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Project

Girls Lead: Supporting young women into finding their place as social
entrepreneurs and in taking on leadership roles in early life



GirlsLead

CURRICULUM

for Girls' Leadership Support Training Program

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GirlsLead Consortium



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About the project

“Girls lead” is a European project intended to develop a culture of initiative among young women, to build their leadership skills and help them realize their first enterprising ideas. Actions are in four steps: first step is to inspire the girls; second – to train them leadership skills; third – to help them network; fourth – to let them get involved and act.

What we aim at?

‘Girls lead’ project aims at providing innovative and flexible ways for young women to get involved in entrepreneurial and social learning, enabling them to act as a force for change in their local communities and in wider society, and thus to overcome deprivation, inequality, educational disadvantage and social exclusion.

The project addresses young women with the aim to contribute to cultivate and enhance youth social thinking and confidence, to developing their leadership attitude and deep community connections, and to reduce the opportunity gap for disadvantaged youth. It raises awareness of needs of changing girls’ attitudes towards leadership and entrepreneurial thinking and learning by showing clear pathways to excellence while applying “confidence-building” measure and effective methodology for youth work in the field.

What are we doing?

‘Girls lead’ activities include:

-  Promoting the Impact stories of female social entrepreneurs;
-  Developing curriculum for Girls’ Leadership Support training program;
-  Developing Girls’ Leadership Support Training kit with digital materials;
-  Creating and reinforcing an online platform for young women’s interaction, communication and meaningful information about opportunities with social entrepreneurship and tools for generation of entrepreneurial idea with social impact.

Who can benefit?

The project core target groups are:

-  Girls and young women, who are in one of the following disadvantaged situations: unemployed, with lower level of education, or currently not attending any vocational, higher or continuing education;
-  Young women willing to run own businesses;
-  Youth workers and local/regional youth training organizations.

Summary of The Curriculum for Girls' Leadership Support Training Program

The social economy and particularly the social entrepreneurship need women in leadership as far as women have important role in the social entrepreneurship area. However, leadership is not a hierarchical position, it is an approach.

The main Objective of the training is developing the leadership skills of the young women involved in the social entrepreneurship area.

The training will also help young women:

-  to overcome overt and hidden biases against women as leaders,
-  to adopt a competitive mindset that leverages their strengths as a woman,
-  to build a wide and strategic network of key stakeholders who will promote their career,
-  to avoid taking a perfectionist approach to competitive and challenging situations and
-  to recover from losses quickly by learning to take things less personally.

The learning approach is Blended learning - combining online educational materials and opportunities for interaction online and face to face with traditional place-based classroom methods or in other words combining online educational materials and opportunities for interaction online and face to face with traditional place-based classroom methods.

The training program includes 6 modules:

-  Module 1 **“Who am I?”** – Personal Development

During the first module the young women will be able to assess their skills and qualities, to consider their aims in life, to set goals in order to realize and maximize their leadership potential, to identify the skills, they need to set life goals which can enhance their leadership potential, to raise their self-confidence.

The duration of the module is as follows:

№	Unit	Duration	
		Face 2 Face	Online
1.	What is Personal Development?	120 min.	60 min.
2.	How to investigate My person – traits, values, mental models, competencies, learning styles	120 min.	60 min.
3.	How to manage My Personal Development	120 min.	60 min.
4.	Personal Empowerment	120 min.	60 min.

 **Modul 2 “Am I a leader?” – Leadership Skills**

After the second module the participants will be able to define leadership and characteristics of a good leader, to make a clear difference between a leader and a manager, to identify the different characteristics and types of leadership, to differentiate between being proactive and reactive, to understand empathy and its importance in leadership.

The duration of the module is as follows:

№	Unit	Duration	
		Face 2 Face	Online
1.	What is leadership?	135 min.	60 min.
2.	Leadership styles	180 min.	60 min.
3.	Being proactive	60 min.	30 min
4.	Being empathetic	75 min.	45 min

 **Module 3 “Where am I going?” – Visioning**

As a result of the third module participants will be able to assess the skills and competencies of their ideas and vision for the future, to strategically plan for their future work and impact, to evaluate and reflect on the effectiveness of their work and purpose, and to become familiar with the best actions for visioning forward.

The duration of the module is as follows:

№	Unit	Duration	
		Face 2 Face	Online
1.	What is Visioning?	90 min	30 min.
2.	Values & missions	50 min.	30 min.
3.	Sustainability of values	50 min.	60 min.
4.	Strategic planning & visioning	210 min.	30 min.

 **Module 4 “How do I make myself heard?” – Communication**

After the fourth module participants will have information and advice that is designed to help them to think about their personal development and ways in which they can work towards goals and their full leadership potential.

The duration of the module is as follows:

№	Unit	Duration	
		Face 2 Face	Online
1.	Understand yourself for better communication	120 min.	60 min.
2.	Skills for high impact speech		

	2.1. Construction of a speech	60 min.	30 min.
	2.2. Improvement of speaker skills	60 min.	
	2.3. Stress management. Self-control techniques	60 min.	30 min.
	2.4. Live response techniques	60 min.	30 min.
	2.5. Why is a Power Point boring?	60 min.	30 min.

 **Module 5 “Can I solve problems?” – Creative problem solving**

The Module is designed to give the participants an overview of creative problem-solving strategies. They will discover different tools to enable them, to develop their critical and creative thinking, to analyze existing problems and possible solutions.

The duration of the module is as follows:

№	Unit	Duration	
		Face 2 Face	Online
1	What is Creative Problem-Solving?	120 min.	60 min.
2	How to analyze a problem?	150 min.	30 min.
3	How to identify possible solutions?	150 min.	30 min.
4	How to develop problem-solving skills?	120 min.	60 min.

 **Module 6 “Becoming the Best” – Interpersonal Skills**

As a result of the last module participants will be able to recognize the importance of interpersonal skills and in turn maximize their leadership potential, to develop motivational skills, to understand the importance of Team work, to acquire key skills in effective decision making, to develop competences in assertiveness and at the end to improve their self-confidence by developing key skills.

The duration of the module is as follows:

№	Unit	Duration	
		Face 2 Face	Online
1	Motivation	120 min.	60 min.
2	Team work	120 min.	60 min.
3	Decision making	120 min.	60 min.
4	Assertiveness	120 min.	60 min.
5	Confidence	120 min.	60 min.

The expected common result of the training will be the adopting a leadership approach and convincing and influence as a woman. The participants will train how to stand out and enhance their charisma and will learn how to interact more effectively. Other skills that can be learned during training are skills how to dare (to act without feeling inhibited), how to take responsibility for own actions. The young

woman will learn how to trust their self and dare to say what they think. They will also develop their personal impact through storytelling, how to manage difficult characters and strong emotions and how to build effective network.

Module 1 “Who am I?” – Personal Development

Module objectives

As a result of the module, participants will be able:

-  to assess their skills and qualities;
-  to consider their aims in life;
-  to set goals in order to realize and maximize their leadership potential;
-  to identify the skills, they need to set life goals which can enhance their leadership potential;
-  to raise their self-confidence.

Learning outcomes:

Information and advice that is designed to help the participants to think about their personal development and ways in which they can work towards goals and their full leadership potential.

Learning approach:

Blended learning - combining online educational materials and opportunities for interaction online and face to face with traditional place-based classroom methods.

Learning Materials: Instructor guide, PowerPoint Slides, Outline, Pre-Assignment Tool, Short study videos about different leadership styles, Scripts and materials for Role-playing games, Self-Study Guide, Student Manual, Assessment tool.

Content/Training steps

1. What is Personality?
 - 1.1. What are Personal traits
 - 1.2. What are Personal Values
 - 1.3. What are Personal Mental Models - Types of Thinking
 - 1.4. What are Personal Competencies
 - 1.5. What are Learning Styles
2. How to investigate My personality
 - 2.1. Mayer-Briggs Personality test (MBTI)
 - 2.2. DISC Assessment
 - 2.3. Bio-structural Analysis
3. How to manage My Personal Development
 - 3.1. Developing My Personal Vision– developing, refining, setting personal goals
 - 3.2. Planning My Personal Development – Personal SWOT Analysis, Identifying Areas for improvement
 - 3.3. Starting the improvement Process
 - 3.4. Recoding My Personal Development
 - 3.5. Reviewing and Revising Personal Development Plans
4. Personal Empowerment
 - 4.1. What is Personal Empowerment?

- 4.2. Dimensions of Personal Empowerment
 - 4.2.1. Self-Awareness
 - 4.2.2. Values
 - 4.2.3. Skills
 - 4.2.4. Information
 - 4.2.5. Goals
- 4.3. Language and Empowerment
 - 4.3.1. The use of language for personal Empowerment – positive, active, words to define own space and identity
 - 4.3.2. The usage of the language for Empowerment others – avoid jargon or complex terminology, focus on the words people use, choose positive words, avoid criticism and negativity, use open question when appropriate
- 4.4. Development of Self-Empowerment
 - 4.4.1. Develop trust.
 - 4.4.2. Understand our strengths, weaknesses and limits.
 - 4.4.3. Develop confidence and self-esteem.

Distribution by topics/units and hours

№	Topic/Unit	Duration		Notes
		Face 2 Face	Online	
5.	What is Personal Development?	2 hours	1 hour	
6.	How to investigate My person – traits, values, mental models, competencies, learning styles	2 hours	1 hour	
7.	How to manage My Personal Development	2 hours	1 hour	
8.	Personal Empowerment	2 hours	1 hour	

Training design

Unit 1: What is Personal Development?

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools
10 min.	Icebreaker – The participants answer to 10 questions „Who am I?“	Pen and Paper
	Each participant works independently then shares his/her answers in a couple with another participant.	
20 min.	Presentation - What is Person?	

	The trainer presents different approaches for personal development	Power Point presentation, Flipchart, PC, Projector
10 min.	Game – Mirror image	none
	The participants are arranged in two rows face-to-face. Each participant stands against the person with whom he/she is most closely resemble. The participants in one row play the role of a mirror in which the man standing on the other side looks. The viewer makes different facials, gestures and movements, and the „mirror“ repeats them. Then the roles are exchanged. In the circle everyone shares how he/she felt in one or the other role.	
20 min.	Group discussion - Why is Personal Development Important for Me?	Flipchart and markers
	Facilitated discussion with flip chart entry of the main conclusions.	
15 min.	Presentation – personal traits, values and type of thinking	Power Point presentation, Flipchart, PC, Projector
	The trainer present information about personal traits, values and type of thinking	
30 min.	Roleplay – Pandemia	Scenario, Roles description, Flipchart and markers
	The participants play the situation according to a preliminary scenario. They must make a group decision by consensus. Then they distribute trust, power and constructiveness in the group with the help of cards. In the end, they make a sociogram of satisfaction with the group decision.	
15 min.	Group discussion - about personal traits, values and type of thinking	Flipchart and markers

Online Session, Duration – 60 min.

Watch a suitable thematic movie.

Unit 2: How to investigate My person – traits, values, mental models, competencies, learning styles?

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools
10 min.	Icebreaker – Three truths and one lie	Pen and Paper
	Each participant lists three true descriptions of his or herself and one that is not true. Then each participant meets individually with each of the others and tries to guess which of the descriptions is not true.	
10 min.	Presentation – Johari window How to Build Self-Awareness & Achieve Success	Flipchart and markers
	The trainer presents the model and gives examples of its application in self-assessment of personal characteristics and Tips for Using the Johari Window for Self-Awareness	
10 min.	Individual work – Johari Adjectives	Form – Johari Adjectives
	The participants are working independently with the form	
5 min.	Summary from the trainer	none
15 min.	Presentation – A modern and advanced measure of personality	Power Point presentation, Flipchart, PC, Projector
	The trainer presents three instruments for measurement of personality - Myer-Briggs Personality test (MBTI), DiSC Assessment, Bio-structural Analysis	
25 min.	Individual work - Completing an individual questionnaire for personality assessment	Individual questionnaire
	The questionnaire can be completed on paper or using online form	
25 min.	Presentation – Interpretation of the results	Power Point presentation, Flipchart, PC, Projector
20 min.	Group discussion – How to avoid mistakes by personality profiling?	Flipchart and markers

Online Session, Duration – 60 min.

Online assessment

Unit 3: How to manage My Personal Development ?

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools
10 min.	<p>Energizer – “I am a Sun”</p> <p>Participants count in a circle starting with one. Every fourth, instead of the corresponding number, says "I am the sun." The game continues until each participant utters the phrase.</p>	none
20 min.	<p>Individual work - Defining Success</p> <p>Pairing</p> <p>Each participant must write down how success will look. Everyone has to define as many aspects of it as possible, but also identify the one most important aspect (money, fame, family etc).</p> <p>Participants share what is written in pairs.</p>	Pen and Paper
30 min.	<p>Small groups - Setting the long-term vision, turning the Vision into Goals</p> <ol style="list-style-type: none"> 1. The participants discuss the question: Where do I see myself in five [or ten] years’ time? They must consider each aspect of their life: personal, professional, hobbies, other interests, formal study and so on. 2. The group helps everyone to setting personal Goals 3. One member of the small group presents the results in the big group 	Flipchart and markers
20 min.	<p>Individual work – personal SWOT Analysis</p> <p>Pairing</p> <p>Each delegate fills the form. Participants share what is written in pairs.</p>	Form – SWOT Analysis
15 min.	<p>Presentation - Improving Your Skills by Developing Your Weaknesses</p>	Power Point presentation, Flipchart, PC, Projector

	The trainer presents information about some techniques that the people can use to start to address problems and challenges and bring about personal change.	
15 min.	Individual work – Recording Personal Development and Achievements	Form – Personal Achievement records
	Each delegate fills the form.	
10 min.	Summary group discussion - Reviewing and Revising Personal Development Plans	Flipchart and markers
	The trainer facilitates a discussion focused to how we can revise ours Personal Development Plans	

Online Session, Duration – 60 min.

Fill the online form „Personal Achievement records“

Unit 4: Personal Empowerment

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools
5 min.	Energizer – “Trust circle”	none
	The participants were standing side by side in a circle. In the middle of the circle is one of the blindfolded participants. As a sign of the trainer, the people in the circle reach out and swing in the different directions of the person in the middle.	
10 min.	Presentation - What is Personal Empowerment?	Power Point presentation, Flipchart, PC, Projector
	The trainer presents the dimensions of Personal Empowerment	
20 min.	Individual work – My Moral Compass	Form – My moral Compass
	Each participant fills the form. Participants share what is written in pairs.	
10 min.	Presentation - Language and Empowerment	Power Point presentation, Flipchart, PC, Projector

30 min.	Roleplay – „Television interview “	Scenario, Roles description
	Participants are split into pairs and take on the roles of interviewer and interviewee. The purpose of the interview is to highlight the strengths of the interviewee.	
20 min.	Group discussion of the role-playing game.	Flipchart and markers
15 min.	Presentation - Self-Regulation Self-Management	Power Point presentation, Flipchart, PC, Projector
10 min.	Evaluation of Module 1	Questionnaire

Online Session, Duration – 60 min.

Watch a suitable thematic movie.

Module 2 “Am I a leader?” – Leadership skills

Module Objectives

As a result of the module, participants will:

- be able to define leadership and characteristics of a good leader;
- be able to make a clear difference between a leader and a manager;
- be able to identify the different characteristics and types of leadership;
- be able to differentiate between being proactive and reactive, and recognize the importance of proactivity in the context of leadership;
- be able to understand empathy and its importance in leadership;
- have practiced some qualities of empathy such as perspective taking (cognitive empathy) skills and empathetic communication

Learning outcomes:

This module is designed to help participants gain a deeper understanding of leadership and its various characteristics and types, as well as develop skills related to some of the key qualities of a leader such as proactivity and empathy.

Learning approach:

Blended learning - combining online educational materials and opportunities for interaction online and face to face with traditional place-based classroom methods.

Learning Materials: Instructor guide, PowerPoint Slides, Outline, Pre-Assignment Tool, Short study videos about different leadership styles, Scripts and materials for Role-playing games, Self-Study Guide, Student Manual, Assessment tool

Content/Training steps

1. What is Leadership?
 - 1.1. Defining leadership and what makes a good leader
 - 1.2. Understanding the differences: Leadership vs. Management
 - 1.3. Leadership development
2. Leadership styles
 - 2.1. Lewin's Three Leadership Styles;
 - 2.2. Leadership Styles based on Path-Goal Theory;
 - 2.3. Six Emotional Leadership Styles (by Daniel Goleman, Richard Boyatzis, and Annie McKee);
 - 2.4. Transformational Leadership
 - 2.5. Bureaucratic Leadership
 - 2.6. Charismatic Leadership
 - 2.7. Servant Leadership
 - 2.8. Transactional Leadership

3. Being proactive?
 - 3.1. What does it mean being proactive?
 - 3.2. The difference between being proactive and reactive
 - 3.3. Characteristics of proactive and reactive people
4. Being empathetic?
 - 4.1. What is empathy?
 - 4.2. Perspective taking (cognitive empathy)
 - 4.3. Ways to be an empathetic leader
 - 4.4. Empathetic communication

Distribution by topics/units and hours

№	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	Online	
5.	What is leadership?	2 ¼ hours	1 hour	
6.	Leadership styles	3 hours	1 hour	
7.	Being proactive	1 hour	30 min	
8.	Being empathetic	1 ¼ hour	45 min	

Training design

Unit 1: What is Leadership?

F2F Session, Duration – 135 min.

Duration	Methods and Content	Tools/materials
20 min.	Group activity - Stand by your Quote	Quotes printed
	This exercise introduces the topic of leadership and encourages each participant to make a personal statement about his or her understanding of what makes a good leader. Thoughtful leadership quotes are placed on the walls - touch on different aspects of leadership. Participants are asked to choose to stand by one quote that resonates well with their personal views on what makes a good leader.	
10 min.	Group discussion of Stand by your Quote	Flip chart, markers
	All participants explain their choice of quote to the group – sharing a leadership insight. The trainer can write key ideas or words on the flip chart. These will launch further discussion questions or serve as a "bridge" to additional leadership content. Facilitated discussion with flip chart entry of the main conclusions.	

10 min	Presentation: Manager role vs. Leader role	PPT presentation, PC, projector, Flipchart
	<p>The trainer presents the main differences between being a manager and being a leader, making clear those points which reflect upon the following:</p> <ul style="list-style-type: none"> • Is a good manager automatically a good leader? • Counting Value vs. Creating Value • Circles of Influence vs. Circles of Power • Leading People vs. Managing People 	
50-60 min.	Group Activity “Manager vs. leader” – Reflective practice	<p>Handout nr.1 A deck of cards for each person, on which are written the competencies in focus.</p> <p>Two flipcharts Markers Stick-on dots and stars Paper and pen/pencil for each person</p>
	<p>A manager brings many positive attributes to the new role of leader. There are some competencies that the manager must leave behind when assuming the leadership role. This card sort activity helps the participants think through this important growth process. (see details in Handout nr.1 annexed)</p>	
10 min	Group discussion on “Manager vs. Leader”	
	<p>Trainer summarises and bring the activity to a close. The below questions may be used for discussion:</p> <ul style="list-style-type: none"> • What holds back a manager from becoming a leader? <p>What do you think your greatest challenge will be as you make the transition?</p>	
10 min	Presentation – Leadership development	Powerpoint presentation, Projector, Laptop
	<p>Trainer explains (using motivational videos as examples of leadership) the essence of becoming a leader. Leadership development is self-development. The quest for leadership is first an inner quest of a leader to discover who he/she is. Learning to lead is about discovering what <i>one</i> values, etc.</p>	
10 min	Group activity – Leadership Pizza	Handout with Leadership Pizza
	<p>This leadership development activity offers a self-assessment framework for participants to first identify what skills, attributes and attitudes they find important for effective leadership, and then assess their own development and initiate goal setting.</p> <p>The trainer presents the model of the Leadership Pizza: It is a reflection and self-assessment tool where participants think about the most important skills and attitudes, they need to master in order to be a great leader. Participants are asked to assess themselves on a scale of 1 to 10 for each slice. This self-assessment should serve as a baseline for setting up their own personal goals for leadership development. The areas where they</p>	

	find them weaker should receive more focus in their future development.	
5 min	Group discussion – Leadership Pizza	
	Trainer leads a discussion on certain decisions and common patterns in the group's perception of a good leader. Participants will be encouraged to set a follow-up action within a few months of time to revisit their Leadership Pizza. They should re-assess themselves, celebrate their development and refine their next goals.	

Online Session, Duration – 60 min.

Short study videos about leadership/great leaders

Reflection questions

Template and instructions with Leadership Pizza

Unit 2: Leadership styles

F2F Session, Duration – 180 min.

Duration	Methods and Content	Tools/materials
5 min	Icebreaker – Balloon Fight	balloons
	Participants (in teams of two-three) compete in destroying all other teams' balloons by stepping on them, they are supposed to have a team strategy to follow in their actions. Trainer brings together the teams and discuss the behaviors observed (own team members and opponents) during the balloon fight, leading the debriefing to behavior styles of leaders.	
15 min.	Presentation on a variety of leadership styles	PPT presentation, PC, projector, Flipchart Study videos showing different leadership styles
	Trainer presents the following leadership styles frameworks: Lewin's Leadership Styles; Leadership Styles based on Path-Goal Theory; Six Emotional Leadership Styles (by Daniel Goleman, Richard Boyatzis, and Annie McKee) along with specific leadership styles such as Transformational Leadership, Bureaucratic Leadership, Charismatic Leadership, Servant Leadership, Transactional Leadership, by using lots of visuals and examples.	
50 min.	Group activity - Role Play on Different Leadership Styles	Handout nr.2
	This multiple phase role playing exercise helps a group to see how the behaviour of the leader (in case of this	

	exercise: autocratic, democratic, laissez-faire) affects the group he or she is working with. (See its step by step implementation in Handout nr.2 annexed)	
10 min.	Group discussion - Role Play on Different Leadership Styles Participants reflect and discuss the following: <ul style="list-style-type: none"> • What kind of structures are necessary to make our leadership a democratic and enabling one? • Is one single “chairperson” really able to act democratically or does this structure not promote the dictatorial style of leadership somewhat? • Can we think of other structures in our group or ways of adjusting the existing ones to make them more democratic? 	
90 min	Group activity - Natural role in team and leadership style Participants in groups of three choose a leader they admire and are asked to find out (they can use Internet, ask friends, experts on the phone, etc) more about him/her, identifying his/her story, characteristics and leadership style. The final outcome of the groups’ research should be poured down into a presentation on the leader the group studied about and act out an imaginary situation (presented to the group), which involves putting the shoes of the leader chosen and reacting to that situation as the group members imagine this particular leader would.	PC, Flipchart, projector
10 min	Group discussion After all groups presented the leaders they chose and role-played their leader’s acting, a debate should be held where all groups share what leader they feel closer to, explaining the reasons why.	

Online Session, Duration – 60 min.

Short study videos about various leadership styles with reflection questions

Unit 3: Being proactive

F2F Session, Duration – 60 min.

Duration	Methods and Content	Tools
10 min.	Presentation - What does it mean to be proactive and reactive?	

	The trainer explains that being proactive is an important trait of a leader. It means taking responsibility for ourselves, our actions, choices and our future; to act instead of waiting to be acted upon. He also explains the difference between being pro-active and reactive by giving concrete examples.	Power Point presentation, PC, Projector
15 min.	Group activity - Proactive vs. Reactive	None
	Trainer presents various situations to the participants (e.g. You overhear your neighbour telling a mean lie about you and your business to another neighbour. She doesn't know you overheard the conversation. You don't understand why this neighbour would lie about you or say that lie to another person) then asks participants to: - to give responses that would be reactive - to give responses that would be active	
5 min.	Group discussion - Proactive vs. Reactive	None
	Facilitated discussion in large group covering the key points concerning the difference between being proactive and reactive.	
15 min.	Group activity - Proactive or reactive, the choice is yours!	One can or bottle of soda One bottle of water Marker to write on cans/bottles
	Trainer explains that this activity explores more about how proactive and reactive people act, he/she asks for two volunteers from the participants. One volunteer is given a small bottle or can of soda labeled "reactive," and give the other volunteer a small bottle of water labeled "proactive." Participants are told that they are going to hear some statements (trainer prepares these in advance). They have to raise their hands if they think it is being reactive or proactive. Once decided, the volunteers shake up their bottle: "Reactive" or "Proactive". Participants are asked: "What will happen to our proactive volunteer if I ask her to open the bottle? What will happen to our reactive volunteer?" Trainer instructs the volunteers to open the bottles (outside).	
10 min	Group discussion	
	Facilitated discussions in small and then large group covering the below topics: <ul style="list-style-type: none"> • Did you ever feel like the reactive bottle? Why or why not? • Do you take responsibility when things don't go as expected? Or do you look around for someone to blame? With a partner participant share an experience when they were responsible for something that didn't turn out as expected.	
5 min	Conclusions	
	In a large group discussion trainer sums up the main points related to: <ul style="list-style-type: none"> • characteristics of proactive and reactive people • importance of proactivity in the context of leadership 	

Online Session, Duration – 30 min.

Articles and study videos about proactivity

Motivational videos (Ted Talks) on proactivity

Reflection questions

Unit 4: Being empathetic

F2F Session, Duration – 75 min.

Duration	Methods and Content	Tools
5 min.	Icebreaker “Making connections” Having gathered the group trainer explains that their objective is to create one large circle in which every person is physically linked with two others (left and right of them) based on things they share. The term ‘making connections’ is almost cliché these days, but its essence continues to be very powerful no matter how you describe it. One of the best ways to strengthen relationships and build trust among people is to make a connection with them, that is, to find something in common.	
10 min.	Group discussion - What is empathy? Presentation Trainer gives a short introduction to what is empathy by inviting participants to watch the video on empathy by Brené Brown: https://www.youtube.com/watch?v=1Evwgu369Jw . Trainer explains briefly the 3 types of empathy: cognitive, emotional and compassionate, and initiates a discussion on why being empathetic (being able to effectively listen and respond) is one of the most important leadership traits.	Power Point presentation, Flipchart, PC, Projector, Youtube videos
20 min.	Group activity - Perspective taking The aims of this exercise are putting oneself in the position of another individual and empathizing with that individual and the problem this person is facing. Participants work in groups of three or four. Each group member writes down an issue that he/she is currently dealing with on a note card. The trainer has them drop the cards in a pile then have each member randomly pick a card from the pile. Taking turns each group member has to read the contents of the card as if the problem were their own after which all group members are then to give advice and feedback, including the member whose problem was being presented, to the person speaking. The person speaking should act like this is their problem the entire time that they	Half sheet note cards

	are receiving advice. It is important that they know that for the entirety of this exercise this is their problem. At no point should group members reveal themselves as the owners of a problem that was read by someone else.	
5 min.	Group discussion - Perspective taking Bring the group back together for a few moments of reflection and debrief. Ask participants the following: - How did it feel to take on someone else’s problem as your own? - How did it feel to hear someone else living your problem? - What was it like giving advice on your own problem?	
10 min	Presentation – Ways to be an empathetic leader Trainer presents ways how leaders can be empathetic without being perceived as weak, also using visuals (Youtube videos) to highlight the importance of why leaders need to get out of their own shoes and put on someone else’s to truly understand their team members – their set of skills, their aspirations, their needs and contribute a lot to their overall growth.	PPT presentation, PC, projector, Flipchart Youtube videos
20 min	Group activity – Practice giving empathy Invite the participants to watch some videos: – Simon Sinek “Leaders practice empathy” https://www.youtube.com/watch?v=c_XZ36b_aDI – an animation clip (Inside Out) showing an empathetic listening process https://www.youtube.com/watch?v=t685WM5R6aM Participants in pairs prepare a role play where a member of a team needs “to be listened” empathetically by his/her team-leader in a situation given by the trainer. They need to apply empathetic communication presented by the trainer earlier.	Youtube videos
5 min	Group discussion – Practice giving empathy Trainer brings the group back together for a few moments of reflection and debrief.	

Online session, Duration – 45 min.

Short films about empathetic leaders

Handouts for Module 2

HANDOUT 1 – Group activity

Manager vs. Leader Competencies

Step by step implementation

- Divide participants into pairs. Ask each person to identify several competencies they believe leaders must have and competencies that are necessary for managers. Take notes.
- Reassemble and share the findings with the entire group. List the competencies on two separate flipchart sheets (one for leaders and one for managers).
- Pass out one deck of cards for each pair of participants (but have enough for each person, so that when the exercise is completed, each person can leave with one deck). Ask each pair to spread the cards on the floor in two columns: one for leadership competencies and one for manager competencies. Participants may add new competencies that are not in the deck or eliminate any that do not seem to fit either category. Have blank cards ready for this.
- Compare lists when every pair has finished. Ask everyone to move around to see what choices others have made.
- Compare Manager competencies and Leader competencies by posting these questions on the flipchart and discussing participant responses:
 - What manager competencies do we agree on?
 - What leadership competencies do we agree on?
 - What are the competencies you respect most in the leaders with whom you work?
- Pass out the handout Manager vs. Leader Competencies and a sheet of small stick-on stars. Ask participants to read the handout and place a star on the items they feel they ready do well. Ask them to use the small dots to mark 3 to 5 areas that they want to focus on as part of their professional development.
- Summarize and bring the activity to a close. Pose these questions for discussion:
 - What holds back a manager from becoming a leader?
 - What do you think your greatest challenge will be as you make the transition?

HANDOUT 2 – Role Play on Different Leadership Styles

Step by step implementation

Phase 1.

1. About six volunteers should be called on, for each of the two role-plays. Each should be asked to act out a meeting of some group with which they are familiar. They are given a task to decide on some matter of general interest to the whole group or their own experiences in a certain context.

2. The first leader is told to act the part of a very **dictatorial** chairperson: to call for ideas, but not listen to people, to squash their suggestions, to impose her/his own point of view on the group, to tell them that it is all their fault etc.

3. Other members of the group are each given specific roles:

A. is asked to support whatever the chairperson suggests,

B. suggests several different possibilities,

C. supports speaker B.,

D. always interrupts and opposes the chairperson, etc.

(These instructions can either be given orally to individuals before doing the play or be written on slips of papers for each volunteer).

4. The chairs should be arranged in an open circle in front of the group, so that everyone can see and hear well. The actors should be reminded to speak clearly and make all their gestures clearly visible.

5. The chairperson starts the play and each person participates in the roles (s)he has been given.

6. Meanwhile the audience is asked to make notes on the following questions the trainer has written down before the play:

- What does the leader do in the group?
- How does the group react?

7. When the situation has become clear to the audience, the trainer stops the action and asks the second group of six to come to the chairs.

Phase 2.

8. This is a different committee in a different place, but their task is similar. Most of the members have been given similar instructions about their roles, but this time the chairperson has been asked to be very passive. This style of leadership is called **Laissez-faire** (= French: “let them do as they like”).

This leader shows little interest, makes no suggestions, does not respond to suggestions of the group, does not help to reach decisions or solve conflicts.

9. The audience is asked to take notes.

10. Again the trainer stops the play when the situation has become clear.

11. If the group is fairly big it is best to let the participants buzz about these questions in three's for a few minutes before gathering up all the answers in the whole group.

Phase 3.

12. After the mistakes and reactions have been thoroughly discussed the trainer asks another question:

- What does a good leader do in a group? (Try to get specific answers-not just general statements!)

Phase 4.

13. Finally the role-play(s) can be re-acted with someone who volunteers to play the part of a democratic chairperson as effectively as possible.

The trainer may summarize all the points made by the participants.

Module 3 “Where am I going?” – Visioning

Module Objectives

As a result of the module, participants will be able:

- to assess the skills and competencies of their ideas and vision for the future;
- to strategically plan for their future work and impact;
- to evaluate and reflect on the effectiveness of their work and purpose;
- to develop leadership skills and potential;
- to develop self-confidence and autonomy;
- to become familiar with the best actions for visioning forward.

Learning outcomes:

The information provided in this module is designed to help participants with the necessary tools and knowledge to facilitate the strategic and clear visioning process.

Learning approach:

Blended learning - combining online educational materials and opportunities for interaction online and face to face with traditional place-based classroom methods.

Learning Materials: Instructor guide, PowerPoint Slides, Outline, Pre-Assignment Tool, Short study videos about different leadership styles, Scripts and materials for Role-playing games, Self-Study Guide, Student Manual, Assessment tool.

Content/Training steps

1. What is visioning?
 - 1.1. What is a mission?
 - 1.1.1. The purpose or fundamental reason for existing
 - 1.1.2. Present and future goals – written, clear, concise, consistent
 - 1.2. What is a strategy?
 - 1.2.1. The direction the organization is headed in to be able to adapt to a changing environment
 - 1.3. What is a vision?
 - 1.3.1. Idealized view of where or what the future holds for the organization
2. Values & missions
 - 2.1. Connecting personal values with organizational values - Connecting learned content of module 1: Who am I?
 - 2.2. Developing the language and presentation of a mission statement – clear, concise, consistent
3. Sustainability of values
 - 3.1. Underlying assumptions that influence attitudes and behaviors towards missions
 - 3.1.1. Communication: the way in which values are communicated
 - 3.1.2. Training: how people within the organization are trained for the fulfillment of organizational values and vision
 - 3.1.3. Reinforcement: how these values are upheld

- 3.1.4. Recognition: how these values are upheld
- 3.1.5. Hiring: how the values and vision are kept in mind as the organization expands
- 3.1.6. Alignment: how organizational projects and practices are consistent with the values and organization vision
- 3.2. Core values and beliefs
 - 3.2.1. Guiding principles
 - 3.2.2. Priorities
- 3.3. Well-being
 - 3.3.1. How to manage productivity & stress to align with the sustainability of values and objectives
- 4. Strategic planning & visioning
 - 4.1. Identifying competencies and skills to build on what is already established
 - 4.2. Critical thinking & reflection
 - 4.2.1. What does your organization look like?
 - 4.2.2. Where are you located? Are there multiple locations & regions for impact?
 - 4.2.3. What is the environment/atmosphere of your organization?
 - 4.2.4. What are the skills, competences, and areas of expertise of those working with your organization?
 - 4.2.5. What is the group dynamic within your organization?
 - 4.2.6. Who are the clients or target groups?
 - 4.2.7. Are the activities high impact & high growth?
 - 4.2.8. Are the skills and competences being optimized?
 - 4.2.9. Are resources being used effectively by implemented boundaries within the organization?
 - 4.3. Action steps for strategic planning and visioning
 - 4.3.1. Identifying key stakeholders (all perspectives and potential impact of work) and including these partners in planning
 - 4.3.2. Describe the vision of the work for the target groups in multiple ways, reviewing which descriptions are optimal
 - 4.3.3. State the mission (the what and why)
 - 4.3.4. Develop and state clear objectives
 - 4.3.4.1. Benchmarks & behavioral objectives
 - 4.3.4.2. SMART goals - specific, measurable, achievable, relevant, timed
 - 4.3.5. identifying strategies for effective implementation (adaptability)
 - 4.3.6. Identifying specific required changes for adaptability and moving towards desired vision
 - 4.3.7. Identifying action steps for key stakeholders and community members involved (what needs to be done, and by whom)
 - 4.3.8. Critically evaluate process thus far (always reflecting why and how steps are being completed)
 - 4.3.9. Implementation
 - 4.3.10. Revise action steps

Distribution by topics/units and hours

№	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	Online	
5.	What is Visioning?	1.5 hours	0.5 hour	Introductory unit with subunits on missions and strategy to achieve vision
6.	Values & missions	50 minutes	0.5 hour	Connecting personal values with organizational values to achieve organization vision
7.	Sustainability of values	50 minutes	1 hour	Sustaining and maintain values to align with the mission and vision
8.	Strategic planning & visioning	3.5 hours	1 hour	Strategic planning for the successful implementation of actions to achieve vision

Training design

Unit 1: What is Visioning?

F2F Session, Duration – 90 min.

Duration	Methods and Content	Tools/materials
10 min.	<p>Activity</p> <p>Participants will write down their largest dream that they have for the success of their organizations that seems unreachable. They will then turn to someone they do not know near them & share their dreams. Voicing these dreams will make them seem more attainable and begin the sessions with broad visioning.</p>	Paper & pens
20 min.	<p>What is a mission? – defining</p> <p>Participants will be taught, through a presentation, what an organizational mission is, its purpose, and how to create an effective mission statement.</p>	Power point presentation, instruction guide, student manual
10 min.	<p>Activity</p> <p>Participants will read their dream from the first activity with their partner & discuss what purpose these dreams present for now and the future. How does this dream represent a need or a response to a need? Discussing in pairs encourages brainstorming and a conversational style of coming to answers for these questions.</p>	Paper & pens
20 min.	What is a strategy? - defining	

	Participants will be taught, through a presentation continuing from <i>What is a mission?</i> and how it connects to the achievement of their organizational mission.	Power point presentation, instruction guide, student manual
20 min.	What is vision? – defining	Power point presentation, instruction guide, student manual
	Participants will be taught, through a presentation continuing from <i>What is a mission? and What is a strategy?</i> , what a vision is. This will connect all theoretical definitions for this module.	
10 min.	Brainstorming	Paper & pens
	Individually connect initial dream from the first activity with strategy and vision, creating a simple, draft outline of structure. This can be done in any format (written, mindmap, etc.)	Written templates Mind-map templates

Online Session, Duration – 30 min.

The online materials that will be used and developed for online training will be through the provision of all materials used during the Face 2 Face lessons and activities, as well as a student manual for the guided exercises, self-assessment tools for reflection, and additional resources relevant for this module.

Unit 2: Values & missions

F2F Session, Duration – 50 min

Duration	Methods and Content	Tools/materials
20 min.	Review of module 1: Who am I?	Participants notes from first module
	Connecting content on personal values with organization values (presentation of overlapping characteristics).	
10 min.	Activity	Paper & pens
	Participants will write two lists, one recalling their personal values & the second drawing out values that can be connected to values they wish to practice professionally in their organization.	
20 min.	Formulation of formal mission statements	Power point presentation, instruction guide, student manual
	Interactive presentation on the proper language for how to present values in an organizational setting. Examples provided.	

	This connects to previous subunit, now incorporating values and language which will refine the statements.	
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Online Session, Duration – 30 min.

The online materials that will be used and developed for online training will be through the provision of all materials used during the Face 2 Face lessons and activities, as well as a student manual for the guided exercises, self-assessment tools for reflection, and additional resources relevant for this module.

Unit 3: Sustainability of values

F2F Session, Duration – 50 min

Duration	Methods and Content	Tools/materials
20 min.	<p>Underlying assumptions that influence attitudes and behaviors</p> <p>Presentation that will cover the areas of communication, training, reinforcement of values, recognition, hiring, and alignment</p> <p>Communication includes how values are communicated throughout the organization and partners, which will influence attitudes and behaviors.</p> <p>Training includes how those involved will be trained that aligns with stated values and mission.</p> <p>Reinforcement and recognition include the processes in place to ensure the continuation of values being upheld by the organization.</p> <p>Hiring includes making sure that values are kept in mind during this process.</p> <p>Alignment involves the process of consistency across all projects and work style with the values, mission, and vision of the organization.</p>	Power point presentation, instruction guide, student manual
10 min.	<p>Activity</p> <p>In pairs, participants will creatively present and question their partners in ways that reflect their values for their mission and vision. This will highlight how to present priorities and guiding principles.</p>	Guided questions
20 min.	<p>Well-being</p> <p>Presentation on the balance of productivity and fulfilling organization goals with personal well-being in order to sustain the values.</p>	Power point presentation, instruction guide, student manual

Online Session, Duration – 60 min.

The online materials that will be used and developed for online training will be through the provision of all materials used during the Face 2 Face lessons and activities, as well as a student manual for the guided exercises, self-assessment tools for reflection, and additional resources relevant for this module.

Unit 4: Strategic planning & visioning

F2F Session, Duration – 210 min.

Duration	Methods and Content	Tools/materials
10 min.	Brainstorming Activity Participants will brainstorm, individually first, and then in small groups to share thoughts and expand brainstorming, on the competencies and skills already established within their organizations and personal abilities.	Paper & pens
20 min.	Critical Thinking Presentation Presentation outlining key questions to ask oneself when evaluating capabilities for success and the critical process of “going deeper” into issues or topics.	Power point presentation, instruction guide, student manual
30 min.	Reflection Activity Participants will individually ask themselves the questions for critically evaluating their capabilities and resources. Plenary discussion for any participants wishing to share any insights after critical reflection.	Questionnaires & pens
40 min.	Action steps for strategic planning and visioning Presentation guiding participants through the multiple action steps: <ul style="list-style-type: none"> • Identifying key stakeholders (all perspectives and potential impact of work) and including these partners in planning • Describe the vision of the work for the target groups in multiple ways, reviewing which descriptions are optimal • State the mission (the what and why) • Develop and state clear objectives • Benchmarks & behavioral objectives • SMART goals • identifying strategies for effective implementation • Identifying specific required changes • Identifying action steps for key stakeholders and community members involved • Critically evaluate process thus far • implementation 	Power point presentation, instruction guide, student manual

	<ul style="list-style-type: none"> • Revise action steps 	
1 hour	<p>Brainstorming sessions</p> <ol style="list-style-type: none"> 1. Plenary brainstorm of key stakeholders for visionaries to consider during their process 2. In small groups at tables, choosing one vision to discuss and optimizing the vision & mission – writing the brainstorm and iterations on chart paper to share with the group after 	Chart paper, pens
20 min.	<p>Activity</p> <p>In pairs, participants will develop SMART goals and benchmarks/objectives by stating the end result they would like to obtain, then alternating between partners, stating the steps for obtaining that result.</p> <p>Example: the goal to release a website.</p> <p>One partner would state how this goal is can be made specific, the next would identify how it can be measurable, then how to make it achievable, how it is relevant for them or their partner, and how this goal can be timed. Collaborative work creates more discussion and enhanced learning.</p>	Student manual
30 min.	<p>Discussion</p> <p>Plenary discussion where participants share thoughts, questions, moments of realization, information, experiences from the activities, etc. with the group on the topic of strategic planning.</p>	

Online Session, Duration – 60 min.

The online materials that will be used and developed for online training will be through the provision of all materials used during the Face 2 Face lessons and activities, as well as a student manual for the guided exercises, self-assessment tools for reflection, and additional resources relevant for this module.

Module 4 “How do I make myself heard?”- Communication

Module Objectives

As a result of the module, participants will be able:

- to understand the influence of communication in human relationships, paying special attention to their relationship;
- to be aware of the difficulties we have to establish a correct communication;
- to increase communication skills to issue facilitating messages and avoid barriers and conflicts: knowing how to express oneself to send a clear and consistent message, learn to direct / control the conversation, know different response techniques in difficult situations, not letting ourselves be controlled by the other party, not see the attacks as something personal, know how to give professional answers with humanity, avoid falling into the error of self-justification, etc.;
- to provide tools that avoids conflict and stress in labor relations;
- To keep calm in difficult situations.

Learning outcomes:

Information and advice that is designed to help the participants to think about their personal development and ways in which they can work towards goals and their full leadership potential.

Learning approach:

Blended learning - combining online educational materials and opportunities for interaction online and face to face with traditional place-based classroom methods.

Learning Materials: Instructor Guide, PowerPoint Slides, Pre-Assignment, Self-Study Guide, Student Manual, Personal Action Plan, Course Evaluation

Content/Training steps

1. Understand yourself for better communication
 - 1.1. Analysis of the personal situation
 - 1.2. Identification of the emotions underlying the exposures
 - 1.3. Analysis of the expectations of the “audience”
 - 1.4. The speaker, "in the face of danger"
 - 1.5. Self-knowledge and knowledge of others
 - 1.6. Passion and enthusiasm, key factors
2. Skills for high impact speech
 - 2.1. Construction of a speech:
 - 2.1.1. Structure of the speech
 - 2.1.2. Constructions of arguments
 - 2.1.3. The argumentative process: phases, components and types of argumentation
 - 2.1.4. Management of documentation sources.

- 2.2. Improvement of speaker skills:
 - 2.2.1. Performance in different scenarios
 - 2.2.2. Practice of different types of interventions
 - 2.2.3. Go to a large auditorium
 - 2.2.4. Management of delicate situations
 - 2.2.5. Improvisation. Boost creativity
 - 2.2.6. Debate management
- 2.3. Stress management. Self-control techniques:
 - 2.3.1. Mastery of breathing and muscular tension and its result in speech fluency
- 2.4. Live response techniques:
 - 2.4.1. Motivation of the listener
 - 2.4.2. Feedback
 - 2.4.3. Assertiveness
 - 2.4.4. Types of listeners
 - 2.4.5. How to beat the public?
 - 2.4.6. Self-confidence
- 2.5. Why is a Power Point boring?

Distribution by topics/units and hours

№	Topic/Unit	Duration		Notes
		Face 2 Face	Online	
3.	Understand yourself for better communication	2 hours	1 hour	
4.	Skills for high impact speech			
	2.1. Construction of a speech	1 hour	30 minutes	
	2.2. Improvement of speaker skills	1 hour		
	2.3. Stress management. Self-control techniques	1 hour	30 minutes	
	2.4. Live response techniques	1 hour	30 minutes	
	2.5. Why is a Power Point boring?	1 hour	30 minutes	

Training design

Unit 1: Understand yourself for better communication

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools
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2 hours.	<p>Individual and group presentation dynamics. Create good environment = Feel good.</p> <p>Individual and group confidence dynamics.</p> <p>Dynamics of conflict resolution.</p> <p>Group speaking dynamics. From the general (group) to the particular (individual).</p>	Pen and Paper
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Unit 2: Skills for high impact speech

F2F Session, Duration – 5 hours

Duration	Methods and Content	Tools
5 hours	<p>Development of strategies and dynamics to overcome it based on interpretation.</p> <p>Identify records. Learn to project, vocalize and articulate.</p> <p>Strategies and dynamics based on interpretation.</p> <p>Review text + Rehearsal = Success.</p> <p>Rehearsal.</p> <p>Strategies and dynamics based on interpretation.</p> <p>Group analysis.</p>	

Online Session

Watch a suitable thematic movie and answer the questions.

Module 5 “Can I solve problems?” – Creative problem solving

Module objectives

As a result of the module, participants will be able:

-  to identify and analyze problems;
-  to develop creative problem-solving strategies;
-  to develop creative thinking skills and adopt a proactive attitude.

Learning outcomes:

This module is designed to give the participants an overview of creative problem-solving strategies. They will discover different tools to enable them to develop their critical and creative thinking, to analyze existing problems and possible solutions.

Learning approach:

Blended learning - combining online educational materials and opportunities for interaction online and face to face with traditional place-based classroom methods.

Learning Materials: Instructor guide, PowerPoint Slides, Outline, Pre-Assignment Tool, Short study videos about different leadership styles, Scripts and materials for Role-playing games, Self-Study Guide, Student Manual, Assessment tool

Content/Training steps

1. What is Creative Problem-Solving?
 - 1.1. Alex Osborn’s Creative Problem-Solving model
 - 1.2. What are the stages of Creative Problem-Solving?
 - 1.3. Divergent and convergent thinking
 - 1.4. What skills are needed?
2. How to analyze a problem?
 - 2.1. What is a problem?
 - 2.2. Problem types and solving styles
 - 2.3. A problem can hide another
 - 2.4. How to get a complete picture?
3. How to identify possible solutions?
 - 3.1. How to develop ideas for possible solutions?
 - 3.1.1. Brainstorming
 - 3.1.2. Non-expert approach
 - 3.1.3. Question assumptions
 - 3.1.4. What-iffing
 - 3.2. How to analyze ideas and possible solutions?
 - 3.2.1. SWOT and PPCO analysis
 - 3.2.2. Quantitative Pros and Cons
 - 3.2.3. Decision trees

4. How to develop problem-solving skills?
 - 4.1. How to develop creative thinking?
 - 4.2. How emotional intelligence can help?
 - 4.3. How to develop a positive attitude towards problems?
 - 4.4. How to become proactive?
 - 4.4.1. Early problem detection
 - 4.4.2. Be prepared for problems

Distribution by topics/units and hours

№	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	Online	
1	What is Creative Problem-Solving?	2 hours	1 hour	
2	How to analyze a problem?	2,5 hours	30 minutes	
3	How to identify possible solutions?	2,5 hours	30 minutes	
4	How to develop problem-solving skills?	2 hours	1 hour	

Training design

Unit 1: What is creative problem-solving?

F2F session, Duration – 120 min.

Duration	Methods and Content	Tools/materials
10 min.	Icebreaker – Human knot Participants form a circle facing each other, grab any others right and then left hands across the circle, and then try to untangle the knot while holding the hands.	
20 min.	Group activity – Idea Building Blocks Participants sit in a circle, each with paper and pen, writing a possible solution (1-2 sentences) to a random problem, then hand the paper to their left partner who builds on this solution a new option, continuing several rounds.	Papers and pens
10 min.	Group discussion of Idea Building Blocks results All participants share their Idea Block results with the group. Facilitated discussion about what the activity reveals for the participants.	
20 min.	Presentation - Alex Osborn’s Creative Problem-Solving model and the stages of CPS The trainer presents the process of Creative Problem-Solving with a focus on each of the stages.	PPT presentation, PC, projector

20 min.	Group activity – Convergent and divergent thinking	Papers and pens, Flipchart
	Quick brainstorming in small groups of 2-3 participants to bring up ideas for a challenging question i.g. How to reduce waste? Group discussion about results and selection of best ideas.	
10 min.	Presentation of Convergent and divergent thinking	PPT presentation, PC, projector, Flipchart
	Based on the activity the trainer explains the difference of convergent and divergent thinking, why both are necessary for creative problem-solving and how to use them effectively.	
20 min.	Group activity – Creative problem-solving skills	Papers and pens, Flipchart
	In small groups the participants discuss the skills which they think are necessary for a creative and effective problem solver. Results are shared with the whole group and discussed with the trainer.	
10 min.	Presentation – Creative problem-solving skills	PPT presentation, PC, projector, Flipchart
	The trainer presents the list of creative problem-solving skills, completes eventually the list elaborated by the participants, and explains each skill's importance for the process.	

Online Session, Duration – 60 min.

Quiz – What kind of problem-solver are you?

Video – Short film about Creative Problem-solving stages

Unit 2: How to analyze a problem?

F2F session, Duration – 150 min.

Duration	Methods and Content	Tools/materials
30 min.	Group activity – What is a problem?	Papers and pens, Flipchart
	In small groups the participants discuss and formulate definitions. The whole group discusses the results and chooses together the best definitions. The trainer reveals the formal definitions at the end of the activity to compare them with the formulated ones.	
10 min.	Presentation - Problem types and solving styles	PPT presentation, PC, projector, Flipchart
	The trainer gives an overview about problem types with a focus on interpersonal and job-related problem types and different solving styles.	
40 min.	Group activity – Goals and Barriers	Papers and pens

	In pairs the participants exchange first about short-term goals and the main barrier(s) they find to achieve these goals. Then each participant puts a list of goals and barriers individually but anonymous to paper, giving a problem definition to each challenge. The objective is to gather examples of challenges by the participants to work on during the sessions.	
10 min.	Presentation – “A problem can hide another” The trainer explains the significance of problem analysis, why a well stated problem is a half-solved problem and a wrong stated problem persists.	PPT presentation, PC, projector
10 min.	Presentation – How to get a complete picture? The trainer presents two problem analysis tools: The Is-Is Not analysis and the 5 Why analysis	PPT presentation, PC, projector
35 min.	Group activity – Problem analysis In small groups the participants analyze some of the gathered challenges using the Is-Is Not analysis and the 5Why analysis	Papers and pens, defined challenges, Flipchart
15 min.	Group discussion – Problem analysis Participants give their feedback about the tools	

Online session, Duration – 30 min.

PowerPoint Slides about Convergent and Divergent thinking

Templates for Problem analysis

Unit 3: How to identify possible solution?

F2F session, Duration – 150 min.

Duration	Methods and Content	Tools/materials
30 min.	Group activity – Brainstorming with post-its The participants write as many ideas as possible about a given challenge on post-its and then classify them in <ul style="list-style-type: none"> – Future not yet feasible ideas – Existing feasible ideas – Innovative feasible ideas 	Post-its, Flipchart
20 min.	Presentation of How to generate possible solutions The trainer presents several divergent techniques to develop ideas for possible solutions (Brainstorming, Mind-mapping, Non-expert approach, Questioning assumptions, What-iffing)	PPT presentation, PC, projector, Flipchart

20 min.	Group activity – Breaking assumptions/What-iffing Divided in two groups, the whole group receives a given challenge with 5 assumptions. The first group imagines solutions by formulating opposite assumptions. The second group imagines a list of What-if questions.	Papers and pens
15 min.	Group discussion - Breaking assumptions/What-iffing Presentation of activity results and feedback discussion about these two techniques	
20 min.	Presentation of How to analyze possible solutions The trainer presents several convergent techniques to analyze possible solutions (SWOT, PPCO, Pros and Cons, Decision tree)	PPT presentation, PC, projector, Flipchart
30 min.	Group activity – Analysis of ideas and possible solutions The group is divided in four subgroups. To each group is given an idea or possible solution generated at the Brainstorming activity. Facilitated by the trainer the groups analyze the ideas with different techniques regarding their potentials and their limitations.	Papers and pens, Brainstorming results
15 min.	Group discussion – Activity results Presentation of activity results by each group and feedback discussion	Flipchart

Online Session, Duration – 30 min.

PowerPoint Slides about ideas generating

Templates for ideas analysis

Unit 4: How to develop problem-solving skills?

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools/materials
10 min.	Group activity – Winner/Loser In pairs the participants exchange about a negative experience in their life and then must discuss the same experience focusing on the positive aspects. Switching roles after 5 minutes.	
30 min.	Group activity – How to develop creative thinking? In small groups the participants discuss about tips and techniques to develop creative thinking skills. The whole group discusses the results to be completed by the trainer	Papers and pens, Flipchart

10 min.	<p>Presentation – Emotional Intelligence</p> <p>The trainer presents the principals of emotional intelligence and how to use emotional intelligence as problem-solving tool.</p>	PPT presentation, PC, projector
40 min.	<p>Group activity – Learn how to see problems as opportunities</p> <p>In small groups and facilitated by the trainer the participants work with the list of challenges to change the problem definitions into positive definitions.</p>	Papers and pens, Flipchart, defined challenges
10 min.	<p>Group discussion – Activity results</p> <p>Presentation of activity results by each group and feedback discussion</p>	
20 min.	<p>Presentation – How to become proactive?</p> <p>The trainer presents the definition of being proactive, how to detect problems early and how to be prepared for problems.</p>	PPT presentation, PC, projector

Online Session, Duration – 60 min.

Online exercises to improve creative thinking skills

Short film about proactivity

Module 6: “Becoming the Best” – Interpersonal Skills

Module Objectives

As a result of the module, participants will be able to:

- recognize the importance of interpersonal skills and in turn maximize their leadership potential;
- develop motivational skills in order to become more motivated and work towards achieving goals;
- understand the importance of Team work
- acquire key skills in effective decision making
- differentiate between assertiveness and aggression and develop competences in assertiveness
- improve their self-confidence by developing key skills.

Learning outcomes:

Participants completing this module will develop and gain new skills alongside increasing their self confidence in order to improve their interpersonal skills and in turn improve their leadership potential.

Learning approach:

Blended learning - combining online educational materials and opportunities for interaction online and face to face with traditional place-based classroom methods.

Learning Materials: Instructor guide, PowerPoint Slides, Outline, Pre-Assignment Tool, Short study videos about different leadership styles, Scripts and materials for Role-playing games, Self-Study Guide, Student Manual, Assessment tool

Content/Training steps

1. Motivation
 - 1.1. Self-motivation
 - 1.2. How to keep motivated
 - 1.3. How to motivate others
 - 1.4. Motivating strategies
 - 1.5. Examples of motivation
2. Team work
 - 2.1. What makes an effective team?
 - 2.2. What skills are required to be a “team player”?
 - 2.3. How can you get the best out of a team?
 - 2.4. Can you practice team work?
3. Decision making
 - 3.1. What is decision making?
 - 3.2. What are the 7 steps of decision making?
 - 3.3. Effective decision making
 - 3.4. What skills do you need to make decisions?
 - 3.5. How to improve decision making skills / decision making techniques
4. Assertiveness
 - 4.1. What is assertiveness?

- 4.2. What are the benefits of being assertive?
- 4.3. How to become more assertive
- 4.4. Assertive not aggressive?
- 4.5. Assertive communication techniques
- 5. Confidence
 - 5.1. What is self-confidence?
 - 5.2. How to improve confidence and develop self-confidence skills
 - 5.3. Confident body language
 - 5.4. Role models

Distribution by topics/units and hours

№	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	Online	
1	Motivation	2 hours	1 hour	
2	Team work	2 hours	1 hour	
3	Decision making	2 hours	1 hour	
4	Assertiveness	2 hours	1 hour	
5	Confidence	2 hours	1 hour	

Training design

Unit 1: Motivation

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools/materials
10 min.	What motivates me? – Each participant to write down on a piece of paper what motivates them.	Pen and paper
	Each participant to spend 5 minutes completing this task and then share with another participant	
20 min.	Presentation – What is motivation?	PowerPoint presentation, flipchart, PC, projector
	The trainer explains the 2 types of motivation: Intrinsic and Extrinsic and the group then discuss.	
20 min.	Presentation – Self motivation	PowerPoint presentation, flipchart, PC, projector
	The trainer presents self-motivation and how to keep motivated	
10 min.	Group discussion – Motivational Strategies	Pen, paper, flip chart
	In small groups the participants are to discuss ways and strategies in which they think they can improve motivation. The results are then shared amongst the group.	
10 min.	Presentation – Motivational strategies	

	The trainer will present a list of motivational strategies to see if they match with what the participants discovered	PowerPoint presentation, flipchart, PC, projector
10 min.	Presentation – Motivating others The trainer will present ideas, ways and methods of how to motivate others including feedback techniques and listening skills.	PowerPoint presentation, flipchart, PC, projector
20 min.	Game – Let me motivate you In pairs the participant’s role play various situations and topics with cards given by the trainer. One participant will have a situation and the other participant will try to motivate them	Role play cards
20 min.	Group Discussion – Is motivation important and how can we improve? Facilitated discussion covering the whole topic of motivation.	Flipchart

Online Session, Duration – 60 min.

Motivation quiz

Motivational case study with reflection questions

Unit 2: Team Work

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools/materials
15 min.	What is a team? – Group discussion on what their thoughts on being part of a team means Each participant to spend 5 minutes completing this task and then a facilitated group discussion	Pen and paper, flip chart for trainer to write results
10 min.	Presentation – What makes an effective team? The trainer explains the roles of members within a team to make it effective.	PowerPoint presentation, flipchart, PC, projector
15 min.	Game – 3 truths and a lie Each participant states 3 things about them that are true and 1 thing that is a lie. The other participants need to try to find out which is the lie	
15 min.	Group discussion - Skills In small groups the participants are to discuss what skills they think are necessary to be a team player. The results are then shared amongst the group.	Pen, paper, flip chart
10 min.	Presentation – What skills are required to be a team player	

	The trainer will present a list of skills which are required to be a team player to see if they match with what the participants discovered	PowerPoint presentation, flipchart, PC, projector
15 min.	Group discussion – Can you practice team work? All participants actively discuss if they think it is possible to practice team work	flipchart, pens
10 min.	Presentation – How to get the best out of a team The trainer will present ideas and strategies in how to get the best out of a team	PowerPoint presentation, flipchart, PC, projector
30 min.	Activity – Reflective practice Think of a project or activity in which you worked as part of a group or team. Then complete the following tasks: <ol style="list-style-type: none"> 1) Write a short paragraph of no more than 3 sentences briefly describing the project or activity 2) Write another short paragraph of no more than 3 sentences identifying from the descriptions and characteristics in (Table will be available) which role(s) you played in the activity. 3) Write another short paragraph of no more than 4 sentences, commenting in how effective communications were between the members of the group or team and identify any barriers. <p>In completing question 2 you may have looked at the boxes headed “characteristics” in the table to give you an idea of the type of role you may have played. Which of the characteristics most closely match yours? It is likely that you will find your characteristics in more than 1 box, which indicated that you may have taken on more than 1 role. How about the other members of the group or team? Is there anyone else you clearly recognize from the descriptions and characteristics?</p> <p>For questions 3 you may have generally agreed that communications were good, or you may remember particular problems. The important thing is to recognize why you think communications were or were not effective, based on what you have learned.</p>	Pen, paper

Online Session, Duration – 60 min.

Watch a positive and negative team work short film. Reflect and think about what you would have done.

Case study

Unit 3: Decision Making

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools/materials
20 min.	Game – Would you rather?	List of “would you rather” questions on cards for each group
	In small groups the participants ask each other 5 “would you rather” questions. Each participant only has 1 minute to answer.	
20 min.	Presentation – What is decision making and what are the 7 steps?	PowerPoint presentation, flipchart, PC, projector
	The trainer explains what decision making is and what the 7 steps of decision making are	
20 min.	Group Discussion - Skills	Flipchart, pens
	Facilitated discussion of what skills the participants think are necessary to make decisions	
15 min.	Presentation - Skills	Pen, paper, flip chart
	The trainer will present a list of skills necessary to assist with making decisions. The group can see if they match what they decided upon.	
15 min.	Presentation – Decision making techniques	PowerPoint presentation, flipchart, PC, projector
	The trainer will present decision making techniques and how to improve decision making skills	
30 min.	Group discussion – Can you improve your decision making or is it born within us?	flipchart, pens
	All participants actively discuss if they think it is possible to improve individual decision-making skills or is it something we are born with?	

Online Session, Duration – 60 min.

Decision making scenarios and questions

Decision making online quiz

Unit 5: Assertiveness

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools/materials
10 min.	Ice-breaker – Closed fist	

	In pairs the participants will be identified as number 1 and number 2. Number 1 will close their fist as tight as possible and be told (secretly) not to open their fist unless Number 2 asks directly and assertively. Number 2 is told (secretly) to get the fist open no matter what they have to do.	
20 min.	Presentation – What is assertiveness and what are the benefits of being assertive? The trainer explains what assertiveness is and the benefits of being assertive	PowerPoint presentation, flipchart, PC, projector
20 min.	Group Discussion - Skills Facilitated discussion of what skills the participants think are necessary to be assertive	Flipchart, pens
15 min.	Presentation - Skills The trainer will present a list of skills necessary to assist with being assertive. The group can see if they match what they decided upon.	Pen, paper, flip chart
10 min.	Presentation – how to improve assertive skills The trainer will present assertive making techniques and how to improve assertiveness	PowerPoint presentation, flipchart, PC, projector
15 min.	Game – handled aggression Someone is primed to burst into the room claiming angrily that they have booked this meeting room, and can we please leave so they can set up. Then we will 'freeze' the 'intruder' and discuss different options for responding to this aggressive outburst, before trying each one out to see what effect it has	A willing staff member
10 min.	Presentation – Assertiveness not aggressive The trainer will present the difference between assertiveness and aggression	PowerPoint presentation, flipchart, PC, projector
20 min.	Group discussion - Gender assertiveness? Facilitated discussion with regards to gender assertiveness	flipchart, pens

Online Session, Duration – 60 min.

Quiz – How assertive am I?

Watch some short assertiveness films

Unit 6: Confidence

F2F Session, Duration – 120 min.

Duration	Methods and Content	Tools/materials
20 min.	Ice-breaker – logo game Each participant is given a piece of paper and given 5 minutes to draw a well-known logo that describes them. They then present this to the rest of the group and explain why they chose the logo.	Pen, paper
20 min.	Presentation – What is self-confidence? The trainer explains what self-confidence is	PowerPoint presentation, flipchart, PC, projector
20 min.	Presentation – How to improve confidence and develop your self-confidence skills The trainer describes methods, techniques, and strategies in how to improve and develop confidence skills.	PowerPoint presentation, flipchart, PC, projector
5 min.	Game: Body language 1) The trainer explains to the group that they are going to give a series of instructions, which they are to copy as fast as they can. 2) The trainer says the following actions as he/she does them *Put your hand to your nose *Clap your hands *Stand up *Touch your shoulder *Sit down *Stamp your feet *Cross your arms *Put your hand to your mouth – BUT WHILE YOU ARE SAYING THIS PUT YOUR HADN TO YOUR NOSE. 3) The trainer observes the number of group members who copy what was done rather than what was said. Trainer then feeds back to group that body language can reinforce verbal communication; however, it can also be stronger than verbal communication. It is important that the participants are aware of their body language in order to ensure they are projecting the right message.	
10 min.	Presentation – Confident body language The trainer will present techniques and tips in how to develop and improve self-confidence using body language	PowerPoint presentation, flipchart, PC, projector
15 min.	Role play – Body language The participants work in small groups. One of the group walks up to the rest of the group in a way which shows either pleasure, confidence, arrogance, nerves or distress. They should not speak. The rest of the group has to try to decide on what emotion he or she is trying to show.	
15 min.	Group Discussion – body language Facilitated group discussion on how to show confident body language	
15 min.	Group work - Role model	flipchart, pens

	Ask each participant to name a female role model they think has a lot of confidence. Ask them why and how they know this? Followed by group discussion.	
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Online Session, Duration – 60 min.

Inner confidence assessment

Body language quiz

Watch a short film on positive female role model in business