

Leadership Development Training Guide

This outline was written to support students organizing in their high school environmental clubs - but can provide a guide for workshop facilitators of any age.



CLIMATEGENERATION
A WILL STEGER LEGACY

Workshop Objective: To give student leaders additional tools and ideas to develop emerging leaders at their schools.

Pre-Training

Gather Materials:

- Sign In Sheet
- Snacks
- Paper
- Markers
- Pens
- Tabling worksheet or script

Practice and divide roles with co-trainer

00:00 Intros (10 min)

Purpose: For students to learn about each other, and for the facilitator to review ground rules and introduce the topic.

1

Facilitator:

1. *Introduce self*
2. *Group intro question: what is a characteristic that makes you a good leader? Or, what makes someone a good leader?*
3. *Go over any last minute logistics, where is the bathroom, etc.*

00:10 Why Leadership Development? (10 min)

Purpose: To challenge students to think of themselves as people who can foster leadership in others.

2

Questions for Group Discussion:

1. Leadership development is an integral part of running a club and building a movement. But why? Why should we develop leaders? (put answers on the board)
2. What does this mean to you?
Write or draw for a few minutes about what a good leader is to you
Open share with the group

00:20 Principles of Leadership Development (10 min)

Purpose: To review the basics of leadership development, why good leadership matters - and that good leadership is bringing others into leadership positions. Begin to discuss how organizing is different from service volunteering.

Go through each principle. Use examples of ask group to share an example of how they have or could use each principle.

1. Look for the leadership potential in everyone. Anybody who supports your issues and campaigns might want to be actively involved. Anyone who is actively involved may want to take on more responsibility. Avoid making assumptions about people.
2. People who care about these issues need to be motivated to act upon their concerns. Most of us do not understand how the actions we take can make an impact on an issue we're concerned about. We must communicate that there are real problems to be concerned about, but there are also real solutions that we can be a part of.
3. We need to create opportunities for people to take on more responsibility. It's hard for new volunteers to know what step to take next. They need direction from you in how to best fit into the overall program work. We need to create an individual leadership ladder for each student.
4. People stay involved because they feel challenged and that their work matters. Once someone masters a basic task (i.e. tabling) they should be asked to do something more difficult. This could be training other students to table, or it could be a new, more challenging task altogether.
5. People take on more responsibility because they feel needed. If we need people to do more then we need to ask them to do more. After each volunteer activity we should be talking with each volunteer about what they are doing next.
6. People become leaders because someone takes time to appreciate their work, give them feedback and build their confidence. When a task is completed, students should be debriefed: how did it go, what went well, what could have gone better, how do students feel about the experience, etc. Then we can ask them to do something more.
7. People stay involved because they feel that they are a part of a community. Make the atmosphere fun and encourage people to get to know each other.

00:30 Leadership Ladder (10 min)

Goal: To introduce a mindset that encourages students to engage other students as leaders.

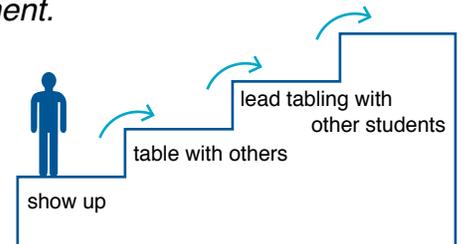
Leadership Ladder- a model for thinking about leadership development

Toneset:

4

Everyone has leadership potential and everyone has their own individual path to leadership. This individual path is known as the leadership ladder. The leadership ladder is any chain of events that moves a member from beginner volunteer tasks to more challenging work which often entails more responsibility. Each student brings different skills and experiences to the group, meaning each student will have their own leadership ladder. There are however some basic principles that should guide everyone's leadership development.

Draw a leadership ladder and walk students through an example.



00:40 Indy Meetings (15 min)

Purpose: To give students ideas and practice on how to move others up the leadership ladder through individual conversations.

Toneset:

How do we find out what people are interested in and move them up the leadership ladder? We ask them!!

Individual Conversation

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- Check in with them.
 - Debrief
 - Ask what they liked and didn't like
 - Ask them to do another task, do they want to
 - Propose a clear and specific task
 - Explain how it fits into the groups goals
- Give a concrete example
- Practice if there is time

Things to remember:

Leadership development is not a stand-alone thing. It is how you accomplish more and create something that lasts beyond your personal time and effort. You should work this into what you are already doing. Give examples.

6

00:55 Commitments & Wrap Up(10 min)

Purpose: For students to begin to process the training, identify next steps and make personal commitments

Students write down their responses to the following questions:

1. How do you want to become a better leader? What steps do you want to take up the ladder?
2. What are you going to do in your club to develop others as leaders?
3. Ask for feedback or use a paper survey about training.

Students share their reflections

Final Thoughts

End at 1:05

Post Training

Debrief with co-trainer. What went well with the training, what went well with each trainer? What could be improved?

Sourced from MPIRG and New organizing Institute Trainings, January 2015

