A LEADERSHIP DEVELOPMENT PROGRAM

FOR GREEN-KENYA

TAILORED TOT TRAINING MANUAL ON LEARSHIP DEVELOPMENT

Table of Contents

EXECUTIVE SUMMARY

Green-Kenya is a local Organization working in Shauri Moyo, Bahati, Mukuru are of Nairobi. It has developed "leadership development training of trainers" to enhance the leadership skills and roles of the youth leader by empowering selected youth leaders to become role models/trainers.

This training manual is aimed to guide the trainers in empowering the youth to think positively and constructive about leadership. It will provide the youth with the psychological tools and will also seek to change the mind sets that have been an obstacle to the development of leadership amongst the youth around Kamukunji.

Before making this training manual, Green-Kenya with the help of Excellent Operations Consultants a management consulting firm based in Nairobi conducted a survey around the schools that Green-Kenya work with and in community centers to try and identify the perception of the youths on leadership and management. This survey was to identify a niche for training the youth in this region so that they can be empowered on leadership matters.

This manual has been designed at first instant to be used for conducting a Training of Trainers (TOT) for participants on leadership and development. The trained trainer will then be part of a big program of training other youths in the region. This manual is based on the main elements that are entitled about leadership and management. It also includes learning activities after each topic so that the facilitators engage the participants fully during the training sessions. Under every session or topic included, there is also a guest speaker who is invited to speak about the topic and give life experiences on the same to the participants

The training methodology covers a period of ten days with different qualified facilitators assigned each topic. The manual includes definitions of the main components of the topic such as Leadership, Positive leadership, Managing Coaching, Mentorship and Governance, Characters traits, learning activities inform of case studies, discussion and fully participatory at the end, the manual has also a compiled self-assessment annexure on leadership that will give an overall assessment and report on Leadership and Development.

MAIN CONTENT	REMARKS/ DURATION
SESSION ONE: THIS SESSION SHOULD TAKES 4 HOURS **CONDUCTED BY THE FIRST FACILITATOR**	
PART 1 OF SESSION ONE: DURATION 2 HOURS	

1. LEADERSHIP

1.1. Definition
1.1.1. Leadership
Leadership in the art of getting someone else to do something you want done because he wants to do it.

1.1.2. A Leader
A Leader is a person who can convince people to do things they ordinarily would not aspire to do. A Leader sets example through his/her actions, coaches' mentee and gets people to perform no matter what conditions are.

1.2. Qualities of and effective Leader
The following are requisites to be present in a good leader:

- **Pleasing appearance**- Physique and health appearance are very important for a good leader
- **Forward Looking-** Vision and foresight- A leader cannot maintain influence unless he exhibits that he is forward looking. He has to visualize situation and thereby must frame logical programs.
- **Intelligence-** A leader should be intelligent enough to examine problems and difficult situations. He should be analytical who weighs pros and cons and summarize the situation, therefore a positive bent of mind and mature outlook is very important.
- **Communicative skills-** A leader must be able to communicate policies and procedure clearly, precisely and effectively. This can be helpful in persuasion and stimulation.
- **Objectivity**- A Leader has to be having a fair outlook which is free from bias and which does not reflect his willingness towards a particular individual. He should develop his own opinion and should base his judgment on fact and logic.
- **Knowledge of Work-** A leader should precisely know the nature of work of his subordinates because.
- **Sense of responsibility-** Responsibility and accountability towards an individual's work is very important to bring a sense of responsibility towards organizational goal because only then he can get maximum of capabilities exploited in a real sense. For this, only then he can motivate the subordinates to the best.
- **Self-Confidence and will**-power- Confidence in him/

The Definition of leadership and qualities of an effective leader to be covered in this session

Cultivate Leadership Skills Dr. Myles Munroe.
https://youtu.be/uQF2RnVNcp4

herself is important to earn the confidence of the subordinates. He should be trustworthy and should handle situation with full will power. • **Humanist-** This trait to be present in a leader is essential because he deals with human beings and is in personal contact with them. He has to handle the personal problems of his subordinates with great care and attention. Therefore, treating human beings on humanitarian ground is essential for building a congenial environment. • **Empathy-** It is an adage "stepping into the shoes of others". This is very important because fair judgment and objectivity comes only then. A leader should understand the problem and complaints of employees and should also have a complete view of the needs and aspirations of the employees. This helps in improving human relations and personal contacts with employees.	
Duration or after the session whichever is ideal for the group the facilitators may ask the participants to add more of the definitions/qualities from their experience	**DISCUSSIONS**

PART 2 OF SESSION ONE: DURATION 2 HOURS	
1.3. Attributes of a true leader • A true leader understands and listen to people • A true leader enlightens people • A true leader guides, but does not dictate to, people. • A true leader enables and empowers people • A true leader motivates people • A true leader inspires people • A true leader credits people 1.4. Roles of a Leader • **Create an inspiring vision,** establish shared values; give direction and set stretch goals. • **Manage change strategically,** take risks, create change; lead change; manage resistance to change. • **Lead by example**; practice what you preach; set an example and share risks or hardship. • **Demonstrate confidence** with respect and trust without courting popularity • **Be enthusiastic**; inspire and energize people; create a positive work environment • **Empower people**; delegate authority; be open to ideas; have faith in the creativity of others • **Communicate honestly and openly;** give clear guidelines, set clear expectations • **Empathize**; be willing to discuss and solve problems; listen with understanding; support and help • **Use team approach;** facilitate cooperation; involve everyone; trust your group; rely on their judgment**.** • Bring out the best in your people; have common touch with them**; Coach** and provide effective feedback • **Permit group discussion;** help your team reach better decisions • **Monitor progress,** but don't micromanage, lead your team; avoid close supervision; do not over boss; do not dictate; lead	
Duration or after the session whichever is ideal for the group the facilitator may ask the participants to add more of the attributes/roles of a true leader from their experience.	**DISCUSSION**

SESSION TWO: THIS SESSION SHOULD TAKE 4 HOURS **CONDUCTED BY THE SECOND/FIRST FACILITATOR**	
PART 1 OF SESSION TWO: DURATION 2 HOURS	

## 1.5. Key elements for the success of a leader ### 1.5.1. Trust. As a group Leader, you've got to establish confidence. Every member of your team must trust you. It is your responsibility to build that confidence towards you and towards every member of your team. ### 1.5.2. Coherence You've got to walk the talk. What you say is what you do. Coherence between your teaching and your own actions will have a significant effect on your team. It will have a direct influence upon the trust of your team members towards you. The less your team trusts you, the less your message will be heard. ### 1.5.3. Competence No leader can survive incompetence. Knowing how to resource you and knowing how to surround yourself are two qualities that every leader possesses. What the leader don't know, he learns it or he makes someone who knows about it to execute the task. ### 1.5.4. Competition Drive your team towards excellence. Be sure your team understands the difference levels in your company. Diamond level, Group leader level, director level and presidential level, whatever your company names it. You got to drive the member of your team towards the next level. Let your team know the success of everyone. As soon as someone reach his own next level. Announce it to your team. This will favor the development of your group. ### 1.5.5. Contribution. This is the guard angel of the team spirit. If all the members of your team contribute to bring the best out of themselves, you will lead a group that has very good potential to hit hard as a team. Every member must contribute in some ways. If they don't work their business, they will not make money and you won't make money. Help them build their business. ### 1.5.6. Collaboration The more successful people in your team, the more success YOU will be, but. BE CAREFUL. As your member gets bigger and bigger, makes sure they treat their down line with respect. Never let your people by themselves. Always bring them to their best. Be sure you make that statement duplicable; otherwise your down-line will stop growing at some point making you lose maybe thousands of dollars. Make sure the heavy- hitters of your team knows about	Elements for success of a leader and tasks of leadership should be covered in this session

this.	
1.6. The Tasks of Leadership: • Leadership establish vision and set direction; • Leaders affirm and articulate values; • Leaders have high standards and high expectations; • Leaders are accountable; • Leaders motivate; • Leaders achieve unity; • Leaders involve others in in decision making; • Leaders serve as a role model; • Leaders listen and explain • Leaders represent the Organization; • Leaders guide constituents and maintain their support;	
Duration or after the session which is the ideal for the group, the facilitator may ask the participants to add more CONTENT from their experience	**DISCUSSION**

PART 2 OF SESSION TWO: DURATION 2 HOURS	
1.7. Leadership Styles	Leadership styles should be discussed in this session
1.7.1. Transactional Leadership This leadership style starts with the idea that team members agree to obey their leader when they accept a job. "The transaction" usually involves the organization paying team members in return and compliances. The leader has a right to punish members if their work does not meet an appropriate standard. The downside of this leadership is that the team members can do little to improve their job satisfaction. It can feel stifling, and it can lead to high staff turnover. Transaction leadership is a type of management, not a true leadership style, because the focus is on short-term tasks. It has serious limitations for knowledge based or creative work. However, it can be effective in other situations.	12 principles for developing your personal leadership – Dr. Myles Munroe https://youtu.be/BKqOSjvcKCk
1.7.2. Autocratic Leadership Autocratic is an extreme form of transactional leadership, where leaders have complete power over their people. Staff and team members have little suggestions to make suggestions, even if these would be in the team's or the organization's best interest. The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and work gets done. The down side is that most people resent being treated this way. Therefore, autocratic leadership often leads to high level of absenteeism and high staff turn-over., However, the style can be effective for some routine and skilled jobs. In this situation, the advantages of control may outweigh the disadvantages. Autocratic leadership is best used in crisis, when decisions must be made quickly without dissent, for instance, in military, top commanders are responsible for making quick and complex decisions, which allows troop to focus their attention and energy on performing their allotted tasks and missions.	
1.7.3. Bureaucratic Leadership This is an appropriate leadership style for work involving serious safety risks (such as working with machinery with toxic substances or at dangerous heights) or where large sums of money are involved. Bureaucratic leadership is also useful in organizations where employees do routine tasks (as in	

manufacturing). The downside of this leadership is that it is ineffective in teams and organizations that rely on flexibility, creativity, or innovation.

Much of the time, bureaucratic leaders achieve their position because of their ability to conform to and uphold rules, not because of their qualities or expertise. This cause resentment when team members don't value bureaucratic leader's work "by the book". They follow rules rigorously, and ensure that their people follow procedures precisely.

1.7.4. Charismatic Leadership

A charismatic leadership style can resemble transactional leadership because these leaders inspire enthusiasm in their team and are energetic in motivating others to move forward. This excitement and commitment from teams is an enormous benefit.

The difference between charismatic leadership and transactional leadership lies in their intentions. Transformational leaders want to transform their teams and organization. Charismatic leaders are often focused on themselves and may not want to change anything. The downside of charismatic leaders is that; they can believe more in themselves than in their teams. This can create a risk that a project that a project or even an entire organization might collapse if the leader leaves. A charismatic leader might believe that she can do no wrong, even when other are warning her about the path she's on; this feeling of invincibility can ruin a team or an organization.

Also, in the follower's eyes, success is directly connected to the presence of the charismatic leaders. As such, charismatic leadership carries great responsibility and it needs long term commitment from the leader.

1.7.5. Democratic/ Participatory Leadership

Democratic leadership makes the final decisions, but they include team members in decision making process. They encourage creativity, and team members are often highly engaged in projects and decisions.

There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they are involved in decision making. This style also help develop people's skills. Team members feel in control of their destiny, so they are motivated to work hard more than just financial reward.

Because participation takes time, this approach can slow decision making, but the result is often good. The approach can be most

suitable when working as a team is essential and when quality is more important that efficiency or productivity.

The down side of democratic leadership is that it can always hinder situations where speed or efficiency is essential, for instance during a crisis, a team can waste valuable time gathering peoples input, another down side is that some time members might not have the knowledge or expertise to provide high quality inputs

1.7.6. Laissez- Faire (Free style) Leadership

This French phrase means "leave it be" and it describes leaders who allow their people to work on their own. This type of leadership can also occur naturally, when managers don't have sufficient control over their work and people. Laissez- faire leaders may give their teams' complete freedom to do their work and set their own deadlines. They provide team support with resources and advice. If needed, but otherwise don't get involved.

This leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. It is most likely to be effective when individual team members are experienced, skilled, self- starters.

The main benefit of laissez-faire leadership is that it gives team members so much autonomy that can lead to high job satisfaction and increased productivity. The downside is that it can be damaging if team members don't manage their time well or if they don't have the knowledge, skills, or motivation to do their work effectively.

1.7.7. Task- Oriented Leadership

Task-oriented leader focus only on getting the job done and can be autocratic. They actively define the work and the role required, put structures in the place, and plan, organize, and monitor work. These leaders also perform other keys tasks, such as creating and maintaining standards for performance.

The benefit of task-oriented leadership is that it ensures that deadlines are met, and its especially useful for team members who don't manage their time well.

However, because task-oriented leaders don't tend to think much about their team's well-being, this approach can suffer many of the flaws of autocratic leadership, including causing motivation and retention problem.

1.7.8. People Oriented/Relations-Oriented Leadership

With people- oriented leadership, leaders are totally focused on organizing, supporting and developing the people on their teams. This is a participatory style and tends to encourage good team work and creative collaboration. This is the opposite of task-oriented leadership.

People- oriented leaders treat everyone on the team equally. They're friendly approachable, thy pay attention to the welfare of everyone in the group, and they make themselves available whenever team members need help or advice

The benefit of this leadership style is that people-oriented leaders create teams that everyone wants to be part of. Team members are often more productive and willing to take risk, because they know that the leader will provide support if they need it.
The downside is that some leaders can take this approach too far; they may put the **development of their team above tasks or project directives.**

1.7.9. Servant Leadership

This term, created by Greenleaf in the 1970s, describes a leader often not formally recognized as such. When someone at any level within an organization leads by simply meeting by simply by meeting the needs of them, he or she can be described as a "servant leader".

Servant leaders often lead by example. They have high integrity and lead with generosity. In many ways, servant leadership is a form of democratic leadership because the whole team tends to be involved in decision making. However, servant leadership always "lead from behind" preferring to stay out of the limelight and letting their team accept recognition for their hard work.

Supporters of the servant leadership model suggest that it's a good way to move ahead in a world where values are increasingly important, and where servant leaders can achieve power because of their values, ideas, and ethics. This is an approach that can help to create a positive corporate culture can lead to high morale team members.

However, other people believe that in competitive leadership situation, people who practice servant leadership can find themselves left behind by leaders using other leadership styles. This leadership style also takes time to apply correctly: it's ill-suited in situations where you must make quick decisions or

meeting tight deadlines Although you can use servant leadership in different situations, it's often most practical in politics, or in positions where leaders are elected to serve a team, committee, organizations, or community. ### 1.7.10. Transformational Leadership As we discussed earlier in this article, transformation leadership is often the best leadership style to use in business situations. Transformational leaders are inspiring because they expect the best from everyone from the team as well as themselves. This leads to high productivity and engagement from everyone in their team. The downside of transformational leadership is that while the leader's enthusiasm is passed onto the team, he or she can need to be supported by "detail people" That's in many organizations; both transactional and transformational leadership styles are useful. Transactional leaders find ways to connect with their people and help them fulfill their potential.	
Duration or after the sessions, whichever is ideal for the group, the facilitators may ask the participants to add CONTENT from their experience	**DISCUSSIONS**
## SESSION 3: THIS SESSION SHOULD TAKE 4 HOURS **CONDUCTED BY THE SECOND FACILITATOR**	
PART 1 OF SESSION 3: DURATION 2 HOURS	

## 2. POSITIVE LEADERSHIP ### 2.1. Definition A positive leader is someone who inspires, motivates, energizes and unites, while generating loyalty and producing results. ### 2.2. Attributes of a positive leader Not all leaders have attributes for positive leadership. This varies from one leader to another depending on the type of leadership style chosen to be used. The following are some of the attributes that positive leaders have; • Give more than you expect other to give you • Combine optimism and perseverance • See everyone as diamond in the rough • Express appreciation, accept responsibility • Keep your ego in check • Show respect for the people around you • Treat team members as family • Be a source of inspiration • Stress cooperation not competition • Maintain a sense of humor ### 2.3. How to live a positive life as a leader If one can sincerely act and adopt certain behavioral prescriptions, each one can or would influence the organizational dynamics to the benefit of all stake holders, ultimately enabling each one to be a contented person, able to deliver effectively and ultimately be successful both personally and professionally. **This will include;** 1. **Personal discipline**. There is no substitute to this trait that is very hard to develop and then sustain. 2. **Be Organized.** Allocate time to everything and the stick to that/honor that 3. Prioritize tasks and address them to complete as per one's predetermined priority 4. Do not promise something when one is sure that you not be able to deliver 5. Be upfront and straight forward in saying NO, if one is sure that one cannot do or one is not responsible 6. Do not feel and live with the feelings that "If I am not in	Definition, attribute and how to live a positive life as a leader should be covered in this session.

the position to give some benefits, the other side will never accept or recognize me as a leader" Gratis is always a bane not a boon! 7. Create right organization of people, mentor and make them succeed: the guiding philosophy is to recruit smarter and better subordinate than one for one to succeed. 8. Delegate and monitor; educate, handhold for sometimes and if not improve, change them. 9. Do not do other's work, make them do or change them: This will only help one to become a leader. 10. Spend time with them, individually and in groups, to understand the whole activities and their personalities. 11. Spent time to understand history or the genesis of the current situation from the existing or former employees. 12. Spend time to review the activities of them periodically with clear agenda 13. Feel and act as one is in "full control" of the team and its activities and is the ultimate decision maker and is fully accountable to the consequences. 14. Do not feel that "whether she or he will accept me" or "listen to me" this feeling comes from lack of personal confidence and clarity of thoughts and understanding of the issues: invest time in understanding the dynamic of the activities which one is responsible. 15. Do not blame the system and the history: history is past, blaming somebody or something is the reflection of one's inability or weakness. 16. Do not talk loosely; always be business oriented as every gesture and word is heard, seen and interpreted by one's to make their assessment of one. 17. Believe that learning is a continuous process and always be ready to learn from any source, irrespective of the education, environment, experience, gender, level, organization.	
Duration or after the session which is ideal for the group, the facilitator **May ask the participants to add more CONTENT from their experience**	

PART 2 OF SESSION THREE: DURATION 2 HOURS	
LEARNING ACTIVITY: **Discuss on question to consider when finding a leader** • Does the person question the existing system and push for improvement? • Do they offer practical ideas? • When they speak, who listen? • Do others respect them? • Can they create or catch a vision? • Do they show a willingness to take responsibility? • Do they finish the job? • Are the emotionally strong? • Do they possess strong people skills? • Will they lead others with a servant's heart? • Can they make?	
SESSION 4: THIS SESSION SHOULD TAKE 6 HOURS **CONDUCTED BY THE THIRD FACILITATOR**	
PART 1 OF SESSION 4: DURATION 2 HOURS	

### 3. MANAGEMENT SKILLS #### 3.1. Definition ##### 3.1.1. Management Management and leadership are closely linked, and the complement each other. To be a great manager, you must have an extensive set of skills- from planning and delegation to communication and motivation ##### 3.1.2. Manager A manager is person who can convince people to do things the ordinarily would not aspired to do. A leader sets the example through his/her action, coaches mentor and gets people to perform no matter the conditions. #### 3.2. Qualities of an effective Manager ##### 3.2.1. Integrity Integrity foster trust, which in turn builds loyalty. A manger with loyal staff has the capability to be very effective. They have staff that they know they can rely on and, in turn, there is confidence in their abilities to deliver knowing they have the support of their manager. ##### 3.2.2. Empower An effective manger empowers his/her staff to perform at their best. This mean creating an effective environment for success: setting boundaries so that people can take responsibility, creating opportunities that allows people to change their abilities, motivating people to find new and innovative ways, all while ensuring that support structure are in place. ##### 3.2.3. Motivation People perform at their best when they are happy and motivated. But there is much more to motivation than salary or bonuses. A manager that understands his/her employees can set challenging yet achievable goals and rewards in a variety of ways. People can be motivated by interesting work, by being part of an effective team, by the prospect of learning new skills or by the knowledge that their hard work will be recognized and appreciated. ##### 3.2.4. Delegate	

An effective manager understands the skills and abilities of his/her staff, and know how to delegate. Effective delegation is selecting the right person to do the work, given the constraints of skill requirements and time. Delegation is entrusting the person with the responsibility to complete the work. It includes setting clear guidelines and expectations as well as boundaries for decision making responsibilities.

3.2.5. Adaptable
The business environment is an ever-changing one. All managers must be able to quickly adjust, understanding the implications of the changes and adjusting goals and strategies accordingly. An adaptable manager sets an example to his/her employees and leads the way in demonstrating new ways of working and or behaving

3.2.6. Takes action
An effective manger takes action. If they see a problem they address it. This may seem obvious, but often there are decisions that managers find too difficult to take, so they put if off till a later date. Or perhaps they move the problems for someone else to solve, such as poor performing employee that gets moved around the organization

3.2.7. Networker
Anyone can obtain the organization chart, but what is more useful for any manger is to understand the real network within the business. Who are the key people that can make things happen? It's about understanding who can affect the decision you make today and in the future and ensuring that you have a good relationship with them.

3.2.8. Understand the business Culture
For any manager to be successful in any business they need to understand its culture. This means they understand the goals and strategic drivers, they appreciate the future vision for the business and they know how things happen. Understanding the "wheels turn" within a business helps a manager work more effectively and equally helps them contribute to the overall strategy and goal.

3.2.9. Role model
An effective sets an example to all staff, of appropriate behavior and performing standards. It may seem obvious, but it is extremely difficult to expect others to behave in a particular way, if you do not set that example

3.2.10. Values People above all else

| A job well done is not about systems, processes or figures; it is about people. An effective manager recognizes the importance of people in business and show everyone respects regardless of the role the play. An effective manager listens to people; is fair and understanding. This does not mean that they can keep everyone happy; because as a manger this is not the case, however if a decision is reached through a fair process people understand how the outcome was reached even if they don't necessarily agree with the results. | |

PART 2 OF SESSION 4: DURATION 2 HOURS	
### 3.3. A model of effective management	Models of effective management should be discussed in this session

By covering these basics, you'll enjoy more success as a team manager:
- Understanding team dynamics and encouraging good relationships.
- Selecting and developing the right people
- Delegating effectively.
- Motivating people.
- Managing discipline and dealing with conflict
- Communicating.
- Planning, making decisions and problem solving.

We'll explore these in detail.

3.3.1. Understanding Team Dynamics and Encouraging Good Relationship

Good management means understanding how teams operate. It's worth remembering that teams usually follow certain pattern of development: Forming, norming, storming, and performing. It's also important to encourage and support people through this process; so, that you can help your teams become fully effective as quickly as possible.

When forming teams, managers must create a balance so that there's a diverse set of skills, personalities and perspectives. You might think it is easy to manage a group of people who are likely to get a long, but truly effective teams invite many viewpoints and use their differences to be creative and innovative.

Here, your task is to develop the skills needed to steer those differences in a positive direction. This is why introducing a team charter and knowing how to resolve team conflicts are so useful for managing your team effectively.

3.3.2. Selecting and Developing the Right People

Finding great new team members and developing the skills needed for your team's success is another important part of team formation.

3.3.3. Delegating Effectively

Having the right people with the right skills is not sufficient for a team's success. Must also know how to get the job done effectively. Delegation is the key to this. Some managers,

especially those who earn their positions based on their technical expertise, try to do most of the work themselves. They think that, because they're responsible for the work, they should do it themselves to make sure it's done right.

Effective managers recognize that by assigning work to the right people (not just those with the most time available), and clearly outlining expectations, teams can accomplish much more. But it is often difficult to trust others to do the job. As a manager, remember that when your team members have the right skills, training and motivation, you can usually trust them to do the job right.

3.3.4. Motivating People

Effective motivation to a productive and successful team. Your people may have all the expertise in the world, but if they are not motivated, it is unlikely that they will achieve their true potential.

On the other hand, when people are motivated, work seems easy, motivated people have a positive outlook, they're excited about what they are doing and they know that they are investing their time in something that is truly worthwhile. In short, motivated people enjoy their job and perform well.

All effective leaders what their team to be filled with people in this state of mind. That is why it is vital that you, as a leader and manager, keep your team motivated and inspired. But of course, this can be easier said than done.

We are all motivated by different things, and we all have a different level of personal motivation. So, getting to know your team members on a personal level allows you to motivate your people better. Providing feedback on a regular basis is a very powerful strategy to help you stay informed about what is happening with individual team members.

3.3.5. Managing Discipline and Managing Conflict

Sometimes, despite your best effort, there are problems with individual performance. As a manager, you have to deal with these promptly. If you do not discipline, you risk negative impacts on the rest of the team, as poor performance, and it hurts the team and everything that the team has accomplished. It is very demotivating to work beside someone who consistently fails to meet expectations, so if you tolerate it, the rest of the team will likely suffer.

Team performance will also suffer when differences between individual team members turn in to outright conflict, and it is your job as manager to facilitate a resolution. However, conflict can be

positive when it highlights underlying structural problems- make sure that you recognize conflict and deal with it is causes, rather than just suppressing its symptoms or avoiding it.	
### 3.3.6. Communicating	
An element that is common to all of these management skills is effective communication. This is critical to any position you hold but as a manager, it is especially important to let your team know what is happening and keep them informed as much as possible. Team briefing is a specific communication skills that managers should improve. Also, develop the ability the ability to facilitate effectively, so that you can guide your team to a better understanding and serve as moderator when necessary.	
### 3.3.7. Planning, Problem Solving and Decision-Making	
Many managers are very comfortable with planning, problem solving and decision making, given that they are often specialists who have been promoted because of their knowledge and analytical abilities. As such, one of the most important issue that managers experience is that they focus so Intensely on these skills when they think of self-development that they fail to develop their people skills and team management skills making sure that you do not focus on these skills too much.	
Delegating, motivating, communicating and understanding team dynamics are some of the key skills needed, with those skills along with patience and a strong sense of balance, you can become a very effective manager.	
LEARNING ACTIVITY **Discuss on how you as a leader will apply different models of management at your work place**	Group the participants to do a learning activity
SESSION 5: THIS SESSION SHOULD TAKE 6 HOURS **CONDUCTED BY THE FOURTH FACILITATOR**	
PART 1 OF SESSION 5: DURATION 4 HOUR	

4. TEAM WORK

4.1. Definition

4.1.1. Teamwork:

The ethic of leadership in learning societies demands that we work, communicate, and grow as a team. Teamwork is the nature of learning organizations. Team work involves respect for others, appreciation of diversity, and generosity at the individual level and the ability to resolve conflict, bring people together in decision making and decision- implementations and build teams at the organization level. But it is more. It is within the team that we learn the essentials of leadership in learning.

4.1.2. A Team

A team is a group of people coming together to collaborate. This collaboration is to reach a shared goal or task for which they hold themselves mutually accountable.

A group of people is not necessarily a team. A tam is a group of people with a high degree of interdependence geared towards the achievement of a common goal or completion of a task rather than just a group for administrative convenience. A group, by definition, is a number of individuals having some unifying relationship.

4.2. Common elements of a successful team

4.2.1. A Team goal

Although your team might have a number of goals, one of them must stand out. For example, "To produce 10% more sales pieces than last year without hiring additional personnel." A supporting goal might be "To provide 40 hours of training of yearly training for each member." Everyone must know, agree upon, and be committed to accomplishing the team goal.

It is common that when individuals first come together to form a team, each individual member has his/ her own goal and objectives. The role of the team leader is to ensure that the team focuses around common goals and objectives. He or She does this by getting the team to agree on the goals for the project and develop a strategy for reaching those goals. Agreeing on a common goal does not mean that individual goals need to be pushed a side. A strong leader can help marry individual goals to the common goal to benefit the individual team members and the

team as whole. Following a common goal helps provide direction to the team and set the stage for moving forward.

4.2.2. Productive Participation of all Members
This has four levels:
i. **Contributing data and knowledge**
ii. **Sharing in the decision and making process and reaching consensus**
iii. **Making the decision; and**
iv. **Making an imposed decision work**

4.3. Communication
Open, honest, and effective exchange of information between members. Efficient communication mechanisms are crucial to develop effective teams. In order to understand the scope of a goal and agree upon a path to reach that goal, team must develop an effective method of communication. Indicators of effective team communication include:
- **Mellow conversation tones.**
- **Willingness to consider all opinions**
- **Desire to enhance communication frequency.**
- **Effective conflict resolution**
- **Efficient decision-making process.**

furthermore, to foster team cohesion, employee satisfaction, and motivation, organization should implement a formal conflict resolution process in cases where a team cannot effectively resolve conflict internally.

4.4. Trust
Mutual trust is considered to be the most important element of successful teamwork. As part of a team's self-direction, it is trust that enables the team to engage in open debate and decision making that leads to "a commitment of action" on the part of individual members of the team.

At times, it is easier to instill and establish trust than it is to sustain it. Building high of trust requires openness that allows team members to know and understand the benefits and behavior of all members of the team, so that team actions can be structured to take advantage of each member's uniqueness and talent. As per the process it is important for team members understanding of how individual members of the team view themselves and hoe each respond to others within the team.

Teams thrive on trust. One of the main dynamics of self-directed team is that part of its structure, practice and principles require that members ask for and offer help to one another to initiate and maintain mutual caring and sharing. Having open, frank and supportive discussions generates a strong bond and a sense of

connection and trust among members.

Sometimes elements of trust become formalized with in a team guidelines and standards, which help to sustain it. But often this element simply remains "what everyone knows" about good and positive team practice. In the course of helping each other and sharing ideas and collectively solving problems, "everybody tens to become a trusted group of equal peers

4.5. A sense of Belonging

Cohesiveness by being committed to an understood mandate and team identity. Team members see themselves belonging to the team. They are committed to group goal above and beyond their personal goal and agendas. A double win is accomplished if team members find themselves valued by the organization and also achieve ancillary benefits. This can include growing and developing their skills and career by participating on the team. Making new contacts and perhaps finding new mentors who are committed to their growth is a plus, too.

Team members want to feel as if they are part of something bigger than themselves. They need to understand where their team mission falls in the bigger organizational scheme, the overall leadership vision. Team commitment comes from members knowing the expected outcomes and where the outcomes fit in the whole organization's strategic plan.

4.6. Diversity

This must be valued as an asset. It is a vital ingredient that provides the synergetic effect of a team. Diversity includes not just race, gender or cultural differences: but also diversity in experiences and skills. Diversity among team members is essential to ensure that members have the skills and experience necessary to manage the tasks they are assigned and meet their goals. A diverse team in the sense of race, gender and cultural differences, especially for goal projects, enables a broader perspective on the project.

4.7. Creativity and Risk taking

If no one individual fails, then risk taking becomes a lot easier.

4.8. Evaluation

The ability to self-control. The development of appropriate and relevant methods for appraising the performance of individuals working in teams and performance of teams as a unit are critical for organizational success. While these methods should focus on the desired behavior for the team as a whole, it is important to

differentiate between behaviors relevant to individual team members and behaviors relevant to team performance.

4.9. Change Compatibility

Being flexible and assimilating change also team members must be prepared to check among themselves to assure progress and overcome obstacles to progress. Ad hoc meetings may be necessary to coordinate actions between departments or groups to assure progress.

4.10. Participatory Leadership

An effective team consists of team members who are actively involved and engaged in the work and focus of the team. This requires all team members emotionally commit to actively and openly participate in the team's processes and in the pursuit of the team's goal. Each separate team members must be willing to commit and carry out action plans that are necessary for the team to reach its defined goals.

Each must also be dependable and willing to carry the full weight of personal responsibility to complete his or her individual commitments according to deadline.

An actively engaged team members tends to enthusiastically support others, which add great value to the team itself. When enthusiasm becomes combined into a high level of synergy, it is much easier to prepare and implement team process. Because of team's ability to engage everyone in positive manner, it also become part of the team's self-directed focus to find solution to issues and challenges both from an individual and standpoint. All members will constantly seek to improve themselves for the benefit of the team and will refuse to quit or give up until the goal is attained

4.11. Importance of Team Work

4.11.1. Problem Solving

Team work is important due to the problem-solving synergy gained from multiple minds working on solutions. When one person work on a specific company problem, that person only has her personal experience and knowledge from which to pull for solutions. Using teamwork, team members pool their collective ideas together to generate unique ideas for dealing with problems. Problems in this case are not purely negative. The problem could be developing a product for a consumer to address a need that the consumer does not know that she has.

4.11.2. Communication

Teamwork is the backbone for effective communication with a company. When employees work as an individual or independently on projects, they may not ready share the knowledge or new information. This lack of information increases the time it takes to complete projects, tasks or the development of solution. Team work promotes conversation between employees regarding the task at hand, possibly preventing the employees from working in opposite directions. For example, if one employee does not communicate that one method of addressing a problem is a dead end, and another employee is still try to use that method, productivity is lowered.

4.11.3. Cohesion

Cohesion is an important by product of team work within a company or Organization. This Cohesion could be the result of increased chemistry, trust or both from working on projects as a team. Cohesive employees are less likely to be confrontational toward one another and more accepting of each other's discussion. Cohesion from team work can greatly increase the work-flow speed of an organization or company.

4.11.4. Learning

When employees work together as a team within an organization, every employee learn from one another. This knowledge is not limited to the personal experiences of coworkers; employees from different department may learn information from each other regarding the limitations and possibilities of those departments. For example, if a marketing department constantly makes demands with unrealistic deadlines to another department, the marketing department, may see through team work why it's request are unreasonable.

4.11.5. Efficiency

Work group and teams develop systems that allow them to complete tasks efficiently and quickly. When a task is handed to a well –trained and efficient team, the team work pace assures that the task will be completed quickly and accurately. This allows the organization to take more work and generate more revenue without adding more staff. This become helpful when efficient teams from different departments work together. Each team is aware of its abilities and the groups can work effectively as opposed to disjoined groups of employees who may not be familiar with how to work together.

4.11.6. Support

There are challenges each day in any working place, and a strong team environment can act as a support mechanism for staff members. Work group members can help each other improve their performance and work together towards improving their professional development. Team members also come to rely on each other and trust each other. These bonds can be important when the team faces a particularly difficult challenge or if the group is forced to deal with the loss of a team member while still trying to maintain productivity.

4.12. Group dynamics (Life Stages of a team)

When developing a team, it helps a great deal to have some basic sense of the stage that a typical team moves through when evolving into a high-performing team. Awareness of each team stage helps leaders to understand the reasons for member's behaviors during the stage, and to guide members to behaviors required to evolve the team in to the next stage.

4.12.1. Stage 1 Forming

Members first get together during this stage, individually; they are considering questions like "What am I here for?" "Who else is here" and "who am I comfortable with" It is important for members to get involved with each other, including introducing themselves to each other. Clear and strong leadership is required from the team leader during this stage to ensure the group members feel the clarity and comfort required to evolve to the next stage.

4.12.2. Stage 2 Storming

During this stage, members are beginning to voice their individual differences, join with others who share the same beliefs and jockey for a position in the group. Therefore, it is important for members, to continue to be highly involved with each other including introducing themselves to each other. Clear and strong leadership is required from the team leader during this stage to ensure the group members feel the clarity and comfort required to evolve to the next stage.

4.12.3. Stage 3 Norming

In this stage, members are beginning to share a common commitment to the purpose of the group, including to its overall goals and how each of the goals can be achieved. The leader should focus on continuing to clarify the roles of each member, and a clear and workable structure and process for the group to achieve its goal.

4.12.4. Stage 4 Performing

In this stage, the team is working efficiently toward achieving its goal, during this stage, the leadership style becomes more indirect as members take on stronger participation and involvement in the group process. Ideally, the style includes helping members to reflect on their experiences and to learn from them.

4.12.5. Stage 5. Adjourning.

Adjourning is the break- up of the group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move to a new thing, feeling good about what has been achieved. From an organizational perspective, recognition of and sensitivity to people's vulnerabilities particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change. Feeling of insecurity would be natural for people with high "steadiness" attributes and with strong routines and empathy style.

N/B DRAW A SKETCH OF STAGES OF A TEAM HERE
Forming

Performing   **Storming**

Norming

	Discussion on the case study to be conducted
PART 2 OF SESSION 5: DURATION 2 HOURS **LEARNING ACTIVITY: CASE STUDY: BUILDING A TEAM**	
Joe is Maintenance coordinator for a public university. Joe is responsible for all the building maintenance and physical systems on campus. He has several departments to assigned workload. He has several departments, a plumbing department, an HVAC Department, a Carpentry Department, and a painting Department. The workload for his departments has increased in the last several years as the physical plant continues to age. Joe requested to hire additional workers, but the budget did not allow for it. It became apparent that Joe needed to find more creative ways to better utilize his current resources to get more accomplished. Joe has observed that his departments were not working together well, or even at all, in some cases. It was common for one department to go into a building, "fix" a problem, and then leave a mess for the next department coming in behind them to do their part of the work. Workers seems to think only about maximizing the output of their own department and fishing their own work quickly, with little regard for the impact on other departments and the long-term impact on the university. What could Joe do to better coordinate the work of his departments and make better use of the resources he has, so that more work can be accomplished with the limited budget? Allow your groups to discuss this and come up with strategies. After discussion of the case, ask the question: How could these same ideas can be applied in our organization.	

	Definition of coaching and mentorship, qualities of an effective coach, skills and qualities of a mentor should be covered in this session
SESSION 5: THIS SESSION SHOULD TAKE 6 HOURS **CONDUCTED BY THE FIFTH FACILITATOR** **PART 1 OF SESSION 5: DURATION 2 HOURS**	
## 5. COACHING AND MENTORSHIP ### 5.1. Definition #### 5.1.1. What is coaching? Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems. A coaching session will typically take place as a conversation between the coach and the coachee (person being coached), and it focuses on helping the coachee discover answers for themselves. After all, people are much more likely to engage with solutions that they have come up with themselves, rather than those that are forced upon them! It is a positive and proven approach for helping others explore their goal and ambitions, and then achieve them. #### 5.1.2. What is Mentorship? Process for informal transmission of knowledge, social capital, and the psychological support perceived by the recipient as relevant to work, or professional development ### 5.2. Qualities of an effective Coach #### 5.2.1. A coach is a master question asker The key is to know the right question to ask at the right time. This takes practice, experience, patience and awareness. #### 5.2.2. A Coach is sensibly direct A coach does not play office politics, crafting his words to elicit a particular response from his team members. In fact, office politics destroy teams. The coach is sensible however, and uses discretion as needed. #### 5.2.3. A Coach has sensory acuity A coach stays aware of his environment and those around him. He watches body language, tonality and other nonverbal forms of communication to better understand what others.	

5.2.4. A Coach is a master listener

An effective coach is highly empathetic and intuitively connected to his team members. He listens intently- especially to what is not being said.

5.2.5. A coach is Inspirational

Knowing that a business-as-usual attitude is an easy way to stifle creativity, a coach is constantly looking for ways to uplift his team. He provides moral support and is on the lookout for inspiring quotes, ideas and events- anything to raise the team's spirit.

5.2.6. A coach challenges you

There is always room for growth and a coach is committed to facilitating your development. Instilling certainty of purpose, the effective coach provides meaningful direction.

5.2.7. A Coach has high Integrity

Honesty, trustworthiness and integrity are the cornerstone of a coach's state of being. Only after team members and associates trust and respect their coach (or leader) will major progress be achieved.

If you want to be an effective leader who brings your team to great achievement, you will examine these seven qualities very carefully and continually find areas for improvement.

5.3. Skills and qualities of a mentor

It is vital that those that agree to become mentors have the right skills and qualities to make the relationship work. As such below is a list of the skills and qualities we feel a mentor should have.

- Interested in being a mentor- if asked to be a mentor, you must think carefully whether you want to do it, you can say so. A mentor who does not exhibit enthusiasm about his/her job will ultimately not make a good mentor. Enthusiasm is catching and new employees want to feel as if their job has meaning and the potential to create a good life.
- Available time- mentoring will require a time commitment so look at your existing time commitments and truly evaluate whether you can spare the time. Share your most limited resources. Agree to meet, not just when it is convenient for you but also when the mentee needs you.
- Appropriate knowledge and skills- you should be involved in a similar field to that of the mentee in order than you can provide guidance from an understanding of the area

they are working by providing high standards of practices all the time and pass on the knowledge.

- Listening skills- are you able to actively listen to others, not interrupting but listening and reflecting back what the mentee is saying. People do not always listen carefully to each other, showing that you listen well will encourage your mentee(s) to know that you respect their views. Developing effective listening and questioning skills is a key part of mentoring training.

- Patient and supportive- as the relationship is led by the mentee, you will need to be prepared to support them towards achieving their goals. You need them to reach conclusion at their own pace and not impose your views. Someone that is supportive and NOT controlling- a mentor is a guide and not someone that tells you what to do. A mentor should challenge you to look at all aspects and guide you to make your own decision. A mentor is NOT someone who criticizes you for your mistakes. Is someone who can support and encourage you in your endeavor to develop your skills even if you make mistakes along the way.

- Trustworthy- The issues discussed during mentoring sessions must be treaded in the strictest of confidence and their fore the mentee needs to believe that they can trust you.

  The mentor can build trust, by maintaining confidentiality, providing candid feedback and honoring commitments you make, like meeting times. By demonstrating these capabilities, mentors make those they guide feel uniquely seen, and this allows for an open and mutually trusting relationship to develop.

- Role of a mentor- As a mentor you will be viewed as a more experience member of staff who is willing and able to pass on the benefits of that experience. However, your role is not simply to tell the mentee what to do, the role of the mentor is to:
  - ✓ Listen and be supportive
  - ✓ Provide non-judgmental support
  - ✓ Provide guidance on issues raised
  - ✓ Clarify goal of mentee
  - ✓ Pass on knowledge and experience

| | |
| | |

PART 2 OF SESSION 5: DURATION 2 HOURS	
	Mentoring techniques should be covered in this session
### 5.4. Mentoring Techniques ### 5.4.1. Accompanying Making commitment in caring take part in the learning process which involves taking part in the learning process side-by-side with the learner. Mentors and coaches provide someone for new employee s to collaborate with as they begin working with a company. These individuals' help employees learn to navigate an organization and how to complete tasks completely. Additionally, mentor and coaches may be called in work with a team project, help keep team members on the same page and making sure they communicate effectively Mentoring helps employees plan, develop and manage their careers. It also helps them become more resilient in times of change, more self-reliant in their career and more responsible as self-directed learners. ### 5.4.2. Sowing Mentors are often confronted with difficulty to prepare the learner before he or she is ready to change. Sowing is necessary when you know that you say may not be understood or even acceptable to learners to first sight but will make sense and have value to the mentee when the situation requires it. When younger employees are early in their careers, they need help what it means to be a professional in their working environment. Professionals embody the profession and are self-initiating and self-regulating. Mentors play a key role in defining professional behavior for new employees. This is most important when employees first enter the federal workforce. ### 5.4.3. Showing Use own example to demonstrate a skill or activity for enhancing understanding. This is making something understandable, or using your own example to demonstrate a skill or activity. You show	

what you are talking about, you show by your own behavior.

5.4.4. Catalyzing

Provoking mentee to think positively, mentor is often confronted with the difficulty of preparing the learner before he/she is ready to change.

5.4.5. Harvesting

Creating awareness of what have been learned by asking what was learned. Here the mentor focuses on "picking the ripe fruit": it is usually learned to create awareness of what was learned by experience and to draw conclusions. The key questions here are: "What have you learned?" "How useful is it"

PART 3 OF SESSION 5: DURATION 2 HOURS

LEARNING ACTIVITY:

CASE STUDY: WORKPLACE VACUUM

Ricky was technical whiz who knew his ways around a keyboard and hard drive. He also had a penchant for shooting off his mouth. In fact, he could not keep quiet about his after- hours moonlighting. That is Ricky clued his coworkers in on exactly how he was supplementing his office job income. And how he was earning a few extra dollars was for lack of a better word0 illegal.

Ricky was, in fact, stealing merchandise from big box retailer. But he wanted his peers to appreciate his ingenious thievery. In a nutshell, Ricky would switch barcodes from cheaper store products with more expensive alternatives. His preferred item was the vacuum cleaner. He'd clip barcodes from $75 machines and affix them to $400 machines. And when he checked out, cashier noticed nothing untoward. He was purchasing vacuum cleaner and had vacuum cleaner. Ditto the security people who looked at his receipts. Ricky subsequently sold his ill- gotten gains- news in box- on eBay. Ouch!

Naturally, word of Ricky's antics quickly spread through the office tiers, reaching the ear of Caitlin, his manager and coach. She was confronted with an awful dilemma. Were Ricky's actions outside her purview- a personal matter, even though they were plainly illegal and could land the man in jail? In fact, she reasoned it

would eventually land him to that because surveillance cameras and other security measures are always on the lookout for this kind of scams. But what exactly could Caitlin say or do in her standing as Ricky's boss?

She could not deliver ultimatum- Stop your outside thievery or you are, because it was essentially and empty threat. How could she know that he was not engaging in the practice anymore? Caitlin could, however, call Ricky into her office and talk it out. And that is what she did; She expressed disbelief at what she was hearing and hoped that it was not true. She asked Ricky to cease and desist from his felony moonlight- if, in fact, it was the case- and told him to put a lid on his flapping tongue. She also made it clear how much she valued Ricky's job performance and asked that he not do anything to jeopardize his position. Lastly, Caitlin made it known that she will not tolerate any more of such office gossip, because it was fast becoming a larger workplace issue. She told Ricky that if it did not stop- and right away- it would be a moral matter of great import that the she would have to deal with accordingly. Not another word from Ricky's mouth was ever uttered on his subject again. Coach Caitlin prayed that Ricky was indeed on the straight and narrow, putting a premium on his highly paid office job

Why do you think Caitlin mentorship was of help to Ricky?

SESSION 6: THIS SESSION SHOULD TAKE 4 HOURS
CONDUCTED BY THE SIX FACILITATOR
PART 1 OF SESSION 6: DURATION 2 HOURS

6. GOVERNANCE

6.1. Definition

Governance is the process of decision making and the process by which decisions are implemented. It ensures that corruption is minimized, the views of minorities and marginalized groups are taken into account and that the voices of the most vulnerable in the society are heard in decision-making. It is also respective to the present and future needs of society

6.2. Eight Major Principles

Good governance has eight major principles:

6.2.1. Participation

Participation by both men and women is a key cornerstone of good governance. Participation could be either direct or through legitimate intermediate institutions or representatives. It is important to put out that representative democracy does not necessarily mean that the concerns of the most vulnerable in the society would be taken into consideration in decision making. Participation needs to be informed and organized. This means freedom of association and express on the one hand and an organized civil society on the other hand.

6.2.2. Rule of Law

Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force

6.2.3. Transparency

Transparency means that decision taken and their enforcement in a manner that follow rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media.

6.2.4. Responsiveness

Good governance requires that institutions and processes try to serve all stakeholders within a reasonable time frame. There are several actors and as many viewpoints in a given society. Good governance requires mediation of the different interests in society

to reach a broad consensus in society on what is in the interest of the whole community and how this can be achieved. It also requires a broad and long- term perspective on what is needed for sustainable human development and how to achieve the goal of such development. This can only result from an understanding of the historical, cultural and social context of a given society or community.

6.2.5. Equity and Inclusiveness
A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires that all groups, but particularly the most vulnerable in the society.

6.2.6. Consensus Oriented
Good governance has opportunities to improve or maintain their wellbeing. Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. This concept of efficiency in the context of good governance also covers that suitable use of natural resources and the protection of the environment.

6.2.7. Effectiveness and Efficiency
Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the concept of good governance also covers the sustainable use of natural resources and the protection of the environment.

6.2.8. Accountability
Accountability is a key requirement of good governance. Not only governmental institutions, but also the private sector and civil society organization, must be accountable to the public and to their institutional stakeholders. Who is accountable to who varies depending on whether or actions taken are internal or external to an organization or institution. In general, an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

PART OF SESSION 6: DURATION 2 HOURS	
LEARNING ACTIVITY **In your own words describe on how you will make your governance outstanding and results oriented as a leader**	Discussions to be conducted in this session

ANNEXURE

Annexure 1: Leadership self-assessment

Leadership Self-Assessment Activity

Use this assessment to help you to determine what skills and abilities you can continue to improve (Strength) and what skills and abilities you need to develop (Opportunities for growth)
Circle the number on the scale that you believe comes closest to your skills or task level. Be honest about your choices as there is no right or wrong answers- it is only for your own assessment.

		Very Strong 5	Moderately Strong 4	Adequate 3	Moderately Weak 2	Very Weak 1
1.	**I enjoy communicating with others**					
2.	**I am honest and fair**					
3.	**I make decisions with inputs form others**					
4.	**My actions are consistent**					
5.	**I give others information they need to do their job**					
6.	**I keep focused through follow-up**					
7.	**I listen to feedback and ask questions**					
		Very Strong 5	Moderately Strong 4	Adequate 3	Moderately Weak 2	Very Weak 1

8.	I create an atmosphere of growth					
9.	I have wide risibility					
10.	I show loyalty to the organization and to the team members					
11.	I give praise and recognition					
12.	I criticize constructively and address problems					
13.	I develop plan for myself and team					
14.	I have a vision on where we are going and set a long-term goal					
15.	I set objectives and follow them through to complete					
16.	I display tolerance and flexibility					
17.	I can be assertive when needed					
18.	I am a champion of change					
19.	I treat others with respect and dignity					
20.	I make myself available and accessible					
21.	I want to take charge					
22.	I accept ownership for team decision					

		Very Strong 5	Moderately Strong 4	Adequate 3	Moderately 2	Very Weak 1
23.	**I manage by "walking around" (the front line is the bottom line)**					
24.	**I am close to the organization and have a broad view of where we are going**					
25.	**I set guidelines for how others are to treat one another.**					
26.	**I coach team members.**					
27.	**I determine manpower requirement for my department and write job description for them**					
28.	**I interview and select the most qualified candidate for an open job position.**					
29.	**I provide new employee with on-the-job training**					
30.	**I determine resources, materials, and supply requirements for my department**					
31.	**I develop a budget for my department**					
32.	**I can respond to an employee who is upset with me or someone else in the organization**					
33.	**I have counseled employees/ staff who have personal problems (family, health, financial)**					

34.	I react to situations in which the quality of an employee's/staff work goes into a decline					
35.	I deal with staff with employees who have performance issues, such as suspected of substance abuse or chronically late.					
36.	I reward staff for good performance					
37.	I conduct formal staff performance appraisals.					
		Very Strong 5	Moderately Strong 4	Adequate 3	Moderately 2	Very Weak 1
38.	I write reports to be distributed to a group of peers and/or seniors					
39..	I have deep-rooted understanding of the function of my organization					
40.	I can make a presentation to a group of peers and/ or seniors					
41.	I am curious					
42.	I know how to sell					
43.	I am a good learner					
44.	I know how to influence people and get support					
45.	I admit my mistake and take responsibility for my actions.					

46.	I like to talk to people					
47.	I am a good delegator					
48.	I can separate the important issues from inconsequential ones					
49.	I have integrity and can be trusted					
50.	I am political only when needed					

Total score for all 5 columns: ------------------------ Final score

Scoring

Total each of the 5 columns and then add the five columns together for your final score. The maximum score is 250 while the minimum score is 50.

As mentioned earlier, there is no right or wrong answers. This means there is no right or wrong scores. This assessment is designed to show you the areas you need to improve in. Your lowest scoring answers are the areas you need to improve.

Use the table for a general guideline of where you stand.

- 175 and above- you are well on your way to becoming a leader
- 125 to 174- you are getting close.
- 124 and below- Don't give up! Many before you have continued and become some of the finest leaders around.

Annexure 2: Training evaluation form

A training evaluation form is a document that provides a set of questions and queries to be answered so as to determine the effectiveness of a particular training course being done by some individuals. The form should include feedback from the trainee so as to give a hint of the areas where the process might be lagging, which the trainer and the respective organization can take care of.

Sample Training Evaluation Form

Name of the trainee: --

Age: -------------- years

Sex: ----------- (M/F)

Training being done in-- (Course name)

Name of Trainer: --

Organization name: ---

Evaluation conducted by: ---

Date of evaluation: ---

Kindly mark the proper options, as our evaluation is solely dependent on your responses.

1. Is the training course satisfactory?
   a) Definitely   (   )

   b) Partially   (   )

   c) Not at all. It is way below my expectations   (   )

2. Is your trainer interactive? ---

a) Very much. We had regular doubt clearing session.

b) Not much but I'm fine

c) Not at all

3. Is the training area sufficiently equipped?.

a) Yes, it is just perfect.

b) I guess they should get some more devices

c) No, it does not even have basic equipment except for some two or three.

-- (Mention)

4. Which topics interested you the most?

5 Which topic do you need further training, if any?

6 How much will you rate the course out of 10?   (   )