

Name: _____ Date: _____

Facilitator: _____ Cohort: _____

Instructions: Read each section carefully and answer all questions based on the training materials. Be thorough in your responses, using examples where possible. Submit this completed document to your facilitator.

PART A: CORE CONCEPTS REFLECTION (30 points)

Question 1: Leadership vs. Management (5 points)

Explain the difference between "doing the RIGHT things" and "doing things RIGHT." Why must youth-led NGOs balance both?

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Question 2: Organizational Structure (5 points)

Describe the distinct roles of the Board of Directors, Executive Team, and Members. Why is it problematic for the same people to serve on both the Board and Executive Team?

Role	Primary Responsibility	Key Functions
Board of Directors		
Executive Team		
Members		
Why separation matters:		

Question 3: The "Three Tests" of Ethical Leadership (10 points)

For each test below, explain the ethical principle it represents and why it matters for youth leaders.

Test	Ethical Principle	Why It Matters
The Late Report Test		
The Friend's Request Test		
The Leftover Money Test		

Question 4: Conflict of Interest (5 points)

What is a conflict of interest?

List the THREE required steps for handling a conflict of interest properly:

1. _____
2. _____
3. _____

Question 5: Safeguarding (5 points)

Why is safeguarding described as "NON-NEGOTIABLE" for youth NGOs?

List THREE essential safeguarding measures every organization must have:

1. _____
 2. _____
 3. _____
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PART B: CASE STUDY ANALYSIS (50 points)

Read the following case study carefully and answer all questions below.

THE BOARD CHAIR'S SON

Adapted from the Association of Fundraising Professionals Ethics Case Library

You are the Executive Director of a youth-focused NGO in Rwanda called "Future Leaders Initiative" (FLI). Your organization works with young people across Kigali and rural areas, providing leadership training, mentorship, and educational support. FLI has grown significantly over the past three years and now has a solid donor base, including international partners, local businesses, and individual supporters.

Each year, FLI hosts a Celebration Dinner to thank donors and showcase program impact. The dinner includes a printed program book that lists all donors who have not requested anonymity. Donors are also recognized on your website and in your annual report. The donor list includes names, phone numbers, email addresses, and in some cases, donation amounts—information that is treated as confidential and used only for organizational communications.

Several months after this year's Celebration Dinner, you receive an angry phone call from Madame Clarisse Uwase, a prominent donor who has supported FLI for two years. She is a businesswoman in Kigali who values her privacy highly and has always requested that her contact information be handled with care.

Madame Uwase explains that she received a call on her personal cell phone—a number she describes as "very hard to get" and that she does not share publicly. The caller was a young man named Martin, who identified himself as an investment advisor. Martin explained that he was calling to offer Madame Uwase investment opportunities, mentioning that he understood she was a person of means who supported youth causes.

When Madame Uwase asked how Martin got her number, he vaguely mentioned that he had "connections" to youth organizations in Kigali and that he was "just trying to help young people by connecting with people who care about youth."

Madame Uwase is furious and deeply concerned. She accuses FLI of sharing her confidential information without permission. She states:

"I trusted your organization. I gave my private number because I believed you would protect it. Now a stranger has called me, and I have no idea how many people have my information. I am seriously considering posting about this on social media to warn others that FLI cannot be trusted with personal data. Was your Board Chair involved in this? How do I know my information is safe?"

After ending the call, you begin investigating. You learn that Martin is the son of your Board Chair, Mr. Jean-Paul Kagabo. Martin is not affiliated with FLI in any official capacity. He is a young entrepreneur who recently started an investment company targeting high-net-worth individuals.

You also discover that the printed program book from the Celebration Dinner was left in the FLI office common area for several weeks after the event. Staff and visitors had access to it. There is no evidence that Martin took the book himself, but you cannot rule out that he may have had access through his father or visited the office during that time.

Organizational Policies:

- FLI has a Conflict of Interest Policy that all Board members sign annually. It requires disclosure of any potential conflicts.
- FLI has a Data Security Policy that outlines how donor information should be stored and accessed. However, no one signed a specific confidentiality agreement for the Celebration Dinner donor list.
- The Board Chair, Mr. Kagabo, is aware of his son's business but has never disclosed this as a potential conflict since Martin is not an FLI employee or vendor.

Your task: As Executive Director, you must now address this situation with Madame Uwase, your Board, and your team.

Questions:

1. Identify the Issues (10 points)

What are the potential ethical issues in this situation? List at least FOUR distinct issues.

Issue	Explanation
1.	
2.	
3.	
4.	

Who is impacted by this situation, and how? Complete the table below:

Stakeholder	How They Are Impacted
Madame Clarisse Uwase	
FLI as an organization	
The Board Chair (Mr. Kagabo)	
Martin (the son)	
Other donors	
FLI staff and volunteers	

2. Analyze the Policies (10 points)

The training slides discuss "Managing Conflict of Interest." Based on this section, what policies or procedures should have been in place to prevent this situation?

How does this case relate to the principle that "Hiding conflicts destroys trust. Disclosing them builds it"?

3. Apply the Three Tests & Leadership Concepts (10 points)

Which of the "three tests" from the training does this situation most closely resemble? Explain your reasoning.

The training discusses "Authority vs. Leadership" and states: "*People follow because they WANT to, not because they HAVE to.*" If you apply this concept, how should the Board Chair respond when he learns about this situation? What would a *true leader* do versus someone who simply relies on their *authority*?

Authority-Based Response

Leadership-Based Response

4. Action Plan: Using the 5-Step Conflict Resolution Process (15 points)

Using the 5-step conflict resolution process from the training, outline exactly how you would handle this situation. For each step, describe specific actions you would take.

STEP 1: LISTEN to Both Sides

"Meet each person separately first. Let them tell their story without interruption."

Who will you meet with first, and what will you say? What questions will you ask to understand their perspective?

Action: _____

STEP 2: IDENTIFY the Real Issue

"Often, surface conflict hides deeper problems."

Beyond the obvious issue of a donor being contacted, what deeper issues might this situation reveal about FLI's culture, policies, or governance?

Action: _____

STEP 3: BRING THEM Together

"Create neutral space. Set ground rules."

Who needs to be brought together? When and where would you hold this meeting?
What ground rules would you set?

Action: _____

STEP 4: FIND Common Ground

"What do both parties want? Focus on shared interests."

What shared interests exist between Madame Uwase, FLI, and the Board Chair? What goals do all parties have in common?

Action: _____

STEP 5: AGREE on Solutions

*"Brainstorm options together. Choose solution both can live with. Write it down."**

What specific solutions would you propose? How will you document the agreement and follow up?

Action: _____

5. Prevention (5 points)

Based on the "Ethical Use of Resources" section of the training, what policies or procedures would you implement to prevent this from happening again? Be specific.

Area	New Policy or Procedure
Donor data access	_____
Board member responsibilities	_____
Office security/access	_____
Staff training	_____
Confidentiality agreements	_____

PART C: PERSONAL LEADERSHIP REFLECTION (20 points)

Reflect on the "Personal Values & Self-Awareness" section of the training and answer honestly.

1. Identify Your Core Values (4 points)

List 3-5 values that guide your leadership (examples from training: honesty, community, justice, innovation, transparency, service):

- _____

- _____
 - _____
 - _____
 - _____
-

2. Self-Assessment (4 points)

What are your natural strengths as a leader?

What skills do you most need to develop?

3. The "Ego vs. Mission" Question (6 points)

The training asks: *"Am I leading for MY ego, or for the mission and community?"*

Reflect honestly on a time when you had to check your ego as a leader. What happened, and what did you learn?

4. Commitment to Growth (6 points)

The training concludes: *"Start small: Pick ONE thing to improve this week."*

What is one specific thing you will improve this week, and what action will you take? Be detailed and realistic.

I will improve: _____

This week, I will take the following specific action(s):

- _____
- _____
- _____

I will know I have succeeded when: _____

SUBMISSION GUIDELINES

Requirement	Details
Format	Typed or neatly handwritten
Length	Complete all sections thoroughly
Due Date	_____
Submit To	Your facilitator at the next session
Questions?	Contact your cohort facilitator

For Facilitator Use Only:

Section	Points Possible	Points Earned	Comments
Part A	30		
Part B	50		
Part C	20		
Total	100		

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"Great leaders are made, not born. You have everything you need to lead
with excellence."

- Youth Advocate Network Rwanda
