

# Leadership Training Manual



**Youth Engagement Services (YES) Network Pakistan**

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## Introduction of Participants

### Duration

45 minutes

### Training Material

Flash Cards and Pen

### Objective

- Create a pleasant environment between the trainer and participants so as to facilitate discussion and work in the workshop.

### Methodology

Trainer should tell his or her name, marital status and about their family. They are expected to talk briefly about their work, experience and hobbies.

After introduction, the participants should be involved in an activity, so that they become involved in the session.

Each young person is given two flash cards on which, He or she will write his or her good and bad traits. One color card will be for good traits and one color for bad traits.

Give the young persons 10 minutes to complete this exercise. Then ask each young person to tell both his and her traits. Keep the good trait cards on side of the wall and the bad on the side. Ask each young person as to which trait of he or she likes best. He or she should be called by that name in the next two days of the workshop.

### Instructions for Trainers

Trainer should first start this exercise and tell his of her good and bad traits. Trainer should also keep a name as the young people have been instructed to do. For example if you are witty you can keep your name Witty.

## Objectives of Leadership Workshop

### Duration

30 minutes

### Training Material

White board; Markers

### Objectives

To enlighten participants about the objectives of Leadership Workshop

### Instructions for Trainers

Start the session by asking the participants that before coming what they had thought about the workshop and what would they be taught. List their views on the board. Then place the pre prepared chart on 'Objectives' on the wall and explain it to the young people so that they are able to memorize it.

### Objectives of Leadership Workshop

- To help young people understand the true definition of leadership
- To build the confidence of young people to undertake major responsibilities for bringing change in their communities
- To help young people realize their un-realized leadership potential
- To enable young people to run and lead their networks effectively.
- To help young people to be change makers in their communities/
- To help young people re-brand their image with their families and communities



## Projected Constraints in Running the Youth Service Networks

### Duration

1 hour

### Training Material

Flip Chart, markers and board

### Objectives

- To identify the constraints that may affect the functioning of the Youth Service Network
- Discuss possible solutions while running Youth Service Network and implementing social change program

### Methodology

Give fifteen minutes to young person to sit in their groups and discuss about their action plans or challenges being faced by the Youth Service Network in implementing its social change program. See how far implementation process has been successful and what problems were faced. After fifteen minutes one representative will from each group will place the personal findings on the wall and explain where they have reached so far in terms of implementing their program, what are their major accomplishments, what kind of challenges there are facing and what are the important lessons learnt? Trainer will write the problems faced by each group on the board.

When all the groups finish their presentation the problems and its possible solutions will be discussed with the young people. Every Network has its own unique issues. Mostly these kinds of issues are faced:

- People could not be convinced
- People do not give importance because of young age
- Public wants the government to do all the work
- Young persons face problems while going out of their homes

- People do not keep their promise to attend the programme
- Some members of the group are disinterested
- Right members were not chosen
- Young persons of the group have left the area
- Family members are not supportive

In the end Trainer will discuss possible solutions with the young people. Often issues arise due to the reason that the young persons are unable to convince people. People do not pay any attention to these young persons because they are very young. They think these young people can hardly do any work. The young people will have to prove with their work that they are competent to do this work. In our society people do not give importance to solve problems that are for the whole community. They are convinced that this is the duty of the government, although, they are the affected ones. Young people should see it as a great opportunity to take responsibilities for helping people to come out of these issues. They should try to solve our problems by themselves.

## **Leadership**

### **(Definition)**

This session will help the participants to understand what leadership is, traits of effective leaders and difference between leadership and management.

#### **Duration**

45 minutes

#### **Objectives**

- To increase participants awareness of leadership so that as young leaders they are well aware of their responsibilities
- To increase participants awareness of some definitions of leadership

#### **Instructions for Trainers**

- Ask the group what comes in your mind when you hear the word leader?
- List their responses on the board
- Then ask the group to close their eyes for five minutes. Think of a leader and list his or her attributes that characterize the leader you remember. Indicate lessons that you learned from the leader and that has been valuable in your personal life.
- Ask participants to discuss their leader with the entire group.
- At the end summarize the discussion using your expertise and material provided

## Definition of a Leader

Good leaders are **made** not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never-ending process of self-study, education, training, and experience. To inspire your team members into higher levels of teamwork, there are certain things you must *be, know, and, do*. These do not come naturally, but are acquired through continual work and study. The **best** leaders are continually working and studying to improve their leadership skills.

Leadership is a complex process by which a person influences others to accomplish a mission, task, or objective and directs the organization in a way that makes it more cohesive and coherent. A person carries out this process by applying her leadership attributes (belief, values, ethics, character, knowledge, and skills). Although your position as a leader gives you the authority to accomplish certain tasks and an objective in the network, this power does not make you a leader...it simply makes you the *boss*. Leadership makes people *want* to achieve high goals and objectives, while, on the other hand, bosses tell people to accomplish a task or objective.

### Some Definitions

“A leader is a dealer in hope.” Napoleon Bonaparte

“Leadership is the process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.” John W. Gardner

“Leaders are people who perceive what is needed and what is right and know how to mobilize people and resources to accomplish mutual goals.” Thomas E. Cronin.

“Leaders are pioneers. They are people who venture into unexplored territory. They guide us to new and often unfamiliar destinations. People who take the lead are the foot soldiers in the campaign for change.... The unique reason for having leaders- their differentiating function- is to move us forward. Leaders get us going someplace.” James M. Kouzes and Barry Z. Posner.

A leader is a person who marshals the people, capital and intellectual resources of the organization to move it in the right direction.

- Marshaling resources means collecting them focusing their attention and empowering their use.
- Moving an organization means energizing it, removing obstacles to progress, making the changes necessary to improve performance and enabling it to learn and grow
- The right direction is the one that makes the greatest possible contribution over the long term to lowering the incidence of sexually transmitted diseases in a region and/or to increasing the ability of people to plan for the size of their families and to assure the health of mothers and children.

## Qualities of an Effective Leadership

### **Duration**

One hour

### **Material**

Board and markers

### **Objective**

- To enlighten participants about the qualities of effective Leadership

### **Methodology**

Trainer asks the participants about the qualities of Effective Leadership. Write their responses on the board. Later elaborate on the following traits.

## **A Few Qualities of Effective Leadership**

There are hundreds of personality traits, far too many to be discussed here. Instead, we will focus on a few that are crucial for a leader. The more of these you display as a leader, the more your people will believe and trust in you.

**Honesty** - Display sincerity, integrity, and candor in all your actions. Deceptive behavior will not inspire trust in your people.

**Competent** - Your actions should be based on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.

**Forward-looking** Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.

**Inspiring** - Display confidence in all that you do. By showing endurance in mental, physical, and spiritual stamina, you will inspire your people to reach for new heights. Take charge when necessary.

**Intelligent** - Read, study, and seek challenging assignments.

**Fair-minded** - Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.

**Broad-minded** - Seek out diversity.

**Courageous** - Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.

**Straightforward** - Use sound judgment to make a good decision at the right time.

**Imaginative** - Make timely and appropriate changes in thinking, plans, and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems.

## **Myths of Leadership**

This session is very important because it will help participants to examine some of the myths and misconceptions about leadership.

### **Objective**

To discuss myths and misconceptions about leadership

### **Duration**

One hour

### **Methodology**

Group discussions will be held in small groups. This is to be followed by a plenary session

### **Materials**

- Index cards with one statement.
- Flip charts and markers.

### **Instructions for Trainers**

- Divide the participants into groups
- Give a card, a sheet of paper and pen to each group
- Ask the groups to discuss the statement written on each card is a fact or a myth, and why they think so
- Tell the groups that they have 15 minutes to discuss and come up with answers, including the reasons for believing the statement to be a fact or a myth
- At the end of 15 minutes, ask the groups to re assemble

- After different members from each group to read one statement at a time and give the group's verdict with supporting reasons. If a participant does not agree with his or his or her group he/He or she may explain why
- After a very brief discussion, give the correct answer and the reasons for each statement (if they have not been mentioned correctly by the participants)

### **Leadership — some misconceptions**

1. Leadership is a rare skill
2. Leaders are born not made
3. Compared to women, men are better born leader
4. Leadership is found only at a high level
5. The Leader gives orders to people, keep them on the front line and manipulates them to achieve the objectives of a team
6. Leadership is magical. (It has a magnetic effect which attracts people themselves)

## Day 2

### Recap of Day One

#### Duration

20 minutes

#### Training Material

Board and Markers

#### Objective

- To refresh the previous day's proceedings with the participants
- To assess the understanding of issues by the participants

#### Instructions for Trainer

Ask the following question from the participants

Which topics were discussed yesterday, what are their views on it and what have they learnt from it?

Write their responses on the board. Each participant should be given a chance. Once they have all given their responses check that no topic has been left over.

**Note:** Recap of previous day can also be made by playing slips game. This will increase the interest of the participants and all the topics can be revised.

## Styles of Leadership

### **Duration**

45 minutes

### **Training Material**

Board, Charts and Markers

### **Objective**

- To help the participants learn about different styles of leadership

### **Instructions for Trainer**

- Tell the participants that leadership style is the manner and approach of providing direction, implementing plans, and motivating people.
- Ask the following question from the participants.
- How many styles of leadership they observe and experience in our daily lives?
- Note down all their responses on the Chart
- Ask participants in their opinion which is the best style and why?
- After getting responses from them, throw light on different styles of leadership along with their strengths from the provided material.

## Styles of Leadership

There are three different styles of leadership: (1) authoritarian (autocratic), participative (democratic), and delegative (free reign).

Although most leaders use all three styles, one of them becomes the dominate one.

### **Authoritarian (autocratic)**

This type is used when the leader tells her employees what she wants done and how she wants it done, without getting the advice of her people. Some of the appropriate conditions to use it is when you have all the information to solve the problem, you are short on time, and your employees are well motivated.

Some people think that this style includes yelling, using demeaning language, and leading by threats and abuse of power. This is not the authoritarian style...it is an abusive, unprofessional style of leadership.

However, if you have the time and you want to gain more commitment and motivation from your employee, then you should use the participative style.

### **Participative (democratic)**

This type of style involves the leader including one or more employees in on the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness, it is a sign of strength that your employees will respect.

This is normally used when you have some of the information, and your employees have some of the information. This allows them to become part of the team and allows you to make a better decision.

### **Delegative (free reign)**

In this style, the leader allows the employees to make the decision. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

NOTE: Also known as *laissez faire* (or *laisser faire*) which is the noninterference in the affairs of others. [French : *laissez*, second person pl. imperative of *laisser*, to let, allow + *faire*, to do.]

## Effective and Ineffective Leaders

### Duration

45 minutes

### Training Material

Board, Charts and Markers

### Objective

- To help the participants identify the difference between effective and ineffective leaders

### Instructions for Trainer

- Divide the participants into groups
- Give a sheet of paper and pen to each group
- Ask the groups to identify a list of differences between effective and ineffective leaders
- Tell the groups that they have 30 minutes to discuss and come up with answers, including the reasons for believing it
- At the end of 30 minutes, ask the groups to re assemble and give presentations one by one.
- After a very brief discussion, share the following information with the participants.

**Effective leader's uses:**

- Appreciation
- Care
- Teamwork
- Delegation
- Trust
- Responsibility to motivate followers

**While ineffective leader's uses:**

- Power
- Authority
- Rules and regulations
- Punishments to lead followers

## Principles of Leadership

This session will help the participants in understanding principles of leadership.

### **Duration**

One hour

### **Training Material**

Board, Sheets and Markers

### **Objective**

- To provide opportunities to understand effective principles of leadership

### **Instructions for Trainers**

- Ask the participants about the principles of leadership.
- List the points on board.
- Add the skills by using facilitator resource, if not given by the group.
- Trainer should make the session participative. Explain in detail on this topic.

## Principles of Leadership

**Know yourself and seek self-improvement.** In order to know yourself, you have to understand your *be*, *know*, and *do*, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through reading, self-study, classes, etc.

**Be technically proficient.** As a leader, you must know your job and have a solid familiarity with our employees' jobs.

**Seek responsibility and take responsibility for your actions.** Search for ways to guide your network to new heights. And when things go wrong, they will sooner or later, do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.

**Make sound and timely decisions.** Use good problem solving, decision making, and planning tools.

**Set the example.** Be a good role model for you employees. They must not only hear what they are expected to do, but also see.

**Know your people and look out for their well-being.** Know human nature and the importance of sincerely caring for your workers.

**Keep your people informed.** Know how to communicate with your people, seniors, and other key people within the network.

**Develop a sense of responsibility in your people.** Develop good character traits within your people that will help them carry out their professional responsibilities.

**Ensure that tasks are understood, supervised, and accomplished.** Communication is the key to this responsibility.

**Train your people as a team.** Although many so called leaders call their organization, department, section, etc. a team; they are not really teams...they are just a group of people doing their jobs.

**Use the full capabilities of your organization.** By developing a team spirit, you will be able to employ your organization, department, section, etc. to its fullest capabilities.

## Role of Leaders

This session will help the participants to understand the role of leaders in running Youth Service Networks.

### Duration

45 minutes

### Training Material

Board, Sheets and Markers

### Objective

- To help participants understand the role leaders play in the Youth Service Networks

### Instructions for Trainers

- Ask the participants about what should be the role of leader?
- List the points on board.
- Add the skills by using facilitator resource, if not given by the group.
- Trainer should make the session participative. Explain in detail on this topic.

## Role of Leaders

**Inside the Network**, where the leader interacts with the team members and community members to inspire, encourage, enthuse and empower them

**Outside the Network**, where the leader seeks assistance or support from donors, media, or other leaders in the public and private sectors

**On present operations**, where the leader is concerned about the quality of services to the community and also network structures, information systems, and other aspects of networks effectiveness.

**On future possibilities**, where the leader anticipates trends and developments that are likely to have important implications for the future direction of the network.

## Developing High-Performance Teams

This session will help participants to learn about developing high-performance teams for the realization of their goals.

### Duration

One hour

### Methodology

Group discussions will be held in small groups. This is to be followed by a plenary session

### Materials

Flip charts, white board and markers.

### Instructions for Trainers

- Divide the participants into groups
- Give a sheet of paper and pen to each group
- Ask the groups to identify ways to develop high-performance teams.
- Tell the groups that they have 15 minutes to discuss and come up with answers, including the reasons for believing the statement to be a fact or a myth
- At the end of 15 minutes, ask the groups to re assemble for presentations
- After the presentations, share the following points with the participants by elaborating each point.

## Developing High-performance Teams

- Young people know you care about them when the following things happen:
- You are always warm, friendly, and welcoming. Your young friend can count on seeing your face light up with pleasure and a friendly smile whenever he or she appears.
- You notice the special things your team member does and you express your approval. You comment on the positive qualities and action he or she displays.
- You also notice difficulties and you offer to help or to listen. You are there when you are needed.
- You go beyond what a young person would expect. You make a personal connection- perhaps visiting his or her home, inviting him or her to your home, giving your cell number, appearing at the hospital if he or she or a family member is ill. Whatever way you take a special personal interest in the young person that goes beyond any assigned or expected professional role.
- You support the full realization of his potential.
- You welcome the emotional release when it occurs. If laughter, tears, or genuine rage should surface through a crisis or in close communication, it does not scare you. You embrace it as a part of young person, and hold him or listen as long as the flow continues.
- You are always respect the ideas and opinions of the young person.
- If all of this is done your team members will know that you truly care and help you to develop high performance team.

## Measuring Leadership

This session is designed to help participants measure the results of the efforts of leaders.

### Duration

One hour

### Material

Board and Markers

### Objective

- To increase the understanding of the participants about the ways of measuring the efforts of leaders.

### Instructions for Trainers

- Make the session participative
- Ask participants to share their thoughts about the ways through which performance of leaders can be measured
- Write down all their comments on the white board
- Ask questions to participants why they feel these are important tools for measuring the effectiveness of leaders and why should we measure the performance of leaders?
- After getting response from participants share the following points in detail.

## Measuring Effectiveness

**Social Good-** Sometimes the measures of social good are straightforward enough. One can count the number of beneficiaries. You can measure the social good in terms of direct impact of their activities on the lives of their clients or on the vitality of the communities they serve.

**Organizational Capital-**The level of support and donations, the number of programs offered, the number of skilled team members and improvements in the image of the network in the community are all measures of organizational capital.

**Social Energy-**Increase in social energy. It is difficult to measure. It involves variables such as levels of satisfaction, commitment, morale, and enthusiasm.

**Organizational Change-** leaders can be judged on the extent to which the change they set in motion actually improved the ability of the network to serve its client and community.

**Quality of Relationships-** Success in Network depends crucially on the quality of relationships established with a variety of stakeholders-the founding members, team members, community members at large.

**Professional Competence-** Professional competence can be measured only qualitatively, with the leaders performance ranked on such variables as the following:

Has the leader developed and implemented an effective strategy for the future development of the network?

Has the leader maintained high ethical standards throughout the network?

Has the leader exercised good judgment in decision making?

Has the leader organized effectively avoiding red tape?