

Leadership Development 201: Roles and Delegation

Learning Objectives:

Skills, Knowledge, and Attitude which learners should take away from this session.

- Recognize the importance of leadership development in campaign work
- Learn how to plan an effective 1:1

Achievement Objectives:

Tangible steps learners will take to advance real or simulated campaign work.

- Reflect on their own leadership and ways to develop leadership in others
- Practice initiating a 1:1

Time: 1.5 hours- 90 mins

Normal = say out loud

Underlined = flipchart this!

Italics = trainer notes/instructions

Bold = key point

Anchor: The ANCHOR step invites learners to reflect on past experiences which relate to the learning of the session. (e.g. "Think back to a time when _____. What did that feel like?")

1. What is Leadership [10 min]

JOURNAL to get grounded into the space and the training:

Think back to your leadership style from Leadership Development 101- North/South/East/West. Reflect on how you've embodied your leadership style so far at Sprog. Any specific moments? Or feelings?

Flipchart two descriptions of leadership:

- A leader creates conditions that enable others to do great things in the face of uncertainty.
- Leadership is a practice, not a position.

Have people turn to their neighbors and talk for 1-2 minutes about what they think those statements mean, then bring them back to the big group and take a few responses.

Also in the pair- reflect on if you think of yourself as a leader or not. Everyone here is a leader in some way, even if you might not think of yourself that way yet -- but leadership is also a skill that can be learned and honed. This training will cover some practices of good leadership.

Read training Objectives (flipchart Objectives).

Add: The ADD step introduces new information and tools for learners to consider.

2. How Oppressive Institutions Limit Expression of Leadership [10 min]

Brainstorm some assumptions of leadership as made by oppressive institutions (ex. colleges/universities, corporations, non-profit organizations etc)

Some examples-

- Avoiding conflict or anything that is seen as “confrontational”
- Listening more closely to those who are assertive/outspoken
- Demanding “rational” behaviors and dismissing emotional ones
- Instituting individual/hierarchical leadership over collective leadership
- Those with privilege are still respected even if they operate outside of the “norms” listed ¹

Why is it important to train and develop the leadership of others? *Take responses, then add the following:*

- **More people to share the work.** Remember those pictures of different group models from Leadership Development 101? Remember the one where one person was directing everyone else and bottom-lining all the work? We’ve already talked about why that doesn’t work. For a group to survive and succeed, it needs many leaders sharing the work and supporting each other.
- **Share organizing skills.** Most of the time, people don’t organically step up into leadership roles and learn organizing skills just by being part of a group or campaign. – and grassroots organizing skills aren’t typically taught in school, so it’s on us to share organizing skills so that others can be leaders in our campaigns.
- **Practice anti-oppression and encourage diversity in leadership.** Internalized oppression can be a factor in why people have trouble seeing themselves as leaders. Systems of oppression are so pervasive that it’s easy to internalize the values of patriarchy, capitalism, white supremacy, ableism, fatphobia, etc. Sometimes people with marginalized identities have trouble seeing their own leadership strengths, even if those skills seem apparent to others. If you only offer leadership roles to people who volunteer for them, you’re likely to get people who are already comfortable in leadership or feel entitled to leadership positions. Instead, encourage and intentionally develop leadership in people from marginalized groups and people who bring experiences or leadership styles that are underrepresented on your team.
- **Prepare for changes and rejuvenation in leadership.** Ensuring that institutional knowledge is passed down through leadership in the organization. Making sure that the organizing history is not lost as folks move out of leadership. Allowing for new leadership to have a voice and create change with support . i.e. Creating transition memos, mentoring new leadership, allowing for 3 changes to happen based on the vision of the new leader, etc.

Source for this bullet point: “Infiltration: How the Values of Oppressive Systems Tend to Arise in Organizations,” a publication by the Anti-Oppression Resource and Training Alliance (AORTA).

3. Leadership Pathways (15 mins)

Traditionally we talk about taking leaders through a leadership ladder, however the concept of a ladder is ableist and does not allow for flexible leadership to take place. There are some leaders who will be comfortable in their role and may not want to advance until they get skilled up, others might have more capacity in the beginning of a campaign vs. the end. This doesn’t mean one leader is more valuable than

¹ <https://organizingchange.org/how-to-develop-confident-activist-leadership/> (emailed author to ask for permission to include in this training)

another instead think of all your leaders as wonderful people who made time to invest in the movement and we're appreciative of it. So, let's scrap this ladder and create pathways to leadership.

Let's give you an example:



In Candy Land leaders can take many paths. Starting from a place where they feel most comfortable and moving with support and encouragement as needed.

Leadership Pathways enable you to:

Create Meaningful Volunteer Opportunities

Match Volunteer Interests with Roles

Cultivate Leadership

Plan Strategically

4. What is Delegation? [10 mins] 7.5 mins

invite them to take on more responsibility. That means delegating! What is delegation? Can someone provide a working definition of delegation?

Many organizers have a love-hate relationship with delegation. We know that teams work best when the work is evenly distributed, but delegating also means trusting other people! Let's brainstorm: What are some of the risks of delegation? What are some benefits?

Flipchart a T-chart with the benefits and risks. Some answers might include:

Benefits	Risks
<ul style="list-style-type: none"> • Gives more people a stake in the work by involving them directly • Creates stronger bonds between group members by encouraging collaboration • Ensures that work load is distributed evenly • Gives newer members the chance to build skills and take on leadership roles • Leadership development! 	<ul style="list-style-type: none"> • What if people don't follow through and the work doesn't get done? • What if the work is done by someone less skilled or experienced? • What if new recruits don't follow directions?

5.Effective Delegation [10 mins] 7.5 mins

Sometimes, when organizers talk about the risks of delegation, they're really talking about problems that are caused by ineffective delegation. If someone is asked to do a terrible task, they probably won't be very motivated to follow through with it.

I'm sure that we've all had experiences with being assigned a task that was not delegated effectively. . Think back to a time that you were given a really terrible task to complete by a group leader... What comes to mind? What made that task so terrible for you? *Take responses and scribe notes, noting which factors have to do with the task itself and which have to do with external factors. Some answers you might hear (or may want to add):*

Ineffective Delegation	Ineffective Support
<ul style="list-style-type: none"> • Boring or repetitive • Takes no skill • Appears to have no purpose • Leader has no ownership 	<ul style="list-style-type: none"> • No instruction • Bad working conditions • Bad supervisor behavior • No rewards or feedback • Team seems indifferent to whether the task is completed or not

Now, let's flip it around. Think about a time when you took part in a fun volunteer project, or you were assigned a role at work that you actually enjoyed doing. What worked about those tasks or roles?

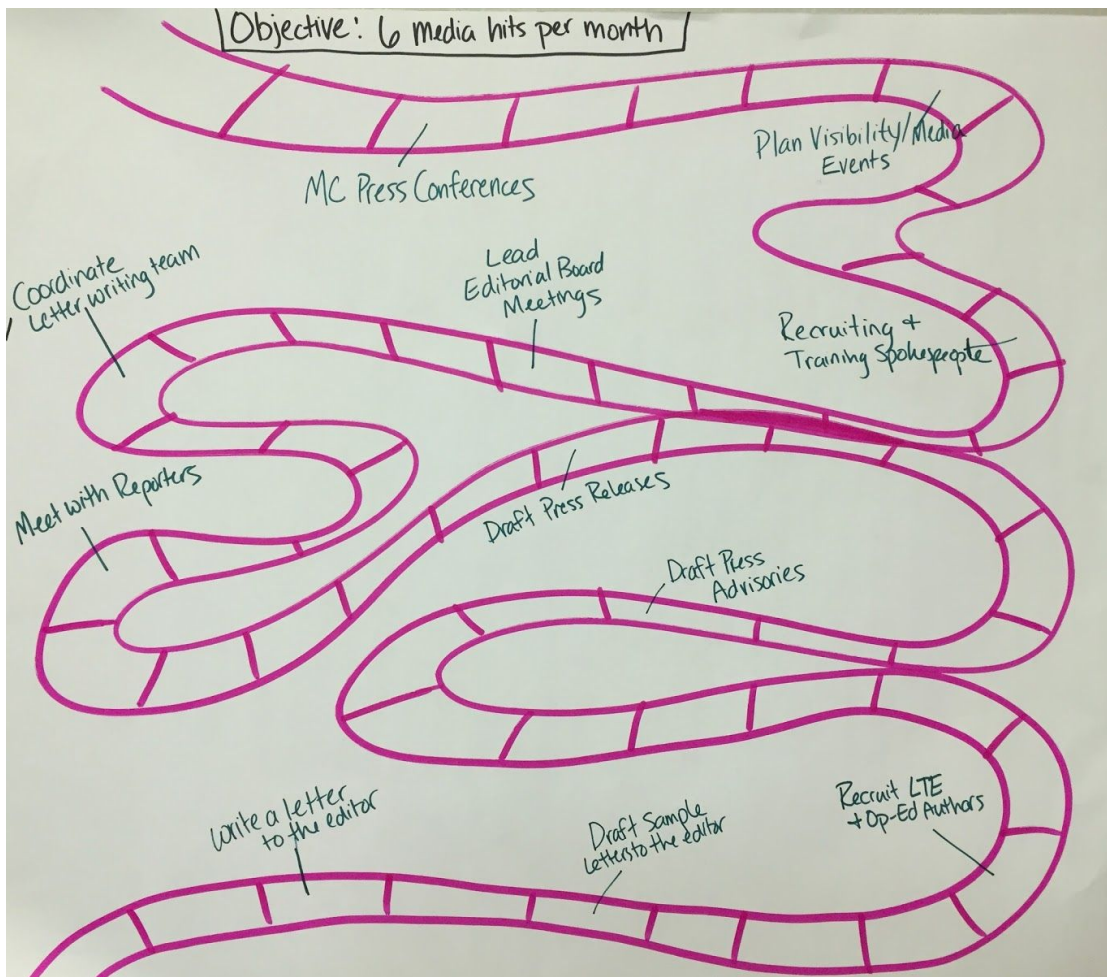
Flipchart responses. Some answers you might hear (or may want to add):

Effective Delegation

- Did it with a team that was fun to work with
- Role was clearly important to the group
- Clear instruction and support from supervisor
- Interesting task
- Received positive feedback
- Learned new skills
- Setting was made enjoyable (e.g. music, food, etc.)

Apply: The APPLY step invites learners to utilize the new information in a task, challenge, or focused conversation. (e.g. practice, application, case studies, compare, etc.)

10 mins **Take 15 mins** To plan out a Leadership Pathway connected to a larger goal or objective of your choosing. Create engagement opportunities for various levels of experience, commitment and interests.



-- Break [5 mins] --

Add: The ADD step introduces new information and tools for learners to consider.

7. Intro to 1:1 Meetings (formerly known as Intro to Indy Meetings) [10 min]

how do you actually invite people to take on roles? And how do you know you're plugging them into work that will motivate them and match their skills and interests? The answer is a 1:1 !

1:1 = a casual conversation where you explore a person's interest in a campaign and clearly ask them to take on a role.

If you have already run the Entering a Community training and discussed one-on-ones, clarify this important point (but if not, skip this): This is NOT the same kind of meeting as the one-on-ones we practiced in Entering a Community. Remember, the main objective of that kind of meeting was to listen and learn before starting work in a community that you're not a part of. The main goal of a leadership development 1:1 is to **invite someone to take on a role in your campaign.**

Has anyone ever had a 1:1 like this? How was it? *Take a few responses, and then **share a story** of your own about how a 1:1 helped develop leadership in a group you've worked with.*

The basic structure of an 1:1 meeting is **1) ASK**, **2) INFORM**, and **3) INVITE & INVOLVE**:

1. **ASK** the person you're meeting with about themselves and their interests.
 - If you're meeting with a potential recruit – someone currently at the bottom of the leadership ladder – you could ask about why they're interested in the issue your group is working on. You might also want to ask some questions just to get to know the person.
 - If you're meeting with someone who's already a volunteer or leader in the group, you could ask about how things are going with the roles they're currently holding, how their current workload feels to them, or what specific organizing skills they want to work on developing.
2. **INFORM** them about leadership opportunities.
 - For a new recruit, this could mean explaining a bit about your campaign strategy or organizational structure, or telling them about an upcoming event or project you want to invite them to get involved with. Think about whether there are roles you can offer that align with the interests that person just shared with you.
 - For someone who's already involved, this is a good point to appreciate the work they've done for the group so far and explain why you want to see them take on more responsibility.
 - *Explain this point with an example by briefly acting out a snippet of a 1:1*
 - "I saw how much work you put into organizing the kickoff event. We couldn't have done it without you! In particular, I was really impressed with how you trained and organized the new volunteers who came to help us collect petitions. You did a great job explaining our campaign messaging to them and coaching them on tabling. You know we've been talking as a team about how we need to put more effort into base-building. I think you would be a really good person to lead the way on that work."
3. **INVOLVE and INVITE** them to take on a specific role.
 - Be sure to make a clear, specific ask! Instead of saying "Do you think you can make it to the event?" say, "We need another person to take on setting up for the event next week. Can you come a little early, at 6:00, and help me get the room ready?"

Apply: The APPLY step invites learners to utilize the new information in a task, challenge, or focused conversation. (e.g. practice, application, case studies, compare, etc.)

8. 1:1 Meeting Practice [20 min]

Could do this practice as Parallel Lines from Training for Change

Exploring options for 1:1 [10mins]

Have the group organize themselves into two parallel lines. Make sure everyone has someone standing directly across from them (have trainers participate for an even number). When the two lines are formed, ask them to hi five with the person across. That instruction (a) helps people bond for the exercise, and (b) sorts out those who don't have a partner. Declare one line as the "initiator" (the organizer who is meeting with the person they want to invite to take on a role in their campaign). The other line is the new volunteer who may take on a role in the campaign

Setting the scene: "You (the initiators) are part of a group of organizers working on a campaign to close a nearby coal plant. You have a direct action coming up in two weeks as well as a social media campaign. For this exercise, the line of initiators will be conducting a 1:1 with their partner with the goal of inviting their partner to take on a role in the campaign. Be creative! This is a space to try out different strategies and for presenting different roles someone may be interested in holding."

"Take a minute to get into role. For the initiators of the 1:1, think about kind of leadership you want to embody here. For the new volunteers, think about how you may respond to different leadership styles and what would motivate you take on a new task or role"

Observe the roleplay and stop it as soon as energy starts to slacken. "STOP!"

It's OK that it takes a bit of time for people to go back to where they were, because that time is meaningful transition. Laugh along with them. For the perfectionists who worry that they didn't do it "right," the relaxed facilitator laughing is a relief! (Participants laughing after a roleplay, by the way, isn't about comedy, it's about emotional release. Needed, and welcome.)

Re-Run the Roleplay (Depending on time)

Reverse roles • Do it exactly the same way and you'll be rewarded by people doing a much better job at every point: they'll try harder to get into role, they'll be more creative, they'll be more emotional, they'll be more aware.

As you announce that we're doing it again reversing roles be sure to emphasize exploring options, so it's fine to do again what was done and also fine to try new things, and it's OK to try a bunch of things. Also, thank the folks who are now fulfilling a different role in advance.

5 mins instead Debrief [10 mins] (might not be the whole ten mins, if extra time, will be used for the whole training debrief)

- For the people who played the new volunteer, how did that feel for you?
Hear responses, and ask more specific follow-up questions as needed: "Did you agree to take on the role you were invited to? Did anyone feel like you were being bossed around?"
- For the people who were initiating the 1:1, how did you feel that went?
Hear responses, and again, ask specific follow-up questions as needed: "Did anyone find that this was harder than you expected? What went well in that meeting? What could have gone better?"
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Away: The AWAY step invites learners to connect their new understanding to the real world context of their lives. (e.g. a personal action plan, commitment, projection into future, etc.)

9. Debrief [5 min]

To end the training, have Sprogers turn to a neighbor and reflect on these questions:

What? → What was your biggest takeaway from this training?

So what? → Has your understanding of the role of a leader changed at all? If so, how?

Now what? → Take a moment to think about a group you work with back home or a campaign you hope to start. What insights from this training do you want to bring back with you?