

COUNCIL OF EUROPE CONSEIL DE L'EUROPE



SPICE UP YOUR LEADERSHIP! A TRAINING FOR YOUTH WORKERS AND YOUTH LEADERS

Report of the study session held by Rural Youth Europe (RYEurope) and European Confederation of Youth Clubs (ECYC) in co-operation with the European Youth Centre Budapest of the Council of Europe

European Youth Centre, Budapest
16-23 May 2010



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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Table of Contents

- Executive summary4

- Introduction5
 - Aims of the study session.....5
 - Objectives of the study session.....5
 - Profile of participants.....6

- Main Outcomes of the Study Session6
 - Main results for the organisers6
 - Main learning points for participants.....6
 - Main results for youth organisations.....7

- Follow-up activities8

- Day-by-Day Reports9

Executive summary

“Spice Up Your Leadership!” gathered 40 participants from 20 European countries to explore the topic of youth leadership. The study session aimed at helping participants to identify key personal characteristics and qualities and explore aspects of effective leadership in youth organisations as well as promote a better knowledge of youth networks and management structures on the European level.

The study session is a follow-up activity to the “Spice Up Your Youth Club!” study session which took place in September 2008. The first Spice Up activity was co-organised by Rural Youth Europe (RYEurope) and the European Confederation of Youth Clubs (ECYC). This highly successful event fostered strong links between our two networks and created the willingness to co-operate on future projects of common concern. Several joint follow-up activities took place in 2009 and 2010.

Developing the leadership skills of our youth members is a long-term goal for Rural Youth Europe and a key focus of the Rural Youth Europe Development Plan 2007-2010. Our vision is to provide rural youth with the skills and knowledge that are needed for local youth work. These themes will also be continued in the next Development Plan 2011-2013. The study session also built on the themes of previous Rural Youth Europe events funded by the Council of Europe which focussed on non-formal education, intercultural learning, youth participation and human rights education. Within ECYC, the Strategy for 2010–2020 emphasises the importance of capacity-building of young board members in the national member organisations, as well as in their member organisations.

Through this double study session, RYEurope and ECYC succeeded in further cementing our experience in the youth field and strengthened the Trainers’ Pool that was established at the “Spice Up Your Youth Club!” study session in 2008. These youth trainers have been acting as multipliers within their local and national organisations and are willing to continue their training activities. This study session utilised their skills and promoted the training materials and tools that have been developed over the last two years. In addition, this study session allowed our organisations to continue sharing and exchanging good practice in youth training methodology.

This report with its appendices is aimed to youth organisations and young people interested in the issues raised during this seminar. It is also aimed for the participants of this study session to remember the things that were done and issues that were discussed during the week, to help them to use the knowledge and experience gained within their own organisations. It should be possible to use this report as a resource or at least as an inspiration in organising activities dealing with youth participation.

Introduction

The purpose of this study session was to empower youth leaders and young board members with the skills, knowledge and confidence they need to effectively lead youth clubs and organisations throughout Europe. This need for leadership skills has become particularly urgent in the last few months as the global economic crisis worsens. The crisis is having a severe impact on many local communities, resulting in the cutback or closing down of many local and national funding sources. The financial viability of many youth organisations and youth clubs is now in question. Rural Youth Europe and the European Confederation of Youth Clubs (ECYC) have identified capacity-building training as a key way to strengthen and support our member organisations in dealing with this crisis. Youth clubs in both urban and rural areas have been negatively affected by the economic crisis and they are urgently calling for increased capacity-building in areas such as leadership and board management skills.

The study session empowered youth leaders through a wide range of innovative and interactive training methods. These methods stimulated the intercultural learning process of each individual participant through group exercises, simulations, role plays, forum theatre, interactive lectures, audio-visual presentations, small and large group discussions, and individual reflection. The study session highlight the skills required when working in a multicultural environment and provided opportunities to share experiences, methods and techniques, and explore cultural differences in approaches to all-inclusive youth work. The facilitators focussed on exploring the unique differences in each of the participant countries as well as the issues of commonness in order to explore the factors contributing to effective leadership in youth organisations.

In addition, the study session aimed at giving participants the opportunity to experience and reflect on the differences and similarities in youth work practices in rural and urban areas across Europe. The activity was designed as a mutual intercultural learning situation, where participants compared leadership styles and their own approaches to youth work. The previous experiences of the participants, as well as of the preparatory team, were used throughout the learning process.

Aims of the study session

- To provide youth leaders and current/potential board members from across Europe with the skills, knowledge and tools to become effective leaders of their organisations
- To support our member organisations through capacity-building and explore together how to lead youth organisations
- To exchange good practices on leadership in youth organisations
- To provide youth leaders and current/potential board members with a European perspective on youth work
- To strengthen the co-operation between RYEurope and ECYC and develop future activities

Objectives of the study session

- To support the participants in building confidence and forming a cohesive group
- To promote a better knowledge of youth networks and management structures on the European level
- To identify key personal characteristics and qualities and explore aspects of effective leadership in youth organisations
- To empower participants with practical skills in good communication, group dynamics, negotiation and decision-making

- To provide youth leaders relevant tools for problem-solving, crisis management and conflict resolution in their organisations
- To put into practice the learning outcomes of the week
- To assist participants in the personal self-development of their leadership competencies
- To utilise a wide range of tools and leadership methodology between RYEurope and ECYC
- Encourage RYEurope and ECYC member organisations to combine resources to achieve common goals on the international, national and local levels

Profile of participants

Participants represented diverse range of youth organisations across Europe, covering 20 different countries and 2 different youth organisations. These included Armenia, Austria, Belgium, Bulgaria, Cyprus, Estonia, Finland, Germany, Georgia, Hungary, Iceland, Latvia, Norway, Russia, Spain, Sweden, Slovenia, Romania, Ukraine and the United Kingdom. The participants were all in leadership positions in their organisations; interested in the theme and in becoming active at the European level. In addition, they agreed to take part in follow up and multiplication of the topics of the seminar and become active multipliers at the local/regional/national in youth organisations. The participants were also members of ECYC or Rural Youth Europe and had good language skills both in written and spoken English. The majority of participants were aged 18–30.

Main Outcomes of the Study Session

Main results for the organisers

- A network of 22 rural organisations was created through the development of personal links and contacts. This will lead to the development of more common projects in the future.
- Development of skills that can be used back in participants' local organisations and communities
- Intercultural experience, awareness about the diversity of cultures in Europe
- Understanding how ECY and RYEurope function at the international level and what are opportunities for involvement

Main learning points for participants

With regard to knowledge:

- RYEurope, ECYC and the Council of Europe
- A diverse range of youth organisations who are from both rural and urban areas of Europe
- Learning about other countries and cultures within youth work
- Understanding of different leadership styles
- Understanding of a range of tools and methods and how to apply them in our work (for example, how to make SWOT analysis)

With regard to skills:

- Facilitation
- Negotiation
- Public speaking
- Decision making
- Dealing with changes
- Dealing with crisis
- Working with difficult/challenging people

- Communication techniques such as master suppression
- Healthy leadership
- Group communication skills
- Team work skills
- Communication with people from different cultural backgrounds
- Energisers for team-building
- Personal reflection on own strengths & weaknesses
- Practical methods for learning and teaching things

With regard to attitudes:

- Motivation to work for better results
- Self-confidence
- Respect for time
- Being organised
- Listening carefully
- Sense of responsibility
- Tolerance
- More open minded towards other cultures
- More respect to other cultures
- Valuing diversity
- Understanding the importance of flexibility
- Understanding the importance of motivating others
- Every idea is good idea
- There are no stupid questions

Other learning points:

- Experience of inter-cultural learning
- Revealing hidden abilities
- You have to be with your group but at the same time lead them
- Leadership isn't something you can learn from books, you have to include learning by doing it too
- We aren't born leaders, we become leaders by working and showing individual approach from people to people
- In stormy weather we need all the team members on board
- With better leadership skills you will have better youth organisations!

Main results for youth organisations

- Realising that we are already well organised but we still can improve on certain techniques such as time and change management
- New knowledge to make own projects
- Realising that we need to give more training on leadership in our organisation
- Motivation to commit more time and energy in support our members, the organisation and the local community
- New ideas to use myself and to share with others in my organisation
- Healthier leadership practices
- Knowledge and experience to lead more effectively
- New contacts from other countries – for further discussion exploration of networking opportunities
- Solution for a crisis in my organisation – that's the most important thing for me.

Follow-up activities

Rural Youth Europe will follow up this study session with future “Spice Up” events in 2011. The first event is planned for Spring 2011: “Spice Up Your Potential!”, 27 March to 3 April 2011, European Youth Centre Strasbourg. The event aims to provide rural young people with skills in coaching and mentoring other young people. Participants will gain practical skills in providing peer support, improving communication skills, setting personal goals and giving feedback to their peers. They will also learn how to train others in their organisations and act as multipliers in their home countries. A practical outcome of the training will be a series of e-tools on coaching and mentoring.

Another follow-up event is “Spice Up Your Community!” in Autumn 2011. At this event, Rural Youth Europe will co-operate with MIJARC and the European Rural Alliance (ERA) to organise a seminar on the role of young people in integrated rural development. The main theme of the seminar will be a youth-centred approach to sustainable development in rural areas.

Articles and reports from “Spice Up Your Leadership!” were published in the local newsletter and websites of the majority of participants. Rural Youth Europe published an article in the Autumn edition of “Rural Youth Info” magazine and upload reports and photos to the website: www.ruraleyouthurope.com. Furthermore, many projects ideas were developed during the study session and will be implemented by the member organisations of ECYC and RYEurope at the local, regional, national and European levels.



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AND YOUTH LEADERS**

**European Youth Centre, Budapest, Hungary
16–23 May 2010**

Day-by-Day Reports

Sunday 16th May

Session 1 (all day)

Title: Welcome desk

Aim (why this session?):

- To register participants and make them feel welcome
- To give participants details about EYC and the programme
- To check participant details
- To collect travel reimbursement forms and tickets
- To provide a tour of the facilities

Description (what happened?):

A registration desk was set up near the entrance: participants came to the desk when they arrived and received information about the study session and the European Youth Centre. A tour of the venue was provided (eating room, meeting room, gym, laundry, sleeping rooms, etc).

Session 2 (Evening programme)

Title: My designer t-shirt

Aim (why this session?):

- Getting to know each other at the start of the week and at the end to collect some kind words from fellow participants
- To build confidence and form a cohesive group
- Have a nice memento to take home!

Description (what happened?):

Each participant bought a plain white T-shirt and there was a selection of special pens for writing on t-shirts. We designed our own t-shirt which included our name, organisation and country. We also had to design our own logo/mascot to put on the t-shirt to represent ourselves, for example, showing a hobby we do, a caricature of ourselves or a personal symbol.



Then we walked around wearing the t-shirt and met each other and asked the following questions:

- What is your name?
- What country do you come from?
- What does your logo represent?

T-shirts were then pegged up in the plenary room for the duration of the week.

Outcomes (what have you learned?):

Knowledge about each other, get to know each other's names, roles in organisations and something about their personality.

What can you bring back home from this day?

A very unique and colourful t-shirt with a lot of good memories!

Monday 17th May

Session 1 (9:00–11:00)

Title: Opening session

Aim (why this session?):

- To get to know each other better
- To get an overview of the programme
- To get practical details for the week

Description (what happened?):

After welcome & introduction from the prep team members we played some games to get to know each other better. This was a lot of fun and everybody felt more at home after the games.

Then we heard a welcome speech from Ms Antje Rothmund, the Executive Director of the European Youth Centre. She gave us an inspiring speech about her personal leadership experiences and informed us about the Council of Europe's Competency Inventory. This resource tool identifies the knowledge, skills, attitudes, values and behaviour the Council of Europe staff need to fulfil their mission. It is an interesting tool for human resources management.



After that we talked about aims and objectives of the seminar and how they link to the programme. Then we agreed on some basic rules for the week and decided how to run the social committee.

Outcomes (what have you learned?):

The aims, programme and practical procedures of the study sessions were clearly communicated to participants.

What can you bring back home from this day?

Council of Europe's Competency Inventory presentation.

Session 2 (11:30–13:00):

Title: Our organisations and our expectations

Aim (why this session?):

- To know the three organisations
- To realise our fears and expectations
- To know how to reflect the daily lessons learned

Description (what happened?):

First we heard presentations on the three organisations involved: Council of Europe (CoE), European Confederation of Youth Clubs (ECYC) and Rural Youth Europe (RYEurope).

Next we talked about our fears and expectations for the study session. The prep team had drawn a huge plane and asked the participants to cut out suitcases, suns and flashlights. We wrote our fears into the flashlight, the expectations into the sun and things we wanted to take home into the suitcase. Then we placed all the things around the plane and presented them for others.

In the end we formed the reflection groups and learnt how to work in them. We formed the groups so that countries, organisations and male/female participants were evenly split. The idea was that in the groups we should every day reflect our learning process and give feedback about the programme.

Outcomes (what have you learned?):

We now understand what the umbrella organisations involved in this study session. Talking about the fears and expectations helped us to orientate to the study session and think about the coming week.

What can you bring back home from this day?

Information about ECYC, RYEurope and CoE.

Session 3 (14:30–16:00)**Title: Group building****Aim (why this session?):**

- To make everyone part of a victorious group that is tight after overcoming difficult challenges

Description (what happened?):

During this session we had two group building exercises. One of them was called Electric Fence. A rope was tied between two trees. We had to, as a group, go over the rope without touching it. When the whole group was over we had completed the task.

The other exercise was called Stepping stones. The group was split in two. Both groups got a few stones so they could try to cross the “river”. But they couldn’t do it because their stones were not enough. So the groups had to work together to cross the river.

**Outcomes (what have you learned?):**

Sharing ideas, listening to others, creating good group spirit.

What can you bring back home from this day?

Group working skills and nice exercises.

Session 4 (16:30–18:00):**Title: Tower building****Aim (why this session?):**

- To gain knowledge and experience on decision making
- To experience the role of a leader
- To experience teamwork

Description (what happened?):

We were split into groups of 4-5. The groups had to build as high a tower as possible with newspaper, tape and an egg. We had to be able to station the egg on the top of the tower. The egg had to be pushed down the tower and it should not brake. The team that had unbroken egg and the highest tower won the game.

Outcomes (what have you learned?):

Organising and finding the best way to build the highest tower. Listening, sharing ideas, trying them out and taking decisions. Working on the project, facilitating and completing it.

What can you bring back home from this day?

Group working skills and a nice exercise.

Session 5 (Evening programme):

Title: Organisational marketplace

Aim (why this session?):

- To present our organisations
- To know each other
- To get information about different organisations which are present
- To open organisational market

Description (what happened?):

Every participant made a short presentation about their organisation. We had prepared for example flip charts, different booklets, and pictures. After the presentations we took a closer look to the printed materials.



Outcomes (what have you learned?):

We got to know each other better and identified the similarities and differences between our organisations.

What can you bring back home from this day?

Grounds for future co-operation.

Tuesday 18th May

Session 1 (9:00-11:00):

Title: What is leadership?

Aim (why this session?):

- To get information about what leadership is, and different types of leadership styles
- To explore the meaning and significance of leadership
- To understand the importance of leadership in youth organisations
- To develop a common definition of leadership

Description (what happened?):

First we had a quick presentation on different definitions of leadership. Leadership can be defined for example as “a two-way street, loyalty up and loyalty down. Respect for one's superiors; care for one's crew” (Grace Hopper) or “the capacity to establish direction and to influence and align others toward a common goal, motivating and committing them to action and making them responsible for their performance” (BNET online Business Dictionary). We also discussed our own definitions of leadership and how we see leadership in youth NGOs.

Then we had a role-play game where one person is the driver (leader) and the other one should be the car (follower). It was used to point out keywords for “what is a leader” and “what is the difference between a leader and a follower”.

In the end we used Daniel Goleman’s model for different leadership styles. We identified them through examples and experiences were shared. Leadership styles were named as visionary, coaching, affiliative, democratic, pacesetter and commanding. We identified the strengths and weaknesses of different styles in different situations through discussion.

Outcomes (what have you learned?):

We have learned that there is need for different leadership styles in different situations. It encouraged us to consider and reflect upon our own leadership style. We also learned that being a leader can be defined in many ways.

What can you bring back home from this day?

Hopefully we will all bring home a clearer vision about what kind of leaders we want to be within our organisations and awareness of the suitability of different leadership styles. This will help us be adaptable and flexible in dealing with different situations.

Session 2 (11:30-13:00):

Title: What makes a good leader? Self-assessment of skills

Aim (why this session?):

- To discuss what qualities the participants would need to be a good leader
- To support the participants in building confidence
- To raise awareness on the qualities we have and need to develop to be a good leader.
- To reflect on features of a good leader and to create a portrait of an ideal leader
To explore our strong and weak leadership characters

Description (what happened?):

First we made a short test to reflect our leadership attitude. It had statements like “I enjoy working in teams.” “I can interpret rules and regulations.” “I am effective at handling complaints.” “I can delegate work to others.” “I enjoy appraising performance and giving feedback.” and we had to assess ourselves from 1 to 5. It helped us to get a clearer picture on our capacities as leaders.

Then we divided into 5 groups and in each group one person had to lay on a flip-chart and the others had to mark her/his shape. At this point the group had to describe some features of an ideal leader, putting them on the body shape, and finally had to give him/her a name. Then, in plenary session we looked for all the five leaders’ features and we chose the features for the ideal leader of this study session.



Outcomes (what have you learned?):

We learned more about ourselves and determined which leadership skills can be continued to improve and develop when we are back home.

The main outcome of the session was creating a model of an ideal leader. The following key qualities were stated:

- Experience
- Vision
- Courage
- Education
- Strong feet (stable)
- Good speaker
- Body language
- Open minded
- Friendly
- Upbringing
- Charisma
- Smart
- Hard working
- Motivation
- Communication skills
- Time management
- Ability to moderate
- Inspiring
- Honest

**What can you bring back home from this day?**

Raised awareness of leadership skills that can be used in our work and leadership abilities that need to be developed. The activity was opportunity for growth.

Session 3 (14:30-16:00):
Title: Decision-making and Leadership vs. Management**Aim (why this session?):**

To reflect about the decision-making process and the conceptual relationship between leadership and management.

Description (what happened?):

We started with a few energisers: 1) giving your name and an adjective starting with same letter, 2) "Mazinga" energiser, 3) a short "question and answer" exercise about decisions.

Then we did 2 activities: the first one was the Euro-train exercise. From a long list of different people, we had to choose 3 persons with whom we wanted to sit next to during a train trip and 3 persons we wished to avoid. We chose first individually, then in groups of 4, then in groups of 8. Then we reflected in plenary session about the way we made decisions and how decision-making changed and became more challenging the more people there were in the group. The second activity was a guided reflection about the difference between a Leader and a Manager.

Outcomes (what have you learned?):

About decision-making we reflected on the different ways to take a decision, focusing on the 6 „C“: Construct, Compile, Collect, Compare, Consider, Commit. The outcome of the second part of the session is a clearly distinction between leadership and management, thanks to some opposite key-words.

What can you bring back home from this day?

The perception of the complexity of decision-making process and a conceptual framework to look at the differences between leadership and management.

Session 4 (16:30-18:00):**Title: Communication skills****Aim (why this session?):**

- To become aware of strategies used for social manipulation and give tools to cope when being exposed to these strategies.
- To get insight into the techniques used by a dominant group to maintain such a position in a hierarchy.
- To explore the different techniques through role play.

**Description (what happened?):**

We started the session with a PowerPoint presentation about Master Suppression Techniques. Then we made a role-play in 5 groups. In every group there was a chairperson and everybody got a character and an agenda to act upon. On some of the agendas that were handed out there was a suppression technique written – if a person had one of the techniques s/he had to act it out during the meeting. These “Case studies” were not to be performed in front of the whole group, but each group gave their views on how they felt when someone was so obviously trying to suppress and manipulate others. After the role-play each group tried to identify the techniques we used and then we talked about it in plenary session.

Outcomes (what have you learned?):

The experience of master suppression techniques in a stimulating situation, both through acting and receiving information about communication behaviours. We received tools to see when a suppression technique is used and how to use counter strategies to deal with this kind of situation. We also became aware of whether we are, consciously or unconsciously, suppressing others.

What can you bring back home from this day?

The possibility to recognise this kind of behaviour in real life in everyday situation and to face them with appropriate strategies.

Session 5 (Evening programme):**Title: Movie night**

Aim (why this session?): For fun!!! See the funny side of leadership.

Description (what happened?): We watched an Icelandic show about a horrible manager at a gas station and his staff. It was hilarious!!

Outcomes (what have you learned?): That they have funny TV-shows in Iceland.

What can you bring back home from this day? Icelandic humour.

Wednesday 19th May

Session 1 (9:00-11:00) & Session 2 (11:30-13:00):

Five skills workshops were offered in the morning. Each participants could choose 2 workshops from the following: change management, facilitating, negotiation, public speaking, coaching skills.

Title: Change Management

Aim (why this session?):

- To know how management changes can affect you and other people
- To think about what happens when management changes are made
- To explain why change is a necessary and beneficial activity for an organisation
- To identify factors that create the need for change
- To identify barriers to change and practical methods for overcoming these barriers

Description (what happened?):

We started by sitting in a circle and thinking about changes that affected our lives. After a while participants shared a few of the changes that affected them. Then we changed to the viewpoint of our organisations. What creates the need for change in an organisation and why is change so important? The reasons can be for example:

- Uncontrolled and unforeseen developments
- Competition
- Changing needs of the members
- Crisis
- Vision
- Opportunity
- Dissatisfaction

None of us work or live in a perfect environment. There is always a lot of scope to make things better. People are usually accustomed to expressing how bad things are and then complain when things change – therein lies a paradox! In the end we got an assignment to make a curve of a big change in our organizations and explain the stages in a clear way.

Outcomes (what have you learned?):

We learned that changes can affect us in different ways, but no matter how big or small the changes it can be explained using the “Change curve”. There are many reasons why change is not just necessary, but a positive thing: it provides a method for creating new ways to do things and adding variability into organisations. As leaders we are at the centre of changes in our organisations.



What can you bring back home from this day?

We had a lot of fun and understood more about how changes can be managed and how it can affect us in different ways.

Title: Coaching

Aim (why this session?):

- To introduce participants to coaching and support them to develop an effective coaching style within their organisation
- To understand the meaning and significance of coaching
- To define coaching in a leadership context
- To understand the GROW model
- To define key competences of a good coach
- To develop an action plan to improve the participants' coaching style

Description (what happened?):

The workshop started with introduction and presentation on coaching (see the presentation in Appendix 1). We learnt that a coach is someone who supports, explains, demonstrates, instructs and directs others via encouragement and asking questions. A coach should create the capacity for development and be centred on goals. The key coaching skills are: Promoting positive outcomes, Providing feedback, Active questioning and listening, Building trust and rapport and Creating the right environment. Aims of coaching can be remembered by using the GROW-model:

- **Goal** → *Establish the Goal*
- **Reality** → *Examine Current Reality*
- **Options** → *Explore the Options*
- **Will** → *Establish the Will*

Then we had to bring to mind our favourite coaches/mentors and think how they have affected our lives and why they were so good. This helped us understand that a good coach can make a big difference in an organisation, and made us think what kind of coaches we want to be ourselves. In the end we made an action plan for ourselves to become better coaches. We had to think how to develop competence areas which were:

1. Delegating tasks
2. Communicating Instructions
3. Setting Task-Performance Goals
4. Providing Task-Relevant Feedback
5. Rewarding Improvement
6. Dealing with failure
7. Working with Personal Problems
8. Confronting Difficult Situations
9. Responding to Requests
10. Following Through

Outcomes (what have you learned?):

This workshop helped us to understand the meaning and significance of coaching in a leadership context. By evaluating our own strengths and weaknesses we gained motivation and skills to develop our own coaching styles.

What can you bring back home from this day?

Our own action plans to develop our coaching styles.



Title: Public Speaking

Aim (why this session?):

- To get practical tips and tools to support better speaking skills
- To build confidence when it comes to talking in front of a group
- To practice speaking skills
- To find out a reasons why people are afraid of public speaking and how to defeat nervousness

Description (what happened?):

We started with some games and energisers to get comfortable with the other participants. At the beginning everybody explained their expectations for the workshop and told their own experience. All were listening to the person who had the "key" to talk and others had no opportunity to comment. After this we had a discussion what kind of skills you must have to become a good speaker and how to prepare a speech (manuscript, presentation, room, handout, clothes etc.). At the end of the workshop we did an exercise as a public speaker. We prepared our own speech and presented it to other members of the group. The participants gave feedback about our strengths and weaknesses.

Outcomes (what have you learned?):

From this session we learned that during public speaking and performing it is very important how you look, what kind of body language you use, etc. If you want to be sure about yourself, about what you have to say, you need good preparation before the speech. Do not be afraid of public speaking, just be prepared and feel confident. Prepare for the worst but believe in the best!

What can you bring back home from this day?

More skills and self-confidence to speak publicly and become a better speaker.

Title: Negotiation

Aim (why this session?):

- To give a brief introduction into negotiation
- To practise and gain skills in negotiation

Description (what happened?):

First we had to agree on five most important negotiation points from a list. We divided in two teams. First team's options were:

- Be friendly
- Have clear aims
- Tell the other side what you want
- Listen carefully
- Pay attention to the other side's body language
- Don't change your plan during the meeting
- Never be the first to make an offer
- Use aggressive language
- Ensure the atmosphere is relaxed and positive
- Be aware of your strengths and weaknesses as a negotiator / negotiating team



Second team's options were:

- Try to win
- Prepare carefully before you negotiate
- Start with small talk
- Ask a lot of questions
- Have a lot of options
- Summarise the points you agree on
- Focus on the points you disagree on
- Change your strategy during the negotiation if necessary
- Never show any emotion
- Use tentative language (eg. should, would, could, might, may, if)

When both teams had chosen their most important points, we came together to agree on five most important points together.

The workshop continued with some theoretical input: four principles of negotiation, stages of negotiation and skills in negotiation (see appendix 2). The workshop ended with discussion in the group and summary.

Outcomes (what have you learned?):

We built confidence in our skills. In the future we will feel more prepared for negotiation situations.

What can you bring back home from this day?

Self-confidence and negotiation skills.

Title: Facilitation

Aim (why this session?):

- To define facilitation and the tasks of a facilitator
- To gain knowledge and experience of facilitation
- To learn how to facilitate a group in a meeting
- To practice facilitation

Description (what happened?):

Session started with brainstorming to define the topic, facilitation and what a facilitator does. Agreeing on a definition, the group was divided into two smaller groups. Then we made a drama exercise. Both groups got examples of problems that are common in meeting rooms. We had to play the problems and find the best solution. Meanwhile the other group had to guess what the problems are. In the end the actors told them what problems they had and their final solution.

Outcomes (what have you learned?):

Definition: The facilitator's mission is to help the group to come up with the solution. If a facilitator comes from within the group itself then he/she can also contribute to the process with his/her own ideas. But if a facilitator is appointed then he/she should guide the process and give ideas on how to keep the group on track.

What can you bring back home from this day?

The definition and the difference of a manager and a facilitator. Practical experience in facilitation.

Session 3 (14:30-16:00):

Title: Team work

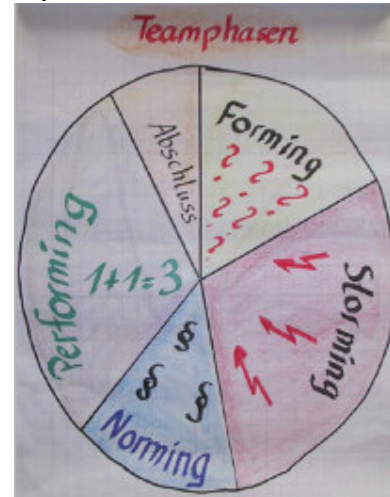
Aim (why this session?):

- To learn how a team works, what it consists of and how it is built
- To learn to concentrate, react and communicate
- To learn about the similarities of team work and the work in a youth club
- To learn about active listening and active communicating in a youth club

Description (what happened?):

The session started with a game called "Spring Roll" in two teams. It made us think about the roles in a team and what kind of a role we are used to taking ourselves. After that we learned about Tuckman's team development model. According to this model there are the following stages in team development:

- forming
- storming
- norming
- performing
- adjourning



Then we talked about defining rules and setting goals in a team.

We learned that goals should be SMART, which means Specific, Measurable, Attainable, Relevant and Time-bound. We also discussed active listening: by listening actively to others we help others to open up, avoid misunderstandings, solve conflicts and build trust. Communication should always be 2-way.

In the end we did a self-perception test called Belbin test. It helped us assess our primary and secondary preferred team roles. We were also given a list of tips on how we can become good team workers in our roles.

Outcomes (what have you learned?):

We understand better how a team is built, what roles there can be and how we can help people to contribute better. We also gained self-understanding on our own roles in a team.

What can you bring back home from this day?

Understanding on building a good team and our own roles in a team.

Session 4 (16:30-18:00):

Title: Motivation and empowerment

Aim (why this session?):

- Define Motivation and Empowerment
- Analyse basic components for motivating and empowering young people
- Learn ways and methods for motivating and empowering young people.
- How can we be good motivators so our members can perform good teamwork.

Description (what happened?):

We started by share the motivation that made each participant get actively involved in a cause. Then we had an exercise called "Fishbowl" where different topics were addressed and participants

could decide whether they wanted to participate in the discussion or sit on the outside watch the “fishbowl”. This was an interactive exercise, where participants joined or sat back depending on their motivation.

This was followed by a discussion on motivation and empowerment of young people: What benefits can they possibly offer to motivate young people in their context? What are prerequisites for motivation to continue? What is empowerment? What are the levels of empowerment / Common challenges in youth empowerment?

Outcomes (what have you learned?):

Participants feel better equipped to motivate and empower other young people.

What can you bring back home from this day?

Motivation to motivate!

Session 5 (Evening programme):

Title: Culture Vision

Aim (why this session?):

- To share the culture of our home countries with others
- To build confidence and form a cohesive group

Description (what happened?):

After officially opening the Culture Vision evening, we started with Gastro Vision. Each participants had brought food and drinks and presented their table by giving some information about their delicacies and their countries. After the presentations there was an opportunity to sample the dishes. It was fantastic to taste food and drinks from all over Europe!

Later in the evening we had Euro Vision. Everybody willing took part in the talent contest. We could never have guessed how talented singers, dancers and stand up comedians we had in our group. The evening was just amazing!

Outcomes (what have you learned?):

We had a great intercultural experience and build stronger relationships with each other.

What can you bring back home from this day?

New experiences!



Thursday 20th May

Session 1 (9:00-10:30):

Title: Effective Meetings

Aim (why this session?):

- To learn about preparation of effective meetings
- To learn how to hold effective/active meetings
- To learn the 10 golden rules of effective power-meetings

Description (what happened?):

We received a worksheet detailing two sets of rules for holding a meeting. We then met in the groups for 'Practise makes perfect' and the groups discussed the items needed for an effective meeting to take place in our youth clubs. We also discussed if there were any points missing on behalf of effective meetings in your youth club.

As a group we wrote the important points for running a meeting on to flip chart paper and then presented this in the plenary.



The sets of rules we had to discuss were the following:

Company A

10 Rules for effective power-meetings:

Good preparation is almost half the Meeting

1. Define the aim of the meetings and communicate it in the invitations

Note: Don't go to any meeting without a defined goal

2. Invite the right people timely - and only these once

Note: Don't go to any meeting, without being sure that you have to be there

3. Send important details such as the agenda and the timetable in advance

Note: Don't go to any meeting without agenda

Discipline makes it a Power-Meeting

4. Start on time and stop on time

Note: Don't go to any meeting a second time at which the timetable is not respected

5. Introduce the facilitator and define the person writing the protocol

Note: Don't join a meeting a second time if you haven't received a protocol from the last one

6. On top of the agenda is the to-do list of the last meeting: have the agreed things been implemented?

Note: Don't go into any meeting without being prepared: Have you done all the tasks from last time?

7. Each agenda item ends with the summary and the consensus of the participants

Note: Summarize each agenda item in your own words - so you know, that all have understood the same things

8. And finally: who does what till when, and when we meet again?

Note: Without to-do list, the Power-Meeting is going turn into a tea party

Careful editing

9. Send results together with the to-do list.
10. Get a feedback from the participants - and the next meeting can start

Company B

10 Rules for good meetings:

1. The meeting starts on time. The specified time frame is met.
2. Phones and BlackBerrys are switched off or muted. Laptops are only for the meeting.
3. The meeting is led by the moderator, she / he sticks to the agenda, and takes care that everyone sticks to the rules of the meeting.
4. All participants are prepared.
5. All participants are concentrated, contribute actively and participate in the decision making process.
6. Only one person speaks at the time; the others listen carefully.
7. The facilitator and the team take an order to keep the discussion on the issue and to allow equal participation of all. Argumentation is short and precise.
8. Participants can identify with the decisions made. Clear decisions are made. Implementation plans with tasks, appointments, and those responsible must be defined.
9. All comments made are related to the topic discussed and are related to solve the problem - all participants can identify with the meeting.
10. All participants have the opportunity to have their say, their arguments are constructive, errors will be offered with tolerance / support, successes are highlighted. Dealing with other participants is respectful.

Outcomes (what have you learned?):

It is important to have rules for a meeting and to follow the rules. Everyone needs to know the rules for the meeting.

What can you bring back home from this day?

For an effective meeting you need to follow the rules. Agendas are very important for a meeting. Some one always has to lead or facilitate a meeting.

| |
|---------------------------------|
| Session 2 (10:30-12:30): |
|---------------------------------|

Title: Creativity techniques

Aim (why this session?):

- To learn new creativity techniques to help us with the 'practise makes perfect' session on Saturday and in the future.
- To explore creativity techniques for solving problems

Description (what happened?):

We were asked about the creative techniques we used in our own organisations. Many of the participants had used techniques like mind mapping and "World Café".

Four techniques were introduced:

- Brainstorming - Participants write ideas down and there is no criticism
- Brainwriting pool – Write the problem on paper and write ideas around
- Method 635 - Six participants, produce three ideas in 5 minutes
- Mind mapping – Problem in middle, write down key words and develop ideas.

Groups then went and used these creativity techniques, to think of ideas for the 'practise makes perfect' session on Saturday. The group then presented which techniques they used to the rest of the group and evaluated these techniques. The groups used a variety of techniques including the mind map, brainstorming and method 365. Everyone felt that this was a very useful exercise.

Outcomes (what have you learned?):

We had ideas that can be used in the 'practise makes perfect' session and how to apply the creativity techniques in our organisations.

What can you bring back home from this day?

Learned new techniques that can be used in exploring problems/issues in our organisations.

| |
|---------------------------------|
| Session 3 (12:30-13:30): |
|---------------------------------|

Title: Mid term evaluation

Aims (why this session?):

- To get a general overview about commitment for what is left in the programme and satisfaction towards what happened so far
- To draw a "energy point" in the flow of the week
- To have the participants seeing what others are feeling as well

Description (what happened?):

In the beginning of evaluation two A4 posters were hanged on the lateral walls of the room. According to their feeling, everybody moved towards "VERY MUCH" or "NOT AT ALL" when a prep team member read different statements.

Here are the statements/questions:

- I feel that I learn more when I work within the group
- I find buzz groups help me clarify my own thoughts
- Reflection group is the space where I feel confident into being open and share my doubts and feelings with the others
- The themes worked with so far, were the proper ones
- Debating on leader/leadership and democratic/democracy values was helpful!
- Finding commonalities with other organisations values offered me a good overview of the other NGO's field of activities;
- My interest in the topics that are coming is still high
- I'm tired but still interested!
- I want to go home!
- I feel like a sponge over which water is poured!
- I enjoy the group
- I want to have a thematic party one of following nights

Outcomes (what have you learned?):

How we all feel.

What can you bring back home from this day?

A new evaluation technique.

Session 4 (14:00-18:00):

Title: Free afternoon

Aims (why this session?):

- To learn about Budapest and the surroundings to the EYCB

Description (what happened?):

A participant from AGRYA Hungary took us to a tour in Budapest. We went to see all main tourist attractions.

Outcomes (what have you learned?):

Budapest is a beautiful city.

What can you bring back home from this day?

Pictures and nice memories



Friday 21st May

Session 1 (9:00-11:00):

Title: Managing Crisis

Aim (why this session?):

- To be aware of different types of crisis in youth organisations
- To find some potential solutions to crisis
- To give other youth organisations resolutions/ ideas on how to solve their current crises

Description (what happened?):

We were given a homework task before the start of the study session: describe a crisis which has happened within our organisation. Today in our Crisis Cafeteria, 5 topics were chosen by the prep team for discussion. The topics were written on flip chart paper and spread around the room. The group then split themselves around the topics and the selected participants described their crisis situation. The rest of the group listened and then gave their ideas and feedback. When everyone had visited each of the 5 crises they were summed up in front of the participants by the person whose crises it belonged to.

Outcomes (what have you learned?):

We had so many different organisations that may have experienced these problems within their own organisations, so it was very useful to hear views from difficult organisations and how they handled the situation. It gave many new ideas to take back home.

What can you bring back home from this day?

New ideas and confidence for managing crisis.

Session 2 (11:30-13:00):

Title: Dealing with difficult people

Aim (why this session?):

- To define a difficult person
- To learn how to handle difficult situations

Description (what happened?):

We worked outside for 45 minutes in different groups and explained what makes a person difficult and our experiences with difficult people. Then we presented our results on what makes a difficult person difficult. Participants made the posters and performed a short role play. A powerpoint presentation was provided at the end of the session with a summary of the main learning points.

Outcomes (what have you learned?):

Result of the workshop was that people realised that no one is perfect or no-one is a difficult person. Every person has some things that make them a difficult person or a perfect person. We have to consider that our team members are different and that is what makes the team strong. We have to think of a way on how we can react to the person who is little bit different.

What can you bring back home from this day?

Acceptance for different people.

Session 3 (14:30-16:00):

Title: Healthy Leadership

Aim (why this session?):

- To get information to keep ourselves healthier despite the difficulties and the stress that leadership may cause to someone
- To become aware of the elements which contribute to a healthy leadership
- To determine what is important for us, as individuals, to stay driven in our leadership

Description (what happened?):

The facilitator started by presenting the difficulties you may come across if you are a leader. We can run away from our difficulties or fight against them, but we have to take into consideration that if we get under too much pressure trying to do our best there is a danger to get “burnt out” (exhausted). A ‘Health Sun’ diagram was presented, showing the factors that influence a person’s health. Next was a SWOT analysis: everybody had to write down their own strengths, weaknesses, opportunities and threats, and after that we discussed them in our reflection groups. During the discussion after everybody spotted his/her weaknesses and threats,



we had to answer how we use our strengths to balance our weaknesses. Finally we had to find what or who affects our health the most. When we returned to the plenary every group, we had a short presentation from each group about the main results.

Outcomes (what have you learned?):

A very important outcome was the idea that youth workers do not have “tools” to use, they are the tools so it is crucial to take care of ourselves.

What can you bring back home from this day?

Weakness can be turned into strengths.

Session 4 (16:30-18:00):

Title: Open space on leadership

Aim (why this session?):

- To gain knowledge of Open space method.
- To improve our leadership knowledge in general
- To speak with each other about different topics



Description (what happened?):

There were 5 different topics led by the prep team and everybody could join a group and stay there and discuss as long as they wanted. The topics were proposed by the participants and prep team as “burning” issues which have come up during this week.

Outcomes (what have you learned?):

We learnt about the Open Space method and how it can be applied to solving different questions or problems. We found many answers: a person who hears your problem may have had the same situation as you but already has a resolution and can give advice.

What can you bring back home from this day?

We got answers for our questions and improved our knowledge.

Session 5 (Evening programme):

Title: Presentation preparation

Aim (why this session?):

To prepare our information for tomorrow’s presentation.

Description (what happened?):

People in their groups sorted out their presentations, some stayed up until 2am!

Outcomes (what have you learned?):

Team work.

Saturday 22nd May

Session 1 (9:30-13:00):

Title: Practice makes perfect

Aim (why this session?):

- To showcase the leadership skills we have developed during the week
- To learn from seeing how other participants put their knowledge into practice
- To learn two new methods of team work and methodology for delivery of leadership training skills
- To build confidence
- To be able to identify key personal characteristics and qualities and show various aspects of effective leadership
- To use the wide range of tools and learning methodology we have learnt during the week

Description (what happened?):

Groups were split into debating groups (3 groups) and mock meeting groups (3 groups). We received our topics on Wednesday so we had time to prepare the debates and performances.

Debate

Teams had a chairperson, a proposer and a seconder for the proposition to make a proposal on a subject and an opposer and a seconder for the opposition. The chairman introduced the speakers and the topic, and the speakers spoke in turn. Those watching could ask questions at a set point in the meeting. In the end the main speakers gave final speeches before the chairman summed up and put the debate to a vote.



Mock meetings

Groups were given an agenda for a meeting with some items to discuss at a meeting. They had specific roles and challenges to cover in a 15 minute meeting. One group used Form Theatre as a tool: the audience was the allowed to yell “STOP” and suggest a different approach, or step in and take the role they wanted to change.

Outcomes (what have you learned?):

Learning to put over a case to public. Ability to lead a meeting. Ability to show leadership styles. Ability to judge someone else’s ability as a leader.

What can you bring back home from this day?

Confidence.

Session 2 (14:30-16:00):

Title: Personal development plans

Aim (why this session?):

- To set goals and develop a plan to develop our leadership skills
- To develop strategic planning skills
- To promote solidarity and support among young leaders

Description (what happened?):

First we looked at the SMART poster and then went to lie on the floor and imagine a future for our communities. After that everyone created their road map from their community's current reality to their final vision (taking into account SMART). We drew it on flip chart paper and then went around telling our future and gaining views from others about their future. We found participants who had similar goals and exchanged ideas with them in small groups. We decided to keep in touch and help each other to achieve our aims.

Outcomes (what have you learned?):

We developed practical steps to move from vision to reality and learned more about other organisations and how people are willing to have more co-operation.

What can you bring back home from this day?

A road map for the future.



Session 2 (16:30-19:00):

Title: Next steps and evaluation

Aim (why this session?):

- To discuss and plan future activities of ECYC and RYEurope
- To evaluate the learning outcomes of participants and check the results of the study session
- To learn about the future planned activities of Rural Youth Europe and ECYC and find out if participants are interested to be involved (eg. as prep team members, etc)
- To discuss any possible future activities – in own organisation or between RYEurope and ECYC
- To evaluate the study session in an interactive way
- To evaluate the study session on a written form

Description (what happened?):

In the beginning two prep team members gave a presentation on the future events of RYEurope and ECYC. For example, RYEurope is running a Youth Employment project during 2010–2012

which will consist of a series of events (youth exchanges, seminars, trainings and study sessions). Participants will be invited to get involved in these activities. After that we had a brainstorm on possible new activities and co-operation between ECYC and RYEurope Ideas were written on flipcharts with responsible people listed.

Then it was time for evaluation. First we evaluated different aspects of the study session by giving marks out of 10. A scale was created on the floor and participants stood at the number which represented their opinion. Participants also got the chance to comment and explain their point of view. Topics: food, accommodation, weather, prep team, overall programme.



After that the room was divided into three sections: Agree, Neutral, Disagree. A prep team member read a statement (for example, "I will be a better leader after this study session") and participants moved to the area which indicated if they agree, disagree or feel neutral about the statement. Different participants were asked their opinions, especially ones on opposite sides of the room. Participants were free to move if their opinion changed after hearing opinions from others.

Then we checked together all the fears & expectations written by participants from the first day. We discussed if all the expectations were met or any of the fears came true.

The last Reflection Group session will give another opportunity for evaluation. Participants drew their palm on a paper and answered one question on each finger. There were 5 questions:

- What did you like most about the study session?
- What did you like least about the study session?
- What was the main thing you learnt at the study session?
- What idea do you want to use/put into action when you get back home?
- What is the main thing you would improve about the study session?

The results were discussed in the Reflection groups. Papers were kept by each person as a reminder of the event. In the end participants were given a form to fill in and prep team collected them.

Outcomes (what have you learned?):

We had an opportunity to get involved in the future activities of ECYC and RYEurope and to propose new activities. We thought about our learning outcomes for the week and gave feedback as a group and as an individual about our experience of the study session.

These are the most important learning experiences mentioned by the participants in the evaluation:

- Dealing with changes
- Dealing with crisis
- Facilitation (2)
- Negotiation skills (2)
- Public speaking (3) – I got over my fears
- Master suppression techniques (6)
- Decision making

- Practice makes perfect (6) – we had to take responsibility ourselves
- How to make SWOT analysis
- Healthy leadership (2)
- Different leadership styles (3)
- Leadership styles vary according to the groups' aims
- How to handle difficult persons (3)
- Group communication skills
- Team working skills
- It's important to listen to other's views
- Communication with people with different cultural background
- Experience of inter-cultural learning
- Learning about other countries and cultures within youth work
- New methods and tools (4)
- Different way of learning things
- Energisers for team-building
- Personal reflection on my strengths & weaknesses (3)
- Revealing hidden abilities I had forgotten
- Gaining more self-confidence (3)
- Be organised
- Listen carefully
- Work together
- Respect time and value the time
- Learning tolerance
- We need to give more training on leadership in our organisation
- Every idea is good idea. There are no stupid questions.
- You have to be with group but at the same time lead them
- Leadership isn't something you can learn from books, you have to include learning by doing it too
- Leader should inspire and motivate youth
- Motivation to learn more
- It's important to be flexible, because situations are changing very often
- The stormy weather we need all the team members on the board
- We aren't born leaders, we become leaders by working and showing individual approach to people to people
- Leadership is big responsibility
- We are already good organised but we still can improve on certain techniques such as time and change management.
- New knowledge to make own projects
- You must work and work for good results
- Getting to know other organisations
- Learning about Council of Europe: aims and plans
- With better leadership skills you will have better youth organisation!

What can you bring back home from this day?

Reflection on our experiences during the seminar and future plans.

Spice Up Your Leadership!
A Training for Youth Workers and Youth Leaders

16 - 23 May 2010

Participant list

| Ms /Mr | Surname | First name | Organisation | Country |
|---------------|----------------|-------------------|--|----------------|
| Ms | Sahakyan | Mariam | FYCA Armenia | Armenia |
| Ms | Martirosyan | Gayane | Armenian Rural Youth | Armenia |
| Ms | Harutyunyan | Astghik | FYCA Armenia | Armenia |
| Ms | Vangheluwe | Albane | Formaat vzw | Belgium |
| Mr | Van Den Bosch | Robin | Formaat vzw | Belgium |
| Mr | Skouroupatis | Andreas | Cyprus Youth Clubs Organisation | Cyprus |
| Ms | Delgyanska | Neli | Agrarian Youth Union | Bulgaria |
| Ms | Panayi | Theodora | Cyprus Youth Clubs Organisation | Cyprus |
| Ms | Tavernor | Donna | NFYFC England | United Kingdom |
| Ms | Campos | Gabriela | Youth Settlement of Finland | Finland |
| Mr | Joutsenvaara | Jari | Finnish 4H | Finland |
| Ms | Kivinen | Sini | Finnish 4H | Finland |
| Mr | Kouhia | Arto | Youth Settlement of Finland | Finland |
| Ms | Ananikovi | Ani | Public Movement Multinational Georgia | Georgia |
| Ms | Lipkowski | Eike Ulrike | IAEA Germany | Germany |
| Mr | Kocsis | Zoltán | AGRYA | Hungary |
| Ms | Eysteinsdóttir | Sigurlaug Vordís | Samfés Iceland | Iceland |
| Ms | Mencendorfa | Lasma | Latvian 4H | Latvia |
| Ms | Bralis | Ramona | Latvian Young Farmers Clubs' | Latvia |
| Ms | Bogdashkina | Olga | Russian Union of Youth | Russia |
| Mr | Scippo | Stefano | Associació de Casals i Grups de joves de Catalunya | Spain |
| Ms | Olvenius | Anna | Fritidsforum | Sweden |
| Ms | Jónsdóttir | Silja Rut | Samfés Iceland | Iceland |
| Mr | Tkachenko | Denys | Our Children | Ukraine |

| | | | | |
|-------------|-------------|------------|---|----------------|
| Ms | Dafydd | Rhiannon | Wales Young Farmer's Clubs | United Kingdom |
| Mr | Newton | Nick | UK Youth | United Kingdom |
| Ms | Fostervold | Vanja Iren | 4H Norway | Norway |
| Ms | Guttormsen | Gunvor | 4H Norway | Norway |
| Ms | Nord | Anne | Fritidsforum | Sweden |
| Ms | Pavlova | Elena | Agrarian Youth Union | Bulgaria |
| Ms | Plut | Ales | Slovenian Rural Youth Association | Slovenia |
| Ms | Reed | Lucy | NFYFC England - Honiton Young Farmers' Club | United Kingdom |
| Mr | Kekkonen | Ragnar | Estonian 4H | Estonia |
| Mr | Kozlovskis | Martins | Latvian 4H | Latvia |
| PREP | TEAM | | | |
| Mr | Geier | Martin | Austrian Rural Youth | Austria |
| Mr | Harries | Delme | Wales Young Farmers Clubs | United Kingdom |
| Ms | Dalosi | Anna | Cyprus Youth Clubs Organisation | Cyprus |
| Ms | Moren | Åsa | Fritidsforum Sweden | Sweden |
| Mr | Thordarson | Bjarni | Samfés Iceland | Iceland |
| Ms | Hajnal | Amanda | Rural Youth Europe | Finland |
| Mr | Jitea | Marius | Trainer for the Council of Europe | Romania |

Appendix 1

INTRODUCTION TO COACHING

AIM

The aim of the workshop is to introduce coaching and support the development of an effective coaching style within your organisation.

BY THE END OF THE WORKSHOP

you are expected to...

- Understand the meaning and significance of coaching
- Define coaching in a leadership context
- Understand the GROW model
- Define the Key Competences of a good coach
- Develop an action plan to improve your coaching style within your organisation

What is coaching?

Origins of the term: first seen in the 1500's referring to a method of carriage (a horse drawn vehicle) originating in the small Hungarian town of Kócs [koach]. In the mid 1850's the term was utilized in the English Universities referring to a person who aided students in exam preparation.

- Coaching is a method and technique which can be used for guiding an individual to new learning in defined time frames.
- Coaching is the process of empowering others

The profile of the Coach

- A coach is someone who supports, explains, demonstrates, instructs and directs others via encouragement and asking questions.
- Creates the capacity for continuous improvement, development and success through supporting people and organisations to make best use of their knowledge, insight, vision, creativity, sensibility, and vast ability to learn and develop
- Centred on goals
- Non-directive, impose solutions or opinions

DEFINING COACHING IN A LEADERSHIP CONTEXT

- **The transactional leader** works through creating clear structures so that it is clear what is required of their followers, and the rewards that they get for following orders.
- Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place.
- **Transformational Leadership** starts with the development of a vision, a view of the future that will excite and convert potential followers.
- Working for a Transformational Leader can be a wonderful and uplifting experience. They put passion and energy into everything. They care about you and want you to succeed.
-

BEHAVIOURS EXHIBITED

TRANSFORMATIONAL

- Compassionate leadership (acting as coach)
- Thinking outside the box
- Encouraging innovation
- Exciting the masses/sharing the vision
- Walking the walk

TRANSACTIONAL

- 'If you do as we agreed, you'll get the reward'
- Putting out fires
- Hands off leadership (avoiding the issues)

KEY COACHING SKILLS



KEY BENEFITS OF COACHING



THE GROW MODEL

- **Goal** → *Establish the Goal:*
- **Reality** → *Examine Current Reality*
- **Options** → *Explore the Options*
- **Will** → *Establish the Will*

YOUR GREATEST COACHES OR MENTORS

- Your name and role
- Who throughout your life have been your greatest coaches and mentors (this could be both professionally and personally)
- What was it about their style, character that was attractive?
- How did they influence you?
- What difference do you think it has made to your life?

KEY COMPETENCES FOR COACHING

What We Will Consider

- A definition of each competency
- Why each competency is of vital importance to newly appointed coaches
- A step-by-step action plan for your self-improvement

1. Delegating tasks

Assigning tasks effectively to others while maintaining responsibility for results. Considers skill level of coachee and challenge level of assignment.

Prerequisites:

- A developmental strategy
- Managing task readiness
- Effectiveness of delegation as a ceiling on leadership effectiveness

2. Communicating Instructions

Showing the coachees how to accomplish the task and clarifying when, where, how much, and to what standard it should be done.

- Critical for unfamiliar tasks
- Avoid “keeping them in the dark”
- Avoid “leave alone”

3. Setting Task-Performance Goals

Collaborating with coachees to establish short- and long-term goals for performance on particular tasks.

- Difference between goals and objectives: measurement
- First, goals; then measurable objectives
- Desired outcomes and measures

4. Providing Task-Relevant Feedback

Carefully observing the coachees' performance on individual tasks and sharing these observations in a non-threatening manner.

- Best done one-on-one
- Concrete observation
- Positive verbal reinforcement
- Improvement suggestions

5. **Rewarding Improvement**

Using formal and informal means to stimulate coachees in making progress on the accomplishment of mission-critical tasks.

- Don't wait for task perfection.
- Look for *development*.
- Use formal and informal rewards to shape effective task behavior.

6. **Dealing with Failure Not a Success**

Working with coachees to encourage them when they do not meet expectations.

- Inability or unwillingness?
- Re-assigning, re-training, or otherwise cleaning up the situation
- Some get fired, others demoted.

7. **Working with Personal Problems**

Listening empathically and non-judgmentally and offering emotional support for non-work difficulties.

- Interfering with the work?
- Making referrals
- Providing support

8. **Confronting Difficult Situations**

Opening up uncomfortable topics that are impacting the work in one-on-one meetings with coachees.

- Discussing the "non-discussables"
- Opening up discomforts
- "*When in doubt, confront. When all else fails, try honesty.*"
- Courage, diplomacy, and tact

9. **Responding to Requests**

Consulting with coaches on an as-needed basis; making "win-win" decisions.

- Avoid promises you can't or won't keep.
- Act as a consultant

BUT REMEMBER:

- If you represent your the organization, your responses may have legal implications.

10. **Following Through**

Monitoring the outcomes of coachees and providing additional assistance when necessary.

- Staying close, to observe.
- Give feedback, and encourage
- Handle problems & remove obstacles for your people
- Obtaining resources to support your people

Action Plan for Self-Improvement

1. Which 2-3 competency areas do you need to improve most at this time?
2. What's in it for you to better yourself in these areas?
3. What have you tried before?
4. What steps can you personally take to improve in these areas?
5. What help and support do you need to improve in these competencies?
6. How will you monitor your progress in self-improvement as a leader in these areas of competency?
7. Who needs to know about this?
8. How will you tell them?
9. What are your first few steps?

Remember...

Developing your people through one-on-one coaching maximizes their motivation and empowers your leadership

Appendix 2

Four Principles of Negotiation

PRINCIPLE #1

Separate the people from the problem

- Separate people difficulties from substantive issues.
- Be soft on the people and hard on the problem.
- Use psychological tools to handle psychological difficulties, analytical tools to address substantive issues.

PRINCIPLE #2

Focus on interests, not positions

- Avoid positional bargaining - causes people to “dig in their heels” and maintain their position to avoid losing face.
- Learn to look behind positions for interests, some of which you may share.

PRINCIPLE #3

Invent options for mutual gain

- Work with your partner to create additional options to explore.
- Use brainstorming techniques to create a larger number of quality ideas to serve your common interests.

PRINCIPLE #4

Insist on objective criteria

- Appeal to objective standards and outside sources to judge the quality of your agreements. This not only helps “separate the people from the problem”, but also allows negotiators to work together to identify possible measures of fairness.

Source: Fisher, R., Ury, W. & Patton, B., 1991

Key Negotiation Skills

- Clear goals
- Ability to create contacts
- Subject matter expertise
- Systematic
- Drive & enthusiasm
- Self-confidence
- High-level communication skills
- High-level non-verbal communication skills
- Well-developed listening skills
- Ability to lead the negotiation process
- Empathy
- Skills in making calculated compromises
- Ability to take “no” as an answer
- Ability to come up with alternatives
- Ability to control levels of frustration
- Persistent
- Ability to manage change
- Flexibility

Eight Stages of Negotiation

1. Preparation

- understanding of goals – both your own & the other parties
- deciding on who will be involved in the negotiations - compatibility

2. **Opening**
 - setting the goal of the meeting
 - establishing common rules
 - creating the right atmosphere
3. **Mapping**
 - asking the right questions
 - building trust
4. **Presentation**
 - presenting ideas / options
 - deciding on the communication style(s) – convincing, descriptive, interactive
5. **Negotiation**
 - being sensitive to the situation - reading the signals
 - giving arguments & counter-arguments
 - bluffing
 - compromising in a calculated way
6. **Confirmation**
 - clarifying issues
 - answering all arguments - “yes, but....” or “what if....”
7. **Decision**
 - making the decision explicit – contract or written agreement
 - deciding on further stages of negotiation
8. **Follow-up**
 - keeping in regular contact
 - continuing to build trust
 - asking for feedback

