

# LEADERSHIP HANDBOOK



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**SEEYN**  
South East European Youth Network



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# What will you learn from this Handbook?

The Leadership Handbook is made of 4 learning blocks and together they make the whole youth leadership capacity building structure:

## **1. WHY THIS HANDBOOK**

This block will explain the idea and aim behind the creation of this Handbook and who are the people who contributed to its development. Hi reader!

## **2. INTRO TO YOUTH WORK**

Here you will slowly enter the main topics of our Handbook and you will get introduced with the youth work and volunteering – the worlds of youth leaders. Welcome!

## **3. ME, THE LEADER**

This is the block that will firstly explore the meaning of the leader and its types, and then it will help you work on your leadership competences. It will lead you through range of different knowledge, skills and attitudes which we consider important for the good leader. Can you see yourself here?

## **4. LEADERSHIP IN PRACTICE**

There is no leadership without action, which is why in this block we present you with the main elements of successful activity planning. We hope to empower and motivate you to make initiative and take action in your hands. Go you!

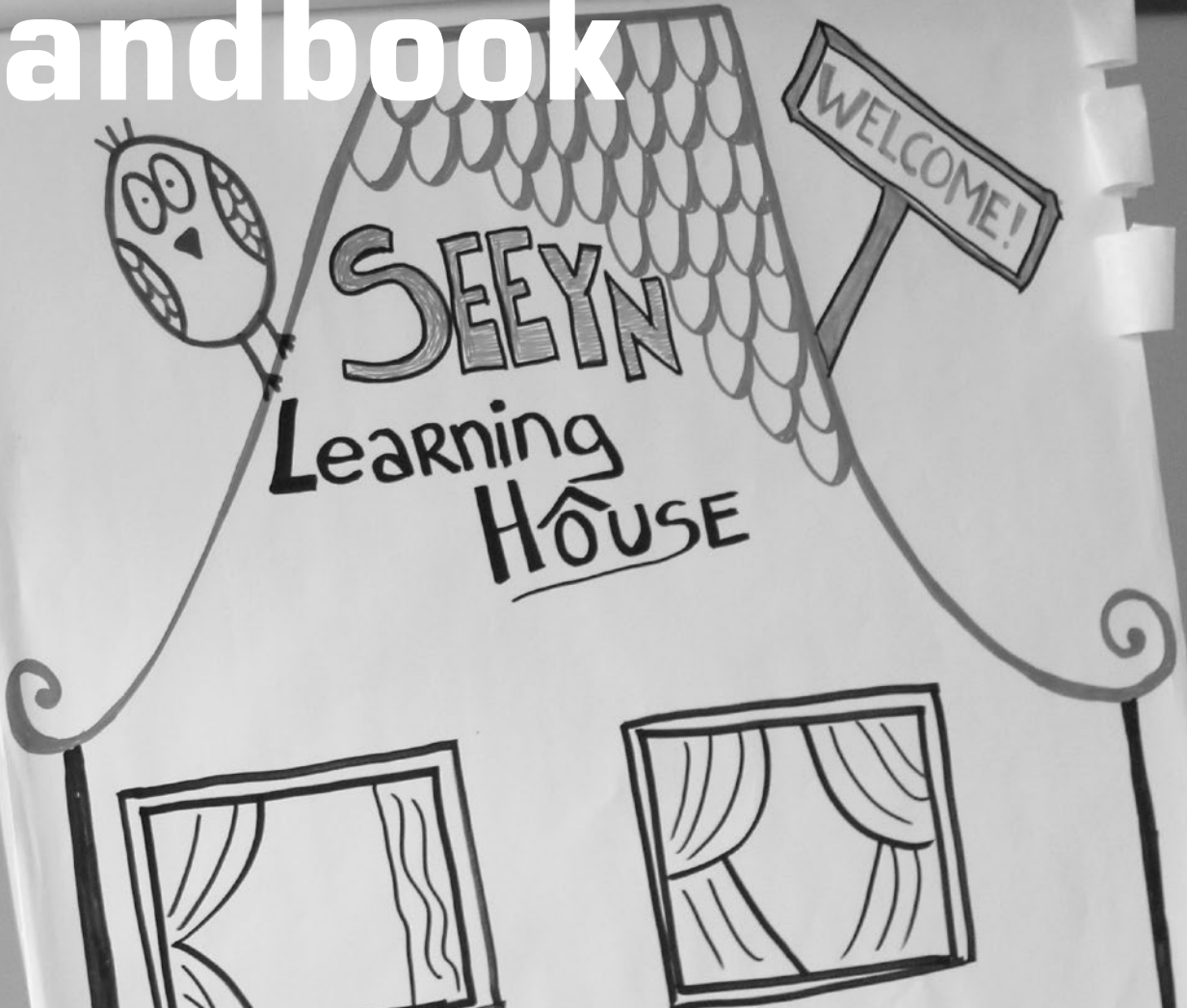
After all, remember, this Handbook is your support and can be your inspiration, but so much depends actually on you! Imagine it as a house, equipped with basic furniture sufficient for basic living. Now it is up to you to nicely decorate it and improve the house with your effort, curiosity, experience and self-development in the field of youth leadership.



# Block 1



# Why this Handbook



## About the handbook and its team

Dear reader,

Welcome to the Leadership Handbook! The book which you are about to enter was developed to support, inspire, motivate, draw attention to and raise quality of youth work. This Handbook is part of the support system for youth workers, youth leaders, youth educators, youth organizations and institutions who care about the quality of their work with and for young people. SEEYN and its partners wanted to provide the concrete tool to build capacities of people working in youth field and are taking important role of leaders in various youth activities and programs of their organizations and beyond.

“Leadership Handbook” is a manual on organizing and leading local and international youth activities with main focus on youth inclusion, active participation of young people and volunteering as tool for youth work. The handbook also covers topics like project and organizational management, communication, visibility and teamwork. This handbook is partially based on previous 2 editions of “SEEYN Workcamp Handbook” that became recognized worldwide over last 10 years.

However, this publication widens the concept of youth leadership and activities where it can be applied, it gives complete package of skills, knowledge and attitudes for youth leaders through range of useful practical examples and valuable theoretical background. It has been developed thanks to many years of SEEYN experience and expertise in youth work, youth leadership and capacity building. With this Handbook, we wanted to contribute to recognition of youth work, high quality of youth activities, efficient youth program management and sustainability of organizational resources and capacities. Why? Because we strongly believe in youth and we know that with the quality support and positive empowerment they can make this world the better place.

This handbook is part of the long-term SEEYN project “Practical Guide Through YOUth Work” with the support of the European Union, within the Erasmus + programme, Key Action 2 (Capacity building in the field of youth).

*Marinela Šumanjski*  
*SEEYN Training Manager*

## About Authors



### Helena Kovač

Helena thinks that anything in youth work can be made interesting and inspiring if a person is willing to learn. Also, curious youth workers make for good role models and she believes that a good youth worker can motivate others to see learning as a precious activity intertwined with life. We live, we learn, yet Helena can still waste a lot of her time trying to memorise small irrelevant information which she inevitably forgets.



### Martina Širol

Martina believes that true blessing comes from work which betters other people's lives. She is passionate about youth work, social equality and justice. She is a strong advocate of experiential and individualised learning. Her opinion is that everyone has at least one extraordinary characteristic. Hers is not giving up. Even when everyone begs her to stop as her singing is unbearable.



### Marinela Šumanjski

Marinela strongly believes and commits herself to values of volunteering, solidarity, respect and fight for human rights and empowerment through learning and experience. She sees youth work as the key that unlocks all the potentials of young people. She also thinks that a good chocolate cake can resolve almost every issue.

## Acknowledgements

We thank Mirela Rajković, Milivoje Lujčić, Saša Jovljević, Edita Milišić, Cihan Kılıç and Dani Prisacariu on their valuable advices. Also, we would like to acknowledge Lidija Đukes, the author of “Workcamp Handbook” which inspired creation of this handbook.

## SEEYN and the Project

South-East European Youth Network (SEEYN), together with its member organizations and partners Beyond Barriers Association (Albania), Cooperation for Voluntary Service (Bulgaria), Youth Cultural Centre Bitola (FYRO Macedonia), S.O.S. (Montenegro), Youth Peace Group Danube (Croatia), LENS (Kosovo under UNSCR 1244), Citizens in Action (Greece), Community Volunteers Foundation – TOG (Turkey), Balkan Idea Novi Sad (Serbia), Vojvodina Environmental Movement (Serbia), is implementing the project “Practical Guide Through YOUth Work” supported by EU (EACEA) through Erasmus +, Key Action 2. Main aim of this project is to develop the set of skills and increase knowledge of youth worker and youth leaders in specific important topics for young people, equip them with competences and relevant experience for active work with young people through non-formal education and training and empower them to take the leading role and bring their organisation capacities to the high quality level.

Development of quality and sustainable capacity building programs through non-formal education activities, mobility of youth workers and leaders, effective dissemination of competences, knowledge, skills and outcomes and their wide validation and recognition will directly lead to high quality youth work, efficient youth program management, better partnership and networking with other youth organizations from Europe and world, sustainability of organizational resources and capacities, promotion and implementation



of youth mobility, non-formal education and international cooperation.

The South Eastern European Youth Network (SEEYN) is a network involving 24 member organizations from 12 South East European countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Hungary, Kosovo (under UNSCR 1244), FYRO Macedonia, Montenegro, Serbia, Slovenia and Turkey. SEEYN aims to achieve stable region with developed mutual understanding without prejudices among young people through their mobility, cooperation, and active role in society. SEEYN promotes pro-social values, peace and understanding through volunteering, advocacy actions and capacity building.



# Block 2



# Intro to Youth Work





# Youth work and volunteering

Youth work has been recognized worldwide by leaders, governments, authorities and networks to be one of the most essential fields of development in modern societies. Through its programmes, actions and initiatives, youth work is preparing a new generation of powerful young people to run, influence or change for better parts of our societies. Power of youth initiatives is that it does not only influence the individuals, but leaves a mark on wider communities, and societies as a whole. Youth work encourages personal development, autonomy, initiative and participation in society. It helps young people to reach their full potential, which those individuals will then be empowered to share.

European commission has reported a range of positive outcomes of youth work for young people. Youth work enables young people to: develop skills and competences in a diverse range of areas (their human capital), strengthen their network and social capital, change particular behaviours (such as risk behaviours) and build positive relationships.

As a setting in which the youth leaders operate, it is quite common to imagine youth work and volunteering in a tandem. Put in a simplified manner, youth work is a planned programme that involves youth being engaged in a specific, often educational activity, whereas volunteering is an opportunity to get involved in interest-related work that provides positive outcomes for the future, or might be restricted / not covered by regular paid-work, or in some cases is done for the sole benefit of the society and volunteer him/herself.

## Youth work

It is not easy to pin down the term youth work as there is no common definition or description agreed among authors, organisation and even among the practitioners. Youth work is an activity happening in your local youth club, but sometimes it can also be outdoors in the camp setting, on the streets, it can take place in a school or the sport club. It can be led by a group of youth leaders and volunteers, or by professionally trained youth workers. Activities can be short, with a closed group working on a very specific topic, or they can be generic, open for anyone to join and lasting for a complete year.

There are, however, a few good indicators that we can follow in order to make sure what we are doing fits the general common youth work frame. There are five dimensions a youth work activity or project should take into account:

- Focus on young people, their needs, experiences and contribution
- Voluntary participation in which young people will choose to become involved in work and not be forced to do so
- A common value of relationship and community that engages all to join in friendship, to organise and take part in groups and activities and deepen and develop relationships which will allow them to grow and develop
- A friendly, accessible and responsive approach with integrity and responsibility
- Having some educational purpose, either in terms of skills development or in terms of strengthening emotional intelligence, self-esteem or values of community

As a youth work leader, it is sometimes easy to get lost in practical issues and organisational stuff, but keeping in mind the list above might also clarify how to better engage young people in your projects and activities.

## Volunteering

It is relatively easy to see the strong connection between youth work and volunteering. "Volunteering is a fundamental building block of civil society. It brings to life the noblest aspirations of humankind, in particular, the pursuit of peace, freedom, opportunity, safety, and justice for all people. In this era of globalisation and continuous change, the world is becoming smaller, interdependent, and more complex. Volunteering either through individual or group action is a way in which:

- Human values of community, caring, and serving can be sustained and strengthened;
- individuals can exercise their rights and responsibilities as members of communities, while learning and growing throughout their lives, realizing their full human potential, and
- Connections can be made across differences that push us apart so that we can live together in healthy, sustainable communities, working together to provide innovative solutions to our shared challenges and to shape our collective destinies"

Next to three of above-mentioned, there is a crucial component of volunteering being a vehicle for skills and attitudes development, through investing time and efforts.

Volunteering is the activity done in the interest of people. This activity is not motivated financially, but by free will, as a personal motivation and a free choice. Volunteering is a pacific and tolerant activity with developed respect towards others

and one self's advantages and flaws, activity that encourages development of human potentials, active citizen's role and improves quality of living by solving concrete problems.

Volunteers are people who without the benefit of a paid job take over responsibilities and dedicate their time to the work in non-profit programmes, hoping this way they are helping others and themselves.

## Values of youth work and volunteerism

Beyond the individual level outcomes, youth work is an important component of our social fabric offering a space for contact, exchange and engagement among youth but also between generations; and of value in its own right. Most youth work activities are designed to offer learning experiences that can be both enriching and fun and offer activities that are shared with others. These have a social value and should be recognised as such.

By participating in voluntary activities, youth workers, youth leaders and volunteers have a chance to experience and influence the positive impact on development and support of human system of values. Through involvement of people in local projects that contribute to the improvement of their community, people become aware and strengthen their feeling of responsibility for community and the values of civil society, tolerance, solidarity, togetherness, intercultural understanding, peace, love, gender/sex equality, non-violent communication, environment protection, individual and social development and pro-social values as whole. After initial voluntary activities people become aware of their own contribution to community and society in general, and continue with their active engagement in society. System of values that volunteers accept and promote gives them the faith that

things around them can be improved and the feeling of joy while they are building their own future and future of the community.

Very important characteristics of volunteering and youth work is the element of self-development. Volunteering gives the opportunity to develop respect and self-respect for the individual and the opportunity of self-actualisation, realisation of all human potentials becoming everything that one can be. Through youth work activities, we have a chance to try ourselves out in different types of activities and learn many new things. It contributes to our employability and better position in the job market.

It is almost seen as a common denominator for both youth work and volunteering, a condition that needs to be met: having the WILL to volunteer. Through self-actualisation of

.....  
*I* t is every man's obligation to put back into the world at least the equivalent of what he takes out of it.

*Albert Einstein*  
.....



individuals, volunteering enables individual and social development. It has been proven that self-actualised people possess the quality of full acceptance of themselves and the others the way they are, they have a sense of humility and respect towards others, respect democratic values are open towards ethnic and individual variety and even treasure it. Self-actualised people enjoy deeper personal relations with few people, rather than more shallow relationships with many people. They feel that the ends do not necessarily justify the means, and by participation in a certain activity, they reach aims and improve themselves and their surroundings.

By developing the volunteering system of values, internalising it and realising all our potentials we contribute to the development of healthy and satisfied communities and actively shape our mutual destiny.

## Benefits

Volunteering offers an alternative to the division of labour and limited self-expression typical of Western industrialized societies. It gives young people an opportunity to work for their communities and to improve their skills, whilst acquiring new skills and experiences which can lead to better paid employment.

Our experience confirms our belief that the participation of young people in volunteer projects encourages their involvement in other similar projects later. Contributing to the improvement of the community by personal involvement in local projects helps raising consciousness and to strengthen sense of responsibility for the community and other values of civil society.

Volunteers' service has been a part of virtually every civilization and society. Defined in the broadest terms as the contribution that individuals make as non-profit, non-wage and non-career action for the well-being of their neighbours, community or society at large, it takes many forms, from traditional customs of mutual self-help to community coping in times of crisis, as well as attempts to help, prevent and stop conflicts, and abolish poverty.

The idea of voluntarism includes local and national volunteer efforts, as well as bilateral and international programmes, which operate across frontiers. Volunteers have come to play an important role in the welfare and progress of industrialized and developing countries and within national and UN programmes of humanitarian assistance, technical cooperation and promotion of human rights, democratization and peace. Volunteering is also the basis of numerous non-governmental organizations (NGOs), professional associations, etc.

The need for increased volunteer effort is greater today than ever, given the adverse impact of global problems such as environmental degradation, drug abuse or HIV/AIDS on the more vulnerable sectors of society.

The role of volunteers is important for many charitable institutions, where they can be useful colleagues, but also a way for the institutions to save money. However, volunteer do not represent cheap labour force contributing with their expertise to the work of the organization. On the contrary, their presents help to create and start various organizations' activities. In order to achieve the most, the position of the volunteers should be creatively chosen, and they should be given tasks that respond to their interests and abilities. Finally, volunteers should be professionally guided and given full attention and support.

Following section will present different youth activities, in relation topics, methods and participants involved.



## Youth activities and types

Youth activities come in different forms, take place in different settings, or may employ a range of methods. To understand the range of youth activities there are **four factors that need to be taken into consideration**:

- **the topic or the issue that is covered**
- **the type of participants it focuses on**
- **the geographical coverage and duration**
- **the type of method it implies.**

Usually, all four are combined and we can give a description of our project through these four categories.

Starting from the **first category**, let's say you see something that has been bothering you or is a problem for others in your community and you want to do something. This can be for example garbage in the streets, or bullying in the schools, or use of drugs and alcohol, or lack of political support for young people. The list of issues that surround us is endless and you probably already have a good idea what main topic or issue you want to tackle in your community.

**Secondly** when we consider the participants, sometimes, you can start by identifying the target group you want to work with, and develop an idea what to do gradually with them. You might feel you want to work with disabled youth, or the Roma community, or young people interested in arts and crafts, or young women. Either way you start, you will end up tying your main topic with your main group, usually in a coherent and logical way.

**Example:** you've decided to work on LGBT issues because you feel there is a lot of harassment and bullying in your local community and in the country, and the young people who don't identify as heterosexual and cisgender are in constant danger. Because this is a wider problem, you will involve the young people that identify as lesbian, gay, bisexual and transgender, as they are most familiar with struggles they face, but also those that are heterosexual and want to support a change in the community. From here your project can develop in many directions and incorporate different youth activities, for instance joint actions, support groups, art exhibitions, public panels, etc.

As for the **third category**, in respect to geographical coverage, youth activities and projects can be local, national and international. In terms of topics and issues that your project will cover, this is where you usually start. Similarly, duration of your activities or project can be described as short-term or long-term depending on multiple factors, including for example time needed to fulfil the outcomes, funding, time that participants have for the project, time that you as a youth leader want / can dedicate to the project. The frequency of the activities and project also differ, and this is sometimes connected to the fourth category.

The **fourth dimension** of youth work is the type of method you want to employ, as you already could have imagined from the example above. Some projects are better suited to be trainings and non-formal education sessions, where you will widen the knowledge of your participants. Some are better as actions that are open to the wider community and raise greater awareness. It is quite common that one project has different types of activities, like small sessions and workshops, joint actions with other local stakeholders

and as the final event a public exhibition or event that will be open to everyone.

In order to give you an idea what different kinds of youth activities there are, here are some of the basic types of youth work:

- Street actions
- Campaign
- Online activities
- Training and non-formal education sessions
- Workshops
- Volunteering in community
- Humanitarian action
- Art and music events, performance events
- Counselling and support sessions
- Outdoor youth work, camps and detached youth work

It is not necessary to describe all of them, since in most cases the name is already self-explanatory. However, it might be helpful to note a few precautions for some of them. For instance, when doing street actions and any type of street campaign or public performance, be aware that you need to acquire a public permit (usually in your local police station or city hall/council) and you need to notify the authorities that there will be a public gathering with XX numbers of people expected to participate.

When it comes to counselling and support groups, keep in mind that these will involve lots of emotions and you will need to be able to handle them. It is recommended to get some training on counselling or emotional support facilitation, just to get yourself prepared and not cause further harm.

In types like outdoor youth work, camps and detached youth work, take care of million things that could happen in the wilderness or in the streets. The best way to approach this exciting type of work is to do a very thorough risk analysis

and, of course, always inform your colleagues about your plans and whereabouts. It is also recommended to have a colleague joining you at such youth work activities.

In case you would like to do trainings and non-formal education sessions, make sure you know the topic well and that you have a good educational plan behind it. Similarly, workshops are recommended to have either an educational character or an approach that supports personal development.

In all instances, regardless what type you choose or how strongly you feel about things, play it by the book and remember you are a role model for young people. This means, for example, don't break the law at any time or occasion even if you feel there is a strong injustice. Do things constructively, rather than destructively, and always try to inspire a discussion and reflection with the aim of having young people think about the meanings of things that are happening around them.

There is no prescribed formula how to pick your type of youth activities. You might want to start with workshops in your local youth club or youth organisation, but if you think a street action or outdoor youth work are better suited for achieving your goals – then you might want to go for those. Additionally, sometimes the type of funding will also be indicative of the type of youth activity, i.e. the funds you want to apply for could be spent only on a non-formal training. In the following chapters we will try to cover as many aspects and dimension of youth work and volunteering, and most of them will be given from a general perspective so you can use them in either of your preferred youth work type. By saying this, in the next block of chapters you will learn more about what it is to be a youth leader.

# Block 3



# Me, the Leader





# Understanding Leadership

So, you would like to be involved in making your community a better place? You see there are things in your community that need to be addressed? Being active in youth activities is something that interests you? The thought of developing activities for your peers excites you?

You might be on the right track of becoming a youth leader.

You, we said? Yes, you!

You might think that becoming a youth leader is a very hard thing to do. You might think that you need so much more experience, knowledge and skills. You might think you need to have it all figured out. You will then be surprised to hear that in fact, all people have a potential for leadership. Being a leader is not about having all the answers. Becoming a good leader has much more to do with responsibility – taking responsibility for our actions, people we are leading and the work that has to be done. Leader is passionate about what he does and by doing what he believes is right, and by perseverance he inspires others. You have already started being a leader the moment you feel the drive to make a difference: among your peers, in your organization, in your community; for the benefit of others, for your own happiness, for a better world. Next step is to share this vision with others, and gather those who believe in it, as you do, and who wish to help you achieve it. And finally, you must persist in work you have started, and take responsibility in making sure the work will be done and your vision will be fulfilled.

Youth leadership in definitions is described as the ability to envision a goal or needed change (*you think something needs to be done regarding the trash that is collecting behind the school*), to take initiative or action to achieve the goal (*you want it cleaned, and have decided to propose this action to the school*), to take responsibility for outcomes (*you will make sure to starting the work and to finish it*) and to work well with, relate to, and communicate effectively with others (*you will contact the school, discuss the cleaning initiative with the director and teachers, and make sure everybody is participating and feeling well in their roles*).

Leader is not a big boss, a know-it-all, the one that needs to be the best and wants to show everyone that he is better than the others. You will not want to start the initiative to show that you are the best, you will want to do it because you genuinely believe it will be for the benefit to others. As a good leader, you will want to inspire others to take action by taking your own action.

Being a leader means to be a part of a group with one additional role – to keep the group organized and well-functioning. This position requires you to have a sense of responsibility and sensitivity towards the needs of the group and associated people. It is important to note that you can be a leader and show leadership even without a “followership”, having people who will follow you. Showing responsibility for oneself and demonstrating the ability to make personal change is often as critical as leading a group of individuals or altering the larger community.

You are fearing you don't have what it takes? Through many researches it was shown that leaders were not just born, but could be made. So, even if you think that you do not have leadership skills (yet), those can all be taught and learned. By participating actively in an activity, and learning from other leaders around you, will prepare you very well for becoming a good youth leader. Many useful skills are developed through being involved in planning and implementing activities:

- Ability to articulate your personal values
- Awareness of how your personal actions impact the larger communities
- Ability to engage in the community in a positive manner
- Respect and caring for yourself and others
- Sense of responsibility to self and others
- Integrity
- Awareness of and appreciation for cultural differences among peers and within the larger community
- High expectations for self and community
- Sense of purpose in goals and activities
- Ability to follow the lead of others when appropriate

## Leadership styles

Across literature, there are many classifications of leadership styles. During 80 years of research on this topic, it is possible to find different classifications, each embodying a different set of traits and skills.

It shows that leading can be done in many ways. Every leader has his/her own style. Equally as we are not all the same people, we are naturally also not all the same leaders.

## What is your leadership style?

Imagine you are starting a project you are really passionate about. You have gathered a group of people to help you. Respond to each question below according to the way you would be most likely to act as the leader of the group. For each questions answer whether you would be likely to behave in the described way:

Always (A); Frequently (F); Occasionally (O); Seldom (S); or Never (N)

.....

### If I were the leader of a work group ...

1. I would most likely act as the spokesperson of the group
2. I would encourage members to work long hours on this project
3. I would allow members complete freedom in their work
4. I would make uniform procedures for people to use
5. I would permit the members to use their own judgment in solving problems
6. I would stress being ahead of competing groups
7. I would speak as representative of the group
8. I would needle members for greater effort
9. I would try out my own ideas in the group
10. I would let members do their work the way they think best
11. I would work hard to get a better position or recognition of people I admire or work for
12. I would be able to tolerate postponement and uncertainty
13. I would speak for the group when visitors were present
14. I would keep the work moving at a rapid pace
15. I would let the members have a free reign
16. I would settle conflicts when they occur in the group
17. I would get swamped by details

18. I would represent the group at outside meetings
19. I would be reluctant to allow the members any freedom of action
20. I would decide what shall be done and how it shall be done
21. I would push for increased production
22. I would let some members have authority that I could keep
23. Things would usually turn out as I predict
24. I would allow the group a high degree of initiative
25. I would assign group members to particular tasks
26. I would be willing to make changes
27. I would ask the members to work harder
28. I would trust the group members to exercise good judgment
29. I would schedule the work to be done
30. I would refuse to explain my actions
31. I would persuade others that my ideas are to their advantage
32. I would permit the group to set its own pace
33. I would urge the group to beat its previous record
34. I would act without consulting the group
35. I would ask the group members to follow standard rules and regulations

.....

Leadership styles were first defined in 1939 by a group of researchers led by psychologist Kurt Lewin. His team studied youth leaders in activity groups. They grouped behaviours together and concluded there were three different and pre-dominant leadership styles.

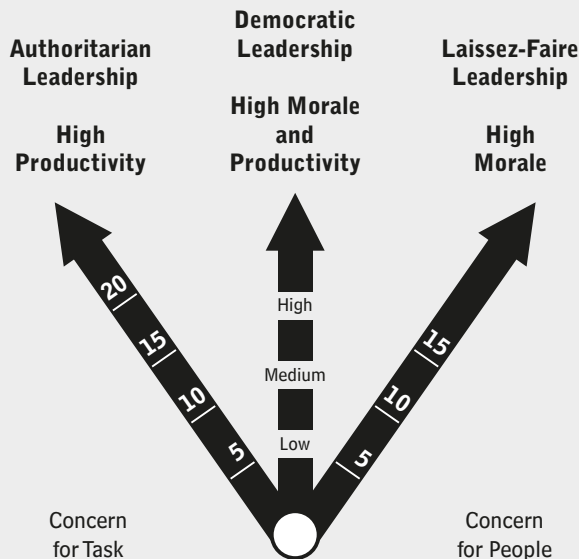
- The **autocratic style** is one in which a single person takes control and makes decisions, directing others in his or her chosen course of action. Lewin’s team found that this was the most unsatisfactory leadership style with the youth groups.

- In a **democratic leadership style**, one person takes control but is open to group input, often allowing the group to make decisions and collectively assign tasks. This leader guides rather than directs. This was the most popular leadership style in the youth groups and garnered the greatest positive response.
- With the **laissez-faire approach**, the person in charge stepped back and did nothing. He or she provided no direction or guidance. The group was disorganized and unproductive.

.....

**Count your scores:**

- a) Circle questions number 8, 12, 17, 18, 19, 30, 34, and 35.
- b) For those questions only write a “1” in front of the questions to which you responded S (seldom) or N (never)
- c) For the remaining questions, write a “1” in front of the questions to which you responded A (always) or F (frequently)
- d) Circle the “1’s” you have put for questions: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
- e) Count the circled “1’s.” This is your score for concern-for-people.
- f) Count the uncircled “1’s.” This is your score for concern-for-task.
- g) Take a look at the diagram that follows. Find your score for concern for-task dimension on the left-hand arrow. Next, move to the right-hand arrow and find your score on the concern-for-people dimension. Draw a straight line that intersects the two scores. The point at which that line crosses the democratic leadership arrow indicates your score on that dimension.



A Handbook of Structural Experiences for Human Relations Training vol. 1 (1974), University Associates, Inc.

According to author and psychologist Daniel Goleman there are six different leadership styles, which he argues spring from different components of emotional intelligence:

- **Commanding** – Leaders demand immediate compliance
- **Visionary** – Leaders mobilize people toward a vision
- **Affiliative** – Leaders create emotional bonds and harmony
- **Democratic** – Leaders build consensus through participation
- **Pacesetter** – Leaders expect excellence and self-direction
- **Coaching** – Leaders develop people for the future

According to Mind Tools, a number of other styles exist beyond those definitions, including:

- **Bureaucratic leadership**, whose leaders focus on following every rule. This leadership style has proven effective for work involving serious (safety) risks or routine tasks, but is much less effective in teams and organizations that rely on flexibility, creativity, or innovation
- **People-oriented leadership**, in which leaders are tuned into organizing, supporting and developing people on their teams
- **Transformational leadership**, whose leaders inspire by expecting the best from everyone and themselves. Transformational leaders have integrity, and high emotional intelligence. They motivate people with a shared vision of the future, and they communicate well. They're also typically self-aware, authentic, empathetic, and humble. Transformational leaders inspire their team members because they expect the best from everyone, and they hold themselves accountable for their actions. They set clear goals, and they have good conflict-resolution skills. This leads to high productivity and engagement.

One person might have several leadership styles, according to the group and their needs or requirements of a situation. Leader adapts his or her style to what the situation dictates. For example, in suspenseful situations, you might find that an autocratic approach may be more effective, but in situations with time to plan and respond, group participation may yield the best results.

Knowing about different leadership styles is helping you to find your own personal style. Recognizing your dominant leadership style is a good place to start in understanding what kind of leader you are. Knowing about other leadership styles, and using them when necessary, is the next step in your leadership evolution. It is important to recognize and develop your own style, not trying to be someone else. Being true to yourself, and confident with who you are will make you a good leader.

## Leadership roles

Leading can be done in many ways, there is not only one way to do it, nor is there a better or 'the right' one. There are many roles a person can undertake, cumulatively or individually, to help foster the development towards a common goal. In everyday work in the organization and on various projects, there are various roles a leader can find him/herself in.

### **Visioning and Setting and Example**

First thing that is always talked about when we mention leaders is creating a vision. Leaders often take a role of creating an inspiring vision which others would follow. A vision establishes shared values, and should give direction and set goals for others to understand, should they wish to follow. Whenever there is common project in progress, or a goal to reach, your task as a leader is to be prepared, and to lead through the changes. Good leaders manage change strategically, take risks, and even create change themselves. When the group is resistant, leader's role is to manage the resistance and lead by example. Number one advice we can give to you, the leader, is to 'practice what you preach', to set an example for people who are looking up to you. Leaders earn the trust of their group by demonstrating confidence and sharing hardships and risks. Good leaders win respect and trust without courting popularity.

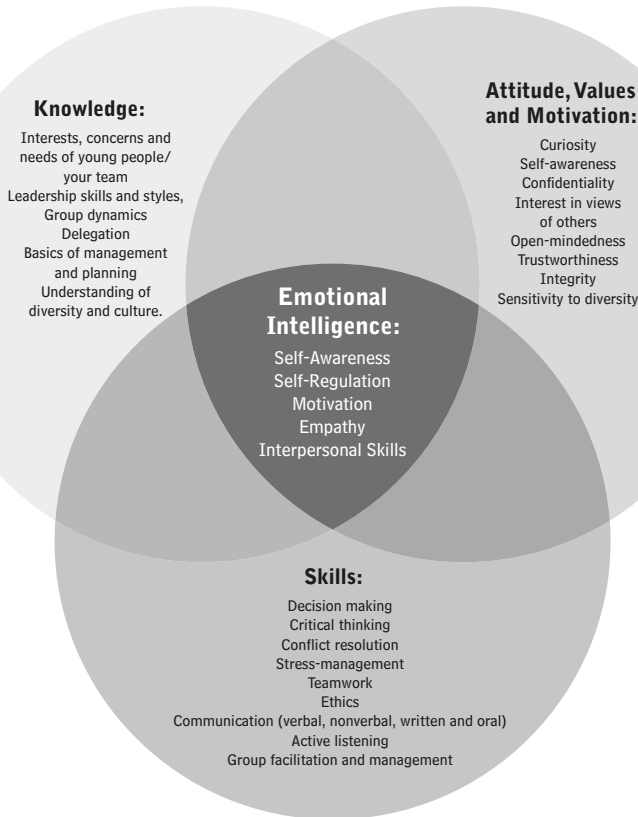
### **Empower, Inspire, and Energize People**

Second important category of leadership roles focuses on motivating the team, people around you. Be enthusiastic, let your energy be a first thing you will bring to the table. People are inspired by motivated examples and are much more ready to follow such a lead. By way of example, let your people be inspired and energized, assuring you are creating a positive work environment. By being open-minded, open to ideas of others you will manage to empower people. By empowering we also understand delegating authority. Have faith in the creativity of others! Communicate openly and honestly, give clear guidelines, and set clear expectations. Do not lead by an iron fist – a leader's role is to empathize, be willing to discuss and solve problems, listen with understanding, support and help.

### **Build and Lead a Team**

Being a leader is not about you, you, you. A good leader understands it is about others. Make sure to use team approach, and involve everyone. Leader's role is to facilitate cooperation between all the members, but also let go of control and trust the group, let yourself rely on their judgment. It is important to permit a group to make a decision, and in case it does not go perfectly well, it should be brought up a good learning experience. Leader's role is to facilitate, and help the group make better decisions in the future, and grow. Good leader will strive to bring out the best in people, and have a common touch with them. Leader's role is oftentimes to act as a coach, and provide effective feedback. Leaders monitor progress, but don't micromanage, and do not dictate.

# Leadership competences



attempts at leading than those without the proper knowledge. At the same time as it provides valuable information, knowledge might be a strong motivator for first-time leaders to undertake an activity.

**Essential knowledge:** interests, concerns and needs of young people/your team, leadership skills and styles, group dynamics, delegation, basics of management and planning, understanding of diversity and culture.

## Attitude, Values and Motivation

Attitude as a mental set that causes a person to respond in a characteristic manner to a given stimulus. Attitude is the way people view and interpret their environment. In fulfilling one's leadership capacity, optimum development occurs when one is a healthy person, showing physical and mental fitness, having a positive self-image, maintaining self-understanding, and possessing appropriate coping skills. The need for achievement, affiliation, and power are most important needs that motivate people. Motivation is the key to success in any field, and especially that is true for leadership.

**Essential attitude and values:** curiosity, self-awareness, confidentiality, interest in views of others, open-mindedness, trustworthiness, integrity, sensitivity to diversity.

## Knowledge

Every competence starts with knowledge. To be competent at anything, it is important to have the basis in knowledge. The role of knowledge is to grasp the meaning of a thing, an event or a situation; to see it in its relations to other things; to note how it operates or functions, what consequences follow from it; what causes it, what uses it can be put to. Leaders with information on the task at hand will make more

## Leadership skills

Skill is defined as an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities involving ideas

(cognitive skills), things (technical skills), and/or people (interpersonal skills). In leadership, there are many skills that make an essential part of leader's skill portfolio. After attaining knowledge, and having the right attitude, skills are what closes the circle in becoming a competent leader. Skills require time, and cannot be perfected overnight. By trying, and reflecting, then trying some more, anyone can develop satisfactory level of any skill. Great thing about skills is that we can have as much or as little as we are willing to invest in building them, but we can never have zero. The ability to lead effectively is based on a number of key skills, which are closely related to and often overlapping one with another. People have many skills they might not even be aware of, and even insignificant small ones can spike the learning of new ones.

**Essential leadership skills:** decision making, critical thinking, conflict resolution, stress-management, teamwork,

ethics, communication (verbal, nonverbal, written and oral), active listening, group facilitation and management. Pivotal skill: Emotional Intelligence

Talking about leadership, we often talk about how a good leader needs to influence others, or get others to work together towards a common goal. Leadership, however, is much of an internal as an external capacity. While influencing others is a very important dimension of a leader, the internal dimension might at times be even more crucial. Internal capacity represents the ability to analyse one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out. It includes the ability to identify community resources and use them, not only to live independently, but also to establish support networks to participate in community life and to effect positive social change.



## Emotional Intelligence

Emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Emotional intelligence, the ability to understand and manage moods and emotions in the self and others is a central competence for a young leader. Being almost a 'all-in-one' competence, it is essential for an effective leadership.



### How Emotionally Intelligent are you?

Think about each statement and how it applies to you in most situations in your life. Be honest with yourself. Evaluate each statement as you actually are, rather than as you think you should be. Think how often each of the statements applies to you:

*Not at All*      *Rarely*      *Sometimes*  
*Often*          *Very Often*

1. I can recognize my emotions as I experience them.
2. I lose my temper when I feel frustrated.
3. People have told me that I'm a good listener.
4. I know how to calm myself down when I feel anxious or upset.
5. I enjoy organizing groups.
6. I find it hard to focus on something over the long term.
7. I find it difficult to move on when I feel frustrated or unhappy.
8. I know my strengths and weaknesses.
9. I avoid conflict and negotiations
10. I feel that I don't enjoy my work.
11. I ask people for feedback on what I do well, and how I can improve.
12. I set long-term goals, and review my progress regularly.
13. I find it difficult to read other people's emotions.
14. I struggle to build rapport with others.
15. I use active listening skills when people speak to me.



## Scoreboard

For questions 1, 3, 4, 5, 8, 11, 12 and 15	Not at all <b>1</b>	Rarely <b>2</b>	Sometimes <b>3</b>	Often <b>4</b>	Very often <b>5</b>
For questions 2, 6, 7, 9, 10, 13 and 14	Not at all <b>5</b>	Rarely <b>4</b>	Sometimes <b>3</b>	Often <b>2</b>	Very often <b>1</b>

## Interpretation of results

**15-34** You need to work on your emotional intelligence. You may find that you feel overwhelmed by your emotions, especially in stressful situations; or, you may avoid conflict because you think that you'll find it distressing.

It's likely, too, that you find it hard to calm down after you've felt upset, and you may struggle to build strong working relationships.

Don't worry – there are plenty of ways that you can build emotional intelligence and related skills. Read further to learn more.

**35-55** Your emotional intelligence level is OK. You probably have good relationships with some of your colleagues, but others may be more difficult to work with. There is space for improvement. Learning more about yourself and noticing your own progress sure is fun! Read further to learn more about EI and other leadership competences.

**56-75** Great! You're an emotionally intelligent person. You have very good relationships, and you probably find that people approach you for advice. However, when so many people admire your people skills, it's easy to lose sight of your own needs. Researchers have found that emotionally intelligent people have great potential for being good leaders. Realize this potential by seeking opportunities to improve even further on EI and other leadership competences.

Even if you already have many of the elements of EI, it's important to look for opportunities to build it further. This will increase your leadership potential, and improve the quality of your relationships. Having higher Emotional intelligence and insight on your emotions enables you to build strong relationships and manage difficult situations more effectively.

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**There are five elements of Emotional Intelligence comprises, which help define desirable leadership competences.**

## 1. Self-Awareness

*How did you do on Questions 1, 8, and 11?*

Being aware of our and other people's emotions is a first step and key element towards building emotional intelligence and improving your chances of becoming a quality leader. This journey of getting to know emotions, and their mysterious ways is known as emotional knowledge, and it is concerned with understanding both the determinants and consequences of moods and emotions, and how they evolve and change over time. You might have got a suggestion to 'keep your head cool' when facing a big decision. Why would people want us to 'keep our head cool'? It has to do with understanding that emotions might cloud or distort our judgements, and the state of objective facts. It is important being able to understand how emotions drive people, and their reactions when having to make a group of people cooperate towards a common goal.

## Improve your skills

- Self-awareness can be improved by attentively and mindfully observing yourself, and other people, and their reac-

tions driven by emotions. Challenge yourself to be more aware: give yourself couple of minutes every time you are in a place surrounded by people. Observe their behaviour, their reactions, try to guess they emotions, try to identify how an emotion has resulted in a certain behaviour.

- It is important to understand your strengths and weaknesses, complete a personal SWOT analyses. By understanding yourself, you are much better equipped for directing other people in the right direction.

### STRENGTHS

- Which qualities do I have?
- What do I do well?
- What is my biggest achievement?
- What do other people ask me for help on?
- What is unique about me?

### WEAKNESSES

- What are my personal flaws?
- What is it about me that I should improve (my attitude, personality, etc.)?
- Which things do I usually avoid doing?
- What are the most common reasons for me not to succeed in performing a task?

### OPPORTUNITIES

- Is there something in my community that needs solving and that I can do?
- Can I obtain more qualifications (education, workshops, by asking people in my network)?
- Can I learn some new skills? How?
- Who can support me in achieving my goals?

### THREATS

- Who/what may get in my way of achieving what I want?
- Are there people who want the same things I do (in my organization, my community)? How to work with that?
- Is there anything that stands on my way that needs addressing right now?

Ask for feedback from your supervisor, colleagues, and friends to find out how to improve further. Practice giving feedback to others to recognize better the components and messages.

## 2. Self-Regulation

*How did you do on Questions 2, 4, and 7?*

Emotional intelligence does not only entail being aware of one's own emotions, but also controlling and using these emotions in functional ways. First, emotions can be useful in terms of directing attention to pressing concerns and signalling what should be the focus of attention. Second, emotions can be used in choosing among options and making decisions. Third, emotions can be used to facilitate certain kinds of cognitive processes; positive moods can facilitate creativity, integrative thinking, and inductive reasoning, and negative moods can facilitate attention to detail, detection of errors and problems, and careful information processing. For a good leader, it is important to learn how to control emotions and manage them effectively.

### Improve your skills

- If you often get angry, note what triggers this feeling, and think about why this happens. Reason might be your needs or values. Brainstorm the connections, and ideas on alternative reactions you can have. Mind-mapping, drawing, or journaling might be a good idea to track those down.
- Use techniques such as deep breathing to calm yourself down. There are many exercises and small lessons you can follow online. Try guided meditation, listening to your favourite music or calling a friend. Even forcing a smile for a minute will help break the intensity.
- Give yourself time to pause before you respond, so that you don't say something that you'll later regret. Take a break, short stroll, breath of fresh air, or go make yourself a tea, and come back to it later. In face-to-face communication, you can ask for a break, too
- You may also be affected by other negative feelings and emotions, such as anxiety and stress. Make sure you are having a balanced diet, and enough sleep. Count to 10

slowly, and tell to yourself that you have given it your best. Accept that you cannot control everything. You need to stay healthy to be able to help others.

- Accountability is another important element of self-regulation – take responsibility for your actions and behaviours, and make sure that these align with your values.

## 3. Motivation

*How did you do on Questions 6, 10, and 12?*

Self-motivation is strongly affected by your emotions – when you're distracted by your emotions, you may find it hard to see tasks through. As a leader, you must be ready to work hard, and to lead by example. In these tasks self-motivation and drive is crucial.

### Improve your skills

- Boost your motivation levels by developing self-discipline. You can practice that by setting daily, weekly or monthly goals and challenges. Those can be anything you enjoy, as long as you are determined to track your performance.
- Do not forget to celebrate your achievements, and even wins that seem small – this will motivate you to carry on.
- Set yourself longer-term goals. When you decide what you want to achieve, you'll focus on what really matters to you. This can be highly motivating, especially when you connect personal goals with career/project-related ones.
- Make a contract with yourself or with someone else, and put some stakes in. Have you ever visited [stickK.com](http://stickK.com)? Losing something you care about or having to do an unpleasant thing, can be a great motivator
- Some other surprising motivation-boosters: eat a piece of dark chocolate, surround yourself with green (a walk in the nature, for example), strike a 'power-pose' and hold it for 2 minutes – body language is strong on our brain!

## 4. Empathy

*How did you do on Questions 3, 13, and 15?*

Empathy is the ability to recognize other people's emotions and understand their perspectives. Sometimes in literature this aspect of EI is called 'the fundamental people skill', and leaders strive to be good 'people persons' because being a good leader entails not just being able to manage one's own feelings, but also being able to manage the moods and emotions of others. Being able to excite and enthuse other people or make them feel cautious and wary is an important interpersonal skill and vehicle of social influence. Leaders need empathy in order to show their followers that they care for their needs and achievement. Authentic leaders also need to have empathy in order to be aware of others, their needs, and what they have been going through.

### **Improve your skills**

- To develop empathy, start by simply thinking about other people's viewpoints. Imagine how they may be feeling, and use active listening skills to understand them fully when they express their emotions to you.
- Chart or map, or draw expression of different emotions, it can help in recognizing and becoming aware of other people's reactions
- Try not to interrupt or talk about your own feelings during the conversation.
- Look at other people's body language, too: it can tell you a lot about their emotions. If you watch and listen to others, you'll quickly become attuned to how they feel.

## 5. Interpersonal Skills

*How did you do on Questions 5, 9, 14?*

Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. Being a leader means being exposed to other people and communicating effectively with them. Interpersonal skills include everything from communication and listening skills to attitude and deportment. Interpersonal skills are closely related to the knowledge of social expectations and customs, and they take into account others' reactions to adjust tactics and communication as needed. Some describe interpersonal skills as a type of social intelligence that relies on paying attention to the actions and speech of others and interpreting it correctly as part of forming a response. While they are based in part on an individual's personality and instincts, these skills also develop as a result of life experiences and knowledge.

### **Improve your skills**

- Practice developing trust and rapport with others
- Don't shy away from negative situations either – learn how to deal with conflict and other difficult situations effectively.
- If you're uncomfortable with social situations, work on building self-confidence. Start slowly, but then look for opportunities to practice your skills with bigger groups
- If you are shy, challenge yourself to talk with strangers, compliment others, prepare a small speech or just ask for a word more often, starting in familiar surroundings
- Smile will open many unexpected doors

## Teambuilding and group dynamics

Your project, activity or organisation will work well only if you have a good team, a group mixed of individuals who are committed to the goals, ideas and / or to the each other. While some things can be done by yourself alone, for most of the complex work that a project needs will put you in search for team members who can help you out.

In youth work and voluntary work, teams emerge in a different way; it can happen that a project or an activity is a product of a small group of friends that want to change something in the society – which already makes a team, or a starting team. It can also be that you alone came up with an idea and are pitching the concept to your friends, your colleagues and volunteers at the youth club, or people you might not even know in school, on the streets or café bars. Once you have two of these random people signed to support your project – you've got yourself a team.

However, in some cases you might need to go beyond the initial few that registered for the idea of the project at the very beginning. And in most of the cases when you work with other volunteers as part of your project or activity, you will need to consider the core concepts of teambuilding and group dynamics in order to make the whole thing work well.

So here are some things to consider related to teams and teambuilding in order to achieve best results in a voluntary engagement. Start with accepting a person as an equal team member with all his or her strengths and weaknesses. The process of establishing, building and developing an organization of a project is influenced positively by good interpersonal relations among members and their eagerness to engage in something new. To have an organization functioning effectively and professionally, a good social climate among its members and their motivation is not enough. It is essential





that the members of the organization work as a team, and that they are capable of making effective decisions and running the organization efficiently.

**A team is a small number of people with complementary skills who are committed to a common purpose and an approach for which they hold themselves mutually accountable.** This allows them to accomplish more than they would be able to do individually, not sharing one vision. There are many reasons for using the teams in the everyday work of an organisation or on a project. Some of them are related to the work results the team produces (more effective work, results and structures, time saving, more creative approaches, methodologies and ideas), while others are connected to the interaction with other people (building bonds among people, stronger sense of belonging). Some of the benefits are related to individual development within a team (stronger

personal development, faster acquirement of new knowledge, skills and experiences).

Ideally, a team consists of competent people who have complementary skills that can effectively answer to the needs of the assignment. However, the reality in youth work is often different. Teams can consist of people with different experience levels and different motivations for belonging to the team and they often include a mixture of paid staff and volunteers, full time and part time involved people. They can include both young and old, both competent and less competent. It can be difficult to work within this kind of team, but it can also be beneficial for the individual. Sometimes even the inexperienced or incompetent team members can contribute much to the teamwork by introducing a different point of view, and they can surely learn a lot during the teamwork. Also, for you as a team leader, it is a great learning path to

understand how to best work with differently capable people and to stretch your patience. Thus, the organization can benefit more from them in the end. One great characteristic of teamwork is that it enables synchronisation of the activities done by a variety of people, who supplement each other in dealing with different tasks.

In order to foster good teamwork, it is important to ensure a high level of **trust and commitment** among the team members and to encourage empathy, fairness, honesty, respect and sharing among them. The procedures have to be clear and **roles** of each team member should be well defined, so that everyone knows what is expected of him or her and what they can expect from the others. If the roles are not well defined and everyone becomes more or less responsible for everything, people are likely to rely on others to complete certain tasks. This leads to some of the unpopular tasks being neglected or not completed at all. A good example of being clear (or unclear) and having well-defined roles is the next quotation:

.....

“**T**here was an important task to be done, and Everybody was certain that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody was annoyed about this, because it was Everybody’s job. Everybody thought that Anybody could do it, but Nobody realised that Everybody would not do it. Ultimately, Everybody blamed Somebody when Nobody did what Anybody could have done...”

## Teams and groups

Words “team” and “group” are quite often used interchangeably, which doesn’t mean there is no difference. Even though in practice these differences might not be relevant or important, here is a bit on what we can consider here as one and the other.

In this manual, we will consider teams to be smaller units, sometimes even existing within a group. As such, groups are larger units that, nevertheless, have a process of their own. Teams focus on very specific, well-defined tasks and the team members have a common goal that they jointly developed and agreed upon. Functional teams have well developed cooperation and coordination mechanisms, with everyone knowing their roles as well as the rules.

Unlike teams, groups can consist of members who don’t always share the same vision, and might not know or might not have a well-defined role. Also, it is common that in the group, people pursue their own goals either parallel or separate to the group’s desired objectives.

However, when it comes to growth and development, both teams and groups go through phases in more-less similar way. There is no rule that says it takes less time for team to go through different stages of development, nor there is a rule stating that it would be easier or more difficult for a group. Both can relapse and move backwards, especially if some things are left hanging unresolved and most certainly if there are newcomers or people dropping out. Finally, since individuals grow with experience and time, things can change for each individual member therefore neither a team nor a group are immune to collapsing and breaking up. Yet, understanding and being able to spot some signs in group and team development might help you in facilitating a positive development.

# Group dynamics

All groups are unique and develop in their own ways – after all, we’re all individuals! In this section, we will go through some of the basics of group development and dynamics. Similar patterns apply to teams too, but in order to keep it simple – we will use the joint broad term of group here.

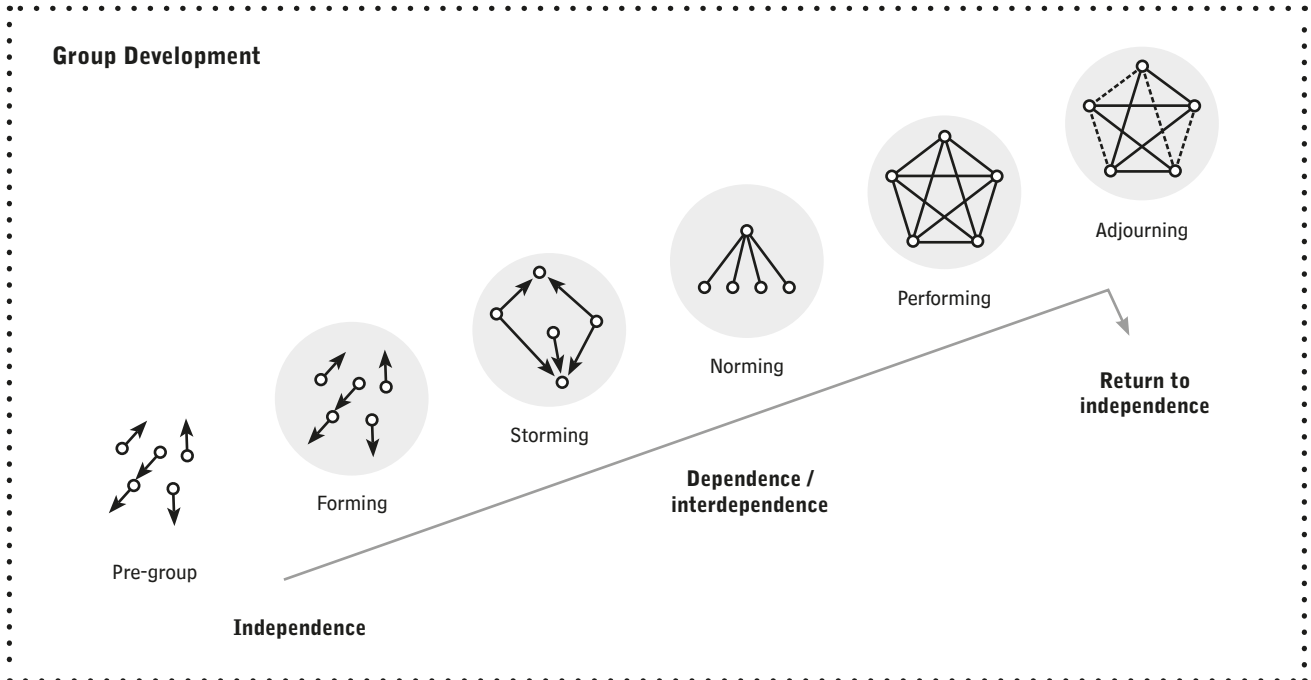
The most famous model of group dynamics explores a gradual idea of group development set into five distinct stages. The participants feel and act differently at each stage, and as a youth leader it is an advantage to be understand these stages and how you can support group development by adapting your approaches along this journey.

## Stage 1: Forming (getting acquainted)

Forming is the first stage of group development. It starts when members are first brought together to achieve a specific goal. In the forming stage members tend to be optimistic and expectations are usually high. At the same time, there is also some anxiety about fitting in and being a part of the group. This being said, participants tend to be cautious about how they act or what they say. Despite these, forming is generally known as the “honeymoon” phase.

Some of the distinct features of forming phase include:

- Excitement, anticipation and optimism
- Suspicion and anxiety about the job





- Defining the tasks and how they will be accomplished
- Determining acceptable group behaviour
- Discussing ideas, issues and their importance
- Difficulty in identifying problems, not seeing group dysfunctions or overlooking minor clashes and disagreements

Role of the youth leader: *Directing*

- The youth leader needs to set the tone for group behaviour, activities and interactions – lead by example!
- It is very important to talk about and define the roles and responsibilities of everyone
- The youth leader might need to facilitate introductions and to help 'break the ice' (name games, team-building activities, ice breakers etc.)
- The youth leader will have to providing the initial structure of how things work – explain what is going to happen, how the project will unfold, how are activities connected to each other, what are the main values and ground rules
- It is helpful to organise activities that will help participants share their fears/anxieties, expectations, needs and contributions, maybe a short session that gives everyone opportunity to openly talk

## Stage 2: Storming – struggling forward

Storming is a normal and expected stage of group development. In this stage, members experience a discrepancy between their initial hopes for the team and the realities of working together. Conflicts will happen, and unlike in the forming phase, they will be not overlooked.

Storming phase can include different types of conflicts and clashes, as for instance interpersonal conflicts that might reveal that some members dislike each other for their personal styles, ideas or values. There might be a conflict over who is doing how much work or who is dominating, over

unequal distribution and members differently approaching the tasks. Lack of patience and pointing out to each other's weaknesses might be also a part of this stage. Members will tend to withdraw or take over the leadership without getting a mandate from the others, and the youth leader's role will be questioned and challenged. Things will get ugly and personal.

Summed up, storming phase is characteristics for the following:

- Participants resisting to work on tasks and, in particular, to work towards improving approaches
- There is an overall lack of effective and motivated collaborative work
- Creation of sub-groups and alliances within the large group, as members feel weak alone and better with those who are alike
- There is a lot of argument among members even when there is an agreement on the real issues
- Members are defensive, competition is dirty and members are more interested in succeeding for themselves than to make a joint effort
- There are open and latent conflicts that need time and space to be resolved
- There might be several recurrent issues with roots that span very deep and cause problems in joint work

Role of the youth leader: *Coaching*

- Provide group activities that will mix up the groups so cliques/sub-groups don't form and participants can get to know each other better
- Continue to offer 'team building' activities and devote enough time for reflections and feedback
- Make sure that the feedback is given in a constructive way and prevent sole criticism that might damage the relationships further

- Ensure that everyone remains included in group activities and support individuals to find their roles
- Help people who are finding it harder to integrate – encourage quieter people and make room for them to say their opinions too
- Ensure conflicts are resolved early and be careful how you handle with peoples’ feelings. Remember your limitations and your role: you are here to make a functional team not to act as a psychologist (doing so might cause greater harm)
- Don’t take attacks affect you personally and define your emotions towards members who challenge your leadership. Instead try to let them in by sharing bits of your responsibilities or listening to what they have as suggestions for improvement

- Don’t allow people to attack each other with insults. Refer to positive and constructive feedback whenever such occasions happen and never allow any of your member to be bullied by anyone else
- Give people the opportunity to talk about their feelings, either in small reflection groups or by making yourself available after meetings and events

Storming phase might be very difficult and emotionally demanding from both you as a youth leader and your group. It is also a stage that is usually least liked by everyone because of the fear of being harmed or doing a wrong thing. Here is a table of some of the most common examples of best and worst actions that might guide you through this phase:

<b>Best actions</b>	<b>Worst actions</b>
Surface all problems and issues, put the on the table so everyone sees them and work towards solutions	Ignore the problems or try to sort them by yourself
Create norms that make it safe to discuss problems. Encourage members to debate ideas in a non-personal way	Avoid all arguments
Offer clear options and encourage members to take control and take ownership of their actions and their feelings	Take over the control by yourself and control the feelings of others
Help members identify strategies and action plans	Tell people what to do and how to do it
Help members identify their problems and work with them on strategies to resolve them	Punish people for making mistakes or being wrong, decide what and how things need to be solved

## Stage 3: Norming

Norming is the step between storming and performing, and as such is it usually described as transitional and very unstable. In norming phase, the group is finally ready to confront the problems and to resolve them, and out of these attempts to solve the issues new norms are being created and agreed by the whole group. During norming, members are interested to face their issues, accept feedback and act on the problems. This results in improvements in the working environment and overall functioning of the group.

Some of the distinctions of norming phase are:

- The roles and responsibilities of different people are clear and accepted
- Big decisions are starting to be made by group agreement
- Commitment, unity and trust are increasing
- The group is starting to enjoy social activities
- The team discusses and develops its processes and working style, there is an environment which allows for constructive feedback
- Trust is growing amongst the participants as they begin to understand and respect each other and things are done more transparently
- Participants still experience a mixture of emotions – happy, excited, unsettled, nervous, curious, isolated – but they are more keen and better equipped to talk about them openly with others
- Conflicts are still part of the group dynamics, but they are less personal and more oriented towards “functional” issues

Role of the youth leader: *Facilitating*

- Encourage others to embrace their roles and to take more responsibility where appropriate
- Try to help the group make its own decisions rather than making them for the group

- Take a step back and let the group develop naturally
- Watch out for newcomers into the group and ensure that they are integrated
- Allow the whole group to feel responsibility for the activities and problem solving
- Continue to be on hand to provide direction and advice where necessary
- Be aware of quieter participants. Consider options like creating a ‘speaker list’ to help quieter people get more involved in discussion and to prevent more confident people from dominating
- Encourage dominant people to participate in a different way
- Get continuous input and feedback from participants

## Stage 4: Performing – working together

Once the group passes through the norming phase successfully, the group enters a period of improved performance. By this phase, conflicts have been resolved and members will be ready to focus on their work without being distracted of personal traits of others that might have triggered them before. This doesn’t mean that people are all the same, liking the same things, but rather they are in the stage where they can accept others’ differences and even if they disagree personally with them, they can work together for a greater good or a common goal. The productivity is usually high at this point and so is the group morale.

These are some of the features of performing:

- There is real integration and positive interaction in the group
- The team knows clearly why it is doing what it is doing and there is a commitment to project objectives
- Disagreements are resolved positively within the group
- Team members look after each other
- Productive work is being done and participants feel that they are learning and developing, as well as that they are part of something which makes them proud

- There is a feeling of equality amongst participants
- There is respect for each other and for the youth leader

Role of the youth leader: *Participating*

- Be part of the team but avoid becoming too friendly with some participants and neglecting others
- Offer new challenges and don't let it all get too easy; this will ensure that motivation remains high
- Be aware of problems and offer them to the group to solve them where possible
- Be aware that cliques might form within the group and make sure that close relationships do not negatively affect group dynamics
- Allow other 'natural' leaders to develop and take on a role
- Keep ensuring that everyone is participating
- Give quieter people opportunities to lead but respect that they may not want to take them
- Enjoy it – watch your hard work come to fruition!

## Stage 5: Mourning

The very last stage of the group development model involves the stage called "mourning" or "adjourning". This stage is characteristic for its sad tone because this is where the group splits and dissolves from the current form. This is the last stop of the group's journey.

As such, mourning is recognisable by:

- The group is anticipating the ending
- Motivation to work might be hard to reach as people realise the end is soon
- The group is filled with mixed emotions, while some can express sadness, other can feel anxiety or even anger, and some can feel eagerness to go back to their previous routines or next challenges

Role of the youth leader: *Supporting*

- Try to give a chance for everyone to express themselves in the ways they feel best suited for themselves
- Be aware of your emotions, and try to understand others. Not everyone will feel the same, and no one should be told how to feel
- Try to keep the energy at a good level, but if the group wants to immerse in silence or sadness – be there to support this
- If there is an agreement with everyone in the group – try to organise a farewell event
- Give everyone time to leave small notes to others if they wish so, it is a kind of saying goodbye
- Have an optimistic finish – try to arrange a way to stay in touch or to plan anything in the future

It is really important to remember that this is simply a model of how a group might develop. It is designed to help us think about what might happen and how we as youth workers might respond to it. You may recognise some of the stages within this model but may disagree with some points. This is fine!

Take in mind that not all groups will follow this progression and different groups will require the youth worker to take different roles throughout the process. Also, some groups might not pass all the way to the performing stage and that is fine too. Staying too long in the storming phase and not being able to move forward might just make the group dissolve which could make room for another group to form in its place.

It is also important to remember that not all groups will develop a fantastic group dynamic at first. This tends to take time and effort from both you and your volunteers. Don't be too concerned if there is some initial awkwardness or if people do not start 'bonding' straight away. In time the group will develop a successful, positive group dynamic – even if some difficulties or challenges remain!

# Managing the group and delegation



The previous section explores the development of the group, dynamics of each stage and the differences between team and groups. It also refers a bit to the elements of teambuilding which are all important to consider while gathering and forming your team and your group of volunteers and / or project participants.

However, during your project you might be in situations that will require you to manage the group due to internal frictions or manage your project using the potential of the group. In other words, get prepared to nurture your group(s) and to delegate.

## Working with groups

### Subgroups

A common issue that you either might inherit or can develop throughout your work with the groups are the fact that some members will form subgroups. As noted, these might be “inherited” and people could come to your group because they know other people. In this case, especially at the beginning they will bond tighter to their friends from before the project. Also, it is not uncommon that subgroups form during the work. This is not necessarily negative as long as these groups are willing to communicate with one another.

Nevertheless, it is advisable that you as a youth leader support the group(s) to overcome segregation by helping them to get to know each other a little better, to develop a feeling that the project is a joint effort and a collaborative venture.

### Tips that can help:

- Not too long after the volunteers first meet, you should get everyone together and discuss the project, rules, and work teams and tasks. For the purpose of clarity, repeat the things you have already explained in the beginning. In case your project lasts longer, have this as a recurrent thing every now and then
- Encourage people to ask questions about the project and to come up with ideas, even if you think they cannot be implemented. Sharing the responsibility may start with thinking about what everyone can do and exploring even the impossible scenarios
- Organise activities where members can rotate, team up with other people in a safe environment and without feeling that they will be ridiculed or unappreciated

- Be very active in including everybody: don't become parts of a subgroup yourself but divide your time and attention over the whole group.

## Outsiders

Outsiders might be people who are not used to an intense social life, who have behaviour problems or have a disability. An outsider can also be a person who is a bit different from the others due to social or political background, their religion, gender or sexual orientation. As a youth leader you should be able to connect with others in a non-judgemental and open way, and offer everyone an opportunity to grow and achieve their personal goals. This might be at some points easy and in some cases difficult, since we all have our own biases and prejudices. This is why it is of utmost importance to be aware of yourself and to constantly work of yourself as well.

Here are a few points that can help you in managing situations with outsiders:

- Respond to all discriminatory remarks or behaviours
- Emphasise the abilities of all members, especially the discriminated person(s)
- Openly question the group's behaviour
- Use the case of discrimination or non-acceptance as a good ground for a discussion of norms in the society
- Provide support to the discriminated if they need it
- Lead by example.

## Power balance

Another issue that might pop out during your work together is questioning the authority and questioning "who is the boss". During your project, you will probably have people in your team and among your participants that will not just easily

accept anything and will also question your direction. Some might want to take charge and usually it is quite clear who are 'the leader-figures' in the group. People will approach each other on the basis of first impressions. The young people will also try to find out how strict the rules are and what you are like as a leader.

You should try to move out of power struggles and to see behind hidden roles and first impressions.

### Here is what you can do:

- If you have several team and groups doing different parts of the project, meet regularly as leaders right from the beginning. This does not have to be very formal, but make sure there is enough communication about how things are going
- Be very clear about rules. Try not to go along with a false polarization between participants and leaders, rather emphasis that you are there all together to do something great
- Focus on positive things that happen in the group, positive activities that you are going to do, and try to relate to everybody in a positive way
- Try to understand why certain people might be testing you and talk about this with the person or with your closest team members. Try to give space for the person to explore leadership in one way or another
- Finally, try not to worry about how popular you are. That really doesn't matter when you are doing something good for the community.

A good strategy is to organize a midway-evaluation and re-make the project from time to time by discussing it with the whole group. If your project is long-term, this will also give you an idea whether you are on the right track or not. Furthermore, it will allow your participants and team members to feel ownership and sense of belonging to the project. It is

also an opportunity to discuss about existing problems and ways to change them. Don't be afraid of receiving and giving constructive feedback. It will help you and other volunteers to understand what was happening and what should be done more, as well as how the group is developing.

## Delegation

For some youth leaders this comes easy, but for some delegation can be a terrifying thought. Entrusting others with tasks that you think you could do easily and in a correct way demands a lot of confidence and patience, as well as belief that the other can do equally good as you can imagine.

Flexibility and openness towards processes and results that might not be the ones you imagined is another issue when it comes to delegating tasks. When assigning something to someone it is quite common that you already have the idea of how the task needs to be done, in which way the person should take charge and what should be the outcome of the effort. However, even with the best of briefing and instructions, some people might take another route or develop something they might think it is the best for the project. Therefore, you need to accept that people have different visions and that those can be as valuable as yours. Have an open mind about it when you delegate tasks and be flexible to change your initial ideas if you see that the work others are doing is still contributing to the project.

There are three basic steps that you should keep in mind when delegating tasks:

- **Detail briefing:** be prepared to introduce the task to the people in a clear manner, help them to understand the end of the task and how it fits in the overall project or activity. If it is something more complex, give out written notes as people might want to get back to something they didn't

understand or catch at the beginning. Especially in creative assignments, let go of your pre-defined idea and allow your participants and volunteers to express themselves the best they can

- **Supervision throughout the process:** some may need very little but some may want a lot of your input and feedback. Be sure you are ready to help out when someone has a question, but also even if they don't have a question check in on them how they are doing. Try not to seem controlling and be more friendly, with a positive attitude towards the work and the efforts. Remember that your participants and team members are probably there voluntarily to make a difference in the community and to develop their own skills, so always try to support that effort and their personal growth
- **Revision at the end:** sitting down with the individual or the team that did a task you delegate is a part of good practice. Even in the busiest project try to get a short time slot to revise the outcomes and give credit to those that did the work. Appreciating people is important in volunteering and youth work.

# Communication

Communication is a word deriving from Latin *communicare* – to share, to make known, so other people *may know what I know*. There are different types of communication: In **written communication** we communicate using written symbols, for example over email, letters, newspapers, magazines or books. **Verbal communication** represents communication using verbal signs (what we say). When communicating **nonverbally**, we are communicating using nonverbal signs: tone of voice, intonation, gestures, body language, etc. By type of participants, communication can be intrapersonal or interpersonal. **Intrapersonal** communication is communication within and with ourselves, and is, therefore, only defining communication in a narrow sense. **Interpersonal** communication is direct *'one-on-one'* type of communication which develops among couples or in small groups. There are different interpersonal communication skills which are useful for successful communication with others.

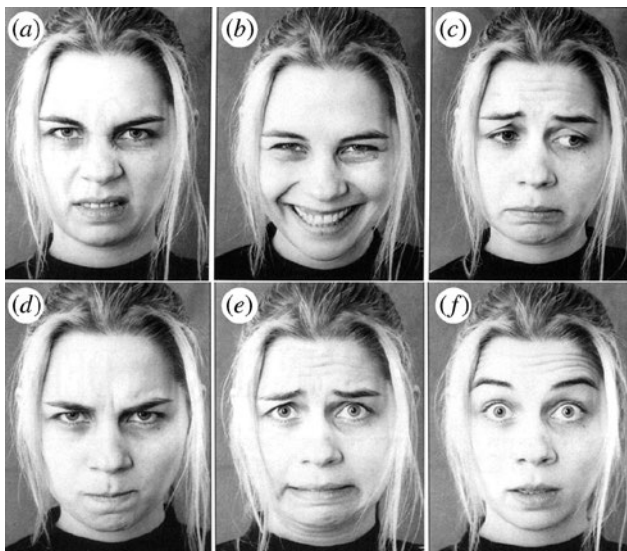
## Verbal and Nonverbal communication

Verbal communication is pretty straight-forward. We are speaking using words, symbols through which we are expressing our message. If speaking the same language, we know what certain words mean and which symbols they represent.

In non-verbal communication these symbols might not be so straight-forward. Some of the reasons for that are that people might not be putting enough importance to the non-verbal signs. We might be thinking non-verbal communication is not that important, but there is a study that shows that only 7% of the message we are sending is verbal, and 93% is non-verbal.

## Elements of nonverbal communication

**Facial expressions** are generally universal across cultures and nationalities. Face reacts the quickest to receive messages, and it shows our level of understanding or involvement in the conversation and it is the easiest way to express emotions. Try to guess six basic emotions expressed in pictures a-f. Check your answers at the end of the chapter.



**Body Movements and Posture** – Your stance, posture, the way you walk, even subtleties such as the way you hold your head all convey an unspoken message. Body movements and posture are expressing our opinions, emotions and relationship between people involved in the conversation.



**Gestures** – after facial expressions, this is the most expressive element of nonverbal communication. It can be used autonomously, not accompanied by a verbal message. It can also be used to express emotions or make a verbal message stronger. For example we wave, point, beckon, and use our hands when we are arguing or speaking animatedly. We express ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it is important to be careful to avoid misinterpretation.

Little dictionary of body language	
OPENNESS/CONFIDENCE	CLOSED GESTURES/
Maintain Eye Contact	INSECURITY
Legs apart while Standing	Looking down or away
Leaning Forward	Standing Leg Cross
Head up	Arm Crossed
Smile/Relaxed	Leaning Back
Nod when listening	Patting/Fondling Hair
	Biting Nails, Putting object
	in the mouth

**Eye Contact** – Eye contact is an important form of nonverbal communication. The way you look at someone communicates interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person’s response.

**Touch** – Touch is another important part of nonverbal communication. Touch can express our emotions – belonging, anger, care, love, fear, etc., can motivate others for action or it can be used to lower the distance between people and strengthen the interaction. Think about what the following conveys: a firm handshake, a timid tap on the shoulder, a

warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm.

**Space** – We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy, aggression, dominance, or affection.

**Voice** – paralinguistic signs such as tone, pitch, volume, inflection, rhythm, and rate are important communication elements. When we speak, other people ‘read’ our voices in addition to listening to our words. These nonverbal speech sounds provide subtle but powerful clues into our true feelings and what we really mean. Think about how tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

Every individual is different and is therefore communicating differently (verbally and nonverbally). General guidelines given above might be true for some, and might not be for other cultures and individuals. They are useful to remind us to be attentive to nonverbal signs, but it is also good to keep in mind that those might not always mean the same thing in every situation. Make sure to be attentive to the nonverbal signs the other person might be sending in terms of what is OK and what is not (for example when a person is constantly stepping one step backwards while talking to you, it might mean that he/she is not comfortable with the amount of personal space and it would be comfortable with more). Respect personal needs, and always check with the other person if what you think you are ‘reading’ is correct.

\* Facial expressions of basic emotions: a) disgust, b) happiness, c) sadness, d) anger, e) fear and f) surprise.

## Listening skills

Listening is the ability to accurately receive and interpret messages in the communication process. Communication is happening only when someone hears, listens and understands the message, and sees nonverbal signs accompanying the message. In our interaction with others, listening is a crucial skill. One of the old proverbs is saying '*We have two ears, but only one mouth, so we can listen twice as much as we speak*'. Active listening is listening with focus, and full attention to verbal and nonverbal messages that are being communicated. It requires understanding of the message, confirmation of this understanding and giving feedback of what has been heard, to make sure the same message that was sent was also received on the other side.

### Active listening skills

**Paraphrasing** – using your own words to repeat what others have said. It is used for clarifying the content that has been said by 'returning' to the other person the meaning as you have understood it. We can start by saying: 'In other words...', 'So, you are saying...', 'If I have heard you well...', and explain in our own words how we understood the message.

**Reflecting emotions** – mentioning all the emotions we have heard the other person saying or showing nonverbally. We can say: 'You look upset because...', 'It seems to me you are feeling...'. It will show the person we have listened and we care for his feelings, and what he/she/they have been going through.

**Asking questions** – they are used to clarify further what has been said. We are using them to make sure we have built the whole picture of the situation/event/story. For example, when someone has described the situation which has hap-

pened, we can ask: 'What else has been happening?', 'Was anyone else there?', 'What are you planning to do now?', etc.

**Summing up** – consists of expressing in short using our own words what the other person has said. It is used after a part of the conversation or after the other person has finished explaining. We use summing-up to make sure we have understood the content and to sum up the most important points.

## Giving and Receiving Feedback

Giving and receiving feedback is an important communication skill for a leader. Both as a part of an organization and as a leader of your own team, a need for effective feedback is inevitable. Whether we would like someone's opinion on our work, or we need to evaluate other's behaviour, learning how to give positive and effective feedback and how to receive constructive feedback from other, is an important skill.

### Giving Feedback

When giving feedback, effective is the one clearly heard, understood and accepted – those are the areas that are within your power, as the feedback giver. You have no control over whether the recipient chooses to act upon your feedback. That part is their responsibility.

Effective feedback has the following characteristics:

#### **1. Feedback is about behaviour, not personality**

The first, and probably the most important rule of feedback is to remember that you are making no comment on what type of person they are, or what they believe or value. You are only commenting on how they behaved. Do not be tempted to discuss aspects of personality, intelligence or anything else. Only behaviour.

## 2. Feedback should describe the effect of the person's behaviour on you

After all, you do not know the effect on anyone or anything else. You only know how it made you feel or what you thought. Presenting feedback as your opinion makes it much easier for the recipient to hear and accept it. After all, they have no control over how you felt, any more than you have any control over their intention. This approach is a blame-free one.

## 3. Feedback should be as specific as possible

Especially when things are not going well, we all know that it's tempting to start from the point of view of 'everything you do is rubbish', but don't. Firstly, because it's not true. If you are honest with yourself, and honestly assess other

person's behaviour or contribution, you will find positive and even great things this person does. Think about specific occasions, and specific behaviour, and point to exactly what the person did, and exactly how it made you feel. The more specific the better.

## 4. Feedback should be timely

It's no good telling someone about something that offended or pleased you six months later. Feedback needs to be timely, while everyone can still remember what happened. Additionally, it is also wise to think of a good moment to speak about whatever you have to say. For example, an angry person won't want to accept feedback, even given skilfully. Wait until they've calmed down a bit.

Useful phrases for giving feedback include:

"When you did [x], I felt [y]."

"I noticed that when you said [x], it made me feel [y]."

"I really liked the way that you did [x] and particularly [y] about it."

"It made me feel really [x] to hear you say [y] in that way."

To make sure you have understood, you might say:

"So when you said ..., would it be fair to say that you meant ... and felt ...?"

"Have I understood correctly that when I did ..., you felt ...?"

### **Passive communication**

*Compliance with the wishes of others can undermine individual rights and self-confidence*

Being passive results in failure to communicate thoughts or feelings and results in people doing things they really do not want to do in the hope that they might please others. Such people do not regard themselves as equals because they place greater weight on the rights, wishes and feelings of others, and allow others to take responsibility, to lead and make decisions for them.

### **Aggressive communication**

*Rights and self-esteem of others are undermined*

Those behaving aggressively will rarely show praise or appreciation of others and an aggressive response tends to put others down. There is a wide range of aggressive behaviours, including rushing someone unnecessarily, telling rather than asking, ignoring someone, or not considering another's feelings.

### **Assertive communication**

Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'. It involves taking into consideration your own and other people's rights, wishes, wants, needs and desires. It also means encouraging others to be open and honest about their views, wishes and feelings, so that both parties act appropriately. Assertive behaviours include:

- Being open in expressing wishes, thoughts and feelings and encouraging others to do likewise.
- Listening to the views of others and responding appropriately, whether in agreement with those views or not.
- Accepting responsibilities and being able to delegate to others.
- Regularly expressing appreciation of others for what they have done or are doing.
- Being able to admit to mistakes and apologise.
- Maintaining self-control.
- Behaving as an equal to others.

## I-messages: Shifting the focus

In direct communication with others, we often blame, criticize, point fingers. In effective leadership, we should learn how to be open and accepted of other people's positions, but at the same time be firm in expressing our own needs.

I-messages are communicating by shifting the focus from the other person to us. Instead of blaming and searching what other person did wrong, we can effectively show how a certain situation has impacted us, and how we wish it would be handled in the future.

BEHAVIOR THAT AFFECTED YOU *When you...*

FEELINGS IT PROVOKED *I feel...*

CONSEQUENCE/EFFECT *Because...*

FUTURE DESIRED BEHAVIOUR *I need/I wish/I would prefer...*

### Example:

*Your colleague has a habit of interrupting and cutting your word whenever you are presenting your work to the supervisor. Instead of using You-Messages and saying angrily: 'You are always cutting my word and undermining me in front of the supervisor! You always need to be the smartest!', try I-messages. Say instead: 'When you are cutting my word during our presentations to the supervisor, I feel angry and hurt because I feel my position and my opinion was not heard. Next time, I would appreciate if you could let me finish my part of the presentation before you start yours.'*

**Remember:** I-messages are used for genuinely making the situation, communication and relationships better. Be careful not to use them as emotional blackmail. Feeling of 'being taken advantage of' is not a feeling but a you-message in disguise: 'You are taking advantage of me!'. Feelings are: joy, sadness, anger, disgust, love, shame, surprise, fear, etc.

# Leadership Challenges and Conflict Resolution

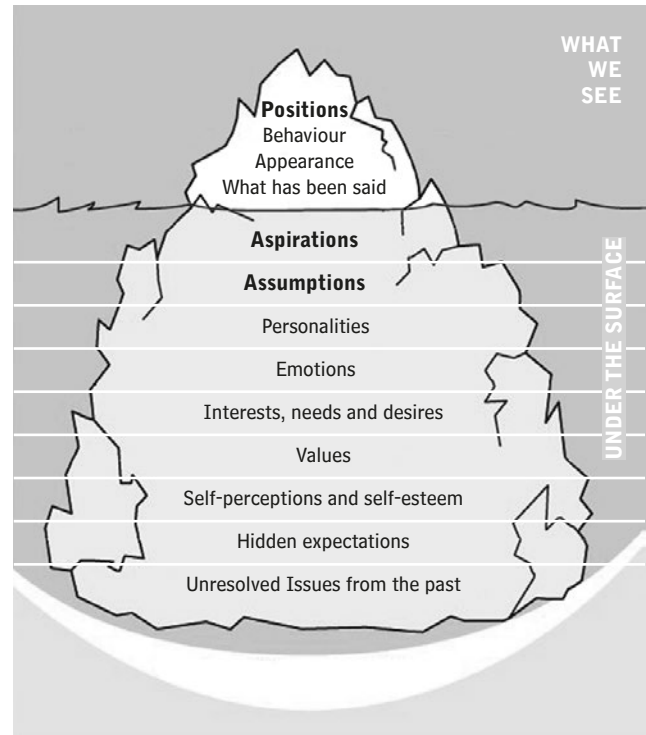
## Defining conflict

When we hear the word CONFLICT – we can only think of negative associations: violence, destruction, irreconcilable differences. Conflict can be destructive, leading people to develop negative feelings for each other. It can also deepen differences, and lead groups to polarise into either/or positions. However, a conflict can also be constructive, helping to 'clear the air', releasing emotion and stress, and resolving tension, especially if those involved use it as an opportunity to increase understanding and find a way forward together. Conflicts have a potential to be productive and are a necessary part of positive interpersonal relationships, creative problem solving and group cohesiveness.

Conflict arises from people's needs and desires, which may often be incompatible and therefore in conflict. Closely related to needs are people's values, the guidelines by which they live their lives and interact socially with others. Needs and values are not always visible and declared. People rather communicate by taking certain *positions* which can only be visible in their behaviour, through appearance and the way they communicate.

However, under the surface, there is much more of what remains hidden. Especially in a conflict situation, people are much more strongly keeping onto their positions, as these can be defended. Needs (particularly emotional or personal ones) may seem as a sign of weakness, or it might be more strategic to keep them hidden. People also might not have a clear focus on their needs as they become so concentrated on strengthening their position that the needs become more obscured.

## Iceberg of conflict



## Check your assumptions and connect at the aspirations

### POSITIONS

The problem with positions is that they almost always create automatic opposition; for every position there is an opposite one. Conflict lives at the position level and is rarely resolved there. At this level, one part or the other needs to give up its own position entirely, or the two need to meet somewhere in between, which would result in each feeling they had compromised.

### ASSUMPTIONS

People's positions are often fed by underlying assumptions. These often include many assumptions about the other party's intentions. Check your assumptions. If you start checking your assumptions, you might find you had it all wrong. It is difficult to correctly guess another person's needs and intentions. It is critical to check with them, rather than assume.

### ASPIRATIONS

The underlying aspirations that feed our positions hold the key to harvesting the gift of conflict. While it is an automatic human response to oppose another's rigid position, we react quite differently to aspirations, which are very difficult to argue with. Each of us is wired to champion other's deeply felt aspirations. Consider, for example, how frequently you have automatically rooted for total strangers you've read about or watched in a movie who are passionately pursuing an aspiration. There is a whole lot of common ground between human beings at the aspiration level."

## Conflict management

Most people want to avoid conflict and potentially stressful situations – this is human nature. However, putting off conflict resolution and difficult communication situations often leads to feelings of frustration, guilt, annoyance with oneself, anger, a reduction in self-confidence, more stress and anxiety and potentially to a bigger conflict in the future.

It is usually easier to deal with conflict early, because positions are not so entrenched, and the negative emotions are not so extreme. The best way to address a conflict in its early stages is through negotiation between the participants.

### Strategies in Dealing with Conflict

<b>Concern for self: HIGH</b>	COMPETING	COLLABORATING
	COMPROMISING	
<b>Concern for self: LOW</b>	AVOIDING	ACCOMMODATING
	<b>Concern for others: LOW</b>	<b>Concern for others: HIGH</b>

### Competing

Competition operates as a zero-sum game, in which one side wins and other loses. Highly assertive personalities often fall back on competition as a conflict management strategy. In this strategy, each side is eagerly trying to win the argument, and get the best resolution for themselves, without or with little concern for the other party.

## Accommodating

The accommodating strategy is also a win/lose situation, but the opposite of competing. It entails giving the opposing side what it wants. When we are accommodating, we are more concerned for others than we are for our own needs. Accommodation often occurs when we wish to keep the peace or we perceive the issue as minor. This approach is effective when the other party is the expert or has a better solution. People who use accommodation as a primary conflict management strategy, however, may keep track and develop resentment, as they might feel that their needs were not met and their position was not heard.

## Avoiding

The avoidance strategy seeks to put off conflict indefinitely. By delaying or ignoring the conflict, the avoider hopes the problem resolves itself without a confrontation. Here we are not helping the other party reach their goals, and we aren't assertively pursuing our own. This works when the issue is trivial or when you have no chance of winning. It can also be effective when the issue would be very costly. It's also very effective when the atmosphere is emotionally charged and you need to create some space. Sometimes issues will resolve themselves, but in general, avoiding is not a good long term strategy.

## Collaborating

Collaboration works by integrating ideas set out by multiple people. The object is to find a creative solution acceptable to everyone, a classic win/win strategy. Collaboration, though useful, calls for a significant time commitment not appropriate to all conflicts, and sometimes in certain types of conflicts a classic, pure 'vanilla' win-win situation simply cannot be achieved.

## Compromising

The compromising strategy typically calls for both sides of a conflict to give up elements of their position in order to establish an acceptable, if not agreeable, solution. Compromising is a 'second best' solution in which all parties get at least a part of their needs met.

## Negotiation or Mediation

**Negotiation** is a process of finding an agreement that is satisfactory to all the individuals / groups involved. The point of negotiation is to try to reach agreements without causing future barriers to communication.

**Mediation** is the involvement of an impartial third party to support and help those involved in a conflict to find a resolution. The key difference between negotiation and mediation is that in negotiation, the parties involved work out their own agreement. In mediation, they have the support of the third party, the mediator, to help them come to an agreement. Mediation skills are essential for youth leaders. Youth leaders need to be prepared to intervene on a conflict for the benefit of the group as a whole.

## Overcoming a conflict situation

- Acknowledge that a difficult situation exists – Honesty and clear communication play an important role in the resolution process
- Separate yourself from the issues – People tend to become personally involved with the issues and with their side's positions. Try not to take responses to those issues and positions as personal attacks.
- Let both parties express their feelings – Some feelings of anger and/or hurt usually accompany conflict situations.



Before any kind of problem-solving can take place, these emotions should be expressed and acknowledged, even when they seem unreasonable. Acknowledge your emotions, and try to understand their source. Do not blame and accuse others for their feelings.

.....

**S**ymbolic gestures such as apologies or an expression of sympathy can help to defuse strong emotions

.....

**Define the problem** – What is the stated problem? Define the problem as clear and as open as possible. Make sure you are listening to the other party, instead of planning your own responses.

- **Mediator’s intervention:** Make sure both parties have expressed the problem in their own words, and the definition is clear enough.

**Determine underlying interests, not positions** – Interests are what has caused us to take our positions in the first place. The goal of conflict resolution is not to decide which person is right or wrong; the goal is to reach a solution that everyone can live with.

- **Mediator’s intervention:** Try to define underlying needs. Looking first for needs, rather than solutions, is a powerful tool for generating win/win options. To discover needs, try to find out why people want the solutions they initially proposed. We can discover people’s needs by understanding the advantages a solution has for them.

**Brainstorm all possible solutions** – Wild and creative proposals are encouraged. Each side should try to make

proposals that are appealing to the other side, and that the other side would find easy to agree to.

- **Mediator’s intervention:** Make sure everyone has expressed multiple (at least three) possible solutions. Insist on listing multiple solutions. Be aware of the following traps: The parties may intend to narrow their options to find the single answer. The parties may define the problem in win-lose terms, assuming that the only options are for one side to win and the other to lose. Or a party may decide that it is up to the other side to come up with a solution to the problem.

**Find common areas of agreement**, no matter how small

- Agree on the problem
- Agree on the procedure to follow
- Agree on worst fears
- Agree on some small change to give an experience of success
- Agree on solutions

**Problem-solve by generating multiple alternatives** – Choose options which will either generate a win/win situation or decide on a compromise, where each party will be giving in a part of their ideal solution. Proposals are easier to agree to when they seem legitimate, or when they are supported by precedent. Threats are usually less effective at motivating agreement than are beneficial offers.

.....

**T**he key to reconciling different interests is to look for items that are of low cost to you and high benefit to the other, and vice versa.

- **Mediator's intervention:** Try to lead opposed parties towards using objective criteria. Decisions based on reasonable standards makes it easier for the parties to agree and preserve their good relationship.

**Determine which actions will be taken** – Make sure to define actions clearly, and make sure to hold onto your end of the bargain.

- **Mediator's intervention:** Make sure involved parties buy into actions. Silence may be a sign of passive resistance. Be sure you get real agreement from everyone. Once parties have agreed on solutions and actions, make sure to follow-up afterwards to assess the situation. If the conflict is affecting other parties (group, group processes), make sure to check with them, as well, on ways how to smooth things over and get back on track.



## Inclusion and participation

As youth work and volunteering deal with issues concerning young people and their social environments, it is rather inevitable to bypass the topics of inclusion and participation. These two are quite often considered as key elements of youth leadership, and as it was described so far – they are integral of the group development processes. Inclusion and diversity also surfaced as an important topic in the European context and the main principle followed the idea that by supporting those in need the most the society can become more equitable and just. Therefore, the European policy document defined people with fewer opportunities as those that are in some way or form prevented to fully participate in the society based on:

- Disability – physical, mental (intellectual, cognitive, learning), sensory or other kinds of disability
- Health problems – severe illness or psychiatric conditions
- Educational difficulties – early school leavers, lower qualification, low school performance
- Cultural differences – immigrants, refugees, ethnic minorities, young people with linguistic adaptation
- Economic obstacles – low socioeconomic status, dependence on welfare system, young people in long-term unemployment or poverty, homeless youth, young people facing debt and monetary crisis
- Social obstacles – young people that face discrimination based on gender, age, ethnicity, religion, sexual orientation, gender identity, as well as people with limited social skills, or in high-risk behaviour, youth in precarious situations, (ex-)offenders, alcohol and drug abusers, single parents, orphans, etc.
- Geographical obstacles – young people from remote / rural areas, those living in small islands or in peripheral regions, youth from urban problem zones, etc.

In many such contexts and realities, young people with fewer opportunities as well as young people in general don't have a voice or are not listened to. Additionally, those at the margins of the society experience neglect and discrimination at multiple levels, like for instance a girl who might be physically disabled and a part of the Roma community.

As much as it is unfair, these are realities in which we live and this is where the topic of participation fits in when we talk about youth work. By following the basic principle of youth work which in its core is an activity working in the benefit of the young people development, challenging these unjust realities can be, and in some cases should be, a part of your project too. Regardless of the project topic, it is important to keep in mind how your project is increasing participation of young people, whether it is inclusive and if not why is it so, and is it really empowering and giving the voice to the young people.

Next to this, by considering these issues and topics, the attitude for the youth worker is the crucial component of successfully working with young people. In youth work, it is important to get the idea that as youth workers, we are not working for "them" (e.g. the disadvantaged youth, Roma, disabled, etc.), but we are rather working together.

### **Here are a few practical advices to keep you in the track when it comes to participation and inclusion:**

- You can start by involving young people at the very early stage, see what they have to say about the topic that should benefit them. In this way you will ensure that you are not only working for the young people but with them and they will also feel the ownership of the project which might increase their motivation even more

## EXCLUSION



## SEGREGATION



## INTEGRATION



## INCLUSION



- Don't assume you know all the issues of the young people, especially if you are working with people with fewer possibilities. You might come from a background that have not given you many possibilities, but each individual might experience things differently, and we cannot always grasp every issue
- Ask or open a dialogue with young people about their issues. Allow yourself time to understand their realities and show that you care for their wellbeing by making them a part of your project
- If you have young people of different backgrounds (e.g. young people from middle class families and those from

poor families, or able-bodied young people and disabled young people) make room for a conversation about different living settings and experiences. Have both sides understand what is it like to live in a particular background. However, be aware of how the communication flows and restrict any insults that might arise from either of the sides

- Even though you have the best intentions, sometimes, due to the cultural biases that everyone has, you might say or do certain things that offend or hurt young people coming from a certain background. For example some words you use might be perceived as sexist, racist and homophobic. We all make mistakes and when we are called-out for

doing so we should not get defensive but acknowledge that our words had a negative impact on a person or a group. Also, try to understand what made the person hurt, say you're sorry and commit for not doing the same again.

- Be realistic! Your project will make a change in terms of young people being involved and listened to, but it might not solve the greater social problems. This shouldn't stop you from doing the best you can, since after all the young people that you are working with might not have any other opportunities to engage in something empowering without your project.

## Leadership challenges

Being a leader is a challenge in itself. Challenges of leadership can be broadly categorized into three types: Internal, external, and those arising from the nature of the leadership role.

### Internal challenges

While leadership presents to each of us the opportunity to demonstrate the best of what we are, it also exposes our limitations. In many cases, good leaders have to overcome those limitations in order to transmit and follow their vision. Acknowledging and overcoming challenges turns a mediocre leader into a great one. Some of the most common internal challenges are: insecurity, defensiveness, inability to be direct, inability to be objective, lack of decisiveness, impatience. Strategies that should help:

**Listen** – to people's plans and ideas, and not just to people who agree with you.

**Ask for feedback, and use it** – ask feedback from everyone around you, anyone you work with in any way. If you hear similar opinion many times, it is probably true. Act on it.

**Look around you** – notice how you are influencing other, what kind of atmosphere you are creating, and how to work to make it more clam and positive

**Ask for help** – it is difficult to change on our own, mostly because we are unable to see the situation objectively. Ask others to help you gain perspective on issues that might be hard to face.

### Challenges arising from leadership role

As a leader, you are responsible for your group's vision and mission, for upholding a standard, often for being the group's representative and protector, for motivating them, and yourself, not just to seem, but actually to be, enthusiastic about what they're doing. This in itself carries a set of challenges. Some of the issues that leaders have to cope with specifically *because* they're leaders are: keeping an eye on and communicating the vision, keeping the everyday under control while continuing to pursue the vision, setting an example, maintaining effectiveness over time, avoiding burnout, finding support.

**Create mechanisms to revisit your vision** – hold meetings at least on a yearly basis to discuss vision and renew commitment. Your team will help to remind you of why you're doing this in the first place, give you an opportunity to work on group solidarity, and – ideally – leave you feeling refreshed and ready to carry on.

**Share the burden** – Surround yourself with good people who share your vision. If you can find others who are competent and committed to whom you can delegate some of the tasks

of leadership, it will both remove pressure from you, and make your group stronger. One of the greatest mistakes a leader can make is to be threatened by others' abilities. In fact, sharing responsibility with capable people makes all of you more effective, and strengthens your leadership.

**Make sure to have personal time** – In order to maintain perspective and to keep yourself fresh, you need to take time away from being a leader, and away from your organization or initiative. Rather than detracting from your effectiveness, your time off will increase it.

## External challenges

Leaders, especially within youth organizations are facing challenges in almost every corner: lack of resources, lack of understanding and support in the community, interpersonal difficulties. To some extent, the measure of any leader is how well he can deal with the constant succession of crises and minor annoyances that threaten the mission of his group. If he is able to solve problems, take advantage of opportunities, and resolve conflict with an air of calm and a minimum of fuss, most of the external issues are hardly noticeable to anyone else. If the leader doesn't handle external challenges well, his/her team probably won't, either. When people feel that leaders are stressed or unsure, they themselves become stressed or unsure as well, and the emphasis of the group moves from its mission to the current worrisome situation.

Best ways to cope with external challenges are to:

**Be proactive** – regardless of the situation, do something. Sometimes waiting is the best strategy, but it might make a group nervous to see that their leader is not making any moves.

**Be creative** – try to think outside of the box. How can you turn an unpleasant situation into a positive one? Most often than not, where one door closes, another one opens. Explore all possibilities!

**Face conflict** – identify and acknowledge the conflict, and work to resolve it. Read further for some strategies of conflict management.

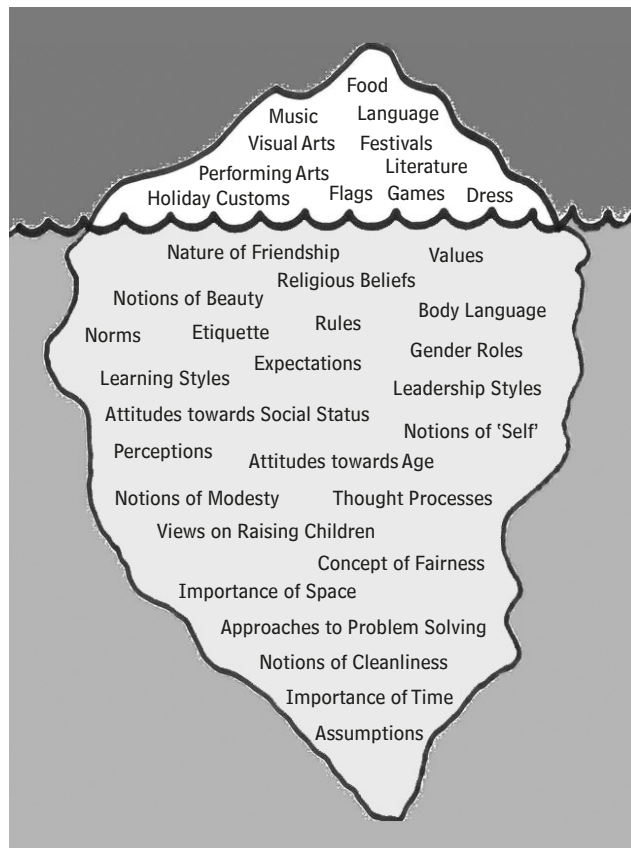
**Get prepared** – Knowledge of strategies of conflict resolution are great tools to have in your back pocket to pull out in case of conflict and challenging situations. Keep on reading, you will find valuable information and tips.

## Cultural diversity

When looking to define culture, various definitions can be found. What they all agree on is a common understanding that culture is something human-made. Culture is like a software people use in daily life. It is described to be basic assumptions, values and norms that people hold.

The most well-known theory in trying to explain culture is the concept of the Iceberg of Culture. The Iceberg concept of culture is focused on elements that make up culture, which it divides between the ones that are visible and the ones that are harder to see in an interaction. The idea behind this model is that culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water line. Much larger part of the iceberg remains underneath the water line and therefore invisible most of the time.

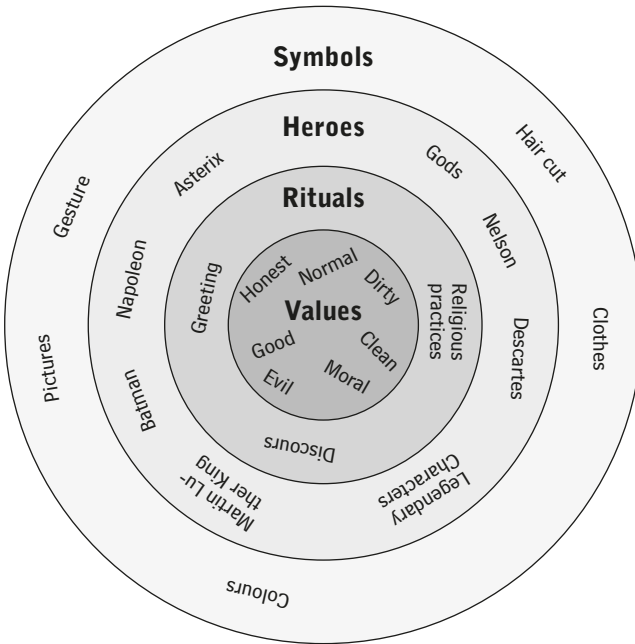
On the surface, there are some visible parts: art, food, music, language, etc. But the powerful foundations of culture are more difficult to spot: history, values, norms, views on the world, basic assumptions, etc. The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It also points out, how difficult it is at times to understand people with different cultural backgrounds – because we may spot the visible parts of “their iceberg”, but we cannot immediately see what are the foundations that these parts rest upon. For you as a leader it will be important to be aware of underlying drivers of certain behaviour in order to interpret it correctly. For example, an individual in your group might be refusing to participate in certain activities. Rather than jump into conclusion that that person is not interested in participating, you should check first whether he/she has a problem with certain aspects (Is participating in certain activities against his/her religious beliefs? Is he/



she bothered by gender roles? Is the use of certain materials in clash with his/her environmental protection instincts?). Reasons can be various, and most of them won't be visible from the outsider's perspective.

# The Onion model of culture

Similarly, the onion model of culture explains how culture is not one-dimensional, but it's rather layered. There are several layers of characteristics that compose one's culture, and not all of them are visible on the surface.



The layer we are going to encounter first when encountering another culture are 'symbols'. Symbols of a culture are visible aspects, such as appearance, style, artefacts, products, rituals. We may see those, but on the surface, we would not be able to understand them, as for its understanding

it is necessary to unveil underlying layers which carry the explanation of the symbols that are visible on the surface. Underlying layers answer the question 'Why?', and are revealing the explanations layer by layer. It is necessary to dig deeper in understanding of other's culture, behaviours and appearances. It is necessary to research culture's heroes, rituals and underlying values which are forming the culture.

## Differences within our own culture

When we talk about culture, we always mention different cultures. When we think of another culture, we think of cultures that are different from ours. Being Europeans, we think of middle Eastern or far Eastern cultures, African or South American cultures, or about other European nations. Rarely we think about different cultures that may be found within our nation, in our own city and community. Cultures within a culture are known as subcultures. Subcultures are groups formed within a larger culture, often having beliefs or interests at variance with those of the larger culture. Rules for identifying and understanding subcultures do not differ from the ones that apply for wider cultures, and have been described above. Members of a subculture often signal their membership through a distinctive and symbolic use of style, which includes fashion, mannerisms and argot, being their outer layers, their tops of the iceberg. Values, norms and beliefs they identify themselves with, remain hidden. You are familiar with culture of young people, punkers, rockers, emos, hipsters, etc. There are many subcultures which are created among young people throughout the world, and which do not necessarily stay within national boundaries, and are not equal to our national culture, whatever that might be.





## Cultural crash and stages of acceptance

While working within intercultural groups, especially during international projects, it is possible that not all group members will be equally accepting of differences that will resurface within members. Inevitably, different ways of thinking and doing will be exhibited with different underlying norms and values. And to each of opposing parties, their way will be 'the right way'. Being a group leader, it is important to recognize this, in ourselves and within our group. It is important to be aware of how open we, and our group members are of different behaviours and values. As a group leader knowledge of cultural differences is crucial for developing ourselves and for handling possible cultural crash in our groups.

Remaining only on the surface, and not putting an effort to understand another's culture leads to stereotyping of others. By stereotyping, we are creating fixed, overgeneralized beliefs about a particular group or class of people. The use of stereotypes is a major way in which we simplify

our social world; since they reduce the amount of processing (i.e. thinking) we have to do when we meet a new person. By stereotyping we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. Stereotypes lead to social categorization, which is one of the reasons for prejudice attitudes (i.e. "them" and "us" mentality) which leads to in-groups and out-groups. When we think with prejudice, we are forming an opinion before becoming aware of the relevant facts. The word is often used to refer to preconceived, favourable or unfavourable judgments toward people which are not based on actual facts. Prejudice is not necessarily based on negative feelings towards another group, but on favouritism towards one's own. Positive emotions such as admiration, sympathy, and trust are reserved for the in-group.

Resistance towards differences is a strong feeling, based on our deepest beliefs. Therefore, it can not change overnight, but gradually and slowly in stages. According to the Intercultural Learning model, there are several stages of cultural acceptance:

START

*The secret of getting ahead is getting started*

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*All great changes are preceded by chaos*

KEEP GOING!

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*Limitations are only in our mind. By using our imagination, the possibilities become limitless*

You are already HALFWAY THERE!

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From here on, 90% of the time stereotypes and prejudices will not be your first reaction.

GREAT PROGRESS!

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. .

### **Stage 1: Anticipate Similarity**

We enter cross-cultural experiences with a subconscious expectation that others will be similar to us. Deep within we believe that everyone thinks and feels the same way we do. When we are blocked at this stage, we feel uncomfortable with differences, we resist to engage and our self-concept is rigid. When we have resolved the issues of this stage, we exhibit a positive mindset, anticipation and excitement and are much more self-confident.

### **Stage 2: Encounter Shock**

A cultural shock occurs when people around us do not behave as expected. An intense emotional reaction occurs and no sense can be made immediately of the differences. When we are blocked at this stage, we experience irritability, fear, and feeling of inadequacy. When we have resolved the issues of this stage, we exhibit the following values: amazement/bewilderment, deep emotional reaction, cautious optimism.

### **Stage 3: Consider Possibilities**

A struggle exists between the opportunity to understand these new behaviours and our intense, uncomfortable emotional reaction. Interpretations are based on one's cultural knowledge. Signs that we are blocked at this stage are: frustration, we can see that we magnify differences, and we have expectations that are projection-based. When we have resolved the issues of this stage, we can recognize ourselves being more curious, excited, and open to interpreting options.

### **Stage 4: Open to the Culture**

Awareness that feelings are a personal reaction to other cultures allows the feelings to subside and opens the way to experience the true cultural situation despite continual discomfort. Overcoming the crisis of this stage will result in suspending judgements, recognizing conditioning and we will be open and able to observe emotional reactions of others. When we are blocked at this stage we feel helpless, we may express routine criticism, and withdraw from others or wish to avoid them.

<p><i>When you know better, you do better!</i> <b>NEVER STOP LEARNING</b></p> <p>.</p> <p>.</p> <p>.</p> <p>.</p>	<p><b>Stage 5: Pursue Learning</b></p> <p>Now there is an opportunity to see and assimilate the logical reasons behind behaviours from the new cultural context and to make accurate interpretations. At this stage, we might still be in denial of differences, prone to misinterpretations and are rejecting learning. Overcoming this stage makes us see differences, have more accurate interpretations and be curious in our pursuit of cultural knowledge.</p>
<p><i>Strength lies in differences, not in similarities</i></p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p>	<p><b>Stage 6: Transcend Boundaries</b></p> <p>Knowing another culture is simultaneously an inward journey to learning one's own culture. Crossing the boundaries allows you and others to experience one another fully. Fully emerging in this stage, you might find sense of security, self-discovery, enjoy new customs and broadened expectations. If we are stuck in this stage, we might recognize it by feeling lonely, as if we do not fit in, we might be prone to over-identification and maintaining our cultural boundaries.</p>
<p><b>FINISH</b> <i>Every finish line is beginning of a new race.</i> Never stop striving to be better than you were yesterday</p>	<p><b>Stage 7: Appreciate Diversity</b></p> <p>You engage each new opportunity with enthusiasm. Cultural differences are more readily apparent. You begin to feel an easy pull toward engagement. While still not being able to overcome this stage, we might experience ethnocentrism and intellectualized acceptance. Only once we have surpassed the final stage we are fully comfortable with differences, we are expanding our values and have a strong desire to learn more.</p>

One should always be ready to adapt their preconceptions of leadership and teambuilding to the context in which they are working. Each culture has a perspective on what it means to be a good leader and how one builds a team. It is necessary to understand the different leadership styles and how teams work together within the different cultures.

How much power a leader has, and how it is used, varies between different cultures. In some cultures, leaders often

have technical expertise and an impersonal approach. They tend to focus on the task to be done and rely on processes and action plans. In other cultures, relationships are more important. Leaders in those cultures take advice from the wider group and offer guidance. There are also cultures who recognize leaders to be strong, charismatic figures who rely on a close group of advisors. To get the best out of a team, find out about their expectations of leadership. Make sure that you can adapt your leadership style while also appearing to

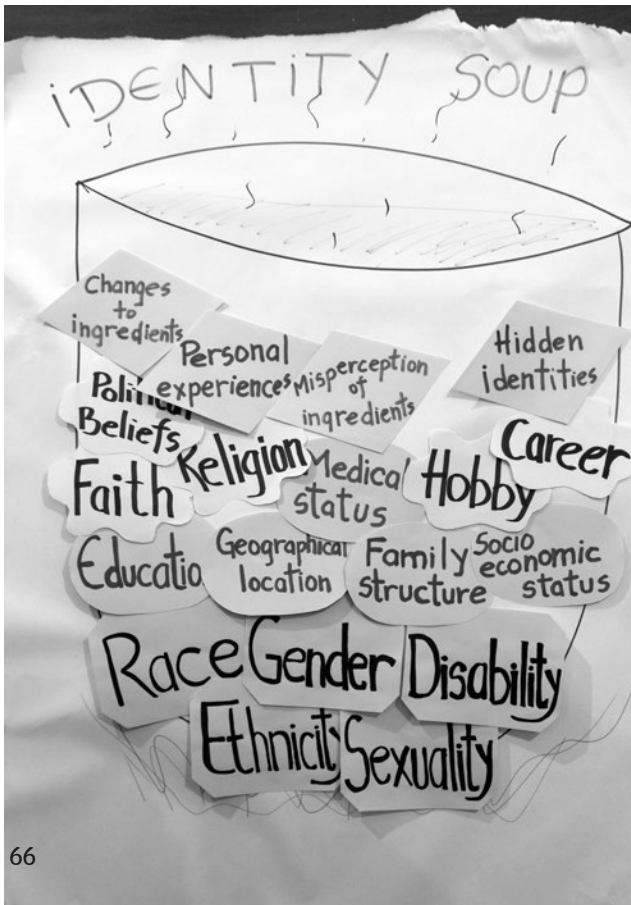
be natural. Identify the needs of the individual team member, within the context of the culture he or she represents. Recognize the personal priorities of the diverse individuals in the team and apply the appropriate motivational tools.

People worldwide work to satisfy their needs and wants. These vary according to the circumstances of the individual, and on factors such as cultural values. Make sure that you are sensitive to the different priorities of the individuals in the team, and be aware of the values of different cultures.

Cultural background shapes expectations about the role of a team. It also affects how team members relate to each other and to the leader of the team. Work to integrate the team and make sure that the requirements of each team member is satisfied. Recognize your own cultural expectations of teamwork. Look at how teamwork styles might complement each other. Balance tasks with relationship building.

A strong sense of purpose helps bring together a culturally diverse team because it provides the necessary elements of cohesion and direction. Make sure that everyone on the team agrees about the words used to describe this purpose, and that the team understands its meaning. Remember that cultural background will shape how individuals on the team like to participate. Be capable of enabling different styles of participating to coexist and complement one another.

Making a team more united is to support the team to adopt a common culture. Common culture provides all members with shared expectations and a sense of belonging together.



# Block 4



# Leadership in Practice

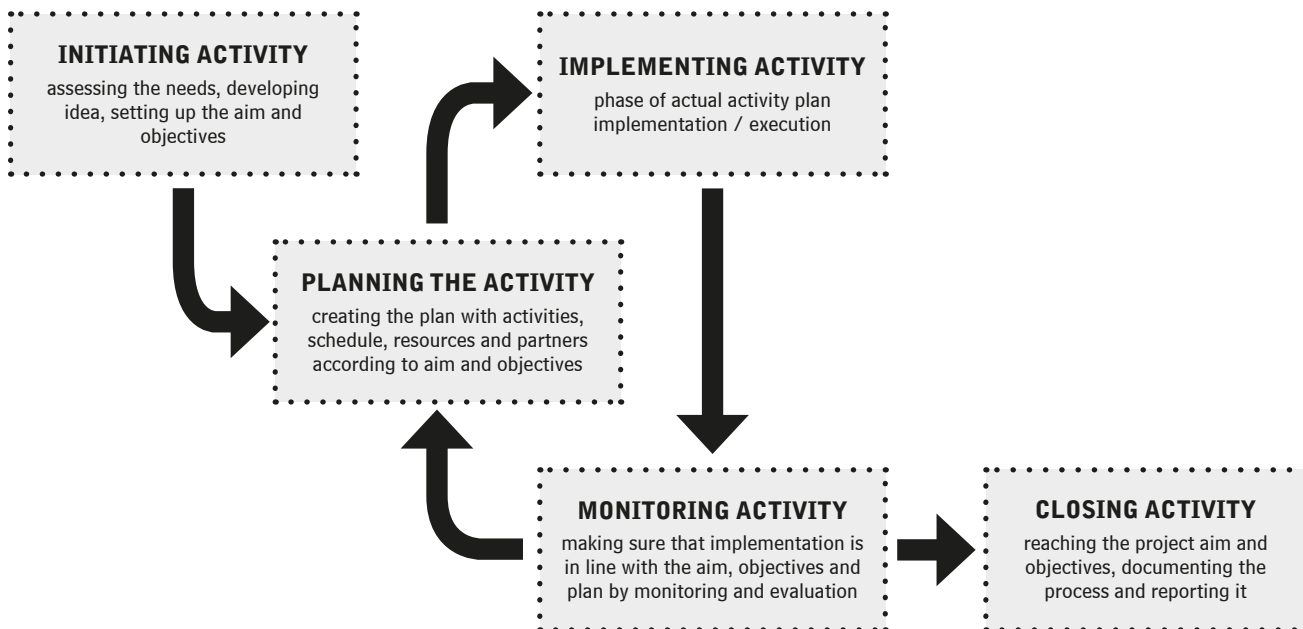


# Planning Your Initiative

As we passed through the essentials components of what it means to be a leader and through the variety of soft skills a leader might need in different projects, with this block we dive further into practical aspects of youth work. This will include aspects as project planning, management of budget, keeping an overall track of things, and keeping everyone safe, as well as many other closely connected topics.

The key to a successful project is in the planning. Creating a project plan is the first thing to do before undertaking any project. Project planning defines the activities and end products that will be performed and describes how the activities will be accomplished.

Often project planning is ignored in favour of getting on with the work. However, many people fail to realise the value of a project plan for saving time, resources and many problems.



## Need assessment

Every successful project planning starts with need assessment. Need assessment is the process of identifying and evaluating needs in a community or other defined population of people. The identification of needs is a process of describing “problems” of a target population and possible solutions to these problems. Needs assessment is a gap between ‘what is’ and ‘what should be’. It does not make much sense to develop a project for the sole sake of it, or for a mere hope that it will benefit someone, somewhere. A project is successful only if it has a clear impact on certain needs that exist in the local community or within a group of people we are targeting.

Need assessment is usually focused on a specific **target population or target interest**. Target population is a group of people we are concerned with and whose needs we wish to address. Target population for youth workers and youth organizations are young people, mostly within their own community which the organization is targeting. More specifically, with our work we can be interested in addressing the needs of specific groups: unemployed youth, youth with reduced mobility, young girls, young people with economic, geographic, social, health or other disadvantage, groups with criminal history, cultural minorities, etc. Sometimes our target population is of a broader character, and it can concern a wider population, for example in cases of raising awareness on volunteering or drug abuse, when we are organizing peace and human rights campaigns, etc. Target interest is focused on a specific area of interest we are concerned with e.g. animal rights, environmental protection.

What does it mean to assess needs? It simply means to look around and notice what are the struggles of your local community and the target group within it. Are young people feeling there are no activities for them around? Is your community remote and isolated reducing the access to services for young people? Are young people avoiding political devel-

opments in your community? Is youth unemployment high? Is youth criminality increasing? Or maybe there is simply a need for need assessment?

In order to assess the needs, we might rely on questionnaires (existing or designed especially for this purpose), statistics, data and documentation available from local or national governmental bodies, research results, reports, etc. A very good way to gather information from a specific population are focus and discussion groups. Focus groups are groups of 6-10 participants led through an open discussion by a skilled moderator. There are pre-defined questions which moderator is asking participants’ input on, based on research needs.

.....  
: Latest statistical reports have shown that in our local :  
: community youth unemployment is the highest in the :  
: region, and currently measures 24%. :  
:

: *After reading this report, you might decide that is :  
: an important concern for your target population :  
: – unemployed youth. You are starting to plan the :  
: project in order to tackle this need, and you are :  
: exploring the problem further. How could we help :  
: reduce unemployment? What could young people :  
: do in order to make themselves more employable? :  
: What are they already doing in resolving their situ- :  
: ation? What could be missing? Are they lacking any :  
: critical skills and knowledge? You develop an online :  
: questionnaire to find out more. Results have shown :  
: that young people in your community are passive :  
: and are not taking much initiative to resolve their :  
: situation. They are not actively engaged in your local :  
: community, and are not participating in events or- :  
: ganized by local organizations. They are not actively :  
: networking and overall entrepreneurial spirit is low. :  
: .....*





Even if you have a great idea, it is worth remembering to address the following questions:

- What is needed or wished from/for/by the young people concerned?
- How much of a priority does it represent?
- Is it wanted by the community and the young people?
- Is it different from what is already being done?
- Does it make sense within its own context?
- Which change will the project bring?

Important is to think within the boundaries of the possible – what can be done within your possibilities: your resources (available or the ones you are realistically able to gather), your skills and position (or the ones who are available to support you). We will have the most impact on the change by sticking to the field and work we are best in. In our own field of expertise, we can have the biggest impact.

## Project Aims: Addressing the needs

The **aim** is about what you hope to do, your overall intention in the project. It signals what and/or where you aspire to be by the end. It's what you want to know. It is the purpose of doing the project. An aim is therefore generally broad. It is ambitious, but not beyond possibility. Aim describes **what** you want to achieve.

*Based on your need assessment, you have concluded there is a need for activating young people in your local community and make them familiar with the role of active participation in reducing unemployment.*

The aim of the project is to fight youth unemployment through promoting and encouraging active participation among young population.

The **objectives**, and there are usually more than one, are the specific steps you will take to achieve your aim. This is where you make the project tangible by saying how you are going to go about it. While the aim describes what you want to achieve, objectives describe **how** are you going to achieve it. When setting objectives, make sure you have made them SMART:

**S**PECIFIC – Make sure the objective is specific enough, well defined and clear.

**M**EASURABLE – There should be a method available for measuring if the objective is achieved. Will you know whether you have achieved it?

**A**CHIEVABLE – It should be possible to achieve the objective through specific activities

**R**EALISTIC – It should be within the availability of resources, expertise and time

**T**IME-BOUND – Think of how much time is needed to achieve such an objective and if such time frame is realistic and possible

Even if you are thinking our objectives are great, and this is exactly what you need, don't blindly trust us.

- Make sure to take into account specific characteristics of your target population, community, and organization
- Negotiate/discuss your objectives with those concerned (target group, partners, colleagues)
- Get second opinions about the way they are formulated and defined
- Consider that if they are not clear for you they will not be to the others either
- Make sure you have thought how they can be evaluated

**W**e wish young people to know about active participation and make sure they are aware of the benefits it can have for them. By engaging in the activities in the community they might be developing some skills and knowledge which will make them more attractive to potential employers and they might be connecting with valuable contacts. By engaging in those activities, they will be putting some interesting experience in their CVs, and will be able to show potential employers that they are being proactive and engaged in resolving their situation.

Specific objectives of the project are:

- To familiarize young people with the idea of active participation and its benefits
- To inform young people of possibilities for participation within our community
- To encourage young people to participate in activities in the local community
- To motivate young people to develop activities of interest for themselves and their peers as active young job seekers

## Project Activities: Reaching Objectives

Above-discussed objectives will be reached through implementing specific activities. Once objectives are set, it is time to think through which activities we could reach them. All activities should be aiming to reach one or more objectives. All objectives should be directly or indirectly identifiable in one or more activities.

When we are thinking to start a project, we or our organization will rarely be left alone in the whole story. There will always be some partners, supporters and other involved parties that we should think of. Not only when we are building

an international project, or a big national initiative, but also for a small local project rarely we can handle a project only by our organization's internal resources.

In search of a partner, we should be thinking of who would be relevant for our project and in which phase. Think about the kind of support we would need in each phase of the project (at first it might be financial or human support, but later it can be material or promotion, etc. Once we have identified the kind of support we would need, we should think of who would be interested in supporting us, and for what reason. What would their interest be? A local government might be interested to support a project in the local community, especially if the project is addressing some of the pressing issues they are themselves very concerned with. Do not

*Your defined objectives can be achieved through different means. There are many possibilities: organizing a presentation or an info day at the local unemployment centre, launching a web campaign/webinar/web presentation through social networks, organizing an info day at the community (address topics of volunteering, humanitarian work, internship opportunities, organizations, workshops and seminars, etc.), organizing a career day with support of local organizations, entrepreneurs and corporations, organizing a workshop to tackle skills and knowledge, producing and distributing info materials including testimonials, information in an attractive manner, launching a website or a fun phone app, organizing a treasure hunt, or skill exchange. You can gather an action team to be involved in informing young people of possible opportunities and activities, cooperation with local authorities and other institutions and organizations. Together with them you can organize activities, issue promo materials or testimonial videos which will include young people, keep an updated calendar of activities and events in the community, etc.*

forget local entrepreneurs, they are often willing to support local youth projects with money or goods. Powerful private corporations could as well be open to cooperation, it goes to their social responsibility mission and they are budgeting for it. As well, other local or regional governments and youth organizations with similar interests will be interested to get involved. Nationally, governments and other governmental bodies and institutions would have financial means and interest to support a project of national interest, even if it is for a specific target group. On an international level in

youth projects, we would be searching for an international partner organization from another country. Each organisation has its own aims and objectives, its own values and its own experience. The project ought to fit to those aims and values and reflect them, otherwise the organisation might see no reason to invest in the project.

## Project planning cheat sheet

**WHY?** Why are we doing this project? – Need assessment

**FOR WHO?** Who is the project for? – Target group

**WHAT?** What the project wants to achieve? – Project Aim

**HOW?** How are we planning to achieve it? – First by setting Objectives, then by implementing Activities!

**WHO?** Who will be involved? Who are our partners and supporters?

**WHEN?** What is the time frame of the project? When will the activities take place?

**WHERE?** Where will the activities take place?



# Resources and resource management

So you've got an idea for a project and as you plan it, you realise you need resources. At first, it might seem that resources are solid material stuff, like funds and equipment, which are also rather hard to find. But, to be frank about it, by already investing time to think about a project and putting some first steps onto a paper you have been investing resources like time, energy, effort and your skills.

**When we talk about resources we talk about everything that makes a project run. Therefore, resources can be classified in four types:**

- 1. FINANCIAL RESOURCES**
- 2. MATERIAL AND TECHNICAL RESOURCES**
- 3. HUMAN RESOURCES**
- 4. TIME RESOURCE**

Financial resources as the name says is the money that you have or you need for the project. It is any sort of funding that is necessary for running of the project.

Material and technical resources describe all the other non-monetary things that you have or need for the project. For example, it can be a room for meetings, or a laptop for the volunteers, or markers for a workshop. Since these include anything from small to big things, and some of them are rather obvious – it is very easy to forget something. The best advice is to take nothing for granted and think of every little detail.

Human resources are the volunteers, team members and anyone who will give their time to work on the activities of the project.

Finally, time resource is the time that you or anyone else invests towards running the project, its planning or evaluating. The funny thing with the time is that as a resource it might be the most precious thing you might have. Time cannot be saved or stored, nor it can be bought and sold, so you can consider yourself wealthy if you have time to spend on your project. Jokes aside, it is important to understand how to manage time as an important resource in your project.

## Resource management

The initial approach towards resource management is to first establish what you need and what you already have. Start early in the planning to consider resources, as soon as you get the initial idea on what you want to do. Managing resource can be described as juggling balls. You might not be very good at it at first, but practice and experience makes it perfect. Also, juggling balls means paying attention on several balls as well as on your hand coordination. The same happens in resource management; you need to oversee several things at one time and also be able to coordinate among them.

## Finance management

The project you will lead might have a budget which needs to be taken care of. Any amount of money that you gather for the purposes of your project will need to be allocated to those budgetary items that you have planned in your project proposal.

When managing finances, the main thing to remember is being very organised and cautious. Remember to keep all the

receipts even if you might not need them, better that they are around than to have something missing. If you cannot get a receipt for something try to avoid it (e.g. a store cannot print receipts, so rather go to another store). You will be accountable for all the fund you have received for your project and you will need to show that you have spent the money in the way you have planned and you have agreed with the donor.

Keep a track of the spending. It might not be necessary to constantly calculate everything, but from time to time dedicate your attention to the budget and how the financial resources are being allocated. The easiest is to make an excel table (or a table in Word) for yourself and track everything down in it.

## Managing material and technical resources

Material and technical resources include many different things. Basically, anything used for the purposes of the project, apart money, people and time, can be considered in this group. Even if you are using your own computer – it is a resource that you have for your disposal. In other words, things that you and your team already have, you don't need to buy or borrow are a valuable asset for the project.

For the things that you don't have, you might need to figure out how to get or make available. In that sense, think practically when planning. If you plan a meeting, think of all the big and small stuff you might need, starting from a room, set of chairs, paper, pens and so on. If you are a part of an organisation, these things might be readily available but make sure you as if you can use the room and material in advance. Also, think of refreshments for volunteers and young people involved in meetings and activities, regardless whether it is just few bottles of juice or cookies, coffee, tea and fruits – you should have these in mind.



Material and technical resources you do not have and need to buy or rent, you also need to have in your budget planning.

## Human resource management

Managing people is a bit more complex than things, since it inevitably involves emotions. There is plenty of this topic in the section on managing groups, since some of the main characteristics are the same.

The basic things in good people management is to treat your colleagues, team members and those that want to work with you with respect. As it will be explored in the following sections, working with people might be difficult but try to figure out how everyone might contribute. For more hints jump down to the group management section.

## Time management

Managing time is almost like managing life: we do it in order to most effectively balance between what needs to be done and what we like to do. Allocating time functions in a similar way, it needs to be efficient and well balanced according to the objective needs of the tasks in question.

There are few points that can be taken into consideration when managing time:

- Avoid dispersing your attention in every direction
- Plan steps and activities, and set priorities
- Find a balance between work and pleasure, as well as between professional and personal activities
- Plan space in the daily routine for playing, thinking, dreaming and being sociable.

In addition to these, keep in mind that even if you have a lot of time on your hands and you are willing to spend it all on your project, your colleagues and volunteers might not feel the same way. You should not expect or demand from them to devote more than what they are happy to do.

As for your own time, also be careful to not burden yourself over your limits. Some periods during your project will be work-intensive so you might need to plan allocating more time to them prior and during such activities. However, try to balance the work-intensive periods with periods of rest and time-out. This is crucial for avoiding burnout and work overload, which is not only unhealthy for your body and mind but it can damage effectiveness of your project and the relationships you have established.

# Budgeting and fundraising

Anything can be done when we set our mind to it, as the proverb neatly says: "where's the will, there's the way". However, financial mean can help and sometimes significantly support the implementation of activities. For some of the free-spirited, creative youth workers and volunteers it seems as a tedious workload, but most will agree that every little help and that managing a budget, even the smallest one, can bring some good learning points too.

Yet, budgeting, fundraising and budget reporting are connected to accountability and doing it right is of great importance for our own image, the organisation's / youth group's image and for the funding organisation, thus a good job can ensure possible funding in the future. This is why we cover few bits and pieces of this topic here.

## Budgeting

When you want to organize a youth project or activity, you need to know how much money you need. So, you make a budget in which you will put all the expenses and all the money you expected to get or you already have. It is important to keep in mind that when you do budgeting, you need to put everything on the paper, as well as connect all your expenses to the budget.

Keep in mind that when you make a budget for your project or activity never take the minimum amounts for all the different elements. This way, if things are a bit more expensive than you expected, you will still have enough money. However, try to be realistic, since your funder is probably aware of the prices for some of your activities and could easily dismiss your proposal if it seems too unrealistic.

If you are working or volunteering for a specific youth organisation it is quite likely that they will already have a form for budgeting activities, so all you might need to do is ask someone in charge to share it with you and quickly go through it with you so all is clear.

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**If there is no pre-defined budgeting document, you can always develop your own with following few very easy steps:**

- 1. Make a table in word or excel and add all the activities you plan in your project**
- 2. Have rows for your items and columns for the descriptions**
- 3. You will need the following columns:**
  - a. Description of the item/expense/cost**
  - b. Number of units**
  - c. Price per unit**
  - d. Number of days (if applicable)**
  - e. Total price**
  - f. Request from [name of the funding organisation] (if applicable)**
  - g. Other sources of funding, or how the rest is covered**

.....

Have in mind that some of your activities will not need money, but will require material or technical resources. You might have some of them, but it is always useful to put them down next to your activities. Also, see the section on resource management as it might help you figure out what different resources you might need for a smooth operation of your project.



When you are making a budgeting table, sometimes you might want to ask for the entire sum, but sometimes you already have some funding and you need just that little additional from a specific funder. In that case, you will have the point 3f and 3g in the list above.

## Fundraising

For some activities you might not need to fundraise because they will be incorporated in the regular scope of your organisation. The youth club or organisation you belong to might already have materials that you can use or borrow, and some refreshment fund for workshops. Next to this, if you are a part of an organisation or you are doing your activities in the youth club, you usually do not need to worry about the basic running costs, such as bills for water, electricity and Wi-Fi.

This might be different if you are going out to the community and preparing your activities outside of the youth club or organisation's premises. Quite depending on what you want to do you might need some funds for carrying out your work.

As youth leaders, we usually try to get financial support from various local, national, private or public foundations.

### Targeting the sources of potential funds

When you have your activities planned, sit down with your co-workers (if you are working in a team) and look at the list from a practical point of view. Try to think of all possibilities and options for getting the necessary for your activities.

Think of the local funding organisation, but also of smaller or larger businesses that might want to contribute to your project. You can also think in terms of "goods" rather than



money. For instance, if you need refreshments or sandwiches for an outdoor environmental activity – you can try to approach local bakeries or pastries and see if they would like to get involved and support your activities. Sometimes private local businesses like to get engaged in local projects that benefit the community, and it is not a secret – they might get some positive publicity by helping out a youth group to organise projects. Furthermore, if you are not picky, you can always try and knock on the door of a bigger national or international corporation (e.g. a national beverage industry, Coca Cola company, etc.). If you need stationery material and you cannot get them from your organisation or youth club, try targeting private and public stationery shops.

But get prepared – all these might be in vain and you might need to knock on many doors until one opens. Prepare several types of letters and request for support, make a meeting speech where you will be able to present your activities or project and try to be convincing. This goes for any type of funder or supporter of your project. There are different approaches to different sources of fundraising and you can get some ideas in the next section.

## Approaches to finding the money

It is advisable to start looking for ways of financing your project immediately. Some funding organisations have deadlines for applications. There are different ways of financing your project or activities. Usually you need to get your finances from different sources, because most funders only give a percentage of the total sum you need.

Here are some hints of approaching different funding sources

### Contributions in kind/sponsorships

As noted above, fundraising can also include non-monetary elements and sometimes you might have better luck in getting the things you need rather than raising money to buy those same stuff. Contributions in kind are 'gifts' by people or organisations to your organisation / team for the project. This is not money, but things you need for the project and your activities. For instance, you can get food, sweets, accommodation, materials or even transport.

These contributions in kind can come from different people and in different ways. Sometimes if you need to host some participants you can negotiate a reduced price at the local hostel. Similarly, at the bus company (private or public) they might be happy to negotiate for free transport, or a reduced price, if you put their banner on a picture for the local newspapers.

So when planning your fundraising strategy have a wide range of option what kinds of stuff you might need and where can you get it, whether you need to pay for it and who might be your best pick.

#### CHECK LIST:

- Make a comprehensive list of things you might need even if your project is a small one
- Make a detailed budget plan, do not exaggerate with the prices but also make sure not to give the smallest price possible – it will save you some trouble later
- Develop a fundraising strategy: who will you approach, when and how
- Have a broad list of possible funding organisations and sponsors, including the local enterprises
- Write up a convincing letter where you will clearly specify the benefits for the group and the community (if you have different types of organisation you are approaching change the tone accordingly – e.g. you will have a different letter to your local bakery and to British Council)
- Start with the application as early as possible in case you are applying for international or national open calls. Do not miss the deadlines.
- Prepare yourself for meetings in which you will present your ideas, project and the benefits
- Keep it cool and remember that it might take several attempts until you get the needed funding or contributions in kind. You might need to visit five bakeries and only the last will be ready to cooperate, and you might need to write several proposals and applications to your government for funding and only after a while you might get your funds. This is a normal part of the process – so don't despair.

## Local level

Many organisations get funding from their local town (for staff and/or activities). Often there are rules connected to this kind of funding, e.g. a certain amount of the participants has to live in that town or the project has to take place in that town. You can contact the town council and find out which person or department deals with funding youth exchanges.

Sometimes you can find information of previously funded project online, along with the guidelines for applying. This information might be helpful for a successful application. When applying for the funds at the local level, try to explicitly point out what are the benefits for the local community and, if applicable, whether the outcomes will remain (e.g. the youth group that will participate in the local action will gain skills in collaborative work or will improve their communication skills, etc.)

## National level

Some organisations get funding from national procurement and governmental funds. Even though these are usually covering the running costs and staff of an organisation, there might be some funding for activities and projects, as well as smaller sums for refreshments and stationary.

If you have a substantial idea for a longer project with a more elaborated and demanding budget, you may try to apply for funding on your own.

Find out where it is possible in your own country to apply for national funding for projects that cover your topic of interest. Sometimes you will find relevant information on the websites of the Ministry of Education, Employment or Culture, or respective ministries that deal with your topic (e.g. environment, gender and equality, entrepreneurship, etc.).

Have in mind that sometimes there are big companies and enterprises that support different NGO activities, e.g. as Zagreb Bank or Lura d.o.o. in Croatia. You can also find out what national (or regional) private foundations there are in your country. Depending on the background of the participants and the project you can apply for funding at a foundation that is connected to this specific interest of focus. For instance, if you want to organise a larger scale project of cleaning the river you can look for a foundation that gives money for ecological projects. There is also a possibility to raise funds through receiving individual donations.

## International level

Every year there are open calls of international organisations and entities that provide funding for specific areas of activism. Following foundations like European Commission, Council of Europe, Soros, USAID and OSCE can give you some idea if and when they are opening an application call for specific projects. You can also look at specific embassies and their websites (e.g. Dutch, the US, Danish) as well as their respective international aid agencies, such as SIDA (Swedish International Development Agency) or British Council. There are private foundations that focus on specific region so that might be also a good idea to look into.

Of course, when applying for funding from a large international organisation, make sure you have a long-term large project that needs substantial financial support. You also want to make sure that you present a clever proposal, one that will target the specific issue you want to deal with and will also benefit the participants and the whole community. Think of a wide impact range and how your project can really help make a change and how the funding that you might get from the organisation is going to be used for a meaningful purpose.

## Crowdfunding

Crowdfunding is a type of funding for a project that comes from a large number of people donating smaller amounts of money. There are several websites that can help you make an easy crowdfunding option and two of the most famous are:

- Indiegogo: <https://www.indiegogo.com>
- Kickstarter: <https://www.kickstarter.com>

Both of these, as well as many others, are built to be user-friendly so you can easily find all the information on how to develop a crowdfunding initiative and get your project started.

## Unexpected costs and what to do with them

Great! You got the money and you are ready to get on going. But while doing your best, suddenly an unexpected cost comes around. This happens and there are ways to remedy the uncertainties by for instance putting a small additional item in your budgeting called "unexpected costs". Depending on your specific topic of interest or length of your project, it is normal to put an amount up to 8-10% of the total budget marked as unexpected costs.

But it is always advisable to think through the logics and all the possible and impossible scenarios when thinking of unexpected costs. For some small scale activities you might not need this element in you budgeting, while some large donor organisation will even ask you to provide an estimated sum. Try to make yourself aware what is asked and how the procedure goes.

A youth leaders' worst nightmare is losing funds, or having a very large unexpected bill. Most of the donations are not secured in any way so if something like this happens you will not be guaranteed protection. This is why it is very important to take good care with how budgeting is done prior, during and after the activities.

## Financial report

Be prepared that if you deal with money you will need to make a financial report. Depending on your project, you might need to include not only how funds were spent and the receipts for all the activities, but also administration, advertising and other kinds of costs.

Write a financial report as soon as you finish with the project. If you discover anything strange, you will be able to work out what it was from your memory. After a while, it will be almost impossible to correct any mistakes you have made in the bookkeeping, or to find out what a receipt without a number was.

When you make your financial report, you follow the budget you made with your funding application. If your actual costs are higher than you put in the budget, usually you will not get extra money. If they are lower, you may have to give some money back, although it is often wise to ask the funder if you can use the leftover money for another project. Make sure you don't forget anything in your financial report. There are always expenses that you easily forget about, like paper or other materials or expenses during the preparation and organisation of the exchange.

# Monitoring and Evaluation

As you go through your project planning, you will try to detail out and predict many things. But even the best plans are only plans, and as you go through implementing the steps you might notice a need for extra stops, or simply work will evolve in a different more creative way than expected opening new opportunities to do more. This can also go unexpectedly in a wrong direction; you might realise that you'll need more material, or too few people will come up to a planned activity, and so on. This should not leave you heartbroken, as these things happen.

Furthermore, since unpredictability of working with people and in the social change setting is so high, it is rather common to plan and implement a good monitoring and evaluation system, that will inform about progress, steps that need to be taken, steps that have not been made and overall direction of how the project evolves. There are three basic steps here: monitoring, evaluating and reporting. The first one, monitoring, happens during the project. Evaluation is a process that looks at a finished action, or the total project, is always necessary at the end of the play but can also happen during the project when one bit of it is finished. We usually call that a mid-term evaluation. Finally, reporting comes at the end, but can be also done little by little throughout the process. It is sort of a writing a book about the whole experience, some prefer to do it in pieces and some like to sit down when everything is done and do it all in one go.

Let's see what each of them really entails.

## Monitoring

In other words, monitoring is checking, keeping a track or controlling something in regular frequency. Having said this, it makes perfect sense to do monitoring during the implementation of the project and check how things are developing along with keeping a track on what is the next step. Monitoring does not necessarily mean you need do everything as planned at any cost, especially if you see better solutions during your implementation than the ones you proposed in the planning phase. It rather means that you will regularly check on how things are happening.

As such, monitoring has the following characteristics:

- It is implemented in the time and place of activity
- It provides a possibility for the youth leader / youth worker to directly identify problems and obstacles in project implementation, as well as any dissatisfaction and disorientation of volunteers and beneficiaries of the project
- It is helpful to point out and provide advices for improvement of volunteer engagement and a better impact for the beneficiaries
- It helps in preparing the next steps
- It supports evaluation and report writing.

In practice, make sure when you are developing your project plan to have checkpoints which will be indicative of stages or phases in your project. These will be helpful to set regular monitoring activities too.

Try to have someone in the team responsible for monitoring. They can also do other stuff, but make sure that someone has this task, and preferably it can be a team or a small group. By delegating this task, the monitoring team can then figure

out specific elements and timings when to take action. If you can and feel it would be useful, someone external can be part of this team to give an outsider's input.

## Evaluating

Evaluation is asking ourselves how successful something was, why certain things may have happened and how we might do things differently in the future. When we evaluate we are trying to obtain feedback from participants and beneficiaries of the project, which are our main source of information.

However, you can be as imaginative as you want with evaluation and also include any other source that can give you an answer to the question: how well did we do this and have we achieved what we wanted?

A neat thing with evaluation is that it gathers opinions and feedback from people about something that happened. This said, it can involve many different stakeholders and not only primary participants and volunteers. For instance, an exhibition can involve visitors and guest, and can provide very valuable information to your future projects. Also, you can invite external experts of other colleagues that work in your organisation to give you an evaluation of a particular aspects



of the project. The plurality of feedback in your evaluation will give you a better and more complete picture of your outcomes, thus better ideas what you can do in the future.

Even though you will do a final evaluation at the end of the project or activity, you might do another one or two during the process. This is called mid-term evaluation and it is helpful in determining how things are progressing and what needs to be done to improve the situation. The mid-term evaluations are particularly useful for long-term projects as they can point out if you are not on the track with something or if volunteers and activity participants have needs that have not been met.

It is important to evaluate because of the following:

- Finding out whether aims and objectives of the training have been met
- Providing information for reports to the funders
- Obtaining feedback for the successfulness of the project / activity
- Obtaining feedback for improvements in future projects / activities
- Helpful in developing leadership and communication skills

Here are some useful methods in evaluation.

## Written evaluation

Written evaluation has the benefit of being anonymous and also allows people the time to think about what they will write down. Of course, you can also make non-anonymous written evaluations by having people sign their papers, but consider that people might be more honest if no one will judge them for what they have written.

In written evaluations you can use:

- Questionnaires and surveys
- Post-it notes
- Journals and diaries

If you are using questionnaires and surveys for your evaluation, try to make questions simple and understandable. Also consider using close-ended questions that require ticking boxes as well as open-ended ones that allow people to express themselves fully. Balance between the two is the best option, although you can be creative and use different methods to get both the numerical picture of your project as well as the narrative.

With surveys and questionnaires you can also experiment by using pre- and post-activity questionnaires. It can be a simple tick-a-box questionnaire about your project which you will give to your participants at the beginning of the activities and at the end. At the end, you can also use this to discuss and compare the differences. In this way you can raise awareness and actually measure it.

With post-it notes it is easy to collect answers to any question. You can write a question on a flipchart and have people write down their thoughts and stick them up when they are done.

Journals and diaries are a bit different and you can make them more personal if you wish. The point of having a journal or a diary is to have your participants filling in thoughts and reflections throughout the process. During longer activities or projects keeping a diary could be a good practice for reflection, and it is not always necessary to share the whole diary. You can ask them to summarise their entries in a plenary last session. Be aware though that this might be a lot of work for both them and for you if you intend to read it.

## Verbal evaluation

You can use verbal evaluation in combination with written or with visual. It is also possible to use only verbal evaluation, but be prepared to take detailed notes as you will want to have some sort of a written record on the feedback from your participants.

Plenary verbal evaluation or the round table evaluation is the most common way of evaluating projects and activities. Since as living beings we are socialised to express ourselves with words and language, it is quite common that at the end of something we want to ask the other how they feel about what happened, and the others might want to say a bit about it anyways.

However, you can decide how you want to do your verbal evaluation; for instance, you can ask everyone to say something on several questions, start from one end and finish at the other. You can also go randomly, and have people take time to answer the question. However, you can also decide that not everyone is obliged to answer if they don't want to. With some creativity, you can use a ball of wool and have people stand in the circle and throw it around. When a person has the ball of wool in their hands they should say something about the project or answer to a question. The connections that are created by unrolling the wool can be used as a symbolic representation of inter-connectedness between participants. However, if you don't have a ball of wool you can also use a simple ball and have the evaluation go by passing / throwing the ball from one person to another.

You can also innovate with the questions. To get you started, here are some of the most common ones:

- How do you feel?
- What do you think are the outcomes from this for you?

- How do you feel about your contribution and that of others?
- What can you learn from this?

## Visual evaluation

Like the other two approaches, visual evaluation can be used in combination or alone. Visual evaluation can actually help the creative participants express themselves better than through verbal or written evaluation. It can also be more fun and engaging than the other two, so quite often youth workers use it in addition to the other two.

There are a dozen different ways to evaluate something in a visual way and here are just a few suggestions:

- Handprint
- Target boards
- Body
- Song, mime or short play

With the Handprint you can ask the participants to draw around their hands on a piece of paper and mark each finger with a different number. Each number then represents one evaluation question to which they can write a word, draw something, colour it in a particular way and so on. Some of the questions can be for example: something I liked, something to improve, something I didn't like, something that engaged me, something that was not important to me, etc.

Target boards is a great visual exercise in which you can endlessly innovate. The point is to make a target board (by drawing circles on a flipchart) and whenever you ask an evaluation question the participants need to mark their answers on the board. The closer to the centre the better the participants feel about the particular question. You can use a new target board for each question, or you can make



a system of numbers, letters or signs that participants can use to differently mark each question in one target board.

The body activity is similar to the fingerprint, only a bit more creative. You can expand even further, but the basic idea is to draw an image of a body you ask for specific questions to be answered in particular places. For instance, at the place of the heart you can ask how they feel, at the place of the brain you can ask what they've learnt, hands could follow with the question what skill did they acquire, and so on. You can add a garbage bin for questions such as what would they leave behind or discard from their experience in the project.

Song, mime or a short play can be used to express and evaluate the participation, feelings, outcomes and so on by using a specific artistic skill. You can ask one group to make a song, another to do a short play, and use the same or different questions for making this kind of visual evaluation. This is usually a lot of fun for the participants, so make sure to give enough time for them to finish with it properly.

## Reporting

Once you're done with everything, allow yourself enough time to write a good report. As noted before, you might have already sketched out bits and pieces along the duration of the project, and if you have anything written from monitoring and evaluation activities, this will certainly not be a difficult task. Decide on a structure, but try not to make it too long. Express the most important things and successes made through the project. Also, mention the difficulties and how they were handled. You might be able to use parts of the report for another project application.

Keep in mind that some funders have a specific format for the report that you need to follow. Also, it is quite common that your own organisation will have an example or a template of

a report that you can or need to use when you finish with your project or activities. If you feel the format is too restricting you can always have additional report for your own purposes which could be more creative and visually stimulating. Nevertheless, always fill in the report format of the funder too.

Finally, when composing a report, you can think of different elements and parts that you can add, such as narrative part where you describe everything, financial part where you give an overview of your budget and report on it, visual part where you can include photos, promo material, infographics, leaflets, as well as any articles or links to captures about your project that ended up in media or online (YouTube, Facebook, Twitter...). These multiple ways of reporting on your project will help make a better and more complete picture of what actually happened, and will give more credibility for funders to support your next project.



# Protection and safety

When leading a project or an activity as a youth leader, there are several things that relate to protection and safety that you need to keep in mind. Of course, the level of protection from harm also depends on the type of the group, age and the activity, but to do your part right you need to take few precautions and make sure that possibilities for accidents are minimized.

When thinking of protection and safety, we refer to a wide range of possible things that can happen. For instance that can be an injury during a physical exercise, or an insect bite at a camp site, as well as a fist-fight between two participants or even an attack during a street activity. Apart from physical, as you may spot below, many of the harmful situation may involve emotional consequences, as much as there are other serious injuries that involve sexual abuse. A longer non-comprehensive list is provided below.

But first of all let's get some basic terms right. When we talk about protection and safety this refers not only to the volunteers and participants in your activities but also yourself and other co-workers, secondary beneficiaries and members of local community.

And when thinking of what we need to keep in mind when talking about protection and safety, it can be anything from unsecure space in the working place, accommodation if volunteers are staying overnight, transportation and equipment.

This said, it is always useful to have in mind the first aid kit, fire protection and exits, emergency plans and signals, emergency contacts and, especially in outdoor activities, harmful territories that might contain wild-life (snakes, bugs, spiders, etc.), holes and ruins that are unsafe or fields that are restricted.

## The role of youth leaders

In a classical sense, youth leaders and youth workers have a duty of care embedded into the "vocation". It is to say that by choosing to be a youth worker or a youth leader you care for those you are working with (especially the minors) and you take on a moral obligation to ensure the highest standard of care and protection. This means that you will do nothing harmful to anyone involved in your activities, but will also make sure that your activities are "safe" or not putting the members of your project or participants of your activities in unnecessary danger or harmful situation.

In case of harm, as youth leaders and youth workers, we need to act upon safety code of conduct irrelevant to our personal relationships, culture, personal beliefs, religion, etc. This says that if something happens, for instance someone gets into a physical fight, or someone starts molesting and bullying someone else, we need to act accordingly to our duty, stop the incidence of harm and prevent its escalation. Even if it is unlikely that something might happen, we need to be aware of ourselves and our positions in such situations.

The best guide in protection is to think that the young person's safety and wellbeing is the paramount – the most important thing when it comes to youth work situations.

## Responsibility

As youth work and volunteering is all about personal development and growth, anything that stops and prevents that is not welcomed. While sometimes as a youth leader you cannot control everything, and incidents might happen, it is good to

revisit all the possibilities and be aware and prepared in case something happens. This is your responsibility, especially when working with minors and underage groups. This said, the role of leadership might change when working with legal adults (usually over 18 years old) who are legally responsible for their own actions and when working with minors who can be held responsible but also have a different legal status. Furthermore, while as a youth leader you should take care of the well-being of all your participants, doing so for legal minors is considered as a social responsibility that comes along with doing youth work.

Accidents and harmful incidents can happen even when activities are led by experienced youth leaders, and even if you implemented an activity many times. One slip can make someone fall down the stairs and hurt their heads and, even though this cannot be predicted, you need to be prepared to act accordingly and, in this instance, have an emergency number with you or a number of the local hospital / medic, police and firefighters, or someone you can count in such occasions.

Some projects and activities might be implemented in partnership with others, and in such cases safety needs to be discussed prior to the events. It is advisable not to assume that everybody knows the principles of protection and safety, but rather take some time to discuss them and create even the shortest risk assessment.

## The basics of protection

Very simply, protection is a prevention of neglect, physical injury and any type of abuse that might be self-inflicted or inflicted by another person or an object. Any situation or act that causes harm to young people involved in youth projects and activities needs to be considered as needing of protection from.

Every young person deserves an opportunity to fulfil their full potential. In order to enable this, they should be able to:

- Be as physically and mentally healthy as possible
- Gain the maximum benefit possible from good quality learning opportunities
- Live in a safe environment and be protected from harm
- Experience emotional well-being
- Be supported by a network of reliable and affectionate relationship
- Be respected and valued for who they are regardless of their social, ethnical, racial, religious educational background, sexual orientation, gender or age

Values and principles and beliefs in context of protection and safety

- Wellbeing of young people is a paramount
- Any abuse of young people is diminishing their rights
- All young people must have equal rights on protection and safety
- Wellbeing of young people can be enhanced through promotion of rights based on UN Convention on child and Human Rights
- Any case of abuse cannot be accepted
- As youth leaders we have an obligation to protect young people and as well as never to lead them to a dangerous situation
- When working in partnership with other organisations, partners have to take the responsibility of ensuring minimum standards of protection and safety

## What is harmful

As someone working with young people you might never come across a case of physical incident, abuse or neglect. But to be prepared to recognise the potential harmful situations you should keep in mind that accidents can happen during your projects, sessions and activities, but also can be inflicted by an outsider or by a group member to another group member / participant. Types of harm that we need to know are physical harm, emotional harm and abuse, neglect and sexual abuse. Additionally, bullying comes in either of these forms but it is very important to be mentioned.

Here are some useful simple definition of harm and abuse accompanied by examples to keep in mind. Overall, as youth workers we are responsible for making the safe space for young people in our activities and projects, but if you are aware of any type of abuse outside of your project connected to your volunteers and youth members, as well as if you don't know what to do, please do contact and consult with a professional person or service.

### Physical harm

Physical harm can happen in two ways, either as an accident during the implementation of the project or activity, or as a deliberate infliction of injury by someone to someone else (or oneself). **Neither of these can be completely controlled or predicted, but keep in mind these examples to recognise physical harm:**

- A young person looking pale or unwell, have drastically changed her/his physical appearance / facial expression or takes a physical position of pain
- Incidents where someone is physically being abused by being hit or harmed

- Incidents where someone is physically restricted to move or change position
- Accidents of drowning or falling
- A young person that suffered severe bruising or burning

This list is non-extensive and it really varies from one case to another. If harm was inflicted outside of the project or activity, it is still useful to provide care and safe space for the young person to ask for help if she/he needs it. In such cases, it is important to know that there are several common places where bruising happens, such as elbows, knees, shins and forehead, while the uncommon bruises might appear on the abdominal area, calves, buttocks, back of the head, along the spine and around the neck. This is not a prescription as accidents happen, but it can be an indicator to get worried and perhaps talk to the young person.

### Emotional harm and abuse

Emotional harm is simply described as a persistent emotional ill-treatment of a young person such as to cause severe and persistent adverse effects on her/his emotional development. It is sometimes very easy to spot emotional abuse, but sometimes we need to be aware that harm can come even unintentionally.

A common debate among youth workers and youth leaders about emotional harm is the use of jokes, especially those that evoke stereotypical and unfavourable ideas about people's diversity. There is no official consensus about this, and the usual practice is to go with your gut feeling. The bottom line is that emotional abuse comes as a continuous "attack" on one particular individual and such practices should not take place in your projects and activities. This includes participants, volunteers, your co-workers and yourself.

**In order to recognise some shapes emotional abuse appears in, here are some indicators:**

- Conveying messages about a young person that they are worthless, unloved, inadequate, or valued only when they meet the needs of another person
- Causing the young person to frequently feel frightened, or in danger, or exploited and corrupted

Also, note that emotional harm comes as part of other types of abuse, for instance sexual abuse or neglect.

## **Neglect**

Neglecting a young person or depriving her/him of basic needs is a type of harm. Neglect is a failure to meet young person's basic developmental needs, not provide basic protection or care to the young person.

While as youth workers and youth leaders we cannot control or help with much when the neglect is happening outside of our project and activities, surely there are things to make sure we are not supporting the neglectful practice of young people inside of our projects.

## **Sexual abuse**

Even if it might never happen during your project, it is important to know that sexual abuse is a reality for some young people and we should know how to recognise it. Sexual abuse is any type of exploitation or force inflicted to a young person unwillingly in order to achieve sexual pleasure and enjoyment of another person.

When working with young people it is important to be aware of potential of sexual abuse coming from outside but as well

as from inside of your group and project. In no case can cultural norm be an excuse not to protect young people from sexual abuse, and at no cost should a young person who suffered sexual abuse be blamed for what has happened to them. It is important to understand that sexual violence and abuse can happen to people of all genders, even though there is a significantly higher risk of happening to girls and young women.

**Some of the examples of what is considered sexual abuse includes:**

- Obscene telephone calls / conversations alluding to sex and sexuality
- Exposing genitalia or usually covered areas of the body
- Physical contact that is against the will of the young person (including kissing / cuddling / touching genitalia and any other parts of the body)
- Involving child in showing of production of pornography
- Attempting or actual sexual intercourse

In cases of sexual assault, it is important to be careful and tactful, because sexual abuse involves both physical violation and emotional harm. One of the most important things you can do for the victim of sexual abuse is to assure them that the abuse was not their fault. Sexual abuse comes with a lot of guilt and stigma that victims should not have to experience, because in all circumstances it is only the perpetrator who is to be blamed. It is also advisable to ask for support from the official protection service or from an experienced colleague. However, keep in mind that in cases of sexual abuse or assault, confidentiality is very important as well.

## Risk assessment

Bad things happen and sometimes we cannot do anything to prevent them. But we can still take some steps to make sure we did our best to have the safest environment for young person's personal development as possible. As all youth work activities, carry a certain element of risk, it is a good practice to do a risk assessment beforehand. A risk assessment is basically a list of all activities that we plan to do thought through an aspect of how risky they are to be implemented, and what are the potential risks we need to be aware of, as well as what can be done in order to minimize the risks and have a safer environment.

**When thinking of risks it is useful to ask about the practice and whether it protects / creates a safe environment. These questions could guide you:**

- Whether the activity protects young people involved?
- Whether it protects you, as the leader?
- How are you ensuring protection through your own work?
- How are you ensuring protection through your project?

## Insurance and first aid

When organising activities and projects, it is always good to know that young people are insured, especially if you are going away for an exchange or a trip. For activities taking place in hometown or within the state borders, you might assume that they have some protection if it comes to urgent cases. Furthermore, for indoor activities, you need to get yourself informed about the emergency exits, and it is also recommended to make your volunteers and youth group members aware of it too. This also goes for the fire extinguisher and how to use it in the case of emergency.

For any activity, but especially those happening outside, it is important to have a first aid kit handy. Additionally, make sure to check the weather conditions and any other aspects of the terrain (river, lake or sea proximity, cliffs, wild animals, poisonous plants, etc.) and make sure you are aware of all that might go wrong. Also, it is highly advisable not to go for outings or outdoor activities without previously notifying someone that you will do so, having a functional phone and a number of the emergency service. If anything happens, these might greatly make a difference.

Finally, if your activities are high risk, especially in terms of physical harm, it is always recommendable to know a bit about providing first aid, or having a colleague who has a qualification / knowledge in doing so. If you plan to work with young people for a longer period and in high risk activities and projects, sometimes it is good to complete an emergency first aid training. You can also consider connecting with Red Cross / Red Crescent and doing joint activities with them, since they are usually eager to join outdoor projects and are competent in providing first aid.

## Safe activities

During activities of icebreakers and energisers, it is necessary to be aware of the risks of physical injury and guard against these. Also, consider the physical environment and remove / avoid items that may cause injury during any activity.

Activities should be facilitated in a non-threatening environment and account should be taken of physical and emotional abilities. Consideration must also be given to young people who have particular medical needs.

## Visibility and PR

When speaking about visibility we speak about visibility of our projects, and activities our organization is undertaking. Visibility is an important part of project planning and its implementation in so far as it serves as a promotion – to us, our project, our organization and our partners. We would like to get more people to know about us, our aims, our project and our impact. Every project, even a little one is an opportunity to involve the community in working together with us to promote our values and make an impact on the community we all live in. Through our projects we also have a great potential to show people how much work can be done by people who commit themselves to working together for the common good. It can serve as motivation to engage more people to be involved with topics we care about.

Visibility is important not only for the work of our organization, but also of the one of our supporters and partners. By spreading the word about our project, we can help spread their ideas, and get people interested in their work. Visibility can also help attract donations, and support. It can sparkle the interest of local or regional government, international partners, local donors and supporters who believe in the same idea.

How to achieve visibility? Through Public relations work.

## Public Relations (PR)

Public relations is the way organisations, companies and individuals communicate with the public and media. A PR coordinator is a person which communicates on behalf of the organization or a project with the target audience directly or indirectly through media with an aim to create and maintain a positive image and create a strong relationship with the audience.

A person which is designated to take of the project PR is a PR coordinator. Most organizations do not have a specific person designated to undertake PR duties, and most often this role will be taken over by someone involved in the project. That might be a project coordinator, a volunteer, or you! First task of a PR coordinator is to check with the organization what should be communicated to the public and what do we aim to achieve with it. It is, as well, important to consult other involved parties, especially our project partners. Having a clear vision as to what should be communicated and with which aim is vital to releasing any public information. Ideally, a PR coordinator would be a person with a solid knowledge of the project idea, the organization and its partners, as well as the details of the activities and its aims. Many times, within the framework of a project there would be more than one person involved with public relations work. It is important also for the less experienced to have a go at it, as PR work is an essential part of any project.

*The aim of our PR release is to inform the public of our upcoming project 'Together for our city, together for our planet' which is going to be organized next month in our city, and will host 18 young people from 5 European countries who will during 10 days be concerned with creating ideas for reducing carbon footprint. The aim is further to promote and attract as much people as possible to our stand at the ECO Fair where presentation of project results will take place.*

To achieve our goal of spreading the information and our ideas and reaching the target audience, there are various media available. Each media requires a different approach, different content, and different presentation style and skills.

## Print media

Print media are newspapers, magazines and journals, community news bulletins, periodicals, newsletters, posters, flyers etc. All of those can be used to spread the word about our work.

First and foremost, will come the easiest and most obvious types of print media – the ones you can do yourself. Those are posters, leaflets, small bulletins, etc. Usually, those will be used to invite participants to an event. Posters and leaflets are easy to be used as an invitation or information for the wider public. Put up in frequent places around the city, or handed out on the streets by volunteers, do-it yourself print media are very effective and cost-efficient print media for a local initiative. When preparing those materials with the purpose to inform, make sure to respond to the basic 5W questions: When? What? Where? Who? Why?

When carrying out the project we would be interested for one or more of print media available to publish a small article about our project, so people learn about us, our work, and the project, and get invited to participate. Public announcements can also serve for potential partners and supporters to get to know about those developments, as it might interest them and attract them to support us.

There can be couple of types of content sent to the print media. It can be a manuscript that will get the media interested in an interview or it can be used as the basis for an article written by the journalists. Alternatively, it can be an article already written and ready to be published. There can be two types of written articles:

## Short announcement

The same as a basic poster or a leaflet, and articles answers the 5W questions: When? What? Where? Who? Why?

It includes the information on the organizer, partners and supporters of the project/event, information on the participants or target group, purpose of the project/event, duration, contact information (if applicable)

## An article

It should include all important information included in the announcement, but in an extended version to additionally answer the question 'How?'. There would be space to include a quotation/saying/important fact, more about your organization/partners, testimonials from potential participants, any interesting, attention-catching circumstances/facts.

The best way to get published is to send both types of articles to the journalists, and to invite them directly to the event. When contacting journalists, it is usual to accompany our content with an info sheet. Info sheet should include the following information: Who we are, what is our request (e.g. for the attached to be published), when do we wish it to appear, our contact details. Info sheet can be written directly in the email with our content attached, or it can be more formal, in a letter format printed on our organization's letterhead which includes our signature.

Don't forget to collect the published articles, they are an important press clip for your organization, project partners and supporters. A reason more to do it is because printed media still have a lot of credibility, and it is still 'a big deal' to be mentioned in an article or be interviewed for the newspapers or a magazine. A print media article can be used further for self-promotion over social networks and digital media.





## Digital media

When we speak of digital media, we mean any digitized content: text graphics, audio, video. Digital media is print media of new generation, and easy, fast and straightforward way to get information across. Digital media platforms can be: newsletters, online newspapers, news portals, blogs, forums, websites (specialized websites, organization websites, etc.).

Strategies for publishing articles on digital text media are comparable to those of print media. Digital media content can, however, be published faster, at any time, with no constraints. There is a wider variety of formats available, length does not have to be restricted, and there can be direct links included to other online content. Graphics and presentations can be interactive and as such more attractive to the viewer.

Videos published via websites or in a blog can be used to promote your work. Videos are great way to reach young audience. Make sure it includes all important information you wish to share. And don't be afraid to make it funky and different!

Content published via digital media can be reused for self-promotion over social media, and this way a wider public can be reached.

## Social media

Social media is all the rage nowadays, and there are even professionals with specialization in social media marketing. It seems like everyone today is using at least some kind of social media to communicate and share their ideas. Social media is a great platform for promoting our work, especially because our wider audience, i.e. young generation is using social media on a daily base. Popular social media to consider are: Facebook,

Instagram, Twitter, YouTube, Pinterest, Tumblr, LinkedIn, Google+, and others. Style in social media is very informal and as such appeals more to its users.

Social media platforms are versatile, growing and developing every day, trying to capture hard-to-reach users whose attention is swiftly changing. The most important feature of successful social media marketing is to be able to recognize change in user's focus, and change or adopt our strategy accordingly.

## Radio

Radio is still very popular platform to reach local audience, but nowadays with a growing number of web radios, a much wider audience can be included. Radio is an interesting way to get our message across, inform and promote ourselves and a special project. In order to make sure there would be space for our announcement in the programme, it is advisable to contact the radio stations in advance and secure a slot.

Possible ways to approach radio stations is to either ask them to read our announcement as a part of their local news, ask for a slot in the programme during which we can give an interview and speak more about the event/project/etc. It is interesting to 'think bigger', as well, and approach radio stations with ideas for our own show, or a special feature during our local project, etc. Use radio programme to multiply your visibility by announcing the broadcast via social media. Do not forget to record it for future use.



## TV

Local or regional TV stations might be open to do a coverage of the event, invite organizers for an interview in the studio or on the spot. It is important to be well prepared for such an event, as television teams are often working under tight deadlines and do not have much time to film on the field. Once we have contacted a TV station and have agreed with them a date and time of the reportage, it is important to prepare well, so the ideas and content we wish to promote is there and visible. The more we prepare, the less will be left to the unexpected surprises, and bigger success the result will be. Good idea is to prepare any visual content we might wish to use (billboards, promo materials, t-shirts, etc.), other resources we need, people we want to invite to participate, any special activity we wish to perform for the cameras, etc.

## Public events

Events we organize with our organization or as a part of a project can be a very good way to promote our work. Events can be organized with a specific purpose to achieve certain goals for our users, but they can be also organized with a sole purpose to promote a certain project or our organization.

**There is no limit to the ideas that can be translated into action! Here are only a couple:**

- Participate in fairs that are concentrated around topics that you are concerned with
- Organize one such fair around a topic or a common goal important for your target group
- Organize a public debate
- Distribute promotional materials
- Carry-out community improvement event
- Organize an open day at your organization
- Organize a presentation in places where target population can be reached
- Participate in events organized by other organizations or institutions in your community

## Make a PR Guru Guidebook for your organization

**H**ave it to organize all useful information in one place, to speed up preparation work, as a guideline when you need express service, for others in your organization to use, to make PR more efficient, to encourage inexperienced members of your organization, as a self-learning tool, to provide you flexibility, systematic approach and quality

### What could a PR Guru Guidebook include?

#### *A media directory*

- Make a list of all print media that are published in your community (newspapers, magazines, periodicals, newsletters, etc.) by the local government, organizations, partners, action groups, institutions, sponsors, etc.
- List all print media that are available or can be created by your organization or project partners and supporters (flyers, newsletters, bulletins, magazines, etc.)
- Make a list of all existing digital media that can be potential publishing platforms (online newspapers and magazines, local and regional news portals, websites, etc.)
- List digital media that are available in your organization (and via partners/supporters) or can be created especially

for this purpose (newsletters, websites, forums, blogs, promotion videos, mobile phone application, etc.)

- Make a list of all local, regional, national and web radios that could be interested in hosting us. Note down any tips or kind of content each would be suited for
- Mention if there are any local or regional TV stations you can invite to do an interview or report

#### *Publishing rules*

- Inform yourself beforehand about rules and deadlines for publishing (what is a procedure to follow in case we are interested to publish content, is there a special format in which the content needs to be presented, how long in advance the material needs to be sent, etc.) – note it down for each print media
- Note down information on what type of articles and content specific media is interested to receive, include any useful tips from your previous experience

#### *Address Book*

- For each print and digital media on the list, note down contact details of the person responsible for receiving publishing content
- List down persons involved in creating print or digital media: designers, content writers, website developers, etc.
- Create mailing lists divided in different target groups which can then be used for sharing targeted information

(newsletter subscribers, partners, potential and actual supporters, target audience, service users, etc.)

- Make a list of all radio journalists who can be contacted for an interview or to read our announcement
- List down contacts of TV stations, and people responsible for arranging for a coverage

### *Inspiration*

- Gather examples of previous projects, articles and interviews published, posters and flyers, newsletters, bulletins, etc. to use as a source of information
- Gather examples of work and design that inspires you, you can use it as an inspiration for future projects

### *Knowledge*

- Include a section with guidelines on how to write an announcement, an article, social media post, blog entry, radio presentation
- Include tips and tricks which can be used as a quality standard and recognizable feature of your PR releases
- Prepare guidelines on how to approach TV stations and all preparation work that need to be done in advance to make sure the reporting goes smoothly

### *Development ideas*

- Keep track on your social media performance and develop ideas on how to increase visibility
- Regularly evaluate your success in reaching target population via different media (number of newsletter subscribers, views of your posts over social media, people who read your website or follow you on social media, people who reacted on your published announcement (per each media)
- Keep track of how supporters have found out about you, if any success was made using published content (who did it reach? How? why?)
- Keep track of content that brought you success, and evaluate its reason so you can create more of the same
- Use every opportunity possible to brainstorm development ideas (organize a special session with your team, ask users for feedback, ask supporters or involved stakeholders for ideas, check with partners strategies they use, organize a special event focused on improving visibility)
- Watch TV – and listen to Radio programmes and evaluate them. Note ideas for improvement (visibility, logos, ways to accentuate content and ideas)

# Organization and its culture

In the field of youth work, there would rarely be place for individuals to act alone. We always operate as a part of a group, an organization. Organizations are their own little worlds with its own structure, rules, internal mechanisms and culture.

## Organizational Culture

*“Culture is how organizations ‘do things’.”*

— *Robbie Katanga*

*“Organizational culture is the sum of values and rituals which serve as ‘glue’ to integrate the members of the organization.”*

— *Richard Perrin*

*“Organizational culture is civilization in the workplace.”*

— *Alan Adler*

Every organization, regardless of the type, has its own internal structure, rules, values and ‘behaviour’ that we call its culture. Culture is consistent, observable patterns of behaviour in organizations which help create the sense of purpose.

First component of organizational culture is its **hierarchy** model, which exists in every organization regardless of the type. Even when members of an organization do not relate hierarchically to each other and do not follow the legally defined power structure, a spontaneously created informal hierarchy and some power difference take place. Hierarchy is defining the rules on internal structure of the work, division of tasks, management of responsibilities, etc.

**Decision making process** is another important feature. It depends on how much the leader is willing to involve others into preparation and decision making process. It is very important that the persons involved in decision-making process are competent and responsible enough for it and understand the importance and seriousness of the process. It is essential that the members of the organization work as a team, and that they are capable of making effective decisions and running the organization efficiently.

Apart from internal structuring rules, organizations also have certain set of **values** which regularly come across in everyday life of an organization. It is important to understand how things are done and why they are done this way. Sometimes those values might not be explicitly written on a blackboard or communicated verbally, but they will be reflected within the projects an organization is trying to develop and promote, topics the organization is concerned with, group in the society it targets and activities it undertakes. Organizational culture is shaped by and overlaps with other cultures — especially the broader culture of the societies in which it operates. The context in which an organization operates, local, regional, national, etc., will define the way organizations are shaped, and the values they will consider to be important.

For us as individuals who operate within the bio-system of organizations, it is important to be aware of these internal rules, behaviours and values. It has been proven that people are more productive when they are familiar with the rules. An organization functions better if there is a clear structure and division of responsibilities within it. Organizations are not more than a sum of individuals who are a part of it. It is, therefore, important to fit in, to align in our work our behaviour with that of our organizations, and to believe in and promote its values. When we are a part of an organization it is important to respect its culture in all its aspects: relationships, ethics, approaches to challenges, etc. and to make sure that our work is reflecting this respect.

Not only for our own and the well-being of our organization it is important to recognize, understand and appreciate organization's internal culture; it is essential also in work with other organizations. In youth work, our organizations rarely operate without partners, and supporters. Sooner or later, it is inevitable that we will cooperate with another organization, merge with another bio-system. To make sense of it, it is quintessential to know the rules and values of our organization, and to respect that the other side will have the same. Only by understanding the surrounding in which we operate, we can appreciate the differences and learn to respect them. The key to a good cooperation is to be curious to get to know the cultures of other organizations with an open mind.

Finally, it can be helpful to know that cultures are dynamic. They shift, incrementally and constantly, in response to external and internal changes. When trying to assess the culture of our own or other organizations, it may seem as if we are trying to hit a moving target. But at the same time, it also opens the possibility that culture change can be managed as a continuous process rather than through big shifts. The culture of the organization should always be learning and developing, and so should we within it.

# Youth activism and initiatives

*'Never doubt that a small group of thoughtful, committed citizens people can change the world. Indeed, it's the only thing that ever has.'*

– Margaret Mead

## Why Youth Leadership?

### Because it's good for you

Little changes make a big difference. A sum of many little changes can produce a huge storm of positive changes in one's society. And we can be the ones that have created it. A pretty good feeling, huh!?! Furthermore, young people with some leadership skills have a much more positive sense of self, a better self-control, more tuned decision-making skills, a moral system of belief, and pro-social connectedness. Doing good for others makes us feel good. While we are at it, even if it is unconscious, we are developing our skills and knowledge, shaping our values and beliefs and becoming more competent individuals. We are better prepared for future challenges, and much more likely to undergo new projects, bring new ideas, get better and do more. Be a change you want to see, it is a pretty amazing feeling.

### Because it's good for your peers

Researchers agree that youth involved in extracurricular activities and civic engagement are less likely to be involved in violence and delinquency, acquire a stronger work ethic, are more likely to maintain their cultural identity, achieve higher levels of education and obtain employment. They are also

less likely to be prone to a destructive behaviour, use drugs, be a teen parent, be incarcerated or commit a crime. Youth organizations as a part of the collective can make a change within their communities and make a change in people's lives.

### Because it's good for your organization

Having a pool of strong young people who are prepared and ready to take initiative will bring positive change for the organization. Initiatives taken by their members will increase visibility of the organization, which leads to recognition of their mission. Well-known organization has more power to influence others for a positive change. Organization is a group of people which is only as strong as it's weakest link. Don't be the weakest link!

### Because it's good for your community

Youth play a pivotal role in healthy community development. Youth leaders, parents and researchers have recognized youth as assets in shaping communities and find youth civic engagement to produce positive externalities for both young people and the community. Understanding youth as community assets is a perspective many communities across the globe are not oriented towards, and its benefits are not always immediately obvious to the untrained eye. Research has shown that youth who engage in extracurricular civic action are more likely to adopt positive life trajectories than those who do not, and that communities with constructively active young people are more likely to produce high school graduates and experience less crime than those that do not.



## Because it's good for the society

Within youth work as a whole, the most important component which brings direct change is youth leadership. Young people who are taught and empowered to be leaders, to take initiative, are much more likely and much more prepared to bring change. Being empowered as individuals, those young people are more adopted to changing circumstances, and more prepared to take action. They also have more knowledge to see what should be changed and which initiatives taken. Knowledge empowers young people to take action, makes them feel more prepared and ready, and diminishes fear of failure.

## Because it makes a real impact

Through youth activism many little changes were made that resulted in being big changes and making a difference. What seems to be small, has the ability to influence. There are many examples of small initiatives that people might think was significant for at best couple of people. However, the direct impact on those people was strong, and it meant everything in their lives in that particular moment. Because of the way that felt, those couple have started to share their story, influencing others around them, then those have influenced some more people, and just like a snowball, the impact was huge. But even if the initiative stays small, and influences only a small amount of people, it still makes a big impact. People are not able to unlearn what they have learned, un-hear what they have heard. Even if we have made an impact on only one person, for that person our initiative can be life-changing. We never know who we will influence for better, and how our small initiatives can make a big impact somewhere else.

## Youth activism success stories Get inspired!

*San Francisco voted to limit the sale of plastic water bottles on city-owned property and one high school student made a crucial difference. In the words of the community organizer: "I showed up in SF to launch a campaign to encourage both the city and its local national parks to go bottled water-free. Knowing nobody, my first step was to recruit a team of volunteers. Standing outside the local co-op with a petition and campaign materials, a high school girl, whom I'll call Abby, approached. I talked with her about the environmental harms of bottled water, and she told me that she was passionate about protecting the environment and wanted to get involved. So I invited her to our first campaign meeting. She hadn't ever done any grassroots organizing before, but jumped right into our campaign – and was brilliant! She learned how to recruit and train volunteers and became the overall coordinator for our "grassroots pressure" tactic. In just 3 months, Abby played a key role in recruiting almost 50 people to a campaign kick-off meeting, generated over 1,000 handwritten petitions, and created more than 220 photo petitions (including with a dinosaur made of plastic water bottles that demonstrated how bottled water should be extinct!). She recruited many of her high school classmates and together they made a huge impact. One year later, we reached a tremendous victory and that success wouldn't have been possible without Abby's incredible work."*

Students at West Branch Middle School in Iowa save the school nearly \$250 a month on electricity by using energy-saving T8 light bulbs. Their effort to cut electrical usage in all schools was initially met with resistance by the local school board. The student proposal called for a low-interest loan to pay for more efficient bulbs and changing the light sockets. After four months of persistent lobbying by students, the cautious school board members approved the plan.

A group of 8<sup>th</sup> graders noticed that their classmates had to walk in the grass on the side of the road. They took the issue to their state senator and he told them it was a county issue; their senator helped arrange a meeting with the local Planning Commission in Florida. It looked promising that money to build sidewalks could come from Safe Routes to School grant program. But other projects side-lined this one. The students collected over 500 signatures on a petition to pressure the County Commission. Four years later, these students attended the ribbon-cutting ceremony for this \$700,000 construction project that grew into a multipurpose pedestrian/bike path.

The Multnomah Youth Commission in Portland analysed the coverage of youth in the region's largest daily newspaper, *The Oregonian* and found that few articles about youth were printed and those articles that were printed were about crime or sports. The MYC began working with newspaper staff to improve youth coverage and suggested the paper hire a youth beat reporter to specifically cover youth issues and create a weekly feature on youth. Both recommendations were adopted and "The Zone" was created as a weekly feature.

## IDEA BOX: Local community project – United for our community

**Organization’s mission:** To make a difference in lives of hearing impaired.

**Project aim:** To break stereotypes, raise awareness on abilities of hearing impaired young people and make them more visible in the community.

### Objectives of the project:

1. To engage hearing impaired in popular youth activities side by side with other young people
2. To raise awareness of the existence of hearing impaired in our community
3. To raise awareness of the stereotypes hearing impaired young people are facing in their everyday life
4. To show achievements of hearing impaired young people in the community

**Activities of the project:** Above objectives can be achieved through many different activities. Choose the ones which make most sense in your community and your project (taking into account your resources, surroundings, specific circumstances, etc.).

*Your community has a big population of young people playing street basketball and hanging out on the courts? Make this your starting point.*

Organize young street basketball players to unite with you and hearing impaired participants to **paint graffiti on the wall at the basketball court**. Let them choose the design themselves, let them invite their graffiti-loving friends to help. Make it a communal effort, and it will reflect the spirit of the community!

Once the wall is ready, celebrate by **organizing a basketball tournament** on the court. Let everyone the opportunity to sign up and participate. Let street basketball-lovers to be the leaders, invite their friends, and let them create the teams. Make sure hearing impaired are equally represented and spread throughout the teams. Your role should be to encourage hearing impaired youngsters to participate. Organize them to **create a basketball rulebook** for playing with the hearing impaired, where they will write and draw some rules which will help them in the game, allow them to be equally included, and communicate with the others. **Organize a workshop** with leaders of the tournament and hearing impaired where those rules will be communicated and practiced. Make sure that at least one leader of each team signed up for the tournament is participating in the workshop. Let the teams practice with new rules before the tournament. If you have youngsters who would like to participate, but do not wish to be included in the game, include them in supporting activities: as photographers, cheerleading squad or helping staff at the day of the game. *Was there a photography workshop in the past organized by your organization or in your community? Would participants and photographers be willing to help?* Engage them from the beginning to document every activity. Encourage hearing impaired to take part and snap away during all the stages of the project. You can later **organize a photography exhibition** showing all those wonderful works. *Is there a local event coming up, expo or celebration?* Think of how you can get involved. **Put up a stand** exposing the photographs, rulebooks, selling goods for a specific purpose, put up a show, etc. Possibilities are endless!

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