**Training Fiche Template**

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| **Title** | **Women leadership** | |
| **Keywords** | **Accuracy, Adaptive Behaviour, Auditory Thinking, Traits, Leadership, Aspirations, Coaching, Confidence, Conscientious, Continuous Development, Assessment, Log, Goals, Opportunities** | |
| **Provided by** | **ADDE** | |
| **Language** | **English** | |
| **Objectives** | In this course we will focus on what female leadership means to different people and on the principles of leadership; we will also explore how it can positively impact your organization’s performance. You will learn how to underpin your leadership style and understand why you are driven to behave the way you do. We will consider the many elements of performance management that an effective female leader needs to think of and we will present some ways of self- development in order to stay motivated and become a better leader. | |
| **Learning outcomes** | * Acquire basic knowledge on leadership * Identify the leadership behaviours * Enhance competences in maximizing performance of your team * Apply techniques in order to make your goals manageable * Provide useful tips and online resources regarding self- development | |
| **Training Area** | Digital Entrepreneurship in rural setting |  |
| Female Entrepreneurship |  |
| Access to Finance |  |
|  | Sharing economy |  |
| **Content index** | **Course 2: Female leadership**  **Unit 1: Leadership Behaviours: The Role of Female Leaders**  **Section 1:Behavioural Overview**  **Section 2: Behaviours hold the Key**  **Section 3: Variety is the secret ingredient of female leadership**  **Unit 2: Leadership in practice: Maximizing Performance of Your Team**  **Section 1: Motivation: The Engine of Female Leadership**  **Section 2: Setting clear objectives and Strengthening Goals**  **Section 3: When things don’t happen**  **Unit 3: Continuous Development**  **Section 1: Self- Development**  **Section 2: Development Opportunities**  **Section 3: Useful Resources** | |
| **Content development** | **Unit 1: Leadership Behaviours: The Role of Female Leaders**  **Section 1:Behavioural Overview**  **1.1.1.** What is ***leadership***? ***Leadership*** is the ability to persuade others to follow you, to inspire them to perform at the highest level, and to make them understand and believe in your vision. It also means to help and empower people to reach their best potential. A leader inspires other people and challenges them to take action;  **1.1.2**. Behind every excellent female leader there is a highly complex and constantly changing mix of personality elements that make up 'you'. These include aspects such as:   * Your personality traits or predispositions * Your personal values or beliefs * Your behavioral strengths and weaknesses * Your prime motivators or drivers * Your knowledge and skills sets * Your experience and capabilities   All of the above elements play an important role in helping to define the person you are and also your resulting leadership style.  **1.1.3.** **Your personality traits**  Modern psychology attempts to describe personality based on what are referred to as the 'big five' traits:  Extravert Introvert  Agreeable Disagreeable  Conscientious Carefree  Open Closed  Emotionally Emotionally  Controlled free  Here is a brief explanation of each scale:   * **Extravert/Introvert**   It describes the level to which people rely on the external world to gain their energy. ***Introverts*** prefer internalizing their thoughts, prefer to relax by being on their own and will tend towards activities in work and pleasure that involve few or no other people. ***Extraverts***  will tend to gain energy by being with others. They will unwind and relax by being with others and tend towards activities that involve being with and interacting with other people. Extraverts will generally prefer to have a wider circle of friends.   * **Agreeable/ Disagreeable**   This scale describes the level to which an individual will be cooperative, sympathetic and kind towards others. If an individual is highly ***Agreeable*** they are likely to be affectionate, interested in other people and will generally want to strive to maintain relationships. ***Disagreeable*** leaders will not be concerned about maintaining relationships and therefore tend to have no worries about raising issues that may upset relationships.   * **Conscientious/ Carefree**   Here we are referring to the way individuals approach the completion of activities. At the ***Conscientious*** extreme, individuals will be highly self­disciplined. They will plan carefully, set in place mechanisms to ensure completion of tasks and see things through to the end. ***The carefree*** end of this scale describes people who have no interest in getting things done. They will not plan but, instead, be spontaneous, preferring to live for the moment.   * **Open/ Closed**   This scale describes the extent to which people are open to new ideas and experiences, to the arts and to emotions. The ***Open*** extreme of this scale represents individuals who will be highly inquisitive, open to new ideas and prefer thinking in conceptual terms - 'big picture' thinkers. ***Closed*** individuals prefer routine and things that are straightforward and unambiguous.   * **Emotionally controlled/ Emotionally free**   This last scale is a difficult one because, almost by definition, the one end of the scale is seen as negative and judgemental which is not the case for the other scales. Someone who is ***controlled*** will be emotional, negative in their thinking, anxious and highly reactive to stressful situations. People who are ***Emotionally free****,* on the other hand, will be generally relaxed, comfortable with who they are, stable in terms of their moods and not easily stressed by different situations.  **1.1.4. Adapting to the situation**  Firstly, understanding your own profile and the strengths of each trait can help you understand why you tend to do things the way you do; think the way you do and react the way you do. Secondly, and most importantly, whereas you naturally act based on your underlying traits, you can still choose to behave differently to the way your underlying profile would suggest. ***Traits*** can be described as an individual's preferred or natural way of doing things while ***behaviors*** are the way an individual actually provides based on a given situation.   * **Excellent female leaders can adapt**   Excellent leaders are able to adapt their behaviors to act in a manner that is appropriate for a given situation in order to deliver a positive outcome ... even when this means behaving in a manner that's contrary to their natural trait profile.   * **Understanding your profile**   Once you understand your underlying profile according to your traits, you will soon begin to recognize situations or activities that naturally play into your traits profile.  More importantly, understanding your profile allows you to consciously utilize appropriate behaviors for given situations  even if these behaviors are contrary to what you know to be your  preferred way of behaving.  **1.1.5.** **Questions to ask yourself**  Based on what we have described so far regarding traits, consider the following questions:   * In what situations do my traits help to deliver positive outcomes? * In what situations are my traits likely to be unhelpful? * In what situations do I need to consider adapting my behaviors?   **Section 2: Behaviours Hold the Key**  ***Female leaders*** who are very successful develop behaviours that can support and achieve exceptional results even when their natural traits do not necessarily match the activity required. These behaviours themselves may have developed and strengthened over time - perhaps going back to childhood experiences. As a result, you should not be surprised if some of your behaviours take months or maybe even years to adapt to a point where they become natural to you.  **1.2.1** **Typical Behaviours**  Behaviors may be grouped into 4 main themes:   |  |  | | --- | --- | | **Thinking**  **ANALYTICAL THINKING**  **STRATEGIC THINKING**  **CONCEPTUAL THINKING**  **CLIENT-ORIENTED THINKING** | **Delivery**  **FOCUS ON ACHIEVEMENT**  **ATTENTION TO DETAIL**  **TENACITY**  **CONCERN FOR EXCELLENCE** | | **Relationships**  **INTERPERSONAL AWARENESS**  **ADAPTIVE BEHAVIOR**  **STAKEHOLDER RELATIONSHIP**  **INFLUENCING/ PERSUADING** | **Self- management**  **RESILIENCE**  **SELF- DEVELOPMENT**  **SELF- CONTROL**  **SELF- CONFIDENCE** |   As you read the outlines of each behaviour, try to remember when you demonstrated the behaviours described.  Keep a note of those behaviours you feel you are strong in and those where you believe you are not so strong. It may help to rank yourself on a scale of 0-4 where 0 represents no or little evidence of you delivering the behaviour and 4 represents strong or frequent use of the behaviour.  ***1.2.2. Thinking Behaviours***   * ***Analytical Thinking*** describes a form of thinking relating to the analysis of situations or problems and the drawing of conclusions from the resultant data. Analytical thinkers can be described as people who generally focus on detail and data. * ***Conceptual Thinking*** is very different to analytical thinking in that this is a broad range of thoughts - patterns or possible links between what may sometimes seem like unrelated ideas or events. Leaders who are conceptual thinkers focus on developing new ideas, are usually more creative and possibly artistic. * ***Strategic Thinking***   ***Strategic thinkers*** focus initially on the end goals or outcomes rather than on the shorter-term tactics.   * ***Client- oriented Thinking***   A strong client-oriented leader will naturally understand and consider the client's requirements, priorities and perspective and will apply their thinking based on that client perspective.  ***1.2.3. Delivering results Behaviors***  ***Focus on achievement***  Individuals strong in this behavior will naturally concentrate on goals, objectives or milestones that focus on achieving a desired outcome.   * ***Attention to detail***   Leaders strong in this behavior tend to plan meticulously, ensuring that all details are taken into account.   * ***Tenacity***   For many leadership situations *Tenacity* can be a useful behavior. Tenacity maybe particularly needed when faced with opposition, challenging circumstances or when having to deal with setbacks.   * ***Concern for excellence***   This behavior is concerned with setting and striving for high standards.  Striving for perfection can be a strength for a leader but, if taken to an extreme, leaders may not complete tasks on time due to them never being quite satisfied with the result.  ***1.2.4. Relationships Behaviors***   * ***Interpersonal Awareness*** is about observing and having a understanding for others' feelings and motives. * ***Adaptive Behavior*** is about the way an individual consciously modifies their approach or behavior in order to meet the needs of the situation or the needs of the other person. * ***Stakeholder Relationships***   This behavior is more than just blindly developing business relationships with others. This involves identifying and strategically establishing business relationships that will benefit you, the organization or a particular job.   * ***Influencing/ Persuading***   People who show high levels of this behavior will seek areas of mutual interest in order to persuade. They will use data to reinforce their viewpoint and focus on factual evidence instead of being emotional.  ***1.2.5. Self- Management Behaviors***   * ***Resilience***   Excellent female leaders are able to stand up to difficult situations and are not demotivated when faced with setbacks.   * ***Self- development***   Just the fact that you are attending this course demonstrates some level of this behavior. This is good news because there is a strong correlation between individuals who take their personal development seriously and successful leadership.   * ***Self- Control***   It is important, especially when dealing with sensitive situations, for a female leader to be in control of their emotions, not losing their temper or, on the other hand, becoming over- excited.   * ***Self- Confidence***   Leaders must believe in their own capability to lead, to make decisions and in the work they do. Female leaders will not worry about taking on challenges or additional responsibilities but will only do so on the basis of a balanced appreciation of their capability to deliver.  **Section 3: Variety is the secret ingredient of female leadership**  Leadership models can be useful in helping to understand the underlying processes involved. There are, however, limitations to many models or defined processes. In reality, very rarely will there be only one possible approach to a situation. If there were, the role of a leader would be straightforward. In the real world there are normally very many variables that will all impact your choice of approach:   * Your personality, motivations and skill-base * The nature of the issue being addressed * Previous interactions you've had with each member of your team/ family (in case of small family businesses) * The specific mood of the individual (and of you) * A whole range of external circumstances that can each have an impact on the issue   ***1.3.1. Flexibility is the key***  It's essential that you remain flexible to be able to respond to situations as they develop. You certainly need to become extremely aware of your own capabilities, motivations and personality profile. These are at least things which you can have some control over.  ***1.3.2. Keep an Open Mind***  You should keep an open mind to a wide range of different approaches especially those you have not tried before. Very often, individuals will try a new idea once and then abandon it - either because it didn't work first time or because they just haven't given it time to bed in and become a natural way of acting.  ***1.3.3. Your Options***  Even if a leadership technique or behavior is not one that comes naturally, you still have a number of options:   * Persevere to develop the behavior over time * Understand that this is not your strength and use alternative approaches * Manage the problem by using someone else who you consider as having this strength   ***1.3.4. Learning from bad Examples***  Sadly, many of us are just as likely to have experienced leaders who have negatively impacted the work environment and the performance of those that have worked for them. Think of someone in your community who was not very successful, and maybe it is a good idea to ask them about their leadership style! Learn from their mistakes! These can help you understand and adapt your own style, if only by highlighting the negative impacts of certain leadership behaviors and styles therefore providing you with pointers about how you don't want to behave or be perceived!  ***1.3.5. Don’t copy!***  It is important that you draw lessons from real- life examples instead of just try to copy them directly! Understand and accept either your behavioral strengths, or weaknesses and transform them into your key assets.  ***Unit 2: Leadership in Practice: Maximizing Performance of Your Team***  ***Section 1: Motivation: The Engine of Female Leadership***  ***2.1.1. Your Motivators Today***  If you were a ‘ construction kid’ and enjoyed tasks that involved accuracy, or attention to details, or focusing on completing any project, you will still enjoy them in business and probably you have become even better at them.  If in your childhood you enjoyed being a ‘ team player’, and you were interested especially in the social interaction, making friends, getting along with them, probably now you want to interact with others in the same way.  If in your childhood you liked to be a ‘ team captain’ , you will most likely be motivated today by being able to set the directions by choosing the people to work in your team. You will probably gain satisfaction from seeing others grow and succeed following your involvement.  ***2.1.2. Motivators are different***  Your job, as a leader is to find out and understand ( not guess) what motivates your team members and specifically the key into these motivations in order to energize and get the very best from them. Even if your team is quite small, or involves family members , your job is the same! Do not assume that others will be motivated by the same things as you and make sure you take time to identify what motivates someone.  Here are 5 ways to motivate you team:   * 1. ***Discover what passions your people have***   Such an approach will give them the feeling that they are doing something they like. It promotes individuality so that people feel that their existence plays a valuable role in the company/organization.   * 1. ***Promote emotional security***   Build a comfortable environment where the initiative to say what you think is valued. The feeling that it’s okay to be vulnerable, to take risks, to be simply human is a very powerful motivator. Google has conducted over 200 interviews over two years, evaluating more than 250 features of more than 180 active Google teams. They found that teams with a climate of emotional security were also the most successful.   * 1. ***Create an environment of support and friendship***   Focus on how individual efforts help the team as a whole to succeed. Be cautious when unfounded complaints about others, nervous outbursts, scheming, accusations, and sabotage occur. It is important that everything related to the competition is under the sign of friendship and not to be felt as a kind of “win or lose” challenge by the team members.   * 1. ***Show your appreciation***   The desire to feel appreciated is a fundamental need common to all people. It's part of how we're built. A simple “thank you”, a handwritten note, a pat on the shoulder, or gratitude for someone’s unique contribution can be far more motivating than money.   * 1. ***Take into account the environment***   As much as possible, build a pleasant, warm, fun, creative atmosphere for yourself and others who work there. Studies have shown that working environments can be more important and motivating than money. The circumstances in which we spend our time can be sources of inspiration.  **Section 2: Setting clear objectives and Strengthening Goals**  ***2.2.1. SMART model***  There are many goal- setting models, but the most common are based on ‘SMART’:  **S**pecific  **M**easurable  **A**chievable  **R**elevant  **T**imed  Based on **SMART** model, here are some example questions you can ask in order to add the missing element of motivation to the goal- setting process:   * **SPECIFI**C   Describe to me the detail of what it will look like when you complete this objective   * **MEASURABLE**   How will you know when you have achieved this objective? What simple measures can you set in place to keep a track of your progress?   * **ACHIEVABLE**   On a scale of 1- 10 how confident are you that you can achieve this goal?   * **RELEVANT**   How do you see this complementing or supporting your other work activities?   * **TIMED**   What is a realistic timescale to achieve this based on your workload and the needs of this piece of work?  ***2.2.2. Making Goals Manageable***  It is normally beneficial to set goals with a degree of challenge, but it is also important not to set goals objectives or goals that are too challenging. If a goal seems unattainable, you run the risk of the individual giving up or not even trying for fear of failure.  ***Break it down!***  One of the best ways of making a goal more manageable is to break it down into smaller sub- goals. Before you do this, take a step back and let the individual or team decide if it is too big. What appears over- ambitious or off- putting to you, may feel attainable to them. It is important when encouraging someone to break down a goal that they focus on determining sub- goals that each contributes towards achieving the overall goal as opposed to simply describing tasks or actions. It is all too easy to fall into the trap of allowing an individual to start bringing in negative thinking whereby they try to convince themselves that they can’t complete a task or objective. As you discuss a new objective with a team member, it is of critical importance that you encourage them to vision a positive scenario in which they successfully fulfill their objective rather than a negative scenario.  ***2.2.3. Strengthening Goals***  Using SMART to remind you of the key elements of an effective goal is fine, but in reality this only goes a small way towards setting in place and enduring and energizing goal. Following a meeting to agree an objective, so much can happen to get in the way of even the most motivated and empowered individual. Some obstacles can include:   * Other work commitments * Interruptions such as holidays or illness * Resistance from co- workers * A lack of confidence that they really can do it * Emotional or personal problems at home   ***Predicting possible obstacles***  By exploring all the possible barriers at the time the objective is being agreed you can encourage the individual to determine up front a number of possible measures for each one.  Encourage your team to bring their end goal to life by asking them to visualize and describe to you what it will be like when they have successfully achieved their goal.  Here are some questions to help you focus them on what a successful outcome would be like:   * What will the successful completion of this objective look like/ feel like/ be like for you? * On a scale from 1- 10 how important is achieving this goal to you? * How will you recognize when you have successfully achieved this objective?   The more realistic and vivid you can encourage the individual to be when describing their end goal, the more motivational it is likely to be.  ***Section 3: When things don’t happen***  There is the possibility, for various reasons, that the objective is not met. Some of these reasons may be:   * People didn’t understand what was required from them * They lost motivation for completing the objective * They had other conflicting priorities * They didn’t have necessary skills or knowledge to meet the goal.   ***2.3.1.CAN’T DO VS. WON’T DO***  When an objective has not been met, you have to determine if the reason the individual didn’t achieve their objective is because they **couldn’t** do it or they could do it, but **wouldn’t** do it. If it is a matter of capability, then you have to focus on ensuring that next time they do feel capable- either through training or ensuring any possible blockages to them achieving the objective are negated. If it was because they wouldn’t do it , you need to uncover the underlying reasons why they didn’t feel motivated enough to complete their task which you actually considered they were able to complete at the beginning.  ***2.3.2. Maintaining focus***  An important role of a female leader is to help team members to stay on track and totally focused on the things that matter.  There are various reasons why people can lose focus:   * If they are very enthusiastic, they tend to take on more than they can realistically handle * They are so deeply involved in the task in hand that they lose sight of the bigger picture. * If a task or a project is long- lasting, they may start to lose sight of the initial goal * They are faced with a number of new competing priorities all appearing to be of equal importance   This is why a good leader should avoid getting embroiled in too much of the detailed delivery. It places you in a far better position to see things from the outside and therefore maintain overall focus. Your role in this situation is to help an individual re- focus. In terms of priorities, get them to take a step back and re- evaluate what’s important and then encourage them to focus on just one or two key priorities.  Here are some example questions to ask to help maintain an individual’s focus:   * Can you describe to me the end goal we initially agreed? * On a 1- 10 scale , how focused are you right now? How can you improve your overall level of focus? * How relevant is what you are doing to the overall objectives? * Are there any of the things you are doing now that don’t directly contribute to the end objective? * What could you realistically drop so that you can focus more on the most important priorities?   ***2.3.3. Recognizing top performers***  However empowered an individual or a team, as a leader you must give recognition for excellent performance.  Too often managers focus on the negatives and forget to look out for the positive elements of performance. In fact, some leaders consider that top performance is what employees are paid to do; yet, recognition can have a motivational impact on any individual or team. So, as a female leader actively look for opportunities to recognize excellence or special effort, such as:   * When someone reaches a particular milestone or sub- goal * When someone masters a new skill or activity * When you first see a small improvement * When someone volunteers to take a new responsibility   Make sure your praise is deserved, in proportion and genuine. Over- doing the praise can devalue its effect and so become useless.  It is important to be responsive when recognizing good performance. Don’t leave it a long time before you do or say something. A spontaneous act is far more appreciated than something more involved that happens weeks afterwards.  **Unit 3: Continuous development**  ***Section 1: Self- development***  As well as being a management process, self-development is also a critical leadership behavior. Some leaders tend to have a behavioral profile that naturally values self-development:   * Actively look for new opportunities for personal growth * Consider all experiences as learning opportunities - constantly assessing their own performance * Have clarity over their career and life aspirations and an understanding of what they need to achieve to reach their aspirations   If you aren’t strong in this area you may need to work hard to change or manage this aspect of your leadership profile. Even when you've reached a point in your career where you consider yourself an experienced leader, there's always more to learn- that has to be one of the most exciting aspects of leadership.  ***3.1.1. Keeping up to date***  Beside developing your leadership skills and behaviors, it is important to keep up to date your knowledge affecting the sector in which you work and even broader global issues. This could be a matter of reading relevant press and media articles or it may require a form of more structured learning, such as attending specific courses or training.  As you become more experienced, you'll probably start to realize that attending standard leadership programmes is too unfocussed as a form of personal development. Behaviors and tailored development needs cannot easily be addressed by this type of 'classroom' style training. Therefore , one of the most effective ways of dealing with more focused needs is through one-to-one coaching with an experienced business coach. A good coach will work with your goals and priorities and help you to focus your mind on the most important priorities. If you live in a small village or an isolated area and cannot find anyone in your community , keep in mind that the best way to find a coach is by means of the internet.  ***3.1.2. Have Honest Conversations with Your Inner Self***  We suggest you should do this in your head instead of out loud! It can be a quite useful technique to help focus your mind. Examples where this may be useful include:   * To calm yourself and ensure you have a positive mind-set in preparation for an important event * As a way of coaching yourself over development needswhere an external coach is not available * To 'talk' yourself about the options relating to a decision you need to make * As a way of reviewing how you performed after an event/ activity   Whatever the reason for your internal dialogue, it's important that this is kept positive. This is especially important when preparing yourself for an important event. Try to imagine yourself where everything goes to plan and you achieve the outcomes you are looking for.  ***3.1.3. Self- coaching***  Using someone else as a coach isn't always possible - you may not be in a position to engage a coach at the time or it's just that your coach isn't available for you at a critical time. So, whereas there are limitations to coaching yourself, this may be the only option available to you.  Without having someone to question and test your thinking, you'll have to be tough on yourself and constantly ask yourself if your thinking is sound and whether there are other options which don't immediately come to mind. Frequently use self-talk to review the way you behaved after meetings or other activities. Ask yourself questions such as:   * How well did my interactions and behaviors support the way the meeting went? * How will I improve my approach next time I'm faced with a similar situation?   **Section 2: Development Opportunities**  Almost every experience you have during your working life can be a development opportunity. Once you recognize this fact, you can take advantage of everyone of them and, in some way, grow from the experiences.  ***3.2.1. Discover Yourself***  Every time you are faced with a situation, whether it's a meeting, the analysis of some data or even just replying to emails, you will be making decisions over your approach. Become aware of the thought processes you make, the actions you take and, if possible, which behaviors you bring into play in support of your activities. Use these experiences to help understand your behavioral profile and to question why you do things the way you do.  What impact do your values have on the decisions you make and the actions you take? What do these experiences tell you about your underlying motivational profile? What motivations are driving you to do the things you do?  Be hungry to take on new knowledge, competences or responsibilities.  Keep your mind active and stimulated by constantly seeking new challenges. Determine the priority areas for your own development plan that will help you achieve your overall goals. Consider what actions and experiences will help close your development gaps. Rather than waiting on the off-chance that a development opportunity will arise, pro-actively look for situations that will improve or test out new skills or elements of a behavior based on your development plan. Focus on one or two priority development areas; start with a few ‘ quick wins’ or fundamental areas first.  ***3.2.2. Encourage Feedback!***  Encourage those that work with you ( employees, clients, family members, stakeholders) to give you honest feedback on your performance as a leader. Accepting constructive criticism, whether positive or negative, can only help build a positive climate of trust and openness with those  in your team.  If someone has taken the time and effort to provide you with criticism, do not become defensive over what you hear. Listen (or read) carefully and, if necessary, ask questions to clarify what they mean and thank them for their observations.  Once you're aware of criticism, you need to decide what to do about it. You may be tempted to dismiss it, convincing yourself instead that the individual has other reasons in bringing the issue to your attention. Of course this may be the case but, before you do dismiss the feedback, think about what they have told you and what you can learn from it.  If what they have said is justified, it is important to take positive action to bring about the necessary changes in the way you work. If the individual (and others) observe you have taken on board their feedback, they will be encouraged that they are being listened to.  You may, of course, receive positive feedback or praise for theway you have performed. Accept this in a natural way by thanking the individual and avoid undermining the feedback by belittling its importance.  ***3.2.3. Keep a Development Log***  When development opportunities are very explicit, in the form of courses or workshops, it is easy to recognize the outcome of that experience. This is not the case of less formal experiences. Considering how much learning occurs in these less formal situations, it is important to record their impact on your overall development goal. Keep a development log to record planned and unplanned learning opportunities that occur during your working day.  Here is an example of a log completed for a development goal relating to decision- making:  **DEVELOPMENT LOG**   * ***Development goal***   To become a more inspirational and confident presenter, so that when I’m presenting to groups of 40+ I feel relaxed and can hold their attention with a well- structured speech.   * ***Planned development actions***   A1- Volunteer to present at local business events  A2- Ask an experienced leader I my community to observe and assess my next presentation   * ***By when?***   Action 1- by April  Action 2- June   * ***Progress notes***   Went well, but still need to work on structure   * ***Date completed***   Action 1- 21st April  Action 2- 15th June   * ***Unplanned activities***   Attended a technical seminar and used the opportunity of making notes of each presenter’s style   * ***Key learning notes***   I need to feel more relaxed about working to bullets rather than sticking to a script   * ***Date completed***   20th June  ***Section 3: Useful Resources***  ***3.3.1. Personality Profiling Tools***  <http://www.shldirect.com/iPQ/index.html>  <http://www.41q.com>  <http://www.teamtechnology.co.uk/mmdi/questionnaire>  <http://signalpatterns.com/personality_survey>  <https://www.16personalities.com> ( available in all project partners’ languages)  ***3.3.2. Other Useful Websites***  <http://changingminds.org/disciplines/leadership/leadership.html>  <http://mindtools.com>  <http://managementhelp.org>  <https://www.startarium.ro> | |
| **Glossary** | **LEADERSHIP:** The ability to persuade others to follow you, inspire them to perform at the highest level, and make them understand and believe in your vision.  **TRAITS =** an individual’s preferred or natural way of doing things **BEHAVIOR =** how an individual actually acts based on a given situation.  **INTERPERSONAL AWARENESS:** Observing and understanding the feelings and motives of others. | |
| **Self-evaluation (multiple choice queries and answers)** | 1. Leadership is:  **a) the ability to persuade others to follow you**  b) controlling the others in your team  c) being a member of a team  2. Behaviors may be grouped into 4 main themes:  a) Thinking, Delivery, Acting, Self- improvement  **b) Thinking, Delivery, Relationships, Self- Management**  c) Thinking, Delivery, Behaving, Self- Management  3. In leadership, you should:  a) copy famous leaders  **b) draw lessons from real life examples**  c) do only what you think  4. When things don’t happen:  a) you have to reject the ‘guilty’ individual from your team  b) you have to punish the whole team  **c) you have to determine the reason the individual didn’t achieve their objective**  5.People in your team sometimes lose focus because:  **a) they tend to take on more than they can realistically handle**  b) they are superficial  c) they don’t like their job | |
| **Bibliography** | * 1. Jon Poole,2014, Easy Steps Limited: ‘*Leadership’*   2. Monique Zvaslian Tallon, 2019, Highest Path Publishing: ‘ Leading Gracefully’   3. Arwa Mahdawi, 2019, Hachette Australia:’ Strong Female Lead, Paperback’ | |
| **Resources (videos, reference link)** | * 1. <https://www.startarium.com>   2. <https://www.ineasysteps.com>   3. https://www.womendeliver.org   4. <https://www.jaromania.org/> | |