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# Become a leader

# Learning modules

# Facilitators guide

# I am a leader

|  |  |
| --- | --- |
| Purpose | To create and build a deeper self-awareness, as the foundation for practicing leadership in your own life. |
| Learning Outcomes | At the end of this module participants will be able to   * identify what leadership means in their life * understand their own strengths and how they can become a leader in their own life * think about ways of looking after themselves when practicing leadership. |
|  |  |
| Video links for this workshop  List of Resources | [**Everyday Leadership**](http://new.ted.com/talks/drew_dudley_everyday_leadership) –  <http://new.ted.com/talks/drew_dudley_everyday_leadership>  The video is 7 minutes and 37 seconds.  Roar (Song)  <https://m.youtube.com/watch?v=CevxZvSJLk8>  See resource list for complete list of resources and handouts  Butchers paper  Textas  PowerPoint  Handouts 1- 9  Evaluations |

Before each session

Before presenting a session

* know the traditional owners of the land
* watch videos and make notes of key points
* read notes accompanying PowerPoint slides and prepare your own examples
* make sure you have an internet connection
* check links to videos and make sure they work
* prepare butchers paper for scribing.

Notes are provided to go with each PowerPoint slide. These are intended to act as a guide and to be adapted to your needs. It is not envisaged that they will be read word for word. These notes are written for a group but can be adapted for one person.

Note that some parts of the workshop offer choices. Like whether to use an inspirational quote or whether to do things in pairs or as a group. This should be considered before you present the workshop.

***Instructions for you in the PowerPoint notes are in bold italics.***

The workshop will be most effective when consideration is given to participant needs and where examples and content are appropriately varied.

You will need to describe images if there are participants who are blind or who have vision impairments.

Outline of Module

The *Become a leader* training series gives participants the chance to explore the core themes and content of practicing leadership.

The module has been prepared to run for 3 hours, which gives facilitators 2 x 75-minute blocks with a break of 20 minutes. But you may vary the length of sessions depending on the needs of participants. You could also run the session over multiple days if you wish.

The following outline of the module will give you rough idea of the flow and timing for each session. In preparation you will need to be conscious of time boundaries and modify sessions and times where needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Topic** | **Outcomes** | **Resources** |
| 15 minutes | Acknowledgement of Country  Introductions | Participants know who is in the room and what to expect from the training | Knowledge of names of traditional owners and their lands |
| 30 minutes | What does being a leader mean  Why do I want to be a leader?  Everyday leadership | Participants explore their understanding of leadership | Drew Dudley Video  7 min 37 sec  Handout 1  Reflection questions  Handout 2  Leadership in everyday life  Handout 3  Leadership in my life |
|  |  | **Stretch break** |  |
| 30 minutes | Leadership Skills and Talents  (Slide 19) | Participants identify qualities and skills needed for “great” leadership | Handout 4  Skills, talents and qualities of leaders  Handout 5  Great leaders I know |
| 20 minutes |  | **TEA BREAK** |  |
| 45 minutes | How can I be a better leader?  (Slide 23) | Participants appreciate what they are already doing to be a leader and practice being a leader | Handout 6  What makes me a great leader?  Handout 7 Practice being a leader |
|  |  | **Stretch break** |  |
| 30 minutes | Being a successful leader (Slide 27) | Participants think about what is required to look after themselves when being a leader | Handout 8  Being a successful leader |
| 10 minutes | Leadership plan  Evaluation  Closing | Participants say what they will do to be a leader | Handout 9  My plan to be a leader  Katy Perry Video  Roar |

## Acknowledgement of Country

Before you begin, acknowledge the traditional owners of the land.

Possible words you can use are:

Before we begin, we wish to pay our respects to elders past, present and future. We acknowledge the traditional owners, custodians and caretakers

Of the land we are meeting on – [Insert name]

We remember this land is, was and always will be Aboriginal land – [Insert name] land.

Then welcome all participants to the My Leadership Matters training.

Introductions

The introductions are important when working with a group to get a sense of who is in the room, what they are bringing in with them, their expectations and how they can contribute to their own and the group learning.

It is useful to use the check in as a way to get participants to identify their learning goals.

Get participants to respond to the following statements and to use them as part of the check in.

1. My name is …
2. I come from…
3. I am doing this training because…

**Note:** It is easy for people to get side tracked in these introductory discussions. Your role is to keep participants on task. You may have to interrupt and restate the task.

Framing the Training

Let people know that this is one way that people can do training with My Choice Matters.

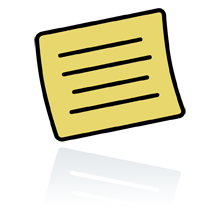
There are other online learning and options.

People can contact MCM to talk about ideas.

Session 1 – What does being a leader mean to me now?

The purpose of this session is to develop a deeper understanding of what leadership means in our life, what we bring and how we can start to practice leadership in our life.

Get participants to start thinking about what they think about leadership.



**Handout 1- What does being a leader mean?**

Allow people time to think.

If there is time you can get them to pair up and have a very brief conversation.

Get people to say what they think.

**Scribe** their answers.

**Note:** You will probably find that no one in the group will admit to being a leader. You may even hear a few giggles or sniggers. People usually look to others for leadership, rather than themselves.

Following on from the reflections get people to think about

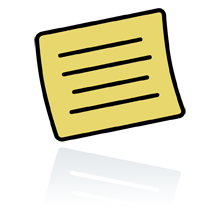
* why they want to be a leader
* what has stopped them until now.

It would be good to give examples.

**Scribe** what people say and have a discussion to the extent that time allows.

Get people to think about the leadership questions from slide 11.

Tease out the questions if people do not understand.



Give **handout 2**

Leadership is often seen as something out of reach. It is seen as something that only people in certain positions or roles can do. Many people expect other people to be leaders, rather than seeing what is possible for us to achieve. To continue the conversation on leadership we will use the Drew Dudley TED talk about the small things that people can do and how they have an impact on others.

**Get participant to view the video by **Drew Dudley (Everyday Leadership).**

Watch and discuss video.

You could note some of the following points.

* Leadership starts with us! We cannot wait for others around us to make the changes that we want to see in our own life or in our community. It is up to us to step up and play a leadership role. In doing so, we will have the chance to make a difference.
* Drew talks about some of the small things that we do every day (without even noticing them) that are acts of leadership.
* Leadership is **not** only about changing the world
* We often make this thing called leadership bigger than us, and beyond us – thinking we can never be leaders
* We often devalue some of the things that we do every day that have an impact on our lives and the lives of others, and we do not give ourselves the credit of being a leader.

Facilitate a conversation with the group around the following questions:

* Can you think of a time when you or someone else did some that that made life better?
* How did it make life better?

Get people to think about the skill that is being shown in their example.

**Note:** We want participants to focus on the question of what skills are beingshown when leadership is inspirational or meaningful.

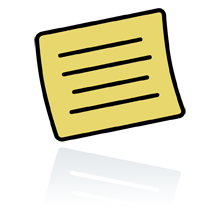
Some of the things that should start to come up in the conversation could include:

* courage and bravery
* prepared to take risks
* passionate
* committed to a cause
* caring for others
* standing up for what is right
* not being passive
* standing up for others as well as for themselves
* feelings for others

We do not want to get bogged down in developing a definition of leadership. Let participants know that there are many definitions of leadership, and all of them have some value. It is more important, as part of this module that the participants can clearly say what leadership means in their own lives.

Discussion can be in small groups or with everyone.

There are more slides that discuss ideas from the video. Go through and discuss.



**Handout 3 - Leadership in my life**

The group should discuss the following:

* What would it look like if you were being a leader in your life?
* What effect would it have on you and others?

The group can use words (few) or an image that completes the following statement:

*Being a leader means…*

**Debrief**

Important things to highlight to participants in this session include

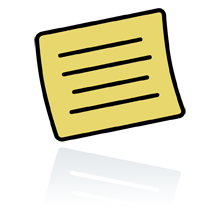
* Leadership is not a role
* You can be a great leader even if you don’t have a position of leadership
* Everyone is capable of practicing leadership and having an impact on others
* Leadership is a choice
* Leadership is an activity – it is what we do – not what position we have.

We want participants to walk away from this module with the belief that they can make a positive difference if they start to practice leadership in their own life.

Session 2 - Leadership Skills and Talents (Slide 19)

The purpose of this session is to get participants to think about the skills, talents and qualities that are needed to practice leadership, and to think about the skills and talents that they have already got and are using. This session will be able to identify the following:

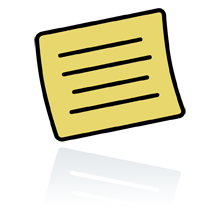
* My leadership strengths
* Areas for development



Using **Handout 4** **- Skills, talents and qualities of great leaders**

have a discussion.

Give people time to add to the list in the handout.

Introduce **Handout 5 - Great leaders I know**

Get people to think about the great leaders they know and the qualities and skills they bring to their leadership.

It would be useful to scribe up a couple of leaders as a group.

It should be written up in the following manner on butcher’s paper

This is an example

|  |  |
| --- | --- |
| **Name** | **Quality and skills** |
| Nelson Mandela | Kind  Keeps trying  Can to talk to people with different views |
| My teacher | Know things  Speaks up for what she believes |

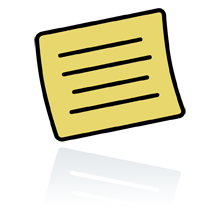
Get people to make their own notes on handout 5.

**Debrief**

Session 3 – How can I be a better leader? (Slide 23)

In this session you are giving participants the chance to identify what they already have at their disposal. What are the skills and qualities that they have which will allow them to be a more effective leader in their own lives?

We need to appreciate everything that people bring and to make leadership something that they feel is well within their grasp.



Use **Handout 6 – What makes me a great leader?**

Each person to identify at least 3 skills and qualities that they already have that allow them to be a leader in their life now.

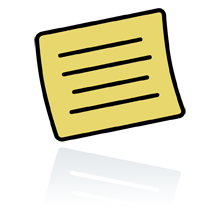
Get people to work in a pair and to have a conversation.

The role of the pair conversation is to support the person to see what they are already doing and what is already possible

Through the conversation, each person is able to discover his or her gifts, talents and qualities. Encourage people to question each other. For example

“*What else are you doing?” help them to discover what they can’t notice in themselves*

*“When you told me that story I could see you had been brave.”*

**Handout 7 -** **Practice being a leader**

You want participants to think about where and how they can start to practice leadership in their own life. What do they want to change?

This is an opportunity for them to go away from the module with something to focus on and to experiment with their new insights and learning.

Participants need to think about a leadership challenge that they have in their own lives. From what they worked on today, it does not have to be big. The following are possible examples

* Next time someone ignores me and speaks to my mum, I will speak up.
* My housemate does not do house work. I will suggest that we use roster so we share the tasks.
* Next time I see someone being treated badly I will find a way of doing something about it.

Give participants a few minutes to think about their leadership challenge by themselves.

Pair up and get each person to present their challenge. Each explains his or her challenge. The role of the partner is to listen. They must not try and “fix” anything or offer advice. They are there to listen and help to get further clarity around the challenge.

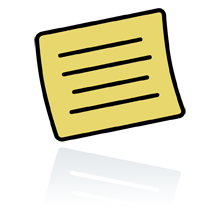
Encourage people to talk to others (family, friends, and community members) about the module (the idea is that once others see you as a leader you will find it easier to act like a leader), and to get feedback on their leadership challenge.

Their challenge should be written up, so that they can go back to it and see how they are progressing.

Session 4- Being a successful leader (Slide 27)

**The purpose of this session is for participants to identify for themselves what support they need to practice leadership in their life. They need to start to identify ways of taking care of themselves so that they can be useful to themselves and others.**

**It is important to take care of us, not as an indulgence, but to help ensure that the purpose and outcomes that we are trying to achieve have the best chance of success.**



**Handout 8 – Being a successful leader**

**Make sure you talk through the following key points –**

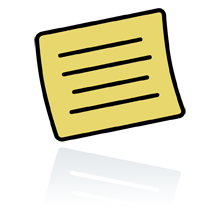
* **Think about how you can meet more people who can support you to be a leader - remind people that they do not have to go it alone and shouldn’t even try to do things on their own. We all need support and advice from others. Resilience, our ability and strength to deal with what life throws at us, is not just about our inner “shock absorbers”, but also is helped by the relationships we have with others**
* **Take a break - how do you make some time and space for yourself where you can reflect on what has happened and prepare yourself for what lies ahead. Sanctuaries can be anything that works for you (maybe going for walks, a hobby, having alone time, a cup of tea with a friend). If you don't create sanctuaries for yourself you risk being overwhelmed by the work. A sanctuary allows you the time and space to move away from stressful situations and get a new perspective and restore your energy**
* **Have fun – it is easy to forget that we are allowed to have fun when we are practicing leadership. Joy is useful to ourselves but it also invites others to come on the journey with us.**

Work with a partner (a buddy or other)

**Work though the handout and have a discussion about what you are going to do to ensure you take care of yourself.**

**Note: If there is no time, they can take the reflection sheet away with them and complete at home. It is important that they are encouraged to do this as our self-care is often given low priority.**

Closing



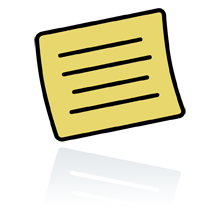
**Give out Handout 9 - My plan to be a leader**

Encourage participants tell someone else about the plan they have made.

This is important so that they can be held accountable and can get the necessary support.

Finish with Katy Perry’s ‘Roar’

## Check out and Close (10 min)

Hand out the Evaluations or

Put up **PowerPoint 31** and ask evaluation questions of the whole group.

It would be great if you could take notes of what people say and report back on the evaluation form to My Choice Matters.

Final slide MCM details.