



LEAD AND BE LED DIGITAL TOOLKIT



DEAR YOUNG PERSON



The Anti-Tribalism Movement was founded in 2010 by a group of young people who were unhappy with the divisions in their community caused by tribalism. Our ideas seemed radical at the time since they challenged the values of the elders in our community, but we wanted to create real change that would bring out communities together – free from tribalism. We championed a vision that others either would not or could not commit to.

We quickly learned that communities cannot be healed if the dreams and aspirations of young people are not heard and realised. Since 2010, our flagship leadership programme for young people age 16-24 has developed hundreds of British-Somalis in the U.K.

Our Lead and Be Led programme is designed to unearth the true leadership potential of young people from diverse communities. In this

Toolkit you will develop the reflective skills to become engaged citizens, empathetic leaders and credible mentors. You will be able to complete this individually, with a friend, mentor or as a key component of your training on our leadership programme.

It is our hope that the ATM Young Leader's Toolkit will support you as you harness your inner strength and find the leader in you.

Bishara Mohamud
**MANAGING DIRECTOR OF THE
ANTI-TRIBALISM MOVEMENT**

Web Link: [Find out more about what we do at the Anti-Tribalism Movement](#)



INTRODUCTION

ATM believes that every young person is a born leader.

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When putting together this Toolkit, we took a closer look at what is 'youth leadership' from both the viewpoint of young people, their families and environments.

WHAT IS LEAD AND BE LED?

ATM developed the Young Leaders 'Lead and be Led' project in 2017 to enhance the skills of young people to realise their potential and become young ambassadors within their communities. The model aimed to develop young people who then share their skills with their peers. The project focused on core skills and attributes needed in today's society which emphasise on social and emotional competencies, including self-awareness, collaboration, empathy, relationship-building and the ability to lead through authenticity rather than by authority. This means we want young people to lead with kindness and earned respect rather than privilege or inequality.

HOW THE TOOLKIT WORKS

Being a good leader requires a range of traits, skills, and experience. The Toolkit aims to work through the core expectations and offers a combination of theory and practice with a variety of activities, tips and links to explore each section with your colleagues and in teams. If you see this icon, grab your phone and scan the QR code to watch the video. If you see this icon, grab your phone and scan the QR code to visit the web link.



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LEADERSHIP

To put it simply, ATM believes that leadership is being able to lead yourself and others to create change. A leader is incredibly self aware and able to develop their personal skills as well as leading others to reach shared goals. In this Toolkit, we will be exploring all of the different skills needed in a strong leader and exercises to help you reflect on your own leadership skills.

Leaders at any capacity have the quality to:

- **Impact and inspire other people**
- **Make things happen - make a change inspire themselves and others**
- **Lead from the front**
- **Approach situations with an open mind**
- **Constantly learn from mistakes and new experiences**

Leaders are all around us and can be anyone from a friend, young person, adults, celebrities, sports stars, politicians, colleagues. You might be a leader to someone!



Name 3 Leaders who have inspired you in the past/
present and 3 reasons why you've selected them

THE 3 LEADERS WHO INSPIRE ME ARE:

EXAMPLE: SIR MOHAMED (MO) FARAH.

1.

2.

3.

THEIR BIGGEST SUCCESS IS:

EXAMPLE: MOST SUCCESSFUL BRITISH
ATHLETE IN MODERN OLYMPIC GAMES HISTORY.

1.

2.

3.

ONE LESSON I'VE LEARNED FROM THEIR LIFE IS...

EXAMPLE: NEVER GIVE UP NO MATTER
HOW MANY TIMES YOU LOSE.

1.

2.

3.

LEADER LIST

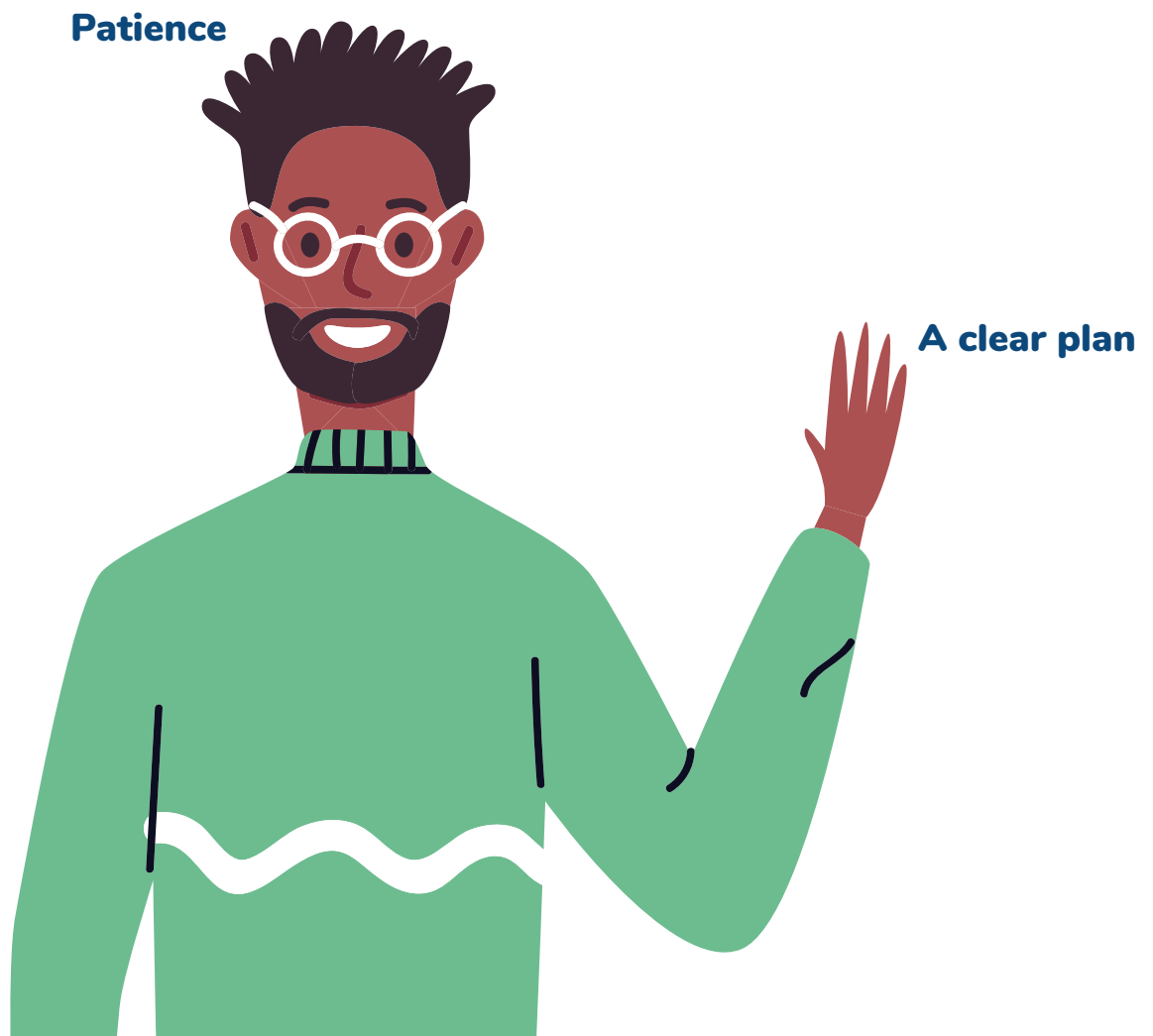
HEAD, HEART, HANDS

The purpose of this exercise is to allow you to examine the different values, knowledge and skills that make up good leadership.

On the outline of the person below label the good qualities that leaders need around the heart, head and hands.

Head - for knowledge and thinking skills we need to know to lead well.

Hands - for the practical skills we need for good leadership.





WHAT IS SELF-LEADERSHIP?

Self leadership is to leading yourself. Learning to navigate difficult situations with less stress and negative emotion because you have a higher level of emotional intelligence and personal understanding. Self-leadership requires plenty of effort because it means that you have to be highly critical of yourself both positively and negatively.

THE 4 PILLARS OF SELF-LEADERSHIP

Self-Discovery: To be great leaders, we have to understand ourselves. By that we mean really be aware of who you are, your beliefs, your peers and everything that makes you **you**.

Self-Acceptance: Self-Acceptance is about being truly honest with yourself and accepting who you are without self-criticism or self-sabotage. Instead of focusing on the negatives - think about your strengths and weaknesses and how you want to progress as a person.

Self-Management: Self-management and self-discipline are closely linked. It means holding yourself accountable at times and ensuring good time managements for efficient results. It's also about knowing when you're overworking yourself, relaxing to avoid being burned out and controlling impulses - balance is key in self-management.

Self-Growth: Self-growth is about striving to continuously improve yourself. It means being curious, accountable, having an open-mind and creating a development plan to keep you on track. Self-growth can leave a positive impact on any venture and helps you to lead by example for your peers.



1. Self-Discovery



2. Self-Acceptance



3. Self-Management




4. Self-Growth


Video link: <https://www.youtube.com/watch?v=dMEJKxrQjSo>

MY DEVELOPMENT PLAN


Think of a few goals you have - they can be small or big. Write a list of how you would like to progress in 1 month, 3 months, 6 months and 1 year. Reflect on this list in the year to come to track your progress or change your goals.




ONE MONTH



THREE MONTHS



SIX MONTHS



ONE YEAR

WHAT IS CONFIDENCE?

Confidence can be defined as the feeling or belief that one can have faith in or rely on someone or something. Confidence is one of the most important qualities of a leader. We can all learn how to tap into our personal confidence.

Colm O'Reilly believes that confidence is multi-faceted with various components that need to be mastered in order to truly be confident. He identifies the **8 Components of True Inner Confidence** as essential to being an all-round confident individual. Once you master each component then you have achieved true confidence.

Video link: <https://www.youtube.com/watch?v=b5ZESpOAoIU>



- Self Acceptance
- Self Esteem
- Self Love
- Self Determination
- Self Respect
- Self Belief
- Self Assurance
- Self Admiration



DEFINING 8 COMPONENTS OF TRUE INNER CONFIDENCE

In your own words, define what each component from Colm O'Reilly's 8 Components of True Confidence means to you. Do you have a component that's stronger than others in yourself? Try to reflect on each and how you present them in yourself. You can also use key words that relate to the component.

SELF ACCEPTANCE: _____

SELF RESPECT: _____

SELF ESTEEM: _____

SELF BELIEF: _____

SELF LOVE: _____

SELF ASSURANCE : _____

SELF DETERMINATION: _____

SELF ADMIRATION: _____

WHAT ABOUT IDENTITY?

Identity is our unique sense of self.

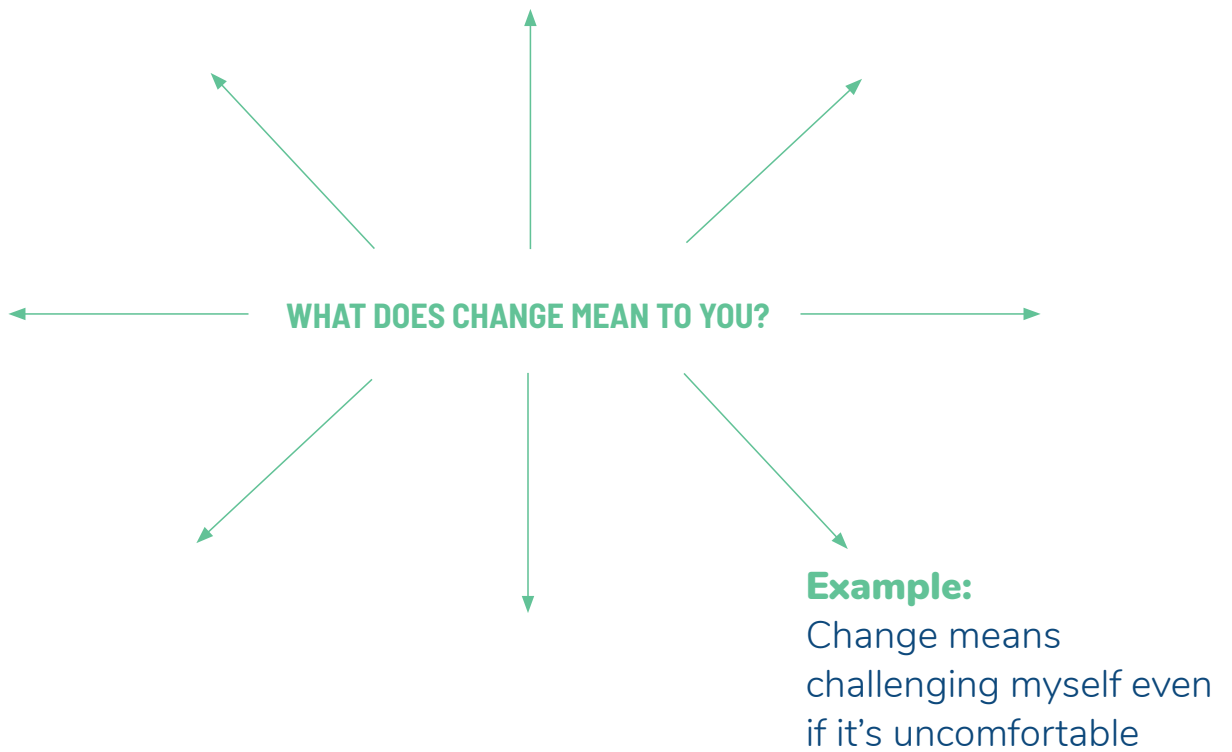
Some people believe that we all have a pre-determined sense of self and that our personal identities are made up of all the beliefs, values and interests we hold of high importance. You may feel that you are defined by your race, religion, language and culture in wider society.

WHY IS IT IMPORTANT TO UNDERSTAND IDENTITY?

- **Identity contributes to our sense of self, self-esteem and sense of belonging**
- **It informs our values and goals, shapes our understanding of the world and determines our choices.**
- **A firm sense of identity can become a source of conflict and a justification for the oppression of other individuals and communities with different identities**
- **It influences the way we perceive others**
- **It helps identify flash-points for disagreement or conflict**
- **It can help to build new relationships**



MINDMAP ACTIVITY



SELF-AVATARS

In this section, you will create your present self-avatar. The person who you are right now. Draw yourself as you are and then list your hobbies, interests, strengths, weaknesses and values around your avatar. It doesn't matter if you're not good at drawing, this is about visualising your current self with your own hands, thoughts and feelings.



SELF-AVATARS

Now create your future self-avatar. The person who you would like to be in 5 (or 10) years time and once again list the qualities you would ideally have by then. Will your character/personality/life be any different than your present-self? Would you expect to perfect your goals from your development plan? Be honest and dream big, when you are able to envision yourself doing what you want... you are able to start believing you can do those things!



DEAR PRESENT SELF...

Write a letter to your present self from your future self. Imagine what your future self would like to say you your current self. What advice would they give you? What habits would they ask you to change? Use your future self as inspiration.



WHAT KEEPS YOU MOTIVATED?

Write a list of things that keep you motivated and what will keep you determined to achieve the qualities of your future self. Complete this thinking about what your personal motivations are, the people and places in your life that motivate you and your future goals/dreams that keep you motivated. See examples below:



Young people are making decisions every single day. Some are simple, others are more complex. It is important to be equipped with the right knowledge, attitude and opportunities to make the right decisions. Some of your decisions will be so routine that you make them without giving them much thought.

But difficult or challenging decisions demand more consideration. These are the sort of decisions that include:

Uncertainty: Many of the facts may be unknown.

Complexity: There can be many, interrelated factors to consider.

High-risk consequences: The impact of the decision may be significant.

Alternatives: There may be various alternatives, each with its own set of uncertainties and consequences.

Interpersonal issues: You need to predict how different people will react.

The importance of decision making is that you develop many skills such as **critical thinking**, **self-awareness** and **confidence** (in your choices).

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Some reasons why you might find it difficult to be decisive could be because of:

- **Insecurity/second guessing yourself too much**
- **Fear of failure**
- **Guilt**
- **Lack mentality**
- **Perfectionism**
- **Overthinking**
- **Not asking enough questions**



As mentioned before, it is essential to consider all the different options in order to think critically. Here are a few steps to guide you when making decisions.

It is important to be aware of the different perspectives and outcomes when deciding on something. For example, answer this question in a group and consider the different answers people may have.

How do I get a paperclip out of a glass bottle without touching the bottle?

Regardless of what the correct answer will be, this is to show you how deep perception is, and that different people have varied perspectives depending on experiences and feeling. Therefore, as a leader it is key that you consider many various opinions before choosing what you think is best. What is your **reference point** i.e how you perceive situations and other people depending on your own way of thinking and ideas about the world? How aware are you of your ideas and how well do you embrace and value the opinions and thoughts of others?



STEPS TO CONSIDER IN A DECISION MAKING PROCESS

1. Create a constructive environment Investigate the situation in detail
2. Explore your options
3. Select the best solution
4. Explore your plan
5. Communicate your decision and take action

ACTIVITY: WRITE A LIST OF BIG AND SMALL DECISIONS

BIG DECISIONS	SMALL DECISIONS
<p>Do I want to go to university?</p>	<p>Going to sleep on time so I can wake up early the next morning.</p>

NOW AS A LEADER WRITE A LIST OF BIG AND SMALL DECISIONS

BIG DECISIONS	SMALL DECISIONS

How did you feel doing this activity? Did you notice any differences from listing these decisions?

The purpose of this activity is to make you realise that to an extent, almost every decision is big to someone. As a leader a decision that may not be huge to you might be important to someone else. Alternatively, some decisions you make may not even matter too tough.

WHAT IS ASSERTIVENESS?

Assertiveness is a key social and communication skill. Being assertive means that you are able to stand up for your own or other people's rights in a calm manner, without being either aggressive, or passively accepting 'wrong'. Assertive individuals can get their point across without upsetting others, or becoming upset themselves. It is super important to master this skill as a leader, especially as a leader since you will often have to be the one to make decisions which might risk negative reactions from others.

Nonetheless, you should always respect the thoughts, feelings and beliefs of other people.

Being assertive means encouraging others to be open and honest about their views, wishes and feelings.

It is being enthusiastic about the right thing. It is indeed a serious test of one's leadership skills.

More at: <https://www.skillsyouneed.com/ps/assertiveness.html>.



ASSERTIVENESS



STATEMENT ACTIVITY

Read each statement and circle what you align with and provide your reasoning. Try this in a group if you can. The Purposes of exercise to think outside the box, understanding how nuances work in arguments and how to openly debate and convince others in agreeing with their views.

STATEMENT 1: I believe in myself

Agree Disagree Unsure

EXPLAIN YOUR ANSWER: _____

STATEMENT 2: To be assertive I need to be aggressive

Agree Disagree Unsure

EXPLAIN YOUR ANSWER: _____

STATEMENT 3: I do not need confidence to be happy

Agree Disagree Unsure

EXPLAIN YOUR ANSWER: _____

STATEMENT 4: I learn from my mistakes

Agree Disagree Unsure

EXPLAIN YOUR ANSWER: _____



WHAT IS THE DIFFERENCE BETWEEN A CHALLENGE AND A HARDSHIP?

A **challenge** is something that tests your skills; it's an obstacle that requires an individual to use their talents and skills to overcome it.

Examples of a challenge:

- **Running your first marathon**
- **A difficult exam**
- **A new experience**
- **Learning a new language**

A **hardship** is a slightly similar to a challenge, however it is quite broader and something that is out of someone's control which can be quite debilitating. A single hardship can lead to various challenges.

Examples of a hardship:

- **An injury**
- **Natural disasters**
- **Death**
- **Coping with injustice**

Video on overcoming obstacles:

<https://www.youtube.com/watch?v=2MGMvEnoD6U>

IDENTIFYING HARDSHIPS AND CHALLENGES

Write a list of hardships and challenges in the table below and compare them. Do you notice a pattern?

CHALLENGE	HARDSHIP
Completing homework efficiently	Not having enough money to buy resources

Some people believe that both concepts cannot exist without the other? Do you agree? Write your reasons below.

A CV, which stands for **curriculum vitae**, is a document used when applying for jobs. It allows you to summarise your education, skills and experience enabling you to successfully sell your abilities to potential employers.

Your CV should always have:

Personal details: Make sure these are clearly presented at the top of your CV
Personal statement: A personal statement is an essential part of standing out from the crowd. It explains who you are, what you're offering, and what you're looking for. Aim to prove why you're suitable in one short and succinct paragraph.

Work experience: This section should include all of your relevant work experience, listed with the most recent first. Include your job title, the name of the organisation, time in post, and your key responsibilities.

Achievements: This is your chance to show how your previous experience has given you the skills needed to make you a suitable candidate. List all of your relevant skills and achievements (backing them up with examples), and make it clear how you would apply these to the new role.

Education: Your educational experience and achievements should be listed here, along with dates, the type of qualification and/or the grade you achieved – although the specific parts of education that you include in your CV will depend on your individual situation.

Hobbies and interests: You don't always need to include hobbies and interests in your CV, but mentioning relevant ones could back up your skills and help you to stand out from the crowd – not to mention give you something to talk about at an interview.



As part of the process of pulling together your CV for prospective employers or investors, you need to reflect.

This reflection should look at a whole range of aspects of your life and identify strong examples to demonstrate the value of YOU as a brand.

1. As yourself or ask others around you 'what is so good about you?' (remembering that you are in competition with many others.
2. Periodically ask yourself 'what are my strengths and weaknesses'
3. Do a stock take, i.e.: remember to think of examples of where you have applied the skills to back up your statement.

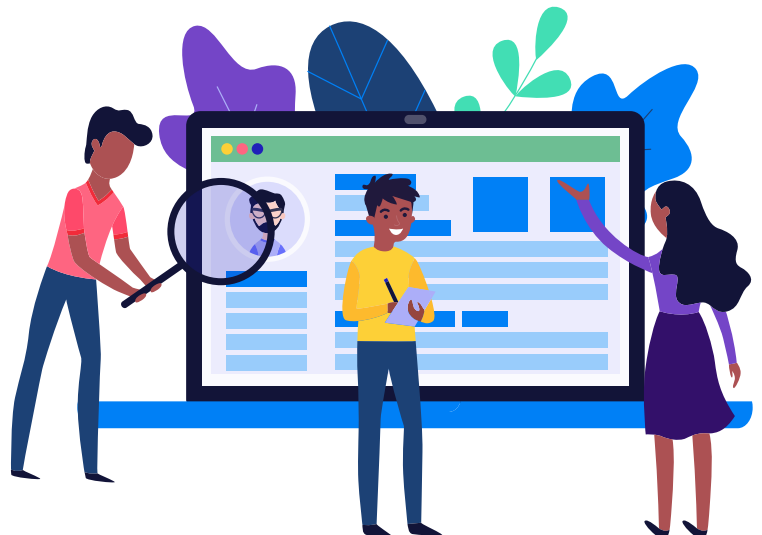
EVALUATE YOUR CREATIVE SKILLS: _____

ASSESS YOUR PROBLEM-SOLVING SKILLS: _____

EVALUATE YOUR COMMUNICATION SKILLS: _____

EVALUATE YOUR PRACTICAL SKILLS: _____

EVALUATE YOUR PEOPLE SKILLS: _____





SOCIAL ACTION

A social action project is a process led by a group of volunteers, in this case young people, to address an issue they care about through practical solutions.

The aim of social action projects is to bring about social change that will benefit an individual, communities or society that ultimately enhances community life. Participating in Social Action projects gives young people a sense of contribution to social change as well as gaining a deeper understanding of the cultural and social issues that impact on local issues and situations.

Social action projects don't have to be big or costly projects, they're often more effective when they're small, strategic interventions (tweaks) which benefit the wider community.

As part of a longer process the following three things need to be agreed:

- **What issue/problem or changes they would like to see in their community**
- **Who will you work with.**
- **Resources, challenges and power relations in their community**

Some examples of popular social action campaigns are:

- **#MeToo**
- **Change4Life**
- **Anti-Bullying Week**
- **Black Lives Matter Movement**

Y La Culpa No Era Mia: <https://www.youtube.com/watch?v=bPZ7ad7up8M>



PROBLEM TREE

Identifying and mapping the causes of the problem before finally reimagining the causes as objectives for social action through a Problem Tree can be helpful. Problem trees are a simple way of showing the causes and effects that create a specific problem. Writing a problem tree breaks the problem down into manageable chunks. It helps you to identify possible areas for social action.

CHECK OUT THIS EXAMPLE

Effects

(The problem you want to address)

Increase in harassment of young people (locally).

Problem focus

(Primary causes)

Relationship between police and young people declining.

Causes

(Secondary causes)

'Demonstration' of young people by media following national incident.

Young people targeted by new stop and search laws.

Young people are on the streets at night. Increase in complaints about young people 'disturbing the peace'.

Warm weather and lack of places for young people to go at night.

Watch this: https://www.youtube.com/watch?v=-j-_Y7D35H4

OBJECTIVE TREE

Problem Trees can be turned in to objective trees. These will give us potential objectives for our social action. To do this we take the problem and causes and re-write them as positive statements i.e. 'Increase in police harassment becomes decrease in police harassment.' The problem we wrote at the centre of our flipchart will be re-written as our 'overall objective.

Effects

Decrease in harassment of young people locally.

Problem focus
(Primary causes)

Improved relationship between police and young people.

Causes
(Secondary causes)

More positive representation of young people by media.

Stop and search law does not target young people/is repealed.

Decrease in complaints about young people.

Young people have access to and use night time facilities.

BOSTON MATRIX MIX

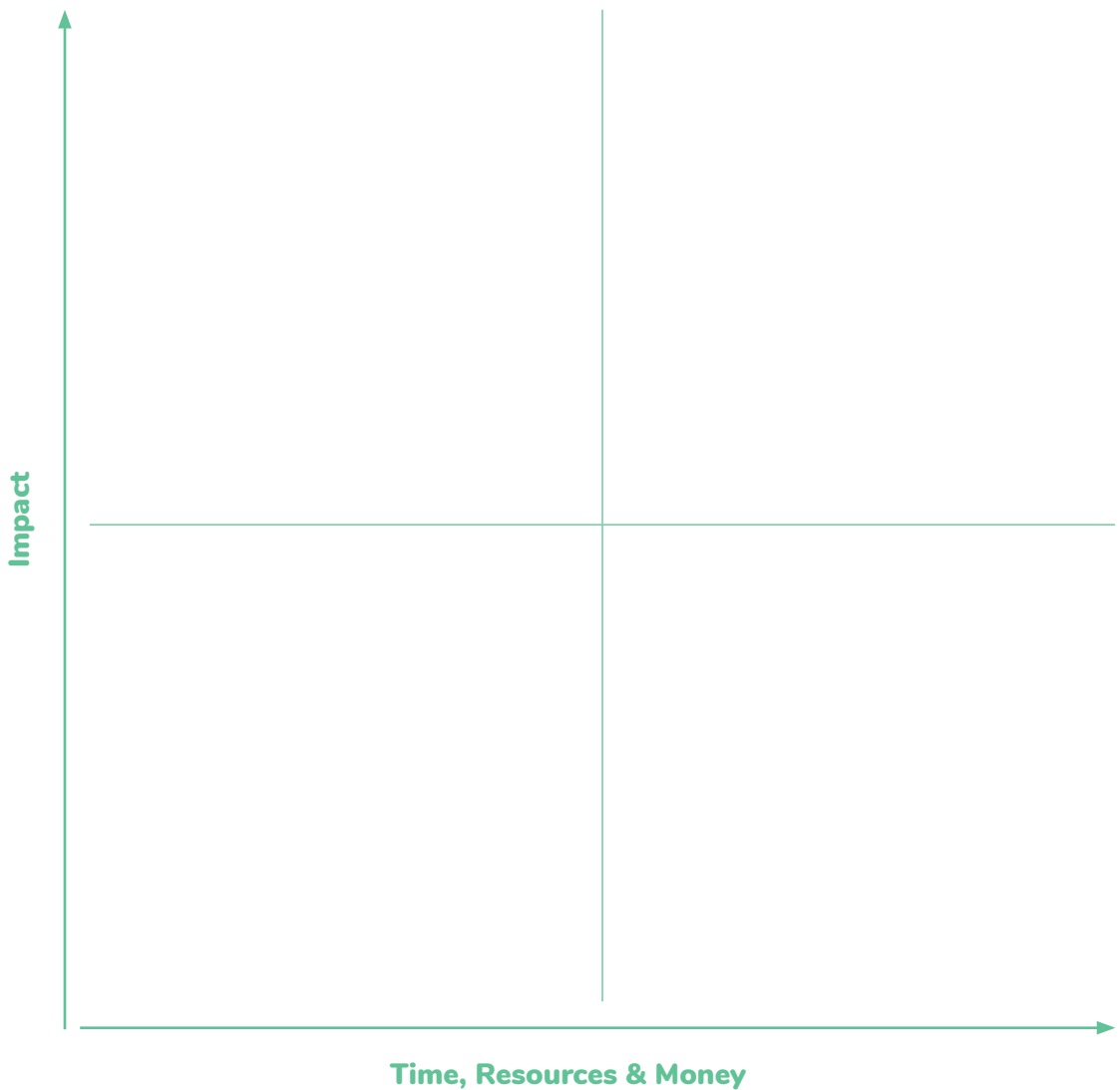
Social Action Projects aspire to instigate a change; however, each idea needs to be addressed in relation to risk and realism. A tool that can help analyse the various ideas is an adaptation of the Boston matrix mix.

Activity:

In your group write down the ideas for social action, discuss and place them on the matrix below. You may not agree exactly where they go, this is part of the process of conversation.

Give a name to each of the four boxes which reflects whether it is high or low impact and requires a lot or few resources. For example: the bottom right box could be called 'don't go there!'.

On reflection of where the ideas have been placed, you will be able to decide which social actions appeal why? Are the social actions you have identified very risky? Does this influence your choice of social action?



By now you should have a strong idea of your social action campaign. The next step is to write a more detailed plan as a way to visualise your campaign. Complete the vision and mission questions as a guide.

VISION: WHAT IS YOUR VISION? _____

MISSION: WHAT IS YOUR MISSION? _____

OUTCOME: IDENTIFY THE OUTCOMES OF YOUR CAMPAIGN. _____

SOCIAL ACTION


ACTION: What will you Do?	ACTIVITIES: Identify your social action campaign activities	OUTCOMES: Identify the outcomes of your social action campaign	RESOURCES NEEDED: Identify resources needed to deliver your social action campaign	RESPONSIBILITIES & ROLES: (e.g., logistics, marketing etc)

By the end of this training programme (or completion of this Toolkit) you should be more equipped with the following skills. Please tick off each area where you feel you have shown improvement:

- **Employment Workshops**
An improved understanding of that employers are looking for.
- **CV building & impressing potential employers**
Knowing how to present your experience with with confidence and articulating your answers in interviews.
- **Developing leadership & management skills**
Understanding how to lead a team and manage a project.
- **Building confidence**
Knowing yourself and being confident in your identity and beliefs.
- **Presentation skills**
Knowing how to speak confidently and with authority.
- **Decision making, event management and project management skills**
Knowing how to manage a project with clear outcomes, activities and managing a budget.
- **Decision Participation**
Importance of being part of the decision-making process.
- **Participating in the democratic process**
Electing leaders and making decisions fairly and with accountability.
- **Problem solving skills**
Dealing with crises and challenges in a timely manner.
- **Active Citizenship**
Engaging in a social action to add value to your neighbourhood, society or a particular community.





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