

TRAINING MANUAL FOR
CAPACITY BUILDING FOR
ELECTED AND ASPIRING

WOMEN LEADERS

IN SIERRA LEONE



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**WOMEN
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PUBLISHED BY SEND SIERRA LEONE UNDER THE PROJECT
“MORE THAN A WOMAN: STRENGTHENING WOMEN’S
PARTICIPATION IN POLITICS AND GOVERNANCE”

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We want to acknowledge the support extended by Irish Aid through its Embassy in Sierra Leone towards the implementation of the project, which is the foundation for this publication. We also acknowledge Christian Aid and DFID for initiating the women empowerment work in Kailahun that contributed to the scale-up efforts.

We also want to thank SEND Sierra Leone resource persons; the Director, finance and programs staff for their support in conceptualizing the content of the manual and for providing the background of the project. We also want to acknowledge the women groups for whom this publication is developed.

We hope this manual will be utilized by the expected users and that it will contribute towards SEND-Sierra Leone overall program objectives.

FOREWORD

Even though the government of Sierra Leone has ratified a wide range of international and regional Human Rights treaties including the Convention on the Elimination of all Forms of Discrimination (CEDAW), the Convention on the Rights of the Child (CRC), the Maputo protocol, the Beijing Platform and African Charter on Human and People's Right (ACHPR), achieving gender equality remains a huge challenge.

In the area of political processes, women are confronted with limited access to decision-making processes, and access to and control over resources. Women and girls are still underrepresented in leadership positions and hardly participate in decision-making on issues that affect them. Against this backdrop, SEND- Sierra Leone with funding from Irish Aid through the Embassy in Sierra Leone and the Eastern Women in Governance Network are implementing a project called "***More than a Woman: Strengthening Women's Participation in Politics and Governance***". The project aims to strengthen the active participation of women in their social, economic and political life. This is in direct support of a society where women and men are valued equally and have equal access to opportunities, resources and development.

SEND-SIERRA LEONE is committed to delivering effective, and innovative interventions to help people, especially women transform their minds and hearts to contribute to economic progress and inclusive governance. A key aspect of our approach is changing people's mindsets – especially those of women – to understand that they always have options. Once they're able to reflect on the challenges they face and gain a fresh perspective, we help motivate and facilitate them to identify and build on what they already have.

We don't believe in imposing solutions. Instead, we support women by giving training, guidance and an opportunity to discuss their problems, propose solutions and implement these.

This manual aims to build on that vision by contributing to improving leadership skills of women leaders and aspirants in Sierra Leone. The manual will help women adopt transformative leadership practices, as well as embrace the emotional and social intelligence necessary and sufficient for economic empowerment, self-reliance. This will enhance their actions towards successful political leadership. SEND and partners strongly believe and support the role of women in transforming their communities and society. We also recognize that this role can be engendered by effective mentoring, accompaniment, catalyzing, and training to create choice power and/or the resources for promoting the rights of women.

We remain relentless in the pursuit of this vision and through the publication and free distribution of this manual, SEND-Sierra Leone and Irish Aid wish to make a humble contribution to the efforts aimed at enhancing the leadership skills among women leaders in the targeted districts.

We hope that if well utilized by the expected users, this manual will contribute towards the country's Medium-term National Development Plan (MTNDP), the recommendations of the 2018 EU Observation Mission Report on women's participation in politics and governance and its recognition of SEND's women empowerment work in Kailahun as a model; SDGs Goal 5: Achieve gender equality and empower all women and girls; GOAL 16.7: Ensure responsive, inclusive, participatory and representative decision-making at all levels; and the commitment of the government of Sierra Leone towards the empowerment of women to address their economic, political, and educational and health challenges and SEND-SIERRA LEONE program objectives.

We hope that this Manual will add value to Sierra Leone's ongoing social, political and economic transformation.

Joseph Ayamga
Country Director
SEND-SIERRA LEONE



List of Abbreviations

ACHPR

African Charter on Human and People's Right

CEDAW

Convention on the Elimination of all Forms of Discrimination

CBO

Community-Based Organization

CRC

Convention on the Rights of the Child

GoSL

Government of Sierra Leone

MTNDP

Medium-Term National Development Plan

MTNDP

Medium-Term National Development Plan

SEND-SL

Social Enterprise Development Sierra Leone

SDG

Sustainable Development Goals

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ANNEX 1

Context

Sierra Leone like many developing countries is struggling to strengthen its governance and democratic processes to attain gender equity. Despite recommendations of the Truth and Reconciliation Commission report (2004) for gender equality, politics and decision making are still almost absolutely dominated by men.

Over the years, national non-governmental organizations, such as the SEND Sierra Leone with support from Irish Aid and Christian Aid have made significant strides to change the narrative, especially in the Eastern Province of the country. While success scored in Kailahun Districts in 2012 was not substantially sustained in the 2018 elections, there was appreciable progress in the Kono and Kenema districts concerning women assuming leadership positions in their localities and at the national level.

Against this backdrop, SEND with support from its partners is determined to step up progress by building the capacity of women to improve on their participation in decision-making, politics and governance in Sierra Leone by ensuring that women's collective voice, knowledge, capacity on gender, and accountability in politics and governance at district and regional level is strengthened. Women are economically empowered through resource mobilization and utilization, increased national-level advocacy, networking on women's participation in decision-making, governance and politics.

To achieve this goal, the training manual is divided into four modules with each module containing interactive sessions:

Modules

Module One

Aims at increasing women's knowledge and attributes to assume effective leadership.

Module Two

Aims at developing the mindset of an effective leader (adapted from "Mindset by Dweck C, (2006) and Goleman D, 1995)

Module Three

Aims at nurturing productive leaders who command respect and motivate others.

Module Four

Aims at strengthening women's voice to participate in more meaningful politics and decision making.



Hi there !

I'll be your guide

Guide For Facilitators

The manual is written in such a way that trainers with less experience can use but it should be noted that the topics require experienced trainers. Facilitators should have at least basic knowledge about gender, governance, be skilled and motivated to use a participatory way of training. We will also stress that the trainer reads the chapters concerned before doing the assignment. Each assignment describes step-by-step what the trainer can do to achieve its aims. The manual, however, should not be a recipe book describing in detail what ingredients to add and mix for a good meal. The trainer is free to use other methodologies and procedures to pass on the knowledge better.



INTRODUCTION

Learning Objective

TO SET THE SCENE AND ATMOSPHERE FOR INTERACTIVE AND FUN LEARNING

1. Getting to know each other.
2. Remembering Names
3. Setting up group rules and fixing tasks



Time

Procedure

Materials

05
minutes

Facilitator:

- Prepare and hang four sheets of flipchart paper on the wall
- Choose from the exercise options in Handout 1 and hand participant a card with the selected expectations exercise to fill out
- Facilitator read out the expectations and summarize by grouping those that are similar
- Keep the expectation chart on the wall throughout the workshop and refer to them from time to time to ensure they are being covered in the training

- Training manual
- Flip Chart
- Pens
- Ticker Pads

35
minutes

- Briefly introduce the workshop, the themes it will address and what to be achieved over the three days of training.
- The workshop will address strategic leadership skills and seeks to teach participants the full process necessary to be a good leader;
How to increase women's participation in elected and political leadership positions in their respective communities

- Training manual
- Flip Chart
- Pens
- Ticker Pads



- After introducing the workshop, check how participants' expectations are aligned with the training outcomes.
- Use handout 1 to help participants to express their expectations, choose one of the options for the exercise.



are you ready?
Let's try it.

Handout One
Answer these questions:

Question

01

What do you want to know by the end of this training?

Question

02

What do you want to be able to do by the end of the training?

Question

03

How would you like to feel at the end of the training?

Question

04

Do you have other types of expectations?

Complete the following sentences:

1. I will be **Happy** if

2. I will be **Unhappy** if

3. I **Want**

3. I do not **Want**

Examples

- I **Want** to learn more about the different leadership strategies
- I **Want** to be able to mobilize my community people for a purpose
- I **Want** to learn about power analysis



At the end of the workshop, verify whether or not participants' expectations have been met.

Ask participants to attach the post-its on the flipchart on the wall marked:

- "know", "able", "feel", Other
- Happy, Unhappy, Want, Do not want,

Familiarize yourself with all the expectations and show how the workshop agenda will allow for the expectations to be met.

Ice-Breaker

Game: Councillor, Minister, Honorable

| Time | Procedure | Materials |
|------|-----------|-----------|
|------|-----------|-----------|

**30-35
minutes**

- Depending on the size of the group, allow participants to get acquainted / ice breaker
- Cut the index cards into small rectangular to fit into a badge
- Provide an overview of the agenda
- Use Handout 2 below to begin the exercise.

- Index cards
- Badges
- Markers

To allow participants to get acquainted and make facilitation interactive, ask each participant to identify him/herself by giving his/her

First Name & Last Names, Where They Are From, Title Or Nickname.

As part of the training which is linked to women's increased participation in political life, you can let participants pick a political honorific title (***Minister, Honorable, Councillor...***). Participants should put themselves in the place of the decision-makers towards whom most of the activities will be oriented.

(The title chosen is followed by the participant's nickname (usually a short form of their first name)



Note

The choice of title may give you an idea about the political aspiration of the participant.

MODULE ONE

INTRODUCTION TO LEADERSHIP THEORIES

This Module Aims To Increase Women's Knowledge And Improve Women's Attributes To Assume Effective Leadership



Session One**Definition of Leadership/ Leadership styles/ competencies****Session Two****Leadership functions and attributes****Session Three****Practice leadership skills**

SESSION ONE

DEFINITION OF LEADERSHIP/LEADERSHIP STYLES/COMPETENCIES

Learning Objective

By the end of this session, participants will be able to identify leadership qualities and apply their understanding in their contexts

| Time | Procedure | Resources and Methodology |
|----------------------|--|--|
| 05 minutes | <ul style="list-style-type: none"> The facilitator presents the learning objectives of the session | <ul style="list-style-type: none"> Training manual |
| 40 minutes | <p><i>Facilitator:</i></p> <ul style="list-style-type: none"> In buzz groups of 2 or 3, ask the participants to describe their ideal leader. In buzz groups of 2 or 3, ask participants to list the qualities of an ideal leader/good leader | <ul style="list-style-type: none"> Flip Chart Markers Sticky Notes Masking Tapes |

- Write their answers on a piece of flipchart paper and identify the common qualities
- Refer to Handout 1 to fill in the gaps
- During the discussion, ask them whether they possess such qualities and why they think so.

Methodology

- Buzz group's Presentation
- Plenary Discussion

Handout One

DEFINITION OF LEADERSHIP

Leadership is the action of leading a group of people or an organization.

Who Is A Leader?

A leader is someone who influences and guides others towards the accomplishment of a goal. Leaders have specific skills and attributes that enable them to lead others.

Leadership is a process of influencing others to achieve a given task or goal in a specific period.

Qualities Of A Good Leader:

A good leader should possess the following qualities:

- **Visionary:** Visualizes what can be done focusing on the bigger picture – looking ahead of others.
- **An energetic/ charismatic:** Enthusiastic about what can be done and engaging the people they lead.
- **Responsible:** Accountable for their actions and observe high standards in whatever they do.
- **Consults:** Seeks the opinion of others before deciding
- **High sense of integrity:** Leads by example in whatever they do being mindful that their followers are likely to emulate their character
- Respect self and others.

- **Available and dependable:** Accessible and committed to serving those you lead.
- None discriminating, treat people equally and is fair.
- **Understanding:** Appreciates and empathizes with people but not emotional
- **Self-control:** Reflects on self and is aware of the impact they make on others, manages emotions effectively, amplifies their strength and work on their weaknesses.

SESSION TWO

LEADERSHIP FUNCTIONS AND ATTRIBUTES

| Time | Procedure | Resources and Methodology |
|------------|---|--|
| 05 minutes | <ul style="list-style-type: none"> The facilitator presents the learning objectives of the session | <ul style="list-style-type: none"> Training manual |
| 40 minutes | <p><i>Facilitator:</i></p> <ul style="list-style-type: none"> Brainstorm with the participants to identify different functions of a leader. Write their answer on a flipchart and categorize the functions Refer to handout 1 and fill in the gaps. Briefly discuss the environment needed to support the leader to fill these functions Briefly discuss the different leadership styles using handout 2 Conclude the session | <ul style="list-style-type: none"> Flip Chart Markers Sticky Notes Masking Tapes <p><i>Methodology</i></p> <ul style="list-style-type: none"> Buzz group's Presentation Plenary Discussion |

Handout One

Getting Tasks Done

- Initiating
 - Planning
 - Mobilizing
 - Controlling
 - Process observation
 - Delegating
 - Coordinating
 - Clarifying
-

Group maintenance Functions

- Encouraging
 - Harmonizing
 - Guidance/ direction
 - Motivating
 - Evaluating
 - Conflict resolution
-

Handout Two

LEADERSHIP STYLES

| Leadership Style | Description | Strengths | Strengths |
|--|--|---|---|
| <ul style="list-style-type: none"> • Authoritarian / Dictatorship | <p>Leadership makes the decisions and announces them to citizens</p> | <ul style="list-style-type: none"> • Saves time • Decision is usually clear and final • Leadership is in control | <ul style="list-style-type: none"> • Other, better options may not be considered • Citizens may lack the commitment to the decision |

| | | | |
|--|---|---|---|
| | | | <ul style="list-style-type: none"> • Citizens may be resentful and/or uncooperative |
| <ul style="list-style-type: none"> • Visionary | Charismatic and inspiring. | <ul style="list-style-type: none"> • Saves time • Intensely focused and enthusiastic • Strategic thinkers • Skilled at communication and confidence | <ul style="list-style-type: none"> • High-risk takers • Does not provide clear direction. • People may lose interest and resent |
| <ul style="list-style-type: none"> • Democratic | All members of the group vote for their preferred decision | <ul style="list-style-type: none"> • Followers feel involved • Decision receive a high level of support • Chance of implementation is good | <ul style="list-style-type: none"> • Decision-making may take more time • The most popular decision may not be the best option available • Those on the losing side may feel resentful |
| <ul style="list-style-type: none"> • Transformational | These leaders inspire, encourage and motivate their followers | <ul style="list-style-type: none"> • Take calculated risk • Ability to entertain new ideas • Ability to keep their ego in check | <ul style="list-style-type: none"> • Tend to overlook small details that could make a big impact • Blinding passion • Risk of burnout |



Key Message

- Leaders emerge to address situations. Different situations require applying different styles of leadership. The use of a leadership style depends on the situation. However, some situations require a combination of two or more leadership styles.
- It is important to note that decisions made with the involvement of others generally result in a higher level of "ownership" and commitment, which in turn results in a higher chance of implementation.
- Successful leaders are those who promote and respect the acceptable values in the communities they serve.

SESSION THREE

PRACTICE LEADERSHIP COMPETENCIES

Objectives:

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

- Describe and understand leadership skills/competencies.
- Practice different leadership techniques.

| Time | Procedure | Resources and Methodology |
|------|-----------|---------------------------|
|------|-----------|---------------------------|

05
minutes

- The facilitator presents the learning objective of the session.
- Training manual

90

minutes
1 hr 30 mins

- The facilitator asks participants to divide into buzz groups of 3 to 4 people.
- Ask them to write down on the sticky notes the skills /competencies required for the rules of power
- Share the responses and note them on the flip chart
- Fill in the gaps using handout 3 and lead participants into short discussion clarifying the listed skills with local examples.



Key Message

Leaders need to have special kinds of attributes to be able to succeed. These are better illustrated in “**The 48 laws of power**” where attributes are linked to success. For example,

- **Working on the hearts and minds of others** essentially means gaining their trust. It is important to soften up resistance by working on their emotions, playing on what they hold dear and what they fear most. A good leader must always draw others into wanting to move in your direction.
- **Note: Power is a number game in a democracy.**
- According to this book, it is also advisable to **Know whom you are dealing with**. There are many kinds of people in the world and you can never assume that everyone will react to you in the same way. Good leaders should always be prepared to quickly recognize the type of person they are dealing with.



Thatcher Margaret Of England

Margaret Thatcher was Britain's first female Prime Minister. She took office in 1979. She did not take the role lightly, gaining the nickname "**Iron Lady**", and serving three terms until 1990. Her dedication was tested often with the fall of communism; protests about her Conservative policies that moved away from the welfare state and reduced union involvement, and an IRA bomb attack meant for her. She was also a caring mother of two children.

Margaret's father was influential in introducing her to conservative politics over the course of her working-class background and education at a public school. Throughout her long career in politics, she made quite an impression with strong opinions that either invoked hatred or deep admiration.

Opinions on Margaret Thatcher remain divided even after her death; but what is hard to argue with is that she was a great and influential leader. And here are three leadership qualities to learn from Lady Thatcher. **Passion, Determination and Confidence.** Margaret had a passion for her country and for privatization and freedom. She had a growth mindset that led her to focus on achieving regardless of the labels that were put on her (Dwerk C. 2006) This passion allowed her to fight for many key policies and gave her the strength to take up fierce fights, which she ended up winning.

Lady Thatcher was happy to fight for what she believed was best for the country. She was not afraid to take on long and difficult fights with unions and with Europe. Her determination to stand up to tyranny helped to bring an end to the Soviet Union. She also exudes confidence when she was representing her country on stage. This demanded respect and gave her a voice people listen to. Her confidence (a strong emotional intelligence) was a key quality that allowed her to not only bring about change in the United Kingdom, but in many respects, influence policies across the world. Even after she stepped out of leadership role after her death, Margaret's policies and actions are still debated and studied as well as benched marked for their ability to enact significant change in the UK.



Kenya Sophia Abdi Noor

Sophia Abdi Noor has gone down in history as Kenya's first elected female Member of Parliament from North Eastern Kenya. Considered to be a marginalized region, Sophia won the Ijara Constituency seat in Isiolo County, Northern Kenya, in the August 2017 election after beating the male incumbent, her closest rival. Born to a family of Somali pastoralists, the member of the 10th Kenyan Parliament became popular because of advocating for the rights of marginalized women. Noor has spearheaded and participated in numerous gender equality campaigns and was among the very few women from her community to complete high school and enroll

for a teaching course. After graduating with a diploma in community development, she worked with numerous international organizations such as Oxfam, Save the Children, CARE International, and World Vision among others.

For many years, communities living in North Eastern Kenya had always downgraded women and held strong conservative views against them. For instance, women leadership was a taboo, both from a religious and cultural perspective. Because of this perception, the conservative Somali community was against women contesting for elective seats. Those who defied the odds typically had no financial resources to compete, were viewed as disrespectful of the culture, and were often belittled.

The promulgation of Kenya's constitution encouraged Sophia to continue fighting for women's rights, which are now fully enshrined in the constitution. "The new constitution allows us to openly seek votes, and I believe that recent civic education has sunk into the community because I personally campaigned from village to village". Mrs. Noor is among the founders of Womankind Kenya, a group formed to advocate for issues pertaining to women and girl child education. Throughout her life, the former teacher has fought hard against retrogressive cultural practices such as early marriage, wife inheritance, and female genital mutilation.

Her primary reason for contesting a parliamentary seat was to use parliament to introduce legislation that would help to deal with challenges faced by women, especially those from marginalized regions. In 1997, her nomination was cancelled due to cultural and religious arguments that prohibited women from becoming leaders. Noor's journey of hard work and resilience has caused many women to benefit from her numerous initiatives. She has also won various international awards that recognize her efforts towards women empowerment.

MODULE TWO

BUILDING A LEADERSHIP MINDSET

This Module Aims At developing the mindset of an effective leader (adapted from "Mindset by Dwerck C, (2006) and Goleman D, 1995)



Session One

Understanding the role of emotional and social intelligence when dealing with people...

Session Two

Acquaint your emotion with the people and the situation around you.

Session Three

Identify the core characteristics of an emotional effective leader.

SESSION ONE

UNDERSTANDING THE ROLE OF EMOTIONAL AND SOCIAL INTELLIGENCE WHEN DEALING WITH PEOPLE

Effective leaders are often distinguished by a high degree of emotional intelligence that is driven by their character, behaviour and interpersonal skills.

The main purpose of the session is to enable women leaders and aspirants to develop and tap into interpersonal skills to be able to manage themselves and command the respect and trust of others.

By the end of this session, participants will be able to adequately see the link between emotional intelligence processes and leadership qualities.

Session Duration: 1 hour

| Time | Procedure | Resources and Methodology |
|------|-----------|---------------------------|
|------|-----------|---------------------------|

40
minutes

- Introduce the objectives of the session

- Brainstorming
- Lecture

- Asks participants 'what do you mean by intelligence'
- Put down all their answers on a flipchart. (Most people will likely respond with traditional answers)
- Ask participants if they think they are intelligent and why.
- Summarize their collective view of intelligence.
- Using handouts 4 for a deeper understanding explain the definition of intelligence.
- Group Work
- Plenary Discussions

SESSION TWO

ACQUAINT YOUR EMOTION WITH THE PEOPLE AND SITUATION AROUND YOU

Most people have a monolithic view of intelligence that excludes many great capabilities which must be included in the more wholesome definition of intelligence. Goleman, a renowned psychologist introduced the concept of multi-intelligence based on eclectic research of different disciplines. He proposed that intelligence should be defined as a **capability or ability to process information to solve problems or fashion products that are valued within a culture or outside it**. This is a more holistic definition of intelligence. Defined this way means there are different types of intelligence.

As a result, effective leadership comes from what you think, feel, and do... This process is also known as **the mindset**. The human mindset is so influential because it determines how we think about and interpret situations, our emotional reactions, the decisions we make, and the actions we take.

In that sense, *Leaders are not made; they are created every moment, every second*

Shakespeare once said, "*some men are born great, some achieve greatness, and some have greatness thrust upon them*".

Becoming a naturally effective leader should not depend on one's ability to copy the behaviours and attitudes of "great leaders". Naturally effective leaders master their art by **being themselves** and work their way outside. In a social context, they are also socially intelligent people.

SESSION THREE

CORE CHARACTERISTICS OF AN EMOTIONAL EFFECTIVE LEADER AND HOW TO APPLY THEM

The boxes below explain the components of an emotionally and socially intelligent leader that when mastered could result in positive leadership skills.

| Self | Social |
|---|---|
| Self- Awareness <ul style="list-style-type: none">• Emotional self-awareness• Accurate self-assessment• Self-confidence | Social Awareness <ul style="list-style-type: none">• Empathy• Organizational awareness• Service-oriented |
| Self- Management <ul style="list-style-type: none">• Self-control• Transparency• Adaptability• Achievement drive• Initiative | Relationship Management <ul style="list-style-type: none">• Inspirational leadership• Developing others• Influence• Change catalyst• Conflict management• Building bonds• Teamwork and collaboration |

Characteristics Of A Leader**Attributes****Self-Awareness**

This talent comprises two separate skills. The self-awareness component demands intimate and accurate knowledge of one's self and one's emotions. It also demands understanding and predicting one's emotional reactions to situations. One who is emotionally competent at self-awareness is also fully aware of one's values and core beliefs and knows the impact and effect of compromising these core components. The self-control component requires full mastery of being in control of emotions. Both positive and negative emotions are channelled most productively when one controls the emotion versus the emotion controlling the person. The person with mastery and control of emotions can both anticipate and plan emotional reactions to maximize effectiveness.

Personal Influence

Personal influence is the ability to inspire others through example, words, and deeds. It is the ability to lead others by way of social expertness. Personal influence is the ability to read situations and exert influence and leadership in the desired direction. Personal influence is also the ability to

- confront the issues that are important or debilitating to relationships, goals, missions, or visions. Personal influence is also exhibiting motivation for one's visions, missions, core values, and beliefs.

Empathy

Empathy requires the ability to understand how others perceive situations. This perception includes knowing how others feel about a particular set of events or circumstances. Empathy

- requires knowing the perspective of others and being able to see things from the value and belief system of the other person. It is the ability to fully immerse oneself in another's viewpoint yet be able to remain wholly apart. The understanding associated with empathy is both cognitive and emotional. It takes into consideration the reasons and logic behind another's feelings or point of view, while also allowing the empathic party to feel the spirit of a person or thing.

Relationship Management

Social expertness is the ability to build genuine relationships and bonds with others that assume human equality. Social expertness allows people to genuinely express feelings, even conflict, in a way that builds rather than destroys relationships. Social expertness also enables a person to choose appropriate actions based on his or her feelings of empathy. The talent of social expertness allows caring, support, and concern to show for fellow humans in all of life's situations. Social expertness also demands that one reads social situations for readiness, appropriateness, and spoken and unspoken norms. Resolving conflict without compromising core beliefs or values is an important component of social expertness. High social expertness also allows for strong networks on both a professional and personal level that can readily be enlisted when needed for aid.

Relationship Management

Mastery of vision requires that the individual can set direction and vision guided by a strong personal philosophy. The ability to communicate and articulate with passion regarding direction and vision are also essential to mastery of vision. This talent serves as the inner compass that guides and influences one's actions. This inner compass also provides resilience and strength to overcome obstacles. It is the inner motivator and the guardian angel of our purpose. It is because of the mastery of vision that we know who we are and what we are compelled to do with our lives. When our actions and words are consistent with this personal philosophy, it is our sense of authenticity. When inconsistent, it is our sense of stress and discomfort.

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Bojaxhui

Mother Teresa
Mary Teresa

The youngest of her parents, at eighteen, Mother Teresa left home in 1928 to join the institute of the Blessed Virgin Mary, known as the Sister of Loreto in Ireland. There she received the name Sister Mary Teresa after St. Theresa of Lisieux. She departed for India, arriving in Calcutta. Sister Teresa taught at St. Mary's School for girls in India before taking on the journey for which she is globally known as Mother Teresa.

Somehow breaking barriers in the male dominated catholic church structure, she began missionary work with the poor in 1948, replacing her traditional Loreto habit with a simple, white cotton sari with a blue border. Teresa adopted Indian citizenship, spent several months in Patna to receive basic medical training at Holy Family Hospital and ventured into the slums.

The widespread poverty in Calcutta made a deep impression on her, and this led to her starting a new order called "The Missionaries of Charity". The primary objective of this mission was to look after people who nobody else was prepared to look after. Mother Teresa felt that serving others was a fundamental principle of the teachings of Jesus Christ.

Like many women leaders before her, Teresa was a controversial figure during her life and after her death in 1997. She was admired by many for her charitable work but criticized on various counts, such as for her views on abortion and contraception. She was also criticized for poor conditions in her shelters. However, there is no denying that Mother Teresa was a servant leader who diligently equipped herself with the passion to help others. Unlike other leaders, she used soft-power such as empathy and inspiration to get huge following.

Servant leadership is a state of mind and way of being rather than a concept that is defined. Servant leaders are natural born leaders. Mother Teresa once said' "Do not go where there is a path that may lead you. Go where there is no path and leave a trail..." And that is exactly what she did. To many, Mother Teresa has been an icon of love and care, working with the underprivileged. Mother Teresa was an ultimate example of transformational leadership, a model for helping others aspire to, and attain high levels of performance in any kind of situation.



Mother Teresa
Bojaxhui
Mary Teresa



Indira Gandhi

Of India

Indira Gandhi was India's first and, to date, only female Prime Minister. Daughter of the first Prime Minister of India. She served as prime Minister from 1966 to 1977 and from 1980 until her assination in 1984.

Early in her career, her political opponent considered her a 'Goondi goodiya" (Hindi word for dumb doll or puppet) but in no time, her political leadership evolved. She led India to war with

Pakistan and introduced a government enforced sterilization programme as a form of India's population control.

Indira was well-known for her charisma and communication skills, but her leadership style was largely controversial. She however maintained an immeasurable strong-will that many believed led to the positive advances enjoyed by India today. On her ability to cope with the demands of leading one of the world's largest nation, Ghandhi once offered a characteristically rational analysis by saying "I think the only reason I'm able to survive this with equanimity is that I'm, just myself, regardless of the situation in the country".

Very important to note, Indira was a bold and self-confident leader who had the courage to persists through her mistakes, developed a criticism filter as proposed in (St John 2007) '8 to Be Great': The 8-Traits that lead to great Success'. Although not all her decisions prove right. But one can surely say at that point- some decisions were better than no decision at all. She never wavered or doubted her decision once she made them and had the courage of conviction to follow through. Despite no support from world leaders and amid a financial crisis at the time, she led India win a decisive war against Pakistan. Quite successfully, after that war, Pakistan have never dared a direct war with India.

Indira is widely known for possessing strong emotional intelligence as demonstrated in her strong will and being confident in herself. Despite the criticism from her opponent for not being an intellectual, she became one of the longest serving Prime Minister of India. She also exuded a healthy "Growth Mindset" in her love for new challenges, to stay motivated in tough times, and not being afraid to lose and in making unpopular decisions.



Indira Gandhi

Of India

MODULE THREE

CULTIVATING LEADERSHIP SKILLS

This Module Aims To create an encouraging and productive leader who commands respect and motivates others



Session One

Interpersonal skills and public speaking.

Session Two

Leading common voice (building a vision)

Session Three

The value in teamwork.

Session Four

Setting your values.

SESSION ONE

INTERPERSONAL SKILLS AND PUBLIC SPEAKING

Learning Objective

By the end of this session, participants will be able to learn the techniques to connect with people and gain their trust.

| Time | Procedure | Resources and Methodology |
|------------|--|---|
| 05 minutes | <ul style="list-style-type: none">The facilitator presents the learning objectives of the session. | <ul style="list-style-type: none">Training manual |
| 35 minutes | <ul style="list-style-type: none">Briefly explain the meaning and need for interpersonal skills. | <ul style="list-style-type: none">Group WorkRole PlayPlenary Discussion |

- Mention the different aspects of interpersonal skills the session will address: aggressive, passive, and assertive and use the notes in the handout 4 and the examples below to explain the meaning of each.
- Engage participants using the given situations and ask them to provide answers using the above example.
- Allow participants to share experiences in similar situations.
- Conclude the session emphasizing the need for leadership skills especially assertiveness.

Examples



Somebody asks you for a loan

Aggressive

"No please. Am not a lending agency "

Passive

"I'm sorry, I can't. I have not received my salary for the last months and I have many responsibilities at home. I am sorry, maybe next time"

Assertive

"Sorry, I am not in a position to do so"

Let's try these.

You are addressing a community meeting: a member of the community shouts at you, accusing you of being part of the group that was involved in misappropriating funds for women's programme. You are innocent.

- Aggressive
- Passive
- Assertive

You are the vice-chairperson of a sectoral committee. The chairperson is a busy person and most of the time not available. He/she assigns you most of his/her duties and he/she only appears during public functions. You are not satisfied /amused by this arrangement and want it addressed immediately.

- Aggressive
- Passive
- Assertive

Your colleague is wearing a wig that makes her look 20 years older, she is really not smart and you want her to know.

- Aggressive
- Passive
- Assertive

Your colleague is wearing a wig that makes her look 20 years older, she is really not smart and you want her to know.

- Aggressive
- Passive
- Assertive

Handout Five

THE MEANING OF AGGRESSIVE/ PASSIVE/ ASSERTIVE

Aggressive Behavior

- Denies other people of their rights.
- May include anger, animosity, harassing, bullying, shouting, threatening language, non-verbal intimidation, abuse, chastisement and/or humiliation.
- Often results in: conflict, low self-esteem, guilt, lost opportunities, frustration, loss of control, stress, unpopularity, isolation, anger. The above may be experienced by either the aggressor or the recipient.

Passive Behavior

- Denies one's rights, other persons' opinions and needs more important.
- May include incessant apologizing, inappropriate acceptance of blame, body language such as eyes to the floor.
- The following phrases are commonly heard: "I wonder if", "Would it be at all possible if....", "I don't mean to bother you, but...", "Would you mind very much if...."
- Often results in: depression, low self-esteem, lost opportunities, stress, loss of control, isolation, self-pity, interpersonal conflict, loss of respect.

Assertive Behavior

- Both parties' rights respected.
- Usually includes confident body language- upright posture, direct eye contact, and clear voice.
- Language which welcomes the open exchange of opinions, "So what do you think ...", "Have you got anything to add... ", "I'd like to get your input...."
- Allows one to voice ideas in a confident, straightforward manner.
- Results include effective problem solving, positive feelings and about self and others, sense of satisfaction.
- Creates and makes the most of opportunities, creates a sense of personal empowerment.
- Significantly enhances team effectiveness and interpersonal communication.

Public Speaking

Learning Objective

By the end of the session, participants will learn how to use communication to motivate others, gain trust and inspire others.

| Time | Procedure | Resources and Methodology |
|----------------------------|--|---|
| 05 minutes | <ul style="list-style-type: none">The facilitator presents the learning objectives of the session. | <ul style="list-style-type: none">Training manual |
| 90 minutes 1 hr 30 mins | <p><i>Facilitator:</i></p> <ul style="list-style-type: none">Divide participants into groupsAsk them to think of an issue of concern in their community and select an audience they would like to share with and seek their support to address it.Follow the guidelines in handout 5, prepare a 5 minutes speech.Select one of the group members to present the speech to the class.Generate feedback from the class- sharing the strengths and weaknesses of the presenter and how to improve the presenter's public speaking skills. | <ul style="list-style-type: none">Group workRole PlayPlenary Discussion |

Handout Five

Good public speaking is an important quality that every leader should have. Effective public speaking attracts attention from both the followers and colleagues. Public speaking is improved through learning and practising. There are three main areas to focus on while preparing to speak in public; your message, your audience and yourself. The following tips are useful to improve one's skills in public speaking.

Your Message

- Take time to prepare your speech/presentation. It should meet the needs/expectations of the audience.
- Write down the main points of your speech or presentation and practice beforehand.
- Stand before a mirror and practice how you will present it, if possible, ask a friend to listen to you (act as your audience) and give you feedback on how to improve.
- Observe the KISS principle (Keep it short and simple)
- The message should be clear using the language that is easily understood by the audience.
- Use personal experiences and local examples to tell a story.

Your Audience

Know the room

Be familiar with the place in which you will speak.

Arrive early, walk around the speaking area and practise using the microphone and any visual aids.

Know the Audience

Greet some of the audience as they arrive. It's easier to speak to a group of friends than a group of strangers

Make an impression

Grab the attention of your audience from the beginning; you need to intrigue your audience. For example, you could start with interesting statistics, headline, or fact that pertains to what you're talking about and resonates with your audience.

Yourself

Before making the speech or presentation visualize yourself giving your speech, imagine yourself speaking, your voice loud, clear and assured. When you visualize yourself as successful, you will be successful.

Be smart:

You may never get a second chance to make a first impression

Relax

Ease tension by doing exercises such as breathing in and out. Confidence is key to attract attention

Body Language

Mind your posture; stand straight with your feet slightly apart. Use culturally sensitive gestures and dress appropriately (avoid overdressing because it may distract the attention of the audience) and smile. Maintain eye contact with those that appear positive to your address and for those that cause you to fear, look above their heads until you gain enough confidence.

Don't apologize

If you mention your nervousness or apologize for any problems you think you have with your speech; you may be calling the audience's attention to something they hadn't noticed.

Concentrate on the message – not the medium

Focus your attention away from your anxieties and outwardly toward your message and your audience. Your nervousness will disappear.

The presentation

- Greet the audience.
- Tell them who you are (introduce yourself)

- Tell the audience what you are going to talk about- arrange your ideas in sequence, enumerate your points as you make them.
- If possible and necessary, use verbal aids.
- At the end of the presentation/ speech, emphasize what you have told them in summary.

SESSION TWO

BUILDING VISION

Learning Objective

In this part of the session, participants will be able to learn and reflect on how to build a vision through a common voice.

As mentioned earlier, one of the qualities of a good leader is one who is a visionary. A vision is a portrait of the future to which you can commit. It articulates your values. It empowers you and inspires you to do your work and contribute ideas and actions beyond yourself.

| Time | Procedure | Resources and Methodology |
|-------------------------------|---|---|
| 05 minutes | <ul style="list-style-type: none"> The facilitator presents the learning objectives of the session. | <ul style="list-style-type: none"> Training manual |
| 90 minutes 1 hr 30 mins | <ul style="list-style-type: none"> The facilitator asks the participants to brainstorm on their understanding of a vision. | <ul style="list-style-type: none"> Brainstorming Plenary Group Work Gallery Walk |

- Asks for a volunteer to read the definition above and comment or ask questions for clarification.
- Tell participants that as leaders, it is important to know your vision before sharing it with those you lead. For instance, to lead your followers toward the goal of improving the quality of services, the leader *must share with the community the vision of high –quality services*.
- Divide the group into four or five teams. Choose from among the following topics (feel free to change or add topics). Assign one topic to each team, ask them to draw pictures representing the current situation and what they would like to it to be in the future (their vision or dream) in their constituency/ district

Domestic violence

Maternal health

Women business

Women's participation in politics

Female genital circumcision

Each team should have a large piece of paper and a pen/marker to record their discussion.

- Team members should brainstorm what their dreams are; relating to their topic. Each team writes down all their dreams/ vision and make a pictorial of their discussion and pin them on the wall.
- After drawing, the group should list down what needs to be done to achieve the above dreams/ vision

- The support they need as a woman Councilor, MP or representative to enable them and their constituency to achieve the dream/vision
- Reconvene the whole group and lead them through a gallery walk as each group representative shares their dreams/vision to the whole class
- Reconvene the class and summarize the session noting the common issues that emerged from the group presentation and conclusions noted under handout 7

Handout Six

DEFINITION

A realistic, credible, attractive future for a person, an organization, a project or a country.

A vision is an image of something you truly hope to create. An inspiring vision

- Reflects a high standard of performance.
- Represents future accomplishments (measurable results)
- Represents an image or picture.

Properties of a Vision

- Appropriate and realistic given the context and times.
- Sets standards of excellence and reflects high ideals.
- Clarifies purpose and direction.

- Inspires enthusiasm and encourages commitment.
- Well-articulated and easily understood.
- Reflects the uniqueness, competence, values and capacity of the organization.
- Ambitious.
- Unleashes energies and open opportunities.

Benefits of a vision

- Attracts commitment and energizes people.
- Creates meaning in our work.
- Sets common, shared goals.
- Establishes a standard of excellence.
- Bridges the present and the future.

Adapted from Richard St. John "8 to be Great, and Robert Green's '48 Laws of Power'.

Conclusion

- Effective leadership is that which has the vision to bring about positive change and make a difference in people's lives that can also lead to transformation.
- In transformation leadership, the leader engages many stakeholders and influences the followers to participate effectively in achieving the desired change/ vision.
- It requires the leader to have high moral and ethical values and communicate their vision and strategies in a manner that appeals to the fundamental values of the led. By emphasizing the values of the group (the led) whose problem(s) they are addressing, leaders make the task at hand (achieving the vision) more meaningful.
- As women leaders, there is a need to transform our interests into achieving the desired goal/ vision for the benefit of our constituents, and especially marginalized women and children.

- To advocate for change, the leader needs to have knowledge of the status quo, thus women leaders should have and exhibit positive values.

SESSION THREE

THE VALUE IN TEAMWORK

Teamwork involves building relationships and working with other people using several important skills and habits. A good leader should know *There is no "I" in a team.*

Learning Objective

To enrich participants understanding of what it means to be part of a team and why being a good team player is important for success.

| Time | Procedure | Resources and Methodology |
|------------|--|---|
| 02 minutes | <ul style="list-style-type: none">• The facilitator presents the learning objectives of the session. | <ul style="list-style-type: none">• Group work• Presentation• Plenary |
| | <ul style="list-style-type: none">• Display/write on a flip chart or read out five teamwork quotes (Handout) to participants.• Ask participants to choose the quote they like best. | |

- Ask each group why they like the quote they choose.
- Instruct participants to discuss their answer and come up with a consensus on why they like the quote.
- One member of each team should be prepared to offer group feedback and reflection.

Handout Five

Teamwork quotes

1. "If you want to go quick, go alone, if you want to go far, go together"
2. "We must indeed all hang together, or most assuredly we shall all hang separately"
3. "Sticks in a bundle are unbreakable"
4. "One finger cannot lift up thing"
5. "Teams share the burden and divide the grief"

Extension activity: Have participants create personal quotes about teamwork. Why it is important.... What can be accomplished...etc. The quote should be one that encourages peers to gain a better understanding and perspective on the importance of teamwork and why is it a core value shared by many different cultures, population and groups.

Conclusion

Conclude the lesson by explaining the 'Ants' colony.

Ants are everywhere -they thrive in forests, deserts and cities all over the world. But what is the secret behind their success? Like humans, ants are social. They live and work together in highly organized societies called colonies. Most ant colonies are so united toward the common purposes of survival, growth and reproduction that they behave like a super single organism or a "superorganism".

Ants believe in the following principles like other groups.

Working together

What's most impressive about ants is their ability to work together as a team. They can work together harmoniously for the good and unity of the colony because this is their common goal and purpose. An ant colony is like a factory. Ants work together to convert resources (food) into products (more ants) This process is made effective through the division of labour, where different individuals specialize in different jobs

Communication skills

Members of an ant colony 'talk' with one another to coordinate their activities but they never have to raise their voices. Instead, ants communicate mainly using chemicals which they smell with their antennae. Ants can also use touch and vibration to communicate.

Decision Making

Ants believe two thousand heads are better than one when deciding. For example, a colony can compare potential nest sites before collectively choosing the best one. A solitary insect would not be able to weigh as many options and could more easily make a mistake.

Adaptable to change

The role of an ant may change with age and depending upon the needs of the colony they simply do what is needed and thus do not consider any role less.

SESSION FOUR

ESTABLISHING COMMON VALUES

The role of a leader is to handle strategy, inspire the team and manage resources. An effective leader should have the aptitude to inspire the team. After all, people are much more nuanced and difficult to manage than any other resource- and they're also the foundation for growth. **Leaders are made, not born.** While there are certain traits that we traditionally expect from our leaders – that they are charismatic, visionary, and diplomatic – these are features that are honed for most leaders as they rise into more and more challenging roles.

Learning Objective

At the end of this session, participants should reflect and learn how to develop a personal vision, identify their value and purpose

| Time | Procedure | Resources and Methodology |
|------------|---|--|
| 02 minutes | <ul style="list-style-type: none"> The facilitator presents the learning objectives of the session | <ul style="list-style-type: none"> Training Manual |
| 58 minutes | <p><i>Procedure</i></p> <ul style="list-style-type: none"> Brainstorm on the definition of the concept 'Values'. Explain the concept of values and discuss it with participants using the content below Using the handout (4) ask participants to select 5 positive values that are important to them. | <ul style="list-style-type: none"> Flip Chart Marker Sticky Cards Masking Tape <p><i>Methodology</i></p> <ul style="list-style-type: none"> Brain storing Planetary Discussion |

- Using the handout (4) ask participants to select 5 positive values that are important to them.
- Ask why it is important to them and what can they do to protect these values.
- Conclude the session by drawing attention to negative values.

Handout Eight

Definition of values

Values are attitudes and behaviours- the way we think and act. They are valuable since they help us live with each other.

The word value means, 'a thing that is worth something'. For example, when we want to buy something, we ask 'how much does it cost' and this is the value attached to that item. However, there are other types of values that cannot be bought or have no monetary value but are worth more than money because they help us live and relate with each other as human beings. It is important to know them, practice and teach them to others especially young children as they grow up. These are what are referred to as **VALUES**.

Examples of values include the list below. Effective leaders believe in specific values that influence how they lead.

Examples of values

- | | | | |
|-------------------|--------------|-------------------|--------------|
| • Accountability | • Confidence | • Fairness | • Compassion |
| • Loyalty | • Integrity | • Respect | • Growth |
| • Success | • Honesty | • Efficiency | • Commitment |
| • Vision | • Wisdom | • Dependable | • Discipline |
| • Competitiveness | • Truth | • Confidence | • Courage |
| • Directness | • Endurance | • Open-mindedness | • Hope |

Conclusion

Conclude the session by summarizing participants answers and ask them to list which value is most important to them and why. Participants' should be encouraged to add values that are not listed.



You are
doing great

You are almost done.



Maathai Wangari

Of Kenya

Wangari Maathai (1940–2011), the first woman to obtain a PhD in East and Central Africa, was a scholar, and an environmental and human rights activist.

In 1977, she founded the Green Belt Movement, a non-governmental organization, which encourages women to plant trees to combat deforestation and environmental degradation. To date, the Green Belt Movement has planted over 50 million trees.

Increasingly aware that the environment was directly linked to issues of governance, peace and human rights, Maathai began to use her organization as a springboard in the struggle against abuses of power, such as land-grabbing or the illegal detention of political opponents. She challenged the government on its development plans and its handling of the country's land. One of her famous actions was in 1989. Her organization staged a protest in Nairobi's Uhuru Park to prevent the construction of a skyscraper. The campaign drew international attention, and the project was eventually dropped. The place in the park where she demonstrated became known as "Freedom corner".

She was eventually elected as a Member of Parliament upon Kenya's effective return to multiparty democracy in 2002, also serving as assistant Minister in the Ministry for Environmental and Natural Resources.

In 2004, she was the first African woman to be awarded the Nobel Peace Prize. In her noble speech, Maathai said that picking her for the renowned peace prize "challenged the world to broaden the understanding of peace: there can be no peace without equitable development; and there can be no development without sustainable management of the environment in a democratic and peaceful space." She died at the age of 71 years, after battling ovarian cancer.

Maathai exudes extraordinary character, vision, and integrity. Maathai's leadership disposition aligns with Sun Tsu's characterization of people with integrity- where words and deeds conform. She also shows that effective leaders must work hard, remain fearless, persist in pursuing their vision, and driven by compassion (Mindset: The New Psychology of Success by Carol Dweck; and Social Intelligence and Emotional Intelligence by Daniel Goleman). Maathai is a role model, an ethical leader that continues to deeply inspire many people across the world, encouraging us to do the best we can.



Maathai
Wangari
Of Kenya



Merkel Angella

Chancellor of Germany

Angela Merkel serves as a symbol for Germany's modern economy and proves that power does not have to come from being loud or bash. Instead, she proves that a quieter demeanor still gets it done. And, by getting that done she means running one of the most efficient and economically healthy countries in the world that now is also Europe's biggest creditor to those nations that don't have it so together. Angela defies a lot of conventions in terms of being the leader of a country: she is

divorced and remarried without children; she is a scientist that specialized in quantum chemistry not in political science; and she originates from Easter Germany.

Although raised in a Communist state, she thought beyond those borders and driven by passion she pursued her interest in learning and embracing the new and integrated Germany. Perhaps it was this and her analytical nature that led her into politics. Since the fall of the Berlin Wall, this quiet woman has gone up against powerful male rulers in Germany and across the world. She has successfully won multiple terms with no competition in sight.

Merkel's leadership is considered as one of the best examples of 'striking the right note on leadership'. Throughout the years including the Brexit, Ms. Merkel has proven one thing and that is: she is not to be underestimated. **She has never been afraid to be a lone voice, become a master of leading from behind with humility, strong values and compassion.** Again, Merkel exudes some of the best qualities of effective leadership: She is passionate, a hard worker, she studied hard as a quantum physicist, she is always known to love and take on new challenges. Her quiet demeanor tells how strong her emotional intelligence is. She never rushes to make her point or show fear or anger.

MODULE FOUR

USING POLITICAL EDUCATION TO IMPROVE POWER DYNAMICS

- This Module Aims To Strengthen women's voice to participate more meaningfully in politics and decision making



Session One

Popular mobilization.

Session Two

Problem and Power analysis.

Session Three

Advocacy strategies, tactics and Actions.

SESSION ONE

POPULAR MOBILIZATION

Learning Objective

At the end of this session, participants will be able to develop an understanding, analysis and practice of mobilization

| Time | Procedure | Resources and Methodology |
|------------|---|---|
| 60 minutes | <p>Facilitator shares the objective of this session by sharing experiences and brainstorm on popular mobilization techniques.</p> <ul style="list-style-type: none"> • Begin the session by distributing balloons to all participants • Ask participants to inflate their balloons, tie it and give it a name that describes their affection. • Ask them to touch their balloons, feel it with their fingers, play with it | <ul style="list-style-type: none"> • Inflatable Balloons • Pins |

- Tell participants the balloons in their hands are very important to them, it is their balloon and they must protect it.
- Use handout 9 (balloons and pins) for role play

Handout Nine

Game

Balloons and Pins, adapted from Dignity International's "Balloons and Pins" game.
Give each participant a pin. Reiterate

Give each participant a pin. Reiterate

- Do everything in your power to protect your balloon which you love so much.
- Preciously safeguard and carefully protect your balloon.

Next, ask "Are you ready to protect your balloon at all cost?"

Invite participants to protect their balloons at all cost. Count 3, 2, 1 Go!:

- Protect your balloon!!!!

Typically, you'll notice that all participants try to destroy other participants balloons as if responding to call and don't stop until there are no more balloons to destroy.

Return to plenary, lead the participants in a discussion with the following questions

- Who is responsible for this mass destruction?
- Why was everyone determined to destroy the balloons of others?
- Was there anyone who did not break any balloon and why?



Use this reflection to push participants to identify:

- Who orchestrated the destruction
- Who was first to attack,
- Similar mass movement in their real lives.

Specify that these movements can be positive or negative and that as politicians and activists, each of them should know how to incite the public to positive mass action.

Popular mobilization: Positively using positive mass movement.

Detail the process necessary to create a critical mass which encourages change in political /economic behaviour for social good.

1. Understand the problem

Identify for whom we want to mobilize the public to encourage change.

2. Know your target

Subdivide target into various homogeneous categories for targeted, efficient action.

3. Develop your argument and be informed

Give information in a simple engaging way to show the importance of the problem, proposing a convincing and attractive solution and its process.

4. Be informed

Disseminate arguments to a large critical mass.

5. Raise awareness

Be able to make the problems personal relevant to your targets. Having received your information, they should be able to personally take on the issue and feel responsible.

6. Mobilize

Propose one/ a few actions for the first initiatives to be implemented to achieve your objectives: go further than giving information. Your targets should have a clear idea of the actions to be undertaken after having been sensitized. Through mass mobilization, you will get a real sense of the targets level of awareness.

7. Commitment.

The critical mass takes on its initiative to advance the cause.

8. Opinion leaders.

Those who the masses trust and pay immediate attention to. Invite opinion leaders to take a stand for the cause you are defending or to adopt changes that you want to see in the population, to influence the masses or decision-makers.

9. Ensure contact.

Create and give yourself the means which will allow you to respond to the public who adhered to your call to action. Make a long -term relationship with them. After this activity, get contact information (telephone number, email addresses...)

10. Share your progress

Communicate to those who have led the fight with you, as they have worth and power, which you should encourage them to use regularly.

Exercise:

DRIVERS OF MOBILIZATION

The objective of this exercise is to

- Identify the issues and unify and mobilize communities
- Get participants to identify 3 or 4 elements which instantly get the public to react to the government.

The groups write these elements in the chart you have already prepared.

The exercise tries to identify issues/subjects/themes which make the public react/ The final goal is to develop a message and discourse linked to these issues and to take these issues /subjects/themes into account in the action-plan to mobilize the public.

Example:

| Population | Government |
|---|--|
| What unites them | What makes them react |
| <ul style="list-style-type: none">• Football• Religion• Cost of living• Public manipulation• Corruption | <ul style="list-style-type: none">• Public grievances/ strikes• Sit-ins• Marches |

SESSION TWO

PROBLEM AND POWER ANALYSIS

Learning Objective

Shared analysis of the issues around women's political participation

| Time | Procedure | Materials |
|------|-----------|-----------|
|------|-----------|-----------|

105
minutes
1 hr 45mins

- Divide the class into buzz groups
- Give an overview of the context
- Use handout 8 to stimulate discussion
- Following the presentation, call the other participants to speak about the problems listed and add any from their experiences.
- On flipcharts, write down the problems without using theoretical language
- Using handout 10, divide the participants into small groups and give them the scenario
- Base on the scenario, ask each group to choose an issue to represent and has 3 minutes to prepare a 60 seconds theatrical piece.
- After 3 minutes of preparation, each group presents its theatrical production.
- Once they finish, ask the audience to describe using handout 10
- Conclude the session with handout 11

- Flipchart
- Marker

Handout Ten

The candidate will highlight, amongst others, the following issues

- Some women do not exercise their rights as citizens
- Loss of solidarity between women
- Women allow themselves to be used, do not see themselves as political actors
- Women's socio-cultural and religious submission
- Domestic responsibilities
- Lack of confidence and self-esteem
- Women's perception of a woman's role and identity
- Negative perceptions of women politicians

Handout Eleven

"In a village of the deaf and the mute, activists are invited to convey their message about the issues that women face in politics. The activists must use gestures and facial expressions to communicate".

- What is happening on stage?
- The various characters
- The various messages which the group tried to convey

Divide the participants into different groups, you can choose to regroup them according to communities so that given their knowledge of the issues they experience together, the group can efficiently address the exercises.

In the first of the exercise, ask each group to write on post-its:

- The name of all the actors (political, economic, cultural) who have any responsibility for the various problems identified
- The policies, practices and beliefs which influence women's political participation

In the second part of the exercise, invite the groups to arrange within the chart:

- The actors identified according to the positive, negative or neutral orientation of their action
- The policies, practices and beliefs according to their positive, negative or neutral influence on women's political life

On a flip chart develop a power analysis model:

| Actors | Economic | Political | Cultural |
|----------|----------|-----------|----------|
| Positive | | | |
| Neutral | | | |
| Negative | | | |
| Axes | Policies | Practices | Beliefs |
| Positive | | | |
| Neutral | | | |
| Negative | | | |

Once the groups have filled out their charts on flipchart paper. Invited them to post them on one of the walls in the room to:

- Allow other participants to learn from the presentation of actors in other communities
- Allow for a global analysis which highlights the trends where political, economic and cultural actor's axis crosses the policies, practices and belief axis.

Lead the participants to extract the links between the actors listed, influences between them, incoherencies in their actions, and the nature of their action.

Invite one of the participants to present the solutions and opportunities likely to help resolve the problems highlighted

Next, open the debate so that participants have a common vision about the solutions which could contribute to creating change

- Using a practical exercise, push participants to share these solutions without using theoretical language.

Practical exercise

Silent Theatre (continued) and discussion

In the second part of the silent theatre, invite participants to represent the solutions in their game.

Note

In addition to being funny, the silent theatre practical exercise allows participants to understand how important it is to communicate through gestures

References

- Kasya J, (2008) 'Strengthening Women's Leadership in Local Government for effective Decentralised Governance and Poverty Reduction in Africa: Roles, Challenges and strategies'
- GTZ 2007, 'Gender and Advocacy Training Manual' LGPRSP, www.gtz.de/en/wetweit/afrika/ghana/778htm

SESSION THREE

ELEMENTS OF ADVOCACY V: DEVELOPING MESSAGES AND ENGAGING THE MEDIA

Learning Objective

At the end of this session, participants will be able to understand what advocacy and practice developing messages.

| Time | Procedure | Resources and Methodology |
|------|-----------|---------------------------|
|------|-----------|---------------------------|

90
minutes
1 hr 30mins

- The facilitator asks participants to divide up into pairs to play the fist game. In this game, one of the partners in the pair clenches her fist and asks the other partner to force open. Chances are that most partners will struggle in vain to open the clenched fist. After the game, the facilitator asks the participants to mention what they have noted during the game
- The Facilitator notes that the clenched fist represents the closed system or power not easy to penetrate. It is not easy to open the system or let those who are holding on to power to give it up easily. For that matter, effective strategies, coupled with conviction, commitment, perseverance and self-sacrifice are required in advocacy work.

Materials

- Flipchart
- Manila Cards
- Markers

Tools

- Games
- Group Work
- Plenary Discussion

- Divide participants into small/buzz groups and ask each group to brainstorm on their understanding of the term advocacy. They should write down the words, phrases or sentences that express their understanding of advocacy on the card provided and choose a reporter to present their ideas.
- In plenary discussions, agree on one description and definition of advocacy
- The facilitator fills in the gaps by sharing other definitions of advocacy in the handout 12 below and encourage discussions for a common understanding.

Handout Ten

What is advocacy?

Advocacy can be understood as involvement in the life of another.

An Advocate is:

- Someone who supports or defends a cause
- Someone who pleads on behalf of another

Types of advocacy

- Instructed advocacy (on behalf of other)
- Self- advocacy (for yourself)
- Systemic advocacy
 - Non-legislative advocacy
 - Political advocacy

Common themes in the definition of and understanding of advocacy

- Influencing a decision
- Effecting change/ transformation
- Attention to the marginalized
- Engaging critical actors
- Awareness creation
- Follow up action

The need for advocacy:

- Eliminating discrimination
- Reducing vulnerability
- Achieving goals
- Accessing services that are mandated by legislation to everyone

Advocacy is the **deliberate process** of influencing those who make policy. It is about engaging with power holders, and influencing them to adopt our preferred solutions. Advocacy can be defined as “**pleading or arguing in favour of an idea, cause or policy**”. Advocacy is heavily based on collecting facts and evidence and putting compelling solutions in front of decision-makers, sometimes accompanied by a targeted media or communication strategy for reaching our intended target.

Developing advocacy messages

| Time | Procedure | Resources and Methodology |
|------------|--|---|
| 02 minutes | <ul style="list-style-type: none"> The facilitator explains the objective of developing a message for campaigning | <ul style="list-style-type: none"> Manual |
| 60 minutes | <ul style="list-style-type: none"> Analyze the various tools in the working groups Ask the group to develop key messages for campaigning Use the handouts below to guide the exercise | <ul style="list-style-type: none"> Presentation on developing messages Posters Flyers Ads |

Prompts

Develop a convincing message requires

- The issue is well understood
- The messages targets were well studied and are well known

The developing message implies:

- A central message that everyone uses to develop their position
- Secondary messages which specify the issues and are catered to targets.

Characteristics of efficient messages. *Adapted from "words that work: It is not what you say, it's what people hear" Frank I Luntz.*

- **Simplicity.** Small words, understandable to the public, have the greatest impact
- **Brevity.** Short sentences are more easily retained
- **Credibility.** The message should make sense and be coherent. The credibility of the message should also be linked to the personality of the person delivering it
- **Persistence.** Repeat the message to allow the target to understand and appropriate it to avoid confusion around your message
- **New.** Messages should offer a new perspective among the flood of messages that already exists
- **Sound.** Ensure that the flow has a pleasant sound which can be remembered quickly and for a long time by the target. Also, associating sound will help to reinforce your message
- **Aspiration.** The message should be able to convey the public's and targets' aspiration. They should be able to feel involved
- **Hope/identity.** Create an identity for your message to spark interest.
- **Visual.** On television or posters, the message should be accompanied by images
- **Importance of the issues.** The message should correspond with the issue

Exercise 1. Message analysis

Divide the participants into groups

Based on the characteristics listed below, ask the groups to analyze various communication tools (posters, internet sites, brochures, radio or television announcement)

Invite the groups to analyses the tools chosen.

Mobilizing the press.

Ask participants who have developed good relations with the press to share their experiences with the others.

After sharing, invite them to comment and discuss. Then summaries their discussion on this issue:

Building a win-win relationship with the press implies:

- Understanding the nature and business of the press: private, commercial enterprise who work to sell advertising space;
 - Meeting the challenge of attracting the press: make your issue and your activities interesting to the public
 - Making the press a lasting ally. Create a sustainable relationship
-
- Maintain a relationship with journalists by sending them, for example, your stance on issues for them to publish
 - Never get in the habit of paying the press when they cover your activities which are a note for publicity

Exercise 2: Interviews and Press Releases.

- Split the participants into two groups. One group prepares a television or radio interview.
- The other drafts a press release of 300 words or less.
- Give each group 10 minutes to prepare
- Invite the first group to give their interview to the press and second group to present the press release they drafted.
- The other participants comment on the two exercises and highlight the "dos" and "don't"



Diane Shima Rwigara

Rwanda

Diane Rwigara was born in Kigali in 1981, and she is known to be a fierce critic of Rwanda's President, Paul Kagame, and his government. Rwigara, who is Tutsi, was born into a family of three. She came into the limelight after Assinapol Rwigara, her father and Kigali business tycoon, died mysteriously in a car accident in Kigali. Her dad was a key financier of the ruling party, Rwandan Patriotic Front. She and her family believe their father's death was politically motivated.

The US-educated politician openly accused the government of masterminding her father's death. She sought help from both international human rights organizations and foreign diplomatic missions in Kigali to help her get justice. Rwigara is an accountant by profession; however, she is also a vocal women's rights crusader who has openly criticized the government for bad governance, oppression, and various forms of injustice.

In May 2017, Diane announced she was going to be a presidential candidate for the August 2017 elections. She intended to run on an Independent ticket, but things took a turn for the worse: nude photos of her were leaked online only 72 hours after her announcement. However, Rwigara was not deterred, and she accused the government of leaking the photos in order to humiliate and intimidate her. She insisted she would still go for the top seat and focus her energy on eradicating poverty, advocating for free speech, and championing human rights.

Unfortunately, her dream to run for presidency was thwarted when the National Electoral Commission refused to clear her, claiming she didn't fulfill all the requirements. Rwigara found this move malicious and accused the government of frustrating efforts by critics to vie in elections. "The RPF are scared," Rwigara said, "If they are loved by the people, as they claim, why is that when someone like me announces an intention to run, they resort to all these dirty tricks to try to discourage me and silence me? If they were popular, then they would have let me compete".

Diane has landed in trouble with authorities on several occasions. Immediately after the August elections, she was arrested and charged with numerous offences- fraud and treason included. Even though she has faced so many challenges, Rwigara believes she is the voice for the voiceless, and her courageous and stubborn personality keeps her going.

Diane's leadership disposition, like the other women in this case story booklet, align with many of the qualities we studied in the training manual and the resource materials. Although her father was killed, she turned her circumstance into her purpose; she was driven by passion and was persistent and fearless despite all the threats against her. Her singular purpose has been to fight for the rights of those abused in her country as well as for democratic freedom.

Rwigara

Diane Shima
Rwanda



Sirleaf Liberia Ellen Johnson

Ellen Johnson Sirleaf entered the history books when she became Liberia's and Africa's first democratically-elected female president. She successfully won two terms in office. Sirleaf is also one of the three personalities that was awarded the **Nobel Peace Prize in 2011**.

Throughout her political career, Madam Sirleaf demonstrated **her passion and commitment to hard work, good governance, and integrity**. She has also played a key role in advocating for women's rights,

stressing the value of education to end poverty, and driving economic development.

Born in 1938, Ellen was the daughter of a market woman, as well as the granddaughter of a famous Western Liberian chief. She grew up as an ordinary African girl in the Liberian countryside and attended a local high school. Ellen swam in the local village river, attended school in the city, and spent vacations in her father's village.

She got married when she was only 17 and had four sons by the time she was in her early twenties. Her first job was a bookkeeper for a car repair shop, but she later left for the United States with her husband to pursue further studies. However, in 1961, Sirleaf divorced her husband because of domestic abuse.

She came back to Liberia and worked in top government positions, including Liberia's finance minister. Johnson Sirleaf later became a fierce critic of the corrupt and nepotistic government, which landed her in jail twice. When the True Whig Party Government was overthrown in April 1980, she fled the country and went into exile where she worked for top organizations such as the World Bank, the International Monetary Fund, and the United Nations Development Programme (UNDP).

Aside from being held under house arrest, Ellen was also jailed for ten years after she complained of electoral fraud in the 1985 elections. She continued with her struggle to ensure peace and democracy prevailed in Liberia. Ellen Johnson's passion for the country and her purpose to lead it kept her hopes alive until she became the President of Liberia in early 2006. She fought tirelessly for decades to ensure equality, freedom, and justice in Liberia. Today she is praised for revamping Liberia's economy, improving national security, strengthening ties with foreign partners, and promoting good governance.

- Ellen never gave up on her struggles, and she once said, "The size of your dreams must always exceed your current capacity to achieve them... If your dreams do not scare you, they are not big enough". Throughout, Ellen protected and built on her reputation (Law 5 of the 48 laws of power). She also spent time to learn, develop herself in order to recreate herself (Law 25/48 LoP). She was also persistent, passionate, and worked hard to prepare herself—many of the qualities described in "The 8 To Be Great".



Liberia
Sirleaf
Ellen Johnson

ANNEX 1

PROPOSED TRAINING AGENDA

| DAY ONE | DAY TWO | DAY THREE |
|---|---|---|
| Session One 9:00 - 10:30am <ul style="list-style-type: none"> Registration of participants Introduction of participants-getting to know each other Expectations and fears Objectives and outcomes Opening of the workshop | Session One 9:00 - 10:30am <ul style="list-style-type: none"> Recap & Evaluation Building A Leadership Mindset <ul style="list-style-type: none"> Understanding the role of emotional intelligence when dealing with others or Introduction to Emotional/Social intelligence Objectives and outcomes of this session | Session One 9:00 - 10:30am <ul style="list-style-type: none"> Recap & Evaluation Political education as a tool to improve power dynamics <ul style="list-style-type: none"> Identify an advocacy issue Develop an advocacy strategy (Group exercise) |
| 10:30- 11.00 am <ul style="list-style-type: none">Tea Break | 10:30- 11.00 am <ul style="list-style-type: none">Tea Break | 10:30- 11.00 am <ul style="list-style-type: none">Tea Break |
| Session Two Introduction To Leadership Theories 11.00 - 1.00 pm <ul style="list-style-type: none"> Defining a leader. Identifying leadership qualities Leadership competencies | Session Two 11.00 - 1.00 pm <ul style="list-style-type: none"> Cultivating leadership skills Theories and components of emotional intelligence <ul style="list-style-type: none"> Characteristic of emotional intelligence | Session Two 11.00 - 1.00 pm <ul style="list-style-type: none"> Group presentations and discussions Lobbying as one form of advocacy |
| Session Three Practising Leadership Skills 2:00- 3:30pm. <ul style="list-style-type: none"> Interpersonal skills Public speaking | Session Three 2:00- 3:30pm. <ul style="list-style-type: none"> What is a leadership mindset? When/ how to apply the different characteristics of a leader | Session Three 2:00- 3:30pm. <ul style="list-style-type: none"> Group work |
| Session Four 4.00-5.00pm <ul style="list-style-type: none"> Teamwork Building a vision | Session Four 4.00-5.00pm <ul style="list-style-type: none"> Introduction to the theories of political education | Session Four 4.00-5.00pm <ul style="list-style-type: none"> Discussions <ul style="list-style-type: none"> The way forward- filling the personal development forms and end of workshop evaluation closure. |



**SEND
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