



Women Leadership Curriculum

REFLECTING AND BUILDING SKILLS TO EMPOWER ONESELF TO LEAD

Compilation and adaptation of existing training materials

January 2022



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This curriculum pulls generously from a number of existing curriculums with some text verbatim. Sessions 2–7 are based on the Global Alliance for Clean Cookstoves’ [Empowered Entrepreneur Training Handbook](#). Much of Sessions 2–6 are verbatim, but revisions were made to accommodate lessons learned from piloting the sessions through the Niger GIRMA Project. Other text, content and exercises were adapted when necessary to this training’s target audience of strengthening leadership skills of illiterate women to actively participate and lead community organizations/committees. The curriculums used are noted throughout the manual. They include:

- Peace Corp. ND. [Life Skills and Leadership Manual](#). Peace Corps OPATS; Washington, D.C.
- G. Smith and A. Shankar. 2015. [Empowered Entrepreneur Training Handbook](#). Global Alliance for Clean Cookstoves.
- SNV, IFAD. 2014. [Strengthening Female Leadership in Farmers’ Groups and Cooperatives: Empowering women for better participation and decision making](#)—A Training Package.
- UNICEF. 2020. Module de formation sur le leadership.
- E. Jones and C. Wills. 2015. [Developing Leadership and Business Skills for Informal Women Workers in Fair Trade](#)—Training Materials, Module 3. Women in Informal Employment Globalizing and Organizing: Cambridge, MA.

Introduction

PURPOSE

The purpose of this facilitator’s manual is to support CRS staff to engage with women leaders and potential women leaders to strengthen their self-confidence and build their leadership skills to actively engage in community structures.

TRAINING OBJECTIVES

- Women have **self-confidence** to effectively engage in community structures and committees
- Women have **leadership skills** to effectively engage in community structures and committees

WHAT IS IN THIS MANUAL

This manual provides participatory exercises that enable women to look within themselves to identify beliefs that affect their self-confidence and ability to lead. It also works with women participants to understand different types of leadership models and strengthens skills that will help them lead groups effectively.

FACILITATION

This course can be facilitated by national CRS gender and/leadership staff members, local gender/leadership experts or field agents who have been trained on the curriculum and are knowledgeable on gender-related barriers and opportunities in leadership. The lessons use an interactive, adult-learning facilitation process.

TARGET AUDIENCE

The audience of this training are young and adult women (18 years and older) who are

- Leaders of a local community structure—such as president, deputy president or a person with key responsibility in a community structure,¹ or
- Potential leaders in a local community structure.

This curriculum is designed to strengthen leadership skills of women who are mostly illiterate. It is recommended to limit the training workshop to 20–22 participants to allow for the interactive sessions to be engaging and to allow participants to readily share among themselves.

GENDER CONSIDERATIONS

Since the training’s target audience is made up of young and adult women, it is important to understand cultural norms that may support or limit female participation in community structures—including this training. Acknowledging cultural norms should guide project design and early implementation to address the cultural barriers that may impede women from actively engaging in this training and their ability to apply the knowledge and skills learned during this training. The project team should identify what is within the project’s sphere of influence and what is an external factor beyond the project’s influence.

SAMPLE AGENDA

Below is a list of sessions that make up this curriculum. The curriculum is broken into two main components. The first component focuses on self-empowerment and the second component

¹Examples include water management community, agriculture producer organization, health and education committees.

on leadership skill-building. It is recommended that the course be offered in its entirety since young and adult women often face self-confidence issues that affect their ability to express leadership qualities and skills. This curriculum can be delivered using different timeframes. The time required for all sessions is approximately three days. If the curriculum is being taught through a CRS staff member or local expert, it is recommended that the training be offered over a week with approximately 3–4 hours of training each day to allow participants to reflect on what they learn each day as well as manage productive and reproductive responsibilities. If the curriculum is being delivered through a field agent through group meetings, then the content can be stretched over a longer time period. See various delivery schedules below. As a complement to the agenda, [Annex C](#) provides a list of leadership games the Facilitator can use as needed.

SUGGESTED AGENDA FOR 3-DAY TRAINING

TIME	PART A: SELF EMPOWERMENT
DAY 1	
8:30–9:30	1. Introduction to Women’s Leadership Training
9:30–10:45	2. Gender Situation in Zinder
10:45–11:00	Break
11:00–2:00	3. Understanding One-Self: Tree of Life
2:00–3:00	Lunch
3:00–4:15	4. Understanding and Overcoming Limiting Beliefs
4:15–5:15	5. Introduction to Intentions
5:15–5:30	Closing/Daily Evaluation
DAY 2	
8:30–9:00	Introduction
9:00–11:00	6. Understanding Our Core Beliefs
11:00–11:15	Break
11:15–12:00	7. Identifying and Understanding One’s Strengths
TIME	PART B: LEADERSHIP SKILLS
12:00–1:00	8. WHO AM I? The Mason’s Story
1:00–2:00	Lunch
2:00–5:00	9. What is a Leader? (flex break)
5:00–5:15	Closing/Daily Evaluation

DAY 3	
8:30–9:00	Introduction
9:00–10:30	10. Understanding Our Leadership Strengths, Weaknesses, Opportunities and Threats (SWOT)
10:30–10:45	Break
10:45–12:30	11. Building Leadership Skills—Communication
12:30–1:30	Lunch
1:30–2:30	12. Building Leadership Skills— Generating Group Cohesion
2:30–4:00	13. Building Leadership Skills—Decision-making
4:00–4:15	Break
4:15–5:00	14. Building Leadership Skills—Leading Change
5:00–5:45	15. Knowledge—Practice—Action

Alternative delivery schedules are below.

5-Day Delivery Schedule

Day 1: Sessions 1–3

Day 2: Sessions 4–7

Day 3: Sessions 8–9

Day 4: Sessions 10-12

Day 5: Sessions 13–15

Field Agent Delivery Schedule during community meetings: 1 session per meeting

ADAPTATION OF MANUAL FOR OTHER CONTEXT

This manual can be used in other country program projects, but will need to be adapted to the local context and project focus. Please adapt the content, examples and photos as appropriate. A * denotes content that should be adapted at a minimum.

Session 1: Introduction to Women's Leadership Training

LEARNING OBJECTIVES

By the end of this session, the participants will:

- Get to know the facilitator(s) and fellow participants
- Understand workshop objectives, content and timing of workshop agenda
- Share expectations of workshop outcomes

TRAINER PREPARATION

- Refine the agenda"
 - Determine the number of hours per day for training
 - Based on field analysis, determine if both parts of the curriculum will be taught
- Prepare the following flipcharts
 - Workshop norms
 - Participant expectations
 - Parking lot

SESSION TIMING: 60 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2 minutes
Participant introductions	20 minutes
Facilitator introduction and role	5 minutes
Pre-test	8 minutes
Why this training?	5 minutes
Review training objectives and agenda	10 minutes
Agree on workshop norms	5 minutes
Close the introduction session	5 minutes

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session objectives and the flow of the session.

PRE-TEST

To gauge participants current knowledge and beliefs on women’s leadership, the Facilitator administers the pre-test in Annex B. Given the low literacy rates of the participants, the Facilitator administers the pre-test verbally to the group as a whole and documents overall participant responses to the pre-test using Annex B.

PARTICIPANT INTRODUCTIONS (20 MINUTES)

SAY: We will begin today’s session getting to know each other a bit by doing a game called the “Participant Shuffle.”

1. Ask participants to turn to their neighbor and introduce themselves. Each person should say their name and their community. If the person is already a leader, they should share what organization/committee and their position. If the person is already a leader, she should share one thing she likes about being a leader. If the person is not already a leader, she should share one reason why she would want to be a leader. Give each participant 3 minutes each (total of 6 minutes) to introduce themselves to one other.
2. Ask participants to shift seats to sit near someone else they do not know and repeat the exercise described in number 1.
3. After the above activity, ask participants to form two groups: one group that includes women who are already leaders within their communities and one group who are potential leaders. Ask existing leaders to share some of the reasons they like being a leader; ask potential leaders why they would want to be leader.

SAY: We are all on different parts of the pathway in becoming a leader. Some are already leaders—those who have been in positions for a long time and those with less experience. We also have young women here who want to be leaders. All of us have something to contribute to our discussion and skill-building during this course.

FACILITATOR INTRODUCTION AND ROLE IN CREATING AN ATMOSPHERE OF COMFORT AND TRUST (5 MINUTES)

NOTE TO FACILITATOR: Discussing gender may be a very new concept for the participants. For this reason, it is important to talk about how the workshop will bring up sensitive and controversial issues. Let participants know that they may not agree with everything that is said, and that it is okay. At this point, briefly discuss your role and experience with promoting gender equality in your work. Emphasize that you will allow as much discussion as possible to allow participants to share their experiences, lessons learned, etc.

WHY THIS TRAINING (5 MINUTES)*

SAY: Women’s leadership is underrepresented across the world. Women face cultural norms, attitudes and discriminatory laws that limit their active participation and leadership in community organizations and government. Women face critical gaps in education, skills development and mentorship that restricts their full potential. Young women face even greater barriers. Investing in women’s leadership involves self-empowerment along with leadership skills.

In Niger, there are political, technical and economic leadership positions. These positions are mostly held by educated men in urban and semi-urban centers or male traditional leaders in rural settings. Only a few women hold political and economic leadership positions.

The Niger GIRMA gender analysis revealed that men make decisions about women and girls lives most of the time—if not all the time—a root cause for women and girls’ low self-esteem and little interest in engaging in community development organizations. As such, women lose

opportunities to hold leadership positions in community-based organizations in which they are members, letting men drive the direction of local development. This training supports women in building their self-confidence and strengthening their leadership skills so you can take on leadership opportunities. It accompanies on-going Niger GIRMA activities that creates an enabling environment for you to take on a leadership role within a community-based organization.

REVIEW TRAINING OBJECTIVES AND AGENDA (10 MINUTES)

Explain to participants that this training will take place over 3 days. The first one will focus on looking internally—within ourselves—and how our current understanding of ourselves, our self-confidence and how we speak to ourselves influences our thinking and our abilities to pursue our goals. During the second part of the course, we will spend time learning about different leadership styles and practice activities to strengthen our leadership skills.

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4:15–5:00	14. Building Leadership Skills—Leading Change
5:00–5:45	15. Knowledge—Practice—Action

AGREE ON WORKSHOP NORMS (5 MINUTES)

Ask participants to share what rules they would like to follow during our time for this training—such as cell phones on silence, listening carefully, participating fully, etc.

CLOSE THE INTRODUCTION SESSION (5 MINUTES)

Session 2: Gender in Zinder*

LEARNING OBJECTIVES

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

- Describe the difference between sex and gender
- Understand the existence of gender differences in Magaria and Dungass, particularly as it relates to women leadership in community organizations/committees*
- Recognize the need to empower women to lead and actively participate in community organizations/committees

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Be well aware of the current gender situation in Zinder, particularly in regard to community organization/committee leadership and participation*
- Prepare the following flipcharts:
 - Sex
 - Gender
- Cut sex versus gender statements into strips

SESSION TIMING: 75 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Gender versus sex	25 minutes
Plenary discussion	45 minutes
Key message	2.5 minutes

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

ACTIVITY: GENDER VERSUS SEX EXERCISE (25 MINUTES)

1. Place two flipcharts on the wall: one labeled “gender” and one labeled “sex.”
2. Select two participants to read statements that describe the terms gender and sex. Hand them sheets of paper, with each sheet containing one statement. If there is no one who is literate, the facilitator can read the statements.

GENDER	SEX
Socially constructed set of roles and responsibilities	Based on biological differences
Not born with	Born with
Learned	Natural
Cultural	Universal
Can change and vary from culture-to-culture and from time-to-time	Does not easily change
Example: Women’s proven ability to do traditional male leadership roles as well as men or even better	Example: Only women can biologically give birth

3. Ask the participants who were identified to read the statements to read one at a time (e.g., born with) to the group. Ask the group to choose which category it belongs to—gender or sex—and place it on the flipchart that reflects the meaning of the statement. Make corrections as needed. Continue until all statements have been read and placed on the flipchart.
4. Debrief with participants about their answers. Emphasize that gender represents the social relationships between men and women that vary from one society to another and at different points in time, while sex represents the biological differences between men and women.
5. To confirm understanding of gender and sex, read the following statements and ask participants to decide if it reflects gender or sex. Discuss as needed.

STATEMENT	GENDER OR SEX
Men plough and prepare the land; women take care of weeding	Gender
Women breast-feed babies	Sex
Men grow cash crops; women grow food crops	Gender
Men own land; women do not	Gender

PLENARY DISCUSSION (45 MINUTES)*



SAY: Do you think there are differences between women and men in Magaria and Dungass? If yes, what do you think are these differences?* If needed, prompt participants about these differences, using the points below to initiate the discussion.

Expected responses:

- Fewer girls in secondary school
- Men are decision-makers in households (chef de famille)
- Women are bogged down with their household work
- Women must be submissive
- Women can make decisions alone on their income-generating activity



SAY: Based on what you have seen in your _____ (respective zone), do you think men and women are represented differently in your community structures? Do you think there is difference in who leads these organizations in terms of men and women? If so, ask them to explain. If needed, prompt participants to give specific examples in Magaria, Dungass, Zinder and/or Niger.*

Expected responses based on the local context of Magaria and Dungass: *

- Women do not have the time to participate
- Women do not agree to take on this responsibility and/or role
- Women are not informed about meetings
- Household chores take too much time
- Women do not benefit from attending
- Religion does not allow this for women
- Fewer women leaders
- Men are more prone to talk to government officials
- Men are leaders of community organizations and committees

Other potential responses:

- It is men's (social/ cultural) role to be decision-makers and leaders
- Men are seen as being more capable than women
- Women do not vote for women candidates

SAY: What you have been describing are gender norms that are socially constructed and learned over time and not based one's biological ability. These can change over time with women being more represented within community organizations and committees.



SAY: Why do you think it is important to have women leaders in community organizations and committees? If responses are limited, you could prompt discussion by asking, "Does anyone have an example of a decision that was made that was not in a woman's favor?"

Expected responses:

- Women make up approximately half the population and therefore should be represented in the places where decisions are made (justice)
- Every woman has a valid point of view and should be able to share it

- Women’s experiences are different from those of men and need to be represented in discussions and debates that result in policymaking within our organizations and networks and to influence the wider context
- Women can bring new solutions to issues the community is facing
- Women and adolescent girls need to benefit from community decisions and activities

KEY MESSAGE (2 MINUTES)

Gender norms may prescribe that decision-making and leadership roles are held by men, but this is defined by society. These norms can change as women gain more confidence and skills and society becomes more accepting.

Session 3: Understanding Oneself—Tree of Life

LEARNING OBJECTIVES

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

- Reflect on their lives and themselves to have a better understanding of their sense of self and aspirations

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Print one copy of Tree of Life² handout (**Exercise: Job Aid #1**) for the Facilitator; use a tree image appropriate for the context; go to <http://clipart.com/simple-tree-drawings.html> for ideas
- Draw a tree on a flipchart and be prepared to fill it in as an example that is relevant to the local context
- Gather chalk, chalkboards, erasers

SESSION TIMING: 195 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Activity: Draw your Tree of Life	90 minutes
Partner activity: Share your Tree of Life	45 minutes
Plenary discussion	55 minutes
Key messages	2.5 minutes

² This session is based on a **Empowered Entrepreneur Training Handbook** lesson. The majority of the text is verbatim, while others were adapted based on the pilot held with the Niger GIRMA project in 2021.

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

ACTIVITY: DRAW YOUR TREE OF LIFE (90 MINUTES)

1. **SAY:** Trees have a universal meaning in many cultures and represent life. Like a tree, we continue to grow. And like a tree, we can improve how well we grow by ensuring that we are supporting ourselves in the best ways possible. In the case of an actual tree or plant, we make sure the soil is rich in nutrients, it gets enough water and has access to regular sunlight. For ourselves, we need to ensure that we are taking care of all aspects of our lives, our minds, our bodies and our spirits. By taking care of ourselves as individuals, we can continue to become stronger and grow more beautiful in the world. The first step in taking care of ourselves is to understand who we are and where we are in our lives. Once we begin to understand ourselves better, we can progress in our lives.

2. **SAY:** This exercise will use the image of a tree ([Exercise: Job Aid #1*](#)) and it is meant to help you to reflect on your own life so you can better understand how you became the woman you are today and how you can continue to grow in the future.

Provide a chalkboard and chalk to each woman.

3. **SAY:** You will draw your own Tree of Life. The items on it can be real or invented, depending on how comfortable you are with sharing. I will explain each part of the tree and give examples and then ask you to draw or write on your own tree.

Introduce one component at a time. As facilitator, you will walk through the process with them. Draw a picture of a tree on a flipchart. Draw a vertical line down the middle of the tree from the top of the trunk to the roots. Do not draw a line through the branches, leaves and fruit components.

4. **SAY:** On one side of the divided tree, list all the things in your history on the roots and current life on the trunk that helps you succeed. Examples may be where you have lived, the house you grew up in, your family, friends, mentors, traditions of your childhood, religion, language, social movements, activities you do every day, income-generating activities, household responsibilities, community responsibilities, what you eat and how you take care of your body. It is important to become aware of all these aspects of daily life so that you can continue to strengthen yourself as a person.

Once done, ask participants to place their chalk on the ground so you know when to continue to the next component.

5. **SAY:** On the other side of the line on the trunk and roots, list everything from your past on the roots and in the present on the trunk that could hinder or block you from achieving your dreams or buds that you will draw on your tree. This could include family, community, local laws, beliefs, lack of education, etc. For example, when a woman is married, she is limited in where she can travel.

Once done, ask participants to place their chalk on the ground so you know when to continue to the next component

6. **SAY:** Now you will draw fruits on the tree. The fruits represent your achievements and everything that you have already done. You do not have to look for big things, but for things you feel you have done well in their life, like raising children, completing a certain level of education, or any other important achievement.

Once done, ask participants to place their chalk on the ground so you know when to continue to the next component.

7. **SAY:** Now you will draw buds on the tree. Buds represent your hopes and dreams for the future, whether small or large. These are things you want to do or achieve, and they will change as they are achieved or become fruits. For example, do you want to be a president of a specific organization or the mayor of the community.

PARTNER ACTIVITY: SHARE YOUR TREE OF LIFE (45 MINUTES)

*NOTE TO FACILITATOR:*³ The objective of the sharing is for participants to develop a positive view of themselves and to build hope for the future, based on their skills, achievements and what they have learned from their lives so far, despite any difficulties and disappointments. They should share their Tree of Life at least two times. **Remind participants that sharing one's story is voluntary:** they should only share what they are comfortable letting the other person know. Also reinforce that, "what is said in the room, stays in the room."

If a participant becomes upset while telling their story, have the one of the facilitators meet with the individual during this session. If several people are upset by what another person is saying, have everyone come into a circle and hold hands or stand close. You should emphasize that in this workshop we are all together. We all have pains and joys in our life, and we share them here. A referral for counseling or follow-up support may be provided, as needed.

FIRST SHARING:

Ask the participants to partner with one other person to share their drawings with one other. You should ask participants to describe their tree to the other member of their pair, using the prompts provided. You will say each prompt twice: the first time you say a prompt, one person tells about his or her tree. When that person is finished you say the same prompts for the second person to do the telling. Remind participants that it is important to listen carefully to the other person without interrupting, until that person is finished. Allow enough time for participants to finish before moving to the next part of the tree. Emphasize that they are free to share whatever parts of their tree that they want to, but they do not have to share everything.

PROMPTS

- Say: Tell about **the things in your history on the roots and current life on the trunk that helps you succeed** such as where you have lived, your family, friends, mentors, social movements, income-generating activities, community responsibilities.
- Say: Tell about the **thing from your past on the roots and in the present on the trunk that could hinder or block** you from achieving your dreams This could include family, community, local laws, beliefs, lack of education
- Say: What about **your Fruits and Buds**? The fruits represent your achievements and everything that you have already done while the buds Buds represent your hopes and dreams for the future

After the sharing, ask for some feedback: How are participants feeling? Was this difficult to do, or easy? Get a few responses before moving on. Explain that we will be doing this again with a new partner, giving about 8-10 minutes for each participant, but this time without the prompts. Encourage participants to tell their stories deeply, starting from the Roots and working upwards.

SECOND SHARING

Ask participants to find a new partner—again someone they don't know very well. One partner in the pair should speak first, sharing the same way they did before, but going a bit deeper into what they share, if they are comfortable. Remind participants that they should listen with full attention. After each person is finished, the other can ask questions. After 8-10 minutes, ask the pairs to switch speakers. At the end, ask the group for some feedback: How are participants feeling? Was this more difficult to do compared to the first sharing, or was it easier? Get a few responses before moving on

Making A Forest

After the second sharing, **ask:** What can happen if a tree stands alone in a field and suddenly there is a big storm? Spend a couple moments getting information about what can happen. For example, the tree can lose a few branches. It can lose all its leaves. It can fall down or die

³ CRS Rising from Resilient Roots, https://www.crs.org/sites/default/files/tools-research/20os_209177_war0_roots_manual_eng-update-fnl-web.pdf.

Then, ask participants to place their tree pictures next to each other on the same wall or on the ground..

Say: Let us walk up to the forest and look at each other’s trees. What do you see?

Encourage various answers. You can mention that the trees look like they are different species and also that their roots/identities don’t show above ground. Yet, they still stand straight and tall next to each other.

Say: When our trees hang together, they form a forest. See how big and strong our forest is. See how well our trees form a unit—a community of trees. We are not alone. When there are a group of trees together, they protect each other. If there is a storm in a forest, some of the trees may still get hurt, but overall the forest will survive. Our trees are all different, but in many ways they are alike. And they can all support each other. This is also true for people. We are different but we are also the same. Our lives are like a part of a forest when we all support each other and grow together, connected in ways that makes us stronger.

ACTIVITY: PLENARY DISCUSSION (55 MINUTES)

Before beginning this discussion, conduct a breathing activity

SAY: This exercise is a way to understand the way things are. But we each have an opportunity to change and to build a stronger tree. It is important now to reflect on what experiences and life habits have helped strengthen your lives and what experiences and life habits have made it more challenging to grow.

Ask the following questions and allow participants to reflect on them one at a time. Ask for volunteers who feel comfortable sharing with the group. Do not force anyone to share.



SAY: What are the strengths that support a strong “you?”

Prompt questions:

- Do you have a strong support system in members of your family or friends or do you keep yourself in isolation?
- Do you focus on experiences in your past that make you feel stronger or do you focus on the pain and challenges you have faced?
- Do you care for yourself, eat nourishing foods and taking care of your body?
- Do you think about positive things that you want for your life, or do you spend your time feeling sorry for yourself or angry about your life?



SAY: What can you appreciate about all of the things that you have accomplished, and how does this help you in your future goals?

Prompt question:

- Do you remember your good qualities, or do you only see your faults and failures?



SAY: How can you look at your future hopes and dreams? How does it feel now as you look to your future?

KEY MESSAGES (2 MINUTES)

- There are many ways you can improve your life experiences; building a stronger “you” is one of them.
- Use your tree as a reminder of your positive qualities to reaffirm your confidence.

Session 4: Understanding and Overcoming Limiting Beliefs

LEARNING OBJECTIVES

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

- Understand what is a Limited Belief⁴
- Reframe these beliefs
- Practice new beliefs

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Gather flipchart paper and markers

SESSION TIMING: 75 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Defining Limiting Beliefs	10 minutes
Explanation of common Limiting Beliefs	5 minutes
Acknowledging our own Limiting Beliefs	20 minutes
Reframing these beliefs	35 minutes
Key message	2.5 minutes

⁴ This session is based on an [Empowered Entrepreneur Training Handbook](#) lesson. The majority of the text is verbatim.

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

ACTIVITY: DEFINING LIMITING BELIEFS (10 MINUTES)

SAY: Our hopes and dreams—the buds in our trees—are affected by what we believe. In fact, what we think about every day—our trunk—is related to what we believe. For example, if I believe that I can be a successful leader, then I think about ways I can become a successful leader. These beliefs come from and are affected by our history and life experiences. If I see a successful female leader in my community, and I was encouraged to pursue independent activities when I was younger, I may be more inclined to believe I can be a successful female leader. If I think I can be a successful female leader, I will pursue activities that can help me be a successful female leader, such as participating in training like this! Oftentimes when we think about our goals, other thoughts can come to our mind that make us doubt ourselves. These are referred to as Limiting Beliefs.

A Limiting Belief is one that a person has that makes her doubt what she can do or be. It can come from making an incorrect conclusion about something in life. For example, a person may have the Limiting Belief that she is not smart enough to succeed in leading community groups and therefore she decides not to try. If she has failed before in leading a group, she may have the Limiting Belief that she will fail again and may decide not to try again. However, beliefs are simply a way of thinking that we have grown accustomed to, and therefore, they can be changed. Limiting Beliefs also come in the form of excuses, negative thoughts, worries, justifications, fear and etc. It is important to know what you believe and understand what beliefs are limiting you or holding you back. Then you can start to transform these limiting beliefs into constructive, supporting beliefs.



SAY: Have you ever talked yourself out of doing something? Please nod for yes or shake your head for no. For those who nodded yes, is anyone willing to share what excuses you made, what negative thoughts you had, what worries or fears held you back, or what justifications you made that you could not do it?

After a few participants share, state that these are Limiting Beliefs—beliefs that hold us back from taking on new goals, tasks and being a leader.

EXPLANATION OF COMMON LIMITING BELIEFS (5 MINUTES)

SAY: There are many types of Limiting Beliefs and we will explore two of them now as preparation for our next sessions: helplessness and worthlessness.

With the Limiting Belief of *helplessness*, you think that your goal cannot be achieved because you believe you do not have the ability to achieve it. Things you may think to yourself that support this Limiting Belief are:

- Why does this always happen to me?
- I always get it wrong
- I do not have the skills to be successful

With the Limiting Belief of *worthlessness*, you think that you do not deserve to achieve your goal because you are not good enough. Things you may think to yourself that support this Limiting Belief are:

- I am not confident in my abilities to be a successful leader
- When I talk, people get bored
- I am worthless

ACTIVITY: ACKNOWLEDGING OUR OWN LIMITING BELIEFS (20 MINUTES)

SAY: At first, it may be hard to recognize our Limiting Beliefs, and we may have trouble realizing that they are not truths! We are going to think about our own Limiting Beliefs by reflecting on the following two questions quietly and then I will ask a few of you to volunteer to share with the others as you feel comfortable.



SAY: 1) What negative thoughts come into your head when you think about your life's goals? 2) What unnecessary assumptions do you make about achieving your goals?

Facilitator captures examples on a flipchart.

Explain to the group that oftentimes our Limiting Beliefs create an inaccurate picture of what is really going on in our lives. This can lead to flawed (inaccurate) thinking that life events are unchangeable. While some life events are indeed out of our control, we have more power over our thoughts and experiences than we often realize. We need to recognize flawed thinking patterns so we can reframe our beliefs. From the box on the right, select two examples of flawed thinking patterns to help participants know how to do the next exercise.

PLENARY DISCUSSION

Select two or three Limiting Beliefs that were captured on the flipchart. Ask participants to identify the type of flawed thinking and propose a more accurate way to think for each of the Limiting Beliefs.

After discussing these examples, mention that this process of reviewing our thoughts and coming up with a new way of thinking that is more supportive of our goals is referred to as “reframing.”

ACTIVITY: REFRAMING THESE BELIEFS (35 MINUTES)

SAY: During this exercise, I am asking you to select one of the Limiting Beliefs you identified for yourself in the previous exercise. I will be asking you to reframe this belief. To help you move through this process, first ask yourself:

- Why do I have this Limiting Belief?

EXAMPLES OF FLAWED THINKING PATTERNS

Self-blame

- Inaccurate self: Because I forgot to get all of my supplies today, I am a bad person.
- Accurate self: I forgot my supplies, but I can understand why that happened, and I can make it happen less in the future.

Irreversibility

- Inaccurate self: Because I missed the deadline, there will never be another opportunity.
- Accurate self: Even if I missed this chance, I could continue to search for another opportunity.

Overgeneralization

- Inaccurate self: Person X was mean to me. Nobody likes me.
- Accurate self: Person X is a gift to help me learn or understand something. Those who challenge us can be our greatest teachers!

Black-and-white thinking

- Inaccurate self: My life is worthless without my husband.
- Accurate self: While my husband is a good man, he does not define my worth.

Personalization

- Inaccurate self: My mother-in-law is mad because she hates me.
- Accurate self: My mother-in-law may be upset for many reasons that I am not aware of—like poor health.

Overreacting

- Inaccurate self: I forgot to order supplies for our community gathering from the distributor, and now the gathering will fail.
- Accurate self: Because I forgot the order today does not mean my community event will fail. I will order them tomorrow.

- **Does this Limiting Belief make sense? What if I didn't believe this? Start looking for evidence that this Limiting Belief is not really true (for example, I have some good qualities, I can learn new things, I am a nice person, etc.).**

Now, I want you to reframe your belief. Some questions you can think about are:

- **What would I like the belief to be?**
- **How can I reframe this belief so that it is positive?**
- **Are there other people I know that hold the opposite belief? How does that work for them? Could that work for me?**

In small groups, ask each participant to share her Limiting Belief, why she has this belief, what evidence there is that the belief is not true and how she reframed so the belief is positive.

Examples of reframed beliefs:

- There is always a way if I am committed.
- There are no failures, only outcomes. As long as I learn something, I am succeeding.
- I find great joy in little things...a smile...a flower.
- I give more of myself to others than anyone expects.
- If I am confused, I am about to learn something.

KEY MESSAGE (2 MINUTES)

We all are likely to have Limiting Beliefs, but we can reframe them so they do not limit us.

Session 5: Introduction to Intentions

LEARNING OBJECTIVE

By the end of this session,⁵ the participants will be able to:

- Create an intention statement

SESSION TIMING: 30 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Introduce the idea of an intention	7 minutes
Create an Intention Statement	18 minutes
Key message	2.5 minutes

⁵ Ibid.

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

INTRODUCE THE IDEA OF AN INTENTION (7 MINUTES)

SAY: It is important to realize that we can change what we believe and what we are thinking. By doing so, we have the capacity to change how we experience our environment. A very powerful type of thought is an “intention.” An intention is a statement expressing an action to reach a desired purpose or goal. When you have an intention, you create an internal will to be a certain way or do a certain thing. From this will comes action. You are forced to face your Limiting Beliefs when you create an intention. Once you create this thought and are willing to share it with yourself and others, it can grow and expand as part of your life, becoming an anchor for future positive thoughts and behaviors.

CREATE AN INTENTION STATEMENT (18 MINUTES)

SAY: When you create an intention, consider the following:

- A strong positive feeling/emotion should accompany it.
- An intention works best if it is said in a short and powerful manner.
- An intention paired with an image of your desired goal can have more power.

An example of an intention is “I am practicing patience and will work hard to achieve my goals.” An image could be myself as a smiling, successful leader hosting a productive meeting.

Partner activity: Ask participants to partner with someone and take 5 minutes to develop an intention statement. Ask several groups to share.

KEY MESSAGE (2 MINUTES)

When we create an intention, we often (almost immediately) face our Limiting Beliefs.

Session 6: Understanding Our Core Beliefs

LEARNING OBJECTIVES

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

- Reflect on some of their Core Beliefs⁶
- Describe how these beliefs influence their life experiences

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Prepare a flipchart for each Core Belief (see list below)
- Print [Exercise: Job Aid #2](#) (two copies of each Core Belief per group)
- Gather flipchart paper and markers

SESSION TIMING: 110 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Explanation of Core Beliefs	25 minutes
Prepare and present 5-minute skits on Core Beliefs	80 minutes
Key messages	2.5 minutes

⁶ This session is based on a [Empowered Entrepreneur Training Handbook](#) lesson. The text about Core Beliefs is verbatim but reconfigured and consolidated. The exercise is new.

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

EXPLANATION OF CORE BELIEFS (25 MINUTES)

SAY: The purpose of this activity is to reflect on our Core Beliefs, identify any Limiting Beliefs associated with them, reframe them and develop intentions. We can then move forward with more confidence in and awareness of ourselves. There are six core beliefs that relate to our success and growth. We will go through each of these core beliefs.

NOTE TO FACILITATOR: Remind the participants that these reflections are only related to where they see themselves now. This does not reflect how they may see themselves in the future, and with time, things can change for the better.

SAY: Before introducing you to the six core beliefs, we will break into six groups. I will assign a Core Belief to each group.

As you assign a Core Belief to each group, provide a brief explanation on each one (see below descriptions). Each group will create a skit that they will perform about the Core Belief assigned to them. Each group will get a handout ([Job Aid #2](#)) that contains the definition of the Core Belief, examples of Limiting Beliefs, the reframing of those beliefs and intention statements to help them decide on the content of their skit. If needed, facilitators will visit each group to support them in reviewing the content of the handout.

CORE BELIEF: SELF-RESPONSIBILITY

SAY: Self-responsibility may involve a belief that we have control over our thoughts and actions, or that we have the ability to choose our response to what we experience in the world.

For example, when misfortune happens, what do we think? Do we think it is because of our bad luck, the will of God, or because of something that someone else did? If we think about events in this way, we often see ourselves as victims of the world or other people, or as passive participants in our lives. If we focus on ourselves as victims, it can be difficult to change because we may feel hopeless, as if we cannot influence the course of our lives. Now, examine how you feel when you do not see yourself as a victim of your circumstances. For example, your child has gotten sick with diarrhea; a different response may be, "I am upset that this has happened. Now what can I learn from this situation and find a way forward?"

CORE BELIEF: SELF-ESTEEM

SAY: Self-esteem relates to how you think about yourself and the belief you have of your own worth—your willingness to believe in yourself. For example, do you believe you have what it takes to be a successful leader? Do you feel worthy of being treated with respect, care and love? It is important to realize your own worth as you begin any new endeavor. This gives you confidence and allows you to make it through difficult times.

CORE BELIEF: TRUST IN A HIGHER PURPOSE

SAY: Trust in a higher purpose is about being willing to have trust in a purpose that is larger than oneself—such as Allah (in other context it could be God, the Universe, a sense of spirituality or simply having a purpose in life).* Having trust in Allah can help us as we take risks and move forward in our lives. Recognizing Allah can help us reduce stress and cope better with our experiences.

CORE BELIEF: POSITIVE ATTITUDE

SAY: A positive attitude is about the willingness to focus on the good things in a situation—to find opportunities and constructive solutions in whatever life presents. It is about keeping positive thoughts and not getting held back or distracted by negative thoughts. It is about choosing—moment by moment—to look for the best in people and the best in things around

Core Beliefs

- Self-responsibility
- Self-esteem
- Trust in a higher purpose
- Positive attitude
- Continual growth throughout life
- Self-empowerment

you. By developing positive thinking habits, you may start to notice new opportunities and be generally happier in situations that present themselves. This does not mean that you only think positive thoughts or that you ignore what is happening because it appears to be negative. In order to have a positive attitude, it is critical that you take an honest look at what is in front of you—both positive and negative. This belief is about trying to find a positive way through a situation *despite* the challenges that exist.

CORE BELIEF: CONTINUAL GROWTH THROUGHOUT LIFE

SAY: Continual growth throughout life is related to accepting that everything in life is always changing. If we want things to always stay the same, we may not easily accept change and will be fighting and resisting life. This can lead to stress and unhappiness. By recognizing that change is always happening and allowing ourselves to accept change—and to even grow from it—it can positively impact our lives. We may be more open to opportunities, and we may take advantage of those opportunities.

CORE BELIEF: ACQUIRING OUR POWER^{7, 8}

SAY: In every relationship there are power dynamics. These dynamics differ based on the relationship and can change over time. We may find that we have very little power in a relationship or if the other person in the relationship has dominating power over you. We may also find that we have greater power when we are doing something with others—such as with other women in a SILC Group. We also have power within ourselves and this may strengthen when we earn more of our own income, recognizing that we have the capacity and are worthy in making a difference for ourselves and others. This process starts with us today by understanding ourselves through the Tree of Life exercises and acknowledging our Limiting Beliefs. We will continue to strengthen our power within through this training. We will conduct a number of activities that support self-confidence as well as provide practical skills effective leaders need. This training supports us to acquire our own power as well as our involvement with the other project activities.

SKITS ON CORE BELIEFS (80 MINUTES)

Each group develops a 5-minute skit that expresses their assigned Core Belief, displays a Limiting Belief, how the actors reframed it and created an intention. Each group will then present its skit to the rest of the participants. Remind the participants that the handout (**Job Aid #2**) describes the meaning of each Core Belief, provides examples of Limiting Beliefs within the Core Belief, ideas for reframing it and creating an intention statement.

After each skit, facilitate a discussion. You can also ask the audience:



SAY: Why is this core belief important for your life?

KEY MESSAGES (2 MINUTES)

- There are six core beliefs that relate to our success and growth: 1) self-responsibility, 2) self-esteem, 3) trust in a higher purpose, 4) positive attitude, 5) continual growth throughout life and 6) self-empowerment.
- You can frame your beliefs so that you feel stronger and more positive about your future.

⁷ Given local context, this core belief was revised from owning one's power to "acquiring one's power." The text was adjusted accordingly.

⁸ When explaining this core belief, illustration of the different types of power may be useful. An example is available at https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf.

Session 7: Identifying and Understanding One's Strengths

LEARNING OBJECTIVES

By the end of this session of identifying and understanding one's strengths,⁹ the participants will be able to:

- Recognize their positive qualities
- Build understanding and appreciation for participants' favorite qualities

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Prepare a flipchart using the three questions listed under "Self-Reflection"

SESSION TIMING: 30 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Self-Reflection	5 minutes
Small-group sharing	20 minutes
Key message	2.5 minutes

⁹ This session is based on an [Empowered Entrepreneur Training Handbook](#) lesson. The exercise is revised to be a small-group activity.

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

SELF-REFLECTION (5 MINUTES)

NOTE TO FACILITATOR: Having participants reflect on positive qualities of themselves will give them more confidence and enhance their understanding of themselves as they practice positive mental thoughts.



SAY:

1. What is something that you have done that you are very proud of?
2. What was your most courageous act?
3. What qualities do you love and value most about yourself?

SMALL-GROUP SHARING (20 MINUTES)

In small groups, each person describes their answer to either:

- What is one thing in my life that I am proud of?
- What is my most courageous act? OR
- What qualities do you love and value most about yourself?

After everyone has shared, honor everyone for their strength and resilience.

NOTE TO FACILITATOR: Use a culturally appropriate and recognized way to congratulate each person for their accomplishments.

KEY MESSAGE (2 MINUTES)

Reflecting on positive qualities of ourselves gives us more confidence and enhances our understanding of ourselves.

Session 8: Who Am I— The Mason’s story

LEARNING OBJECTIVE

By the end of this session “Who Am I,”¹⁰ the participants will be able to:

- Understand the visioning capacity of a good leader and to leave behind a good legacy

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Bring an onion to the session
- Prepare [Exercise: Job Aid #3](#) to reflect local context*

SESSION TIMING: 30 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Plenary: The onion	5 minutes
Activity: Three masons	20 minutes
Key messages	2.5 minutes

¹⁰ Adapted from the Strengthening Female Leadership in Cooperative SNV 2014.

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

PLENARY SESSION: THE ONION (5 MINUTES)

While peeling the onion, the facilitator states:

SAY: Just like an onion, each individual is made up of layers. To better understand oneself, a person has to try and remove the layers one-by-one until she reaches the inner core. Only by removing the layers, can we analyze our true self, the real person that we are. We often fail to analyze ourselves given all of our daily activities, but we need to take time to analyze ourselves in order to fulfill our dreams, reach our goals and become good leaders.

ACTIVITY: THREE MASONS (20 MINUTES) *

Use [Exercise: Job Aid #3](#)¹¹ to show the illustrations of the three masons. Show the illustrations as you read the following story.¹²

SAY: We will start to analyze ourselves through this activity called the “three masons.”

One day a traveler approached a community and found three workers busy laying bricks. Curious, he asked the first mason what he was doing. The first mason replied, “I am building myself a house.” The traveler turned to the second mason and asked the same question. The second kept on laying bricks while he said, “I’m laying bricks to build a big house for all to see I am important in the community. I am the best at what I do.” Now the traveler turned to the third mason. He immediately noticed that this fellow seemed to be the most content of the three and had a visionary gleam in his eye. When asked what he was doing, the third mason replied, “I am building a school.”



SAY: With which mason do you relate yourself with and why? (Listen carefully to the responses.)

SAY: The three masons symbolize the vision power of each mason. The different responses to the question symbolize their inner thoughts, dreams and aspirations.

1. “I am building myself a house,” implies that “she” is working to meet her basic daily necessities.
2. “I am laying bricks to build a big house for all to see I am important in the community. I am the best at what I do,” implies that “she” is working to be recognized as somebody in the whole community.
3. “I am building a school,” implies that “she” is working for the benefit of society.



SAY: Why would we want to strive to be like the third mason?

We may not all be the third mason now, but we want to align our thoughts with the third mason as she exhibits key factors of a good leader. This person:

- Has the ability to see the significance of her work, beyond the obvious
- Knew what to do but also why she was doing it
- Is committed to a purpose beyond oneself for the common good
- Is accountable to others and accepts that responsibility

¹¹ Please adapt the story to the local context. This story is based on the stonecutter tale at the link below, but adapted to the local context in Niger, using bricklayers.

¹² <https://www.linkedin.com/pulse/20140513182155-225201021-vision-the-stonecutter-s-tale/>.

- Sees the bigger picture and looks beyond fulfilling the immediate needs and thinking of the future; another word for it is “visioning”

As a leader, one of the key responsibilities is to set the overall “vision” of the organization. Great leaders possess the ability to adopt a philosophy of long-term, pro-active thinking, and articulating a clear, practical, transformational vision which adequately addressed the question, "Where are we headed? If properly initiated, an accurately defined “vision” will initiate a spark and fuel the fire within the organization’s members to move the concept forward as a shared vision. A leader is the role model of that vision.

KEY MESSAGES (2 MINUTES)

- A good leader has a vision that works for the common good and feels accountable to others.
- A good leader is a role model of the vision she wants to achieve.

Session 9: What is a Leader?

LEARNING OBJECTIVES

- Understand the qualities of a good leader¹³
- Understand who can be a leader
- Understand different leadership styles and the advantages and disadvantages of each style

TRAINER PREPARATION

Prior to the session, the trainer should:

- Identify additional quotes on leadership*, print and cut the quotes, tape/pin them to the walls or trees around the training location
- Print the following items per group
 - Illustrations (**Exercise: Job Aid #4**)
 - Famous leadership quotes (**Exercise: Job Aid #5**)*
- Gather the following supplies
 - Flipchart paper
 - Tape or pins to post flipcharts
 - Markers/crayons
- Prepare flipchart
 - Questions for the small group discussion: What are the qualities of a good leader? What are the qualities of a bad leader? What skills do leaders need?

SESSION TIMING: 120 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Group counting	15 minutes
Who can be a leader?	20 minutes
Defining qualities of good leadership	50 minutes
Types of leaders	30 minutes
Key messages	2.5 minutes

¹³ Adapted from the USAID Peace Corp Life Skills and Leadership Manual, UNICEF Module de formation sur le leadership féminin and The Women in Informal Employment Globalizing and Organizing's Developing Leadership and Business Skills for Informal Women Workers in Fair Trade Training Materials, Module 3. Some content is verbatim.

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

ACTIVITY: GROUP COUNTING (15 MINUTES)

Participants will experiment with what it means to be both a leader and a follower.

SAY: Please form a circle facing one another. I would like to do a game that I think you will find quite challenging. We are going to count to 20 as a group, with different people taking turns saying a number. Here are the rules:

- Only one person can speak at any time; if more than one person speaks, we have to start over.
- You can say as many numbers as you wish as long as you do not say two or more in a row. If the same person says two numbers in a row, we have to start over.
- You must take turns at random. We cannot just go around the circle, set up a system, or have someone signaling who should speak next.
- If we have to start over, someone should simply start again by saying the word “one.”

NOTE TO FACILITATOR: Do this activity with your participants. Coach participants to remember the rules. The best way is to simply say “One” to let the group know they need to start over. Most groups take many attempts to finish this game. If your group is having a lot of trouble, ask them to pause and give suggestions how they might improve. This might include having each person slow down, close their eyes, listen closely, etc. If your group still has trouble, you can reduce their goal and have them count to 15 or even 10 if needed so they can be successful.



SAY: What made this game difficult? (Possible responses: People wanted to go too fast. People didn’t take turns. People were impatient. Some people were pushy. Some people were timid.)



SAY: What helped us be successful? (Possible responses: People slowed down. People looked around the group more actively. Some people did not say a number at all. Some people let others have a turn.)



SAY: What relationship does this game have to leadership? (Possible answers: Sometimes there is confusion about who the leader is or what that person should do. Individuals can lead by making a contribution at just the right time.)



SAY: What did we do to help us play the game? (Possible answers: Being bold. Taking a risk. Waiting to let someone else have a turn.)

In this game, even without a formal leader we were able to eventually be successful. There are also advantages in being a good follower. To win the game, we had to include everyone. Even if someone had never spoken, she or he would have made an important contribution by leaving “space” for others to say a number at just the right time. Today we are going to learn more about leadership and ways we can be a leader, even if we do not have a formal role as a leader.

ACTIVITY: WHO CAN BE A LEADER? (20 MINUTES)*

Form small groups and provide each group with copies of [Exercise: Job Aid #4](#).* Ask groups to categorize those who can and cannot be a leader. Ask each group to share how they classified one of the categories of people and why. Then ask the rest of the participants if they agree or disagree with this categorization and to dialogue on why they agree or disagree. The key purpose of this exercise is for participants to agree that a person—no matter gender, age, ethnicity/race, education, etc.—can be a leader as long as they have leadership qualities and skills.

ACTIVITY: DEFINING THE QUALITIES OF GOOD LEADERSHIP (50 MINUTES)

Keep participants in their small groups but invite them to think on their own, not with their group, about what it means to be a good leader.



What would you say are qualities of a good leader?

Ask several participants to share some of the qualities they feel make up a good leader

LEADERSHIP QUOTES ACTIVITY*

SAY: There are many qualities of good leaders and there are many examples of great leaders. I posted up around the area slips of paper with a quote about leadership* that was made by a famous leader. I will ask for some volunteers to help read off the quotes along with my co-facilitators and myself. Listen carefully as we read the quotes aloud for qualities that a good leader display. After reading the quotes, you will work in your small groups to identify qualities and skills of a good leader. We will then look at the qualities of a bad leader based on your own experience.

NOTE TO FACILITATOR: Use the quotes on [Exercise: Job Aid #5](#) as a resource; please include others.

SMALL GROUP DISCUSSION QUESTIONS (FLIPCHART)

Each group draws a large picture of a leader on the flipchart. The group discusses what qualities and what skills make for a good leader and represents these with symbols, pictures or words on the body of the leader. Remind them to label the flipchart with **GOOD LEADER**.

Expected responses for **qualities** of a good leader:

- Being accountable to the members
- Learning and sharing information
- Being open
- Abiding by the rules of the constitution
- Honoring the democratic principles
- Leading with integrity—people have to believe in you
- Leading with positivity—good leaders encourage and reward people, making people want to do it right
- Being understanding and using wisdom
- Having courage and ambition
- Passionate

Expected responses for **skills** of a good leader:

- Communicates well
- Cooperates with others
- Listens actively to what others have to say
- Encourages teamwork
- Takes measured risks
- Motivates and inspires people
- Has the ability to delegate
- Self-confident
- Problem-solver
- Visionary

Each group then draws another large picture of another leader on the flipchart paper. The group discusses what qualities make up a bad leader and represents these with symbols, pictures or words on the body of the leader. Remind them to label the flipchart with **BAD LEADER**.¹⁴

Expected responses on the qualities of a bad leader:¹⁵

- Poor integrity
- Not adaptable
- Little vision for the future
- Not accountable
- Poor communication skills

DEBRIEF

The groups then come back together to share their drawings. Each group can build off anything new they added to their drawing. The facilitator captures the qualities of a good leader and a bad leader on a flipchart (top left label **good leader**, top right label **bad leader**).

PARTICIPANT REFLECTION

Following the discussion, ask each participant to reflect on all the qualities and skills that the group has identified for a good leader and qualities for a bad leader. Ask her to identify:

- Positive qualities she believes that she already has
- Positive qualities she would like to develop
- Negative qualities she would like to manage or eliminate

ACTIVITY: TYPES OF LEADERS—THE LEADER IN THE GLASS¹⁶ (30 MINUTES) FOUR GLASSES

Line up four transparent glasses half-filled with clear water. Ask four participants to help fill up each the glasses.

- In the first glass, participant adds pebbles
- In the second glass, participant adds water
- In the third glass, participant adds mud
- In the fourth glass, participant adds sugar

Let every participant observe the effect on the water in the glass as ingredients are added.



SAY:

- Which of the four glasses has improved in value?
- Which glass would you prefer to choose after the addition of the ingredients?
- What do you think is the lesson from this activity related to leadership?

DEBRIEF

SAY: The four ingredients symbolize different leaders and their impact on community organizations and committees.

¹⁴ From cookstove curriculum.

¹⁵ <https://www.forbes.com/sites/forbescoachescouncil/2017/11/29/leadership-weaknesses-how-to-spot-the-qualities-of-a-bad-leader/#75d3a3487a56>.

¹⁶ SNV's Strengthening Female Leadership in Farmers' Groups and Cooperatives.

- In the first glass, just as the pebbles did not mingle with the water, the leader does not mingle with the group. She is full of herself and does everything according to her own wishes and ideas. Such a leader is a dominant leader. A dominant leader does not consult her members.
- In the second glass, the water is lost in the water already present in the glass. The water does not bring in any substantial changes in the glass. Such leaders do not bring about any changes in the group. They are only a leader by name.
- In the third glass, the water becomes muddy. What is initially drinkable is now no more drinkable. Just as the mud, which spoils the water in the glass, this leader spoils the group. The leader causes a lot of problems and conflicts within the group, there is a lack of rules. Such a leader is an anarchic leader—one who does not provide order.
- In the fourth glass, the water becomes sweet due to the addition of sugar. The water changes in value by becoming sweet. The sugar has mingled with the water in the glass and has enhanced its value. Just as the sugar has added value and sweetened the water, this leader adds value to the group by mixing amicably and resulting in better group performance.

SELF-REFLECTION

SAY: What kind of leader would you like to be?

KEY MESSAGES (2 MINUTES)

- It is really important to identify the qualities of good leadership so we can learn to use those qualities in our own situations.
- It is also good to recognize qualities of bad leadership so you can recognize them if you begin to exhibit them—and then self-correct.

Session 10: Understanding Our Leadership Strengths, Weakness, Opportunities and Threats

LEARNING OBJECTIVES

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

- Analyze their individual strengths, weaknesses, threats and opportunities (SWOT)¹⁷ related to being leaders
- Use their strengths to their own advantage and think of ways and means to overcome their weaknesses and threats

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Create the SWOT analysis on the flipchart
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats
- Gather flipchart paper, markers and tape

SESSION TIMING: 90 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
SWOT Analysis	65
Plenary discussion	15
My Pledge	5
Key Message	2.5 minutes

¹⁷ Session based on the manual “Female Leadership in Farmers’ Groups and Cooperatives: Empowering Women for Better Participation and Decision-Making.”

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

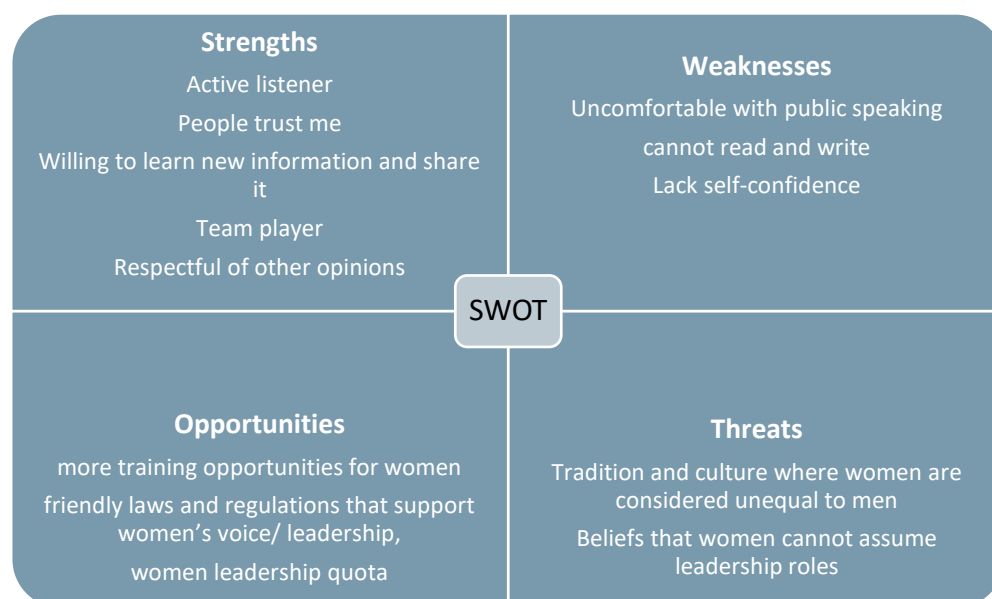
ACTIVITY: LEADERSHIP SWOT ANALYSIS (65 MINUTES)

SAY: At the end of the last session, we started to reflect individually on what positive leadership qualities you already have, which ones you want to strengthen and which negative qualities you want to manage better. We will continue this self-evaluation in the context of our family, community and society to look at our strengths, weaknesses, opportunities and threats and how that affects our ability to lead.

Ask participants to form pairs (groups of two people). Facilitator will read one question related to SWOT to all pairs and then the pairs will discuss. Facilitator will ask for a few volunteers to share their response to the question. Facilitators captures responses on the appropriate SWOT flipchart sheet. The same process should be used for the remaining three related SWOT Questions. The SWOT questions are:

1. **Strengths:** What strengths do you have as it relates to leadership qualities and skills?
2. **Weaknesses:** What weaknesses do you have as it relates to leadership qualities and skills?
3. **Opportunities:** What things or people can support you in becoming a leader?
4. **Threats:** What things or people could constrain you from becoming a leader?

Potential responses to SWOT:



ACTIVITY: PLENARY DISCUSSION (15 MINUTES)

SAY: We see from our SWOT analysis that we each have strengths to build on, weaknesses to address, opportunities to explore and threats to overcome. Let's focus on some of the threats and how we can overcome them together.



How can the threats we identified be overcome? How can we encourage women to assume more leadership positions?

Facilitator invites concrete steps that groups can take to encourage more women to assume leadership positions. The facilitator then draws out some of the examples given.

ACTIVITY: MY PLEDGE (5 MINUTES)

After having found out own strengths, weaknesses, threats and opportunities, ask the participants individually/in pairs to think of a pledge they will follow after the training has concluded. The pledge could be from the weaknesses that they have been able to identify which could be turned into strengths or an opportunity they can explore.

KEY MESSAGE (2 MINUTES)

Self-evaluation helps us understand our strengths to capitalize on, our weaknesses to address, our opportunities that can support us to be good leaders, and our threats that we need to overcome.

Session 11: Building Leadership Skills—Communication

LEARNING OBJECTIVES

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

- Understand the nature of communication and the importance of two-way communication
- Recognize sources of communication barriers
- Employ some skills to improve active listening
- Demonstrate the use of assertive communication

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Print the following items
 - One copy of [Exercise: Job Aid #6](#)
 - One copy of a short (2–3 paragraph) newspaper article*
- Gather the following supplies
 - Paper for each participant
 - Chalk/pencils/pens for each participant

SESSION TIMING: 90 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Drawing through hearing	20 minutes
Newspaper article	10 minutes
Talker/listener	30 minutes
Assertive communication	25 minutes
Key messages	2.5 minutes

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

ACTIVITY: DRAWING THROUGH HEARING¹⁸ (20 MINUTES)

1. Ask for a volunteer who is very good at communication. The group may nominate a member.
2. Give the diagram ([Exercise: Job Aid #6](#)) to the volunteer. Have the volunteer hold the diagram so no other participant can see it. The diagram should not be seen by the other participants until the end of the session.
3. Inform the volunteer and participant that the volunteer can use only verbal communication, —no gestures, hand signals, etc. Further, no questions are allowed from the participants. In brief, only one-way communication is allowed.
4. The volunteer should, through verbal communication, ask the other participants to draw the same diagram as what they are holding.
5. The participants will listen to the volunteer, and each participant will try to draw the diagram.
6. When the exercise is completed, show the diagram to the participants, and ask participants whether their drawings are at all similar to it.
7. Generate discussion using the following questions:



SAY: Why couldn't you draw the same diagram?



SAY: How could we have made it easier?

Facilitator reiterates that communication is not effective when:

- It is only one-way
- There is no feedback; it is very important for the leaders to encourage members to give feedback by asking questions in a non-threatening manner
- The communicator fails to understand the need and situation of the receiver



SAY: We talked about how a leader could limit communications. How can those who listen also limit communications?

Expected responses:

- Interrupting
- Jumping to conclusions
- Finishing others' sentences for them
- Inattention
- Not listening carefully
- Not responding to what others have said
- Failing to ask questions and give feedback



SAY: What else can prevent good communications?

¹⁸ Strengthening female leadership in cooperatives—SNV.

- Expression: choices of words, body language, voice tone and volume
- Attitude: expectations, personality, status and authority
- Relationship: historical, past messages
- Setting: timing, physical state

ACTIVITY: NEWSPAPER ARTICLE¹⁹ (10 MINUTES)*

1. Clip a story from a local newspaper that is approximately two or three paragraphs long.
2. With absolutely no introduction, read aloud the entire two to three paragraphs. When finished, you will see a room of either bored or disinterested faces.
3. Show a prize (CRS item) that you will give the winner.

SAY: I have a few questions for you based on the story you just heard, and whoever gets them all correct wins this prize.

4. Using information from the article, read 8–10 questions you have prepared in advance (names, dates, places, etc.). In all likelihood, not one person will be able to answer all questions correct.



SAY: Why didn't we listen well?



SAY: Why is active listening important?

Expected responses:

- Active listening helps leaders to be able to understand and respond better to the needs and concerns of group members
- Active listening encourages group members to speak and express their feelings
- Active listening as a member of a group helps a person know when to speak up to support her position and to gather information to bring back to others



SAY: What can we do to sharpen our listening skills?

Expected responses:²⁰

- Pay attention
 - Do not mentally prepare a rebuttal
 - Put aside distracting thoughts
 - Avoid being distracted by the environment (side conversations, noise)
- Show that you are listening
 - Give verbal and non-verbal acknowledgements (nods, uh-hums)
 - Make sure your posture is open and interested
 - Ask questions to clarify
 - Provide feedback by paraphrase what is being said (“What I’m hearing is...” and “Sounds like you are saying...”)
 - Defer judgement

¹⁹ SNV module.

²⁰ <https://www.mindtools.com/CommSkill/ActiveListening.htm>.

- Let the speaker finish what he/she is saying before giving your input
- Do not interrupt with counter arguments

ACTIVITY: TALKER/LISTENER (30 MINUTES)

Ask participants to group in pairs (two persons). Assign one person to be the talker and one person to be the listener. They will switch roles later.

1. **Talker** tells a story for 3–4 minutes. **Listener** practices active listening skills while the talker tells the story. After hearing the story, the listener summarizes the three or four main points that they have heard the talker express.
2. One minute to review how close the listener was to what the talker actually said.
3. One minute to review how well they demonstrated active listening behaviors.
4. Swap roles and repeat.



SAY: What was it like to practice active listening?



SAY: Why is active listening important for a leader to do? (A good leader not only listens actively but also communicates effectively.)



SAY: What does it mean to effectively communicate?

Expected responses:²¹

- Speaks clearly and directly
- Uses words easily understood
- Is receptive and responsive to others' input

ACTIVITY: ASSERTIVE COMMUNICATION (25 MINUTES)*

Ask participants to form four groups. Each group will be given a different scenario* and the group needs to role play the scenario and its response.

- **SAY: Role play 1—A male member from your committee keeps disrupting the meeting that you are chairing. What do you do?**
- **SAY: Role play 2—Some vocal members of your community organization/committee do not agree with your point of view. Knowing that it is the best decision for the benefit of the whole group, how do you convince these few members who are not agreeing?**
- **SAY: Role play 3—A woman is on the committee but is afraid to speak up. What can she do and what can others do to support her?**
- **SAY: Role play 4—A woman on a committee shares her thoughts and opinions, but the men in the committee do not take her advice into account. What can she do and what can others do to support her?**



What did you learn from this role play practice?

KEY MESSAGES (2 MINUTES)

- Two-way communication and active listening help leaders to better understand the needs of their members and to solve problems more effectively.
- Being an assertive speaker may be necessary at times to address inequities that group members may be facing.

²¹ SNV's Strengthening Female Leadership in Cooperatives (2014).

Session 12: Building Leadership Skills—Generating Group Cohesion

LEARNING OBJECTIVES

By the end of the session, the participants should be able to:

- Explain the importance of group cohesion
- Appreciate how each member's action/inaction will affect others

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Create a Group Cohesion flipchart
- Gather a ball of yarn or string
- Prepare or find a mug or box that has different designs on all of its sides

SESSION TIMING: 75 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Human web	25 minutes
Perceptions: What do you see?	25 minutes
Group discussion	10 minutes
Plenary discussion	10 minutes
Key messages	2.5 minutes

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

ACTIVITY: THE HUMAN WEB²² (25 MINUTES)

1. Ask participants to stand in a circle.
2. Tell them that we are going to weave a human web just like a spider web.
3. Take the yarn and have one of the participants hold one end of the string while she throws the yarn to any other participant. Before the yarn is thrown to the selected person, the participant should say one thing that she likes in that person.
4. The person to whom the yarn is thrown should similarly hold the string and select another person in the group to which to throw the yarn. The process should be repeated until all the participants are included in the web.
5. Ask the participants to hold the string gently (holding the string gently will make everyone feel the pull. Then have one of the participants pull the string. Ask if all the other participants felt the pull (all should have felt the pull). Repeat a couple of times with different participants leading to the same result.



SAY: What lessons can be learned from this game?

Expected responses:

- Every member is important
- Together we can create a beautiful web, but if one of the members lets go of the string, the web will be ugly and incomplete
- If one pulls the string, the others will feel the pull
- What one member does will affect all others negatively or positively

Cut the web in a few places with a pair of scissors. The web will collapse. When one or a few members do not participate, the web collapses or becomes ugly. Explain the similarity with a group when one or few members do not participate, the group does not function properly.

ACTIVITY: PERCEPTIONS—WHAT DO YOU SEE? (25 MINUTES)²³

1. Ask the participants to form a circle.
2. Place a mug/box in the center of the circle that has different designs on each side.
3. Ask the participants to describe what they see.



SAY: Why are there different perspectives on the item in the middle of the circle?



SAY: Why is it important to understand there are different perspectives to enhance social cohesion?

²² Based on a session in the module Strengthening Female Leadership in Cooperatives. Text is mostly verbatim.

²³ Based on the video 'Team Building Activity: Different Perceptions, Same Mug!' <https://www.youtube.com/watch?v=jH1S-LvF7EA>

SMALL-GROUP DISCUSSION (10 MINUTES)



SAY: How could the actions of a leader affect the group both in negative and positive ways?



SAY: What are the things a leader can do ensure there are good group dynamics and social cohesion?

PLENARY PRESENTATION (10 MINUTES)

Allow each small group to present their list to all the members and capture their input on the flipchart.

Expected responses:

- Mutual trust
- Effective and open communication
- Presence of common interest of the members
- Accountability of the office-bearers
- Participatory decision-making
- Member benefits
- Proper assessment and planning
- Transparency
- Strong but participatory leadership
- Clear division of roles and responsibilities

KEY MESSAGES (2 MINUTES)

- Every member of a group is important and therefore the relationship between members can have a positive or negative impact on their individual and collective successes.
- A leader's actions are critical in ensuring healthy group dynamics.

Session 13: Building Leadership Skills—Decision-Making

LEARNING OBJECTIVE

By the end of the session, the participants should be able to:

- Understand the process of participatory decision-making²⁴ in community organizations/committees

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Adapt **Exercise: Job Aid #7** to reflect local context; print one copy for each group

SESSION TIMING: 85 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Capture and release	60 minutes
Plenary	20 minutes
Key messages	2.5 minutes

²⁴ Based on the manual Strengthening Female Leadership in Cooperatives. The content is adapted to reflect local context.

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

ACTIVITY: CAPTURE AND RELEASE (60 MINUTES)*

In a village, the 10 people listed below are captured. The captured people will be sent to a land to never return. However, the village pleaded to not send the 10 people away. The capturer has agreed to release 5 of the 10 people. Introduce the cast of characters using [Exercise: Job Aid #7](#).

1. Doctor
2. Agropastoralist
3. Imam
4. School teacher
5. Baby boy
6. Grandmother
7. Local leader
8. Person living with a disability
9. Pregnant woman
10. Girl

- Ask participants to individually make a mental list of the five people to be released. Tell the participants not to share their list with one other.
- Divide the participants into smaller groups of four to five people. Ask the group to appoint a leader and an observer in their respective group.
- Ask the participants to decide in their smaller group about the list of five people to be released.
- The leader will facilitate the group discussion while the observer will observe the decision-making process. Instruct the participants accordingly.
- Let the groups present their list with justifications.
- After the presentations are made, ask how the groups have arrived at their final lists. Let them elaborate on the process of finalizing the lists.
- Ask the observer on the process of decision-making. Probe answers on the following questions:
 - Did all members express their views?
 - Did the leader make sure that every member had the opportunity to express her views?
 - How were some differences in views dealt with by the leader and the group members?
 - Were all members comfortable with the final decision?
 - How did the leader make sure that the decision was acceptable to all?

PLENARY DISCUSSION (20 MINUTES)



SAY: What conditions make for successful participatory decision-making?

Expected responses:

- *Mutual understanding*: For the group to reach agreement, every member should understand the reasons behind one another's views, needs and goals. This promotes greater understanding among the members.

- *Full participation:* Every member (both women and men, young and old) must be encouraged to be actively involved. This will encourage people to express their views and help clarification of issues and problems. It will also enrich discussions and help reach appropriate and common solutions.
- *Common solution:* A common solution is reached when every member's views and perspectives are considered. Such a solution will have the ownership of all the members.
- *Shared responsibility:* Participatory decision-making will promote responsibility of all those involved. People will recognize that they are obliged to implement and shoulder their respective duties in implementing the decision.



SAY: What steps can you take to support participatory decision-making?

Expected responses:

- Question individual members in turns
- Find ways to involve the more silent members
- If there are many members, have smaller meetings before a large meeting takes place
- Find reasons behind everyone's views

KEY MESSAGE (2 MINUTES)

A participatory approach to decision-making may take more time but it can help promote greater understanding among the members, reach decisions that are appropriate for all members, create ownership and self-responsibility in the final decision that is made.

Session 14: Building Leadership Skills—Leading Change

LEARNING OBJECTIVES

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

- Understand that change is not easy for everyone
- Practice some persuasion techniques

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Print enough copies of [Exercise: Job Aid #8](#)
- Gather the following supplies
 - Candle wax
 - Something to melt the candle wax
 - Candle mold
 - Matches lighter
 - Candle

SESSION TIMING: 35 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Cross your arms	10 minutes
Candle making	20 minutes
Key messages	2.5 minutes

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

ACTIVITY: CROSS YOUR ARMS (10 MINUTES)

1. Ask participants to cross their arms.²⁵ The definition of “crossed” for this activity is folding their arms together, as if they were bored or waiting for something.
2. Now ask participants to “fold their arms the other way,” reversed of what they just performed.



SAY: How did it feel when you were asked to cross your arms the other way? Did it come naturally, or did you have to stop and think about it? Was it uncomfortable? Why may people be resistant?

In this group, we heard that some people felt little effect from the change while others really struggled. This is common with change. Some people will jump right on board while other will take longer to accommodate. As a leader, you need to understand your group members so you can lead changes effectively that is encompassing and supportive to group members who may be more resistant.

ACTIVITY: CANDLE MAKING²⁶ (20 MINUTES)

If resources are available to actually mold a candle, it is recommended to buy the supplies and talk about the process while make a candle. Also have a candle to ignite as the new candle will take time to harden. Use [Exercise: Job Aid #8](#) to discuss this activity.



SAY: What steps do we take to make a candle?

KEY MESSAGES (2 MINUTES)

- Just as we melt wax to make candles, we work with our committees and communities to melt resistance to change.
- Just as you put the melted wax in a mold to shape it, a leader can help mold people to make a change by relating to their needs and interests.
- Just as we leave the mold to harden, we need to harden people’s belief through trust.
- Just as you ignite a candle, you need to show passion, honesty and confidence to ignite others to change.

²⁵ Based on the module [Empowered Entrepreneur Training Handbook](#). Text is mostly verbatim.

²⁶ Ibid.

Session 15: Knowledge, Practice and Action

LEARNING OBJECTIVES

By the end of this session of knowledge, practice and action,²⁷ the participants will:

- Commit to two actions that applies what they have learned
- Identify a mechanism to support each other post-training
- Assess the achievement of the workshop expectations

TRAINER PREPARATION

Prior to running the session, the trainer should:

- Prepare the following flipcharts
 - Commitments
 - Support mechanisms
- Gather the following supplies
 - Flipchart paper
 - Markers
- Copy [Exercise: Annex A](#) to use in the evaluation phase
- Make one copy of [Exercise: Annex B](#) for the Facilitator.

SESSION TIMING: 80 MINUTES

ACTIVITY	SUGGESTED TIME ALLOCATION
Introduce session	2.5 minutes
Future me	30 minutes
Star shine	20 minutes
Post-test	10 minutes
Workshop evaluation	10 minutes
Closing	5 minutes

²⁷ Based on the module: Strengthening Female Leadership in Cooperatives.

STEPS

INTRODUCE SESSION (2 MINUTES)

Review session purpose and learning objectives

ACTIVITY: FUTURE ME (20 MINUTES)

1. Ask participants to pair up with one other person with whom they will be able to keep in contact in the future (that is, meet in person, text, phone call, etc.).
2. Each pair will have 5 minutes to discuss and identify at least one commitment/goal each to take to apply what she has learned to become a stronger leader. She should come up with a social goal related to a leadership opportunity. She can also come up with economic goals related to income-generating activities that applies these skills. The pair decides what is needed to achieve these commitments and how they will follow up with each other to provide support in accomplishing their commitment.
3. Each person shares with all the members her commitment and how the pair will follow up with one other. The facilitator notes the name of the participant and the commitment made using **Exercise: Annex A**.
4. **Exercise: Annex A** can be used by a facilitator, in a post-training workshop, or via Gender Focal Points to follow up with participants on accomplishing their commitments.

ACTIVITY: STAR SHINE (20 MINUTES)

Ask each participant of the team to mention one “star moment” they saw in another participant. A “star moment” is referred to as a talent, gift or contribution a participant had towards the group during the training. Make sure every member of the team gets a star moment. The trainer may suggest some star shines he/she has observed during the training.²⁸

POST-TEST (10 MINUTES)

Administer the post-test in Exercise: Annex B. Similarly to the pre-test, the Facilitator administers the post-test verbally and documents overall and outlier responses

WORKSHOP EVALUATION (10 MINUTES)

Administer the training workshop evaluation. Given literacy levels, a verbal discussion will be held. Ask participants these two questions:

1. What did you like/appreciate about the course?
2. How can the course be improved?

CLOSING (5 MINUTES)

- Thank the participants for their active participation.
- Recognize the contributions of those who support the training organization.

²⁸ <http://trainersadvice.com/8-ideas-to-close-your-training-session/>.

Exercise: Job Aid #1—Tree of Life*

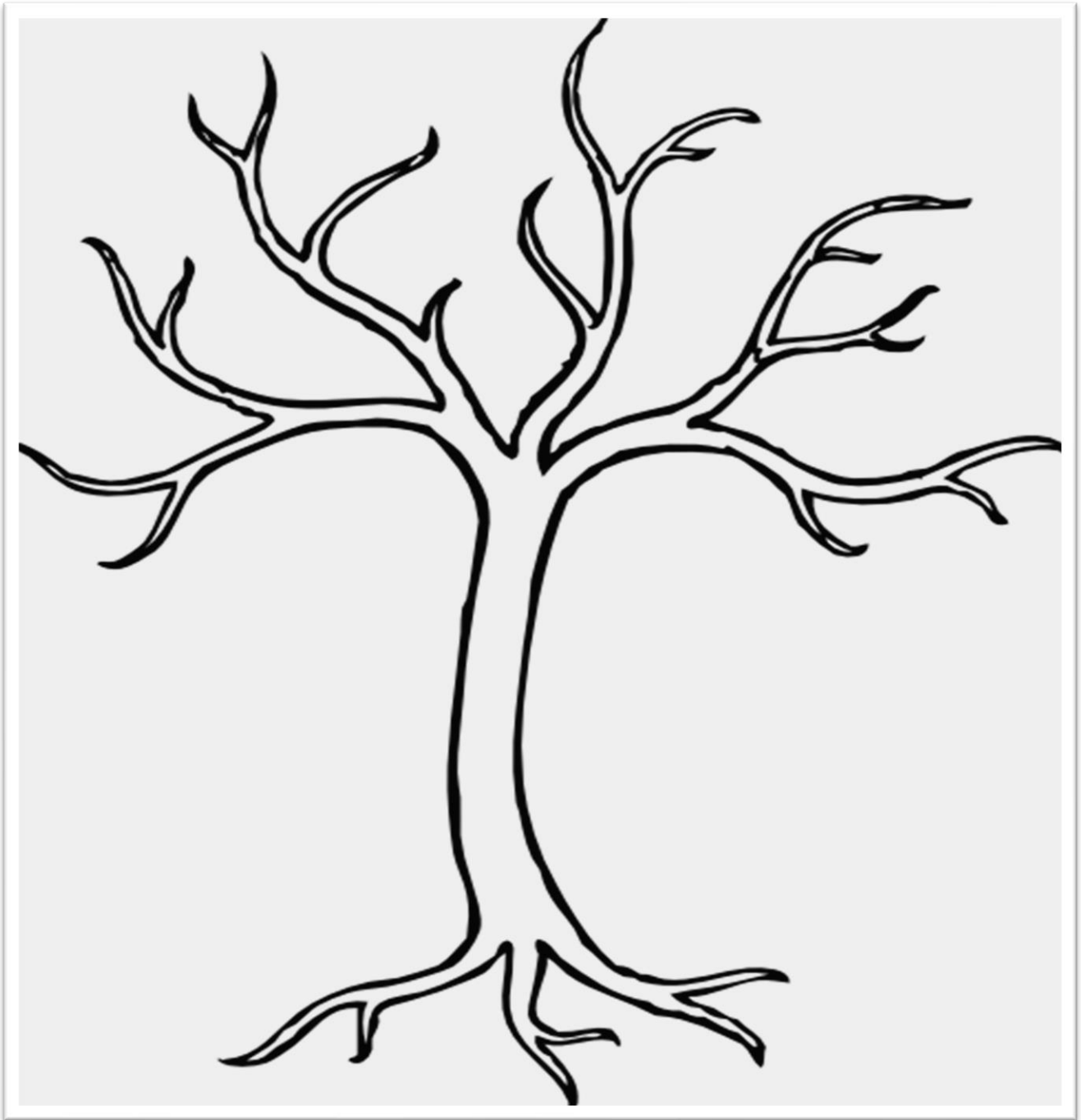




Photo credit: Jake Lyell

Exercise: Job Aid #2—Description of Each Core Belief

Core-Belief: Self-responsibility

Self-responsibility is a belief that we have control over our thoughts and actions, and we have the ability to choose our response to what we experience in the world.

EXAMPLES OF LIMITING BELIEFS AND THEIR REFRAMING: SELF-RESPONSIBILITY

LIMITING BELIEFS	REFRAMING LIMITING BELIEFS	INTENTION STATEMENT
What happened is out of my control	I can choose how I respond in the future	I am willing to take control of my life I have the power to change my life
It is my fate that bad things happen in my life	I can take control of my thoughts and actions	I take responsibility for my life
I do not know how to deal with difficult things	I can learn from difficult experiences to make my life better	I will learn from all of my life's experiences

Core Belief: Self-esteem

Self-esteem relates to how you think about yourself and the belief you have of your own worth, that is, your willingness to believe in yourself. For example, do you believe you have what it takes to be a successful leader? Do you feel worthy of being treated with respect, care, and love?

EXAMPLES OF LIMITING BELIEFS AND THEIR REFRAMING: SELF ESTEEM

LIMITING BELIEFS	REFRAMING LIMITING BELIEFS	INTENTION STATEMENT
I do not accept myself	I accept myself as I am	I will appreciate my many good qualities
I do not deserve prosperity	I am as deserving as others to have prosperity	I will remind myself every day I am worthy of a good life
I am not smart enough	I am capable of doing many different things	I recognize I am an intelligent person

Core Belief: Trust in a higher purpose

Trust in a higher purpose is about being willing to have trust in a purpose that is larger than oneself (for some people this could mean Allah, the Universe, a sense of spirituality, or simply having a purpose in life). Having trust in a higher purpose can help us as we take risks and move forward in our lives. Recognizing a belief in something larger than ourselves can help us reduce stress and cope better with our experiences. This can help us believe that there will be a way forward no matter what the circumstances are.

EXAMPLES OF LIMITING BELIEFS AND THEIR REFRAMING: TRUST IN A HIGHER PURPOSE

LIMITING BELIEFS	REFRAMING LIMITING BELIEFS	INTENTION STATEMENTS
I am alone	I feel supported by something larger than myself	I recognize I am part of the world and earth
I do not know how to trust	I believe in people	I recognize I am loved by Allah/God/Creator/Spiritual Energy
If I trust, I will get hurt	I trust I have a purpose in my life and can get through this difficult time	I recognize that I have a purpose

Core Belief: Positive attitude

A positive attitude is about the willingness to focus on the good things in a situation—to find opportunities and constructive solutions in whatever life presents. It is about keeping positive thoughts and not getting held back or distracted by negative thoughts. It is about choosing—moment by moment—to look for the best in people and the best in things around you. By developing positive thinking habits, you may start to notice new opportunities and be generally happier in situations that present themselves. This does not mean that you only think positive thoughts or that you ignore what is happening because it appears to be negative. In order to have a positive attitude, it is critical that you take an honest look at what is in front of you—both positive and negative. This belief is about trying to find a positive way through a situation despite the challenges that exist.

EXAMPLES OF LIMITING BELIEFS AND THEIR REFRAMING: POSITIVE ATTITUDE

LIMITING BELIEFS	REFRAMING LIMITING BELIEFS	INTENTION STATEMENT
Life is hard	My life is what I make of it	I will practice always finding the good
The world is corrupt	I will find a way	I will find a way and can turn any situation around
It cannot be done	I see opportunities in challenges I face and can learn from them	I will learn from every challenge

Core Belief: Continual growth throughout life

Continual growth throughout life is related to accepting that everything in life is always changing. If we want things to always stay the same, we may not easily accept change and will be fighting and resisting life. This can lead to stress and unhappiness. By recognizing that change is always happening and allowing ourselves to accept change—and to even grow from it—change can positively impact our lives. We may be more open to opportunities, and we may take advantage of those opportunities.

EXAMPLES OF LIMITING BELIEFS AND THEIR REFRAMING: CONTINUAL GROWTH THROUGH LIFE

LIMITING BELIEFS	REFRAMING LIMITING BELIEFS	INTENTION STATEMENT
Change is painful and difficult	With change comes the possibility of greater opportunity	I accept that things will change in my life I will embrace change in my life
I do not know what to do when there is a lot of change	I have the opportunity to learn as things change	I learn from each experience I have

Core Belief: Acquiring our power

In every relationship there are power dynamics. These dynamics differ based on the relationship and can change over time. We may find that we have very little power in a relationship or if the other person in the relationship has dominating power. We may also find that we have greater power when we are doing something with others—such as with other women in a SILC Group. We also have power within ourselves, and this may strengthen when we earn more of our own income, recognizing that we have the capacity and are worthy in making a difference for ourselves and others.

EXAMPLES OF LIMITING BELIEFS AND THEIR REFRAMING: CONTINUAL GROWTH THROUGHOUT LIFE

LIMITING BELIEFS	REFRAMING LIMITING BELIEFS	INTENTION STATEMENT
Everyone has told me that I am weak	My power comes from within	I learn from each experience I have
Everyone else tells me what to do	There are decisions that I can make on my own	I accept that things will change in my life I will embrace change in my life

Exercise: Job Aid #3—Three Masons*

FIRST MASON



One day a traveler approached a community and found three workers busy laying bricks. Curious, he asked the first mason what he was doing. The first mason replied, "I am building myself a house."

SECOND MASON



The second kept on laying bricks while he said, "I'm laying bricks to build a big house for all to see I am important in the community. I am the best at what I do."

THIRD MASON



The third looked up with a visionary gleam in his eye and said, "I am building a school."

Exercise: Job Aid #4—Illustrations of Different People Who Could Be Leaders*

Photo credits: David O'dwyer/The Global Fund (NIG201838979); Lane Hartill (NIG2008016586); Caroline Agalheir (NIG2017061201); Francois Therrien (NIG2014091338); Hadjara Laouali Balla (NIG2021064397)



Exercise: Job Aid #5—Leadership Quotes*

“Leaders become great not because of their power but because of their ability to empower others.” —John Maxwell

“If you want to develop Africa, you must develop the leadership of African women.” —Mrs. Souhenya Ba of Senegal

“Be the change you want to see in the world.” —Mahatma Gandhi

Great leaders don’t tell you what to do ... they show you how it is done.” —Many women and men

“If your actions inspire others to dream more, learn more, do more and become more...You are a leader.” —John Quincy Adams

“Leadership is the art of getting someone else to do something you want done because he wants to do it.” —Dwight D. Eisenhower

“It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. —Nelson Mandela

“I suppose leadership at one time meant muscles; but today it means getting along with people.” —Mahatma Gandhi

“You cannot be a leader and ask other people to follow you, unless you know how to follow, too.” —Sam Rayburn

“Leadership should be born out of the understanding of the needs of those who would be affected by it.” —Marian Anderson

“Leadership and learning are indispensable to each other.” —John Fitzgerald Kennedy

“For us in Jemez [Pueblo], we are leaders among equals ... at some point you are called and given certain responsibilities as a leader. People respect that. But, when your time is done, you are among equals again.” —Benny Shendo

“Nothing is so potent as the silent influence of a good example.” —James Kent

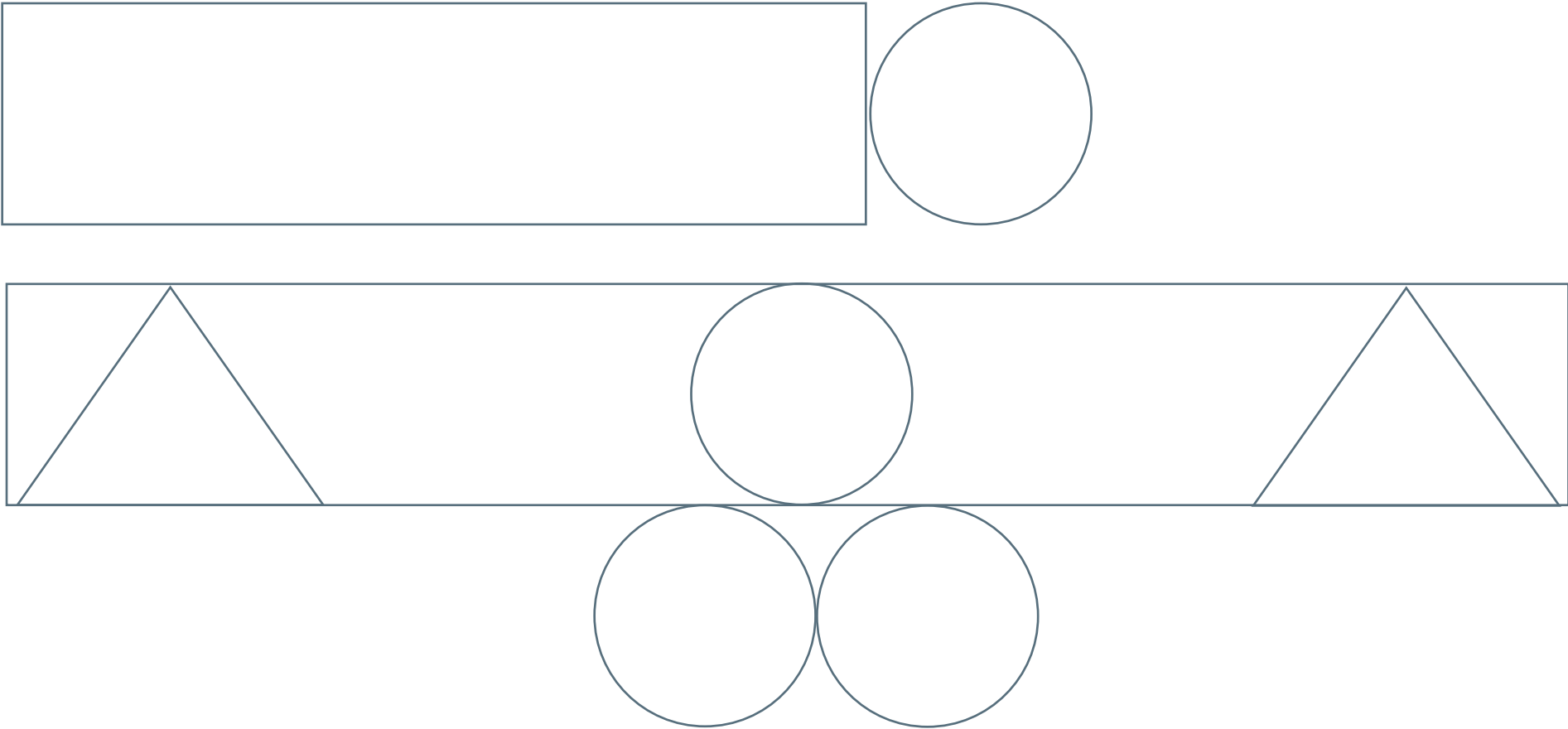
“Cooperation with others. Perception, experience, tenacity. Know when to lead and when to follow.” —Deng Ming-Dao

“The leader is a teacher who succeeds without taking credit. And, because credit is not taken, credit is received.” —Lao Tzu

“If he works for you, you work for him.” —Japanese proverb

“The path to leadership is through service.” —Samoan proverb

Exercise: Job Aid #6—Communications Diagram



Exercise: Job Aid #7—Cast of Characters*

Doctor



NIE2010045101; Photo credit: Karen Kasmauski

Agropastoralist



NIG2009044687; Photo credit: Lane Hartill

Imam



USA2014097560; Photo credit: Richard Reinhard

School Teacher



NIG201838707; Photo credit: Michael Stulman

Baby Boy



NIE2010045055; Photo credit: Karen Kasmauski

Grandmother



NIE201836674; Photo credit: Michael Stulman

Local Leader



NIE201518956; Photo credit: David Snyder

Person Living with Disability



CON2020062093; Photo credit: Justin Makangara

Pregnant Woman



ETH2014087251; Photo credit: Sara A. Fajardo

Girl



NIE201947766; Photo credit: Sam Phelps

Exercise: Job Aid #8—Overcoming Resistance to Change

HOW IS A CANDLE MADE?

- Melt
- Mold
- Harden
- Ignite

MELT	MOLD	HARDEN	IGNITE
Overcoming Resistance	Opinion	Belief	Action
<ul style="list-style-type: none"> ■ Be and appear sincere/honest ■ Find common ground ■ Appreciate what they are doing ■ Give realistic pros and cons ■ Ask them to make your case ■ Try to melt resistance before meetings 	<ul style="list-style-type: none"> ■ Relate to the needs of others ■ Speak to the brain and heart 	<ul style="list-style-type: none"> ■ Earn the trust that you are competent ■ Be and appear professional ■ Speak to the brain and heart 	<ul style="list-style-type: none"> ■ To ignite others to support your cause, you need to be on fire ■ Show your conviction by your positive, passionate communication and confidence

IS IT ALWAYS SUCCESSFUL?

- Of course not!
- Some people come with closed minds (they have already decided)
- Some people come with busy minds (not really listening)
- Some people will not agree with you

Exercise: Annex A—Action Plan for Women Participants

Given Name _____ **Surname** _____

Provenance _____ **Structure** _____

NO	6-MONTH GOAL	ECONOMIC/SOCIAL	ACTION TO BE TAKEN	TIME PERIOD	LOCATION
1					
2					
3					

Done at _____, the _____/_____

Signature/Thumb print _____

Exercise: Annex B—Pre/Post Test

Women’s Leadership Training

Answer with **YES** by raising your hands high or **NO** by crossing your arms.

COMMENT	YES	NO
1. It is important to empower women to participate in community-based organizations		
2. In XXXXXX, women and men can both be leaders of community organizations		
3. Sometimes I think about my past, my present and my future		
4. I often feel unable to carry out my projects		
5. Sometimes I believe that I have no value or skills to carry out my projects		
6. I am confident in my abilities to achieve my goals		
7. I believe I have everything it takes to be a good leader		
8. I can name at least three qualities that I have and appreciate the most		
9. I take the time to analyze myself in order to realize my dreams, to achieve my goals to become a good leader		
10. A woman or a man can become a leader if he/she possesses leadership qualities and skills		
MULTIPLE CHOICE	YES	NO
A good leader works:		
A. To earn a daily living		
B. To build her reputation		
C. For the good of the community		
A good leader must:		
A. Have integrity		
B. Earn and share information		
C. Encourage teamwork		
D. Be selfish		
E. Cooperate with others		
F. Be closed		
A bad leader:		
A. Does not get involved in the group		
B. Does not make any changes in the group		
C. Does not provide orderliness for the group		
D. Leads to better performance in the group		

Exercise: Annex C—Leadership Games

(CONSIDER COVID-19 RESTRICTIONS)

PASS THE HOOP

For this game, everyone stands in a large circle. A hula hoop is placed on one person's arm, and then everyone holds hands.

The objective of this game is to pass the hoop all the way around without letting go of hands.

Leadership skill(s) development learned: teamwork, problem solving and communication.

PULL UP²⁹

For this activity, pair people in twos. Each pair sits on the floor with the soles of their feet together and holding hands. Both players need to stand up at the same time.

Leadership skill(s) development learned: teamwork, problem solving, cooperation and trust.

TALLEST TOWER BUILT

Each team has four people. They must build the tallest tower using paper, glue, scissors and paper clips. Two team members have the left hand of one and the right hand of the other tied together. The other team members are blindfolded. Those who are not blindfolded have one hand free to cut paper, etc. They also must give directions to the blindfolded players to build the tallest tower.

Leadership skill(s) development learned: team building, communication, working with limitations and cooperation.

SURVIVAL GAME

Separate into groups. Each group must choose five items per group they would take to survive on a deserted island or on top of a mountain. Each team must work together and agree on the items. This activity shows what each person's priority is and whether s/he would give in or not budge on a decision.

Leadership skill(s) development learned: problem solving, working with limitations, planning, risk-taking, decision-making, communication and cooperation.

SHAPE SHIFTING³⁰

You will need a rope, tying it at both ends into a loop. It should be large enough for everyone to hold with both hands while they stand together in a circle. Now, tell the group to make a shape—such as a circle, square, triangle, etc. The group then tries to put the rope on the floor in that shape.

²⁹Source: Leadership Development: Discover your leadership potential. Available at <http://www.personalized-leadership.com>.

³⁰<https://www.projectmanager.com/blog/the-9-best-leadership-games>.

Repeat this and add complexity, asking them to make more difficult shapes, such as a horse, chicken, etc. This time, however, they must communicate non-verbally, only with hand gestures. As you continue, remove even the hand gestures for communication. When done, discuss the experience and explain the importance of communication.

ALL ABOARD³¹

Participants are required to build a “boat” using pieces of wood, mats, or any other materials available, and then all must stand on the “boat” at once. As pieces of the “boat” are removed the team must endeavor to occupy the ever-diminishing space as best they can. This activity helps encourage communication, problem solving and critical thinking.

MANEUVER THE MINEFIELD³²

First, blindfold one person in the group. Then, set up an obstacle course or minefield around them. Next, establish a limited set of words that can be said to help direct the blindfolded person through the minefield (for example, just four words: left, right, forward, back). The object of this leadership game is to guide the blindfolded person through the minefield without incident.

³¹ <https://www.stepshift.co.nz/blog/developing-team-performance-with-senior-leadership-teams/strategic-planning-with-an-independent-facilitator/leadership-training-activities.html>.

³² <https://www.projectmanager.com/blog/the-9-best-leadership-games>.