

**Leadership Development Skills (2 hours)**

**DRAFT - For Field Test**

*Training and Mentoring Skills Series  
Staff Skill Building Library  
Raising Voices*

(SASA! Awareness Phase Logo)

This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using the *SASA! Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using SASA! simply replace the word SASA! wherever you see it in the text with the name of your methodology.

This module is part of the *Training and Mentoring Skills* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php) or requested at [info@raisingvoices.org](mailto:info@raisingvoices.org) The *SASA! Activist Kit* can be downloaded at [www.raisingvoices.org](http://www.raisingvoices.org)

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© Raising Voices 2009  
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Written by Sara Siebert with Lori Michau  
Artist: Marco Tibasima  
Designer: Samson Mwaka  
Photo: ©Heidi Brady  
Raising Voices  
Plot 16 Tufnell Drive, Kamwokya  
P.O. Box 6770  
Kampala, Uganda  
Phone: (+256) 41 4531186  
Fax: (+256) 41 4531249  
[info@raisingvoices.org](mailto:info@raisingvoices.org)  
[www.raisingvoices.org](http://www.raisingvoices.org)

## Leadership Development Skills (2 hours)

### Objective

- Demonstrate techniques in developing leadership among activists.

*Note: This session should be conducted after Choosing Who to Mentor First: Social Network Analysis session.*

### Competencies

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

- Describe how relationship building can be helpful to motivation and ownership of SASA! by community activists.
- Discuss the challenges of individual leadership development (jealousies, material expectations, etc) and ideas for how to respond to those challenges.
- Describe how a leadership development focus will impact the way activities are conducted (e.g. bi-monthly sessions, provision of monitoring support, etc.)
- Demonstrate a 1 on 1 meeting with a community activist.

### Preparations

- 2 flip charts, labeled “Worst Case Scenario” and “Vision of Leadership Development”.

## Steps:

### From Here to There

1. Explain: *In SASA!, Community Activists (CA's) are the key to creating social change and preventing violence against women and HIV. In this session, we will discuss how to develop the leadership skills of CAs and other activists.*
2. Ask: *Imagine you are implementing SASA! with no leadership among community activists (CA's) and other activists. What would that be like?*
3. Write responses on flip chart. Label the flip chart "Worst Case Scenario" e.g.
  - We have to chase CA's to do activities, but they continue to cancel and not conduct them.
  - CA's only conduct activities if we are there to monitor them.
  - The community can tell CA's are not very invested in the work, so they are also not inspired.
  - CA's and communities continuously ask for sitting fees and stipends to do "the organization's" work, etc.
4. Explain: *If the community does not take ownership of the program, things are pretty difficult for us. It always falls to us to move things forward, activism doesn't spread, and we continue to be the only real activists working on these issues—which means our impact is only as big as the number of people we can personally talk with in a day. Not much changes.*
5. Put a blank flip chart to the right of the other flip chart. Label this flip chart "Vision of Leadership Development".
6. Ask: *What would SASA! implementation be like if the CA's and activists themselves took leadership and ownership of the work?*
7. Write responses on flip chart. e.g.
  - CA's support each other to do activities.
  - There is a culture of mentoring other SASA! activists, so activism spreads.
  - CA's see the value to their lives and communities of SASA! so they understand why the organization does not provide sitting fees, stipends, etc.
8. Give a few of the following prompts to help the group think concretely about what community ownership would look like:
  - How would we conduct **CA bimonthly sessions** with a focus on CA leadership development?
  - How would we **provide feedback** with a focus on CA leadership development?
  - How would we **give monitoring support** with a focus on CA leadership development?
  - How would we **decide who speaks at community events** with a focus on CA leadership development?
  - How would we **plan activities** with a focus on CA leadership development?
  - Etc.
9. Explain:

- *Leadership among CA's would mean CA's doing activities without staff, mentoring and supporting each other, motivating each other and holding each other accountable, taking on extra activities, doing things like becoming interns at the organization, and starting to set the agenda for their own community.*
- *To achieve this, we need to create a certain kind of culture among CA's—a "culture of responsibility". In a culture of responsibility, CA's and we give direct feedback so they can improve on their skills. We commit to helping each other grow into the people and professionals we want to be. If you see someone not doing well, it means giving them feedback and mentoring, and talking with them about it and seeing what is going on.*
- *There are various skills we can build in ourselves and CA's to help create a culture of responsibility among CA's where they can mentor each other and hold each other accountable for quality, among all the other things we have listed in our ideal vision.*
- *Today we will focus on relationship development with key CA's, identified in our social network maps and talking with CA's about leadership development, where they can reflect on their individual goals and discuss ways that SASA! activism relates to fulfilling their individual goals.*

### **Relationship Development with Key Activists**

1. Optional: tell the following story:

*There is a story about Cesar Chavez, the legendary community organizer and head of the United Farm Workers, who improved workers rights for many previously exploited workers in the United States.*

*"Three young organizers, eager to learn from the best, drove through the night to see Chavez at his home. When they got there, they all sat down to talk.*

*'Tell us, please,' they said, 'the secret to being a good organizer.'*

*Chavez replied, 'Well, first you talk to one person, then you talk to another person . . .'*

*'No, no, no. We want to hear how it really works. What you've done here that's made farm worker organizing and the grape boycott so successful.'*

*Chavez was silent for a moment.*

*'Well,' he said finally, 'first you talk to one person, then you talk to another person . . .'*

*-Quoted in Horwitz, C. (2002). *The Spiritual Activist: Practices to transform your life, your work, and your world.* New York: Penguin Press, pp. 105.*

2. Ask: *Why is learning how to talk with people and build relationships the key to leadership development?*
3. Solicit a few responses e.g.
  - The more people know you, the more likely they are to listen to you.
  - When people feel comfortable, they take more risks.
  - The more we know about activists, the more we understand what motivates them to take on SASA!—and we can remind them and encourage them to increase that motivation.
4. Ask: *What would we want to know about our potential leaders?*
5. Write responses on flip chart. Be sure the following are included:
  - Personal information (are they married, do they have kids, what is their family environment like, what else do they like to do when they're not busy volunteering for SASA!, etc.)
  - What do they feel confident in about themselves (e.g. their ability to be a good parent, their business skills, how to do carpentry, etc.)
  - What other important roles do they play in life? (e.g. active in church, parent, auntie, etc.)
  - What about the person makes others listen to them/ have strong relationships with them?
  - What motivates them to do this work?
  - Strengths as a person.
  - Challenges as a person/ challenges in getting them to take on more leadership.
  - Where do they see themselves as a leader?
  - What skills do they think would help them become a better leader within their own community?
  - What are some personal goals they have in developing leadership skills?
  - What are 2 things they could you do within their SASA! CA work in order to help them build these skills (e.g. co-facilitate a bimonthly session, help staff organize a training, go along with staff to mentor a fellow CA, etc.)
6. Invite participants to sit back and reflect on one activist who came out in their social network maps in the *Choosing Who to Mentor First: Social Network Analysis* session, or who they know they will be mentoring.
7. Ask: *Can you answer all of the questions we wrote down about that person?*
8. Explain: *It is common not to be able to answer all of these for all the CA's we want to mentor and develop relationships with, and yet we want to find out the answers to know our CA's and their motivations better.*
9. Ask: *Apart from asking direct questions, how else might we get to know the answers to these questions?*
10. Write responses on flip chart, e.g. visiting the person in their home, chatting with them, spending time with them, meeting their family and friends, etc.

11. Explain: *This is not just socializing, it's organizing. It must be genuine, but also with purpose or it is wasting your time and theirs.*
12. Ask for a volunteer who is willing to play a CA who has leadership potential, but who has been challenging to involve positively in SASA!
13. Invite the person to explain a bit of the situation. If it seems like a typical yet, tricky situation with some potential for change with relationship building, ask the volunteer if they would be able to act like this CA in a role play.
14. Ask all participants to sit in a circle around the volunteer "CA".
15. Explain:
  - *This person will play the CA, and, one by one, we will each try to build a relationship with this person. We will pretend that the story continues with one staff person only, though there will be many of us practicing our skills.*
  - *When I hold up a card that says "next" the person who has been playing the staff in the role play will stand up and sit somewhere else, and someone else will take their place as staff.*
  - *During this role play, we might make one or more than one visit to the CA—because maybe everything we want to talk about will not be right to talk about all at once.*
  - *We want to find out some things we do not know about the CA, address any concerns we have, and talk to them about taking more leadership in SASA! activism, among CA's.*



16. Conduct role play, asking staff to switch out talking with the "CA" every few minutes or as it seems appropriate.
17. Debrief about the role play, asking participants to give positive feedback and suggestions for improvement to their fellow participants.

### **Validation Option: Activity in Training**

This activity allows for group validation of the competency:

- Demonstrate a 1 on 1 meeting with a community activist.

In group switch off role play, did participants exhibit relationship building skills discussed throughout the training? Did they find out answers to important relationship building questions, in a natural way? Did they increase their understanding of the community activist's motivation to do SASA! work in their community? If so, then the group demonstrated the competencies. If not, further training is recommended.

18. Ask: *What are some challenges to using this method of relationship building?*
19. Solicit responses. Be sure to include discussion of not ignoring others—ideally, we want them all to be leaders and we'll get there over time. Also include discussion of how to make sure relationships being built are between the CA and the organization, not just the CA and that particular staff.
20. Explain: *In addition to 1-on-1 relationship building, we can work with CA's as a group to create leadership development plans, being careful we do not promise them opportunities we cannot provide. We can also regularly shift who we provide mentoring to, offering support to those who seem to be working hard and have leadership potential.*
21. Answer any participant questions.
22. Go around the room and invite participants to set mentoring goals for the next month, specifying what they will do to build relationships with the people they are to be mentoring (e.g. supporting activities conducted by that person, providing feedback, and spending time developing relationships and answering the questions discussed in this session).
23. Summarize:
  - *Today, we have learned how building relationships is one of the best ways to build leadership, and how building leadership is the only way to create community ownership of the program.*
  - *Over time, part of a CA's leadership development might become mentoring other activists of their own, so that gradually SASA! activism becomes self-sustaining without staff—so we can move on to other communities.*
  - *Thanks to all for participating.*



## Validation Options

Validation is another way to say “assessment” or “pre/post-test”. It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php)

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with and 'X' for each competency.
3. Plan a time in the training agenda to use the validation method you've chosen to test each competency.

### Suggested Validation Methods

Competency (Specific skill)	Group Validation <i>Use if it is sufficient for the group, as a whole, to demonstrate the competency</i>					Individual Validation <i>Use if essential for each participant to demonstrate the competency her/himself</i>			
	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview / Role Play	Game Show (All Play)	Written Quiz
Describe how relationship building can be helpful to motivation and ownership of SASA! by community activists.**		X	X	X	X		X	X	X
Discuss the challenges of individual leadership development (jealousies, material expectations, etc) and ideas for how to respond to those challenges.**		X	X	X	X		X	X	X
Describe how a leadership development focus will impact the way activities are conducted.**		X	X	X	X		X	X	X
Demonstrate a 1 on 1 meeting with a community activist.	X						X***		

\* Activity in Training includes many possibilities, depending on the module, including brainstorms, group practices, debates, agree/disagree/not sure exercise, and others.

\*\*See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.

\*\*\*Note: Individual validation possible through exit role play asking each participant to demonstrate relationship building skills.

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## Validation Questions

- How does relationship building help to promote community activist motivation and ownership of *SASA!*?
- Name one challenge of leadership development, and how you will respond to that challenge.
- Name one way that having a leadership development focus will change the way you conduct activities (e.g. bimonthly community activist meetings, provision of monitoring support, or selection of speakers at public events).
- Facilitator's Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods. Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php) and go to *Training Validation Methods: A how-to guide for assessing participant learning*.

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