

# How to be a leader in an environmental organisation



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*Source: <http://ec.europa.eu/youth>*

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# Introduction

In our network, Youth and Environment Europe (YEE), we see every day and during each action many young motivated people trying to protect nature. Each action and each project needs leaders to initiate them. These people drive the project forwards and ensure that it is relevant and useful to those taking part. An environmental organisation needs leaders who will be pioneers, who will make useful projects and motivate other people.

That is why YEE decided to organise a training course 'Be a leader in an environmental organisation'. To support youth leaders and make them aware of their potential to help them improve their competences.

That is also why YEE prepared this publication. To support you in being a leader. It is important to remember that leaders are made, not born. So you can learn how to be a leader.

Leaders are those who inspire others. *"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."* as John Quincy Adams said. It is important that in your environmental projects you show people direction, show them the change you want to reach, the dream, the story and not only tasks.

You can learn how to be a leader. But for that you have to get to know your strong points and things you should improve.

A leader must be able to overcome fears. Being courageous doesn't mean you aren't afraid; it just means you care more about something else than what you fear. It is important to care. And to do what is right, not what is easiest.

This booklet can be your starting point to becoming a more effective leader. But this journey will have many challenging tasks. We will help you identify your leadership style, get a deeper knowledge of your organisation, learn more about project management, work on your skills in facilitating, giving feedback, motivating others and dealing with conflict. In our booklet you can read more about topics that are crucial for all leaders: How do I efficiently manage my time? How do I give an inspiring presentation? How do I evaluate my work? What kind of challenges are waiting for me as a leader?

We hope that this booklet will help you to become a leader.

And remember. Leaders are made, not born. All of you can be leaders.

*On behalf of the editorial team,  
Gosia Zubowicz-Thull*

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## Leadership styles

**Before understanding the approaches to leadership, it is equally important to understand the “bigger picture” – the environment of the organisation, in which the leader operates and the areas, which leader has to cover in daily work. So, what is the bigger picture? What are the areas a leader deals with? After this, we will also look at an even more challenging question – What is the difference between leadership and management?**

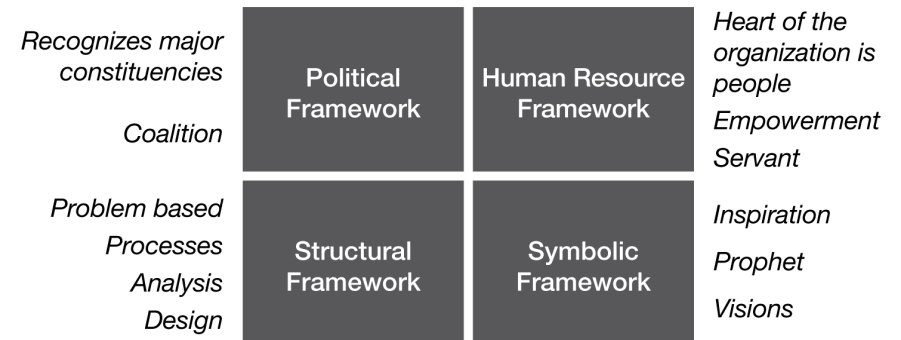
Before we look at different leadership styles, let's look at two other concepts. The first one is connected with the environment in which a leader works.

### The frameworks approach

In regards to the environment, there are four areas or frameworks, in which

leaders play their game. In one respect, they are internal to the organisation, in the other they also describe the external environment. It might not come as a surprise that each leader prefers to work in one of those frameworks more than in others. So it also means four possibilities of leadership styles.

**Political framework** – it looks at who the members and partners of the organisation are and how they are involved. In this framework are also the policies, which the organisation deals with (which in our reality is mostly connected with youth and environmental policies). In practical terms, it means that leaders, for whom this framework is “the right one”, concentrate on building coalitions and getting support for their ideas and visions. Power is something they take seriously into consideration and finding out different interests and how to tackle them (or not) is a part of the picture, too.



You will probably hear those leaders say “stay with me and you will win”.

**Human resources framework** – is easy to understand – people, people... and last but not least – people. This style is about supporting, empowering, motivating, communicating... and serving. In reality this leader talks with people, collects their ideas, takes them into consideration. You can recognise these leaders when you hear them asking “What can I do for you? What do you need?”

**Structural framework** – hierarchy, system, principles, strategy – those are the key words for this approach. Everyone has a clear role and work to do. Everything and everyone has their place. Such a leader would be asking “How does this fit into the system? What strategy do we need?”

**Symbolic framework** – deals with visions, ideas... and dreams. You have heard the statement “I have a dream”, haven’t you? This framework is exactly about that. How to make dreams come true. Those leaders will not speak about tasks, responsibilities or creating alliances, they will be sharing their visions of a better world and will inspire others to join them.

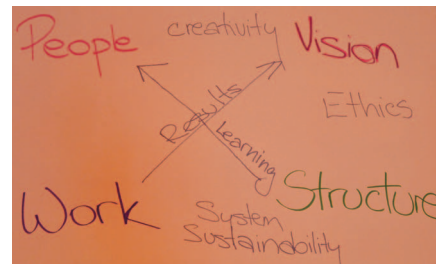
### Leadership or management

Here you come to another of the questions already mentioned at the beginning of the chapter – What is the difference between leadership and management? The answers differ and you will find very different perceptions of each of these concepts. For some, these two terms are equal. For our purposes we can use the following explanation: ‘*The manager’s job is to plan, organize and coordinate. The leader’s job is to inspire and motivate*’<sup>1</sup>. For the purposes of environ-

mental youth organisations we can go a bit further and say that ‘*Leadership is influencing people – by providing purpose, direction, and motivation – while operating to accomplish the mission and improving the organisation*’<sup>2</sup>.

Therefore, you can say that management is one of the parts of leadership. Which means that a leader needs to plan and coordinate as well as inspire and motivate. We can divide the work of a leader into four categories, which overlap with the previous frameworks.

### Four frameworks model



As you can see in the picture, when working with the four frameworks, balance is the key work here – once one of the elements is stronger than others, the organisation becomes weaker and other issues arise.

**Creativity** – Creativity appears when people understand the vision of your organisation and are motivated to work. New ideas pop up, roles and tasks change and colours start to shine everywhere.

**Ethics** – is the link between the vision and the structure. It is the translation of what we stand for into how we practice.

1. Source: <http://guides.wsj.com/management/developing-a-leadership-style/what-is-the-difference-between-management-and-leadership/>  
2. Source: <http://www.nwlink.com/~donclark/leader/leadstl.html>



cally do it. Many organisations or professions have their own code of ethics or values statement.

**Sustainability** – here we are not talking about environmental sustainability (even though it is an important part of it) – we mean organisational sustainability. It is about using the appropriate resources in the appropriate time to achieve your goals. At the same time it is also being realistic and setting your aims according to the capacity your organisation has. Have you ever heard of burn-out? That is the outcome when sustainability is not a part of what you do.

**System** – is a counterbalance to creativity. It links work with structure. It makes it easy to explain connections between the different parts of the system and all the roles and responsibilities.

### The chaordic path

There is yet another aspect based on the question – creativity or system? Or in other terms – chaos or order? While chaos is the momentum, during which creativity happens, order is the place where things are clear and understandable. Hard to choose? No need for that – some smart people have already thought about it and they have come to the conclusion that chaordic is a possible solution. It is finding the balance between innovation, system and structure.

Making this choice is a matter of leadership style and approach which brings us to the different leadership styles.

### Leadership styles

According to this theory, there are three basic leadership styles, in which a leader can operate. There are more styles. They can be compared based on several areas:

- leader versus the team (or group) – this area describes the relationship between the leader and the group, the “hierarchy”
- making decisions and planning – who makes decisions, how are others involved in them as well as who plans work, divides tasks and has an overview of what is happening
- time – how much time it takes to make decisions and plan
- expertise and experience – what are the competences of the team – the leader as well as its other members

So, what are the styles? First, let’s look at the three basic styles.

**Autocratic (Authoritarian) style** – it is a style when leaders have everything “in their hands” – they make decisions, divide tasks and control the working process. It means that the leader says what needs to be done, when it will be done, who will do it and how to do it. It is the style for crisis situations.

*Advantages of the style:*

- feeling of control and overview from the side of the leader
- clear hierarchy

- fast – doesn't take much time to make decisions, come to conclusions and plan
- works well when the leader is an expert in the fields the team works with
- works with a new team which needs to gain more experience

#### *Disadvantages of the style:*

- all the responsibility is passed onto the leader
- easy to overlook things as there is only one person checking everything
- hard to keep an overview in the long-term perspective as there are many areas which must be controlled by just one person
- hard to bring expertise in when the leader needs it from the outside
- less space for creative or "out of the box" solutions – more people can

have more various ideas

- team can lose motivation quite soon as their experience and expertise is not taken into consideration much and it also doesn't give the team a possibility to choose the ways, which fit each individual member of the team the most
- only one way communication
- creating the feeling of "the leader versus the team"
- lack of communication in the team, which makes it hard to create a feeling of the "team"

**Democratic (participative) style** – is a style in which the leader discusses with team members, collects their opinions and sometimes also involves them in decision making. Leaders check the tasks and do the planning either based on the proposals of the team members or together with them. It is the style for a team where expertise is divided and personal attachment to the goal of the team is important.



#### *Advantages of the style:*

- the leader and the team are partners
- the responsibility over the tasks and the outcomes is divided
- useful when more complicated decisions need to be taken as the expertise of the team is used
- there are more people keeping an overview of what happens and what needs to be done
- there are clear roles and responsibilities in the team, which vary depending on the current needs
- more space for individual approach or ways of working

#### *Disadvantages of the style:*

- takes more time to come to decisions and conclusions
- some team members might not be satisfied with the decisions
- might not always be clear who is the responsible person for certain issues
- needs more communication also among team members

**Free reign (Laissez-Faire) style** – in this style, the leader is rather a supporter of the team, being present only in the moments of need (and even in those moments rather as a facilitator or a coordinator). The team takes the decisions, does the planning and implements the tasks agreed. At the same time, the leader is still responsible for the team and what the team does.

#### *Advantages of the style:*

- each member of the team has equal role to the others – there is a flat hierarchy
- the responsibilities and tasks of everyone are known and understood by the whole team
- the expertise and experiences of all members of the team are used fully
- creative decisions taking into consideration different aspects of the issue can be found
- brings trust, motivation and feeling of ownership
- all members of the team are satisfied with the decisions

#### *Disadvantages of the style:*

- takes a lot of time to come to decisions, conclusions and to plan
- when the team is new and doesn't have much experiences it is frustrating for team members, as they are asked for expertise they cannot provide
- hard to pursue when, for example, goals or outcomes of the work are set by someone else (i.e. the board of the organisation)
- mistakes can be made when team members are not experienced enough
- team members need to trust each other, their will and motivation to "stand up for the same cause" as well as their expertise

Those were the three original styles. However, there are two more which complete the picture.

**Paternalistic style** – is similar to the authoritarian one with several differences. First, the leaders not only control, they also protect the team members (like a good parent does) and they care about the well-being of the team. Second, there is an expectation of loyalty and obedience from the team members (like demanded from children). And third, in this style, the team members are asked to do (not necessarily to think).

#### Advantages of the style:

- Team feels that the leader takes care of them
- Time effective as the decisions are taken only by one person
- The roles of the leader and the team are clear



- Works well when the leader is perceived as a “father-figure” by the team and is trusted to be doing the best for the team
- Rewards from the leader can be motivating
- Can create a good team with the leader in the middle of it

#### Disadvantages of the style:

- Does not create space for the creativity of the team members
- All the responsibility is passed onto the leader
- Does not expect team members to question or think about the decisions taken or the direction their work goes
- Easy to overlook things as there is only one person checking everything
- Hard to keep an overview in the long-term perspective as there are many areas for one person to keep control of
- Hard to bring expertise in when the leader needs it from the outside
- When team members are experienced and have the expertise they might feel that they are not being respected or taken seriously

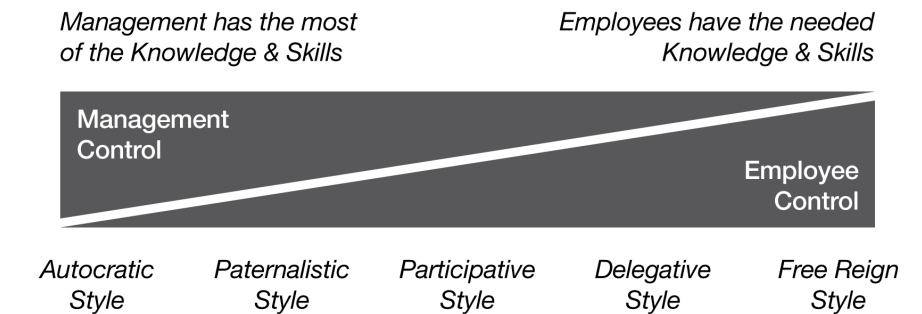
**Delegative style** – is sometimes also described as as the participative style and other times as the free reign style. For our purpose, we can say that it is somewhere in between. It means that decisions are taken by some or all the team members, yet the leader still has

to take responsibility for them and is involved in making them together with the team. The same goes for finding solutions or planning responsibilities and tasks.

The advantages and disadvantages are very similar to the ones mentioned in the

participative and free reign styles, therefore we do not mention them here again. To summarise the overview of the styles, you can look at the table, which shows the connection between the different styles, the expertise of the team and the leader and sharing of the power.

## Leadership Styles



Source: <http://www.nwlink.com/~donclark/leader/leadstl.html>

## ACTIVITY

### Your leadership style

And what can you do about your own leadership style?

#### Step one

It is important to be aware of your own style of leading a team. Even though, it is likely that you will not completely fit into one of the leadership styles, each of us always have a tendency – a preference, which we go back to when the times get harder. Being aware of this might help you in such situations.

There are many ways to define your style, the easiest one to start with is taking a test.

Here are some possibilities for that. The first links are easier tests, the lower down the list, the more complicated the tests are:

- <http://www.teamtechnology.co.uk/mmdi/personality-test/>
- <http://www.dummies.com/how-to/content/how-to-assess-your-leadership-style.html>
- <http://www.leadertreks.org/leadership-style-assessment/>
- <http://testyourself.psychtests.com/bin/transfer?req=MnwyMTUyfDg5MDY0NnwxfDF8MQ==&refempt=>
- <http://www.yourleadershiplegacy.com/assessment/assessment.php>

**Step two**

Once you have an initial picture, you can also check with your colleagues or friends, how they perceive you. Some of the questions from the tests might help you think about the issues where you need a feedback the most.

**Step three**

When leading a team, you might ask yourself the following questions to choose the appropriate style for the moment.

- What outcomes do we need to achieve?
- What experiences and expertise do we share in the team?
- What spirit would I like to see in the team?
- How would I like responsibilities to be shared in the team?
- How much time do we have?

Of course, you can add your own questions depending on the area you work in, the team or the structure of your organisation or project.

**Step four and further**

Practice, practice, practice. The more you try out the different styles, the easier it is to use them when needed. You can even make a game out of it with your team members and tell them that this week you would like to be a delegative leader and then let them give you feedback on what worked well for them, what was hard and what changes they would have made.  
Good luck!

“ *Innovation distinguishes between a leader and a follower.*  
(Steve Jobs, former CEO of Apple) ”

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- <http://www.nwlink.com/~donclark/leader/leadmodels.html>

**Competences of a leader**

**The topic of competences has been on the European agenda for a while now. However, it is not an easy one. What is a competence? How do we measure it? What do we do with the outcomes of such a measurement? And last but not least – does a leader have to be the ideal? The perfect, knowledgeable and skilled person, who always knows what is the right thing to do? Let's see about that.**

**What is a competence?**

We can look at competences from different angles. The one which we have chosen divides any competence into three parts:

- **knowledge** – all the information, facts, theories, data – it is everything that you KNOW
- **skills** – all the practical abilities one has – it is what you DO
- **attitude** – is the hardest one of the three, it is connected to what you believe is right (or wrong) and behaving according to it – it is how you BEHAVE and why

Let's look at the project management as our example. For project management competence you need to understand what a project is, know the project cycle and the project logic. This is a part of the KNOWLEDGE in project management. The SKILLS are developed when one is able to do needs analyses, assess what to tackle, set aims and objectives and come up with actions, search for resources, communicate with different actors and so on. And the ATTITUDE? It is involved in

every decision one takes. Whose needs are analysed? This question concentrates on whether the project is done because the organisation wants it or because there are some people out there for whom it is useful.

How to involve people in the project? That question is connected with how one cooperates with their colleagues or partners – whether they are told what to do or or whether they create their own tasks and responsibilities, how big a space they have for making decisions in the project and how are their opinions taken into consideration.

Who evaluates the success of the project? This is connected with the ownership of the project.

What resources are used? This is a very ethical question, especially for environmental organisations. One of the questions may be whether one accepts funding from air companies or local political parties.

These are just some of the questions to take into consideration.

**What areas of competence do leaders need?**

Areas of leader's competencies can be grouped in various ways. Here is just a few of them.

**• Team work and cooperation**

Working with other people brings different themes which include the division of roles and responsibilities, sharing information, keeping deadlines and dealing with group dynamics.

**• Communication, motivation and conflict transformation**

This is another area connected with people. It is about being able to speak and to listen, to present outcomes, to choose adequate tools,

to find ways how to motivate different people and to be able to deal with conflicts. This part is also connected with supporting the learning and development of a group.

- **Strategic thinking, analysis, assessment and evaluation**

Is about seeing the 'bigger picture', choosing priorities and assessing the most suitable ways to achieve them. It involves critical thinking as well as the ability to monitor and evaluate. In youth work, this is an area in which youth policy and environmental policy find their place.

- **Management of resources and project management**

Is about setting aims and objectives based on the needs, creating steps to reach the desired outcomes, finding adequate resources and using them properly. This area is also connected with sustainability and long-term perspective.

- **Theme orientation and value basis**

When working with environmental issues one needs to have some

knowledge and understanding of them, and also be able to put those ideas into practice. This area means expertise in the theme you work on and also an understanding of why the topic is important and what the most suitable ways to tackle it are. The value basis is a kind of ethical or moral code, which is one of the corner stones of youth work and environmental work.

### Why measure competences?

This is a question each of us needs to answer for ourselves. At the same time the reasons can be divided into several groups.

#### Individual reasons:

- Being aware of what I know – understanding which level I am at.
- Being able to plan and evaluate one's learning – based on knowing my level of competence I can ask myself how far I would still like to develop and what competences I still need for my work.

- Appreciating one's own achievements – building self-awareness and self-esteem.
- Communicating one's competences to others – having a basis for saying "this is what I am good at".

#### Group/team reasons:

- Dividing roles and responsibilities among the team – when you know what competences your team members have it is easier to give them responsibilities according to it.
- Learning from each other – knowing what competences the team has you can build up a support structure in the team where people can learn from each other.
- Ensuring good functioning of the team – knowing what competences there are in the team you also know what competences are missing and then can look for ways to get those competences in the team.
- Sustainability and long-term approach – when you understand the competences you (and your team members) have it is easier to use them effectively. It is as well easier to concentrate on developing the necessary ones – learning from each other, giving feedback to each other or going to a course.

#### Social and political reasons:

- Quality assurance – knowing what competences we have and what we need creates a step in being able to do our work with a certain quality.
- Recognition of the work – once we know what competences we have

it is easier to communicate it to the outside world. It creates more trust when we are able to say "this is why we are good in what we do". As they say – trust needs to be earned.

- Co-operation with other partners – knowing our own competences makes it easier to search for partners who either have a similar attitude or are able to bring new competences to our project.

### How to measure the competences?

There are different ways. We offer several tools, which you can use while assessing your competences.

#### Portfolio for youth workers and youth leaders

- [http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio\\_en.pdf](http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio_en.pdf)

It is a compilation of explanatory background in youth work and non-formal education and practical forms, which you can fill in. It is divided into several chapters, each of them including specific fields of competences. Those are:

- To empower young people
- To develop relevant learning opportunities
- To accompany young people in their intercultural learning process
- To contribute to organisational and youth policy development
- To use evaluative practice

As you can see the portfolio mostly concentrates on the individual learning process happening in a group. As it was





created on the European level it also deals with the topic of youth policy. Working in an environmental NGO, you could also add “environmental policies” as a field to elaborate on. If your organisation does events, then project management could also be very important.

The Portfolio can be a very practical tool as there are concrete questions one can answer while assessing their own competencies. It is also a tool which works well in the long run – you can always come back to it, see how you have evolved and set new targets for yourself. The website of the Portfolio is mentioned in the sources at the end of this chapter.

#### Self-assessment questionnaires

One example of self-assessment questionnaire is:

- <http://www.lifelonglearning.co.uk/llp/c-assess.pdf>

It is divided into a table in which you can answer different questions. It was created for managers, yet the role of a leader and a manager is a similar one.

You can also create your own self-assessment questionnaire. You can do it on your own or together with your team.

Here are some questions, which can help you create it:

- What are the competences needed for this project?
- What are the competences in terms of knowledge, skills and attitudes?
- What are the levels for each of the competences?
- How do you recognise which level you are on?

#### Tests

For those of you, who like easy tests, here is another tool mostly concentrating on developing people in your team

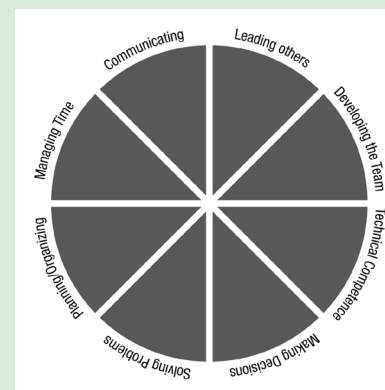
- <http://www.mindtools.com/pages/article/team-development.htm>

#### Visual competence assessment

One of easy and visual ways how to assess your own competences is a wheel of competences.

- <http://www.quintessence.be/en/methodologie/competency-wheel/>
- <http://thecoachescompany.com/free-coaching-downloads/wheel-of-competence.html>

## ACTIVITY



You can draw your own **wheel of competences**.

First you draw a circle. Then you divide the circle according to the number of competences you would like to evaluate. You can use the areas described at the beginning of the chapter. We can add one more area, where you can include whatever you find important for your own evaluation.

And now you can start colouring each of the fields. Imagine, there is 1 in the middle and 10 on the outside – so the higher your competence, the bigger

your wheel is. And the next step is: Where would you like to improve? And how can you do that?

And why should you evaluate your competences?

During the chapter we have given you some ideas. To use a quote of Anna Quindlen: “The thing that is really hard, and really amazing, is giving up on being perfect and beginning the work of becoming yourself.”

“Management is doing things right. Leadership is doing the right things.”

(Peter F. Drucker, a writer, management consultant and self-described “social ecologist”)

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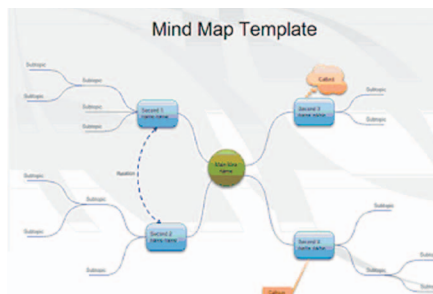
## YOUR ORGANISATION

**Being a leader means knowing your organisation very well, like the back of your hand. Not only the structure but also all the connections you have, the resources that are available, the people that can help you and all activities you are planning to do.**

All these elements are of course really interconnected. Sometimes we are not aware of the potential we have in our organisation. For example we have many volunteers but we don't involve them in our local activities. Or we have a very talented graphic designer but we always make the same style of publications. Or we want to save the forest from deforestation but we don't contact the municipality that can really do something about it.

A mind map of your organisation can be one way of making a deeper reflection on all the connections, potentials and plans that your organisation has.

A mind map is a diagram, a visual structure that serves to illustrate the information. It is organized around the central word (can be your NGO, a problem, a project, etc.) and from this word there are branches going to major categories and sub-branches with more and more detailed categories. A mind map helps



you to organise your ideas and consider the relationships between items.

### ACTIVITY

#### Make a mind map of your NGO

Invite your team to make a mind map of your organisation together. You can also do it by yourself but other people can make you see more elements. Reflecting together on the structure of your organisation can help to clarify things and find links between your activities and your mission, and bring a common understanding about your organisation in your team.

We suggest you start the mind map of your organisation from 4 major categories: stakeholders, content, activities, resources.

#### Stakeholders

It is important to check with which stakeholders your organisation works. Stakeholders are people, groups, organisations that can affect your organisation or that your organisation wants to affect. It is good to realize with how many stakeholders our environmental organisation work or should work to make a change. For example if your organisation focuses on environmental education for children, your stakeholders are not only children but also parents, school and Ministry of Education.

*Various stakeholders of an environmental NGO (results of the brainstorming during the training course): schools, young people, local authorities, local community, environmental institutions, administrative bodies, NGOs, companies, volunteers, other projects and*

*programs, media, donors/funders, politicians, parents, social institutions, celebrities, regional, national, European and international authorities, etc.*

Generally you can group the stakeholders into four categories: political, public, researchers and companies. These are groups of stakeholders that environmental organisations cooperate with and we should adjust our strategies and way of communicating to each of these groups separately.

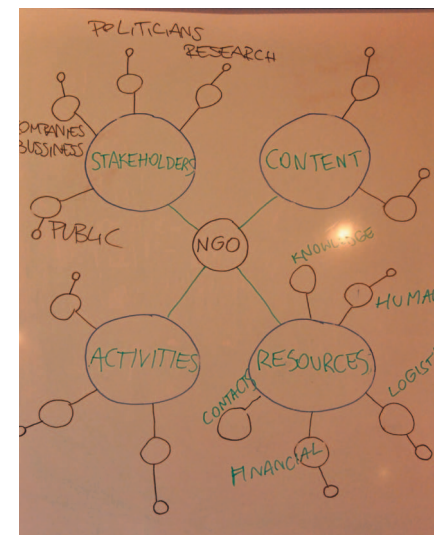
Choose stakeholders that are crucial for your organisation and put them into separate branches on your mind map. Then go into more detail with smaller branches.

#### Content

Second important part of your NGO is your content. It means your mission, topics you focus on, things you want to change or improve.

#### Resources

Mark the resources that you have – financial, human resources, logistics, contacts, etc. All the things that your organisation has available to make projects and to reach your mission.



#### Activities

Finally mark all the activities that you do in your organisation. They can be publications, training courses, local actions, etc.

When you finish writing down all the elements, to the smallest branch, it will be time to check all the links and connections between the elements of your organisation.

Each branch, even the smallest one should be connected with another element. Every stakeholder should be connected with the project you are focusing on, with the person who is responsible for this project and with other resources you need to influence this group.

Now it is time to make your own mind map of your organisation. It will help you as a leader to get a deeper and clearer picture of your organisation and help you to manage it.

# Project management

## How to manage a project

For youth leaders skills in project management are crucial.

A project is defined as a temporary endeavor to produce a unique product or service. It can be described as a tool of (positive) change that enables us to move from current situation to another situation we would like to achieve – the aim of the project.

A project has some characteristic features that distinguish it from other tools of change. Typical attributes of a project are:

- **Uniqueness** – it is different from the other activities your organization has done before.
- **Specificity** – it has a specified time range and budget.
- **Complexity** – it usually consists of many various activities.
- **Heterogeneity** – it is necessary to have a project team with different roles to be able to perform tasks.
- **Riskiness** – it is riskier than repetitive tasks due to its uniqueness – there is a lot of uncertainty.

The temporary nature of projects stands in contrast to the other operations and activities of an organisation. Typical examples of projects are a unique training course, an expansion to a new town,

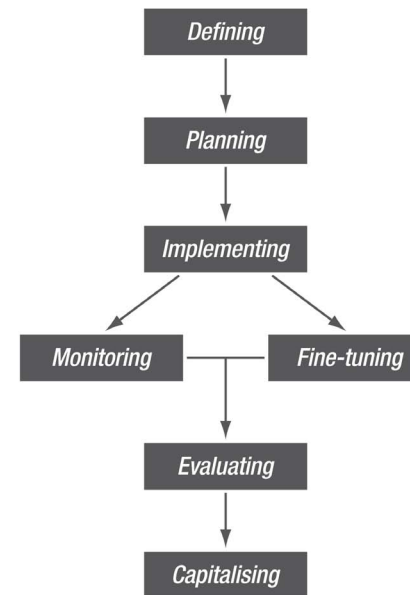
the preparation and implementing of new services (campaigns, educational activities, newsletters). As opposed to that, the operational activities of an organisation are repetitive tasks, such as publishing each issue of a newsletter, routine performance of educational programmes for schools or writing press releases. Their management is very different from project management.

### Structure of the project

Although each project is unique, it is possible to find some general similarities between them. At the beginning, you have to define what **change** you would like to make and why. You have to **set aims and objectives**, and make a proper plan. Subsequently, you and your team work on different tasks and at the end you evaluate whether the project achieved its goals or not. This constitutes **the basic structure of a project – defining, implementation, follow-up and evaluation**. There are many schemes explaining the different steps. Remember that there are many various types of projects, organising a training course would fit better into different model than building a house. Get familiarised with some project schemes and consider which of them suits your needs best. We offer you the following model which seems to us very useful.

**I. Defining** – during the first step, you have to give a clearer shape to your project. The project idea has to draw upon a needs analysis to ensure that the project will fit to the needs of the community.

You have to define a main aim and develop it further into a set of objectives.



**II. Planning** – the second step involves almost all the preparation. Concrete activities depend on the nature of your project. If you organise a youth exchange or a training course, you have to select participants and provide them with all the necessary information, arrange an accommodation, prepare an agenda, etc. It is very useful to prepare a project schedule at the beginning of this stage where you put all necessary activities into a timeline.

**III. Implementing, monitoring and fine-tuning** – in the case of international projects, the third stage is the main activity – a youth exchange or a training course. You have to be properly prepared and have a detailed agenda. However, remember that this stage is not only implementing all the points from the agenda. You have to monitor the whole group (both participants and organisers) and check consistently whether the ac-

tivity fits to their needs and the objectives are fulfilled. Don't be afraid to make changes! They happen in each project, that is what the fine-tuning is about – but think carefully whether the change is really useful and how it will fit into the rest of the schedule.

**IV. Evaluating** – at the end of the activity itself, you have to do a proper evaluation to check whether your goals and objectives were achieved. If they weren't, don't forget to analyse why it happened! You can find more about evaluation in the next chapter.

**V. Capitalising** – you gained a lot of experience during the previous stages and right now it is time to start following up on the actions from a higher level. Promote and share the knowledge and skills that you have learnt. Capitalising is not about money, it is about making the most of your project.

### Defining the project

#### Needs analysis

Remember that the main purpose of the project is to contribute to a community or to a group of young people.

The most important task in the definition phase is to involve the community and to match the project to their needs. The worst project scenario is when ill-conceived ideas are implemented, sometimes against the interests of the community or with its apathy and alienation. A needs analysis includes the social, political and economic conditions existing in the area of the project that make the project necessary. No matter how amazing the project idea may be, nothing makes sense if it is not needed. Ask yourself a following question – and together with the community find the answers:

- What are the problems faced by the youth or the community?
- What is needed or wished by the community?
- How much of a priority does it represent?
- Is it different from what is already being done?
- What change may be pursued by the project?
- What is realistic and achievable?

### Setting the aims and the concrete objectives

The needs analysis shows us why the project is important. Now we have to reflect the main priority of the project into the aims. Aims are defined as overall goals, they should contain the essence of the project and should be understandable independently, without reading more information about the project. One or very few sentences are enough, the aims should be clear and brief. The aims shouldn't change during the project; a change of aims would mean a change of project as well.

Next step is to translate the aims into

the objectives that describe what will be concretely done or achieved during the project. While the aims are general, the objectives should be as concrete and precise as possible. Remember that the objectives are different from the activities, nevertheless they should correspond to each other – the activities are the way to reach the objectives. Well known mnemonic SMART tells us that we should formulate objectives that are:

- **Specific** – objectives are clear and concrete, not too general and vague.
- **Measurable** – if the objective is not measurable, it is not possible to check whether it was fulfilled or not.
- **Attainable** – the objectives have to be realistic, they are neither out of reach nor below standard.
- **Relevant** – the objective has to be relevant to the project aims and has to contribute to them.
- **Timed** – the objectives need a time frame, it has to be clear until when the objective will be achieved.

The following table comprises some useful advices for setting the objectives.

DO	DON'T
Discuss your objectives with the target group and partners.	Hesitate to review them.
Ask yourself if they can be evaluated, how & when.	Confuse the objectives with activities.
Remember that if they are not clear for you, they won't be for others.	Define only ideal, un-measurable objectives.
Write your objectives and use them in your communication and presentations.	Define objectives that you do not plan to achieve.

### Final recommendation

In project management you have to deal with many different tasks and activities. Due to limited resources you have to choose carefully what is the most important to do now and which activities you can postpone or even entirely omit. The **Eisenhower method** is very useful for **prioritising the tasks**.

The best strategy is to devote the majority of the time to important tasks, both

urgent and not urgent. Deal with the urgent and not important tasks as fast as you can, they don't have to be perfect – working on them meticulously is not worth the time. Do not engage in neither urgent nor important tasks. It can happen that your co-workers will consider different tasks as the most important. The importance depends on goals and expectations (even on personal ones), therefore it is crucial to discuss them properly in the team and to make them explicit.

	Urgent	Not Urgent
Important	<ul style="list-style-type: none"> <li>• Preparation of project application</li> <li>• Arranging food and accommodation</li> <li>• Selection of participants</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the project goals with the trainers</li> <li>• Check the participants' expectations and needs</li> </ul>
Not Important	<ul style="list-style-type: none"> <li>• Interruptions and distraction</li> <li>• Not important calls or questions from participants or team members</li> </ul>	<ul style="list-style-type: none"> <li>• Time wasters</li> <li>• Meticulously fine-tuning the design of the website of the project</li> </ul>

The next points will help you judge better what is most important for the success of your projects, you should focus on these critical points very carefully.

does not let the plan become an end in itself.

### 8 reasons why projects succeed

- The organisational structure is suited to the project team.
- The project team participates in planning.
- The project team is committed to establishing schedules.
- The project team is committed to establishing realistic budgets.
- The project makes proper use of network planning techniques and
- The project team works with bureaucracy, politics and procedures and not against them.
- The project team agrees on specific and realistic project goals.
- The target public is involved from the start of the project.

### Source

- Training kit No. 3 – Project Management: [http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_EN](http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_EN)

## Using evaluation

It is common knowledge that every project should be evaluated. In the case of grants for your projects it is even demanded, so everybody does it. This chapter might help you to do your evaluation more effectively. You will read about the meaning of evaluation, the reasons why it makes sense to do it, the topics to look at, the actors to involve and you will get some examples of tools for evaluation.

### What is evaluation?

There are different definitions of evaluation, yet most of them move around similar issues. Evaluation is a PROCESS with certain ACTORS and ISSUES. The process should be on-going – starting when you first think about your project and ending some time after the project is over. Here are some characteristics of evaluation:

- Collecting information, from different sources, about the learning process, the content, the methods, the context, the outcomes of an educational [environmental] activity
- The organisation and analysis of that information
- The establishment of certain criteria (evaluation criteria)
- The judgment of the analysed information (according to the set evaluation criteria and at the light of the educational [and environmental] objectives)
- Drawing conclusions and recommendations which allow the re-orientation and eventual improvement.

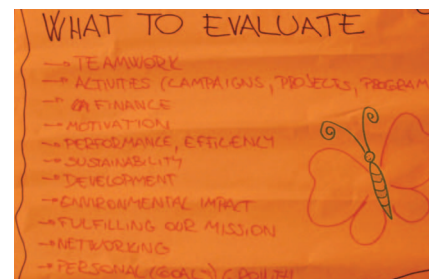
### Why to evaluate?

The first reason is to find out whether your project was successful and you achieved the results. What are other reasons?

- **To simplify things** – Evaluation might help you to make your project easier to run and to communicate to others. It can also support you by making it easier in terms of resources and therefore more sustainable.
- **To prove the value of the project** – The outcomes of the evaluation can be used to show what outcomes your project had.
- **To develop and to learn** – Evaluation can help you see how the organisation has evolved, what everyone has learned and what experiences were gained.
- **To change and improve** – You can understand and think about the ways to do it differently in the future.
- **To motivate and involve** – By involving different groups and actors in the evaluation you also give them more responsibility and feeling of ownership, which can make them become more interested in what you do and more willing to participate.

### What to evaluate?

Sometimes you might hear that you should evaluate everything. When running long-term projects this might be true. With smaller or shorter projects, evaluating all the aspects might not be necessary. When you think about the topics, it is always important to think first about the reasons to evaluate a certain issue. What do you need to evaluate it



for? And to whom will the outcomes of the evaluation serve?

Let's have a look at possible **areas of evaluation**.

- **Achievements** – here you can find the aims, objectives and outcomes. Learning and change of perception of the target group about the topic is also a part of the achievements.
- **Process** – all the issues of planning, steps and tasks, roles, practical issues. Sustainability and long-term perspective also fits in here.
- **People** – yourself, your team members, your colleagues, volunteers or supporters, as well as the target group, or even a wider audience. You can evaluate the competences of the team, whether the project fits the needs of the target group and how it was built on the previous experiences of everyone.
- **Topic** – theme of your project. It is about all the themes, the expertise and know-how which was created and used, how it was communicated and if it was understandable for your target group.
- **Resources** – first materials – all the papers, computers, pens and markers, also your website or publications, even a facebook page. Then human resources – your team, the

experts you can involve, other organisations and partners you can ask for support or politicians interested in your cause, contacts. Finances are about money, volunteer work, donations or free services.

### When to evaluate?

Evaluation starts when you begin planning because by then you need to set your 'criteria of success'. According to that, you plan your project steps and involve people with adequate skills.

What you need to **evaluate regularly**:

- **Achieving your aims and objectives** – to make sure that your project is going in the right direction. Evaluating your aims includes evaluating their relevance – is the change we aim for still relevant?
- **Planning and management** – it is important to check also the logic of the steps and the "flow" and adapting the plan in line with the resources you have.
- **Resources** – considering whether all resources are at hand and whether you use them effectively.
- **Learning and development** – is connected with motivation. It is important to ensure that your team members know what they have to do and that they have the experience for it. You should also plan the ways how they can learn and develop further.

### Who should be involved in the evaluation?

Some actors appear naturally – your team, the participants or your colleagues

in the organisation who are not directly involved. There are more groups to take into consideration.

### Direct and indirect target groups

**Direct target group** – the people who are directly involved and affected by your project – your team, the participants or others for whom you organise the project.

**Indirect target group** – the wider public – parents of the children you work with, people from the village where you do your project, even friends of the participants or local politicians. It is important to involve this target group in the evaluation, because they can give you an outside opinion. They can help you to see whether you have managed to pass on the message you wanted. Then there are partners – other environmental or youth organisations, sometimes donors and funders.

While doing an evaluation with the different groups, it is useful to think about the areas that each of them could evaluate.

### How to evaluate?

There are several ways to divide the evaluation based on what you would like to achieve with it.

### Qualitative or quantitative criteria

It is important to consider whether you need to collect quantitative or qualitative data. The quantitative evaluation is about the numbers – how much, how many, how long. The qualitative evaluation is about quality – what was improved, how deep did you go into the topic, what has changed and how? It helps you understand what makes your project a quality one and how satisfied the target group is.

### Individual or group evaluation

When considering how to involve different people in the evaluation, it might be useful to think about whether it is more suitable and effective to let people evaluate individually or in a group.

**Individual evaluation** – questionnaires, individual interviews, tests, story telling or even a drawing. It has the advantage that people will tell you or write down what is most important for them. The disadvantage is that people will remember only their strongest aspects. Also, in individual evaluations people often have a tendency to concentrate on the social or emotional issues and the connections to other people rather than on the content.

**Group evaluation** – can also have different forms – questions written down on pieces of paper, focus groups, group interviews or a common statue or sculpture. The advantage is that you will get a greater variety of information – hearing the answers of others might create a greater variety of thinking about what worked well and what might need improvement. It is also more effective because you will have a common outcome in a shorter time. The disadvantage is that people might be influenced by the opinions of others and might not say some of the things aloud in front of the group.

### Evaluation methods

We can divide the methods into several groups. Each of the groups can be used for individual and group purposes.

**Visual methods** – written ones – questionnaires, tests, questions written on big papers, email interviews, etc. You can collect structured, quantitative data using these methods as well as qualita-

tive data – impressions or personal experiences.

**Audio methods** – interviews and all methods which use talking (a talking stick or focus groups). More creative methods could include: creating a song together, or choosing a song which would answer a certain evaluation question. Working with sounds is also possible – using the strength of the sound, the melody and the rhythm to express how participants felt or how they experienced certain issue. Theatrical methods also fit in here – pantomime, sketches or making a video or taking photographs.

**Audiovisual methods** – can be a group moving in space and by that expressing their opinions and explaining why they place themselves there. The creative possibilities are also many – cartoons, collages, videos combining words with images, choosing films etc. Mostly the audiovisual methods give you an opportunity to understand the ‘feeling’ and getting an explanation of “why the feeling is there”.

If you are looking for **concrete methods** to use in your evaluation, you can inspire yourself at one of those sites:

- <http://www.salto-youth.net/tools/toolbox/>
- <http://mypeer.org.au/monitoring-evaluation/data-collection-methods/creative-strategies>
- <http://socrates.berkeley.edu/~pbd/>

[pdfs/Evaluation\\_Methods.pdf](pdfs/Evaluation_Methods.pdf)

- <http://website.lineone.net/~mike.deighan/EvaluationMethods.htm>

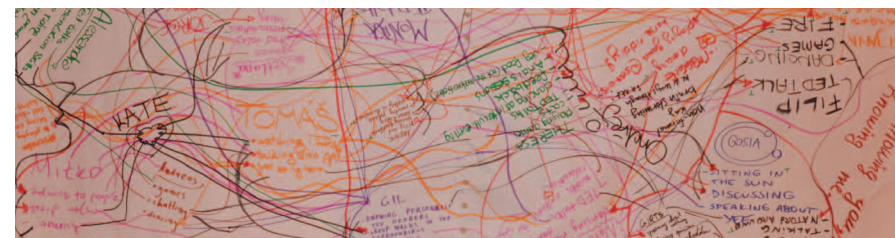
### How to use the results of evaluation?

To learn and develop, to communicate the results and promote your project, to involve different people and groups, to motivate, to innovate or to make your life easier.

Finally, do not forget to celebrate your success together with all the people involved is an important part of the evaluation, which is sometimes neglected.

### Sources:

- <http://www.theinnovationcenter.org/files/doc/B5/RI%20pp%2068%20Evaluation%20Methods.pdf>
- [https://czone.eastsussex.gov.uk/supportingchildren/youth/youthparticipation/toolkits/Documents/essentials\\_evaluation\\_toolkit\\_2008.pdf](https://czone.eastsussex.gov.uk/supportingchildren/youth/youthparticipation/toolkits/Documents/essentials_evaluation_toolkit_2008.pdf)
- [http://library.imaginecanada.ca/files/nonprofitscan/en/csc/projectguide\\_final.pdf](http://library.imaginecanada.ca/files/nonprofitscan/en/csc/projectguide_final.pdf)
- <http://www.pc.gov.pk/CH-8.htm>
- <http://www.hlf.org.uk/grantholders/heritagefocus/evaluation/Pages/Tipsandtools.aspx#.UMDJbKxOvAc>
- <http://www.mice-t.net/Evalcom2.pdf>
- [http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T\\_kits/10/T-Kit\\_10.pdf](http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T_kits/10/T-Kit_10.pdf)



# Leadership skills

## Giving feedback

There are very different understandings of what giving feedback is. For this reason this chapter is divided in two parts – the first one looks at what you can do when you want to talk to someone about something important to you. Let's call it feedback for beginners. The other part of this chapter will look into how feedback is used and understood in youth work and non-formal education. That is the feedback for the advanced.

### What do you need?

No matter whether you give feedback or just start a conversation, there is always an important moment at the beginning. This is the moment to ask yourself some questions. The more you understand the reasons for your actions, the easier it is then to communicate to others why the things you need are important for you.

At this moment, the interaction with yourself starts. And the questions are:

- What do I want to tell the other person?
- Why is it important for me to tell it to them? What is it that I need or want?

Once you are ready, it is time to go and talk to them.



### The "Let's talk dance"

You can look at communication and talking as a dance. A dance for two, or for more. In reality what you can often see is that one person is dancing around the other and the other person is standing there not understanding much. So, how to make sure that all the parties involved in the talk are aware of the dance? And further on, how to make sure that they actually dance THE SAME dance...

As in any dance, even this one has a choreography and some steps to learn. You can call it a **four step dance**.

#### First step – Placement

As in every dance, first you need to stand up straight. Placement is the step to do it. It is an introduction to the talk.

At this moment you can explain what you would like to talk about, why you would like to do it and how much time you think it can take. It is the step in which a person, as the initiator, helps the receiver to understand the topic of the conversation. It should bring clarity to the future talk.

#### Second step – Permission

In classical dances, before you actually start dancing, when you come to your partner you first ask whether they would like to dance with you. It actually makes sense for any kind of interaction among people and especially when you ask someone to spend time with, which might be uncomfortable or at least unexpected, the least you can do is to ask.

#### Third step – Statement

Now it's finally time to "dance to the music". This is the moment when you say what you want to say. You can describe the situation, express how you felt about a certain issue or tell

the person how much you care for them.

#### Fourth step – Clarification

It is time for your partner to lead. It is the moment when you ask them to tell you they have understood the things you said, how it feels for them or what comes to mind after hearing it. And as in every dance... it goes on. After hearing your partner, maybe you would like to go back to the statement. This time instead of a statement maybe you have questions to ask to understand better what your partner has expressed. Or maybe you realise that you need to talk about another issue – then you go back to the first step and start with the placement again. Or maybe you would like to involve your partner in the dance in a different way – then you go back to the step two and ask for permission again.

The four step dance can be useful for you in moments when you need to talk about sensitive issues and need to create space for both of you – you as much as your partner – to feel heard and understood. At the same time you can use it at any moment in your life. Need to ask a passerby what time it is? Want to invite your friends for dinner? Need to discuss your paper with a professor at university? – it all fits, even when giving and receiving feedback, which brings us to the other part of this chapter.

### What is feedback?

Some perceive feedback as a **gift**. What kind of presents do you like to give to people around you? The ones that you think are the best for them (but maybe they'd rather something else) or the ones which they like and find motivating and useful? You can say that feedback is the same.



So, when you consider whether to give feedback or not, check your intentions. And be honest with yourself. Because some types of feedback (and can we call it feedback then?) serve only the needs of the person giving it, not the person receiving it. This is likely to produce defensive reactions from the recipient and then they are not likely to take it into consideration, let alone change anything. In case you are not sure that your intentions are really concentrated on the person to receive your feedback, you can still use the four step dance mentioned above.

To summarise some points on why feedback makes sense:

- It is an opportunity for people to see themselves from the outside (a mirror they can look into)
- It is a possibility to reflect, learn and develop (for both the giver as much as the receiver)
- It is an opportunity to share and build trust with each other so that even when we speak about less comfortable matters we are able to stay good colleagues or friends

And when does feedback make sense to the people receiving it?

- When the receiver UNDERSTANDS the information
- When the receiver is able to ACCEPT the information
- When the receiver is able to DO something with the information

Yet the question is – **how to actually give feedback?** Here are some more explanations for you:

- Feedback refers to the actions – what people do, not who they are
- It describes, it doesn't interpret
- It refers to behaviour, which can be changed
- It is specific, ideally with examples
- It is asked for (or at least you have received permission for it)
- It doesn't evaluate or judge

### Feedback rules

- First of all – ask whether the person would like to get feedback. If they agree, then check whether it is a good time for them now. If not, set a time and place for it (it should be a place, where the receiver feels comfortable, where other people don't disturb, ideally there are no people around at all).



- If possible, give feedback as soon as possible after the action
- Perceptions, feelings, reactions and opinions should be presented as such, not as facts

- Speak about what consequences the behaviour had on you (such as: when you said that it made me feel...) instead of only describing your emotions (such as: I am angry at you...)
- Give balanced feedback – concentrate on the whole picture – what worked out well, what did not work for you.
- You can offer possibilities, how the action could have been done differently. Yet, first ask whether the person is interested in hearing your proposals.
- Give space to the receiver to accept your feedback or not. Maybe what they did is something they had reasons for, which you are not aware of.
- Watch the "signs" the receiver is showing of comfort or discomfort – sometimes just one last drop breaks the barrel – in this case, choose what is the most important for you to give feedback about and leave the less important things aside for another moment.

As with any communication process, feedback is not only about giving, it is also about receiving. So how to receive feedback in a good way?

- Listen actively – try to understand what the speaker is trying to tell to make sure that you really understand.
- Do not comment or try to explain – your explanation will not change how the person felt in that particular moment.
- If you disagree, just write it down

and come back to it later with a cool head.

- Ask questions and for clarifications of the things you didn't understand (be aware that questioning everything the person says is not called clarifying, it is called inquisition).
- Carefully evaluate what you have heard and how can this information be useful for you.
- In case you need to understand better, find other sources – other colleagues or friends (just check your intentions – whether the reason is for you to really understand or it is because you are not ready to accept that feedback).
- Try to keep the emotions low. Take your time. Start thinking when your head is clear. Maybe try to implement some changes and then see what happens.

Although it seems difficult, the more you try it out, the more likely it is that you will succeed. As Dudley Field Malone has said: *"I have never in my life learned anything from someone who agreed with me"*.

*"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."*  
(John Quincy Adams, 6th US President)

## Facilitating a meeting

Youth leaders are often asked to facilitate a discussion of their colleagues or participants of youth projects. What does it mean to be a 'facilitator'? Facilitate means to "make easy" so the facilitator's role in the group is to be a person who creates an environment where everyone has a voice and opportunity to express themselves and knows that the decision is made equally by all members of the meeting. As a facilitator your main task is to help the participants reach their goals in a most effective way.

For these purposes, a facilitator should be objective, which means you need to take a neutral stance to the content and focus more on the group process and the method of the meeting.

A good facilitator can be described as a good time manager, open, positive and patient person, who can be flexible and let the conversation flow and at the same time will keep the group concentrated on the main objectives. He/she will cre-

ate an atmosphere of mutual respect and understanding thus making people feel welcome to express their ideas.

Before facilitating a meeting try to think what environment and qualities you would like to achieve during the meeting. Remember a previous successful communication experience and figure out what made this experience good and productive.

*Examples of positive characteristics can be: active listening, feeling of unity, trust, relaxed atmosphere, shared vision, willing to and openness to share, commitment, comfort, space for everyone, respect, shared interest, happiness, no taboo, openness, natural flow, honesty, strong will to communicate, harmony, easiness, values, shared believes, diversity, openness to express emotions, active listening, engagement, participation, integrity.*

One of the characteristics of a successful meeting has always been active listening. The objectives that we want to achieve by active listening – understanding, respect for others, space for everyone, clarity, meaning – sometimes come naturally but in many cases it is the facilitator who brings understanding, meaning and clarity.

Decide which of these factors you would like to bring in the meeting while being a facilitator. How can you achieve it?

There are a lot of methods and techniques that you can use to help your group have useful and fruitful meetings in an atmosphere of trust and understanding.



### ACTIVITY

#### Dance of question and clarification

This is a method that you can introduce to your group as a tool of positive communication. We explained it already in the chapter 'Giving feedback' but it can be also very useful in facilitating. You should follow 4 steps during your facilitation of the meetings.

- Start the meeting with **Permission** when you check whether you are allowed or encouraged to start the topic.
- Then move on to **Placement** – part of conversation when you tell others what do you want to achieve, how long it will take, ect. It will be an introduction of the topic which will bring clarity to the meeting.
- The next step is **Question**. One

person asks the question and listens to the answer.

- Then comes **Clarification** when you (or another team member) explain or comment on how you understood the answer by repeating the answer or asking questions connected with it. Thus both participants and the whole group will be able to check how they understood the speaker and if his/her message was heard.

This method will create an atmosphere of respect and safety and encourage active listening as the questions will be asked only when they are welcomed and allowed and the answers will be listened to and heard and clarified.

#### Source

- 'Quiet leadership. Six steps to transforming performance at work' David Rock, Collins Business, 2007.

## Motivation Skills

**To be a leader means to work with people, to inspire them and to encourage them to achieve a shared goal. You can't do this alone. As a leader, you need to catch people's attention, to attract them and to get them engaged in your vision. Even more, you need them to help you with all the tasks that are necessary to make the dream come true.**

In a simplified way, **motivation** is the willingness to do something, a force that makes us get up in the morning and do well in our job or at school. We can define motivation as a force that energises behaviour, gives direction to behaviour and underlies a tendency to persist, even in the face of one or more obstacles. It is important to be aware of these three components of motivation:

- **Direction** – which actions a person will work on.
- **Intensity** – how hard a person will work on these actions.
- **Persistence** – how long a person will work on these actions.

As a leader, you have to motivate not only yourself, but also your team – and it is vital to develop all three components of motivation.

### Theory X and theory Y

In the middle of 20<sup>th</sup> century, MIT professor Douglas McGregor proposed two distinct views of human beings:

- **Theory X** assumes that people are lazy, dislike work and responsibilities and must be coerced to perform.

- **Theory Y** assumes that people are creative, like work, seek responsibility and can exercise self-direction.

*Now stop and think for a while: do you believe theory X or theory Y? Be honest.*

A leader who believes in the assumption of theory X does not trust his or her team, uses highly restrictive supervision and a punitive atmosphere. He or she uses carrot and stick to make people do the work, motivates them by paying them money and punishes them for a lack of effort.

On the other hand, a theory Y leader believes that it is crucial to set the right condition and to support people. He or she develops trust, open communication and a comfortable environment. McGregor believed that the assumptions of theory Y fitted reality much better and the approach based on the theory X was counter-productive and harmful.

### Intrinsic and extrinsic motivation

Psychologists divide motivation into two types, the internal one and the external one.

The internal one is called **intrinsic motivation** and is driven by an interest or enjoyment in the task itself. Intrinsic motivation exists within the individual and is based on taking pleasure in an activity.

The external one is called **extrinsic motivation** and refers to the performance of an activity in order to attain outcome. Extrinsic motivation comes from outside the individual, usually in a form of rewards (money, grades) or threat of punishment.

*Can you see the link with the previous paragraph? Which type of motivation is*

*connected with theory X and which type with theory Y?*

Business traditionally relies on the extrinsic motivation, rewarding employees with financial bonuses and using carrot and stick. Contemporary psychological research shows that this approach can work quite well when dealing with simple, routine tasks. However when the tasks involve creativity or other cognitive skills, the carrot-and-stick approach (in the form of higher financial rewards) doesn't work and even more, it can harm. The results don't mean that you shouldn't pay to your employees, they just show that money definitely isn't the most important thing (if you work with volunteers, you certainly understand this).

If you want the people around you to deal with complex issues and work on creative tasks, you have to choose a completely different approach. You have to focus on intrinsic motivation, to inspire them, to show them the meaningfulness of their work. You can support intrinsic motivation by fulfilling people's desire for:

- **Autonomy** – the desire to exercise control over one's own life.
- **Mastery** – the desire to become good at, or master, something that is important to us.
- **Purpose** – the desire to be part of something important, to contribute to society.

In other words, let people decide when they will work on the task, where and with whom. Support their learning process, give them an opportunity to achieve mastery and tell them why their work is needed. Show them the bigger

picture and how they contribute to it. While assigning a task, do not start with "what" and "how". Start with "why" instead, that is the vital part.

### SCARF model of motivation

The model offers you a useful tool to increase people's motivation, especially intrinsic motivation. Neuroscientific research shows that social behavior is governed by an overarching principle of minimising threat and maximizing reward and the responsible parts of the brain are the same as in the case of primary survival need, which means that social needs are treated in almost the same way in the brain as the need for food and water. The **SCARF model** describes five domains of social needs:

- **Status** – relative importance to others.
- **Certainty** – being able to predict the future.
- **Autonomy** – a sense of control over events.
- **Relatedness** – a sense of safety with others.
- **Fairness** – a perception of fair exchanges between people.

A situation that is perceived as threatening in any of these domains leads to an unpleasant feeling and a decrease in creativity and cognitive ability to solve problems. And vice versa, meeting the social needs causes the activation of the reward system in the brain. You can use the principles of the SCARF model in different settings – in leading a team, in managing yourself or at training courses and other educational activities. Let's focus on the five domains in more detail.

**Status** is about relative importance. You can threaten someone's sense of status very easily and often unintentionally. A status threat can occur through giving advice, instructions or feedback. Status can be increased by allowing people to learn and to improve, by giving positive feedback and public acknowledgment.

**Certainty** concerns being able to predict future. Larger uncertainties, like not knowing the expectations of your boss or whether your job is secure, can be highly unbearable. You can increase perceived certainty by making implicit concepts more explicit – set a clear timing and goals of the meeting, tell participants the agenda and objectives of the training.

**Autonomy** is the perception of control over one's environment. A reduction in autonomy can generate a strong threat response. Allow people to set up their own desks, organise their workflow, maybe even manage their working hours. You can establish the boundaries within which people can exercise their autonomy.

**Relatedness** is about deciding whether others are "in" or "out" of a social group. People naturally form groups or "tribes" where they can experience a sense of belonging. Information from friends is processed differently than information from rivals. Encourage social connections in your team, share personal aspects via stories or photos. Small groups seems to be safer than large groups, you can set small action learning groups or use a kind of mentoring or buddy systems. Even having one trusting relationship can have a significant impact on relatedness.

**Fairness** is a perception of fair behavior

between people. The need for fairness can explain why people are engaged in volunteering, they could see it as the way to decrease the unfairness in the world. Establish clear expectations and rules in all situations, or even better – you can create the rules with your team. Make an accordance between your words and acts and treat all the members of your team in the same way.

### Summary

You can motivate people to work on a project very well even with a small budget – and sometimes even without budget at all. Think about how others feel in your team and focus on factors that can support intrinsic motivation. Knowing about the domains of the SCARF model can help you to label and reappraise experiences that could otherwise reduce the performance of your team.

Don't forget that leading is, above all, about inspiring others. You need to have drive, passion and commitment to your dream – it is the only way that you can get others enthusiastic about your vision too.

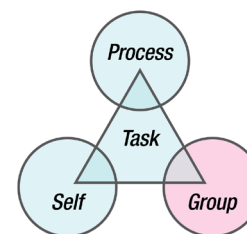
### Sources

- David Rock – presentation of the SCARF model (YouTube): [http://www.youtube.com/watch?v=isiSOeMVJQk&feature=player\\_embedded](http://www.youtube.com/watch?v=isiSOeMVJQk&feature=player_embedded)
- David Rock (2008). SCARF: a brain-based model for collaborating with and influencing others. <http://www.scarf360.com/files/SCARF-NeuroleadershipArticle.pdf>

## Group dynamics

**For you as a leader it is important to look at your team members, observe how a group evolves from a number of individuals, how relationships are created and what the needs are. A leader can play an important role in supporting the process of turning individuals into a group, and maybe even into a team. You can support a feeling of working together as a group for a common purpose.**

### Group development



In the 1960s Bruce W. Tuckman came up with a theory that groups are not static. That with time every group goes through a certain process of change. That groups evolve. He also discovered that there are certain phases, which always appear in the group process. And that each phase of the process puts stress on one of the areas, which groups deal with.

As you can see there are **four main areas** which are important in a group process.

**Self** – concentrates on the individuals. It is connected with understanding who you are, what you do, what you know, what you want and what you need, and also what is important for you. It is the area of all the "I".

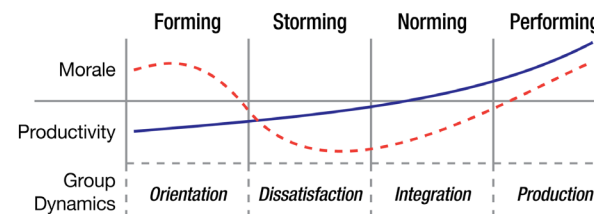
**Group** – is about the "common". It looks at the relationships among the members of the group, the common principles or values, the roles and responsibilities, even the taboos. To put it very simply, the group is about the "we".

**Process** – deals with how things are done. Here you can also find the steps, strategies, methodologies or approaches. This area is about the "how".

**Task** – is the element bringing the other three areas together. On one hand it is the purpose why the other three parts come together, it is also the one which shows whether and to what extent a group is successful. To use the simple language again, this part is about the "what".

So how are those four parts evolving and what is the balance among them in time? That we can see on the group development model.

Stages of Team Development



Source: [http://acc.ccconline.org/wiki/Teaching\\_Resources\\_-\\_Groups\\_-\\_Tuckman\\_and\\_Jensen\\_Model](http://acc.ccconline.org/wiki/Teaching_Resources_-_Groups_-_Tuckman_and_Jensen_Model)

**Forming** – is the phase, when members of the group are getting to know each other. They start to look around – at the others, at their place in the group, at the task at hand. There are first preferences made based on similarities and differences in the group. It is a stage, during which the people concentrate on themselves and on finding how they could fit into the group and be accepted, therefore they usually show what they want others to see. It is time when the members of the group need to feel that the group is a safe space and usually advice and/or support is demanded from the leader.

**Storming** – can be recognised by the fact that things are put into question. Questions about roles and responsibilities, principles or hierarchy are asked. Competition among members of the group might appear, small groups might be created based on common interest (or against interests of someone else). It is the time when members in the group test the others (including the leader) and feel a need to prove themselves. There might be a visible divide between the ones, who “speak out too loud”, and the ones, who “do not speak at all”.

**Norming** – is the time when the group starts to create common principles, looks for a shared vision and seeks a division of tasks and responsibilities which would fit everyone (that happens rather in cases when the previous phase was successfully passed through). Members of the group are willing to give up some of their ideas for the purpose of the group. This is a moment of creating common identification of the group and starting to work on the tasks ahead.

Unfortunately, many groups never leave this phase (if they even reach it). Often what happens is that the group instead

goes back to the storming phase. The reason is relatively simple – there was not enough space given to the storm. It often happens because instead of creating an environment where the members of the group feel comfortable in expressing their ideas, putting everything into question or even disagreeing with each other, the storm happens rather “formally”. So when the group enters the storming phase, be careful to provide a good balance between safety and openness.

**Performing** – can be described by one word – interdependence. All members of the group have their place, role and responsibility, everyone knows what the others do, what the common goal is, what the group principles are and agrees with them. It is the time when the work is done, creativity is high, there is trust in the group and in everyone involved. It is the moment when a group, if working with such efficiency, can start calling itself a team. The leader plays a relatively minor phase during this time as interaction in the group works well, communication flows almost automatically.

In the original group development model, this was the last phase. Yet through practice it showed up that there is one last phase, which is equally important to all the others. It is a phase, when the



group has performed its task, the project is closing, the evaluation is in process and people are more or less satisfied with the results they achieved.

**Mourning/Adjourning** – can be described as “celebrate, take one last common picture and say good-bye”. Evaluation of the group work can be a part of this phase or can already happen before.

What the leader needs to pay attention to at this moment is to appreciate the group for what it has achieved and support it in being able and prepared to leave with all issues spoken out.

## ACTIVITY

### Tips for reflection and preparation

Working with people and even more with groups of people is a complicated job. And it is not only the team members, who are going through the process of development, you are there with them. Therefore, you might find many things mentioned in the group development suitable for your feelings or perceptions as well. Here are some **questions for reflection**, which can support you in leading your team.

To find out which stage your group is in:

- How do your team members behave?
- How do they communicate with each other?
- Who do the people speak with? Are there small groups or individuals left out?
- What do they speak about?

To find ways how to support your team:

- In which stage do you see your team?
- What would your team need to feel comfortable, safe and motivated towards the goal?
- What activities could help to support the team in building itself?

To find yourself as a leader:

- How do you lead the team in the moment?
- What tools do you use?
- How do you involve team members in the common work? How much responsibility do you share?
- How comfortable do you feel in the team? How comfortable do you feel with asking for feedback from your team members?
- What can you do to make yourself feel more comfortable in your role?

And one last thing – do not forget that nobody is perfect and mistakes are made so you can learn from them. If you were perfect, what would be there for you to do tomorrow?

### Sources:

- [http://www.drexel.edu/oca/l/tipsheets/Group\\_Development.pdf](http://www.drexel.edu/oca/l/tipsheets/Group_Development.pdf)
- [http://acc.ccconline.org/wiki/Teaching\\_Resources\\_-\\_Groups\\_-\\_Tuckman\\_and\\_Jensen\\_Model](http://acc.ccconline.org/wiki/Teaching_Resources_-_Groups_-_Tuckman_and_Jensen_Model)
- <http://ronjcharity.wordpress.com/2010/02/12/sharepoint-and-group-dynamics-bruce-tuckmans-theory/>
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## Presentation skills

**A presentation can become an effective tool in motivating and leading people and therefore presentation skills are essential for a good leader. A presentation allows you to stand out and raise the issue that you want to introduce.**

It is important to remember that every presentation has a certain aim, goal or a message (e.g. to motivate people to join the action). The main objective of any presentation is to make your message understood. Here are some tips that will help you to present better:

### Preparation

- Never underestimate the importance of preparation. As a rule 1 minute of presentation takes one hour of preparation.
- Ask yourself before the presentation: "What do I want to achieve with it?" to have a clearer idea of your aim.

- Identify your audience and try to connect the topic with their interests.
- To help yourself you can write on a piece of paper the beginning and ending phrases of the presentation. It is always better to memorize them and use paper only for a support if you are nervous.
- Prepare small cards with key words, one word per card that will show you the steps of your presentation (e.g. greeting, introducing yourself, first point, etc.).
- Watch inspirational TED talks with your favourite presenters and notice how they give presentations.

### Tools for presentation

It is not necessary to use traditional means such as PowerPoint or graphs while presenting. To share your vision or idea you need to make it as clear as possible. Therefore, visualisation can become one of ways to make a successful presentation.



One of the greatest examples of this method can be presenting numbers in a creative way. Instead of using software or graphs which just show figures and sometimes mean nothing to the audience, try to engage your listeners by turning the numbers into a physical object. For example, to show the difference between big numbers of people you can just use colourful pieces of paper which would show physically the relation between numbers. Or use measurement line to show progression in numbers. By using objects and making numbers physical people can connect to the numbers emotionally.

- To make your message visual you have to make people imagine things. If you want people to imagine things, connect it to their experience, visualize it.
- It is important to have a clear beginning and ending of the presentation so that the audience will be aware when the presentation starts and finishes without you indicating it to the public. You can use rhetoric question or short, catchy phrase.
- Try to create interest, for example by giving your listeners a small task to solve by themselves.
- Remember that the structure of the presentation should not be missing but at the same time it shouldn't be too complex and distract the audience from the main aim of the presentation.
- While ending your speech, get the attention of the audience by changing the pace, introducing a new visual aid or final idea. It is the ending that people usually remember well.

- Try to establish eye contact with each member of the audience as often as possible. It will create a friendly and intimate atmosphere between you and your public.
- It will be useful to learn how to control your voice while presenting. It may be difficult to speak in front of the strangers in the same way as actors so the easiest advice is to slow down and take your time. Watch your audience and try to adjust your rhythm to them.
- After the presentation, take some time for self-reflection and evaluation. You can also ask your colleague or a friend for a feedback.

### Coping with nerves

If you are too nervous before the presentation, try doing certain physical exercises that will help you to release stress and connect with your body, such as voice exercises, breathing and other mind-body exercises. And remember that the audience will not notice your nerves as much as you will.

Don't focus on yourself but on the message you want to pass. The audience came to get some information or to get motivated and it is your task to give it to them.

### ACTIVITY

Prepare a 2 minute presentation about your future project and show it to your team. Try to use creative presentation methods, such as visual aids. Ask your team for feedback. Ask what was the main message you wanted to pass.

## Dealing with a conflict

**Conflicts and misunderstandings happen in each team. As a leader, you must be aware of them, notice them in their first stages and try to turn them into something positive, something that can be an opportunity for the team to improve and clarify things.**

### ACTIVITY

#### Through body

In a big group make pairs of people according to height. Make two lines of people on the opposite sides of the room. People from one side of the room will put their hands in front of them and walk in the direction of their partner.

There will be a few steps:

1. Left row: Walk in a decisive way, with energy. Watch your body –

what happens in the belly, jaws, back, etc.

2. Left row: Walk in a decisive way, with energy. But this time partners standing in the right row play fear, act as if they would be afraid. Notice emotions.
3. Left row: Walk in a decisive way, with energy. The right row says something to hurt the partner with words, to be rude.
4. Left row: Walk with the same energy and when your hands and hands of your partner meet, push.
5. Left row: Walk with the same energy. When partners meet they start to walk together.

Then switch sides and rows so that each person can try both roles.

*Feelings that participants shared after this activity during the training course.*

*How was it?*

- *I felt bad when the other person was afraid.*
- *I wanted to care for the other person.*

- *I felt disgusted.*
- *I felt challenged.*
- *I wanted to fight.*
- *I felt I had an additional power.*
- *I felt energetic.*
- *I felt controlled.*

This activity can be a beginning of discussion about conflicts and what people feel when they are in a conflict.

The feelings that are described above can be a summary about all conflicts. It is important to consider how do people feel when they are in a conflict. As a leader, to deal with a conflict you can try to check where the person is going and why and try to help him/her.

One way of dealing with conflicts is through your body, using your body. When you feel tension with a person you will feel it in the body. But if you realize it and learn how to release it, the tension will be limited. Before conflicts start, there is tension between people. When you feel the tension, you can address the issues and try to clarify it.

#### Through values

Another way of dealing with conflicts is checking the values of the people around you and planning strategies to reach values that you would like to see in your team work.

### ACTIVITY

Make a table and divide it in two columns. Think about the question: What kind of values do you want to see in your team? In one column write 'personal values' and in the second column 'group values'.

*Results of brainstorming from the training course:*

Personal values	Group values
responsibility	connection
respect	common goal
energy	vision
participation	sustainability
support	development
contribution	growth
harmony	power
cooperation	efficiency
	reputation

Now think about how you show your team which values are important for you and how you agree together on common values in your team.

You can repeat the activity with your team and check if you share the same values and how you use them in your daily work.

As a leader you should be aware of the group values you want to reach in your team. Try to think about **strategies** to reach each value you would like to see among your team members.

One of the values you want to achieve in your team can be, for example, trust. To build trust you can make many things, such as: signing contracts, paying every month on time, doing what you promised, asking people for their opinion, being on time, being fair, being correct with everybody.

Another value can be efficiency. To reach it you can, for example: divide tasks, use stick and carrot method, control people and tasks, check tasks, communicate, set deadlines, plan common system of storing information, etc.



don't feel they develop themselves. Some people want to feel strong transcendency – feel that they do something important that can solve problems or improve things. You should get to know the needs of your team members and this way you can understand better their reactions and avoid tensions.

Each person has different needs and this applies also to work context. People get involved in projects and initiatives because of different needs. And to stay involved and motivated the cooperation has to fulfill their needs.

We can also add to the list of main needs of people involved in youth environmental organisations (next to Status, Certainty, Autonomy, Relatedness and Fairness):

**Transcendancy** – common filling of mission and making a change

For each person some needs can be more important and some less. Some people join organisations to learn something so they will be demotivated if they



Think about your team and imagine situations when conflict can arise because the needs of people are not fulfilled. Try to think how to avoid such situations. What could be done.

You, as a leader, have many strategies on how to cooperate with your team. Sometimes conflicts can arise because of the strategy you choose. Think always: How the team members can react to my strategy, with my way of acting?

Remember that it's not your obligation to fulfill the needs of other people but a leader should be aware of what is going on. Find the needs and connect with the needs of your team members.

- ‘Conflict Management & Conflict Transformation Handbook’, YEE, 2010 [www.yeenet.eu](http://www.yeenet.eu), section Publications

*A leader is one who knows the way, goes the way, and shows the way.*

*(John C. Maxwell, author and motivational speaker)*

You can look at the challenges from another perspective – every challenge can become an opportunity, when you manage to find your way of dealing with it. All the previous chapters were about the challenges – each of the areas a leader works with is a potential challenge. You will read more about two aspects of leadership, time management and yourself as a leader. And to close up you will find a list of further challenges and some resources to support you.

Time is a resource which we always have so unlike other resources we tend to treat it rather carelessly. Here are some tips, which might help you increase your effectivity and this way 'get more time'.

- **Plan and prioritise** – long-term and short-term planning (even every day) helps you realise what needs to be done and prioritise important tasks. Concentrate on the most important. And plan at least 30% more time for each task. Use your diary as a good resource for planning and prioritising.
- **Create a working system** – one part of the system is your team – dividing roles and responsibilities, sharing tasks and expertise. The other part is your own system – a routine of how to do things.
- **Share tasks according to competences** – sometimes you might tend to do tasks which might be easier for others. So think who could be the best person to do the job (because they have the experiences and competences for it).

There are also other tips, which can keep you motivated and ready for your job.

- Say “no”. Consider your goals and schedule before agreeing to take on additional work.
- Delegate. Take a look at your to-do list and consider what you can pass on to someone else.
- Take the time you need to do a quality job. First think, then act. Correcting mistakes takes more time than doing work right the first time.
- Break big tasks into smaller ones. Smaller tasks are easier to plan and to allocate time for.
- Practice the 10-minute rule. Work on a dreaded task for 10 minutes each day.
- Evaluate how you spend your time. Keep a diary of everything you do for three days to determine how to use time more efficiently.
- Limit distractions. Block out time on your calendar for big projects. During that time, close your door and turn off your phone, email (and Facebook).
- Get plenty of sleep, have a healthy diet and exercise regularly. A healthy lifestyle can improve your focus and concentration, which will help improve your efficiency so that you can complete your work in less time.
- Take a break when needed. When you need a break, take one. Take a walk. Do some quick exercises.

- Remember that it's impossible to get everything done. Also remember that 20 percent of your thoughts, conversations and activities produce 80 percent of your results.
- Live up to your reputation and/or others' expectations. That does not mean you have to become ideal, it means that what you say and what you do needs to be the same thing. Be open and real in who you are and what you are able to do.
- Reflect on your successes and challenges. It helps you to see in which ways you have changed and what you need to concentrate on. Seeing your successes helps your motivation.

#### Other competences of a leader

If you are looking for further ideas which you can develop, here is a list of other competences, which might be useful for you as a leader.

- **Organisational management** – is a big issue with various topics inside. For inspiration you can read Organisational management
- **Financial management** – accounting, budget and yearly results, funding. An important aspect, which helps your organisation live. You can find more in Financial management
- **Communication and active listening** – is an important part of our everyday life. It is equally what we communicate and what the relationships we have with others are.
- **Non-formal education and learning** – being a leader in youth organisation also demands some trainer's

competences and understanding of non-formal education. See Non-formal education

- **Youth and environmental policy** – is connected with the area in which your organisation operates. National and local level is something for you to find out about. About European level, you can inspire yourself at youth policy EU or youth policy CoE. For environmental issues, you can visit environmental policy

And, do keep in mind that *"Sometimes the comfortable thing to do isn't the right thing to do."* (Tony Blair)

#### Sources:

- <http://www.mayoclinic.com/health/time-management/wl00048>
- T-kit Nr. 1: Organisational management
- <http://www.keyorganization.com/time-management-statistics.php>
- <http://leadchange.org/overcome-leadership-challenges/>
- [http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1126.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1126.aspx)

“ *When the best leader's work is done the people say, 'We did it ourselves!'* ”  
(Lao-tsu)

# Resources

## RECOMMENDED BOOKS ON LEADERSHIP

- 'Quiet leadership. Six steps to transforming performance at work' David Rock, Collins Business, 2007.
- 'Switch. How to change things when change is hard' Chip Heath and Dan Heath, Random House Business books, 2011.
- 'Getting things done. How to achieve stress-free productivity' David Allen, Piatkus, 2008.
- 'Speak peace in a world of conflict. What you say next will change your world' Marshall B. Rosenberg, Puddle Dancer Press, 2005.
- 'Presentation zen. Simple ideas on Presentation Design and Delivery' Garr Reynolds, New Riders, 2008.
- 'Drive: The Surprising Truth About What Motivates Us' Daniel H. Pink, Riverhead Books, 2011.
- 'T-Kit 1: Organisational Management' – can be downloaded at the website <http://youth-partnership-eu.coe.int>
- 'T-Kit 3: Project Management' – can be downloaded at the website <http://youth-partnership-eu.coe.int>
- 'T-Kit 10: Educational Evaluation in Youth Work' – can be downloaded at the website <http://youth-partnership-eu.coe.int>
- 'Conflict management & Conflict transformation Handbook', Youth and Environment Europe, 2010 – can be downloaded at the website [www.yeenet.eu](http://www.yeenet.eu), section Publications.



## TED Talks on the topic of leadership

TED Talks can inspire you and your team. You can find them on the website:  
<http://www.ted.com/talks> Just search for the name of the presentation.

- Itay Talgam: Lead like the great conductors  
 The talk demonstrates the unique styles of great music conductors, illustrating crucial lessons for all leaders. Different conductors show us different styles of leadership.
- Joachim de Posada: Don't eat the marshmallow!  
 The presentation on delayed gratification and motivation.
- Dan Pink: The puzzle of motivation  
 Presentation on how to motivate people. And that traditional rewards aren't always as effective as we think.
- Tom Wujec: Build a tower, build a team  
 Results of research into the "marshmallow problem" – a simple team-building exercise. What motivates teams and rises their efficiency.
- Simon Sinek: How great leaders inspire action  
 Model for inspirational leadership that shows us that leader have to focus on "why" (before "how" and "what").
- Fields Wicker-Miurin: Learning from leadership's "missing manual"  
 Examples of local leaders can show us that attributes of leaders are drive, passion, commitment.
- Patrick Awuah on educating leaders  
 Patrick Awuah makes the case that a liberal arts education is critical to forming true leaders.
- John Maeda: How art, technology and design inform creative leaders  
 Talk that spans a lifetime of work in art, design and technology, concluding with a picture of creative leadership in the future.
- Drew Dudley: Everyday leadership  
 Leadership is not a characteristic reserved for the extraordinary – it can be understood as as the everyday act of improving each other's lives.

Watch TED Talks with your friends, with your team, with participants of your projects. After you can ask them to reflect and discuss how they can apply the concepts developed in talks in their work.

### This publication was created by Youth and Environment Europe.

Youth and Environment Europe (YEE) is an umbrella organisation uniting European environmental youth non-governmental organisations. Since its foundation in 1983, YEE has been a platform for many organisations that study nature and are active in the field of environmental protection.

The aim of YEE is to provide a platform where these organisations can cooperate and to encourage youth to be involved in environmental protection. YEE creates an opportunity to contact other European organisations, to exchange experiences, ideas and to work together.

Find out more about YEE at [www.yeenet.eu](http://www.yeenet.eu)





This booklet can be your starting point to becoming a more effective leader. We will help you identify your leadership style, get a deeper knowledge of your organisation, learn more about project management, work on your skills in facilitating, giving feedback, motivating others and dealing with conflict.

In our booklet you can read more about topics that are crucial for all leaders: How do I efficiently manage my time? How do I give an inspiring presentation? How do I evaluate my work? What kind of challenges are waiting for me as a leader?