



**National Quality
Infrastructure Development
Project - NQIDP**

**A Leadership Training Manual
For
Women**



**Addis Ababa, Ethiopia
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A Leadership Training Manual For Women

USERS' GUIDE INTRODUCTORY SESSION

- 🕒 Module 1: Introduction to Leadership**
- 🕒 Module 2: Effective Leadership Development**
- 🕒 Module 3: Decision Making and Leadership**
- 🕒 Module 4: Women in Leadership**

Acronyms

Apps	Application
BPA	Beijing Platform for Action
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
DEVAW	Declaration on the Elimination of Violence against Women
EQ	Emotional Intelligence
FDRE	Federal Democratic Republic of Ethiopia
GBV	Gender Based Violence
GC	Glass Ceiling
GDP	Growth Domestic Product
ICPD	International Conference on Population and Development
LCD	Liquid Crystal Display
MoTI	Ministry of Trade and Industry
MoTRI	Ministry of Trade and Regional Integration
MDGs	Millennium Development Goals
NQIDOP	National Quality Infrastructure Development Project
UNESCO	UN Scientific and Cultural Organization
UN	United Nation
UN MD	United Nations Millennium Declaration
SH	Sexual Harassment
ECA	United Nations Economic Commission for Africa
WLA	Ethiopian Women Lawyers Association

Glossary of Icons

<i>Icon</i>	<i>Meaning</i>	<i>Icon</i>	<i>Meaning</i>
	Learning Ground Rules		Duration
	Steps in the process		Brainstorming
	Trainer's Tips		Trainer's Note
	Lecture		Question
	Think Pair Share		Group Discussion
	Case Study		Case Story
	Sharing Experience		Reflection
	Role Play		Gallery walk
	Way Forward		Reference

USERS' GUIDE

Manual Introduction

Although the number of women on leadership in Ethiopia has been increasing, women continue to experience problems that prevent them from realizing their full potential as leader. Indeed, it is vital to acknowledge the success in improving the participation and representation of women in leadership role particularly in the political spheres of the country, it is also important to understand the obstacles that women face in terms of participating in leadership roles. Awkwardly, gender bias and discrimination persist in the country, which systematically disadvantage women and cause their unsatisfactory representation and participation in leadership positions. Determining factors include:

- Low status due to persistent gender discrimination and gender stereotyping, where women are generally viewed to be unfit for leadership, and subsequent lack of support for women's entry to leadership structures;
- Limited opportunity to engage full time in activities outside the home due to unequal burden of care work that falls upon them;
- Lack of resources due to their economic dependence on their husbands or other male household heads; and
- Low self-esteem and inadequate leadership skills and experience as a result of the above factors.

These obstacles can derive mainly from: personal factors, socio cultural factors, organizational culture, and lack of knowledge and experience. Therefore, this manual is designed for leadership training facilitators and trainers to use when providing and organizing training on women empowerment and leadership. The manual is designed to enhance women's participation in leadership in various spheres of organizational interaction and decision-making. While utilizing this manual, the facilitator enables training participants to have a better understanding of gender with regarding to leadership development concepts from a different social, political, economic, cultural and developmental point of view.

Overview of the Manual

This manual is developed with the help of National Quality Infrastructure Development Project (NQIDP), which is implemented by the Government of Ethiopia with the support of the World Bank. The project is designed within the broader context to support the Government in addressing the major constraints related to quality assurance services. NQIDP is envisioned as capacity development initiative; designed to support government organizations and private institutions to develop and manage gender responsive national quality Infrastructure system and the gender responsiveness of trade sector.

Purpose and Objectives of the Manual

This leadership training manual has been conceived and developed to help trade and regional integration sector; especially its women staffs and customers, to address women leadership related issues. The training manual aims to build-up the capacity of potential women employees and leaders by equipping them with knowledge and skills on the following:

- 🎯 Concepts of leadership and terms;
- 🎯 Principles of effective leadership and personal development;
- 🎯 Factors that affect women leadership role;
- 🎯 Decision making and leadership; and
- 🎯 Coping with leadership challenge and learned lesson stories.

The manual is also designed to help share knowledge and skills among participants. Lessons focus on improving participants' knowledge, attitudes, skills, and habits (KASH). This will be facilitated through a series of approaches and practical exercises which allow participants to understand and realize the existing realities.

How to Use the Manual

This is a standard training manual on women and leadership in addition to related subjects. Professional answers on women and leadership issues are not a one-stop source. The trainer can select topics, exercises, and techniques based on the target group and the duration of the training.

It is important to carry out a training needs assessment of trainer's background information to identify training needs and gaps. The results will determine training programs, procedures, and how they fit into the target group. The trainer may use the entire manual or some of them or only one module according to the target group's gaps and specific needs. The manual contains modules and each module includes sessions with activities and tip for the trainer to explain the module's learning objectives and how to carry out the activities.

Target Audience

This training material will be used by public and private institutions that are directly or indirectly involved in trade and regional integrations. The manual will support trade and regional integration sector and key partner institutions efforts to respond on the problem of trivial representation of women in the leadership structures. It also used for any development actors who have an interest to empower women and enhance their leadership role. The training material can be used to cascade and deliver during leadership related training at different level.

Consideration of Target Audience

The trainer/facilitator should primarily determine the target group when designing the training program. In doing so, it is paramount to keep homogeneity of the target group in terms of women and leadership issues awareness level. For example, it is not recommended that the trainer/facilitator convey a basic, intermediate, or advanced understanding of leadership issues in particular training. The trainer/facilitator should consider sex, age and hierarchy (social and organizational).

Structure and Contents of the Manual

This manual starts with a list of suggestions on how to facilitate the opening of the training and the introduction of the trainees and the trainers, as well as the presentation of the purpose, objectives, contents and management of the training. All of these preliminary sections lead to the presentation of the four training modules.

The first module entitled, “Introduction to Leadership,” focuses on the general concept of leadership, such as meaning, factors, qualities and styles and theories leadership as well as the module presented key difference between leadership and management skills. This module is divided into six sessions. If all of the sessions will be taken up, the whole module is set to be completed in 7 hours.

The second module, entitled “Effective Leadership Development,” provides the trainees self-assessment, personal, and leadership development tools. This module is seen to be critical because the enhancement of women's leadership skills can be developed through their own effective personal improvement in leadership. If they know how to constantly examine themselves for deep-rooted leadership development process, they sustainably develop their communication skills, self-esteem and self-confidence for being a leader. The module has six sessions which are designed to be taken up in 10 hours.

The third module entitled, “Decision Making and Leadership,” equips the women-trainees with adequate knowledge on the basic features and functioning of decision making on leadership. Similarly, it aims to answer the basic questions like how can I improve the quality of my decision and what are the factors that affect decision making. Besides, it provides necessary skills that will make them capable of understanding conflict resolution and management techniques. The module is divided into three sessions. These three sessions are set to be taken up in 6 hours.

The final module will be used to summarize the previous three modules entitled, “Women in Leadership,” the module deals with Women’s with regards to the concepts, features and conditions of Leadership. It is designed to help women cope with the factors and challenges that arise from participating in leadership positions. It also aims to provide behind-the-scenes case stories of prominent female leaders in Ethiopia as a

noticeable learned lesson. This module is divided into six sessions which are set to be taken up in 6 hours.

In summary, each the four modules; including module introduction, contents, learning objectives, duration, methodology, required material, activity, trainer's tip and note.

Training Methodology

The training will be given in participatory ways which will allow the participant to spend sufficient time to share experience, discuss on the issue, and demonstrate their knowledge. A combination of multiple participatory training methods will be employed for the training. These include participatory short presentation and discussion (lecture), group exercise, individual assignment, case study and role play etc. The main training methodologies are describes as follows;

Methods	Description
Lecture	<ul style="list-style-type: none"> ➡ Lecture is useful for conveying new information and concepts to the learners and for providing context so that learners can relate what has been learnt to a conceptual framework. ➡ The lecture method is primarily used to build upon the learners' existing base of knowledge. ➡ Lectures are also good for stimulating and motivating learners for further enquiry and for presenting a specialized body of external information.
Case Study	<ul style="list-style-type: none"> ➡ The group gets an opportunity to look at others' experiences in the form of a case. ➡ The learners reflect and analyze these experiences to derive new ideas. ➡ The learner's own experiences, values, feelings form the basis for analysis of others' experiences. ➡ In addition, it helps in creating new knowledge through analysis and synthesis.

Group Discussion	<ul style="list-style-type: none"> ➡ Discussion should play a major part in the presentation. ➡ This will pave the way for participants to share their life-experiences; the trainees will be familiar with learning, even though they may never have analyzed the process. ➡ Therefore, the major task of the trainer is to plan a sequence of questions that will lead the trainees to an identification of the elements and steps in the learning process and the factors that hamper learning.
Brainstorming	<ul style="list-style-type: none"> ➡ A process for generating creative ideas and solutions through intensive and freewheeling group discussion. ➡ Every participant is encouraged to think aloud and suggest as many ideas as possible.
Think Pair Share	<ul style="list-style-type: none"> ➡ The facilitator Pose question at that point, the participant think about independently and have someone to write individuals thought. ➡ In the next step participant “pair” with one another, and share their reflection. ➡ Then after, the pairs come together into large group for broader sharing the key point raised
Story Telling	<ul style="list-style-type: none"> ➡ Story telling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination. ➡ Story telling involves a two-way interaction between a storyteller and one or more listeners. ➡ The responses of the listeners influence the telling of the story.
Role Play	<ul style="list-style-type: none"> ➡ Role play is to act out the scenario/to represent in action (another), especially in a make-believe situation in an effort to understand a differing point of view or social interaction.
Gallery Walk	<ul style="list-style-type: none"> ➡ Questions or Sub Topics are posted on the wall around the room. ➡ Subsequently, participant put in group or else separately writes down their ideas as they move from one station to another.

Training Aids / Required Materials

- | | |
|------------------------|-------------------------------|
| ➤ Handouts | ➤ Color slides |
| ➤ Computer | ➤ Videos |
| ➤ LCD projector | ➤ White board |
| ➤ Charts and diagrams | ➤ Markers and pens |
| ➤ Training Material | ➤ Masking tape |
| ➤ Flip chart | ➤ Note book |
| ➤ Sticker Note | ➤ Case Studies |
| ➤ Color and hard paper | ➤ Local martial for role play |

Training Evaluation

To assess the learning experiences, process, outputs and the effectiveness of trainer, evaluation forms can be developed, in accordance with the participants' level and distributed at the end of the training. In addition, during the training mood meter, mountain clamping, personal reflection (gains, affirmations, doubts and confusions) on sticker note will be used on which participants could express their feelings about the training workshop.

Moreover, Aside from the evaluation of the training, a quick check of the participants' learning experience can be done after each module. A list of questions is provided at the end of some of the session guides for quick checking, while more can be developed as per the needs and level of the participants.

Report

Output and overall activities of the training with including opinions, way forwards and pictures of participants will be properly recorded and documented. The report will be summarized and the facilitator will share comprehensive report that can be used to capture change overtime after the training.

INTRODUCTORY SESSION



Getting To Know Each Other

The trainer/facilitator must help participants to build trust and develop a friendly and safe environment for the duration of the training. To do this, he/she must give participants the opportunity to get to know each other, share their expectations before the actual training sessions.

Objectives:

- ✚ To allow participants the opportunity to get to know each other,
- ✚ To break down initial interpersonal communication barriers, and
- ✚ To create a conducive, comfortable learning atmosphere.

Duration: One hour



Step 1: Divide participants into a group of two and make sure to team members who do not know each other before.

Step 2: Give the following questions for each group to interview their partner for 2 minutes.

- ✚ What is your name?
- ✚ Where do you work?
- ✚ What do you expect to get from this training?
- ✚ Do you have any fear about the training?
- ✚ How do you plan to use the knowledge and skills you acquire from this training in your daily life and work?

Step 3: Give each group member an opportunity to introduce their partner to the larger group based on the discussion they had.

Step 4: Elaborate if the expectations and fears are realistic or unrealistic; and identify possible constraints and opportunities for the accomplishment of the training.

Step 5: Communicate the objective of the training to the participants.



Learning Ground Rules

At this point, ask participants ‘what they should not do’ and/or ‘should do’ throughout the training with regarding to;

- ✚ Time keeping and active participation,
- ✚ Putting cell phones silent and respect each other’s opinion.
- ✚ To make things exciting add some ‘energizers/ice breakers” as a way punishment for any participant that breaches any of the ground rules breaching of the learning ground rules.
- ✚ During the training, there will be a lot of group discussion. So beware not to put everyone in the same group every time you form the groups.



Duration of the Training

- ✚ 30 hours,

This training covers the fundamental women and leadership topic, it is important to spend adequate amount of time on it. Therefore, a minimum of five days or 30 hours is essential for successfully completing the training and achieving the intended objectives.

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Module

1

Introduction to Leadership



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Module Introduction

This module discusses in detail about the meaning, concept, skills and styles of Leadership. It will enable participants to differentiate between leader and manager. It also describes the ethical values of leadership and the relation between Leadership and power. The Module consists of 6 sessions with sub parts which are accompanied by different activities like brainstorming, group discussions, think pair and share.

Contents

- Session One: Definition of Leadership
- Session Two: Concepts of Leadership
- Session Three: Leadership Styles
- Session Four: Leadership and Power
- Session Five: Leader Vs Manager
- Session Six: Ethical Values of Leadership

Objectives

-  Define and understand the basics of leadership;
-  Explain leadership qualities, styles and skills
-  Understand factors affecting leadership
-  Discuss leadership theories
-  Understand the relation between Power and Leadership
-  Discuss the principles of ethical leadership

Methodology

- Lecture
- Questions
- Reflection
- Think pair share
- Brainstorming
- Group Discussions
- Group Activity
- Recap

Required Material

- LCD Projector
- Laptop Computer
- Flip Chart
- Markers
- Pens
- Note Book
- Colour Paper
- Masking Tape

Module Duration

7 Hours

Session One: - Definition of Leadership

Session One	Definition of Leadership
Duration	45 minutes
Learning Objectives	After this session, trainees will be able to: <ul style="list-style-type: none">▪ Define Leadership
Content	<ul style="list-style-type: none">▪ The Definition of Leadership
Methodology	Lecture, Questions, Reflection and Brainstorming
Required Materials	Flip chart, Computer, LCD projector, Marker, Handout, Pen and Notebook



Activity 1:- Brainstorming

Duration for the activity: 15 minutes

The trainer will ask trainees to share and discuss about the following questions;

- How do you define Leadership?
- Who is an example of leader in your experience /in your organization And Why?

Trainer's Note

1. Definition of Leadership

Different people define the term leadership and leader in different ways. Simply a leader is anyone who directs a group and leadership is the action of leading a group towards a common goal. Effective leaders have three common attributes:

- They inspire others to share their vision.
- They motivate others to act on that vision.
- They encourage others and help them overcome obstacles in pursuit of that vision.

Leadership is not about titles, positions or flowcharts. It's about one life influencing another. It is broadly distributed rather than assigned to one person, so that people within the team and organization lead each other.

It is the art of influencing people to attain group objectives willingly like what a minister does in his State, a captain does on the playground; the manager has to do in his organization. Leaders in all walks of life should have some basic qualities. They should be able to establish contact with their equals, deal with their subordinates and guide them, mediate in conflicts, resolve issues by weighing various alternatives, allocate scarce resources properly and take risks and initiatives. The environment in which a leader is placed is important. The organizational culture, the economic and social set-up, the extent of unionization and other factors may demand different types of leaders in different situation.

Session Two: - Concepts of Leadership

Session Two	Concepts of Leadership
Duration	90 minutes
Learning Objectives	<p>After this session, trainees will be able to::</p> <ul style="list-style-type: none"> ▪ Understand the core concepts of leadership ▪ Explain leadership qualities and skills ▪ Understand factors affecting leadership ▪ Discuss leadership theories
Content	<ul style="list-style-type: none"> ▪ Core Concepts of Leadership ▪ Leadership Skills ▪ Factors Affecting Leadership ▪ Leadership Qualities ▪ Leadership Theories
Methodology	Lecture, Presentation, Reflection and Group Discussion
Required Materials	Flip chart, Computer, LCD projector, Marker, Pen, Handout and Note book



Activity 2:- Group Discussion

Duration for the activity: 30 minutes

Step 1: The trainer will tell the trainees to form a group.

Step 2: Let them discuss about the different Leadership skills.

Step 3: Let the Group discuss and present some leadership skills with examples.

Trainer's Note

2. Concepts of Leadership

Concepts of Leadership refer to factors that leaders consider when applying a leadership style and overseeing a team of individuals. These principles focus on ideas and perceptions about the traits leaders should have and how they should perform in a leadership role.

2.1. Core Concepts of Leadership

Competence: is a specific combination of knowledge, skill, and abilities that are required to successfully lead /perform/ specific task. As leaders, we have to channel our energies to those arenas of leadership where we are most likely to excel. Working in the areas of our strengths is crucial to being effective.

Courage: is the quality of mind that enables a person faces difficulty, danger, pain etc. Courageous leaders are those who are able to push through uncomfortable situations

Clarity: A great leader is somebody who can lead with clarity in times of uncertainty. Those times of uncertainty, those are the times that can paralyze us.

They force us to question ourselves. People are looking to us for guidance. And if we are not able to lead with vision and get a group moving forward during those times, we're just going stand still or hit a plateau and start going backwards.

Coaching: is a form of development characterized by collaboration, support, guidance in achieving once goal. Without a coach, you'll never be as good as you could be. If your goal is to move further, faster than working with a coach will accelerate your leadership growth meaningfully.

Character: Character comes from within oneself. Character is the result of both environment and genetics. It builds trust and credibility. Good character in leadership, commands respect and shapes how we engage with the world around us. It takes in to account the issues of integrity (doing the right things always), being humble, curious, reliable and predictable.

2.2. Leadership Skills

Leaders expected to have the following commonly known skills.

Empathy: Empathy is the ability to understand and share the feelings of another. When you lead with empathy, you have an open heart, open mind, and open ears. You listen to understand; you listen to learn; you listen because you care. When people feel heard and understood; they are inspired to powerful loyalty and achievement.

Authenticity: Being authentic—holding an awareness of who you are, and letting others know what you stand for—should be at the center of everything you do. It's about not needing external approval but letting go of who you think you are supposed to be and instead embracing your deepest, truest self.

Determination: Making things happen, Overcoming obstacles, being persistent and tenacious. When failure is not an option, you bring the drive and the courage and the will to keep going, inspiring the group's imagination to discover, or create, new ways forward.

Empowerment: As a leader you are not just in it to accomplish something, but to bring others with you in making it happen. You give them power and encouragement, and by strengthening them you foster collaboration, teamwork, focused energy, and the level of commitment that comes with ownership.

Responsibility: is a crucial element of leadership. For your own integrity and that of those you are leading, you do not focus on power, but on meeting your responsibilities. You are charged with bringing discipline and focus to the organization.

Selflessness: Simply, you serve others before yourself. Successful leadership is a selfless action built on the principles of service.

Honesty: is the cornerstone of leadership. There is no leadership without trust, and there is no trust without honesty.

Innovation: Searching for new opportunities, different ways of doing things.

2.3. Factors Affecting Leadership

There are different factors that affect leadership. Some of them are:

Character: It is a unique personality trait that affects leadership either positively or negatively. Character dictates that right decisions will be made, commitments will be kept, communications will be honest, and the work will get done.

Followers: Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee does. A person who lacks motivation requires a different approach than one with a high degree of motivation.

Communication: What and how you communicate either builds or harms the relationship between you and your followers.

Situation: All situations are different. What you do in one situation will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective.

Also note that the situation normally has a greater effect on a leader's action than his or her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations.

2.4. Qualities of Leadership

The road to great leadership that is common to successful leaders includes;

Challenge the process - First, find a process that you believe needs to be improved the most.

Inspire a shared vision - Share your vision in words that can be understood by your followers.

Enable others to act - Give them the tools and methods to solve the problem.

Model the way - When the process gets tough, get your hands dirty. A boss tells others what to do; a leader shows that it can be done.

Encourage the heart - Share the glory with your followers' hearts, while keeping the pains within your own.

2.5. Theories of Leadership

Literatures reveal an evolving series of 'schools of thought' from “Great Man” and “Trait” theories to “Transformational”. Whilst early theories tend to focus upon the characteristics and behaviors of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership. (Northouse, P. G., 2007).

Great Man Theory: Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the 20th century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories

Trait Theory: The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to enthusiasm for life.

Behaviorist Theory: These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership'.

Situational Leadership Theory: This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization.

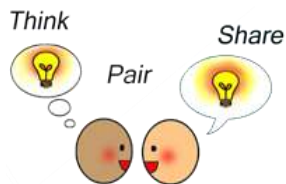
Contingency Theory: This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances.

Transactional Theory: This approach emphasizes the importance of the relationship between leader and followers, Derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.

Transformational Theory: The central concept here is change and the role of leadership in envisioning and implementing the transformation of organizational performance.

Session Three: - Leadership Styles

Session Three	Leadership Styles
Duration	90 minutes
Learning Objectives	After this session, trainees will be able to: <ul style="list-style-type: none"> ▪ Understand different styles of leadership ▪ Compare advantages and drawbacks of different Leadership Styles
Content	<ul style="list-style-type: none"> ▪ Leadership Styles ▪ Prospects and Constraints of Leadership Styles
Methodology	Lecture, Presentation, Reflection and Think Pair Share
Required Materials	Flip chart, Computer, LCD projector, Marker, Pen, Note book and Handout



Activity 3:- Think Pair Share

Duration for the activity: 20 minutes

Step 1: Divide participant into pairs.

Step 2: Let them share their ideas with each other and decide to which leadership style is best with their justification.

Step 3: Then Let each pair present the best leadership style they prefer to the group members.


Step 4: Allow 10 minutes for discussion and 5 minutes for their presentation.



Trainer's Note

3. Leadership Styles

What are the Leadership Styles?

Leadership styles are how a leader guides a team through different stages. These styles dictate how a leader implements plans, provides guidance, and overlooks work. Based on different personalities and methods, there are many different styles.

Leadership Styles	Characteristics
Transactional Leadership	<ul style="list-style-type: none"> ➤ Focuses on concise goal setting and communicating clear expectations to the employees. ➤ The employees need to be equally motivated by getting the proper amount of rewards and recognition. ➤ Ideal for large corporations with global teams. ➤ Transactional leaders prefer typical workflow and satisfy the daily quota.
Transformational Leadership	<ul style="list-style-type: none"> ➤ Works best when you need fresh ideas or new perspectives. ➤ There is also a certain appetite for risk in this leadership style. This is because leaders are always on the lookout for better ways. It means going out of one's comfort zone. ➤ This style encourages both the professional and personal growth of the employees.
Autocratic Leadership 	<ul style="list-style-type: none"> ➤ Works best when a quick decision needs to be made. ➤ An autocratic leadership style might help suppress a conflict in the short run. But it does not solve the conflict. ➤ There occurs a colossal lack of trust in this leadership style on the subordinates. It is why the power to make all the decisions lie in the hands of the leader. ➤ Best approach when consensus is not possible and the leader is required to make a judgment call

<p>Laissez-Faire Leadership Style</p>	<ul style="list-style-type: none"> ➤ A laissez-faire leader places a lot of trust in their members and their abilities. ➤ This management style works by allowing greater employee autonomy. It subsequently adds to more creativity in the workplace. ➤ Constructive feedback is a vital component of this style. ➤ Works best if the leader has a group of people who already excel at their individual skills.
<p>Charismatic Leadership Style</p> 	<ul style="list-style-type: none"> ➤ Charismatic leaders are very confident in their approach. They rarely have any self-doubt about their decisions and possess a very influential personality. ➤ They have an influence over a large group of followers. ➤ They fuel the motives of the employees and believe in the ability of the employees. ➤ They place high expectations and competence and act as a role model for the employees. ➤ Works best for social activists, motivational speakers, or political leaders. Someone who needs to inspire and gain the trust of their followers.
<p>Democratic Leadership Style</p> 	<ul style="list-style-type: none"> ➤ A democratic leader seeks inputs and feedback from followers to make decisions. ➤ The leader believes that they can make the best decision with lots of inputs from followers. ➤ Not the best approach for a crisis when there is high pressure and time is short. ➤ This leadership style emphasizes the aspect of equality in the workplace. Followers of this style take all inputs into account, irrespective of ranks. ➤ Works best with all kinds of organizations. Although places, where strict procedures are required such as manufacturing industries, democratic leadership, is not the best choice

Strength and Drawbacks of Leadership Styles

Leadership Style	Strength	Drawbacks
<i>Transactional Leadership</i>	<ul style="list-style-type: none"> ➡ Detail-oriented ➡ Goals are met ➡ Clear and efficient 	<ul style="list-style-type: none"> ➡ Micromanaging ➡ Strict ➡ Lack of compassion
<i>Transformational Leadership</i>	<ul style="list-style-type: none"> ➡ Creative thinkers ➡ Risk-takers ➡ Inspiring to others 	<ul style="list-style-type: none"> ➡ No room for everyday details ➡ Not focused on the present
<i>Democratic Leadership</i>	<ul style="list-style-type: none"> ➡ Collaborative ➡ Encouraging ➡ Flexible ➡ Unifying 	<ul style="list-style-type: none"> ➡ Inefficient ➡ Expectations may be unclear
<i>Autocratic Leadership</i>	<ul style="list-style-type: none"> ➡ Detail-oriented ➡ Efficient ➡ Clear about expectations ➡ Confident 	<ul style="list-style-type: none"> ➡ Strict ➡ Inflexible ➡ Resistant to others' ideas
<i>Laissez-Faire Leadership</i>	<ul style="list-style-type: none"> ➡ Relaxed ➡ Trusting ➡ Hands-off 	<ul style="list-style-type: none"> ➡ Not much support or guidance ➡ Inefficient
<i>Charismatic Leadership</i>	<ul style="list-style-type: none"> ➡ Inspire people to act and move towards goals ➡ More approachable ➡ Build strong relationships ➡ Relationships gone sour 	<ul style="list-style-type: none"> ➡ Lack to follow to execution ➡ Miss out on finer technical and practical details ➡ Self-promoting

Session Four: - Leadership and Power

Session Four	Leadership and Power
Duration	60 minutes
Learning Objectives	After this session, participants will be able to: <ul style="list-style-type: none">▪ Understand the relation of Power and Leadership▪ Explain Types of Power
Content	<ul style="list-style-type: none">▪ The relation between Leadership and power.▪ Sources of Power
Methodology	Lecture, Presentation, Reflection and Brainstorming
Required Materials	Flip chart, Computer, LCD projector, Marker, Pen, Note book and Handout



Activity 4: Brainstorming

Duration for the activity: 20 minutes

The trainer will ask participants to share and discuss about the following questions;

- What do you think and suggest about the relationship between Leadership and Power in your context?

Trainer's Note

4. Leadership and Power

Leadership and power are two closely related concepts. Power has played an important role in leadership practices. Leadership means power. We think that leadership may not be conceived without power. While an individual can exercise power without being a leader, an individual may not be a leader without power. Therefore leaders must develop the proper bases of organizational power in order to use it effectively and efficiently in influencing others.

One of the keys to effective leadership understands where your power to lead comes from. Merely occupying a position with “leader” in the title doesn’t make people want to follow you. But if you know what *does* get people’s attention, you will have a much better chance of leading your team to success.

Leadership can be distributed but power is usually not distributed. The implication from this observation is that power is an attribute usually held by individuals while leadership can be either held by an individual or distributed.

In general the difference and similarities of power and leadership is summarized as the following characteristics

- **Credibility:** Credibility is needed in leadership but not a necessity in power.
- **Source:** Power is derived from a position of authority. Leadership is a personal attribute.
- **Nature:** Power is generally controlling and forceful in making followers follow commands. Leadership involves inspiring the subordinates to complete tasks.
- **Independence:** Leadership requires power in order to be effective. However, power does not depend on leadership. One can have power but not be a leader. But, all leaders require some form of power in order to successfully inspire subordinates.

4.1. Sources of Power

There are five sources of power. As described in detail around their nature below, the first three are categorized under formal/organizational and the remaining two are personal power.

i. **Reward Power**

- Based on the belief that a leader controls important resources and rewards that the follower wants.
- Not only depends on a leader's actual control over rewards, but also on the follower's perceived value of those rewards.
- Shown to be most effective when followers see a direct connection between performance and reward.

ii. **Coercive Power**

- Ability to punish if expectations are not met. Coercive power is the
- Dispense punishments to those who do not comply with requests or demands.
- People exercise coercive power through reliance upon physical strength, verbal faculty, or withhold emotional support and tangible resources from others.
- Provides a leader with the means to physically harm, bully, humiliate, or deny love, affection or resources to others.
- Coercive power in the workplace includes the ability (implied or real) to fire, demote or transfer to undesirable positions.

iii. **Legitimate Power**

- The authority granted to someone stemming from a position in a group or organization.
- Stems from an authority's legitimate right to require and demand compliance or else from a leader's formal authority over activities.
- Dependent upon the official position held by the person exercising it.
- Legitimate power may be derived from prevailing cultural values that assign legitimate power to some individuals (i.e., respect for one's elders)
- Accepted social structures that grant legitimate power to some people or through one's position in a hierarchy.

iv. Referent Power

- The desire for a feeling of oneness and acceptance in a valued relationship.
- Based upon identification with, attraction to, or respect for the leader.
- Group members gain a sense of intrinsic personal satisfaction from identification with a referent leader.
- Dependent upon the inclination to work harder for someone who is liked or admired.
- Gain and maintain a leader's approval and acceptance.
- A follower is likely to do what the leader asks, develop a similar attitude, and even imitate the leader's behavior.

v. Expert Power

- The extent of specialized skills or knowledge followers attribute to a leader.
- Derives from group members' assumptions that the leader possesses superior skills, knowledge, and abilities.
- Enables leaders to perform tasks and provides them with a better understanding of the world around them.
- However, expertise is only a source of power if others are dependent upon the leader for the skill, knowledge or ability the leader possesses. 7The more important a problem is to the follower, and
- The more the leader is perceived to be an expert in that area, the greater power the expert leader will have.

Session Five: - Leader Vs Manager

Session Five	Leader Vs Manager
Duration	90 minutes
Learning Objectives	<p>After this session, participants will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the Function of Leader and Manager ▪ Explain the difference between Leader and Manager
Content	<ul style="list-style-type: none"> ▪ Functions of Leader ▪ Functions of Manager ▪ Leader Vs Manager
Methodology	Lecture, Presentation, Reflection and Group Discussion
Required Materials	Flip chart, Computer, LCD projector, Marker, Pen, Note book and Handout



Activity 5:- Group Discussion

Duration for the activity: 20 minutes

Step 1: The trainer will tell the participants to form a group.

Step 2: After that ask them to discuss about the functions of leadership and management.

Step 3: Let them to discuss about their personal experience or else Ask them like, Which one is exercised in your institution in order to achieve organizational objectives?

Step 4: Conclude the discussion using Trainer's Note.

Trainer's Note

5. Leader Vs Manager

Leadership is a skill and the person who possesses this ability is known as a LEADER. On the other hand, Management is a discipline, and the practitioner of this discipline is known as the MANAGER.

Leader and manager have a great role to play in any organization, in the sense that a leader is the one who inspires, encourage and influence his men/women/, to work willingly in the attainment of the organization's objectives. On the other hand, a manager is an important link between the firm and its stakeholders, shareholders, government society, and so forth. He is the one who performs basic managerial functions.

5.1. Functions of Leadership and Management

Management and Leadership are important for the delivery of good health services. Although the two are similar in some respects, they may involve different types of outlook, skills, and behaviors. Good managers should strive to be good leaders and good leaders need management skills to be effective.

Leaders will have a vision of what can be achieved and then communicate this to others and evolve strategies for realizing the vision. They motivate people and are able to negotiate for resources and other support to achieve their goals. Managers ensure that the available resources are well organized and applied to produce the best results.

Functions of Leader

The leader is a person that has an ability to influence the behavior of others for the sake of achieving common goals. In order to that, from the various functions of a leader the following summarized below are listed as the most;

- **Organizing:** The function of the leader is to organize the followers into a group to handle the tasks efficiently. Every individual has certain abilities. It is very important to bring all the individuals together to make best of their collective

abilities. Thus, the leader brings together the followers in order to combine their abilities to achieve goals.

- **Planning-Goals and Strategies:** The leader sets goals and plans strategies to achieve these goals. The planning includes, time planning, and resource planning. It is to make a roadmap to help the follower how and when to utilize the resources to achieve goals.
- **Mobilization:** The important function of a leader is mobilization to engage followers in work. Once a plan is made, the followers need to execute the planned strategies. It requires a leader to help the followers to initiate and engage in the work to accomplish the goals in planned time and resource.
- **Direction and guidance:** A leader gives a direction to the followers and keeps them on track to move in the right direction. The offers constant guidance to the followers to help them make best their efforts.
- **Motivation:** A leader is constant source of motivation for the followers. The leader inspires the followers for keep going for long. The leader motivates them to raise their spirit towards the attainment of the goals. The leader may design various bonuses, appreciation certificates, allowances and benefits for the motivation of followers.
- **Problem solving:** The leader solves the problems that arise at various stages. Some problems are expected while some are unexpected. The leader is always ready to face challenging situations. The leader has solutions and alternatives strategy plans for the unexpected situation.
- **Group representation:** a leader serves as a representative for his followers. Some group of followers needs to have a representative to represent them while interacting with other groups and individuals.

Functions of Manager

Manager is a person that has an ability to manage resources, deploy the human and financial assets, planning strategies, recording and storing facts and information for later use or for others so as to achieve objectives within the overall organizational processes.

However, Managers functions are not limited to them if not for supervisors only. Instead, every member of the organization has some management and reporting functions as part of their job. Typically, the following mentioned here are considered as foremost.

- **Planning:** Planning is the first and foremost function of the management. All other functions are based on planning function.
- **Organizing:** The term 'organizing' generally connotes assembling men, money, material and technology together.
- **Staffing:** Once plans are put in place, and the structure of the organization has been designed, managers seek to fill up the organizational slots with suitable manpower.
- **Directing:** Managers are kept informed employees for all necessary matters by circulars, instructions, manuals, newsletters, notice-boards, meetings and participative mechanisms.
- **Controlling:** This function is performed to evaluate the performance of employees and deciding increments and promotion decisions. It is the manager's function which facilitates synchronization of actual performance with predetermined standards.

5.2. The Differences between a Leader and a Manager

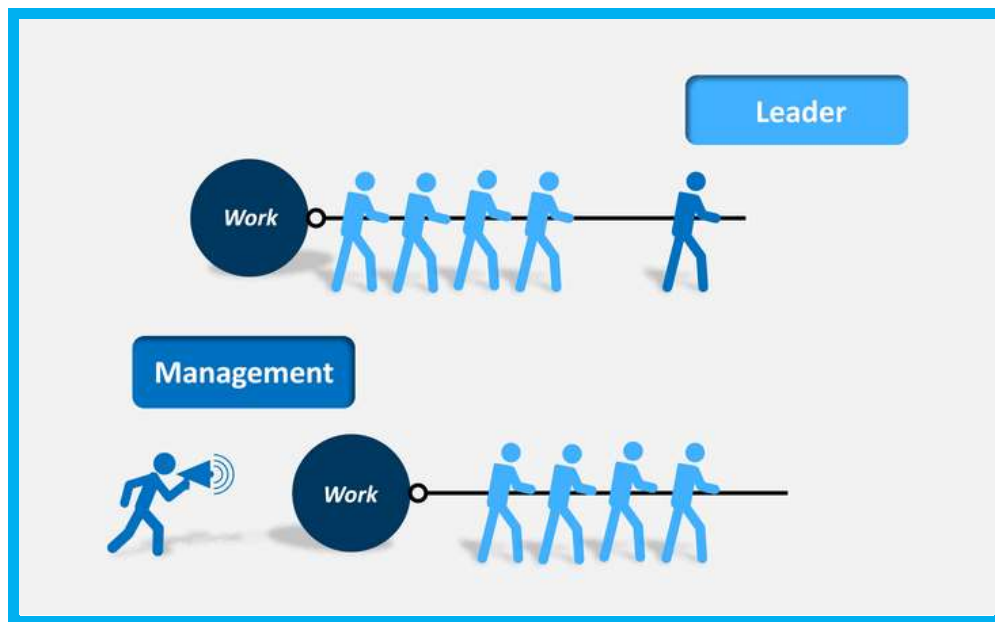
The difference between LEADER and MANAGER can be drawn clearly on the following grounds:

- A leader influences his subordinate to achieve a specified goal, whereas a manager is a person who manages the entire organization.
- A leader possesses the quality of foresightedness while a manager has the intelligence.
- A leader sets directions, but a manager plans details.
- A manager takes decision while a leader facilitates it.
- A leader and the manager is that a leader has followers while the manager has the employees.

- A manager avoids conflicts. On the contrary, a leader uses conflicts as an asset.
- The manager uses transactional leadership style. As against this, transformational leadership style is used by the leader.
- Leaders promote change, but Managers react to the change.
- A leader aligns people, while a manager organizes people.
- A leader strives for doing the right things. Conversely, the manager strives for doing things right.
- The leader focuses on people while a manager focuses on the Process and Procedure.
- A leader aims at the growth and development of his teammates while a manager aims at accomplishing the end results.

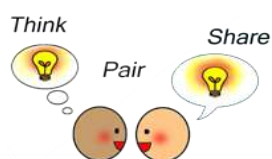
As a general rule *“Management is doing things right; leadership is doing the right thing”*

To sum up the most important differences between leaders and managers concern the workplace and are concluded in the following picture.



Session Six: - Ethical Values of Leadership

Session Six	Ethical Values of Leadership
Duration	45 minutes
Learning Objectives	After this session, participants will be able to: <ul style="list-style-type: none"> ▪ Discuss the Ethics of Leadership ▪ Principles of Ethical Leadership
Content	<ul style="list-style-type: none"> ▪ What is Ethical Leadership? ▪ Ways of being an Ethical Leader
Methodology	Lecture, Presentation, Reflection and Think Pair Share
Required Materials	Flip chart, Computer, LCD projector, Marker, Pen, Note book and Handout



Activity 6:- Think Pair Share

Duration for the activity: 20 minutes

Step 1: Divide participant into pairs and have them sit far enough away from the other pairs to get a sense of privacy.

Step 2: let them Share their ideas with each other about ethics of leadership and describe which principles of ethics the leader in their organization lack or have?

Step 3: Then Let each pair present their conclusion to the other group/pair members

Step 4: Allow 10 minutes for discussion and 5 minutes for their presentation.

Trainer's Note

6. Ethical Values of Leadership

Ethics are the principles, values and beliefs that define what is right and wrong behavior whereas; Leadership is the process of influencing others to achieve goals. Thus, we can define Ethical Leadership as the process of influencing people through principles, values and beliefs that embrace what we have defined as right behavior.

Ethics is the heart of leadership. Indeed, ethics and leadership should go hand in hand. The power that comes from being a leader can also be used for evil as well as good. When we assume the benefits of leadership, we also assume ethical burdens.

On another context of the Ethical values of leadership, an understanding of ethics begins with an analysis of values, both individual and organizational. Effective managers and leaders must be aware of their values, morals, and system of ethics and ethical decision making. Good character and integrity are what we look for in our leaders.

These Six Pillars of Character might easily be applied to a business (or another) setting;

- Trustworthiness
- Reflection
- Caring
- Respect
- Fairness
- Citizenship

Principles to be an Ethical Leader





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A Leadership Training Manual For Women

Module

2

Effective Leadership Development



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Module Introduction

This module is intended to equip the trainees with the fundamental knowledge of **Effective Leadership Development** including the conceptual frameworks; the required skills and the attitude that would enable them to effectively manage their personal leadership development.

Effective Leadership Development includes two basic subjects:

- I. Knowing what good performance looks like and being able to define it in practical terms.
- II. Learning to have conversations about things that are working and the difficult conversations about things that are not.

Since effective leadership development is a process of developing key Capabilities, Proficiencies and Experiences in order to be a Successful Leader. The training has a significant impact on how you work, how you lead and how you interact with others (personally, socially and institutionally.) Thus, the trainees here need to build positive attitudinal change, courage, commitment and the required skill to function well during the process of training.

Contents

The module is organized under six sessions and each of session one and two is composed of its own five parts.

- Session One: Personal Development and Communication Skill
- Session Two: Critical Thinking
- Session Three: Assertiveness
- Session Four: Time Management
- Session Five: Team Building and Networking
- Session Six: Advocacy and Lobbying

Objectives

At the completion of this module, the trainees will be able to:

- 🎯 Develop better understanding and beliefs.
- 🎯 Examine assumptions, evidences and other factors that can influence decisions.
- 🎯 Realize causes of procrastination and adopt appropriate strategies to overcome.
- 🎯 Improves self-esteem and self-expression for more authentic interactions with others.
- 🎯 Encourage collaboration, exchange ideas and creative ways of doing things.
- 🎯 Gain power in numbers and ensure their voice heard on issues.

Methodology

- | | |
|---------------------|----------------------|
| ▪ Lecture | ▪ Group Work |
| ▪ Questions | ▪ Gallery Walk |
| ▪ Reflection | ▪ Sharing Experience |
| ▪ Brainstorming | ▪ Role Play |
| ▪ Group Discussions | ▪ Case story |

Required Materials

- | | |
|-------------------|----------------|
| ▪ LCD Projector | ▪ Masking Tape |
| ▪ Laptop Computer | ▪ Sticker Note |
| ▪ Flip Chart | ▪ Colour Paper |
| ▪ Markers | ▪ Hard paper |
| ▪ Pens | ▪ Handout |
| ▪ Note Book | ▪ Case Studies |

Module Duration

- 10 Hours

Session One: - Personal Development and Communication Skill

Session One	Personal Development and Communication Skill
Duration	120 minutes
Learning Objectives	<p>By the end of this session trainees will be able to:</p> <ul style="list-style-type: none"> ▪ Reflect and learn how to develop a personal vision, identify their value and purpose. ▪ To enable women leaders and aspirants to develop and tap into interpersonal skills to be able to manage themselves. ▪ Demonstrate the importance of communication and communication skills for effective leadership. ▪ Analyse trainees' personal styles of communication.
Content	<ul style="list-style-type: none"> ▪ Listening skill ▪ Public speaking ▪ Self -Confidence ▪ Open mindedness ▪ Responsiveness
Methodology	Lecture, Questions, Reflection and Brainstorming
Required Materials	LCD Projector, Laptop Computer, Flip chart and Markers



Activity 1: Brainstorming

Duration for the activity: 20 minutes

The trainer will ask trainees to reflect about the following questions to brainstorm their level understanding and as an initial point for both;

- What do you suggest about your Personal Development?
- How would you describe Effective Communication?
- What are the greatest challenges to Effective Communication?
- In what ways our Personal Development and Communication Skills will improve?



Trainer's Tips

Your interactions, happiness, bank account and even success in life are nothing without time you invest in your Personal development and Communication skills.

- I say people who don't take the time to their Personal and Communication skills can never grow up. And if they don't grow up, they will remain small.
- Same as a plant need water to grow; people need Personal development and Communication skills to grow as human beings.
- If you don't grow, you die. If your relationship is not growing, it is dying. If your bank account is not growing, it's dying.

Trainer's Note

1. Personal Development and Communication Skill

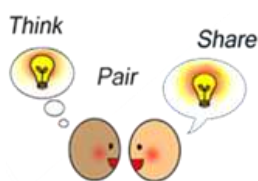
1.1. Personal Development

Personal Development is a way to better understand yourself, your unique personality and potentials, your strengths and weaknesses, your aspirations and your talents which consider the aims in life and set goals in order to realize and maximize your skills.

When personal development carried out in a leadership manner, it refers to the methods, programs, tools, techniques, and assessment systems offered to support positive development at the individual, team and institutional level.

Importance of Personal Development

- Forces you out of your comfort zone
- Develops your strengths
- Boosts your confidence
- Improves your self-awareness



Activity 2: Blind Drawing

Duration for the activity: 20 minutes

Step 1: Divide trainees in pair.

Step 2: Assign one person in the pair the role of speaker and the other the role of listener.

Step 3: Without letting listener see, give the speaker a picture of any geometric shapes.

Step 4: The speaker needs to think and describe the picture to the listener, who is not allowed to speak as soon as the listener has finished thinking by way of drawing.

Step 5: Finally compare the attempt to the original picture and share to the whole trainees in order to distinguish whether they are correct or not.



Trainer's Tips

This activity shows what happens when a communication is distorted. In particular, it shows the importance of two-way communication. It demonstrates that, in addition to transmitting and interpreting a message, communication is about creating strategies to understand one another.

1.2. Communication Skills

What is Communication?

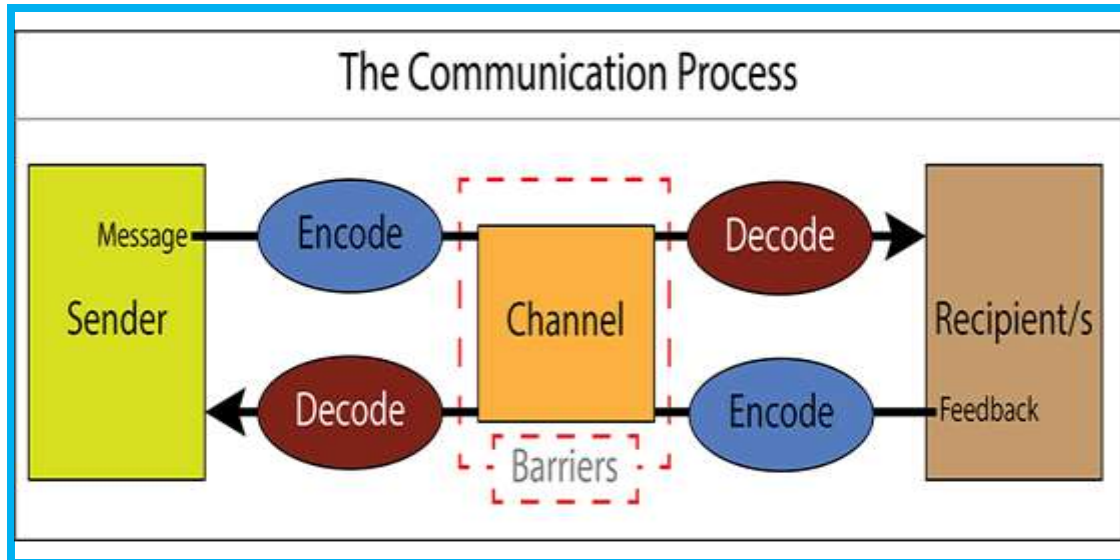


Most people will relate to the form of communication – talking or listening. But communication goes beyond that. Communication is simply the act and process of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but it is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of communication barriers; including our emotions, cultural situation, channel and even our location. These barriers may lead to the message becoming distorted and therefore the risk of wasting time and money creating confusion and misunderstanding.

Communication Process

Thus, the communication process has 3 parts: **the sender, the message, and the recipient.**



Categories of Communication

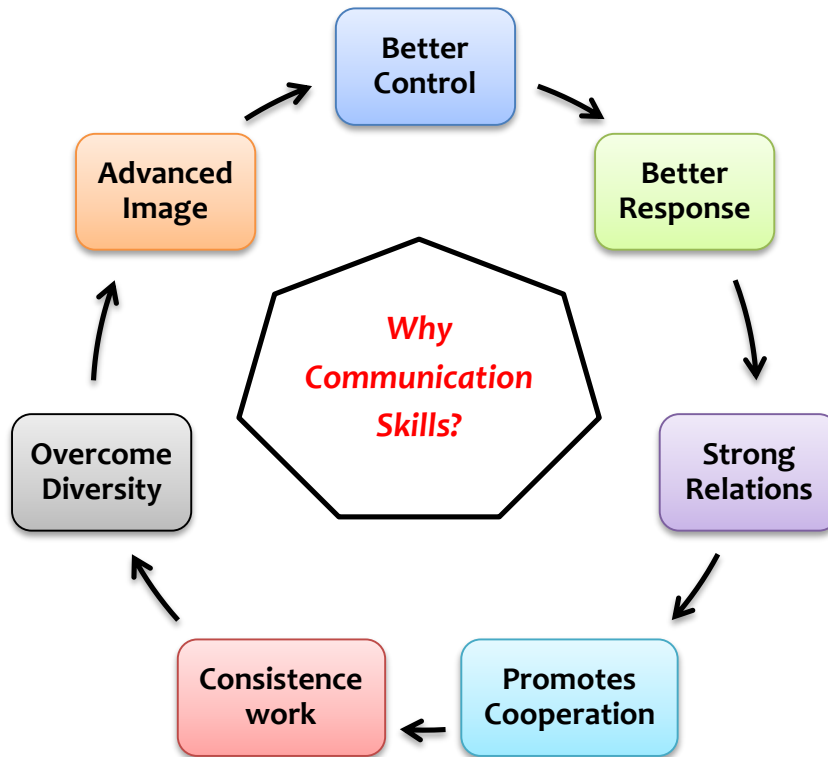
There are wide ranges of ways in communication; the main categories are listed here;

Table 1: categories of communication

Category	Profile
Spoken or Verbal Communication	➡ Face-to-face, telephone, radio or television and other media.
Non-Verbal Communication	➡ Body language, gestures, how we dress/act, clues to mood, whilst or hand signals etc.
Written Communication	➡ Letters, e-mails, social media, books, magazines, the Internet and other media.
Visualization Communication	➡ Graphs, charts, maps, logos and other visualizations can all communicate messages.

Why Communication Skills?

Communication Skills implicate overcoming communication barriers and conveying a clear and concise message. These skills are also the tools for effective communication.



1.2.1. Listening Skills

Good communication is all about the ability to listen effectively and Listening is not the same as Hearing.

Listening means giving your full attention to the person speaking, genuinely concentrating on what they are saying and what they are not saying.

Benefit of Listening

- Help/Avoid Nasty Surprises Later
- Build respect with colleagues
- Helps with Setting Priorities
- Increase understanding.

As you actively listen, focus on the speaker, avoiding distractions like cell phones, laptops or any other projects, and by preparing questions, comments or ideas to thoughtfully respond.

1.2.2. Public Speaking

Public speaking skills refer to the talent of effectively addressing an audience. Whether it is in personal lives, workplace and even in front of a large audience, your ability to communicate with clarity and confidence is known as your public speaking skills.

In public speaking, the tone of your voice can set the whole mood of the conversation. If you start the speaking in an aggressive or unhelpful manner, the recipient will likely react in a similar way additionally the same sentence can be very different meaning.

Good public speaking skills can have a profound impact on career development through demonstrating knowledge, self-confidence, and leadership abilities. Likewise, prepare with practice, emphasize your strengths and keep your ears and eyes open to feedback are some helpful tips for improving your public speaking skills.

1.2.3. Self-Confidence

In all communication and interactions, Self-confidence (but not over-confidence) is crucial. Self-Confidence is a state of mind. However, Self-confidence can mean different things to different people; in reality it simply means having faith in your-self.

Self-confidence is not a measure of success. Our confidence to perform roles, tasks and deal with situations can increase/decrease; some days we may feel more confident than others. Positive thinking, practice, training, knowledge and talking to other people are all useful ways to help develop or boost your self-confidence levels.

Table 2: Confidence vs Over confidence

Confidence	Over confidence
■ I CAN – He/she has capability!	■ Only I CAN – Only he/she has capability!
■ Listening – Always think everyone has something new to say about!	■ Always Talking – Always think they know everything and always right!
■ Mistakes – the sign of improvements!	■ Mistakes – the sign of losers!
■ Preparation – To assign too little value!	■ No Preparation – Not assign too little value!
■ Never Repeat – internalize mistakes!	■ Never Learns – Externalize mistakes!
■ Respect – Always work for respect!	■ Attention – Always work for attention!

1.2.4. Open-Mindedness

Open-Mindedness is the ability to be open to new ideas, experiences, theories, people, and ways of living. It is also related to the way people accept the views and knowledge of others. Effective communications and leadership require an Open mind with a commitment to understanding other and respecting individual differences.

Understanding Other

Understanding others is more than just sensing other people's feelings and emotions. It also means taking a genuine interest for them and their concerns.

Respecting Individual Differences

Understanding others leads into the next communication skill, respecting differences. Respecting individual differences is to realize where the other person is coming from and respecting their ideas, views and opinions.

How to Be More Open-Minded?

Follow this 3 Es' steps;



1.2.5. Responsiveness

Responsiveness refers to the quality of reacting quickly and positively. In leadership context, Responsiveness is about providing a timely response to a question, email or phone call.

Why Responsiveness Is Important?

Table 3: Why Responsiveness Is Important

Respect	➡ Without timely responses and prompt follow-ups, you can leave your team feeling whether you respect their time and work
Trust	➡ Trust and better professional relationships is built when people know that you are listening, responding and processing their ideas.
Productivity	➡ Ability to quickly respond to partners requests can prevent task delays and mistakes. This leads to better team collaboration and performance.

How to Be Mastery of Responsiveness?

Table 4: How to Be Mastery of Responsiveness

Acting Quickly	➡ For all other things, do your best not to get stuck.
Eliminating Distractions	➡ Find ways to focus and get things done.
Following Up Preemptively	➡ Give updates when things have stalled.
Keeping Everyone Involved	➡ Keep them up to date with activity, progress and results.
Making Easy to Respond	➡ Make sure the channels you use are accessible to respond.
Managing Expectations	➡ Send a quick note to let them know when you will be back.

Session Two: - Critical Thinking

Session Two	Critical Thinking
Duration	60 minutes
Learning Objectives	<p>By the end of this session trainees will be able to:</p> <ul style="list-style-type: none"> ▪ Underline various processes of thought and practicing them in a variety of circumstances to attain critical thinking in their uses. ▪ Work out where and how to look for the information you need. ▪ Understand that information in relation to your own work. ▪ Decide which information is relevant to your topic, which is not. ▪ Identifying when you need to find out more information.
Content	<ul style="list-style-type: none"> ▪ What Critical Thinking is? ▪ Critical Thinking Vs Uncritical Thinking ▪ How - Why Critical Thinking Is Critical?
Methodology	Lecture, Questions, Group Discussion, Reflection and Brainstorming
Required Materials	LCD Projector, Laptop Computer, Flip chart and Markers



Activity 3: Brainstorming

Duration for the activity: 20 minutes

The trainer will ask trainees to discuss and share about;

- Why for Thinking?
- What Thinking tells us?



Trainer's Tips

Whenever we come into human life, we are always dealing with thinking.

- Thinking shows us that the world has meaning for our mind.
- There is no way to understand anything except through thinking.
- Everything we know, believe, want, fear, and hope for, our thinking tells us.



Thinking in general tells us about:

- What there is? And who is there?
- What is happening? And what is going on?
- What our problems are? And what our options are?
- What is important? And what is unimportant?
- Who we are? And what our history is?
- Who loves us, who our friends and our enemies are?

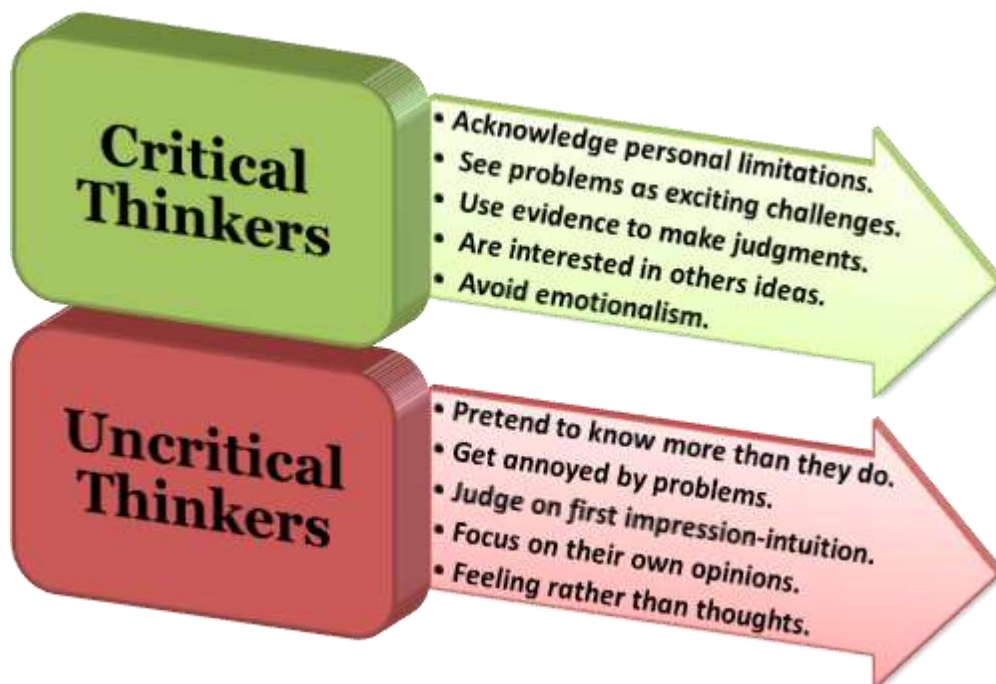
Trainer's Note

2. Critical Thinking

What Critical Thinking is?

Critical Thinking is the ability to think and deal with any subject, content, or problem of an environment in a rational, purposeful, and productive way by understanding the logical connection between ideas. In more everyday language, it is a way of thinking about whatever is currently occupying your mind so that you come to the best possible conclusion.

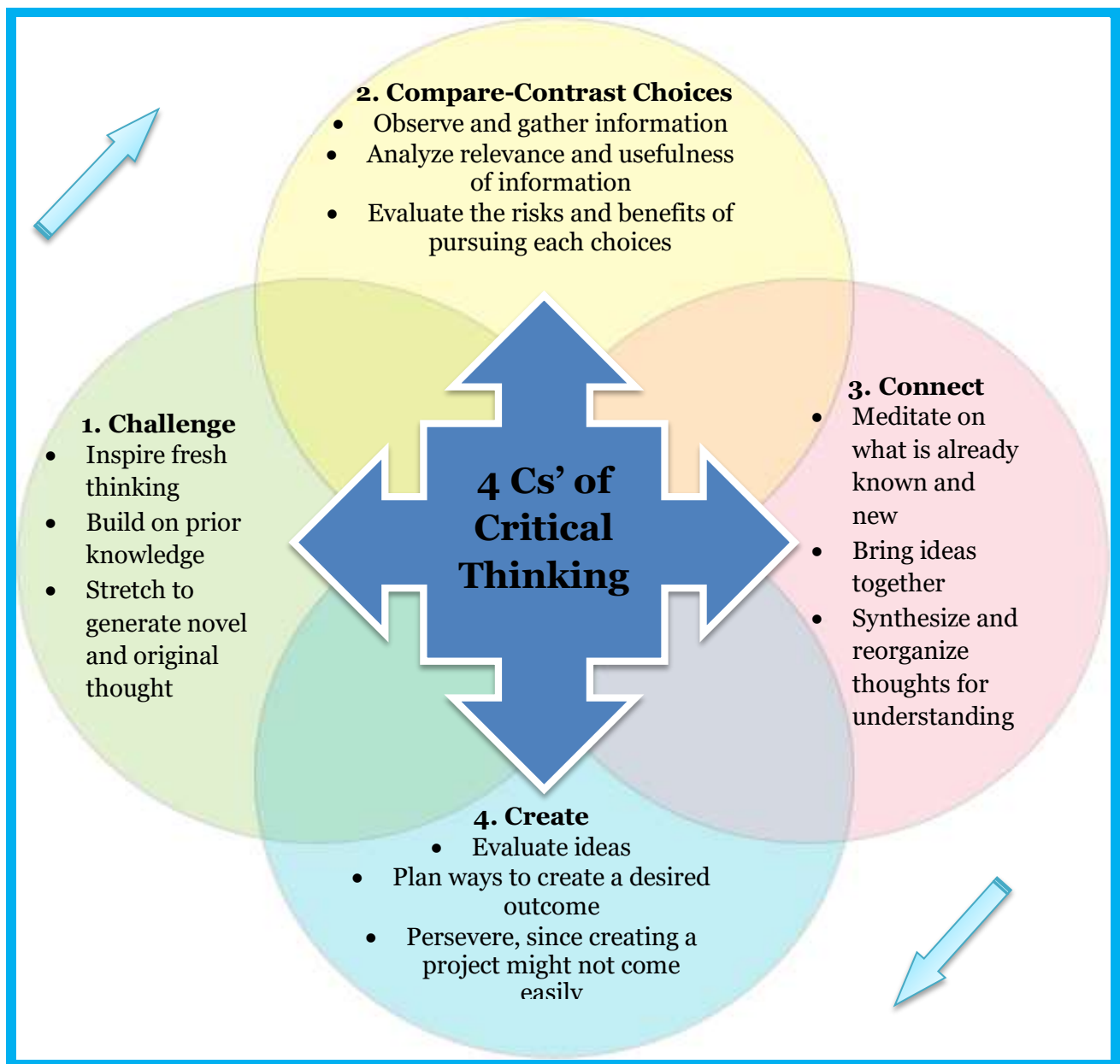
Critical Thinkers Vs Uncritical Thinkers



In general, Critical Thinking is all about;

- **Self-Directed:-** ability to control and regulate components of metacognition.
- **Self-Disciplined:-** ability to amend and adjust oneself for his/her improvement.
- **Self-Monitored:-** ability to examine behaviour to accommodate social situation.
- **Self-Corrective:-** ability to correct and compensate one's own error-limitation.

How - Why Critical Thinking Is Critical?



Session Three: - Assertiveness

Session Three	Assertiveness
Duration	120 minutes
Learning Objectives	<p>By the end of this session trainees will be able to:</p> <ul style="list-style-type: none"> ▪ Observe and examine how a leader can be assertive. ▪ Adequately see the link between assertiveness and emotional intelligence processes Vs effective leadership qualities. ▪ Reflect on how to set goals and build a vision over a common voice. ▪ Analyse how people who are educationally, economically, or culturally different can work together for a mission, promotion, as well as the potential limitations of doing so.
Content	<ul style="list-style-type: none"> ▪ Emotional Intelligence ▪ Self-Promotion ▪ Goal Setting ▪ Vision Building ▪ Mission Statement
Methodology	Lecture, Questions, Group Discussion, Reflection, Experience Sharing and Brainstorming
Required Materials	LCD Projector, Laptop Computer, Flip Chart, Markers, Colour paper, Notebook, Pen and Case study



Activity 4: - Experience Sharing on Assertive Behaviors

Duration for the activity: 20 minutes

Step 1: Lecture about the basic definition of Assertiveness.

Step 2: Ask the trainees to explain assertive behavior and what characteristics would you use to describe it? Subsequently, Let them to discuss and share experience about the people they know that describe as being aggressive and passive?

Step 3: Invite them to reflect what they notice on their actions, language or ways of interaction?

Step 4: Finalized the discussion using trainer's note.

Trainer's Note

3. Assertiveness

What is Assertiveness?

Assertiveness is standing up for your personal rights - expressing thoughts, feelings and beliefs in direct, honest and proper ways without violating the wants and needs of others. Being Assertive is a behavior that focuses on natural, calm and rational outputs, adopting a win-win philosophy without upsetting others.

From a leadership perspective, assertiveness leads to collaborative interaction to find agreement and resolution.

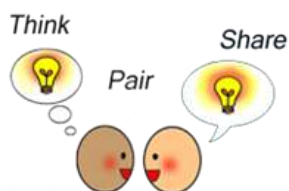
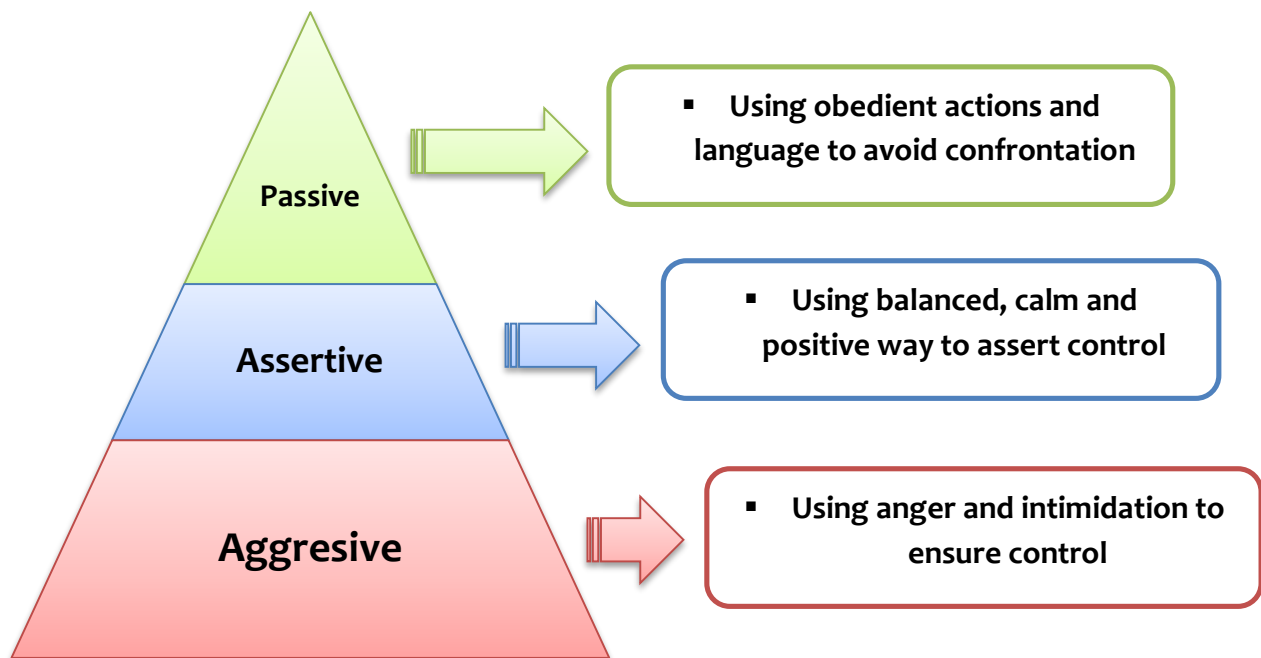
Assertiveness Myth Vs Fact

Table 5: Assertiveness Myth Vs Fact

Myths	Facts
➡ I can't change the habits of a lifetime!	➡ Desire to change Vs Possibility of changing
➡ Assertiveness is just for women and weak men.	➡ Even people who consider them assertive can improve further
➡ Assertiveness is shouting a little bit louder.	➡ Don't raise your voice, improve argument
➡ I shouldn't have to say what I needed; People close to me should know.	➡ Not everyone is telepathic and don't limit your potential for success
➡ People think I'm selfish, bossy and rude.	➡ Let's go back to the very definition
➡ Women lose their femininity when they assert themselves.	➡ Outdated view; Asking what you need to ask is more respectful

Assertiveness Points of Triangle

It's probably easier to think of the three behaviors as points of a triangle.



Activity 5: - Accepting Your Emotions

Duration for the activity: 20 minutes

Step 1: Divide participant into pairs and have them sit far enough away from the other pairs to get a sense of privacy.

Step 2: Have each pair decide who will go first.

Step 3: Tell the group members that they will each have a chance to share an experience where they felt like a victim or disappointment.

Step 4: Once one partner has explained the experience, they should explain how they felt as a result of their experience in as much detail as possible, thinking about their specific feelings at the moment and how it impacted them afterward.

Step 5: Allow 15 minutes or so for the first partner to share and for the pair to discuss, have them switch roles.

If you are running this activity in a group, bring everyone back together and have a group discussion using questions like these:

- What did you think first when you were told to share a difficult experience with another person's?
- How did you manage to share? How did you feel when shared it with someone?
- How did you feel after acknowledging and accepting your emotions?
- Does this exercise help with accepting how certain experiences make us feel and that it is okay to feel a certain way after negative experiences?
- Did you feel after accepting your emotions generated by your experience?
- Would you consider using this exercise to evaluate and acknowledge your emotions after negative experiences?



Trainer's Tips

All of us go through some experiences in life where we feel victimised or wronged. The negative emotions and feelings generated by these experiences can stay with us for a long time afterwards and make us feel overtly emotional, weak, and stupid or even unworthy. One way to deal with this emotional baggage is to acknowledge it and take responsibility for it.

Trainer's Note

3.1. Emotional Intelligence (EQ)

Emotional Intelligence is the ability to understand and manage your own emotions, as well as the ability to recognize and influence the emotions of those around you. Simply, EQ means being intelligent and smart about emotions.

Components of EQ

- Self-awareness
- Self –management
- Social awareness
- Relationship Management

Why is EQ Important?

- Personal goals/ success
- Parenting Relationship
- Interpersonal Relationship
- Stress Management and Health

How To Develop EQ skill?

- Observe how you react to people and Examine how you react to stress
- Look at your work environment and Do a self-evaluation
- Take responsibility and Inspect how your action affect others

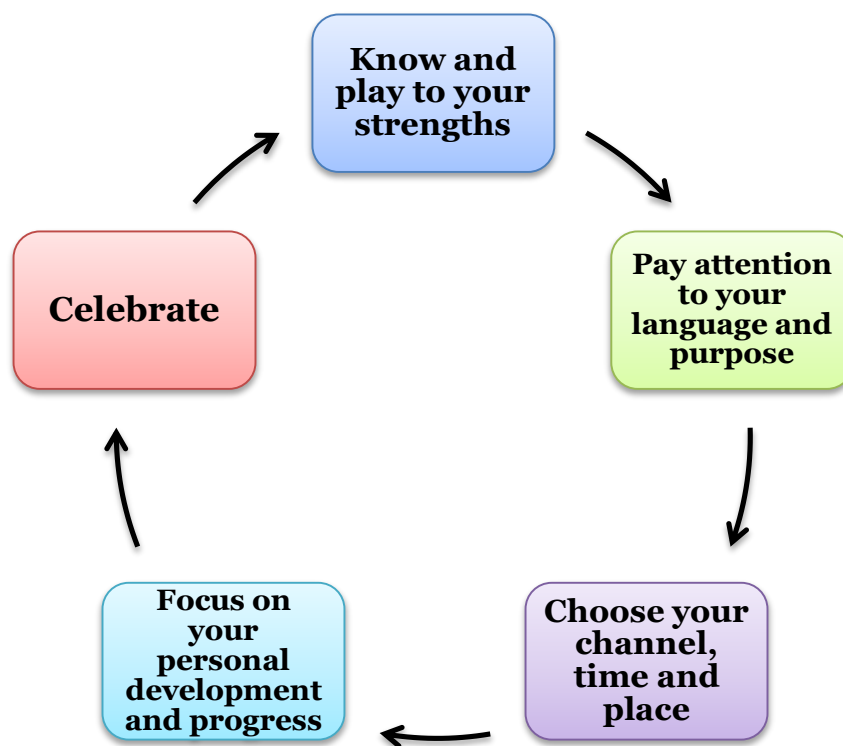
3.2. Self-Promotion

Self-Promotion is presenting your-self to others as an accomplished and skilled person. Skilled and effective Self-Promoters are “**shameless**” because their promotion is balanced. Likewise, Self-promotion is important leadership skill. It is your responsibility to talk about what you and your team have achieved, not only for your own benefit, but also for the team/firm.

Why Is Self-Promotion Important?

- To promote your unique ideas, talents and strengths
- To develop your ideas collaboratively and guide you to meet the right people
- To resist and withstand your overwhelming competition and
- To clear the barriers of career growth

Tips for Shameless Self-Promotion



3.3. Goal Setting

Definition of Goal

Goals are high level statements that provide overall context for what the Vision Document is trying to achieve, and should align to its components. Likewise, Goal setting is the process of identifying something that needs to be accomplished with in a measurable indicators and timeframes.

Goal setting involves the development of an action plan designed in order to motivate and guide a person or group toward its goal.

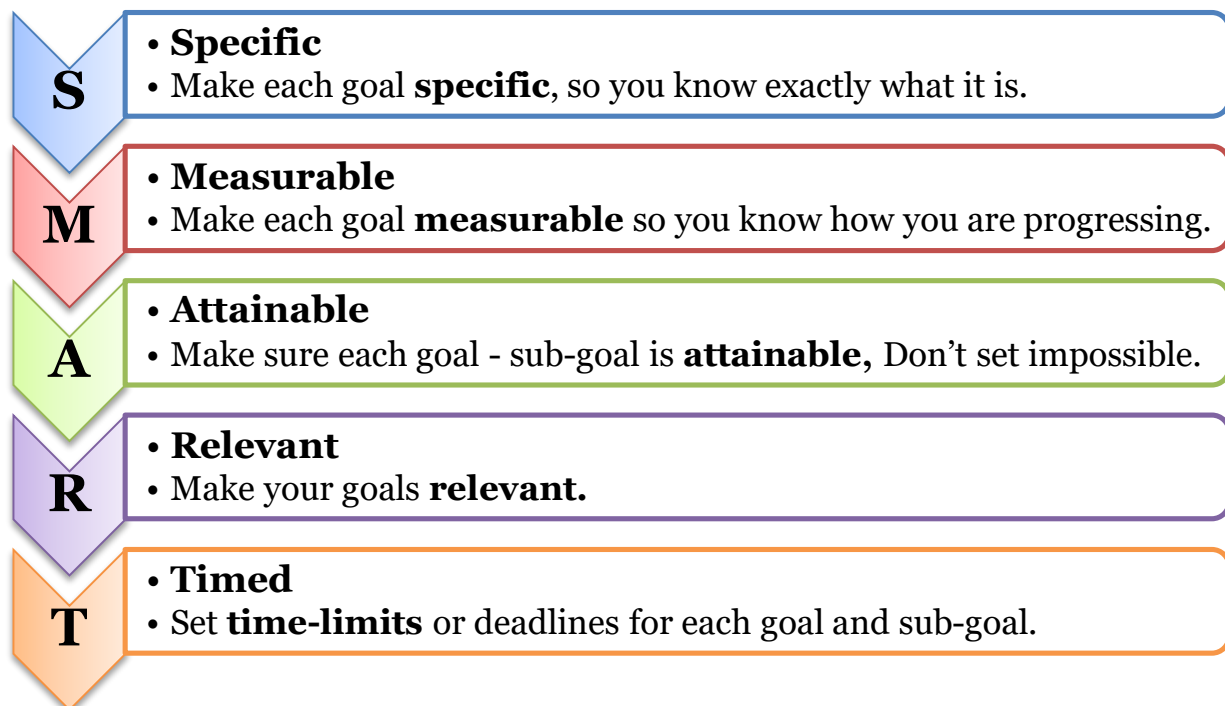
Why Set Goals?

Goal setting helps you to:

- Give focus
- Measure progress
- Stay motivated
- Beat procrastination
- Achieve Even More
- Determine what you want

How to Set Goals?

It can be valuable to set your goals with **SMART** criteria.



3.4. Vision Building

What is Vision?

A Vision is a picture where the organization, group or individual needs to be, or going to be. At its simplest, Vision Building is therefore, defined as an effective means of organization, group or individual to set and achieve goals.

A Vision building is an important part of leadership skill. It is important to have followers to lead effectively. The key to gaining followers is creating a powerful vision, which means that others want to follow you wherever you lead.

The Basics of a Powerful Vision

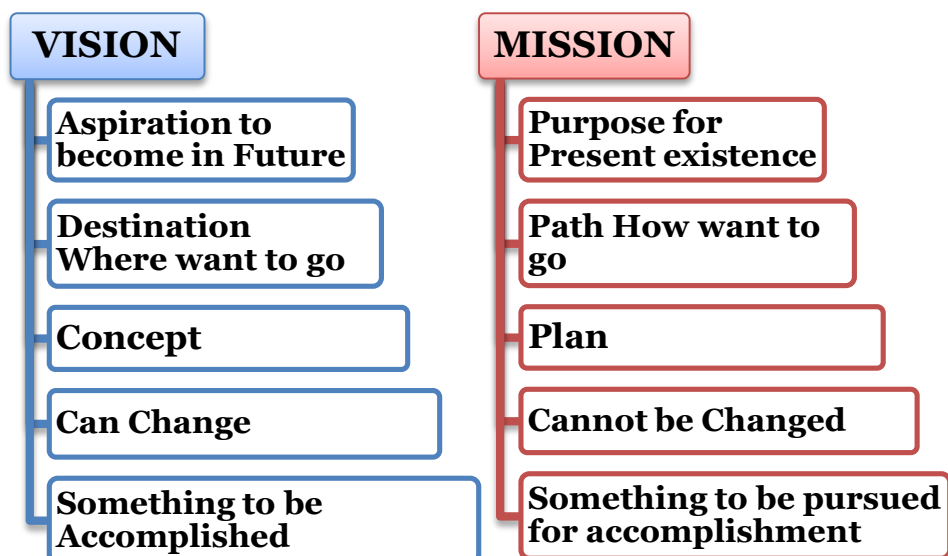
There are two fundamental elements of a powerful vision:

- I. *It is simple and easy to understand.*
 - Be clear, precise and achievable, not a broad statement of principle.
- II. *It is logical, but also has emotional appeal.*
 - Be reasonable, appeal to people's feelings consciously and purposeful.

3.5. Mission Statement

Mission Statement is a sentence or short paragraph that describes the existence of a business, non-profit, government organization, or any other entity. It focus on why a company exists, rather than how it exists.

Vision Vs Mission



Session Four: - Time Management

Session Four	Time Management
Duration	60 minutes
Learning Objectives	By the end of this session trainees will be able to: <ul style="list-style-type: none"> Organize and systematize schedules and procedure. Recognize and work to break means of procrastination. Set priorities, Share, update and handle to do list.
Content	<ul style="list-style-type: none"> Time Time Management Importance of Time Management Effective and Ineffective Time Consumption
Methodology	Lecture, Questions, Group Discussion, Reflection, Experience Sharing and Brainstorming
Required Materials	LCD Projector, Laptop Computer, Flip Chart, Markers, Color Paper, Notebook, Pen and Case study



Activity 6: - Role Play on How Long Is One Minute?

Duration for the activity: 20 minutes

For this activity, we will just need a timekeeping device, so you know when one minute has passed.

Step 1: Ask trainees to stand up and close their eyes.

Step 2: Then ask them to sit down quietly (so that the other trainees cannot hear them) when they think that one minute has gone.

Step 3: Once everybody has sat down, you start the discussion with the following core points.

- What will happen is that trainees will sit down at different times. So, you can point out to them that time depends heavily on perception.
- By asking trainees when time goes faster for them and when, instead, time never seems to pass, you can introduce to them the idea that passion, time and productivity are connected.



Trainer's Tips

Whether you are an employer or employee, the following tips can help you improve time management at work and increase productivity.

- Getting started is the toughest step.
- Set clear expectations for what needs to get done each day.
- Implement a timeline for each project and stick to it.
- Use a time audit to see where your employees' time is being used most.
- Set specific times for when you are not available for meetings.
- Limit distractions.
- Reward yourself or employees who meet their work goals each week.

Time management is an invaluable skill for everyone. Good time management, including effective planning and prioritising, setting goals and knowing when and what to delegate, helps trainees to be more effective and accomplish more.

As an Employees; Step in to the following tips;



Trainer's Note

4. Time Management

What is Time?

Time is all about;



What Is Time Management?

Time Management refers to managing time effectively so that the right time is allocated to the right activity. *In a fairly straightforward concept*; Time Management also refers to making the best use of time as time is always limited.



Why is Time Management Important?

- Increased productivity and Reduced stress
- Improved professional growth, reputation and higher level of self-discipline
- Enhanced ability to focus for longer periods of time
- Increased decision-making abilities

What Leads to Ineffective Time Consumption?

- **Appointments**- unnecessary appointments
- **Colleagues** – pointless conversations
- **Workload** – unbalanced distribution
- **Managers** – poorly defined tasks
- **Being unprepared** – being unprepared in essential meetings
- **Deadlines** – not giving all efforts
- **Communication** – unnecessary phone calls and others

Quadrant Tips for Effective Time Management

	Urgent	Not Urgent
Important	<p><u><i>Quadrant I</i></u></p> <p><i>Urgent and Important</i></p> <p>Do.</p>	<p><u><i>Quadrant II</i></u></p> <p><i>Not Urgent but Important</i></p> <p>Plan.</p>
Not Important	<p><u><i>Quadrant III</i></u></p> <p><i>Urgent but Not Important</i></p> <p>Delegate.</p>	<p><u><i>Quadrant IV</i></u></p> <p><i>Not Urgent and Not Important</i></p> <p>Eliminate.</p>

NB. Controlling your activities will help you to use your time effectively as well as enables an individual or group to do the right thing at the right time.

Session Five: - Team Building And Networking

Session Five	Team Building and Networking
Duration	60 minutes
Learning Objectives	<p>By the end of this session trainees will be able to:</p> <ul style="list-style-type: none"> ▪ Understand the meaning of team and teamwork. ▪ Share trainees' personal strategies for empowering others. ▪ Define networking and how it works. ▪ Motivate, educate, work or negotiate with others
Content	<ul style="list-style-type: none"> ▪ Definition of Team, Group and Teamwork ▪ Team Vs Group ▪ How to Build Teams? ▪ Levels of Networking ▪ Why Networking? ▪ Principle of Networking
Methodology	Lecture, Question, Group Discussion, Reflection, Experience Sharing and Gallery Walk
Required Materials	LCD Projector, Laptop Computer, Flip Chart, Markers, Stick Note and Masking Tape



Activity 7: Gallery Walk on If You Knew...

Duration for the activity: 30 minutes

This activity is an excellent choice for new team building. It will encourage trainees to share information about themselves with others in a way that encourages intimacy and group cohesion.

Step 1: Start with a flip chart or a whiteboard or a wall with these questions posted on it:

- What was the happiest moment in your life?
- What was your unhappiest experience in life?
- Who is the most important person in your life?
- Describe your best friend.

Step 2: Once everyone is ready to get started, ask them all to sit in a semi-circle facing a flipchart or whiteboard or even a posted wall.

Step 3: Randomly select one participant to answer the questions on the board, and tell them they have 10 minutes to go into as much detail as possible.

Step 4: Instruct the other trainees not to ask questions or interrupt during those 10 minutes, then move on to the next participant.

Step 5: Conclude the gallery walks activity using Trainer's Tips and Note.



Trainer's Tips

SYNERGY - The total sum of results of team members working separately is always less than teams working together.



Trainer's Note

5. Team Building and Networking

5.1. Team Building

Definition of Team, Group and Teamwork

Team is simply defined as a formal group of people working together towards a common goal. Thus, Teamwork is a combination of resources and inputs that works together to achieve organizational goals, where roles of each member are dictated, challenges are equally faced, and continuous improvements are required. Whereas a group is just a collection of individuals and it is quite different from a team.

Team Vs Group

Table 6: Comparison between Team and Group

Basic Comparison	Group	Team
<i>Leadership</i>	➡ Only one leader	➡ More than one
<i>Members</i>	➡ Independent	➡ Interdependent
<i>Process</i>	➡ Discuss, Decide and Delegate	➡ Discuss, Decide and Do
<i>Work Products</i>	➡ Individual	➡ Collective
<i>Focus On</i>	➡ Accomplishing individual goals	➡ Accomplishing collective goals
<i>Accountability</i>	➡ Individually	➡ Individually or Mutually

What Is Team Building?

Team Building is therefore, the process of using daily interactions, activities and practices to organize a group of people into a cooperative and cohesive team.

From the view of leadership, Team Building is a skill and technique used for improving the effectiveness and performance of the teams and its members in a variety of activities.

Why Team Building?

- Alone you can only go that far but together we can go further
- Provides multiple perspectives on how to meet a need or reach a goal
- Creates opportunity to learn new skills,
- Make better decisions when issues are difficult
- Knowledge, talent and skills are good when they dispersed across team members

How to Build Teams?

Building a strong team is an ongoing process that leaders continually facilitate, guide and improve. Here are three effective ways to build an uplifting and constructive team:

- i. Establish trust and respect among member**
 - Trust within a team means everyone can rely on each other to make the right decisions and complete their assigned work.
- ii. Create dependability**
 - One way to build teams is creating a sense of dependability through provides support to team members and hold each other accountable.
- iii. Strengthen helpful communication**
 - Open communication and sharing constructive feedback helps teams reach goals and expectations more efficiently.

5.2. Networking

Networking is the interconnection and the cross fertilization of ideas and concepts that enhances transaction and profitability. To say it simply, refers to a meeting and establishing contacts and relationships with people and organizations. It can be done within and without an organization.

Furthermore, Leadership Networking is about building relationships and making alliances in service of others - customers, clients, constituents, peers, bosses, and employees - and in service of the organisation's work and goals.

Levels of Networking

A. Coordination

- Relations among members are more closely linked. Beyond information sharing.

B. Collaboration

- Relations among members are more closely linked. Beyond information sharing.

Why Networking?

- Maintain a strong relationship
- Better services, access and planning
- Increased opportunities
- Gain new method and perspectives
- Developing a shared policy positions
- Shared resources and information
- Builds a real support system
- Meet institute and team expectations

Basic Principles of Networking

- **Trust** – based on trust rather than legal conditions
- **Mutuality** – open to dialogue, exchange of views and respect
- **Accountability** – rights and obligations
- **Solidarity** – sensitivity, responsiveness and commitment

Session Six: - Advocacy and Lobbying

Session Six	Advocacy and Lobbying
Duration	60 minutes
Learning Objectives	By the end of this session trainees will be able to: <ul style="list-style-type: none"> ▪ Understand what advocacy and lobbying means. ▪ Identify similarities and differences between advocacy and lobbying.
Content	<ul style="list-style-type: none"> ▪ Tools and Importance of Advocacy and Lobbying ▪ Types of Lobbying ▪ Advocacy Vs Lobbying
Methodology	Lecture, Question, Reflection and Brainstorming
Required Materials	LCD Projector, Laptop Computer, Flip Chart and Markers



Activity 8: Brainstorming

Duration for the activity: 10 minutes

The trainer will ask trainees to ask and reflect their understanding on;

- What do you suggest about Advocacy and Lobbying?
- How would you describe being an effective advocator?



Trainer's Tips

Becoming an effective advocate may require learning about good advocacy practices as well as having a lot of patience and perseverance.

Some people are naturally better at advocacy than others. Those who tend to be better advocates are people who are not easily intimidated by difficult people or situations and who have little difficulty in speaking up for themselves or others. Some people, however, learn to be good advocates over time.

Trainer's Note

6. Advocacy and Lobbying

6.1. Advocacy

Advocacy is the process of raising voice in effective manners as to influence others. Advocacy is also defined as a process rather than a product. A means rather than end. It is a means to empower the marginalized and powerless to gain a better policy environment with implications for implementation of policies. The result of this process, or “product” could be better laws, policies, programs or projects in a community that reflects their interests.

The Advantages of Advocacy

- Helps you to get people to understand your point of view.
- Makes it easier for you to get information in a way that you can understand.
- Helps you to see what other services are available and what you want to do.

Tools for Advocacy

Communications are the main tool and even heart of any advocacy effort. Here the below are the most common tools to support advocacy:

- | | |
|---------------------|----------------------|
| ▪ Booklets | ▪ Television debates |
| ▪ Pamphlets | ▪ Radio shows |
| ▪ Seminars | ▪ Exposés |
| ▪ Workshops | ▪ Bazars |
| ▪ Slide shows | ▪ Phone campaigns |
| ▪ Movies | ▪ Advertisements |
| ▪ Resource guides | ▪ Public notices |
| ▪ Press conferences | ▪ Posters |

6.2. Lobbying

Lobbying ('lobby') is also a form of advocacy intended to influence decisions made by the government by individuals or more usually by lobby groups with the aim of attempts to influence legislators and officials by other legislators, bodies, or organized groups.

NB. We consider lobbying as a key activity of advocacy. It is an important advocacy activity. When we lobby, we aim to persuade policymakers to support our position. • <

Importance of Lobbying

- Builds relationships with elected governmental officials.
- Gives an ordinary people stronger voice and allows people to be politically active.
- Generates resource that helps others and expands consistency across all groups.

Types of Lobbying

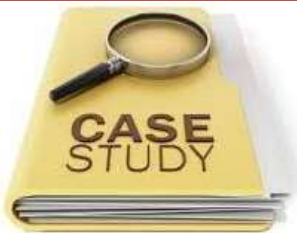
Lobbying is further broken down into:

- **Direct Lobbying** - Any attempt to influence a new or existing law by talking to a member of the Legislature or government official who has an opinion on the law.
- **Grassroots Lobbying** - Asking the general public to speak and contact their legislators and/or mobilizing the public on a legislative related matter.

Advocacy Vs Lobbying

Table 7: Comparison between advocacy and lobbying

<i>Advocacy</i>	<i>Lobbying</i>
➡ Attempts to bring positive as well as optimistic change.	➡ Attempts to influence the decisions, actions or policies of legislators or members.
➡ Involves Raising awareness and informing the public about an idea, cause or policy, Research solutions, creating coalitions of friendly people and public campaigning.	➡ Involves Contacting or getting the public to Contact the policymakers in order to Support or oppose certain legislation.
➡ Educating elected government official about the Effect of a policy on your community or/and organization.	➡ Asking elected governmental official to Vote for or against an introduced legislation.



Activity 9:- Case Story

Duration for the activity: 30 minutes

From the following case story, what aspects of effective leadership quality did you learn?

Step 1: Divide the trainees into groups.

Step 2: Share the case story to each group and discuss on it.

Step 3: Ask them to reflect what they get from the story.



Architect of Successful Women Led Tech Start-ups; Samrawit Fikru, RIDE Ethiopia Founder and CEO (1990-present)

Samrawit Fikru, who won the Best African Visionary Award at the third African open for business summit held on 22 September, 2021 is a true women leader who overcame multiple challenges and hurdles in becoming a pioneer in the ride-hailing business.

A graduate in Computer Engineering from HILCOE, Samrawit Fikru was born in Assela, Ethiopia and was previously employed by CNET Software Technology as a systems analyst and Cyber Soft, one of the pioneer software companies in Ethiopia.

Samrawit's difficulty with hiring late-night cabs while working at a software developing company made her come up with the idea of creating an app that would provide safe and efficient transport services in Ethiopia by modernizing the country's dated transport system.

At the age of 22, having identified the gap in the market, she established Hybrid Design Plc, software and applications developing company along with three friends with a capital of ETB 40,000 (less than US \$2,000) from her own savings. Shortly after, the company introduced RIDE, a transport and booking platform in Ethiopia that is phone-based just like Uber in 2014, even before she had heard of Uber.

When she first came up with RIDE, it was just an SMS-based taxi hailing system, which connected customers with registered cabs. To get the service, customers would text their location to 8,200, the system would recognize it and contact a driver who was willing to provide the service. If the driver accepted the offer, the system would then provide the customer's phone number and allow the two parties to negotiate a price.

But with the growth in popularity of smart phones, coupled with the decision of the government to allow cab drivers to import duty free meter taxis, Samrawit decided to upgrade her system. Thus, she developed an on-demand application which was later called the Ride App.

At the moment, RIDE is used by tens of thousands of individuals, corporates, embassies and several business users and has had 100,000+ downloads on just the Google Play Store. The service is reported to have brought a significant change to the traditional taxi business in Addis Ababa with the corporate institutional responsibilities of 30,000 job creation opportunities in addition to ETB 350 million annual tax payment fees for 2020.

And now, although competition is growing as more taxi hailing companies join the sector, Samrawit Fikru is taking this as an opportunity to grow, she plan to expand her business through piloting a service for luxury cars and mini buses also finalized preparation to begin an air transport service in cooperation with aviation companies, using RIDE.



Trainer's Way Forward – Summery

Hi YOU ALL, with a single failure and let-downs, already want to quit??? Life will test you as many times as necessary, SO,

- ➡ Let's all try to identify difficulties and respond accordingly regardless of focusing on our several day to day challenges and barriers.
- ➡ We can all open our eyes; see a gap in the circumstances out and Think Critically, Build Your Vision, Set Your Goals and Manage Your Time **to use it for GOOD.**

Keep Believing! #NO PAIN, NO GAIN!!!



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A Leadership Training Manual For Women

Module

3

Decision Making and Leadership



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Module Introduction

This module discusses in detail about the meaning, concept, type, conditions and steps of Decision making and Leadership. It will enable participants to understand the linkage between Decision making and Leadership. The training is designed to help improve decision and leadership skill of women at different levels of any institution, enterprise and associations.

Furthermore, the module will give you a sense of what decision making is and is not, and it discusses a structured process that can help our decision the right one. We will also consider the related issues of Conflict Resolution and Management and Problem Solving. As we know we will confront a variety of problems as you proceed through personal and work life, certainly making the right decision and solving them is often challenging. This module intended for looking at a number of proven techniques for approaching and ultimately making decision besides solving our personal and organizational problems.

Generally, after the end of the training, trainees will be able to answer questions like;

- How can I improve the quality of my decisions?
- What strategies can I use for problem solving?
- What are some problems that affect decisions making, and how can I avoid them?





Contents

The module is organized under three sessions.

- Session One: Definition of Decision Making
- Session Two: Decision Making and Leadership
- Session Three: Conflict Resolution and Management

Objectives

At the end of this module, the trainees will be able to:

-  Know the basic concepts of decision making;
-  Analyze the relationship between decision making and leadership;
-  Understand how to manage conflicts and arrive at possible solutions;
-  Handle personality issues, group dynamics and organizational culture to shape decisions.

Methodology

- Lecture
- Questions
- Reflection
- Brainstorming
- Group Discussions
- Gallery Walk
- Sharing Experience
- Case story

Required Materials

- LCD Projector
- Laptop Computer
- Flip Chart
- Markers
- Pens
- Note Book
- Masking Tape
- Sticker Note
- Colour Paper
- Hard paper
- Handout
- Case Studies

Module Duration

- 6 Hours

Session One: - Definition of Decision Making

Session One	Definition of Decision Making
Duration	120 minutes
Learning Objectives	At the end of the training, trainees will be able to: <ul style="list-style-type: none"> ▪ Understand the meaning of decision making; ▪ Know the types of decision making ▪ Analyse decision making steps and condition
Content	<ul style="list-style-type: none"> ▪ Definition of Decision and Decision Making ▪ Types of Decision ▪ Decision Making Conditions ▪ Decision Making Steps
Methodology	Lecture, Brainstorming, Case story and Group Activity
Required Materials	Flip chart, Computer, LCD projector, Marker, Pens, Notebook and Handout



Activity 1: Brainstorming on Decision making and Human Being

Duration for the activity: 20 minutes

Step 1: Divide in to small groups in the way that it ensures gender balance.

Step 2: Let trainees to discuss and reflect on Why Decision making is an important element in life of human being, Why especially women?

Step 3: Conclude the discussion using the key points arising from trainer's tips and notes.



Trainer's Tips






Make sure that trainees grasp that women leadership and decision making is very important throughout the entire development process and it is the task of analysts, policy-makers and program managers located in both government and civil society that should work in partnership with women and men involved to advance women leadership and decision making.

Trainer's Note

1. Definition of Decision Making

What is Decision?

Decision is the act of deciding or determining for a question or doubt by making a judgment. It is when there are different things you can do and you pick one of them.

<i>Some decisions are easy like.....</i>	<ul style="list-style-type: none">➡ What to eat in breakfast?➡ What to wear?	 
<i>Others few decisions are difficult like.....</i>	<ul style="list-style-type: none">➡ Choosing a career➡ Choosing good friends	 
<i>In every situation you have to make decision for...</i>	<ul style="list-style-type: none">➡ Several question	

Thus, **Decision Making** is the process of making decisions by identifying choices, gathering information and reviewing alternative. Decision Making is a response to a situation requiring a choice. It means to reduce the number of alternatives, know the consequence of each alternative, and select the best out of the available alternatives.

1.1. Types of Decision

Most of managers' decision falls in to one of two categories:

A. Programmed Decision

- Programmed Decision is a decision which is fairly structured or recurred with some frequency (or both). They are typically handled through structured or bureaucratic techniques (standard operating procedures).

B. None Programmed Decision

- A decision that is relatively unstructured and occurs much less often than a programmed decision.
- Most important decisions made in organizations are non-programmed in nature.
- These kinds of decisions are made by managers using available information and their own judgment.

Comparison	Programmed	Non Programmed
<i>Nature of problem</i>	➡ Structured, routine well defined	➡ Unstructured, novel, ill defined
<i>Occurrence of problem</i>	➡ Repetitive	➡ Non repetitive
<i>Method of solving</i>	➡ Policy, standard and rules	➡ Managerial initiative's
<i>Judgment</i>	➡ Objective	➡ Subjective
<i>Probability of outcome</i>	➡ Some degree of certainty is involved	➡ Uncertainty
<i>Level of management</i>	➡ Middle/low level management	➡ Top/higher level management

Table 1: Comparison between program and non-programmed decisions

1.2. Decision Making Conditions

Since there are different types of decision there are also different conditions in which decisions made.

Decision Making Under Certainty

- When the decision maker knows with reasonable certainty what the alternatives are and what conditions are associated with each alternative, a state of certainty exists.

Decision Making Under Risk

- A more common decision making condition is a state of risk. Under a state of risk, the availability of each alternative and its potential pay offs and costs are all associated with probability estimates.
- A decision is made under conditions of risk when a single action may result in more than one potential outcome, but the relative probability of each outcome is known. When making decision under a state of risk, managers must accurately determine the probabilities associated with each alternative.

Decision Making Under Uncertainty

- Most of the major decision making in contemporary organization is done under a state of uncertainty.
- The decision maker does not know all the alternatives, the risks associated with each, or the likely consequences of each alternative.
- The decisions to be made under condition of uncertainty are unquestionably the most difficult one.
- In such situations a manager has no knowledge whatsoever on which to estimate the likely occurrence of various alternatives.
- Decisions under uncertainty generally occur in cases where no historical data are available from which to infer probabilities or in instances which are so novel and complex that it is impossible to make comparative judgment.
- Most major decisions in organizations today are made a state of uncertainty, managers making decisions in these circumstances must be sure to learn as much as possible about the situation and approach the decision from a logical and rational perspectives.



Activity 2: Group Discussion on Decision making, steps, tools and techniques?

Duration for the activity: 20 minutes

Step 1: Divide in to small groups in the way that it ensures gender balance.

Step 2: Ask trainees about How do they relate decision making in attachment to problems face in line with your strategic objectives?

Step 3: Help them to discuss and reflect their point of view to other groups.

Step 4: Conclude the discussion using the key points arising based on trainer's notes.

Trainer's Note

1.3. Decision Making Steps

Most models of decision making include the following phases:

a. Define The Problem

- What can you see that causes you to think there's a problem?
- Where, when, why, how and with whom was it happening?

The following mentioned sub steps also incorporated in defining problems step;

- **Defining complex problems:**
 - If the problem still seems overwhelming, break it down by repeating steps a-funtil you have descriptions of several related problems.
 - Verifying your understanding of the problems:
- **Prioritize the problems:**
 - If you discover that you are looking at several related problems, and then prioritize which ones you should address first.
 - Note the difference between "important" and "urgent" problems. Often, we consider being important problems are really just urgent problems.
- **Understand your role in the problem:**
 - Your role in the problem can greatly influence how you perceive the role of others. Alternatively, you may ignore the accountabilities of others.
- **Look at potential causes for the problem:**
 - Collect input from others (at least at first). Otherwise, people tend to be

inhibited about offering their impressions of the causes of problems.

b. Identify alternatives for approaches to resolve the problem

- Brainstorm for solutions to the problem. Simply put, collecting as many ideas as possible, and then screening them to find the best idea.

c. Select an approach to resolve the problem

- Which approach is the most likely to solve the problem for the long term?
- Which approach is the most realistic to accomplish for now?
- Do you have enough time and resources? Are they affordable?
- What is the extent of risk associated with each alternative?

d. Plan the implementation of the best alternative (Action plan)

- What steps should be taken to implement the best alternative?
- What systems or processes should be changed? Don't resort to solutions where someone is "just going to try harder".
- How will you know if the steps are being followed or not? (plan indicators)
- What time and resources will you need in terms of people?
- Who will primarily be responsible for ensuring implementation of the plan?
- Write down the answers to the above questions and consider as an action plan.
- Communicate the plan to those who will involve in implementing it.

e. Monitor implementation of the plan

- Are you seeing what you would expect from the indicators?
- Will the plan be done according to schedule?
- If the plan is not being followed as expected, then consider: Was it realistic?
- Are there sufficient resources to accomplish the plan on schedule?
- Verify if the problem has been resolved or not, one of the best ways to verify if a problem has been solved or not is to resume normal operations.
- What changes should be made to avoid this type of problem in the future?
- Lastly, consider "What did you learn from this problem solving?" Consider new knowledge, understanding and/or skills
- Consider writing a brief memo that highlights the success of the problem solving effort, and what you learned as a result.
- Share it with your supervisor, peers and subordinates.

Basically, you have to follow the following 5 steps are intended for making right decision and solving problems all through our day to day personal and work life activities.



- **1- Say something positive**
- Relax and I can deal with this...
- This gives you confidence and makes feel good about yourself.



- **2- Identify problem**
- Try to search out actual problem.
 - Prioritize and Look at the potential causes for the problem.



- **3- Identify choices**
- Think of all the possible solutions.
- Recognize alternative approaches to resolve the problem.



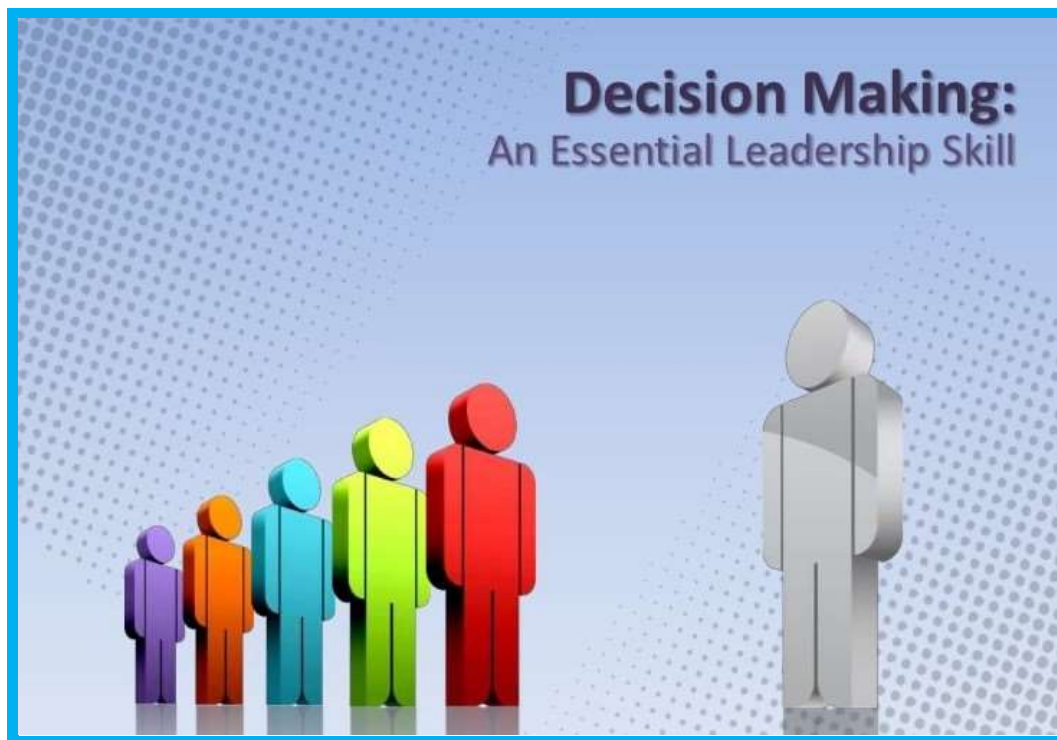
- **4- Consider choices**
- Analyze the consequences.
- Know which is important and affordable from your solutions.



- **5- Make decision**
- Monitor and Evaluate decision.
 - Consider new knowledge, understanding and/or skills.

Session Two: - Decision Making and Leadership

Session Two	Basic Concept of Decision Making and Leadership
Duration	60 minutes
Learning Objectives	At the end of this module, the trainees will be able to: <ul style="list-style-type: none">▪ Understand concept of decision making on leadership, Procrastination and Problem Solving
Content	<ul style="list-style-type: none">▪ Decision Making on Leadership▪ Procrastination▪ Problem Solving
Methodology	Lecture, Group Activity and Brainstorming
Required Materials	Flip chart, Computer, LCD projector, Marker, Notebook and Handout



Trainer's Note

2. Decision Making and Leadership

All of us face important decisions in our lives at one or another. How can we make the right decisions and avoiding making the wrong decisions? The best way is to employ some systematic, basic techniques that can help improve the quality of our decision making in our single trip ticket of life course.

In leadership outlook, the most important skill of an argumentative leader is effective decision-making. Leadership skills need to be developed. This event is changing the deadlines for planning, implementing and recognizing the need to change programs. A new model needs to be put in place to deal with organizational climate change. Determined leadership makes effective decisions but only if the right inputs are evaluated.

Frame work for effective decision making

1. Identify your goals to help make your decisions.
2. Consider and assess alternatives.
3. Make and carry out the decisions.
4. Consider the outcome.

Good decision-making can help managers show their employees that they value their work and have their best interests in mind. When a manager takes the time to evaluate, analyze and explain decisions, they also display thoughtfulness and trustworthiness. Decision making in leadership requires the leader's ability to examine the specific problem or decision they are facing and to determine how and in what way they share their decision-making authority with their subordinates.

Usually, you probably agree that decision making is a part of everyday life. The fact that you attend this training on leadership is the product of your decision to be part against other alternative available to you.



Activity 3: Group Activity on Find Your Procrastination Quotient?

Duration for the activity: 30 minutes

Step 1: Divide in to small groups in the way that it ensures gender balance.

Step 2: Distribute the question item to the group members.

Step 3: Tell trainees to fill the question items box and add their total responses individually,

Find Your Procrastination Quotient

S.N	Question Item	Rating			
		4	3	2	1
		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1.	I invent reasons and look at excuses for not acting on a problem				
2.	It takes pressure to get me to work on difficult assignments				
3.	It take half measures that will avoid or delay unpleasant or difficult tasks				
4.	I face too many interruptions and crises that interfere with accomplishing my major goals				
5.	I sometimes neglect to carryout important tasks				
6.	I scheduled big assignments too late to get them done as well as I know i could				
7.	I am sometimes too tired to do the work I need to do				
8.	I stat new tasks before I finish old once				
9.	When I work in groups, I try to get other persons to finish what I do not.				
10.	I put off tasks that I really do not want to do but know I must do				

Add your total responses and if,

- **Below 20** – No Problem, thus you can decide and lead.
- **20-30** – Sort Of Problem - thus you can decide and lead, under challenges.
- **31 And Above** – Series Problem thus you can decide and lead under challenges, or fail.

Step 3: Let trainees in group to discuss and reflect on the scored point of group mates.

Step 4: Conclude the discussion using the key points based on the trainer's tips and notes.



Trainer's Tips

In all life circumstances, leadership and decision making is common. One of the frequently observed problems we all are facing is Procrastination.

NB; your procrastination has something to do with your decision making and leadership personally.

Trainer's Note

2.1. Procrastination

What is Procrastination?

Procrastination is a self-regulatory failure, whose costs are debated. Here, we establish its impact in the workplace along the course of leadership and decision making. Using an Internet sample, we assessed 22,053 individuals in terms of their sex, employment status, employment duration, income, occupational attainment.

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Procrastination is a self-regulatory failure, whose costs are debated. Here, we establish its impact in the workplace along the course of leadership and decision making. Using an Internet sample, we assessed 22,053 individuals in terms of their sex, employment status, employment duration, income, occupational attainment and level of procrastination.

- High levels of procrastination is associated with;-
- Lower salaries,
- Shorter durations of employment, and
- A greater likelihood of being unemployed or under employed rather than working full-time.

Also, procrastination partially mediates sex's relationship with these work variables. Women tend to procrastinate less than men, evidently giving women an employment advantage. This also indicates that the decision making culture of women is the certainty level they have.

Making decisions has been identified as one of the primary responsibility of any leader. Decisions may involve allocating resources, appointing people, investing capital, introducing new products. If resources like men, money, machines, materials, time and space were abundant, clearly any planning would be unnecessary. But, typically, resources are scarce and so there is a need for planning. It is at the core of all planned activities. We can ill afford to waste scarce resources by making too many wrong decisions or by remaining indecisive for too long a time.

2.2. Problem Solving

What is Problem?

Problem refers to matter or situation (trouble, doubt or uncertainty) that is considered as harmful or unpleasant. A problem denotes a gap between a desired state and the actual state. If the gap is very broad, it is considered to be a major or a serious problem. If the gap is narrower, then the problem is of minor nature and may not be that serious.

As regards the gaps, there is no universal yardstick to measure a gap. The measurement differs from person to person or from an organization to another organization. In fact what is viewed as a problem by one could be viewed as no problem by another.

A problem has to be recognized at an early stage so that finding solutions could be much easier. If a problem is not handled well it could lead to a web of problems, which become quite complicated later on. Any problem requires a solution.

Indeed, Solving Problems is the act and process of finding solutions to difficult or complex issues. Moreover, Problem solving is a process in which we perceive and resolve a gap between a present situation and a desired goal, with the path to the goal blocked by known or unknown obstacles. In general, the situation is one not previously encountered, or where at least a specific solution from past experiences is not known.

Session Three: - Conflict Resolution and Management

Session Three	Conflict Resolution and Management
Duration	120 minutes
Learning Objectives	<p>After completing this session, trainees will be able to:</p> <ul style="list-style-type: none"> ▪ Define conflict, conflict resolution and management, ▪ Identify results of conflict resolution methods, ▪ Utilize conflict management skill.
Content	<ul style="list-style-type: none"> ▪ Conflict and Conflict management ▪ Conflict Management Skills ▪ Select an approach to resolve the problem ▪ Monitor implementation of the plan ▪ Monitor the indicators of success: ▪ Conflict Management Skills Case story
Methodology	Lecture, Group Activity, Think Pair Share and Story Telling
Required Materials	Computer, LCD projector, Flip chart Marker, Sticker paper, Hard paper and Case Studies



Activity 4: Brainstorming on Conflict and conflict resolution

Duration for the activity: 15 minutes

The trainer will ask trainees to think and reflect about the following;

- What do you suggest about your definition of conflict?
- How would you mention indications or example of conflicts?



Trainer's Tips

Because of the complexity of some conflicts and its meanings, the trainers simply defined conflict as, Misunderstanding or argument between two or more people or concepts. Intolerance, disagreement or clash are considered as its indications.

Trainer's Note

3. Conflict Resolution and Management

3.1. Meaning of Conflict

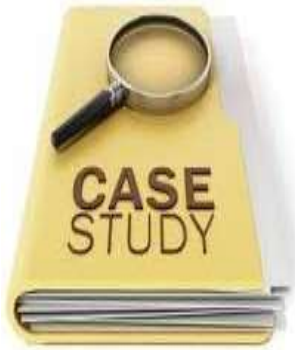
Conflicts are situations of disagreements and clashes. This conflict can be within a person, called inner conflict, where the values and principles, and knowledge, for example, of a person are in conflict with her/his action at a particular situation. The inner conflict becomes serious when the pattern of behavior of a person no longer agrees with her /his cognitive state or her/his knowledge, beliefs and principles.

A conflict can also be between individuals, groups and structures. If between or among individuals, then it is an interpersonal conflict; if between or among groups, then it is a social conflict; if it is between or among structures, then it is a structural conflict.

Conflict Resolution refers to putting an end to the conflict. It is a means of finding a solution to a disagreement, argument and opposition it is a means of finding a solution to a disagreement, argument and opposition. It is a settlement of dispute through negotiation, persuasion, arbitration or any other action suitable for the settlement.

Conflict may take place in our personal life, in social sphere or at work place. We try to resolve conflict according to the situation. In any organization, family, person 'Conflict Resolution' is an important function of the management authority. An early action by the management personnel helps to resolve a conflict in its primary stage. So the managers should not neglect any conflict whether it takes place between two employees, groups or between the employees and the manager himself/herself.

As the name indicates, Conflicts are usually described negative situations or issues. Despite the fact, Workplace Conflict by itself is not necessarily negative, and then it can be assumed that it has its purpose. Workplace Conflict is inevitable. It can be lead to creativity, better problem solving, clarify job responsibilities, create common goals and team cohesion. However, if it doesn't get managed effectively, it will result in low morale, decline employees performance and even work place violence.



Activity 5: Case Story on Making Decision

Duration for the activity: 20 minutes

Rahmet is a 16 years old student in Tadagiwa Ethiopia secondary school grade 9th B. she is a very pretty girl. She has a beautiful face and beautiful hair. She is not very happy with her body size. She weighs about fifteen pounds more than her friends. Rahmet says, “My friends are so much prettier than I am. I am so fat. I wish I could be as skinny as they are.”

She also says, “It’s not fair that you guys are so skinny and I am fat.”

When Rahmet comes home from school she is starved to death. She is a picky eater. She doesn’t like the things they serve at lunch, so she spends her lunch money in the candy and Coke machine at school. When she gets home from school, she makes herself an extra-large milkshake because she is so hungry.

Now she is caught Anorexia Nervosa eating disorder.

What choices and decision does Rahmet have about weighing more than she wants? Are there different choices that she could make about her diet to enable her to be the way she wants to be and get out of that eating disorder?

Use this worksheet to evaluate each case study. Use one worksheet for each case study.

Step 1: Identify the problem.

Step 2: What are the Rahmet’s choices?

Step 3: Gather information: What information should the person gather that would be helpful to know before making a decision?

Step 4: Consider the outcome. What would be the results of the decision?

Step 5: Make the decision. What should the person do?

Step 6: Evaluate your decision. Why do you think this is the best decision possible?

Step 7: Conclude the case story using reflection and group discussion.

3.2. Conflict Resolution

Measures for Conflict Resolution

In a situation where there is a conflict no one can perform to the best of one's capacity, because any decision taken in the workplace is likely to be opposed or criticized. The fear of opposition or criticism has a dampening effect on performance and results in low productivity.

It is easier to resolve a conflict at an early stage. If a conflict is allowed to stand for long and/or intensify, it may turn out to be a very difficult one to be resolved. Communication plays a vital role in such cases. Negotiation or communication of some kind has to be made between the conflicting parties to resolve a conflict.

One has to go deep into the problem before trying to solve it. Therefore, it is very important to know the reasons behind a conflict. If the reasons or causes are known, it will be easy to tackle the situation and resolve a conflict.

The Following are some of the measures that can be taken to put an end to conflict:

a) Removal of the Cause of Conflict:

- One has to find out first the actual cause for conflict. It will be easier to reach a solution if the cause of conflict is removed.

b) Early Action:

- If a conflict is resolved at an early stage, it does not grow into a big problem. It is also easy to find out the solution in a minor conflict. So, timely action can help to resolve a conflict.

c) Positive Attitude:

- The conflicting parties should come forward to resolve the conflict. If both the parties agree to talk to each other in resolving the conflict, half of the war is won.
- Negative attitudes of accusing each other, finding fault with one another, criticizing others unnecessarily, etc. Should be avoided.
- An intention of keeping the conflict alive on the part of either party may prove detrimental to any possible resolution of the conflict.

d) Effective Persuasion:

- To persuade means to try to bring about changes in the thinking process of an individual or a group.
- Through the process of persuasion newer viewpoints may emerge and lead the way to a solution.

e) Flexibility:

- To get closer to a solution the parties should give up rigidity and should be flexible in their attitude.

f) Diversion of Focus to Greater Interest:

- Group conflict may be resolved if the conflicting parties are trained to fight jointly with the external enemy forgetting internal conflict and thus channelizing their energy and spirit for achieving greater interest.

g) Leaving the Field:

- To avoid a direct conflict one may physically depart from the situation, or may psychologically depart (i.e., remain silent and show a cool attitude), ask the other to change the topic or himself/herself to divert the topic.

h) Tolerating the Hazards:

- If anyone bears the trouble of conflict for the time being and ignores it altogether, the conflict will disappear gradually with the passing of time. ‘Time is the best healer’—goes the proverb.

i) Accepting the Truth:

- One of the easiest ways of ending a conflict is to accept that one was wrong or made a mistake in involving himself/herself in a conflict.

j) Re-establishing Mutual Trust:

- Trust is the key word in establishing friendship and repairing a relationship. A conflict takes place when mutual trust is lost. Re-establishing mutual trust can wipe out the conflict.

k) Effective Communication:

- Complete, clear and correct information through effective communication can wipe out misunderstanding and suspicion between the managers and employees. Thus, effective communication can resolve conflict.

l) Arbitration:

- Committees, teams, task force, etc. May be formed; an expert coordinator or arbitrator may be appointed to resolve a conflict.
- The appointed committee or the person listens to the problems of the conflicting parties and gives a verdict after considering the practical situation.
- Generally, both the parties are asked to step down from their stand-point and a compromise is made. It is an age-old and effective method of conflict resolution.

m) Participation in Management:

- If the employees are allowed to participate in various committees and bodies of the management, they feel that they are part and parcel of the management body and have a say, in the decision-making.
- Such feeling can help to avoid conflict with the managers.

Result of Conflict Resolution methods

LOSE – LOSE <i>(Achieving Goal)</i>	LOSE – WIN <i>(Feeling – Emotion)</i>	WIN – WIN <i>(Fixing Future Conflict)</i>
➡ Both participants lose their first goal and get less.	➡ One participant wins at the other's expense.	➡ All participants achieve their goals.
➡ Participants come to be angry, hurt and lack faith.	➡ One participant may feel power, pride or success While the other guilt, shame or depression.	➡ Participants love, respect and trust each other more.
➡ Chances of fixing future conflicts in a successful way are reduced.	➡ Chances of resolving future conflicts in a successful way are reduced.	➡ Increased potential to fix future conflicts successfully.

When conflict between two parties is sought to be resolved by winning of one over the other (win-lose policy) it is sure to result in dissatisfaction of one of the two parties. In reality, however, it is often found that neither of the conflicting parties would allow the other to win. Rather, they would both lose (i.e., lose-lose policy).

Importance of Communication in Conflict Resolution

Conflict is a very common and normal incidence in our daily life. No one can say that he/she never got involved in a conflict. Difference of opinion, disagreement, argument, quarrel, physical clash, etc., are outward expressions of a conflict. Conflict may take place in personal life at home with relatives, outside the home between friends, in the sports ground with the players, in a club with the members, or in any other place even with the strangers.

It may also occur at the work-place with the co-workers or with the manager. People working together in a department, team or group are different in nature. They have different habits, religions, customs, culture, political affiliations, etc. So their ideas, attitudes, emotions and values differ from each other. Such differences may contribute to the conflict in some form or other in the work-place.

There is no short-cut or readymade formula for resolving a conflict. One has to find out the causes of conflict first and then try to find a solution. Besides this here below are useful measures for conflict resolution,

- Early action,
- Positive attitude,
- Intention to resolve,
- Effective communication,
- persuasion,
- Flexibility of the conflicting members/groups, etc. are

Conflict cannot be resolved automatically, some forms of initiative, effort and negotiation are necessary. Communication is the only means to make the conflicting persons understand, initiate changes in their thinking and bring them out of the conflict.

In the case of inter-personal or group conflict the manager, leader or the mediator should meet the conflicting persons together and try to know their views on the conflict. It is important to give a patient hearing of what both the parties are saying. Everyone tries to prove that he/she is right and the other person is wrong. It is vital to analyze both the views impartially.

The person who is trying to resolve as a leader and decision maker, should ask each of the conflicting party to suggest action, they would like to see, to be taken by the other in resolving conflict, By negotiation and persuasion he/she should try to develop positive thinking among the conflicting persons who should also realize that they might have involved in the conflict in the heat of the moment.

If any of them comes forward and says to the other, “I am sorry. I had no intention to hurt your sentiments”, half of the conflict is resolved. But it is not easy to do so overcoming their personal ego. To resolve a conflict people should be separated from the problem. The problem or the cause of conflict should be sorted out and given attention to.

Every step in resolving a conflict requires communication. One cannot even think of resolving a conflict without effective communication. Whatever may be the cause and whatever strategy is applied to resolve a conflict, good communication is the key to conflict resolution. Complete, clear and correct information can wipe out misunderstanding and suspicion and can improve relations and create an atmosphere congenial for development and growth.

It increases trust, reliance and dependability. On the other hand, poor communication leads to disorder and chaos. It cannot resolve, rather, creates conflict. Therefore, good and effective communication is needed at every level of the organization. The better the flow of communication, the greater is the possibility of staying away from conflict.

From the above discussion we can summarize the role or importance of communication in conflict resolution as follows:

- Every step in resolving a conflict requires communication.
- Communication is the only means to initiate changes in the thinking process of the conflicting persons.
- Negotiation and persuasion is possible through communication which, ultimately, may resolve a conflict.
- Communication brings conflicting parties closer. It narrows down the differences between them and they can stay away from conflict in protecting their own interest and the goodwill and interest of the organization where they work together.
- Effective communication is the key to conflict resolution. Complete, clear and correct information can wipe out misunderstanding and suspicion. It increases trust, reliance and dependability.
- Poor communication leads to disorder and chaos. It cannot resolve, rather creates conflict.
- To avoid a conflict the flow of communication should not be obstructed by any means.

3.3. Conflict Management: Definition and Skills

What are conflict management skills, and how can they help you at work? Strong conflict management skills are an advantage in most positions, as conflict is virtually impossible to avoid. It is human nature to disagree, and disagreements are healthy when approached correctly.

Eliminating conflict entirely would cause its own problems: there would be no diversity of opinion, and no way for us to catch and correct flawed plans and policies.

What is Conflict Management?

Conflict management, also known as conflict resolution, involves having a workplace that precludes conflict and a management team that successfully handles and resolves workplace issues.

What Are Conflict Management Skills?

The aim for professionals in the workplace should not be to avoid conflict, but to resolve it in an effective manner. Employees with strong conflict resolution skills are able to effectively handle workplace issues. Individuals who handle conflict in a respectful, optimistic way create the chance for growth and learning within an organization. Communicating clearly, empathetically, and patiently leads to favorable outcomes and keeps professional relationships strong.

Why Employers Value Conflict Management Skills

Poor communication or interpersonal tension can easily cause simple disagreements to flare up into resentment or worse. Conflicts that are allowed to fester and grow will ultimately diminish productivity and damage staff morale. This is why employers seek employees with the skills to manage and diffuse conflict.

Communication

Much unnecessary conflict can be avoided simply with clear, accurate written and verbal communication; a single lost email could lead to failed plans and fingers pointed.

Examples of good communication skills include:

Quickly Addressing Problems Understanding Reluctant Participants Formalizing Agreements Active Listening Leadership Mediating	Meeting with Parties Modeling Reasonable Dialogue Negotiating Nonverbal Communication Open Dialogue Suppressing Conflict-Provoking Behaviors Teaching Positive Behaviors Written Communication
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Emotional intelligence

Emotional intelligence is the ability to understand your own feelings and those of others, and to handle those feelings well. People who have high emotional intelligence are good at identifying and meeting the needs of others while taking responsibility for their own needs and feelings. A few ways they do this are:

Being Adaptable Being Analytical Asserting Feelings Compromising Showing Curiosity Forgiving Transgressions Helping Others Identifying Triggers	Recognizing Improvements Setting Ground Rules Showing Respect Modifying Behavior Being Motivated Being Optimistic Being Self-Aware Displaying Self-Regulation
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Empathy

Empathy means feeling what others feel. The ability to see a situation from someone else's viewpoint, and to understand their needs, motivations, and possible misunderstandings, is critical to effective conflict management. Some people are naturally more empathetic than others, but empathy can be developed.

Hallmarks of empathy include:

Accountability Asking for Feedback Building Trust Showing Compassion Embracing Diversity and Inclusion Giving Constructive Feedback Handling Difficult People Managing Emotions High Emotional Intelligence	Identifying Nonverbal Cues Recognizing Differences Understanding Different Viewpoints Good Interpersonal Skills Ability to Recognize Problems Good Self-Control Ability to Embrace Different Opinions Creative Problem Solving
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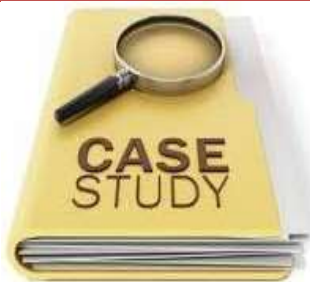
Understanding and communication are all very well and good, but do not help much if you don't have a solution for the underlying problem, whatever that problem may be. Conflict often happens because no one can come up with a workable solution, so resolving the conflict depends on creating a solution. That makes problem-solving an in-demand skill for employers. Examples of problem-solving conflicts in the workplace include:

Conflict Analysis Brainstorming Solutions Collaborating Verbal Communication Convening Meetings Creativity Decision Making Designating Sanctions	Nonverbal Communication Problem Solving Sense of Humor Goal Integration Monitoring Compliance Reconfiguring Relationships Fair Resolution
---	--

More Conflict Management Skills

Here are additional conflict management skills for resumes, cover letters, job applications, and interviews. Required skills will vary based on the job to which you're applying. So also review our possible list of skills listed by job and type of skill.

Apologizing Avoiding Punishing Being Present Calmness Impartiality Intuitiveness Ability to "Let It Go"	Patience Positivity Ability to Prioritize Relationships Respecting Differences Separating Yourself Stress Management Ability to Take Criticism
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Activity 6: Case Story

Duration for the activity: 20 minutes

Laura is the associate director of a nonprofit agency that provides assistance to children and families. She is the head of a department that focuses on evaluating the skill-building programs the agency provides to families. She reports directly to the agency leadership. As a whole, the agency has been cautious (careful) in hiring this year because of increased competition for federal grant funding. However, they have also suffered high staff turnover. Two directors, three key research staff, and one staff person from the finance department have left.

Laura has a demanding schedule that requires frequent travel; however, she supervises two managers who in turn are responsible for five staff members each. Both managers have been appointed within the last six months.

Manager 1: Kelly has a specific background in research. She manages staffs that provide research support to another department that delivers behavioral health services to youth. Kelly supports her staff and is very organized; however, she often takes a very black and white view of issues. Upper level leadership values Kelly's latest research on the therapeutic division's services. Kelly is very motivated and driven and expects the same from her staff.

Manager 2: Linda has a strong background in social science research and evaluation. She manages staff that work on different projects within the agency. She is known as a problem solver and is extremely supportive of her staff. She is very organized and has a wealth of experience in evaluation of family services. Linda is very capable and can sometimes take on too much. The managers are sensing that staffs are becoming overworked or well-worn as everyone takes on increased responsibilities due to high staff turnover. Staffs have also mentioned that Laura's "glass half-empty" conversation style leaves them feeling sad, depressed gloomy or dejected.

Laura has not shared budgets with her managers, so they are having difficulty appropriately allocating work to staff. Laura said she has not received sufficient information from the finance department to complete the budgets. The finance department said they have sent her all the information they have available.

As staff becomes distressed, the managers are becoming frustrated. They feel like they are unable to advocate for their staff or solve problems without key information like the departmental budget.

How can Laura most effectively use both Decision making and leadership skills in her role as associate director? What combination of the two do you think would work best in this setting?

Conclude the case story using reflection, group discussion and trainer's tips.



Trainer's Tips

A director could be both a leader and manager to make meaningful decision. However, given that the two managers are very capable and directly manage all the department staff, Laura should focus on being a leader. She should delegate managerial responsibilities to the two managers. This strategy will build the managers' confidence, allowing them to solve problems for their staff. It will also free Laura to focus on building a greater sense of staff commitment to mission and vision.



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A Leadership Training Manual For Women

Module

4

Women in Leadership



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Module Introduction

This module deals with Women's with regards to the concepts, features and conditions of Leadership. It will enable participants to understand the relationship between Women, Men and their leadership styles.

The module also discusses in detail about factors affecting women's leadership, notions of participation, fact and figures of women participation in leadership positions, importance of women's in leadership and the differences between men and women in leadership styles.

Moreover, it involves short case stories of prominent women leaders in Ethiopia as a learned lesson. The training is designed to improve leadership skillfulness and sensitize the value and praiseworthiness of woman's in any leadership positons at different levels of institutions.





Contents

The following are the main contents of this module:-

- Session One: Factors Affecting Women In Leadership
- Session Two: Women Participation in Leadership
- Session Three: Commitment to improve Women's participation in Ethiopia
- Session Four: Importance of Women in Leadership
- Session Five: Differences among men and women Leadership Style's
- Session Six: Prominent Women Leaders In Ethiopia

Objectives

At the end of this module, the trainees will able to:-

-  Examine factors and figures that can affect women's in leadership,
-  Encourage women's participation and get involved in leadership positions,
-  Raise awearness on the competency and importance of women in leadership,
-  Acquire a general knowledge on the different noticeable women leaders.

Methodology

- Lecture
- Questions
- Reflection
- Brainstorming
- Group Discussions
- Group Work
- Gallery Walk
- Sharing Experience
- Role Play
- Case story

Required Materials

- LCD Projector
- Laptop Computer
- Flip Chart
- Markers
- Pens
- Note Book
- Masking Tape
- Sticker Note
- Colour Paper
- Hard paper
- Handout
- Case Studies

Module Duration

- 8 Hours

Session One: - Factors Affecting Women in Leadership

Session One	Factors Affecting Women In Leadership
Duration	120 minutes
Learning Objectives	After this session, trainees will be able to: <ul style="list-style-type: none"> ▪ Understand factors that affect women in leadership, ▪ Identify those factors and combat its impacts on women's
Content	<ul style="list-style-type: none"> ▪ Socio-Cultural Factors ▪ Educational Factors ▪ Economic Factors ▪ Technological Factors, and ▪ Individual Factors
Methodology	Presentation/Lecture, Group Discussion, Reflection and Brainstorming
Required Materials	LCD Projector, Laptop Computer, Flip chart, Markers and Handout



Activity 1: Brainstorming on factors affecting women in leadership

Duration for the activity: 20 minutes

Purpose of the activity: To stimulate the trainees to share their experience, knowledge and attitude on factors affecting women in leadership;

Step 1: Divide the trainees in to suitable groups on the basis of certain criteria and give them the following question to discuss.

- What factors could negatively affect women in leadership?
- Is it possible to overcome these challenging factors and how?

Step 2: Ask them to make presentation to the larger group.

Step 3: Put some important concepts from their presentation on the flip chart so as to combine and refine what is forwarded by the trainees.

Step 4: Conclude the discussion using trainer's note.

Trainer's Note

1. Factors Affecting Women In Leadership

There are many factors that affect women in leadership. These factors are those barriers that hinder women from possessing the necessary quality, qualification and criteria for being a leader. Conducive organizational working environment and Assertiveness are found to be the most important factors pulling women into leadership. On the other hand; stereotyping, patriarchy, lack of support system at work, low academic qualification and lack of role model are the major barriers stifling women to assume leadership positions.

Even though it's possible to list many factors, for the sake of this training module it has been summarized it to five major groups as:

- Socio-cultural factors
- Educational factors
- Economic factors
- Technological factors and,
- Individual factors.

Therefore, each of these factors is presented in the following section briefly.

1.1. Socio Cultural Factors

Culture is a multi-layer construct that comprises an external global layer penetrating a society to indigenous layers, ultimately becoming a set of shared values at the group and individual level. Societal factors are indirect factors, which influence both organizational and individual behavior. They are the most difficult and time-taking factors to change as they have an effect on various dimensions of life and cannot be easily controlled. Cultural biases and social arrangement over-rate men and under-rate women

Cultural Perspective suggests that the organizational context, which includes the organization's culture, history, ideology, and policies is connected with the factors leading to women's limited success in attaining high level positions. It may be hard to change a people's culture so as to accommodate women in leadership, but it seems to be the most sensible thing to do.

In an Ethiopian context, women have been gaining voices and leadership position through time. This has resulted in the creation of more opportunities for women. Although the numbers cannot be matched with men, there are prominent women in Ethiopia who successfully lead business organization and other sectors. This however has been achieved after tremendous battles against cultural practices that confine women's economic activities to doing household chores and community activities such as idir, lekso and other social affairs.

In addition, a culture that stresses on the importance of modesty in women, these gender stereotypes and cultural obligations further play into overbearing women with responsibilities both at home and at the workplace. A typical Ethiopian married woman with a job is an employee and a mother at the same time. This means that, in addition to her responsibilities in her job, she is also tasked with taking care of the children, do house chores and prepare for the next day of work.

Even upon attaining leadership positions women, their capabilities as leaders are questioned because of the above-mentioned conditions. In a research done by the journal of international women's studies, women in leadership positions were asked what the obstacle was for women in leadership positions, a few answered, women with ideas are less heard than their men co-workers. Further added that when the same ideas are suggested by male co-workers, it is heard, and they are championed for it.

Hence, to combat this stereotype of viewing women's idea as less important, women have had to work twice as hard to influence the behavior of their subordinates and co-workers. Stereotypes in the workplace further play in to viewing women as mothers and wives and just that. Furthermore, this creates psychological barriers that limit the number of female leaders and affects their performance.

Barriers that pull women to get leadership position come from the home and outside the home. Some of them are the way women are perceived, culturally and historically. Discrimination against women in leadership is widespread worldwide, but especially in the developing world. The society has therefore a task to fight this situation.

Women leaders have additional difficulty performing their leadership role because of the conflicting attitudes and the stereotypes regarding what it means to be a woman and what it means to be a manager. Women who are leaders and have children therefore straddle the dual worlds of parenting and working and are usually not successful in balancing the two.

For some women, moving into leadership brings an additional stress, since they associate leadership work with inflexibility and restrictiveness as compared to what teaching in the classroom offers them in terms of meeting the demands on their time. This is arguably because women's personal priorities and responsibilities outside their work roles can be seen to vie with professional commitments once they are in leadership, and the balancing of these different roles and responsibilities can be a source of pressure.

1.2. Educational Factors

Education is one of the basic tools in bringing the desired societal change in politics, economy, health, equality, development and so on. Educating a girl is one of the best investments in family, community, and country can make. A good quality education can be life-changing for girls, boys, young women, and men. It helps them to develop to their maximum potential and lead them on the right track for success in their life.

A famous African proverb apprises us, "If you educate a man, you educate an individual person, but if you educate a woman you educate all the family (nation)" Suen (2017).

Most of the time, it is common for educated women to be denied or lost their rights for access to further education because traditionally a man would not accept an empty house without a woman. Further, competent educated women may also be denied or deprived the right to participate in party politics. And also, women who refuse to take such orders are threatened with divorce by their husbands, who could also claim compensations from their wives' families. Equal opportunity to get education is another factor affecting women participation in labor.

Societies believe girls should get married, raise children and are cared for by their husbands. However, there are some women that are more talented and progressive than some men. If they are given the opportunity for education, they will contribute their quarter towards nation building. A number of studies have reported that there is a relationship between education and leadership. Generally, these studies indicate that as educational level increases, effective leadership behaviors also increase.

Girls' education goes beyond getting girls into school. It is also about ensuring that girls learn and feel safe while in school; have the opportunity to complete all levels of education acquiring the knowledge to compete in the labor market; learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world.



Important Aspects of Education as a Human Right

A quality education understands the past, is relevant to the present and has a view to the future. Quality education relates to knowledge building and the skillful application of all forms of knowledge by unique individuals who function both independently and in relation to others. A quality education reflects the dynamic nature of culture and languages, the value of the individual in relation to the larger context, and the importance of living in a way that promotes equality in the present and fosters a sustainable future.

- **Education is the great equalizer**

Equal educational opportunities have repeatedly proven successful for socio-economic equity in countries with high wealth inequalities, racial equity in multi-ethnic countries, and gender equity in a vast part of the world. While the subject mostly refers to developing countries, there are still biases, with varying degrees of severity, present in some modernized countries. Not only do women acquire more knowledge and skills through education, thus bringing an economic impact, education would also improve their health, fight against human trafficking, and enhance their civic participation.

- **Education improves the health of women**

When implemented, education improves women and children's welfare through reduction of maternal mortality, adolescent birth rate, and exposure to deadly diseases such as HIV/AIDS. A 2013 study by the UN Chronicle reveals that every schooling year reduces the probability of infant mortality by 5% to 10%. Additionally, children born to literate mothers have 50 percent more likelihood to survive past 5 years.

- **Education increases independence and reduces human trafficking**

According to the United Nations Inter-Agency Project on Human Trafficking, women are most vulnerable to human trafficking when they are poor and uneducated. An educated woman is more likely to be self-dependent economically, and be less prone to exploitation. She would contribute more sustainably to her family with increased earning power, thus re-enforcing the educational rights of her children and completing a virtuous circle. Independent women are less likely to be subject to sexual slavery, forced labor, forced marriages, human organ extraction, and surrogacy.

- **Education enhances the civic participation**

Women are often marginalized in several countries. This is most particularly true when there is an educational disparity with their male counterparts. The opposite is equally true, educated women are empowered to engage in the civic and political landscapes of their communities, from small villages to national politics. Not only does this provide a platform for expressing their opinions, it also allows them to shape their environment in a way that can furthermore improve societal justice.

- **Increasing women's educational attainment contributes to women's economic empowerment and more inclusive economic growth**

Education, up skilling and re-skilling over the life course especially to keep pace with rapid technological and digital transformations affecting jobs are critical for women's and girl's health and wellbeing, also their income-generation opportunities and participation in the formal labor.

Barriers to Access and Completion of Education

- **Early marriage**

Girls who get married often drop out of school to take care of their husbands and families. There's also a correlation between a lack of formal education and girls marrying young. According to the UN, one-third of girls in the developing world wed before the age of 18, and one in nine get married before the age of 15. In most instances, marriage and childbearing means the end of a girl's formal education.

- **The opportunity cost of school**

For many families, especially the poorest, the cost of sending a daughter to school seems like an extra burden, especially when schools require even nominal direct and indirect fees. When countries eliminate tuition fees or the cost of transportation, books, uniforms or security, they can alter parents' views of the costs and benefits of sending their daughters to school.

- **Lack of separate toilets for girls**

About 10 percent of African girls miss about 20 percent of their school days due to menstruation. So for any country hoping to boost the number of girls going to and staying in school, it is imperative to equip schools with water for drinking and washing, separate sanitary facilities and even sanitary napkins so girls can continue to go to school during their menstruation.

- **Lack of qualified female teachers**

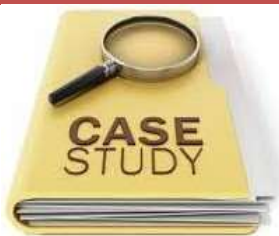
Trained and highly qualified teachers are essential to ensuring that girls and boys really learn. And girls perform better in school and are less likely to drop out when they have competent women teachers who encourage them to succeed and act as positive role models.

- **Violence**

It also prevents girls from accessing and completing education often girls are forced to walk long distances to school placing them at an increased risk of gender-based violence (GBV) including sexual exploitation and abuse and sexual harassment (SH) and many experience violence while at school. In addition to having serious consequences for their mental and physical health and overall well-being -this leads to lower attendance and higher dropout rates among them.

- **Being female**

One of the cruelest barriers to education is being female. In many countries around the world, girls are more likely to be excluded from education than boys. This is despite all the effort and progress made in recent years to increase the number of girls in school. According to UNESCO, up to 80% of school-aged girls who are currently out of school are unlikely to ever start school. For boys currently out of school, the rate of never starting school is just 16%. It is highest in emergency situations and fragile states.



Activity 2: Case Story on Empress Woizero Menen Asfaw

Duration for the activity: 20 minutes

From the following case story, what aspects of educational factors affecting women in leadership did you learn?

Step 1: Divide the trainees into groups.

Step 2: Share the case story to each group and discuss on it.

Step 3: Ask them to reflect what they get from the story.



Empress Menen Asfaw: Mother of the Ethiopian Nation

Who was Empress Woizero Menen Asfaw?

Empress Woizero Menen Asfaw was the wife of the last reigning Emperor of Ethiopia, Emperor Haile Sellassie I.

Who was Menen before she became an Empress?

Woizero Menen Asfaw was born in Ambassel, Wollo on April 3, 1891. She was the daughter of Asfaw, Jantirar of Ambassel and Woizero Sehin Michael. Her mother was the daughter of King Mikael of Wollo and her uncle was Emperor Iyasu V (Lij Iyasu). She was baptized with the name Walatta Giyorgis.

Empress Menen Asfaw was first married to Dejazmach Ali of Cherecha, a nobleman from Wollo and had a daughter and a son, but the marriage was short-lived as it ended in divorce. Then after, Woizero Menen Asfaw met Dejazmach Tafari Makonnen (later the Emperor Haile Selassie I) at the home Lij Iyasu. He so terminated the former marriage and sent her to marry Dejazmach Tafari in July 1911 at a young age of 20.

What was Woizero Menen Asfaw most famous for?

Empress Woizero Menen Asfaw became the voice of the Ethiopian women. She founded the Empress Menen Girl's School in Addis Ababa. She made sure that all girls from her empire were enrolled in the school and she visited the institution on every graduation ceremony to encourage and motivate them in becoming what aspires in future. She was the patroness of many organizations like the Red Cross Society, and the Ethiopian Women's Charitable Organizations.

Was Woizero Menen Asfaw an exceptional woman for her time?

Empress Woizero Menen Asfaw generously built a foundation for the less privileged, the poor, the ill and the disabled. Being a member of the Ethiopian Orthodox Tewahedo, she both built and renovated most churches in Ethiopia.

What happened after?

After her death in 1962, Empress Woizero Menen Asfaw was buried in the crypt of the Holy Trinity, in Addis Ababa. The husband, Emperor Haile Selassie later built two Sarcophagi close to the Cathedral of the Holy Trinity and instructed the Empress to be buried alongside which was honored during his ceremonial burial in 2000.

1.3. Economic Factors

The economic and social benefits of narrowing the gender gaps are clear. If women were getting chance to participate in the world of work identically to men, an additional \$28 trillion, or 26 percent of incremental global GDP, could be achieved in 2025. That's roughly the combined size of the economies of the United States and China today.

There is a bidirectional relationship between economic development and women's empowerment defined as improving the ability of women to access the constituents of development in particular health, education, earning opportunities, rights, and political participation. In one direction, development alone can play a major role in driving down inequality between men and women; in the other direction, continuing discrimination against women.

Different studies addressed women leadership and its potential implication on the organizational performance consequently leading to the economic growth. Results reveal there is a positive relationship between women representation on top management and boardroom, and organizational performance.

Benefits of Economic Empowerment to Enhance Women Leadership Role

- **Women's economic empowerment is central to realizing women's rights and gender equality**

Women's economic empowerment includes women's ability to participate equally in existing markets; their access to and control over productive resources, access to decent work, control over their own time, lives and bodies; and increased voice, agency and meaningful participation in economic decision-making at all levels from the household to international institutions.

- **Empowering women in the economy and closing gender gaps in the world of work are key to achieving the 2030 Agenda for Sustainable Development**

Achieving the Sustainable Development Goals, particularly Goal 5, to achieve gender equality, Goal 8, to promote full and productive employment and decent work for all; also Goal 1 on ending poverty, Goal 2 on food security, and Goal 3 on ensuring health.

- **When more women work, economies grow**

Women's economic empowerment boosts productivity, increases economic diversification and income equality in addition to other positive development outcomes

- **Women's economic equality is good for business**

Companies greatly benefit from increasing employment and leadership opportunities for women, which is shown to increase organizational effectiveness and growth. It is estimated that companies with three or more women in senior management functions score higher in all dimensions of organizational performance.



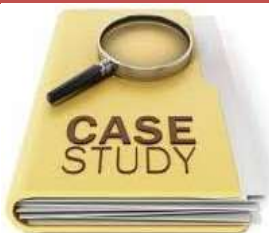
Ambassador Mulu Solomon: Successful Business Organization Leader

Mrs. Mulu Solomon was born in 1958 in a place called Qarre Goha, North Shoa Oromia region. She attended primary school in Qarre Goha (Goha Mountains) primary school and she went to Fiche Secondary School. The time she joined higher education, her family, mainly her father forces her to get married than attending secondary education. She earned her BA Degree in accounting with

a minor in Business Administration, from Addis Ababa University School of Commerce. She also studied MA, Development Studies, Environment and Development, Addis Ababa University, Addis Ababa.

Mrs. Mulu Solomon, a successful businesswoman, a poetess and an orator, survived those caustic days of the 60s and the 70s, when thousands of juveniles were massacred just because they were young and were suspected members of the EPRP.

She has received several awards including a United Nations Certificate of Merit Award of Honor; an Honorary Award from Serve the Generation Association; a Star Worker Pin from the Ethiopian Import Export Corp.(ETIMEX); an Extraordinary Leader and Manager Gold Award from D H Geda; and Addis Ababa University EiABC, Certificate of Honor for delivering high quality teaching. Her Excellency Mrs. Mulu Solomon, currently serving her country under ministry of foreign affairs being an ambassador of the Federal Democratic Republic of Ethiopia to the Federal Republic of Germany.



Activity 3: Case Story on Ambassador Mulu Solomon

Duration for the activity: 20 minutes

From the above case story, what aspects of economic factors affecting women in leadership did you learn?

Step 1: Divide the trainees into groups.

Step 2: Share the case story to each group and discuss on it.

Step 3: Ask them to reflect what they get from the story.



Trainer's Tips

Globally, women are paid less than men. The gender wage gap is estimated to be 23 per cent. This means that women earn 77 per cent of what men earn, though these figures understate the real extent of gender pay gaps, particularly in developing countries where informal self-employment is prevalent. Women also face the motherhood wage penalty, which increases as the number of children a woman has increases.

Unpaid care work is essential to the functioning of the economy, but often goes uncounted and unrecognized. It is estimated that if women's unpaid work were assigned a monetary value, it would constitute between 10 per cent and 39 per cent of GDP. Women are less likely than men to have access to financial institutions or have a bank account. While 65 per cent of men report having an account at a formal financial institution, only 58 per cent of women do worldwide. Women are less likely to be entrepreneurs and face more difficulties and challenges in the ways of starting businesses. In 40% of economies, women's early stage entrepreneurial activity is half or less than half of that of men's.

Trainer's Note

1.4. Technological Factors

Technology is the use of scientific knowledge for practical purposes or applications, whether in industry or in our everyday lives. So, basically, whenever we use our scientific knowledge to achieve some specific purpose, we're using technology.

Feminist technology studies understand technology to be socially constructed due to the concept of gender socialization; technology is socially constructed in conjunction with gender.

Incorporating more women into technology sectors is likely to:

- Increase productivity,
- Offers women a source of high-quality jobs, and
- May have knock-on benefits for female consumers of technology, whose needs are more likely to be taken into account.

Innovation Is Still Male Dominated

Access to and, importantly the ability to understand and use technologies can have a positive impact on women's freedom of expression, education, and employment opportunities.

- Women in emerging markets face significant barriers to technology access and adoption; challenges include cost, literacy, cultural norms, safety, and lack of understanding of potential applications. As a result, women in the developing world are up to 37 percent less likely to own a mobile phone than men, and, compared with men in developing countries, 25 percent fewer women use the internet.
- The potential for technology to improve the lives of women and girls across the globe is too large an opportunity to miss.
- In order to decrease redundant efforts aimed at empowering women, it will be critical for companies to invest in tools that can easily be shared or repeated at scale.

1.5. Individual Factors

1.5.1. Glass Ceiling

Glass ceiling which refers to the invisible barrier that many women face as they advance through the ranks of their chosen professions. It is unclear exactly who named the phenomenon, but the term was heavily used during the mid-1980s. Women who entered the workforce in large numbers during the late 1970s and early 1980s found themselves unable to advance beyond a certain level of management.



The Glass Ceiling Effect and Its Impact on Women

The glass ceiling effect is the pervasive resistance to the efforts of women and minorities to reach the top ranks of management in major corporations. Glass ceiling effects implies on gender disadvantages are stronger at the top of the hierarchy than at lower levels and that these disadvantages become worse later in a person's career. This invisible yet discernible barrier prevents women and minorities from rising beyond a certain level of the hierarchy within an organization. To put it plainly, the glass ceiling keeps the top jobs for the boys, owing to a thing called 'privilege'.

Combating the Glass Ceiling Effect

Unfortunately, there are no guaranteed strategies that will help an individual break through the glass ceiling. Although there are certainly exceptions to every rule, by and large both women and minorities should expect that their climb to the top will be difficult. You may need to prove yourself twice as much as your male coworkers, especially if you happen to be both female and a minority. Take on extra assignments, particularly those that are high-profile. Make a point of bonding with the supervisor a level up from your own. Become a part of the managerial network, even if it feels a bit too “boys club” for your tastes. In short, prove that you are not only highly qualified, but that you are one of them.

Fear of Balancing Work and Family Responsibility

Fear of balancing work and family responsibility was one of the individual factors that hinder women leadership participation. To overcome the fear of balancing work and family responsibility, strategies aimed at supporting employees and organizations with work-life balance services have become popular in the modern day.



Trainer's Tips

Many factors can affect women leadership. Socio-cultural factors, economic status, technological factors education level has a positive correlation with the women's leadership position. Above all, the long lasting societal stereotypical beliefs and attitudes that can adversely affect women's self-confidence to become a leader need to be given due emphasis. The effects of stereotypical belief and attitudes on women leadership and carrier will not be changed or improved over night.

Therefore different techniques and strategies should be applied in a way of affirmative action in a way of gender lenses. Gender-blind approach to hiring, cannot remove biases that are already part of workplace cultures. Socialization into stereotypical gender roles begins in childhood, as do biased perceptions of women as followers rather than leaders. Solutions aimed at addressing leaky pipelines must involve training for educators of every age group, from preschool to onsite job learning.

Session Two: - Women Participation in Leadership

Session Two	Women Participation in Leadership
Duration	120 minutes
Learning Objectives	<p>After this session, trainees will be able to;</p> <ul style="list-style-type: none"> ▪ Realize the meaning, features and forms of participation, ▪ Grasp the status of women in leadership positions
Content	<ul style="list-style-type: none"> ▪ Definition of Participation ▪ Common Features of Participation ▪ Forms of Participation ▪ Facts and Figures on Women's Leadership Participation
Methodology	Presentation/Lecture, Reflection and Group Discussion
Required Materials	LCD Projector, Laptop Computer, Flip chart, Markers and Handout



Activity 4: Group Discussion on Women Participation in Leadership

Duration for the activity: 20 minutes

Purpose of the activity: To make the trainees to share their experience, knowledge and attitude on features of participation.

Step 1: Ask the trainers the following question to share their opinion the trainees.

- What are the features and forms of participation?
- What is participation?

Step 2: Conclude the discussion using trainer's note on the participation of women in leadership positions, facts and figures on it.

Trainer's Note

2. Women Participation in Leadership; Facts and Figures

2.1. Definition of Participation

At the most basic level, participation means people being involved in decisions that affect their lives. Through participation people can identify opportunities and strategies for action, and build solidarity to effect change.

Participation matters as a core value in open and democratic societies, and increasingly is recognized as a 'right' through global human resource documents. Participation challenges oppression and discrimination, particularly of the poorest and most marginalized people.

Meaningful participation is dependent on people being willing and able to participate and express their voice. However, this may be challenging where people feel intimidated, lack certain knowledge or relevant language to understand and contribute, or even feel they may not have the right to participate.



2.2. Common Features of Participation

Across the range of activities that people told us about, we concluded that all forms of participation have some common features. Participation is:

- **Voluntary**

Participation can be encouraged, supported and made more attractive, but it is inherently about a free choice to take part (or not) without coercion. People get involved because they want to.

- **About Action**

People are moved to action for a range of different motives and their involvement may be limited in time and scope, but all participation requires an action of some kind. Even a relatively passive form of participation such as signing an online petition involves an opinion and a degree of activity and effort.

- **Collective or Connected**

Participation means being part of something. Even when the action is of an individual nature, such as giving a charitable donation or buying fair trade foods, there is a sense of common purpose and the act itself has a collective impact or ambition.

- **Purposeful**

All trainees want to do something that is worthwhile in their own terms, and every participatory act has, and is intended to have, consequences.

2.3. Forms of Participation

Participation has different forms. The following are the major forms of participation.

- i. Passive Participation**

Passive Participations the least participatory form. Primary stakeholders of a project participate by being informed about what is going to happen or has already happened. People's feedback is minimal or non-existent, and their participation is assessed through methods like head counting and contribution to the discussion (sometimes referred to as participation by information).

- ii. Participation by Consultation**

Is an extractive process, whereby stakeholders provide answers to questions posed by outside researchers or experts. Input is not limited to meetings but can be provided at different points in time. In the final analysis, however, this consultative process keeps all the decision-making power in the hands of external professionals who are under no obligation to incorporate stakeholders' input.

iii. Participation by Collaboration

This level of participation does not usually result in dramatic changes in what should be accomplished, which is often already determined. It does, however, require an active involvement in the decision-making process about how to achieve it. This incorporates a component of horizontal communication and capacity building among all stakeholders a joint collaborative effort.

iv. Empowerment Participation

It is where primary stakeholders are capable and willing to initiate the process and take part in the analysis. This leads to joint decision making about what should be achieved and how. While outsiders are equal partners in the development effort, the primary stakeholders are *primus inter pares*, i.e., they are equal partners with a significant say in decisions concerning their lives.

Dialogue identifies and analyzes critical issues and an exchange of knowledge and experiences leads to solutions. Ownership and control of the process rest in the hands of the primary stakeholders.



Trainer's Tips

Facts and Figures on Women's Participation in Leadership

Women's equal participation and leadership in political and public life are essential to achieving the Sustainable Development Goals by 2030. However, data shows that women are underrepresented at all levels of decision-making worldwide, and achieving gender parity in political life is far off.

For instance;

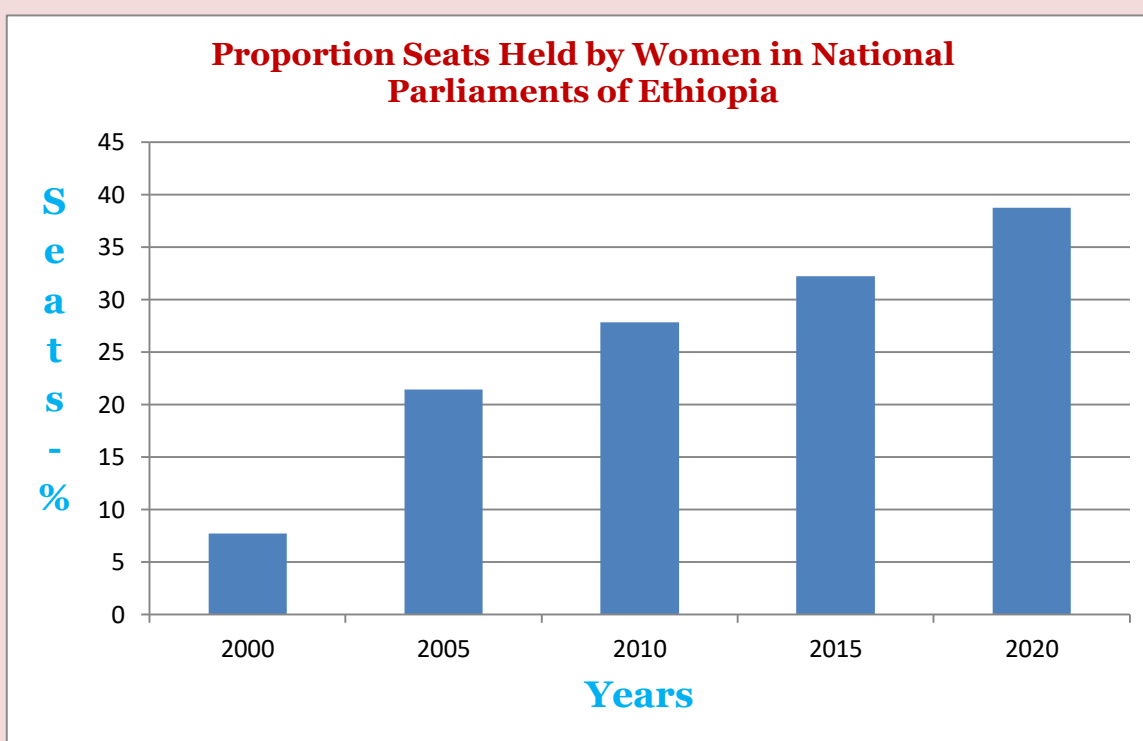
Women in Executive Government Positions in International Context

- In 2021, Women serve as Heads of State or Government in only 22 countries, and 119 countries have never had a woman leader. At the current rate, gender equality in the highest positions of power will not be reached for another 130 years.
- In 2021, only 21 per cent of government ministers were women, with only 14 countries having achieved 50% or more women in cabinets. With an annual increase of just 0.52 percentage points, gender parity in ministerial positions will not be achieved before 2077, if present trends continue.

- Besides, the five most commonly held portfolios by women ministers are: Family/Children/Youth/Elderly/Disabled; followed by Social Affairs; Labour/Employment/Vocational Training/Women Affairs/Gender Equality in addition to Environment/Natural Resources/Energy.
- Just 10 countries have a woman Head of State, and 13 countries have a woman Head of Government by the year 2021.

Women in National Parliaments in International Context

- Only 25% of all national parliamentarians are women, up from 11% in 1995.
- Only four countries have 50 per cent or more women in parliament in single or lower houses: Rwanda with 61 per cent, Cuba with 53 per cent, Bolivia with 53 per cent, and the United Arab Emirates with 50 per cent.



These facts are varying depending on the case. It is increasing from time to time as more works are done on the issue of women's leadership.

<https://data.worldbank.org/2021>

Session Three:- Commitment to Improve Women's Participation in Ethiopia

Session Three	Commitment to improve Women's participation in Ethiopia
Duration	60 minutes
Learning Objectives	After this session, trainees will be able to <ul style="list-style-type: none"> ▪ Understand the commitment of the federal government of Ethiopia to enhance women's participation in leadership positions.
Content	<ul style="list-style-type: none"> ▪ International and regional instruments ratified to enhance women's leadership ▪ The national instruments to enhance women's participation in leadership
Methodology	Presentation/Lecture and Group Discussion
Required Materials	LCD Projector, Laptop Computer, Flip chart, Markers and Handout



Activity 4: Group Activity on Ethiopian government commitment to improve Participation of women in leadership

Duration for the activity: 15 minutes

Step 1: Form a small group to discuss on the international and regional as well as national documents ratified to enhance the participation of women in leadership. Compare it with the current participation of women in decision making.

Step 2: Ask the trainees to reflect on what they discuss.

Step 3: Conclude the discussion on the bases of ideas raised from trainees using the trainer's note.

Trainer's Note

3. Commitment to improve Women's participation in Ethiopia

Women's low status in Ethiopia, as anywhere else, is also expressed in decision making opportunities at different levels. Nevertheless, women's all level decision making participation in the Federal, Regional, Zonal and Woreda legislative, Judiciary and Executive (in the civil service) has been increasing time to time, still the status is low. Currently, 152/547 or (27.9%) women are represented in the national parliament. At Federal level women accounts 8.3% and 31.62% out of 978 & 7499 higher and middle level executive decision making positions. Among 160 judges at Federal level women account 20 % (32/160).

Ethiopian government is dedicated to create conducive environment which could play a vital role in increasing women's decision making participation. Steps has been taken at different levels to enable women attain economic empowerment, provided with leadership training and increase their number in the education sector apart from national and international instruments ratified. In order to ensure gender equality in general and improve the participation of women in all decision making levels in particular, the government of Ethiopia has undertaken both national instruments and international commitments.

3.1. International and Regional Documents Ratified

The Ethiopian government is signatory to most international documents, conventions and declarations. It has adopted international documents such as: The Convention on the Elimination of All Forms of Discrimination against Women /CEDAW (1979), Declaration on the Elimination of Violence against Women/DEVAW (1993), the International Conference on Population and Development ICPD (1994), the Beijing Platform for Action/BPA (1995) and Solemn Declaration on Gender Equality & Women's Empowerment (2004). The gender mainstreaming approach was established as a key strategy to achieve gender equality objectives by the international community, following the Beijing Platform for Action.

Gender equality and poverty alleviation have been important strategy within the United Nations Millennium Declaration (UN MD) since September 2000. Ethiopia as one of the seven priority countries in Africa for MDGs is committed and striving to meet the goals by the year 2015.

- ***National Instruments***

The FDRE constitution is a basic in the national initiative towards gender equality. International and regional conventions ratified, protocols signed, agreements and commitments entered are integral part of the 1995 FDRE constitution; among others Articles 25, 34, 35 and 89/7 of the constitution affirm equality in all spheres and protect fundamental rights of women. Article 35 of the constitution grants women equal rights with men in the political, social, economic and cultural spheres and provides them with affirmative action to redress the legacy of inequality they suffered

- ***Policy Framework***

A range of policies emphasize the critical role of gender, including the Constitution (1994), National Population Policy (1993), the Development and Social Welfare Policy (1996), the Educational and Training Policy (1994), the Health Policy (1993), the Agricultural Development Led Industrialization Strategy (2001), the National Policy of Ethiopian Women (1993), the Culture Policy (1997), Natural resource and Environmental Policy (1997) and others.

Many of these policies explicitly call for the elimination of discrimination against women and promote women's equal participation and benefit economically, politically, socially and in leadership in all sectors. The National Policy on Ethiopian Women that was formulated in 1993 is to address gender inequality in social, economic and political areas, and to devise major strategies to address gender issues in the country.

It has also an objective of ensuring that women participate in and benefit from all political, social and economic spheres on equal basis with men, to enable them to have access to social services to provide them with the means to reduce their workload, and gradually eradicate harmful traditional practices that are inflicted on women/girls.

▪ ***Legal Frameworks***

The revised (2000) family law at Federal level states that Common property shall be administered conjointly by the spouses unless there is an agreement which empowers one of them to administer all or part of the common property and the spouses should contribute to the household expenses in proportion to their respective means.

Women have also equal rights with men during the dissolution of marriage. These enhance women empowerment over their (common) property and decision making at house hold level. This intern contributes to improve women's decision making participation at all levels in the public organizations.

Likewise, the revised penal code ensured women's safety and penalizes perpetrators of harmful traditional practices against women like abduction, early marriage, rape, etc. As a result, early marriage, rape and other harmful traditional practice reduced. This played vital role in creating conducive environment for girls to come to school and follow their education. As girls get educated, their decision making ability at all levels and their social, economic and political participation increases.

The revised Federal Civil Servants' proclamation No. 1064/2010 ensures women's constitutional rights to affirmative action concerning recruitment, promotion, training and deployment. It also addressed the issue of sexual harassment in the workplace and the penalties for dismissal based on gender, marital status, family responsibility and pregnancy. This equal and violence free working environment let women participate in more professional and formal sectors in general and alleviate the backlog of low participation indecision making in particular.

Balanced political participation and power-sharing between women and men in decision-making is the internationally agreed target set in the Beijing Declaration and Platform for Action. Most countries in the world have not achieved gender balance, and few have set or met ambitious targets for gender parity (50/50).

Session Four: - Importance of Women to Leadership

Session Four	Importance of Women to Leadership
Duration	50 minutes
Learning Objectives	After this session, trainees will be able to; <ul style="list-style-type: none"> ▪ Realize the very importance of Women to leadership, ▪ Understand the benefits of participating women in leadership.
Content	<ul style="list-style-type: none"> ▪ Women Unify Diverse Groups ▪ Women Improve Interpersonal Relationships ▪ Women Value Accountability ▪ Women Embrace Collaboration
Methodology	Presentation/Lecture. Group Discussion and Reflection
Required Materials	LCD Projector, Laptop Computer, Flip chart, Markers, Masking tape and Handout



Activity 5: Group Discussion on benefits of women in leadership

Duration for the activity: 20 minutes

Step 1: Form a small group to discuss on the benefits of women in leadership.

Step 2: Ask each group to reflect on what they discuss.

Step 3: Conclude the discussion on the bases of ideas raised from trainees using the trainer's note.

Trainer's Note

4. Importance of Women to Leadership

Women constitute half of the working-age population in the world. Companies led by women seem to have traditionally fared better than their counterparts during times of financial crisis. A study carried out by Pew Research Center on women and leadership suggests that there is little difference between men and women in key leadership traits such as the ability to innovate and intelligence, while many observe that they are even better than men when it comes to being compassionate and organized.

Benefits of women leadership in different sectors are manifold and they are as significant as those from male leadership. Women leadership is found to be good for financial health of an organization. Organizations having females as board members show significantly better financial performance than those having low female representation.

Better financial health of the organization leads to better job opportunities, higher productivity, and more growth and development. Various studies have found that women are equipped with better relationship building skills. They are also found to be good at inspiring and motivating others.

Women Unify Diverse Groups

Women as such symbolize unity and cooperation. They are pivotal to the survival of a family – a basic social organization. This quality of unifying diverse minds in a family is an essential feature of successful leadership. A true leader acts as a unifying force to bind the team or the group of followers together and successfully leads them to achieve the goal. Women possess such quality substantially and this makes them great leaders.

Diversity refers to the existence of different people with different interests, characteristics, and attitudes. A woman leader sees diversity as an advantage to secure a balanced and unique relationship in a group. She continues to lead by unifying diverse interests, attitudes and desires inherent in a group. The idea of diversity also includes respect and acceptance. It means understanding every person is unique and identifying their individual distinctions.

Self-owned qualities like compassion, patience to listen to others, giving due importance to personal development of the followers, democratic approach to solve intrigues and above all womanly consideration of fellow human beings make women a preferred choice for leadership amidst diverse groups. These qualities help the women leaders bind diverse groups together for larger interest and for the realization of the ultimate goals.

Women Improve Interpersonal Relationships

To be a successful professional or a successful leader in this age of science and information technology, communication skills are an absolute necessity. An organization functions smoothly, if there is effective interpersonal, interdepartmental, and external communication system. Within the organization, both upward and downward communication needs to be operating to facilitate effective and timely communication among the employees and departments of the organization.

In matters of building relationships, female leaders are consistently rated higher than their male counterparts. Being skilled at building in-house relationship, women are also quite likely to do well at building outside relationship; for instance, creating new clients or negotiating difficult contracts for the company they lead.

Women fare brilliantly when it comes to communication at personal level. They are quite deft at communicating with others and score higher than men on this front. Ability to communicate with people is a fundamental need to become a successful leader. Women possess this skill naturally.

Women tend to be better listeners than men and this makes them an effective communicator. Good communicators are excellent listeners. Effective communication skills begin with listening. Women are comparatively better at both listening and communicating.

Women Value Accountability

Accountability is also an important leadership quality. Women seldom ignore their accountability on any issue. It is seen that women are more accountable than men. Accountability may not help in motivating others, but is highly inspiring.

A leader who understands the value of accountability never puts the onus of any loss or blunder on the individual members of a team. The leader rather shoulders the responsibility. It motivates the team members to undertake any assignment without any compunction and fear.

Women understand the value of accountability more than the rest. While leading a family, they often come forward to shoulder the accountability for any disruption with an intention to keep the family bonding intact. They contribute largely towards forging unity and cohesion among family members. Such quality of women, when put into practice while leading an organization, a society or a country, works miraculously.

It is often seen that women leaders have increasing number of followers since they start leading people. They never let down their followers and as a matter of fact, people follow them willingly.

Women Embrace Collaboration

Collaboration or being collaborative is defined to be mostly a feminine characteristic. Collaboration is to act willingly together with other members to attain a common pursuit. This makes leaders rise in their career graph because popular support remains with them as long as they are collaborative.

Women leaders have the ability to collaborate with colleagues, clients and employees across teams, functions, and departments because to be collaborative is innate with them. Many studies have agreed that women are more cooperative than men.

Women, on the other hand, are a better judge of their abilities and therefore are not averse to suggestions and help from their team members. In short, women make better team players than men.

Women are transformational leaders in general. They understand the individual needs and aspiration of team members and interact with them on a personalized note. This personalized approach of women leaders binds the team members more strongly and they work with dedication towards realizing the goal.

Session Five: - Differences among men and women Leadership Style's

Session Five	Differences among men and women Leadership Style's
Duration	50 minutes
Learning Objectives	<p>After this session, trainees will be able to;</p> <ul style="list-style-type: none"> ▪ Realize leadership characteristic differences between men and women. ▪ Identify the common characteristics of women and men leaders
Content	<ul style="list-style-type: none"> ▪ The Characteristics of Women Leaders ▪ The Characteristics of Men Leaders
Methodology	Presentation/Lecture. Group Discussion and Reflection
Required Materials	LCD Projector, Laptop Computer, Flip chart, Markers and Handout



Activity 6: Group Discussion on observed leadership style differences between men and women

Duration for the activity: 20 minutes

Step 1: Form a small group to discuss on observed characteristic leadership style differences between men and women.

Step 2: Ask the trainees to reflect on what they discuss using the following questions.

- Is there a difference between men and women in the style of leadership they follow?
- Which leadership style do you think would make women effective leader?

Step 3: Conclude the discussion on the basis of ideas raised from trainees using the trainer's note.

Trainer's Note

5. Differences among men and women Leadership Style's

Leadership styles refer to a pattern how a leader adopts in influencing the behavior of group members. Theories of leadership are typically neutral or absent in their attention to gender as if a leader is a leader while studies on leadership typically ignore gender differences.

There are different factors that have an impact on developing a choice on leadership styles; generally speaking three factors.

- Leaders' philosophy;
- Followers' maturity level; and
- The situation faced by the leader affect the choice of styles.

Social perceptions and expectations apparently influence the leadership styles of women leaning toward being more relationship based when in situations of self-assessment or when appointed to leadership roles in laboratory studies. Men conformed more toward the social stereotypes of being more tasks oriented, self-assertive and motivated to master their environment while women conformed more toward social stereotypes of being more interpersonal, selfless and concerned to others.

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Women to adopt a more collaborative, cooperative, or democratic leadership style and for men to adopt a more directive, competitive, or autocratic style; this emerged in all types of studies. Even though selection criteria for leadership positions may even out the gender differences, women seem to be intentionally different and more collaborative based on differences in personality and social interpersonal skills.

Women are by nature accommodating, patient, gentle, and have better human relation skills as well as communication techniques and qualities that are indispensable if the objectives of any organization are to be achieved. They use “interactive leadership” styles by encouraging participation, sharing power and information, enhancing peoples’ self-worth.

- Traditionally, female leaders tended to show more relation oriented and democratic styles than men whereas male leaders show more task oriented and autocratic styles.
- Feminist theories of leadership have stressed the way in which women leaders differ from male leaders. Based on the works of some empirical studies women are more likely to lead through cooperation, inclusion, caring and connectedness. They are more democratic, less hierarchical, and more relational in their approach.

In general, short description of leadership tendencies generally associated with women and women is presented below.

5.1. The Characteristics of Women Leaders

- ***Task-focused***

Female leaders tend to be extremely focused on completing a task assigned. Completing day-to-day tasks are necessary to ensure a company is running smoothly from an operational perspective. Task-focused leadership style helps an organization run properly; employees working for a leader employing this type of leadership style may not understand the context of why the task is important to the organization from a strategic perspective.

- ***Transformational***

Women have a transformational style of leadership. Transformational leaders establish themselves as role models by gaining followers’ trust and confidence. Such leaders mentor and empower followers, encourage them to develop their full potential and contribute more effectively to their organizations. Transformational leadership is a powerful characteristic to possess because it allows a leader to make necessary changes to a current business model.

- ***Prefer Flat Organizational Structures***

Women tend to prefer leading and creating flat organizational structures that allow for a more collegial atmosphere. This type of leadership style is necessary for creating a new product or service that requires tight integration amongst team members. A flat organizational structure does not take into consideration the experience and knowledge associated with a more seasoned manager. There is a chance a key component is overlooked because a lower level employee does not have the experience or knowledge necessary to identify a key step in the process.

- ***Promote Cooperation and Collaboration***

Female leaders typically promote cooperation and collaboration amongst team members. Cooperation and collaboration is important for managing a large or a geographically dispersed team.

- ***Indirect Communication***

Often women indirectly communicate their expectations of a given task and allow more latitude in accomplishing a goal. On the one hand, this can allow a team member to use his/her knowledge and experience to complete a given task. Conversely, this can be a drawback if a team or department requires a leader who needs to have frank conversations with team members.

- ***Mentoring and Training Others***

Everyone could use a good mentor and training to upgrade their current knowledge, skills, and abilities. Beyond upgrading a skill set, mentoring and training a direct report is important for ensuring coverage amongst team members, especially if an associate is out sick or is busy with another assignment. One drawback to this style is a lack of urgency surrounding the training. Instead of seeing your leader as an authority figure, its possible leaders may not be able to separate business decisions from personal relationships.

5.2. The Characteristics of Men Leaders

Men tend to have the following, generalized characteristics associated with their leadership styles.

- ***Transactional***

Men exhibit a transactional leadership style in comparison to women. A transactional leadership style is one in which job performance as a series of transactions to be rewarded or disciplined. A leader establishes give and take relationships that appeal to subordinates' self-interests. Such leaders manage in the conventional manner of clarifying subordinates responsibilities, rewarding them for meeting objectives, and correcting them for failing to meet objectives.

- ***Prefer Hierarchical Structure***

Men tend to prefer a hierarchical leadership structure because it allows for easier role clarity and delegation of authority. A disadvantage of a hierarchical structure is employees not taking enough initiative to solve a problem. The employee defers to a higher level of senior management to make a decision. This delay in making a decision can prove costly to an organization needing to make rapid decisions.

- ***Focus on Performance***

Focusing on doing one's best is what all organizations strive for. This constant drive to outperform other team members could have a negative impact on your firm because resources and knowledge are not being shared across the organization. Instead, fiefdoms become established and entrenched, which could be to the detriment of the firm.

- ***Direct Communication***

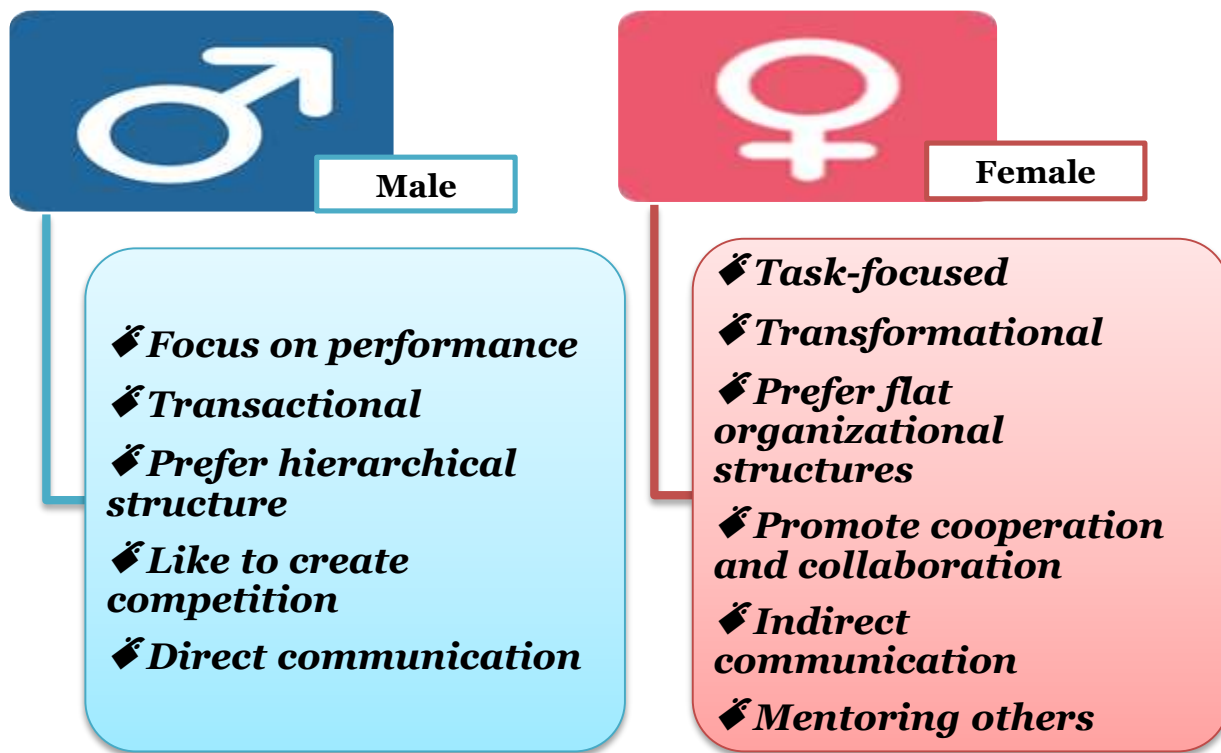
A direct communication style is where a leader clarifies subordinate responsibilities and provides precise instruction for what they are looking for. Further, this can also mean having frank discussions about performance, whether it has been good or needs improvement. One down side of a direct communication style can be a team member's unwillingness to listen to the frank assessment of their performance.

- ***Like to Create Competition***

A little competition amongst team members or departments is a good thing for an organization. One drawback is creating an overly competitive company culture where sources or ideas are not shared across your organization. An organization faces enough pressure from outside competitors it makes little sense to create another strain on staff by creating an overly competitive company culture.

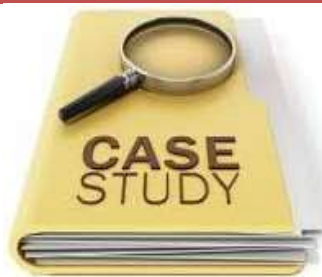
In general, short description of leadership tendencies generally associated with women and men is presented below.

Summary on the different characteristics of leadership styles between men and women



Session Six: - Prominent Women Leaders in Ethiopia

Session Six	Prominent Women Leaders in Ethiopia
Duration	80 minutes
Learning Objectives	<ul style="list-style-type: none"> ▪ After this session, trainees will be able to know about short story of the prominent women leaders in Ethiopia.
Content	<ul style="list-style-type: none"> ▪ Itege Taytu Betul: Ethiopia's Strategic Empress ▪ Sahle-Work Zewde: Ethiopia's First Female President ▪ Meaza Ashenafi: Ethiopia's First Woman Federal Supreme Court President
Methodology	Case story and Reflection
Required Materials	LCD Projector, Laptop Computer and Handout



Activity 7: Case Story on Prominent Women Leaders in Ethiopia

Duration for the activity: 30 minutes

From the following prominent women leaders of Ethiopia case story, what aspects of effective leadership quality did you learn?

Step 1: Divide the trainees into groups.

Step 2: Give time to the trainees to think about prominent women leaders in Ethiopia.

Step 3: Share the case story to each group and discuss on it.

Step 4: Ask them to reflect what they get from the story.

Trainer's Note

6. The Prominent Women Leaders in Ethiopia

This session focuses on the background and career related history of prominent women leaders in Ethiopia.



6.1. Empress Itege Taytu Betul: Ethiopia's Strategic Empress

Who was Taytu Betul?

Taytu Butul was one of Ethiopia's greatest leaders and was the wife of Emperor Menelik II, from 1889 to 1913. She played a key role in defeating the Italian imperialists and her political power at the royal palace. Taytu Butul is

the one who chose and named it the area of today's Ethiopian capital, Addis Ababa.

Who was Taytu Betul before she became an Empress?

Taytu Betul was born into a noble family of the Solomonic dynasty around 1840 or 1851. She was first married at the age of ten, which was not uncommon for a girl. She had many unhappy marriages and finally married her fifth husband, the Shoa king, who later became Emperor Menelik II. Before they got married; she had already accumulated lots of wealth and properties.

What was Taytu Betul most famous for?

Taytu Betul was prominent for her leadership role in the war against Italy in the battle of Adwa. She strongly opposed the Treaty of Wuchale, which effectively made Ethiopia an Italian colony on paper then when they were trying to colonize. Taytu played a crucial role in leading her army (5,000 infantry and 600 cavalry) to the front. Eventually, she critically thinks and succeeded in defeating the Italians by planning a military strategy and cutting off their water supply.

How did Taytu Betul become so influential?

Taytu Betul and Menelik's marriage was a powerful political union. Once the pair became emperor and empress, they built more partnership with various protested regional rulers, partly through political skillfulness or else diplomacies and partly through military force. However, Taytu Betul also made sure that she wasn't just the emperor's wife, but was involved in most political strategy decision-making, diplomacy and military campaigns. Historians say that she was seen as Menelik's equal and often took an upper hand position on matters than her husband.

Was Taytu Betul an exceptional woman for her time?

Ethiopian women, mothers, or wives of the rulers have joined the military campaigns - perhaps not by carrying weapons and leading themselves, but by cooking, cleaning and maintaining the army's morale. It was less common for women to command the entire army as Taytu did. Additionally, Taytu was able to read and write, which made her special. She also liked to play chess, enjoyed music, and played the stringed Begena.

What happened after Menelik's death?

In 1909 Menelik suffered a stroke, and Taytu took over much of the political work, effectively ruling the country herself. After some time, her rivals in the royal family pressured her into giving up power. Instead she had become too powerful for the liking of many at the royal palace. When her husband Menelik died in 1913, Taytu was exiled from the main palace and her political influence faded. She died in 1917.



6.2. Sahle-Work Zewde: Ethiopia's First Female President

Who is President Sahle-Work Zewde?

Sahle-Work Zewde was born on February 21, 1950, in Addis Ababa as the firstborn. She attended primary and secondary school in Lycee Guebre-Mariam, Addis Ababa. Later on, she studied natural science at the University Of Montpellier, France. She is fluent in Amharic, French, and English language. Also, Sahle-Work is married with two children.

Sahle-Work Zewde Career

Diplomatic career

After graduating, Sahle-Work Zewde came back to Ethiopia and worked at the Ministry of Education in the Public Relations Department as a Public Relations officer. Then, she served as an Ethiopian ambassador to several countries for almost two decades.

She began her long diplomatic carrier as an ambassador to Senegal with accreditation to Mali, Cape Verde, Guinea-Bissau, Gambia and Guinea (1989-1993), Djibouti (1993-2002) and as Permanent Representative to the Inter-Governmental Authority on Development (IGAD).

She was subsequently appointed as Ambassador of Ethiopia to France, Tunisia and Morocco and the Permanent Representative of Ethiopia to the African Unions and the United Nations Economic Commission for Africa (ECA), as well as the UN Scientific and Cultural Organization (UNESCO) (2002 to 2006). After her return to Ethiopia, she was appointed Permanent Representative to the African Union and Director General for African Affairs at the Ministry of Foreign Affairs of Ethiopia.

Career with the United Nations

President Sahle-Work Zewde joined the United Nations in 2009 and served as Special Representative of the United Nations Secretary-General (SRSG), Ban Ki-moon, and Head of the United Nations Integrated Peace-building Office in the Central African Republic (BINUCA) until 2011.

Eventually, in 2011, Ban Ki-moon appointed Sahle-Work as the first Director-General of the United Nations Office at Nairobi (UNON). Under Sahle-Work, the Nairobi office became a more important UN hub for East and Central Africa, according to the 2012 Africa Yearbook.

Before her appointment as president, In June 2018, UN Secretary-General António Guterres appointed Sahle-Work as his Special Representative to the African Union (AU) and Head of the United Nations Office to the African Union (UNOAU).

President of Ethiopia

Sahle-Work presidency was approved unanimously by the Ethiopian parliament on October 25, 2018. As a result, she replaced Mulatu Teshome who resigned unexpectedly from office. Also, she became the first woman to serve in the role and the only serving female head of state in Africa, with the expectation to serve two six-year terms.

Sahle-Work Zewde was elected as the 5th President of the FDRE. Although her role is largely ceremonial, it carries important symbolic weight and social influence such as opening the Parliament, appointing ambassadors, and on.

Sahle-Work Zewde the Most Exceptional Women

- ➡ Sahle-Work was only the second woman to be appointed an ambassador in Ethiopia's history (Ambassador Yodit Emiru was the first woman to hold an ambassadorship).
- ➡ Sahle-Work's presidential election made her Ethiopia's first female head of state since Empress Zewditu.
- ➡ Sahle-Work was the first African woman to become a Special Representative of the United Nations Secretary-General (SRSG).
- ➡ Sahle-Work was the first female Director-General of the United Nations Office at Nairobi (UNON).
- ➡ Sahle-Work was the first woman to serve as and hold a Special Representative to the African Union (AU) and Head of the United Nations Office to the African Union (UNOAU) positions.

Sahle-Work Zewde on Women Participation

President Sahle-Work Zewde was recognized for her outstanding contribution to the empowerment of women in various fields at home, Africa and internationally, as well as to increase women's participation and representations in various economic, social and political fields.

In the panel discussion on “Women in Leadership” with Women Deliver President-CEO, Katja Iversen, The first female president of Ethiopia, Sahle-Work Zewde, raised the following basic to advance gender equality.

- ➡ “Trust women that are the first step in making room for them.”
- ➡ “There is Nothing that a Woman or a Girl Cannot Do”
- ➡ “When there is no peace in the country, mothers will be frustrated. Therefore, we need to work on peace for the sake of our mothers.”
- ➡ “...If the history of Africa was written by Africans and by women Africans, I think we would find many unsung heroes. But that's not enough.”
- ➡ “If the current change in Ethiopia is headed equally by both men and women, it can sustain its momentum and realize a prosperous Ethiopia free of religious, ethnic and gender discrimination.”

Indeed, in her first address to parliament, President Sahle-Work Zewde promised to be a voice for women and stressed the importance of unity.

Sahle-Work Zewde Awards and Recognition

- 🌐 Woman of the Year, ONE, 2018
- 🌐 97th; The World 100 Most Powerful Women, Forbes 2017
- 🌐 97th; The World 100 Most Powerful Women, Forbes 2018
- 🌐 93rd; The World 100 Most Powerful Women, Forbes 2019
- 🌐 96th; The World 100 Most Powerful Women, Forbes 2020
- 🌐 One of the 50 Most Powerful Women in Africa, Forbes Africa, 2020
- 🌐 Outstanding Contribution to Women Empowerment, Ministry of Women, Family and Children of the Democratic Republic of Congo (DRC) on the occasion of the annual Pan African Women's Day, Aug 4, 2021

Lessons from the Life of Sahle-Work Zewde

Resilience

Often times, life will not be easy, we will be strong. The reasons to Sahle-Work's success are resilience, determination, and strength out of several challenges she has faced. With every position she held, she made sure to learn new things with humility, confidence, and consciousness of self-worth.

She said, "Self-belief made me aspire for more while discharging my duties to the best of my abilities." Also, she believes the more you know yourself and the world you live in, the more you realize the importance of being active and strong.

Understand that People are Your Greatest Asset

Sahle-Work Zewde believes that, we are who we are in our relationships and in the people around us. Over time, she has worked with people who recognized her effort and as a result, gave her chance and more opportunity to lead.

Basically, we need to understand the important role people who believe in our abilities play in our professional career growth. When you appreciate their role, they will trust you with more positions of power. In addition, we must believe in other people and give them a chance.



6.3. Meaza Ashenafi: Ethiopia's First Woman Federal Supreme Court President

Who is Meaza Ashenafi?

From women's rights activist to Supreme Court chief

Meaza was born in Asosa, Ethiopia on July 25, 1964. She attended both elementary and high school in Asosa and joined Addis Ababa University Law department. When she joined the school of law at AAU, she was the only woman out of fifty students, until the next year when three more women joined the class.

She received a Bachelor of Laws (LL.B.) from Addis Ababa University and Master of Arts (M.A.) degree in international relations and gender studies from the University of Connecticut. She is married to Dr. Araya Asfaw, Professor of Physics at Addis Ababa University, and they have two daughters together.

Meaza Ashenafi Career

After graduating in 1986, she worked for the Ministry of Trade for about three years. Meaza started her career in the Judiciary through a fresh graduates' recruitment program which sought to alleviate the shortage of judges by appointing qualified young professionals after giving them six months of training working as assistants to judges.

Accordingly, she became a judge to the Federal High Court Criminal Bench in 1989 and served there for five years. It was during this time that she noticed how the law itself and the way it was being implemented were discriminatory against women.

In 1993 she was appointed by the Ethiopian Constitution Commission as a legal adviser. In 1995, Meaza co-founded the Ethiopian Women Lawyers Association (EWLA), together with other women lawyers and became its Executive Director.

Meaza has held a position with the United Nations Economic Commission for Africa. She helped lead the development of the first women's bank in Ethiopia, Enat Bank, which was established in 2011 and as of 2016 Chair of the Board Directors.

In November 2018, Meaza Ashenafi was appointed by the Federal Parliamentary Assembly as President of the Federal Supreme Court of Ethiopia.

Meaza Ashenafi Contribution on Women Right and Participation

In 2009, Meaza Ashenafi wrote a book with a title of “Participation of women in politics and public decision making in Ethiopia” originally produced as a Master’s Thesis monograph at University of Connecticut which is based on the premise that women's.

As a legal activist, Meaza Ashenafi struggles to pass laws that protect Ethiopian women from men. As a leader of civil society, she founded a bank that decided to bring women into the formal financial system.

“Prominent Women’s Rights Advocate and Activist”

Together with the co-founders and colleagues of EWLA, Meaza has helped introduce major amendments to the Ethiopian family law, criminal law, labor law, citizenship law, pension law, and other national laws in favor of women’s rights. One good example of the impact EWLA had on improving criminal legislation is the role it played in criminalizing domestic violence and female genital mutilation.

Before that, neither domestic violence nor sexual harassment was considered crimes in Ethiopia. Even the Amharic language, the country’s official language, didn’t have a vocabulary to express those acts. But she had to improvise and literally had to create the word as “*yesetoch teqat*” to refer to all violence against women.

Meanwhile, in her career as an adviser on gender and women’s rights in the Capacity Development Division of UNECA, She is a very active attorney who advocates for the legal protection of women. The promotion of human rights and financial mediation in favor of women and drafted the current Ethiopian constitution, she ensured the protection of the rights of women and children.

Furthermore, through her EWLA legal contacts, she has been instrumental in campaigning for women's rights in Ethiopia; her Fighting for Women's Rights in Ethiopia group had approximately 45 graduate lawyers working for it in 2002.

EWLA helped more than 100,000 women (during the time Meaza was leading the organization) and they were able to represent women in major cases relating to the abduction of women and other harmful traditional practices.

EWLA provided legal aid to poor women and was a pioneer in the defense, protection and advocacy on the rights of women. EWLA successfully defended a 14 year old girl accused of killing a man who had abducted and raped her.

Political Positions and Women's Rights

In a 2009 speech Meaza was outspoken on the stereotypes that women face in Ethiopian society, blaming Amharic proverbs for the way women are perceived, portraying them mostly as delicate and weak. The communications tradition over time has used these proverbs to advance men and degrades women. Some of the ideas given by these proverbs are that a woman's place is only in domestic duties and that women in general lack common sense and are irresponsible.

One of these Amharic proverbs that Meaza is alluding to says that a woman can not to be trusted and another conveys the idea that the companionship of a woman is dispersed by a mouse. Another proverb indicates that even if a woman is smart, only a man can be practical to apply knowledge – hinting at gender based roles in urban Ethiopian society, especially in Addis Ababa. Still another of the proverbs she alludes to is of emotional characteristics where the proverb speaks of the courage of a woman as about as useless as a shy priest or a blind donkey.

Meaza Ashenafi Awards and Recognition

- ☪ African Leadership Prize, 2003
- ☪ Hunger Project Award laureate, 2003
- ☪ Grassroots Ethiopian Women of Substance Africa Prize, 2004
- ☪ Nominee for the Nobel Peace Prize, 2006
- ☪ 100 Most Influential African Women, Avance Media 2019
- ☪ Her most famous case was turned into the 2014 Ethiopian film Difret, which was promoted by Angelina Jolie as executive producer and went on to win the World Cinematic Dramatic Audience Award at the 2014 Sundance Film Festival.

Lessons from the Life of Meaza Ashenafi

In general, Meaza Ashenafi was chosen as a pioneer woman most importantly because she is the first woman to be appointed as the President (chief justice) of the Supreme Court in Ethiopia's history. However, her accomplishments before this appointment are more than enough to call her not only a pioneer woman but also a pioneer citizen.

Being amongst the first group of women to join law school in Ethiopia and being part of the few women selected to participate as an expert in the drafting of the current Ethiopian constitution were her earliest accomplishments. She established and led the first professional association that advocated for women's rights and the first women's bank that aimed to empower women financially.

When officials contacted her to propose the appointment, Meaza is quoted as saying, "I told them, if they want business as usual, I'm not the right person for this job" (Aljazeera, 2019).

That's why I believe, besides her enormous accomplishments, Meaza's character as an individual and her commitment to promoting justice without shying away from big responsibilities and challenges reaffirms her selection as a pioneer woman.



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