feel that their needs were not met, and their position was not heard.

Avoiding: The avoidance strategy seeks to put off conflict indefinitely. By delaying or ignoring the conflict, the avoider hopes the problem resolves itself without a confrontation. Here we are not helping the other party reach their goals, and we aren't assertively pursuing our own. This works when the issue is trivial or when you have no chance of winning. It can also be effective when the issue would be very costly. It's also very effective when the atmosphere is emotionally charged, and you need to create some space. Sometimes issues will resolve themselves, but in general, avoiding them is not a good long-term strategy.

Collaborating: Collaboration works by integrating ideas set out by multiple people. The object is to find a creative solution acceptable to everyone, a classic win/win strategy. Collaboration, though useful, calls for a significant time commitment not appropriate to all conflicts, and sometimes in certain types of conflicts a classic, pure 'vanilla' win-win situation simply cannot be achieved.

Compromising: The compromising strategy typically calls for both sides of a conflict to give up elements of their position in order to establish an acceptable, if not agreeable, solution. Compromising is a 'second best' solution in which all parties get at least a part of their needs met.

Successful conflict resolution depends on the ability to:

1. **Manage stress while remaining alert and calm.**
    - By staying calm, you can accurately read and interpret verbal and nonverbal communication.
2. **Control your emotions and behavior.**
    - When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
3. **Pay attention to the feelings being expressed**
    - As well as the spoken words of others.
4. **Be aware of and respectful of differences.**
    - By avoiding disrespectful words and actions, you can resolve the problem faster.

Healthy and unhealthy ways of response to conflict

Unhealthy responses

- An inability to recognize and respond to matters of great importance to the other person
- Explosive, angry, hurtful, and resentful reactions
- The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment
- The expectation of bad outcomes
- The fear and avoidance of conflict

Healthy Responses

- The capacity to recognize and respond to important matters
- A readiness to forgive and forget
- The ability to seek compromise and avoid punishing
- A belief that resolution can support the interests and needs of both parties

Tips for managing and resolving conflict

Managing and resolving conflict requires emotional maturity, self-control, and empathy. It can be tricky, frustrating, and even frightening. You can ensure that the process is as positive as possible by sticking to the following conflict resolution guidelines:

1. Make the relationship your priority.
2. Focus on the present.
3. Pick your battles
4. Be willing to forgive.
5. Know when to let something go.

Session Activity

How do we solve the problem in WO and any other conflict thatarises? And role play

Debriefing/ Key Message

- Conflict is inevitable but how to manage the conflict before it escalates

Facilitator Note

- Conflict is normal and even a healthy part of any relationship
- Since relationship conflicts are inevitable, learning to deal with them in a healthy way is crucial.
- When mismanaged, conflict can harm the relationship. But when handled in a respectful and positive way, it provides an opportunity for growth, ultimately strengthening the bond between two people.
- By learning the skills needed for successful conflict resolution, personal and professional relationships can be kept strong and growing.
- Conflict arises from differences.

- It occurs whenever people disagree over their Values, Motivations, Perceptions, Ideas, or desires.

Time: 50 minutes

Session 7: Teamwork and Collaboration

Learning Objective:

- ✓ To help participants reflect on the meaning of teamwork and collaboration
- ✓ To explore the reasons why we work as a team and collaborate
- ✓ To consider how we foster teamwork and collaboration even with those who don't want to collaborate and work as a team.
- ✓ To learn about what are the essential elements of building team and collaborating relationships.
- ✓ They can work more successfully because they have greater insight intoindividual strengths and weaknesses
- ✓ It will help them to develop their interpersonal skills such as communication, conflict resolution, problem-solving and strategic planning
- ✓ They can work more successfully because they have greater insight into individual strengths and weaknesses
- ✓ To review real life case studies and learns from their experiences.

Materials Required:

Equal sized colorful magazine pictures which are 8-12 pieces

Procedure:

• Place the pieces into an envelope, one for each group

• Take two pieces from each envelope and add them to the other envelopes so that each group has mostly their own pieces but has one piece of everyone else's photo.

• Ask participants to break into groups according to the no of participants.

• They have to finish the group work/ fixing the picture in 8 minutes

Session activity/ Discussion point

• How did you work as a group? Did everyone participate in the group?

• Did you feel you have contributed? Was there someone who was leading the group

• What prompted you to look to another group for the solution (or) what kept you from looking to another group for the solution?

• What was your reaction at first to the suggestion to share resources?

• How did you entertain seemingly different ideas? What lessons can you draw from this exercise

Debriefing/ Key Message

• Teamwork and Collaborationrequire a great deal of trust and good communication

• To co-operate means we acknowledge and support the work of colleagues as they go about their independent missions and activities.

• True collaboration involves more upfront discussions and agreements about the general direction and purposes of our work.

• In teamwork and collaboration, What you are doing is so important; you put your own feelings aside to achieve the bigger purpose.

Facilitators Note:

The trainer will tell a story that demonstrates what teamwork and collaboration mean, grounding the definition of both and give examples with stories.

Time: 1:45

Chapter 3



The experienceLearning model for adults along with theGTMOD model

For the purpose of facilitating the following topic to women based organizations, the models are recommended to be applied throughout the sessions. The rationality behin**d**applying ~~of~~ the models together is totrain/mentorleaders of women based organizations with consideringthe richexperience of eachmanager/leader along with gender perspective.

Session 1: Youth leadership and Values for Organizational Development

Learning Objective:

- To give further insight to participants that Values are universal, expressible, and hierarchical and are not fixed, they change over time.
- To enable participants to know personal as well as organizational values inform our thoughts, words and action.
- To show participants that values help us to grow develop and create the future we want
- To give emphasis that uses our values to make decisions, we make a deliberate choice to focus on what is important to us.

Materials Required: Value cards which havethe most valued values in many organizations

Procedure:

- Prepare a list of the most important leadership values and explain them to the participants.
- Ask them if they really know those values
- Ask participants to put together their prepared values under always Valued, sometimes valued and Never Valued
- Ask participants to choose only three values from always valued

Session activity/ Discussion point - How was the exercise? What did you notice?

- Ask them to now take their five core values and share them with a partner

Scenario:Moon for Women's economic strengthen organization

This organization has its own value and culture. This organization has 70 employees and social workers. This organization has thousands of beneficiaries which is a woman. This organization has some values like coordination with the community, networking, financial transparency andcommunity engagement. But some of the old practices that~~is~~ are against the organization's value. So as you note in this organization their written value but erode overa long time incapacitating young females to come into leadership. So there is a large number of youngfemaleleaders to join the organization and based on the organization's value you have not too aware of yourself we are looking to empower young females to join the decisions making role an community leadership as per your organization's values.

The organization has no room for creating awareness of the organization's value for both new and existing employees. Almost all employees have no got any awareness of its value culture through differentmechanisms like on job/off training, workshops, and review meetings. The organization leaders have no also practical awareness programs on its organization value for stakeholders and supportive partners. Besides, there is no clarity on the implementation of projects and programs from the perspective of the organization's values.

Group activity

1. What does mean organizational value as a leader?
2. Have you faced similar cases mentionedin the above scenario in your organization?if you say yes, how do you manage an interact
3. Are there any familiarization mechanisms to introduce your organizational value to your new staff? If you say, in what way you are inducting ~~to~~ new staff?
4. Have you alien your organization's new projects/programs with your organizational values of gender perspective? If yes how do you alien it?
5. How do you promote or introduce your organization's value to your beneficiaries, community an partners

6. What do you learn from today's session, especially in creating awareness of organizational values for young female leaders?
7. What do you plan to do to promote your organization's values for both male and female staff, beneficiaries, and stakeholders?

Training Methodologies

- Plenary experience sharing
- Individualwork
- Peer to peer discussion

Debriefing/ Key Message • Leadership values are important because they help you determine how you want to achieve your goals and what type of leader you want to be

• Your core leadership values play an important role in guiding how you make decisions and what Youth Leadership actions you take on a daily basis

• Leadership values also help you grow and develop both personally and professionally

• Having a strong set of core values as a leader helps build respect and trust among your team. This creates the foundation for you to influence your team in a positive way that encourages high-performance and excellence.

Facilitators Note: Trainer will tell a story that demonstrates what Value means, grounding the definition of Value and give examples with stories.

Session 2; the role of mentorship for Succession focusing on young female leaders for organization development/community change

Learning Objectives:

- Ensuring the role of effective mentorship with focusing on women‘s/YFL for women based organization development.
- Forming /strengthening YFL based mentor service associations/platforms.
- Enabling a sound and conducive environment that could promote YFL engagement both at the organization level and out for bringing gender inclusive leadership cultural system in Ethiopia and beyond.
- Assessing the current status of YFL engagement while senior leaders' attitude and active role in bringing them to leadership positions.

- Creating familiarization and or awareness for WO on mentoring, process, and challenges as well as best mechanisms of mentoring approaches suitable for YFL.
- Assessing succession plans of WOs, challenges and opportunities while considering the young ‘s leader’s engagement across management/leadership roles.

The session will start by introducing self, and expectations from the session. Then the trainer/facilitator createsa brainstorm, group discussion as well as interface meeting so that good learning would be created on women ‘s/female ‘s leadership while participants will apply that in their leadership process.

Inputs/materials needed

Flip chart, marker, sticky notes Youth Leadership.

Time taken: 3 hours

Training Content

- Mentoring is a process of proving experience base supportive for those who have less knowhow an experience on a specific issue.
- It is a way of guiding and showing the right direction for having goo action and results.
- Mentoring in the case of this training module focuses on providing guidance with a supportive mentor services for youths afewer experience workers working for both governmental an non-governmental organizations, particularly women base organizations.
- Mentorship has its own process but it varies from one case to another. It has a common definition it means transferring or sharing first-hand experience from mentor to mentee through various mechanisms
- It is not a one-way communication or discussion but rather a two way of interaction without any power difference between the two sides.

The role of the mentor

- **providing** guidance
- Sharing information
- providing advice, feedback
- Agent
- Role model
- Coach
- Sponsor

- Confidant

Key skills/qualities a good mentor

- Good listener/sounding board
- Flexibility
- Value diversity of perspectives
- Knowledgeable
- Non-judgmental
- Able to give constructive feedback Youth Leadership
- Honest and candid
- Able to network and find resources

Challenges in the mentorship of youth leaders

Assessing mentees background, knowing mentee motivation, dealing with mentees, addressing mentee misconceptions, and setting reasonable goals.

Brainstorming

- What means by mentoring? How mentoring implement in empowering female young leaders.
- Do you think mentoring is basic for empowering specifically young females and youths?
- Have you ever been mentored or mentored in your life? If yes, how has it been?
- What are the processes of mentoring and how do you apply it? Dear participants hope you have reflected your views on mentoring. Now it is the time to role play so make sure that you are focused on the show and reflect your perspectives on it.

Role play Select five persons and make them sit separately with in the training room and order each of the represented five individuals to prepare their own mentoring topics that would be familiar and have experience in their life. Tell each of the five to prepare themselves and provide coaching services on one selected issue to mentees. Again select two volunteer participants from the training room then order one to visit each of the five assigned mentors while the second individual visit only two from the five assigned volunteer mentor service providers. After this process make an ending and ask the mentor and mentees to turn back to their seats. Order the two mentees to share to groups standing in front of the participants and tell the participants how each uses it in supporting their organizations and themselves as well as their communities Ask each of the two volunteer feelings on the process. Ask the assigned five volunteer individuals feeling in providing mentorship services to the two selected individuals Dear participants we hope that you

have got a lot of new learnings from the above show. So now what is left is to move to the next activity.

Group discussion

Dear Participants, our next session will be a group discussion. The topic for the group discussions will be mentoring. Its objective is to raise the awareness of the participants of mentoring. The participants will form a group. Then they will discuss on questions that are given below. Finally, they will make a brief presentation on the results of the discussions.

Group One: Make a discussion on meaning and rationality of mentorship programs with practical experience and ~~the~~role of such activities in bringing positive change at individual, group, and organizational as well as societal levels.

Group two: Standard process and or phases of mentorship service provision and key skills need in providing effective such services.

Group three: Challenges of mentorship programs and possible approaches in providing such services to target persons.

Ground rules for group discussion:

1. Every participant will be given the chance to speak
2. All participants will participate fully and freely
3. Participants might reserve themselves from giving comments on personal matters
4. Only one speaks at a time
5. Never interrupt others
6. It is impossible saying any bad wordings.
7. Be time conscious
8. Keep all information, Confidential Dear participants, now, we will proceed to the reflection session. Questions are presented to you, and raise attention by forwarding your opinions.

- **Presentation and Reflection**
- What do you observe and perceive from the above group discussions?
- What are three key and pillar issues you have learnt from the discussion process?
- Do you have something a case that you would like to share us in the mentioned area?
- Do you have an action plan for young female leaders and other young females on mentorship?
- What do you plan to capacitate females and women through a mentorship program?

Dear participants, we do not doubt you have been contributing a lot by forwarding your Youth Leadership Page 66 personal opinions on the questions derived from the above presentation.

Next, we will go to refection on the activity.

It is mainly focused on understanding the moment feeling of the participants after the session.

Exercise/Activity

1. Do you have a mentorship program? If yes, how is the structure?

2. Does your organization have a succession plan? If yes is it gender inclusive?

3. How is your organization's culture of promoting young female leaders to upper positions?

4. What are the opportunities and challenges in providing mentorship services for young female leaders?

5. What are the challenges and opportunities for young female leaders in passing mentorship programs and working together with adult leaders on succession plans that incorporate the need of young female leaders and what senior leaders could do?

6. How do you see the power relationship between young female leaders and adult or senior leaders?

7. What do you recommend to do in empowering or enabling young female leaders?

Key Messages/debriefing

- What do you learn? How do you apply ~~it~~in your life? What does succession in leadership mean?
- A way of transferring roles with responsibility and accountability to the followers after full empowerment programs are provided without taking too much timeand effort.
- In this context, it is a process of empowering and train of young females to successfully take the lead by following the front leaders.
- The negative perception of some experience leaders at any level and the communities hinder the active participation of women/young female leaders in any actions.
- Developing and improving the soft and hard skills of females in any sector is vital. Besides each organization should create a fertile and healthy organizational cultural climate if productive, well-motivated as well as influential female leaders wanted. Success is based on self-development and then career dynamism

Facilitator tips/notes:

- Start with the welcome and thanking each participant
- Smooth and conducive training environment.
- Understanding the value of the participant ‘s active participation in each process is vital.
- Each participant has practical experience and skills.
- energizing throughout the training process
- Apply different facilitation methods

- Focusing on youth leadership that mainly focuses on gender aspect.

Session 3: Youth volunteer's role and their meaningful participation in Women's Organization

Learning Objective:

- To give further insight to young female volunteers and women's organizations to create meaningful participation of women.
- To enhance the awareness of the women's organization leaders to coordinate with young female volunteers to lead programs and projects.
- To show participants voluntary service is a mutual benefit to women's organizations and volunteers.
- To give emphasis that women's organizations using voluntary service as their program implementation tool and transform the volunteers into a change agents and a leader of women's organization and their communities.

Training Concept:-

Volunteerism is often the first experience of civic engagement for young people. In many instances, volunteerism provides entry points for young people to determine their own priorities, set their own agendas and engage with young people or other actors. Volunteering may be a catalyst, particularly for young people, to participate in the political realm. It is particularly important for countries with younger populations and where rapid social change is leading to migration, loss of traditional structures, and unemployment.

Apart from altruism and hope for a better world, young people are driven by a multitude of reasons to volunteer including wanting to gain skills for future employment, to keep busy or for leisure only. At the same time, young people report challenges and issues with volunteering in their communities and societies.

Volunteering benefits both society at large and individual volunteers. Volunteers make an important economic contribution to society.

To volunteers;

- provide a sense of purpose,
- provide a sense of community,
- increase social skills,
- gain valuable skills,

The benefit of volunteerism to women's organizations;

- Improve problem-solving,
- improve task management,
- save money and resources,
- increase service delivery quality,
- get specialized skills,

Materials Required: flip chart, cards

Procedure: • prepare them to explain their prior experiences when the current leaders passed through volunteerism with their explanation to participants.

- Asking powerful questions to participants to reflect on their own experience in their respective organizations and out.
- Do you really encourage volunteers?
- Do you believe voluntary help the women's organization program and activities?
- What does mean volunteerism for Women's organizations?
- How do you evaluate volunteers' role to assist WO programs
- How to engage volunteers in women's organizations?
- What lessons the volunteer get in their service time
- Do you believe volunteers are change-makers?
- Do you believe your organization empowers volunteers?

Case 1; Women alliance Ethiopia is a non-profitable organization which is focusing on advocacy and women's leadership. This organization runs different programs among that women's network hub. This hub is run by volunteers to facilitate digital trainings. This voluntary digital training has been podcast via telegram 3 days a week for one hour each day. For 1 year for 7 months was raised a lot of issues. The trainers are volunteers from academia, NGOs, government, private business persons, and religious leaders. During their stay very active volunteers have passed different stages some of them now become program coordinators, focal persons, and ambassadors. This is a loop for new rising young female leaders. This association is looking to hire as their staff and even is recommended to be leading different projects and inserted to be a board member.

Reflection:

1. What do you observe from the case?
2. What are the key benefits of ensuring and fostering participatory young female center platforms in each organization?
3. Does your organization have such kind of experience in engaging youths/young female leaders in technology to bring a holistic based gender equality system to your organization?
4. What are the challenges in creating gender-led digitalization in your respective organizations?

Training Methodologies

- Plenary experience sharing
- Individual work
- Peer to peer discussion
- Case study

Debriefing/ Key Message • Volunteers are important because they help you determine how you want to achieve your goals.

• Properly manage voluntary service and we can get the ripe of it and harvest it.

• Women organizations having a voluntary program is a helped as a platform for young female leaders and youth to learn career service, leadership, and working for the community.

Session 4: Strategies on Developing and Implementing an Inclusive Based Internship Programs in Women-Led Organizations

Learning Objective/s

- To ensure gender-based inclusive and participatory internship programs in women-centric organizations and other supportive concerned associations/CBOs.
- To change and improve the current culture of the organization and its senior leaders ~~on~~ through internship programs.
- Supporting women organizations in the process of developing internship policy.
- Fostering the need forwomen organizations on developing strategies for recruiting and placing interns as well as unleashing the hidden potential of youths/young female leaders.

The overall concept and related elements of internship: An Internship mean a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional or community setting. Interning with an NGO or a Nonprofit **allows you to take on roles that might not be given to interns in corporate settings**. In most nonprofit organizations, interns are highly valued and relied upon. You'll likely gain experience in many different departments, honing your skills in a variety of areas.

The benefit of internship to women-led organizations

- New perspectives drive innovation. Interns come to your company to gain practical experience, but they also have something to offer: their perspectives.
- Boost your employer brand.
- Enhance employees' skill sets.
- Foster new talent for your company.

To interns;

- Ithelps toapply the theory they learned.
- Get a feel for the work environment.
- Boost your confidence.
- Build networks.
- Increase your motivation.
- Improve your CV.
- Getting a job directly.
- Getting a reference or letter of recommendation.

- **The following key elements should be considered in the process of developing internship policies/ strategies:**

1. The objective of the internship program/policy
2. Criteria for selecting and recruiting interns
3. Duration of the internship programs
4. Enrollment process
    - Need assessment and identification
    - Formal request
    - Announcement posting
    - Application and screening
    - Assessments like written, interview, personal trait observation
5. Selection and placement
6. Orientation, induction, and trainings
7. Compensation/benefits like stipend, certificate, communication package services
8. Responsibilities like HR, intern, the coaching supervisor, all staff

9. Performance management
10. Terms and conditions of the assignment
11. Misconduct, termination as well as the end of the internship

Materials required: computer, flip chart, marker, sticky note

Procedures

- Asking powerful questions qustions of participants to reflect their own internship experience in their respective organizations and out.
    1. Does your organization have an internship policy?
    2. If yes, how do apply the policy?
    3. How do you see the role of interns in a specific organization?
    4. How internship program benefits both the organization and its interns?
    5. What are the challenges in incorporating interns into your organization?
- Power point presentation on the preparation of internship policy or strategies
- Case study and reflections

CaseStudy: Dot Ethiopia is a global organization that focuses on developing and unleashing t he hidden potential of young people, girls, and women through offering opportunities to deve lop their skills in areas such as business, life, leadership, technology, and other related areas. .The organization has one experience which is different from other organizations. It has an internship program which operates in each year and mainly recruits and places over 30 undergraduate university/collage students in the organization. The placed youths stay in the organization for one year with contributing a role of facilitating and providing trainings for target community members. The interns have a lot of benefits which get from the organization when they play a role for the organization. Some of the main ones are: One-month induction and familiarization training, trainings on the mid of each month, networking with other youths and organization both within the country and out, participating on formed learning clubs in each department like M and E club, gender club, monthly stipend and bones at the end of the year.

On the other hand, the organization is also providing a room to youths to engage on digitalization like blogging some learning tools and interconnecting with others via virtually.

As a result of such and above stated mechanisms the organization successfully deployed over 3000 graduate interns in different organizations and always preferred as a key partner in most youth led organizations.

Reflection;

1. What do you learn from the case study?
2. How do see your organization from the mentioned organization in terms of engaging interns as one of the part of the organization resource?
3. What do you plan to do in the next on internship program in your organization?

Training Methodologies

- Plenary discussions and reflections
- Group based internship policy development
- Presentations on internship

Debriefing/ Key Message

- Understanding the paramount of gender inclusive internship policy, programs in enhanced the growth of women led organizations.
- Knowing and developing participatory and an inclusive internship policy could improve the organizations development and its successions process
- It brings dynamic experience that boosted the capacity of the organizations
- The organization can reach out many more targets with low cost and time.
- It creates competitive man power through the internship program
- Gender equality could be brought as a result of the inclusive internship program

Recommendations are taken from partnerWomen Organizations who participated in the orientation workshop on the Youth leadership module.

The orientation workshop was held for two days and tried to discuss on the issues included in the module with plan international partner women lead organizations. The main objective of the workshop was to present core topics under the module and to take some inputs or recommendations to enrich the module from their perspective especially, for the future use of the manual.

Most of the recommendations are almost incorporated under the main module. However, here are also some points for specific discussion points:

A. What will be the mechanisms or strategies for effective youth leadership?

- Mentoring and coaching
- Capacity building like: soft skills, leadership and Technical knowledge
- Give opportunities and responsibilities: Delegation, power sharing or decision making
- Experience sharing through intergenerational dialogue
- Creating enabling environment
- Form strong Associationsat the national level
- Have more incubation center
- Internship opportunity
- ICT support

B. What looks like the Mentorship and Coaching experience of Organizations to Young female leaders?

Most of the organizations do not have a platform for mentoring and coaching young female leaders. They gave the limitations not to organize such platforms:

- Lack of interest among mentors and mentees
- Lack of skill
- Less understanding of the mentorship process

- Lack of a conducive environment
- Challenge in having mentorship guideline
- Safeguarding issues
- Lack preparing an action plan
- Trust building issues
- Lack of motivation/ both mentors and mentees/
- Identifying the Strengths and Weakness of young female leaders
- Lack of willingness

C. Way Forward

i. Expected from organizations

- Youth focused projects and engagement
- Giving opportunities to YFL
- Focuses on diversity/ inclusion
- Use traditional conflict management mechanisms to engage young female leaders like "Sinqe"
- Prepare events for youths to share their experience
- Conduct mentorship sessions
- Develop Mentorship and coaching guidelines
- Create a performance upgrading system for YFL
- Organized Monitoring and Evaluation system
- Integrating Mentorship in the job description and making organizational culture
- Create a welcoming environment for young females

ii. Expected from YFL

- Willingness
- Open minded and willing to take experience from an experienced person
- Honest for the organization
- Committed to serve
- Ready to nurture skills
- They have to be motivated, responsible, risk taker
- Visionary etc

Action plan

No.	Topics	To whom introduce the topics	Location/ venue	Budget	Responsible person	Time frame / when	Remark
1	ICT						
1.1	Training on basic ICT skills for all concerned staff	New staff & others who have~~not~~ no awareness	On –job training, training centers& workplace	As per the organization ICT budget	Senior staff, leaders,	Quarterly-based HR plan	
2	HR & OD						
2.1	Need-based training for staff	All staff, leaders, board member	Training centers, workshops both inside & outside the office	As per the organization staff empowerment budget	Senior staffs, leaders	As per the need of the trainings	
2.2	Coaching & Mentorship for young female leaders at organizations	Young female leaders	Both physically & virtual, on-job or off-job- trainings	As per budget allocation for staff empowerment program	CEOs, HR, line managers/ supervisors	Throughout the year	

3	Programme/project management						
3.1	Organizational Vision ,Mission, Value, strategic plans integration approach	New staff , donors, partners Government organs, beneficiaries, members, new boardmember	On their organization office, virtual office/ website, social media, at workshops and meetings	Base on the organization's promotional and advocacy budget	Senior staffs, leaders,	New staffs higher, partners donors meeting/annual meeting, board members meeting, beneficiary meeting, partnership formation period	
3.2	Program /Project Risk protection, assessment & mitigation strategy	Staffs, CEO, leaders,	Office , hotel workshop and trainings	Base on the organization capacity building budgets	Internal trainer, external trainers	At the beginning of the budget year , at any time as needed	
3.3	Inclusiveness and youth friendly practices across organizations projects/programs	Staffs, CEO, leaders, stakeholders , beneficiaries	At different training venues organize by WO, office level meetings, consultative meeting, board	Specific budget allocate at each project	Consultant , expert from disability organization/federation & youth organizations	At the beginning of the budget year , at any time as needed	

			member meeting				
4	Budget/Financial Management						
4.1	Workshop/experience sharing on proper budget utilization management system	Program /project staff, financial unit	Both virtually & physically	Budget both on financial unit & program unit	Exchanging budget exchange with cross-organizations	Quarterly as per the organization budget plan	
4.2	The mechanism of taking audit reports results & using as input for next projects/programs implementations	Program /project staff, financial unit	Both virtually & physically	Budget from audit line/others sources	Consultative meeting	Once a year	

Checklist

No.	Questions	Strongly Agree	Agree	Slightly agree	Highly disagree	disagree	Comment	Action taken
1	ICT							
1.1	The organization ICT system is sound							
1.2	All staff has basic ICT skill				*			
1.3	The organization ICT usage level increase from time to time (reporting automation, virtual meetings, data base management etc.)							
1.4	Your organization promotes and announce its mission to public through using technology(Blogging, developing website, social medias as well as medias)							
2	HR & OD							
2.1	The organization staff management system is good to staff work performance (HR manual)							
2.2	Recruitment & selection process is fair							

	& open							
2.3	Paying system is fair							
2.4	Need based trainings/CB organize for staffs					*		
2.5	Staff work performance and satisfaction improved							
2.6	There is meetings/hearing sessions/feedback sessions at least once a quarter							
2.7	There is staff retreat/recreation							
2.8	There is induction session for new staff							
2.9	No or less staff turn over							
2.10	There is coaching an mentoring for staffs and empowering of young leaders				*			
2.11	The organization open for volunteerism an internship							
3	Program/project management							
3.1	The projects are gender sensitive							
3.2	Projects are implemented as per budget and time period							

3.4	The organization projects /programs are inclusive based and participatory as well as youth friendly				*			
3.5	The networking/partnership system with supportive groups is strong and dynamic							
3.6	The management team is active and participatory							
3.7	The organization has a holistic strategy for long term/sustainable, inclusive							
3.8	The organization's vision, mission, values, strategy plan as well polices are well integrated and open to evaluation of stakeholders					*		
3.9	There is a strong communication system							
3.10	There is well written risk assessment & mitigation mechanisms							
3.11	There is a participatory monitoring & evaluation approaching your organization				*			
3.12	The M & E plan is highly integrated with all programmatic							

	elements							
4	Budget/financial management							
4.1	Your organization program/projects budget is currently highly addressing the project plans/needs of the targets							
4.2	There is a strong ~~fund~~ fundraising system in your organization							
4.3	The source of the budget is mainly domestic sponsors							
4.4	There are alternative means of program/project budget sources for sustainability							
4.5	There is a problem of the budget management system				*			
4.6	Your organization uses digital tools for enhancing the overall performance of its financial system.							
4.7	There is a weak budget plan VS accomplishment							
4.8	There is a sound procurement manual							
4.9	There is a strong financial policy							

4.10	The organization carry out audit reports & always uses the results/findings for improving the impact of its projects				*			

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የወጣት ሴቶች አመራርነት ስልጠና የቅድመ ሥልጠና ምዘና ቅፅ

ሙሉስም_____

የመጡበትቦታ_____

ስ*ልክ*_____

*ኢ ሜል*_____

ኘላንኢንተርናሽናልለተጨማሪግብረመልስ፣ምርምርለማድረግወይምጠቃሚናቸውየምንላቸውንመረጃዎችእና አገልግሎቶችዝርዝርለመላክየሰጡትንመረጃለመጠቀምሊፈልግይችላል።

ማስታወሻ: ምንምዕውቀት / ችሎታየሌለበት 1 ውጤት፣ 5 በጣምከፍተኛየሆነየእውቀት /

ከሥልጠና በፊት					*ከታችበተዘረዘሩትነጥቦችላይያለዎትእውቀትናየክህሎትደረጃ*
1	**2**	**3**	**4**	**5**	ሀ / ስለአመራርነት(leadership)ግልጽግንዛቤአለዎት?
1	**2**	**3**	**4**	**5**	ለ / የአመራርአይነቶችንምንያህልያውቃሉ?
1	**2**	**3**	**4**	**5**	ሐ /ሰዎችንእናስራንለመምራትያለኝችሎታ?
1	**2**	**3**	**4**	**5**	መ / ስለአካታችአመራርነትያለኝግንዛቤ?
1	**2**	**3**	**4**	**5**	ሠ/ መሪለመሆንያለኝተነሳሽነት ?
1	**2**	**3**	**4**	**5**	ረ/ እንደወጣትሴትመሪነትንበተላበሰመልኩተቁዋምን/ሴትአደረጃጀትን/ ስለማገልገልእናስለመምራትምንያውቃሉ
1	**2**	**3**	**4**	**5**	ሰ/ስለርዕይ/ vision/ ምንያውቃሉ

ችሎታንየሚያሳይውጤት)።

በጣምእናመሰግናለን!

የወጣት ሴቶች አመራርነት ስልጠና ከሥልጠና በኋላ ምዘና ቅፅ

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ስልክ_____

ኢሜል_____

ከሥልጠና በኋላ					ከታችበተዘረዘሩትነጥቦችላይያለዎትእውቀትናየክህሎትደረጃ
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1	2	3	4	5	ለ / የአመራርአይነቶችንለይቻለሁ
1	2	3	4	5	ሐ /ሰዎችንእናስራንለመምራትያለኝንችሎታአዳብሬአለሁ
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1	2	3	4	5	ረ /እንደወጣትሴትመሪነትንበተላበሰመልኩተቋምን /ሴትአደረጃጀትን/ ስለማገልገልእናስለመምራትግንዛቤአግኝቻለሁ
1	2	3	4	5	ሰ /ርዕይ/ vision/ ምንእንደሆነተረድቻለሁ

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ስልጠናችንንእንዴትማሻሻልእንደምንችልማንኛውምአስተያየትአለህ/ሽ?

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በጣምእናመሰግናለን !

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የመጡበትቦታ፡ክልል_____ዞን_____ወረዳ/ከተማ_____

1. እድሜ_____

2. የትምህርትደረጃ፡ 1ኛእና 2ኛደረጃተማሪ□የዩኒበርስቲተማሪ□ዩኒበርስቲ/ኮሌጅትምህርትያጠናቀቀች□

3. ከታችከተዘረዘሩትየስልጠናርዕሶችመካከልየትኞቹላይተሳትፈሻል;

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የአስተሳሰብ / ማይንድሴት/ ስልጠና	
ሌላካለ	

4. የመሪነት፣ የህይወትክህሎትእናየአስተሳሰብ / ማይንድሴት/ እውቀትንለመለካትየተቀመጡጥያቄዎች

፦ችከተዘረዘሩትመለኪያዎችውስጥያልዎትእውቀትናክህሎት ሁኔታ	ልሶቹላይበማክበብአሳዪ 1. በጣምዝቅተኛ 2. ዝቅተኛ 3. መካከለኛ 4 ከፍተኛ 5. በጣምከፍተኛ 6. አላውቅም					
1. ¾ðÖ^ Ndx‹ ›K<˜						
2. ስልታዊእቅዶችየማቀድክህሎትአለኝ						
3. ¨<d’@-‹”¾SeÖƒ¡IKAƒ›K˜						
4. ‹Óa‹” uSõታትሂደትነገሮችከተለያየአቅጣጫ/የተለያዩሁኔታ ዎችን/ አያለሁ						

5. có ›`ÑA Tcw ˆ‹LKG<						
6. ¾K?KA‹ c-‹”እምነት'ባህል'ባህሪይእናእሴቶችለሌሎችሰዎችመ ታጋስእናማካተትእንደሚገባበንቃትአስተዋውቃለሁ						
7. c-‹¾}K¾ vI]Ã '□ˆc?„‹□እናእምነቶች□ˆ”ÇL†¨<□ˆ[ÇKG<						
8. ›KSÓvv„‹” uØ\ G<’@ታእናየተሻለመፍትሄዎችንበማቅረብእፈታለሁ						
9. uu<É” J–@ ec^ G<K<U c¨< }dታፊእንዲሆነእናሀሳቡምበተገቢውሁኔታመካተቱንአ ረጋግጣለሁ						

በጣም እናመሰግናለን

ፕላን ኢንተርናሽናል ኢትዮጲያ፡ የሴ• ድምጽና መሪነት ፕሮጀክት የወጣት ሴቶች አመራርነት ስልጠና ሁለተኛ ዙር የድህረ ምዘና መጠይቅ

የመጡበትቦታ፡ክልል_____ዞን_____ወረዳ/ከተማ_____

1. የመሪነት ፣ የህይወትክህሎትእናየአስተሳሰብ / ማይንድሴት/ እውቀትንለመለካትየተቀመጡጥያቄዎች

፦ችከተዘረዘሩትመለኪያዎችውስጥያልዎትእውቀትናክህሎትሁኔታ	ልሶቹላይበማክበብአሳዩ 2. በጣምዝቅተኛ 2. ዝቅተኛ3. መካከለኛ 4 ከፍተኛ 5. በጣምከፍተኛ6. አላውቅም					
1. ¾ðÖ^ Ndx‹ ›K<˜						
2. ስልታዊእቅዶችየማቀድክህሎትአለኝ						
3. ¨<d’@-‹”¾SeÖfiIKAf›K˜						
4. ‹Óa‹” uSõታትኒደትነገሮችከተለያየአቅጣጫ/የተለያዩሁኔታዎችን/ አያለሁ						
5. có ›`ÑA Tcw ˆ‹LKG<						
6. ¾K?KA‹ c-‹”እምነት'ባህል'ባህሪይእናእሴቶችለሌሎችሰዎችመታገስእናማካተትእን ደሚገባበንቃትአስተዋውቃለሁ						
7. c-‹¾}K¾ vI]Ã '□ˆc?„‹□እናእምነቶች□ˆ”ÇL†¨<□ˆ[ÇKG<						
8. ›KSÓvv„‹” uØ\ G<’@ታእናየተሻለመፍትሄዎችንበማቅረብእፈታለሁ						
9. uu<É” J–@ ec^ G<K<U c¨< }dታፊእንዲሆነእናሀሳቡምበተገቢውሁኔታመካተቱንአረጋግጣለሁ						

2 ባንቺአረዳድአንዲትወጣት‹Óa‹” uSõታትኒደትነገሮችከተለያየአቅጣጫመመልከትለማንይጠቅማል; ___

_____

3 አንዲትወጣትባለራዕይመሆናለምንያስፈልጋል;

4 ለሴትወጣቶችበአስተሳሰብማደግናመለወጥለምንይጠቅማል;

5 ዛሬከነበሩንየአስተሳሰብ / ማይንድሴት/' እሴትእናuu<É” Se^ƒ eMÖ“-‹ U”›Ó˜}hM;

በጣም እናመሰግናለን

Plan International-EthiopiaWomen's Voice in Leadership Project

Pre-post Assessment Tool for Young Female Leadership Training

Participant profile: Region---------- Woreda/Town---------- Age----------

Educational status: Primary and secondary school h University/College student h University/College graduate h

1. Assessment focusing on areas of mentoring, coaching, networking, technology usage and change management to assess the status of young leaders before and after the intervention.

Before the training						**List of questions**
Very Low	Low	Moderate	Very High	High	I don't know	
1	2	3	4	5	6	A/ What do you know about coaching or mentorship concepts
1	2	3	4	5	6	B/ How is your current networking status
1	2	3	4	5	6	C/ How is your level of engagement and usage of technology for developing your leadership approach
1	2	3	4	5	6	D/ How is your day to day movement on managing changes in your personal and social life
1	2	3	4	5	6	E/ How much is the vitality of happing different changes

Post-Training Questions

After the training						**List of questions**
Very Low	Low	Moderate	Very High	High	I don't know	
1	2	3	4	5	6	A/ How much has yourmindset shifted on coaching and coaching approach for young leaders
1	2	3	4	5	6	B/ How is your readiness to improve your networking status to your leadership development
1	2	3	4	5	6	C/ Readiness to use some technological tools on improving leadership approach.
1	2	3	4	5	6	D/ Key lessons got from the session on managing the day to day changes facing in personal and social life
1	2	3	4	5	6	E/ Understanding of gender, leadership and collaboration on

F. How do you plan to implement in the nextwhat you got from the session on the approach of coaching and mentorship for your leadership development?

G. What you will do to create and improve your networking for both personal-social life as well as your leadership development?

H. What will you do to effectively use and apply technological tools to improve your

leadership power from a globalization context?

I. As a young leader, how do you plan to effectively manage change in day-to-day life specifically in the context of women and leadership?