



ELEVAT_eHER

Overcoming the Gender Power Gap

Methodological Toolkit

Smart

AVITEUM

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WELCOME

to the ElevatHER methodological toolkit !

This toolkit is specifically designed for trainers, teachers, coaches and counsellors who wish to make their courses and workshops more engaging. If you want to boost learner engagement, encourage diverse perspectives and create an interactive learning environment, this toolkit is just what you need!

It complements the learning modules available on the <https://lp.elevather.eu/> platform. Whilst these are primarily designed for self-study by adult learners, they can also serve as a valuable foundation for group courses and workshops.

And this is exactly where this toolkit comes in! It offers you structured guidance, activities and further resources to help you integrate the modules into your teaching.

Whether you wish to enhance your range of exercises and methods or develop comprehensive learning projects in formal or non-formal education – this toolkit equips you with what you need to create a richer and more effective learning experience.

The individual activities are linked to the respective learning modules on the platform and are structured in the following order:

Power in a transforming world

Power relations - what does it mean?

Understanding transformations

Leadership

Ethical leadership

Foundations of effective leadership

Competences and personal development

THE POWER WITHIN. Discover your strengths and inner potential as a leader

Public speaking. How to prepare for different presentations and achieve your goals by speaking to people

Personal Development

Interpersonal skills: Maximizing Leadership Potential

Overcoming Obstacles for Women to Take Power Positions

Resilience

Resilience & Self-care: Overcoming the gender power gap through resilience building, selfcare and adaptation to change

Tech, AI and the use of digital tools

Gender and women's power(lessness) in the digital era: Who programmes the AI?



Digital tools: How can women be supported in their career growth by improving their digital skills?

Local activism

Women in local activism: building local influence and social advocacy

Psycho-education for men

Psycho-education for Men in Higher Positions Regarding Women's Leadership Challenges

Get inspirations – and start.

POWER RELATIONS – WHAT DOES IT MEAN?

The learning module "**POWER RELATIONS – WHAT DOES IT MEAN**" introduces to concepts of understanding power in both daily lives and the whole society.

It often appears ambivalent, paradoxical and generative. If women gain a better understanding of what power means to them, they will find it easier to take on leadership roles. Discover inspiration and be open to new ideas.

The module is divided into three chapters, each building upon the previous one:

CHAPTER 1 POWER AND POWER CRITICISM

- Part 1: How practical the theory is
- Part 2: What means power?
- Part 3: The order of the sexes/gender
- Part 4: Patriarchal criticism

CHAPTER 2 THE GENDER POWER GAP ACROSS EUROPE

- Part 1: Women in power positions
- Part 2: Gender pay gap
- Part 3: Paradoxes of the public sphere

CHAPTER 3 NOT AFRAID TO TAKE A CHANCE – WAYS TO POWER

- Part 1: Epistemic and political change through the power of public discourse
- Part 2: Growing into power positions
- Part 3: Mental barriers and how to overcome them

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
1. Micro-macro dimensions of reflecting society topics, 2. Concepts of power and its ambivalences, paradoxes, and contradictions, 3. Power and gender, criticism of patriarchy 4. Facets of the Gender Power Gap in Europe, 5. Work, produce, act: ways to power	1. Ability to differentiate between interpretations of power, 2. Learned to reflect structures and to take both the big picture of society and the small-scaled lives of individuals into consideration, 3. Informed about existing Gender Power Gaps, 4. Reflecting own potentials and obstacles to gain more power.	1. Civic competences to reflect society's issues, 2. Developing own orientation in a complex world, 3. Learning to navigate and participate in a discourse culture and to cope with multiperspectivity.

Activities

Activity 1	
Title of the activity	Discourse analysis on women in leadership positions
Approximate duration	60 minutes
Group size	2–20 participants
Required equipment, materials and premises	Articles about quotas for women in leadership positions. Example of an argument from an economically liberal, libertarian perspective: https://quilllette.com/2024/12/09/gender-board-quotas-are-a-bad-idea-feminism-affirmative-action/ and https://www.utdt.edu/ver_nota_prensa.php?id_nota_prensa=22491&id_item_menu=6
Goals	- Raising awareness of power relations through linguistic constructions, - Discussion of arguments for and against a women's quota with an emphasis on market-driven perspectives, - Critical reflection on "performance", "market", "qualification" in contrast to "bureaucracy" and "state intervention". - Raising awareness of hidden norms and the creation of social realities and power relations through language often considered 'neutral'.
Detailed description including follow-up discussion and evaluation	- Ask the participants to read the text (10 minutes). - Together, compile the arguments for and against quotas for women in CEO positions that are mentioned. Visualize the arguments. - Ask the participants to reflect on the following three sentences in three small groups. Each group can focus on one of the three quotes. Alternatively, all quotes can be discussed in one group (20 minutes). 1/ What framework is formulated with this sentence? "Directors are shareholders agents. In t he interests of fairness and efficiency, shareholders should therefore be free to elect directors based on competence and trust without government

	interference." Does this sentence describe existing power relations between the financial and real economies, or does it assert an authority that transcends the issue of gender equality? 2/ What understanding of "market" is expressed in this sentence? "If diversity is indeed beneficial to a firm's performance, why can't we wait for the market to acknowledge and reap those rewards, as it has been doing in recent years?" https://www.utdt.edu/ver_notas_prensa.php?id_notas_prensa=22491&id_item_menu=6 3/ What methods are described to help more women reach leadership positions? Which argument is convincing? Which argument is not convincing? "If the goal is to help women advance in the business world, government measures should be directed towards trying to understand and remove the concrete obstacles we face at the beginning of our careers—the lack of adequate maternity accommodations, sexual harassment, arbitrary discrimination—so that we can succeed on our own merits, whether we are climbing the corporate ladder or building our own companies. We are more than capable of doing so." https://www.utdt.edu/ver_notas_prensa.php?id_notas_prensa=22491&id_item_menu=6 - Ask the participants to come back together in the large group and present their results one after the other. - Work together to develop a possible understanding of the following terms as they are mentioned in the article: market, bureaucracy, regulation, efficiency, performance. - Ask how you see a connection to power relations. To what extent can implicit or claimed neutrality (of the market, of performance, of qualification) itself be an expression of a political strategy? In this context, would the phrase "de-emphasizing power relations" be appropriate? What arguments support this? What arguments oppose it? Finally, ask the participants for feedback: What was new for them? What was interesting? What was strange?
Tips and recommendations for the coach	It can be challenging for participants to recognize a political strategy in forces presented as anonymous. It may be helpful to point out that power relations are not solely established through

	individuals, but also through contexts, strategies, structures – and language.
Sources	Poratelli, Silvia G., Are Board Gender Quotas a Good Idea? 09/12/2024, https://quillette.com/2024/12/09/gender-board-quotas-are-a-bad-idea-feminism-affirmative-action/ and https://www.utdt.edu/ver_nota_prensa.php?id_nota_prensa=22491&id_item_menu=6 (full version)

Activity 2

Activity 2	
Title of the activity	Playful approaches to power
Approximate duration	100-120 minutes
Group size	6 to 25 participants
Required equipment, materials and premises	- Rooms that allow for separate work in small groups, - Moderation cards, pens
Goals	- Approaches to the topic of power and the development of one's own understanding of power through methods of theatre work and creative writing, - Exchanging ideas in a group, learning and tolerating other viewpoints, - To stimulate independent engagement with the topic beyond the exercises.
Detailed description including follow-up discussion and evaluation	Description I. Fresh-up activities to loosen up and form groups Hi, ha, ho : The group stands in a circle. One person holds both arms in front of their body and points at another person. They say "hi." The person addressed raises both arms and calls out "ha." The two people next to them raise their arms and hold them sideways towards the person who said "ha." They call out "ho." Now the person who said "ha" points to another person in the circle and calls out "hi" in turn. And so on. Sounds and Gestures : The group stands in a circle. One person turns to the person on their left. They make a gesture and a sound. The person on their left then stands facing the person who made the sound and gesture (turning from the circle towards that person). They repeat the gesture and sound. Then they turn back to their left-hand neighbor. They make a new, unique gesture and a unique sound. The person on their left repeats this and makes their own gesture and sound. And so on. Bottle : The group stands in a circle. The facilitator places an empty bottle in the center. This bottle is anything but a bottle.

Stimulate the participants' imaginations and ask them to use the bottle to create something it could symbolize. Participants could make it a vacuum cleaner and clean the room, play guitar, turn it into a microphone, make a spiral of eyelashes, and much more.

II. Creative Writing

- Ask participants about their associations with the word "power." Write them down on the whiteboard, blackboard, or on cards and place them around the room. Examples could include: specific people, patriarchy, government, bullying, throne, writer, prophet, anonymous context, discourse, conflict, diplomacy, etc.

Form small groups of three or a maximum of four people. Ask each group to write a text containing four words from the brainstorming session. Give the groups 15-20 minutes for this. If participants prefer to write individually, that's fine too.

- Invite the groups individually to the "stage," a designated spot in the room. Each group presents their story to the entire group. This allows participants to practice speaking in front of a group. Those from a different culture can also solidify their language skills in their new home country by reciting a text aloud.

- Hang the texts in a place where they are clearly visible.

- Ask the participants to underline individual words (4) from the other texts. These should be words that particularly appeal to them.

- Ask the participants to choose one word from these.

III. Image Theatre

- Ask the participants to come together in a circle.

- Ask them to make a gesture to accompany their word. To do this, all participants turn their backs to the center of the circle and calmly consider their own gesture. Once they have found one, they turn around and face the center of the circle so that the participants can see each other.

- Ask the participants not to show their gesture yet.

Say "Action!" and prompt the participants to perform their gesture simultaneously. Then, everyone takes a turn watching each participant's gesture.

Form small groups again. To do this, you can ask the participants to walk freely around the room and greet each other in different ways: as a prime minister, as a cleaning lady, as a journalist, as newlyweds. Then say "stop!" The participants stop. Form small

	groups by "clustering" those who are standing close together. - Ask the participants to demonstrate the gestures to each other again in small groups. - Ask them to then combine the gestures and create a tableau. Note: Some participants will develop a small scene from this. That's also possible. - Ask all participants to come together in the large group. - Each group now shows their still image or mini-scene. - Ask the audience a) what they saw, b) if they are familiar with the topic from their own experience, c) what they felt when they saw the still image or mini-scene. - Only then allow the "players" to comment on their freeze-frame or mini-scene. - After all groups have presented their results, ask for feedback. Questions for the follow-up discussion: • What was it like for them to both write the text and "translate" the words into gestures and then a shared tableau? • What was interesting? • Did it take courage to participate? • What were "stumbling blocks"?
Tips and recommendations for the coach	For some, it's unusual to write freely and/or translate words into gestures. Encourage participants by telling them that the beginning is usually the hardest part. Just start. But no one is forced. If someone doesn't want to participate, they can take on the role of a journalist or theater critic and observe.

Sources

Boal, Augusto. 2002. *Games for Actors and Non-Actors*.
Translated by Andrew Jackson. London: [Routledge](#) XXXX

Palmer, A. J. (2010). Writing and Imagery - How to Deepen Your Creativity and Improve Your Writing. But books. Republished as Writing and Imagery - How to Avoid Writer's Block (How to Become an Author). But books. 2013.

UNDERSTANDING TRANSFORMATIONS

The learning module "**Understanding Transformations**" provides insights into broader societal contexts and how they influence everyone's lives, including gender relations. It helps participants gain orientation, analyze realities, and yet formulate positive societal visions.

The module is divided into three chapters, each building upon the previous one:

CHAPTER 1: Transformations in History and the Present

Part 1: Karl Polanyi – The Great Transformation

Part 2: Eastern Europe: The democratic change of 1989 and the transformation of the planned into a market economy

Part 3: Western Europe: The commodification of the welfare state under the banner of neoliberal political strategy

Part 4: The Transformation of the European Union and the Emergence of a Multipolar World

CHAPTER 2: Dystopia: The Escalation of Crises

Part 1: The gap between rich and poor, the dissolution of social structures, and the affinity for security and nationalism

Part 2: "Techno-feudalism" and new dependencies

Part 3: A digital monetary system, ecological destruction and a war economy?

CHAPTER 3: Utopias: Ways Out and Contexts for Gender Democracy

Part 1: Socio-ecological transformation and overcoming the Capitalocene

Part 2: Democracy Update in Times of Digitalization

Part 3: Gender equality and emancipation

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
1. Understanding transformations in history and the present. 2. Understand the basics of the concept of techno-feudalism. 3. To conceptually grasp and accept complexity in modern societies.	1. Ability to understand socio-political contexts. 2. Ability to connect one's own life experiences with societal developments. 3. Ability to accept one's own limitations and to be willing to learn new things.	1. Analytical thinking connected with one's own perceptions of reality. 2. Participation in discussions on socio-political issues and the ability to develop and articulate one's own opinion. 3. Consider gender issues within the context of broader societal developments.

Activities

Activity 1	
Title of the activity	Biographical storytelling
Approximate duration	60 minutes
Group size	2–20 participants
Required equipment, materials and premises	- Quiet, comfortable space
Goals	- Raising awareness of the interconnectedness of political and personal developments in a society, - Making potentially controversial topics discussable through a biographical approach, - Training in active listening, respect and tolerance,

	- Building bridges between people with different life experiences and political views.
Detailed description including follow-up discussion and evaluation	- The participants sit in a circle. - Formulate a guiding question: In what ways did social changes or transformations influence my life? - Ask the participants to share stories from their lives. These could be, for example, experiences gained during the transformation in East Germany and Eastern Europe in the 1990s. Or events related to changing communication or reading habits as a result of digitalization. - When one participant speaks, the others listen. No questions are asked, no comments are made, no evaluations are given, and no additions are made. Each participant has ten to fifteen minutes to present their biographical stories. Afterwards, another participant has the opportunity to speak. And so on. Questions for the follow-up discussion : - What was it like to talk about your own life? What was pleasant? What was challenging? - What was it like to listen to other people's stories? What did I learn from them?
Tips and recommendations for the coach	Note: 1. You can also place objects or images in the center of the circle that represent transformation. Participants can choose an image and/or object and use it to describe a transformative experience in their lives. 2. Ensure that participants refrain from comments, evaluations, discussions, and questions. Discussions about the biographical narratives can take place informally after the exercise.
Sources	Meister, Daniel R. (2018). "The biographical turn and the case for historical biography". History Compass. 16 (1) e12436: 2. doi: 10.1111/hic3.12436 Tedder, Michael / Biest, Gert, Learning from life and learning for life: Exploring the opportunities for biographical learning in the lives of adults, 2007; https://www.researchgate.net/profile/Michael-Tedder/publication/228737405_Learning_from_life_and_learning_for_life_Exploring_the_opportunities_for_biographical_learning_in_/links/5470000c0cf2747000940000.pdf

[the_lives_of_adults/links/00b4952cadd9bacd55000000/Learning-from-life-and-learning-for-life-Exploring-the-opportunities-for-biographical-learning-in-the-lives-of-adults.pdf](#)

Activity 2

Title of the activity	The concept of techno-feudalism
Approximate duration	90 minutes
Group size	6 to 25 participants
Required equipment, materials and premises	- Texts (newspapers, books, blog contributions, letters, press releases, official declarations, poems, etc.), - Space for group work and a (self-created) scene.
Goals	- Playful mind-opening towards the concept of techno-feudalism by Yanis Varoufakis; participants bring their own ideas and considerations in. - Practicing reading and understanding a text (as native speaker or as learner of a foreign language), - Discovering and experiencing one's own creativity, - Fostering the capacity to act, - Group building (in short terms or longer terms), creating a context in which participants experience belonging, - Overcoming fear of playing scenes/theatre.
Detailed description including follow-up discussion and evaluation	Description I. Fresh-up activities to loosen up and form groups Sipp-Sepp-Boing : The group stands in a circle. The game leader claps its hands and turns to the person on their left. S/he says "sipp." The person to their left passes the clap and also says "sipp." This continues until everyone in the circle has had a turn. Then the game leader claps its hands and turns to the person on its right. S/he says "sepp." The participants pass the clap and the word "sipp" (to the left) or the word "sepp" (to the right). After a while, the game leader introduces another element: s/he calls out "boing" and "throw" the clap to a person standing diagonally opposite to her/him. This person cannot be the person next to her/him. French telephone: Participants stay in a circle. One shows a gesture, for example touching the nose. The other actors make the same gesture one after the other, but always bigger than the preceding one. At the end we could see someone touching a nose,

turning a finger in a circle round the nose and turning around himself...

What are you doing? Participants stay in a row. Someone of the group is 'on stage' in front of everyone. The facilitator says an activity, for example "singing in the rain". The actor performs the activity. The next person in the row asks "What are you doing?" The actor calls an activity which does not correspond to the performed one at all, in our example: "washing the dishes". The person who asked is now going on stage and performs what the actor has named as activity ("washing the dishes"). The next participant in the row asks: "What are you doing?" The actor says a different activity to describe what s/he is showing. And so on...

II. Newspaper Theatre

In newspaper theater, the group will devise a theatrical scene using a text from a newspaper, or from any other written material such as articles, reports of a political meeting, texts from the Bible, from the Constitution of a country, the Declaration of Human Rights, etc.

- Form small groups of four or five participants.
 - Give each group a text on the topic.
 - Ask the participants to read the texts thoroughly. Ideally, one or more participants should take turns reading them aloud.
- They may then formulate their associations, thoughts, questions, doubts, criticism and/or agreement with what they have read and discuss it with each other.
- After about 15 minutes, ask the participants to agree on aspects that particularly interest them. Invite them to explore how these aspects relate to their own lives, discuss them, and develop a scene from this.
- Give the participants 30-40 minutes to familiarize themselves with the text and develop a scene from it.
 - Ask the participants to introduce the scene to the entire group.

Then ask the audience: What did you see? What might the players have been trying to express? What could they have meant? What do the spectators think about these aspects – and how they were presented?

- Then ask the players themselves: What did they want to show? What aspects were important to them? How did they feel when they played the scene?

	Questions for the follow-up discussion: • Do you see any connections between the concept of techno-feudalism and your own perceptions and experiences? • What was it like for you to approach a topic through newspaper theater? What was interesting about it? What were the "stumbling blocks"? Texts : Varoufakis, Yanis, Overthrowing Our Tech Overlords, 06/25/2024, https://www.noemamag.com/overthrowing-our-tech-overlords/ Varoufakis, Yanis, Q&A on Technofeudalism – interviewed by Lorenzo Teclème for valori.it, 13/01/2024, https://www.yanisvaroufakis.eu/2024/01/13/qa-on-technofeudalism-interviewed-by-lorenzo-teclème-for-valori-it/ Gane, Nicholas, Capitalism is capitalism, not technofeudalism, Journal of Classical Sociology, first published online 09/08/2024, https://journals.sagepub.com/doi/10.1177/1468795X241269293
Tips and recommendations for the coach	- All people can be actors. One idea of the Theater of the Oppressed developed by Augusto Boal and his colleagues is to overcome the distinction between actors and the (passive, consuming) audience. - What participants do is based on their free decision. If anyone avoids taking part in an exercise, it is ok. All is voluntary. - Making mistakes is okay!
Sources	Varoufakis, Yanis, Techno-Feudalism. What killed capitalism, London, Penguin Random House, 2023; full text: https://www.penguin.co.uk/books/451795/technofeudalism-by-varoufakis-yanis/9781529926095 The next stage of capitalism Yanis Varoufakis on technofeudalism and the fall of democracy IAI, https://www.youtube.com/watch?v=Y_3_PnnZ14I

ETHICAL LEADERSHIP

How can ethical leadership promote equality, diversity and inclusion and contribute to reducing the gender power gap?

The learning module “**Ethical Leadership**” introduces learners to the fundamental principles of ethical leadership while strengthening its positive impact on equality, diversity and inclusion. It explores various ethical decision-making models and their relevance to leadership, equipping learners with the skills to address challenges related to gender power gap. The module provides practical strategies for maintaining trust, resolving conflicts, and fostering an inclusive and equitable environment. By emphasising social responsibility and shared ethical standards, the module empowers learners to actively contribute to reducing the gender power gap and promoting a culture of fairness and collaboration.

The module is divided into three thematic parts, which build on each other and guide learners step by step through their learning journey:

CHAPTER 1 PRINCIPLES OF ETHICAL LEADERSHIP AND ITS RELEVANCE FOR PROMOTING EQUALITY AND INCLUSION

Part 1: What is ethics and what are its origins?

Part 2: What does ethical leadership mean and what are the characteristics of an ethical leader?

Part 3: Why is good ethical leadership and employee trust in it important?

CHAPTER 2 ETHICAL DECISION MAKING AND ITS CONTRIBUTION TO EQUAL OPPORTUNITIES

Part 1: What is ethical decision-making and how can it support equal opportunities?

Part 2: What are the main models of ethical decision-making?

Part 3: How to navigate the world of fake news and make the right decisions to support equal opportunities?

CHAPTER 3 ETHICAL LEADERSHIP CHALLENGES AND BARRIERS TO EQUAL ACCESS AND HOW TO ADDRESS THEM

Part 1: What are the ethical leadership challenges we face in the context of gender equality?

Part 2: What are the most common barriers to women's access to equal opportunities?

Part 3: How can leaders proactively address gender inequality and foster inclusive environments using an ethical approach?

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
1. Understanding core principles of ethical leadership, including integrity, accountability, empathy, fairness and transparency. 2. Knowledge of various models for ethical decision-making and their relevance to leadership. 3. Understanding of challenges in ethical leadership and barriers in equal opportunities and their impact on gender power gap.	1. Ability to apply ethical decision-making models to real-world problems. 2. Ability to develop strategies to maintain trust and credibility as ethical leaders such as consistency, transparent communication and leading by example. 3. Demonstrate conflict resolution skills and ability to address ethical challenges in the context of gender equality.	1. Cultivate a proactive attitude towards promoting ethical practices, fostering an inclusive and equitable environment. 2. Exhibit a commitment to social responsibility, recognising the broader impact of their leadership on society and the environment. 3. Foster collaborative mindset and shared responsibility in upholding ethical standards.

Activities

Activity 1	
Activity title	Ethical Leadership in Action - Solving Ethical Dilemmas
Approximate length	120 min.
Group size	Group of 4-6 learners, up to 18 learners in total
Equipment, materials & space needed	• printed Learner Handout 1 with summary of ethical decision-making models and Learner Handout 2 with scenario cards (ethical dilemmas related to gender equality, diversity, inclusion and leadership) • flipcharts, markers, sticky notes • a large room with space for group discussions and presentations
Objectives	• to apply ethical leadership principles to real-life scenarios • to strengthen ethical decision-making skills in workplace

	dilemmas based on ethical decision-making models • to promote discussion on diversity, inclusion, and gender equality • to enhance teamwork, practice communication and collaboration in group setting • to develop critical thinking and problem solving skills in the context of gender equality and leadership
Detailed description incl. debriefing and evaluation	Introduction (20 min) The trainer introduces the activity and briefly explains the importance of ethical leadership and ethical decision-making in leadership, especially in promoting gender equality. The trainer encourages the learners to name the ethical decision-making models that they learnt about in the module and explain its fundamentals (deontological model, utilitarian model, virtue ethics, justice model, ethics of care, intuitionism). Group Work (40 min) • Each group receives a scenario card with a different ethical dilemma related to gender equality and inclusion (provided in the Learner Handout 2) and summary of ethical decision-making models (Learner Handout 1). • The groups analyse the dilemma using ethical decision-making models and answering the questions provided in Learner Handout 2. • Each group prepares a short presentation on their proposed solution showing how they would resolve the situation ethically. Presentation (40 min) • Each group presents their dilemma and the proposed solution to the entire group. • Other groups can challenge their perspective and ask questions. Debriefing & Evaluation (20 min) • Learners reflect on their key takeaways by placing following questions: ○ What were the key challenges in resolving the dilemmas? ○ How did ethical leadership principles guide your decisions? ○ Which ethical model was most useful in resolving the dilemma? ○ How can these learnings be applied in real

	workplaces? ○ What would you do differently in a real-life leadership role? • Participants can also write a short self-reflection on their role in the activity and what they learned.
Tips, recommendations for the trainer	• Provide examples of how ethical leadership can create a more inclusive workplace if some learners are struggling to find their solution. • Encourage critical thinking, rather than seeking a "right" or "wrong" answer. • Encourage participants to think beyond immediate solutions and consider long-term impacts. • Facilitate an open and respectful discussion. • Be prepared to guide discussions if groups struggle to apply the ethical models.
Sources	1. LO IACONO VALERIA. Ethical Leadership: A Cornerstone of Success in Business and Effective Managerial Training. 11.12.2024. Available at: https://symondsresearch.com/ethical-leadership 2. TORRES MAX. Ethical decision-making models. IESE Business School. Research paper nr. 358, February, 1998. Available at: https://media.iese.edu/research/pdfs/DI-0358-E.pdf 3. BOURKE JULIET & TITUS ANDREA. Why Inclusive Leaders Are Good for Organizations, and How to Become One. Harvard Business Review. Dostupné z: Harvard Business Review (2020): <i>Why Inclusive Leaders Are Good for Organizations, and How to Become One</i>. Available at: https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one 4. TREVION LINDA K. & NELSON KATHERINE A. Managing Business Ethics: Straight Talk about How to Do It Right, 8th Edition, 2024.

LEARNERS' HANDOUT 1
MODELS OF ETHICAL-DECISION MAKING Deontological Model This model is inspired by the work of Immanuel Kant. It emphasizes adherence to moral rules and duties regardless of consequences and is based on universal ethical principles. Utilitarian Model This model is based on the work of Jeremy Bentham and John Stuart Mill. Decision-making according to this model follows the idea of maximizing overall benefit, which includes well-being, happiness, and prosperity. An ethical decision, in this case, is one that

brings the greatest benefit to the largest number of people.

Virtue Ethics

The virtue ethics model is based on the work of Aristotle. It focuses on the personal character and virtues of a leader, emphasising qualities such as justice, courage, and honesty.

Justice Model

This model, introduced by John Rawls, emphasizes fairness and equality in decision-making. An ethical decision is considered one that follows principles of justice, such as promoting equal opportunities and protecting the vulnerable and disadvantaged.

Ethics of Care

This model highlights relationships, responsibility toward others, and empathy. It stresses the importance of recognising and respecting the needs of others and caring for them. This approach is based on the work of Carol Gilligan and Nel Noddings.

Intuitionism

This model of decision-making attributes a primary role to intuition, which serves as the main source of knowledge and the foundation for ethical decision-making. It is based on an internal sense of whether something is right or wrong and relies on personal judgment. The model is influenced by the work of George Edward Moore and William David Ross.

LEARNERS' HANDOUT 2

Scenario 1: The Newborn Challenge

Situation:

Lisa has long-term experience with the company, she is talented and the best candidate to be promoted in the leadership position. However, she recently announced her pregnancy. Some managers feel she shouldn't be considered because she will deliver a baby in about six months and they don't want to invest in someone with uncertain prospects. Moreover, some team members are afraid that her expected frequent absence could lead to unequal workloads.

Dilemma:

Should the company promote Lisa based on her skills, experience and talent knowing she might be absent frequently, or choose another candidate who can fully commit to the position?

Discussion Points:

- How should an inclusive company approach pregnancy in promotion decisions?
- How does bias affect gender equality at work?
- What policies and practices can be implemented to support work-life balance?
- How would you address potential concerns from other team members?
- What legal and ethical frameworks apply?

Scenario 2: Pay Gap Transparency

Situation:

Margo, a team leader in a consulting company, discovers that a newly hired male colleague in the same position with comparable qualifications earns 15% more than her, despite having much less experience. When she raises the issue with the head of HR, she is told salaries are confidential, and discussing them could result in disciplinary action.

Dilemma:

Shall Margo publicly expose the pay gap, risking her job, or work within the system to change it?

Discussion Points:

- What are the ethical and other implications of pay secrecy?
- How should subjective criteria such as referrals or initiative be taken into account in determining salary compared to objective criteria such as qualifications, education and length of experience?
- What strategies would you propose to communicate the issue with senior leadership and other employees?
- What steps would you recommend to take to close the pay gap and ensure transparency in the future?

Scenario 3: The Diversity Quota

Situation:

Liam is an HR Director in a large company which has set a diversity quota requiring that 50% of leadership positions must be filled by women within the next three years. While some employees support this initiative, others argue that it could lead to hiring or promoting less qualified candidates just to meet the quota.

Dilemma:

As an HR Director assigned by meeting the company's goal, how would you implement the diversity quota while maintaining fairness and meritocracy (providing positions to people based on their abilities, skills and experience)?

Discussion Points:

- How would you address concerns about meritocracy versus diversity quotas?
- What steps can be taken to ensure that qualified women are identified and supported for leadership roles?
- What strategies can you propose to communicate the benefits of diversity to skeptical employees?
- What implications might this change bring to the company and employees in the long-term?

Activity 2

Activity title	Navigating Fake News: Ethical Leadership in Digital Age
Approximate length	120 min.
Group size	Group of 4-6 learners, up to 18 learners in total
Equipment, materials & space needed	• printed Learner Handout • laptops or tablets with Internet access (one per group) • flipcharts, markers, sticky notes • a large room with space for group discussions and presentations
Objectives	• to develop critical thinking skills to assess the credibility of information • to understand how misinformation and fake news impact ethical decision-making • to apply ethical decision-making models to evaluate the impact of sharing or acting on misleading information • to learn ethical strategies for handling misinformation
Detailed description incl. debriefing and evaluation	Introduction (15 min) The trainer introduces the activity by explaining the importance of the ability to recognise fake news and making ethical decisions in leadership. The trainer reminds the participants of the ethical decision-making models that they learnt about in the module (deontological model, utilitarian model, virtue ethics, justice model, ethics of care, intuitionism) - Learner Handout 1 form Activity 1 can be used. Group Work (60 min) • Each group selects 5 fake-news from https://library-nd.libguides.com/fakenews/examples and reads the story and fact-checking screen. • Based on the provided information, each group summarises the main findings that might help to recognise fact news in the form of a “Fact-Checking Toolbox”. • Each group receives the Learner Handout with instructions on how to develop the toolbox. Presentation (25 min)

	• Each group presents their findings and their developed “Fact-Checking Toolbox.” • The trainer asks additional questions to the process of toolbox development. (e.g. What steps did you take when developing the toolbox? What resources did you use? What roles did individual team members take?) Debriefing & Evaluation (20 min) • The trainer facilitates a discussion on key takeaways from the activity by placing following questions: ○ How did your group decide which tools or instructions to include in your toolbox? ○ How did the ethical decision-making models help you evaluate the credibility of the news stories? ○ Were there any stories that were particularly difficult to evaluate? Why? ○ What was the most surprising or insightful thing you learned during this activity? ○ How has this exercise changed the way you approach news and information in your personal or professional life? • Participants can also write a short self-reflection on their role in the activity and what they learned.
Tips, recommendations for the trainer	• Encourage participants to think about the long-term consequences of sharing or acting on misleading information. • Be prepared to provide guidance on using fact-checking tools if participants are unfamiliar with them (e.g. Google Reverse Image Search, FactCheck.org, Snopes.com, BBC Reality Check etc.) • Summarise the key takeaways at the end of the debriefing to reinforce learning • Encourage learners to think on how they can apply what they learned in practice.
Sources	1. EUROPEAN COMMISSION. Supporting Fact-checking and Civil Society Organisations. Available at: https://commission.europa.eu/topics/countering-information-manipulation/cooperating-fact-checkers-civil-society-media-and-academia_en 2. EUROPEAN COMMISSION. European Digital Media Observatory (EDMO). Available at: https://digital-strategy.ec.europa.eu/en/policies/european-digital-media-observatory 3. TORRES MAX. Ethical decision-making models. IESE Business School. Research paper nr. 358, February, 1998. Available at: https://media.iese.edu/research/pdfs/DI-0358-E.pdf

LEARNERS' HANDOUT

- Go to <https://library-nd.libguides.com/fakenews/examples> and choose 5 examples of fake news.
- Read the stories and fact-checking screens and summarise the main findings that might help to recognise fact news in the form of a “Fact-Checking Toolbox” for young people.

These guiding questions might help you to draft your “Fact-Checking Toolbox”:

- What were the most common red flags or patterns you noticed in the fake news stories?
 - What makes the information believable or suspicious?
 - What indications can help you to evaluate an information as fake news?
 - What fact checking tools do exist?
 - How can the ethical decision-making models help to identify fake news?
- Prepare your “Fact-Checking Toolbox” in a way that it is easy to read and visually attractive for the youth audience. You can choose your own form - a leaflet, infographics, ppt presentation, blog post or else

FOUNDATIONS OF EFFECTIVE LEADERSHIP

The **Foundations of Effective Leadership** module empowers learners to explore what it truly means to lead with clarity, confidence, and emotional intelligence. Designed with a practical and inclusive lens, the module helps participants identify their leadership identity, understand key differences between leading and managing, and strengthen their ability to act with intention in diverse contexts. Through reflection, theory, and real-world application, learners are encouraged to embrace their leadership potential — not by fitting a mold, but by developing a personal style rooted in self-awareness, adaptability, and empathy.

CHAPTER 1: What Makes a Leader? Exploring Definitions and Core Traits

Part 1: What is leadership and how is it different from management?

Part 2: Characteristics of an effective leader

Part 3: Self-assessment – What kind of leader am I?

CHAPTER 2: Leadership in Action – Styles, Roles & Responses

Part 1: Leadership styles

Part 2: When to lead, when to manage

Part 3: Proactive vs. reactive leadership

CHAPTER 3: Empathy and Emotional Intelligence in Leadership

Part 1: The role of empathy in leadership

Part 2: Emotional intelligence as a leadership asset

Part 3: Leading with empathy – Building inclusive and motivated teams

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
- Understand the definition of leadership and the key differences between a leader and a manager. - Identify the core characteristics of an effective leader (e.g., communication, decision-making, vision, emotional intelligence). - Recognize and differentiate between key leadership styles (e.g., transformational, servant, democratic, autocratic) and understand their impact. - Understand the difference between proactive and reactive leadership, and why a proactive mindset strengthens leadership capacity. - Understand the role of empathy and emotional intelligence in leadership and team dynamics.	- Reflect on and assess one's own leadership style, strengths, and areas for development. - Distinguish between leadership and management roles and apply each approach when appropriate. - Adapt leadership style to match different team needs and organizational contexts. - Demonstrate proactive leadership by setting a vision, anticipating challenges, and taking initiative. 5. Apply empathy in leadership, through active listening and inclusive team support.	- Develop a sense of personal responsibility and accountability in leadership roles. - Cultivate self-awareness and openness to continuous learning as part of personal leadership development. - Foster a proactive, solution-oriented mindset in group or organizational contexts. - Embrace collaborative and participatory leadership approaches. - Value empathy and emotional intelligence as essential components of impactful and inclusive leadership.

Activities

Activity 1	
Activity title	“What Kind of Leader Are You?” – Exploring Leadership Traits and Styles
Approximate length	90–120 minutes
Group size	4–6 participants per group (recommended for groups of 12–30 learners)
Equipment, materials & space needed	• Flipchart paper and markers • Sticky notes in two colours • Leadership Traits & Styles handout (provided below) • Pens and A4 paper • Open space for group discussion and reflection
Objectives	• To encourage self-reflection on personal leadership strengths • To introduce diverse leadership styles and traits in a practical, relatable way • To support learners in mapping out their personal leadership identity • To promote discussion about how different styles apply in various situations
Detailed description incl. debriefing and evaluation	Step 1: Warm-up discussion – “What is Leadership?” (15 min) In small groups, ask participants: “What makes someone a leader?” Have them brainstorm traits, behaviours, or examples and write them on sticky notes. Each group presents a few key ideas. The trainer notes patterns on a flipchart (e.g., vision, communication, empathy, organisation).

Step 2: Leadership Trait Reflection (20 min)

Distribute the handout with leadership traits. Ask participants to select:

- 3 traits they believe describe their current leadership approach
- 1 trait they would like to develop

These are written on sticky notes (one trait per note) and posted on a shared board or wall under:

My Current Strengths / I Want to Grow

Step 3: Styles Exploration with Scenarios (20 min)

Introduce 5 leadership styles:

- Transformational
- Democratic
- Servant
- Autocratic
- Laissez-faire

Provide handout descriptions (see below). Then give example situations (one per group) and ask:

"How would a leader with each style handle this situation?"

Example Situations:

1. A team member misses several deadlines.
2. The group disagrees on the project direction.
3. Morale is low after a failed campaign.
4. You're managing a short-term emergency with no time for discussion.
5. A new member is shy and hesitant to speak up.

Groups present their interpretations. The trainer guides reflection:

- Which style felt natural to act out?
- Which style might challenge you most?

Step 4: Personal Leadership Map (20 min)

Ask participants to create a 1-page leadership map:

- "This is how I lead now..."
- "These are the values I want to lead with..."
- "My leadership style mix is..."

	• "One action I will take to strengthen my leadership is..." Debriefing & Evaluation Questions After completing the activity, guide the group through a facilitated discussion using the following reflective prompts: Self-reflection • Which leadership traits did you feel most confident about? • Which trait or style do you feel least comfortable with — and why? • Did anything surprise you about your self-assessment or group feedback? Styles in Action • In the scenario discussions, which leadership style felt most natural to you? • Were there situations where one style clearly worked better than others? Why? • How might your preferred style change depending on the context or people you're working with? Peer insight • Did others in your group see your leadership style the way you described it? • How did it feel to talk about leadership openly with your peers? Growth and empowerment • What's one leadership behaviour you want to practice more intentionally? • How might you apply what you discovered today in your community, team, or personal life? • How does your identity (e.g., gender, age, background) shape the way you're seen — or see yourself — as a leader?
Tips, recommendations for the trainer	• Encourage multiple leadership styles — there is no single "correct" approach. • Consider cultural and gendered interpretations of leadership. • Normalize the idea that leadership evolves with context and

	experience. • Use humour or energizers between steps to keep momentum if energy dips.
Sources	“Leadership Styles.” SkillsYouNeed, https://www.skillsyouneed.com/lead/leadership-styles.html. “Different Leadership Styles.” CPD Online College, https://cpdonline.co.uk/knowledge-base/business/different-leadership-styles/

LEARNERS' HANDOUT
Leadership Traits & Styles Common Leadership Traits • Confident • Decisive • Good listener • Strategic • Supportive • Visionary • Flexible • Assertive • Empathetic • Inspiring • Reflective • Creative • Inclusive • Calm under pressure • Motivating ☒ Choose 3 that describe your current leadership Choose 1 to develop

Leadership Styles at a Glance

Style	Description
Transformational	Inspires vision and change; encourages innovation; leads by motivating others
Democratic	Involves team in decisions; values participation and shared responsibility
Servant	Prioritizes the well-being and growth of others; leads through support and care
Autocratic	Makes decisions quickly and independently; useful in crises or when structure is needed
Laissez-faire	Provides space and trust; minimal interference; works well with self-directed teams

Activity 2

Activity title		React or Respond? Practicing Proactive and Empathetic Leadership
Approximate length		90–105 minutes
Group size		3–5 participants per group (recommended for groups of 12–30 learners)
Equipment, materials & space needed		• Scenario cards (included below as a handout) • Flipchart or whiteboard • Pens and paper • Printed or projected Emotional Intelligence recap (optional) • Quiet space for role-play preparation and group discussion
Objectives		• To help learners distinguish between reactive and proactive leadership behaviours • To develop emotional intelligence and empathy in decision-making • To encourage creative thinking and inclusive leadership practices • To create a safe environment for experimenting with leadership approaches
Detailed description incl. debriefing and evaluation		Step 1: Introduction to Concepts (10 min) Introduce or recap the definitions of reactive vs. proactive leadership. Ask learners to reflect briefly on: • When do I typically react out of stress? • When have I acted with calm and purpose, even under pressure?

You can write the comparison on a board:

Reactive	Proactive
Responds emotionally	Responds with intention
Short-term fix	Long-term solution
Triggered by external events	Guided by internal clarity
Often disorganized or pressured	Planned and self-aware

Step 2: Group Scenario Role-Play (40 min)

Distribute a different scenario card to each group. Ask them to:

1. Discuss the situation
2. Create **two short role-plays**:
 - One **reactive response**
 - One **proactive/emotionally intelligent response**

Give groups 20–25 minutes to prepare and 2–3 minutes to present each version.

Example reactions might involve:

- Ignoring or blaming a teammate (reactive)
- Listening, empathising, and co-creating a solution (proactive)

Step 3: Debrief & Group Discussion (25 min)

After each performance, ask:

- What were the key differences between the two responses?
- How did the leader demonstrate (or fail to show) empathy and awareness?
- Which version felt more empowering or effective?
- What habits could help you shift from reacting to leading proactively?

Step 4: Individual Reflection (15 min)

Ask learners to write quietly in their notebooks:

- A leadership situation I usually react to is...
- A more proactive version would be...

	• To shift my behaviour, I could try... Invite volunteers to share if they feel comfortable.
Tips, recommendations for the trainer	• Emphasize this is a safe space — there is no perfect response. • Encourage emotional realism in role-plays: how would real stress or confusion feel? • If needed, offer a few empathy cues they can use: “How are you feeling?”, “I understand this is hard.” • Let groups pick roles that make them feel both challenged and safe.
Sources	ElevatHER Module: <i>Foundations of Effective Leadership</i> <i>Emotional Intelligence and Leadership Effectiveness: Bringing Out the Best</i> https://www.ccl.org/articles/leading-effectively-articles/emotional-intelligence-and-leadership-effectiveness/ Why Emotional Intelligence Is Important in Leadership.” <i>Harvard Business School Online</i>, 12 Oct. 2022, https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership

LEARNERS' HANDOUT

Scenario Cards

Instructions: Read your group's scenario and prepare two different leadership responses — one reactive, one proactive. Use empathy and emotional intelligence strategies wherever possible.

Scenario 1: A Team Member Refuses to Follow the Plan

You've outlined a clear strategy, but one team member publicly challenges it and proposes something completely different. The rest of the group is confused.

Scenario 2: A Project Is Falling Behind Schedule

The deadline is near. Tension is rising, and a teammate who was supposed to deliver a key part says they're overwhelmed and can't finish on time.

Scenario 3: A Colleague Is Disengaged

Someone in your group consistently arrives late, doesn't contribute in meetings, and avoids taking responsibility — but hasn't said anything directly.

Scenario 4: Conflict Between Two Team Members

Two strong personalities in your team keep interrupting each other, disagreeing, and tension is starting to affect the rest of the group.

Scenario 5: You Made a Mistake as Leader

You approved something without checking all the facts, and it created confusion and extra work for your team. Some are frustrated, but no one has said anything directly.

THE POWER WITHIN

Discover your strengths and inner potential as a leader

MODULE STRUCTURE

CHAPTER 1: Discovering the power and potential of women as leaders

Part 1: Introduction to the topic of women's power in different aspects of life (historical, social, personal context).

Part 2: Types of leadership (autocratic, democratic, transformational, etc.).

Part 3: Characteristics/competences of an effective leader in different types of leadership.

CHAPTER 2: Tools and methods for identifying one's own resources and potential

Part 1: Introduction to methods for self-assessment of competencies and strengths.

Part 2: Tools for diagnosing potential - part. 1 (psychometric tests, Jung's color theory of personality, SWOT analysis).

Part 3: Tools for diagnosing potential - part 2 – values in personal and professional life (Holland test).

CHAPTER 3: Development planning and goal achievement

Part 1: Methods for effective goal setting and achievement.

Part 2: Planning a career and leadership path - practical tips.

Part 3: How to deal with challenges and obstacles to success.

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
1. Knowledge that the “power” can be discovered in various ways and moments of a woman’s life. 2. Knowledge about tools and methods for identifying personal strengths, resources, and untapped potential within the context of overcoming societal and structural barriers. 3. Knowledge about the competencies that are important to develop in order to become a leader and reach for power positions.	1. Ability to assess one’s own competencies using techniques such as self-reflection, feedback collection, and competency mapping (ex., Jung personality colors theory), with a focus on aligning strengths to leadership roles. 2. Ability to set achievable goals and plan personal development as leaders, entrepreneurs, or change-makers.	1. Embrace a belief in one’s intrinsic value and capability to excel in leadership and decision-making roles regardless of societal expectations or gender norms. 2. Commitment to challenging and dismantling stereotypes and biases, fostering empowerment for themselves and other women in their communities. 3. A proactive attitude of resilience and determination in pursuing power positions and addressing systemic inequities in their fields of interest.

Activities

Activity 1	
Activity title	Discover your “Leadership Hedgehog”
Approximate length	90 - 120 min.
Group size	Groups of 6-8, up to 12 learners in total.
Equipment, materials & space needed	• Flipchart or whiteboard • Markers • Sticky notes (3 colors) • Printed Hedgehog Diagrams for each participant • Timer/stopwatch • Pens, notepads
Objectives	• Guide each participant to articulate their personal <i>Hedgehog Concept</i> as a leader. • Enable reflection on passion, personal excellence, and value creation. • Foster peer exchange and supportive feedback within the group.

**Detailed description
incl. debriefing and
evaluation**

1 Introduction and warm-up (30 min)

Greet people and communicate the objectives of this module.

Briefly introduce Jim Collins' Hedgehog concept (use the LP if possible, or make a simple visual on the whiteboard) (10 min)

Explain the meaning of the 3 circles:

- Passion: What do you love doing?
- Strengths/Talent: What are you (or can you become) exceptional at?
- Value: What can people/communities pay you for, or value from you?

Warm-up exercise (20 min): Divide learners into pairs. Ask them to discuss the question *"When do you feel most alive while doing something?"* Note that this is a warm-up question to focus their thinking on this topic and get to know each other.

Tell them to actively listen to each other because, after the discussion, they will be asked to tell the group about the passion of the other person.

Depending on the number of participants, calculate the time for this exercise: about 5 – 8 minutes: pair discussion, about 2 minutes each: talk about each person.

Close, emphasize that there are various passions and they are equally important.

2. Explore the circles – Individual reflection and group sharing (45 min)

Divide learners into groups of 3 (e.g., by asking them to count to 3, they form groups of "1", "2", and "3"). They will have 3 tasks to take subsequently (each group takes all 3 tasks).

• **Task A: Passion – "What excites you?" (15 min)**

Silent individual reflection (5 min):

Ask the learners to write down activities, topics, or causes that bring them joy, energy, and commitment on sticky notes.

Prompt: *"If you had unlimited time, what would you choose to work on every day?"*

Share in groups of 3 (around 10 min): Partners can ask: *Why is this important to you? What specifically do you enjoy about it?*

• **Task B: Strength – "What can you be great at?" (15 min)**

Silent individual reflection (5 min):

Ask the learners to reflect on their skills, natural talents, or feedback received from others.

Prompt: *"What do people often thank you for?"*

Learners can use sticky notes to write 3–5 personal strengths and group similar ones.

Share in small groups (10 min); peers can add observed strengths, if they know one another or had the time to get to know each other better during the training.

- **Task C: Value – "What do others need or seek from you?" (15 min)**

Silent individual reflection (5 min): Reflect on how your work, presence, or vision benefits others.

Prompt: "If you were paid to solve one problem, what would it be?"

Brainstorm in groups of 3 (10 min): Who benefits from your leadership? Write down the outcome of the brainstorming on sticky notes, separately for each person.

3. Integration – Building the Personal Hedgehog Concept (45 min)

Each learner works separately.

Step 1. Guided synthesis (10 min)

Hand out **Personal Diagram Handouts** and give instructions:

- Place your sticky notes from each circle (Passion, Strengths, Value) into the correct section of your printed Venn diagram.
- Look at areas where sticky notes overlap or connect across circles.
- Use highlighters, arrows, or colored pencils to mark connections.
- Circle or underline the most recurring, emotional, or empowering words.

Step 2. Creative concept – mapping (15 min)

Hand out the **Creative worksheet** that includes:

"I am passionate about..."

"I can be exceptional at..."

"The world needs from me..."

"Therefore, my Leadership Hedgehog Concept is..."

Encourage learners to **use drawings, metaphors, or symbols** (not just text) to visualize their leadership identity. Examples: a flame to represent passion, a mountain to symbolize strength.

Step 3. Peer coaching (10–15 minutes)

Pair up the learners, preferably with people they haven't worked with before. Ask them to listen and support each other using the structured prompt (you can write the prompts on a whiteboard).

- Partner A shares her draft Hedgehog Concept (2 minutes).
- Partner B listens actively and responds with:

"What I hear in your concept is..."

"Your leadership power seems to be..."

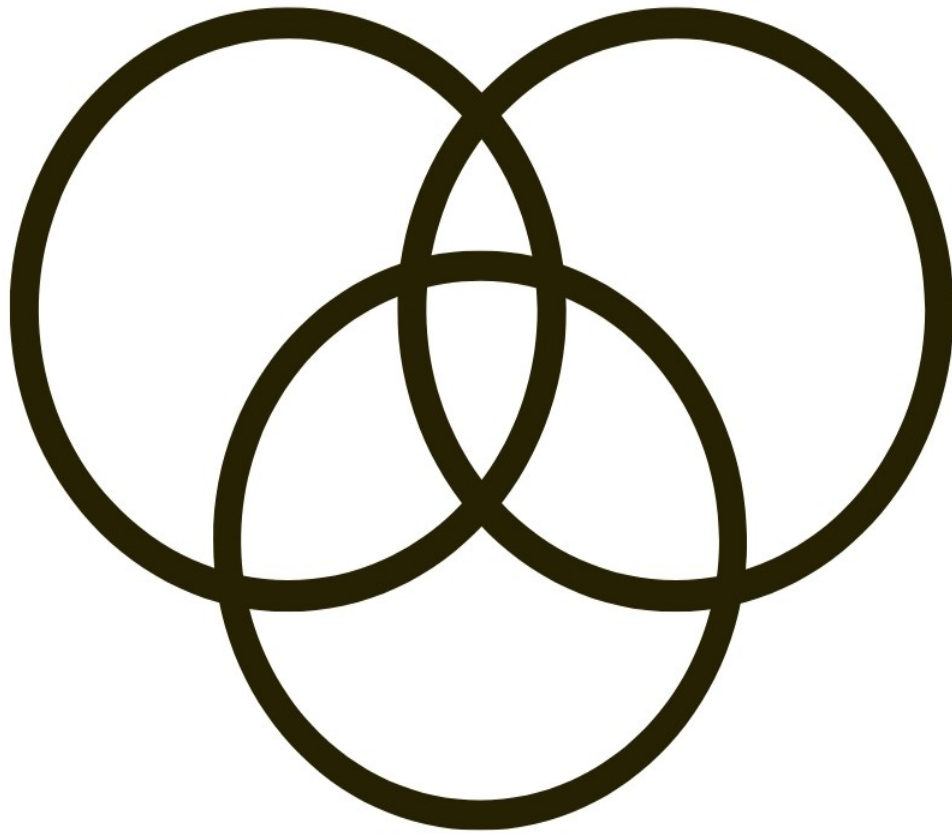
"I felt inspired when you said..."

Then, they switch roles.

Each pair writes one word or phrase of encouragement on a sticky

	note for their partner and places it on their worksheet. 4. Summary – debriefing and evaluation (5 min) Ask the group what the most important outcomes/discoveries were for them. Encourage them to further reflect on their Hedgehog concepts at home.
Tips and recommendations for the trainer	• During small groups or individual work, walk around offering light coaching or questions like “What’s the strongest connection here?” or “If you could only keep three sticky notes, which would you choose?” • During open discussions, write down key words on a flip chart. • Make sure to emphasize that each “Hedgehog concept” is equally valuable. • Use pre-prepared examples of concepts if the group finds it difficult to come up with ideas. • Make sure that each person has the space to speak.
Sources	• An official overview from Jim Collins' website, detailing the three circles and their significance in achieving greatness. https://www.jimcollins.com/concepts/the-hedgehog-concept.html

The Hedgehog concept personal diagram



LEARNERS' HANDOUT 2

Creative worksheet on the Hedgehog concept

I am passionate about...

I can be exceptional at...

The world needs from me...

Therefore, my Leadership Hedgehog Concept is...

Examples of the Creative worksheet on the Hedgehog concept

1)

I am passionate about...

Helping women in marginalized communities reclaim their health, voice, and dignity.
I love storytelling, especially when it empowers others to share their truth.

I can be exceptional at...

Creating safe spaces for dialogue.
Communicating complex ideas with clarity and empathy.
Inspiring others to take action through storytelling and facilitation.

The world needs from me...

Leadership that listens deeply and acts with compassion.
Tools and programs that help women heal, grow, and lead.
A bridge between medical systems and everyday women's lives.
Visible role models from underserved communities.

Therefore, my Leadership Hedgehog Concept is...

I lead by empowering women to become their own health advocates through storytelling and education — because I believe that health justice begins with voice and I have the skills to help amplify it.

2)

I am passionate about...

Solving real-world problems with technology.
Getting more girls into coding and innovation.

I can be exceptional at...

Explaining tech in simple, exciting ways.
Designing workshops and hackathons.
Mentoring and motivating young women in STEM.

The world needs from me...

Inclusive innovation.
Relatable role models in tech.
Programs that make tech less intimidating and more playful.

My Leadership Hedgehog Concept is...

I lead by making tech fun, accessible, and empowering for girls — because I believe the future needs diverse creators and I have the energy and tools to show them they belong.

Activity 2

Activity title	Color Mirrors – understanding your leadership style through personality colors
Approximate length	30 – 45 min (depending on the number of people)
Group size	Group of 6-8 learners, up to 12 learners in total
Equipment, materials & space needed	• Four large color signs/posters: red, yellow, green, blue, placed on the walls in 4 different parts of the room/corners • Flipcharts, markers, sticky notes • Handouts with a summary of color types • Large enough room for participants to be able to move around
Objectives	• To identify a participant's dominant leadership style through Jung's color-based theory • To understand both strengths and potential growth zones • To reflect on how a participant's style can be perceived by others
Detailed description incl. debriefing and evaluation	1. Find your dominant color (10 min) Step 1. Read out brief descriptions of the four color energies. Note that these are based on Jung's conceptions but are simplified for the needs of this exercise. Step 2. Participants receive a 1-page summary handout to reflect quietly and answer: <i>"Which color energy best describes me as a leader most of the time?"</i> If there is more than one, for now, they need to decide on a dominant one. Step 3. Ask the participants to physically move and stand in the "color corner" that fits them best. Encourage them to follow their gut feeling — no overthinking. 2. Color circle sharing (10 – 15 min) Ask participants to discuss in their chosen color group: • What's great about being this kind of leader? • What challenges do we face? • What makes us feel appreciated and seen? Participants can jot down keywords on sticky notes and post them in the corner (optional visual element).

	Prompt them to consider both strength and shadow sides — e.g., Red energy might be powerful but risk being too blunt; Green might be supportive but avoid conflict. 3. Mirror moment – how others see me? (10 min) The next step is to ask participants: “How do you think others might see you? If they were to assign you a color energy — would it be the same or different?” They answer the questions in their minds and then change their group, if needed, so that it reflects how they think others perceive their leadership. To sum up, have a brief group discussion on: • What’s the difference between how I see myself and how I think I’m seen (if any)? • Does this difference feel true, surprising, inspiring? 4. Wrap-up: post-reflection (5 minutes) Each participant receives a mini worksheet or journal prompt (you can either print it out or ask participants to write the questions down) • “Which color energies do I want to grow or lean into more?” • “How can I adapt my energy to lead more effectively in different situations?” Encourage them to reflect on those questions at home.
Tips, recommendations for the trainer	• Remember that most of us carry all four energies. The goal is to recognize, flex, and balance them as needed. • Engage curiosity, not judgment – make it clear that there are no “better” or “worse” colors. • If someone is torn or unsure, allow them to stay in between and change if they feel like it.
Sources	• The Spectrum of Consciousness: Color Symbolism in the Typology of C. G. Jung; https://www.academia.edu/37006987/The_Spectrum_of_Consciousness_Color_Symbolism_in_the_Typology_of_C_G_Jung • COMMUNICATING IN COLOR: THE FOUR COLOR ENERGIES: https://www.pminj.org/14-smp/files/ckirby-ho.pdf

LEARNERS’ HANDOUT	
Red	– <i>Action-Oriented Leader</i> • Bold, determined, competitive

- Makes quick decisions, gets things done
- Values results, efficiency, and control
- Can be perceived as: forceful, impatient

Yellow – *People-Centered Leader*

- Energetic, optimistic, enthusiastic
- Inspires and motivates others
- Enjoys visibility, conversation, ideas
- Can be perceived as: scattered, overly talkative

Green – *Supportive Leader*

- Caring, empathetic, calm
- Builds strong, trusting relationships
- Leads through support, patience, and values
- Can be perceived as: conflict-avoidant, too accommodating

Blue – *Strategic Leader*

- Precise, analytical, organized
- Thinks before acting, values quality
- Leads with structure, data, and calm logic
- Can be perceived as: distant, overly critical

PUBLIC SPEAKING

How to prepare for different presentations and achieve your goals by speaking to people

MODULE STRUCTURE

CHAPTER 1: Technical preparation for public speaking.

Part 1: Different types of public speaking. Matching the type of speech to the circumstances.

Part 2: Determining the purpose of the presentation and defining the expectations and needs of the audience

Part 3: Preparation topics and plan for public speaking, defining time and helpful tools.

CHAPTER 2: Your emotional preparation and approach to public speaking.

Part 1: A lot depends on your attitude - what is good to know?

Part 2: Exercising of your speech/ presentation, gathering feedback from a kind person.

Part 3: Mental and physical preparation (relaxation, respiration, out-feet, helpful tools, getting to know the space of your speech early)

CHAPTER 3: During your public speech

Part 1: Starting and finishing your speech/presentation. Management of the situation and your emotions while speaking.

Part 2: Including the audience in the discussion. Reacting to questions from the audience and handling tough situations.

Part 3: After your public speech/presentation - reflection, analysis, conclusions for the future.

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCE
1. Understanding of the key elements involved in planning and structuring a speech. 2. Knowledge of how to prepare for different types of speeches. 3. Understanding of how to manage emotions while delivering a speech.	1. Ability to select an appropriate type and style of speech based on the audience. 2. Ability to plan and structure a coherent speech. 3. Ability to prepare both psychologically and in terms of content for a speech and to respond appropriately to audience reactions.	1. Readiness to undertake roles that involve public speaking and visibility. 2. Confidence when speaking in public. 3. Willingness to seek and make effective use of support from others when preparing and delivering speeches.

Activities

Activity 1	
Activity title	Public Speaking - Emotional, Mental, and Technical Preparation
Approximate length	90 - 100 min.
Group size	Group of 6-8 people, up to 12 learners in total
Equipment, materials & space needed	• workshop room, • flipchart, markers, notebooks • printed Learner Handout
Objectives	mental preparation for the speech and the possibility to share thoughts and concerns with other leaders examining the area of your influence on reality and empowerment in your self-confidence thanks to the group discussion preparing a plan for a specific speech to have practical outcome of the workshop
Detailed description incl. debriefing and evaluation	1 Introduction and launch of the experience (20 min) Greet people and communicate the goals of this module. Exercise: Ask people to think of a person who inspires them in terms of public speaking. Ask them to think of the qualities they admire. Discuss this briefly with the group. Summarize the conversation with the question: "do you know that if we admire someone, we most often have these qualities in ourselves, but they are not always used, appreciated, and noticed by us. Please write down what qualities you want to appreciate and notice in yourself." Say to the group: "I encourage you to think of yourselves as possessors of the potential that you admire in others during our workshop." Then, invite the group to the next exercise. 2 Exercise: "My Area of Influence" - individual work + discussion (15 minutes) Individual part, time for personal reflection: Ask participants to think about what they have influence over when preparing and conducting a public speech. Ask them to write down the areas of their influence in their notebooks and to think carefully about where their influence ends and where it is very strong.

	Group discussion part: Ask participants for their reflections, ask them to share their thoughts. Moderate the discussion. Ask what they mean if you feel that a certain thread is worth developing. Finally, summarize the discussion, emphasizing the conclusions you have reached. (It is important that we have the greatest influence on ourselves - on our decisions, reactions, attitudes, behaviors, etc., and a lot depends on this, but it is important for your participants to figure it out themselves). 3) Exercise: "My attitude and what results from it?" (20 min.) Write down the title of this exercise on a flip chart. Divide the participants into groups of 3 and ask them to spend 15 minutes thinking about how to work with their public speaking attitude, what can be helpful, what to watch out for, what helps them personally? Then, on the forum, ask them to present the conclusions from the group discussion. Moderate conversation, highlight important moments. Summarize this exercise by writing down the key conclusions from it on a flip chart. Tell them that after this part, which was aimed at personal insight and strengthening a positive and specific attitude, you invite them to plan their speech.
	4) Exercise Goals and Presentation Plan - individual work + group work. 40 min Give a short introduction about the goals and effects. Refer to our website. Ask the participants to think about their upcoming presentation. Tell them that you will prepare for it. Ask them to think carefully about what they want to achieve with their upcoming presentation and why they want to perform there. Ask them to write down 1 to 3 very specific goals for their presentation after this reflection. Give them Handout no. 1. (5-7 min) After the goals are written down, ask the participants to write down a plan for their presentation in bullet points. Make sure that they write down the exact time of the presentation and that the plan is possible to carry out on time. (15 min) Ask the participants to sit in pairs and talk about their goals and plans. Make sure they give feedback based on facts, "I" messages, and without judgment. (5 minutes per person, 10 minutes total). Ask the group for their reflections after this exercise. Moderate the discussion for a while. Ask them to prepare a 10-minute sample speech for the next meeting, because you will be practicing.

	5 Summary Ask the group what the most important conclusions are after this module. Ask them to say what they will use in practice. Invite them to our platform again, say goodbye to the group.
Tips, recommendations for the trainer	• Be open to the wisdom of the group • Be sensitive to the diversity of the group • Make sure that all needs of participants related to diversity are covered • Write down key words on a flip chart during the discussion • Make sure to emphasize that a lot depends on personal attitude • Keep an eye on the time • Make sure that each person has the space to speak
Sources	• https://www.toastmasters.org/ • Matt Abrahams; Think Faster, Talk Smarter: How to Speak Successfully When You're Put on the Spot; GOODMI, 2024,year • Suzanne Bates; Speak Like a CEO: Secrets for Commanding Attention and Getting Results, McGraw Hill, 2005 year. • Tina Clements; The Art of Facilitation, PYP Academy Press, 2021 year. • Paul Gerhardt; Diversity and Cultural Competence, Skills Guide and Workbook, Lulu.com, 2019 year.

LEARNERS' HANDOUT 1

GOALS OF MY SPEECH

CONCLUSIONS AND COMMENTS:

LEARNERS' HANDOUT 2

MY SPEECH SCHEDULE

CONCLUSIONS AND COMMENTS:

Activity 2

Activity title	Practice your speeches and get feedback
Approximate length	240 - 250 min. (depending on the number of people)
Group size	Group of 6-8 learners, up to 12 learners in total
Equipment, materials & space needed	• printed Learner Handout • flipcharts, markers, sticky notes • a large room with space for group discussions and presentations
Objectives	• speech training and feedback, to have the opportunity to try for yourself in a friendly and kind environment • reflection and reinforcement, to have a good background for future public speaking
Detailed description incl. debriefing and evaluation	1 Introduction (15 min) We assume that people came with prepared samples of speeches that they planned in previous classes. We assume that they prepared 10 minutes of speeches. You tell the group that the speeches will take place in the following scheme: 1. speech by the person - ask them to always say what the topic and purpose are and who the speech will be addressed to. 2. reflection of the person speaking 3. feedback session according to the scheme provided on the handout. Feedback is provided by people who want to speak, there is no obligation to speak. 4. time: 10 minutes for the speech and a maximum of 15 minutes for reflection and feedback. 2 Session of speeches and feedback (depending on the number of people). • Each person speaks, then shares their feelings, after which people from the group who are willing give short and specific feedback. • The facilitator always gives her feedback at the end.

	③ Summary Briefly summarize the meeting and ask participants to share what they left with. Finally, invite participants to use the platform.
Tips, recommendations for the trainer	• Keep track of time! • Keep track of culture of speech • Be sensitive to the diversity of the group • Make sure that all needs of participants related to diversity are covered • Feedback must be given in accordance with the principles of nonviolent communication. (NVC)
Sources	• https://www.toastmasters.org/ • Carmine Gallo; Talk like TED, St. Martin's Griffin, 2015 year. • Dale Carnegie; The Art of Public Speaking, Clydesdale Press, 2018 year. • Edie Lush and Charlotte McDougall; How to Speak with Confidence in Public, Pan Macmillan, 2017 year. • Harris Russ; The Confidence Gap: From Fear to Freedom, Trumpeter, 2011 year. • Tina Clements; The Art of Facilitation, The Retail Performance Company, LLC, 2019 year.

LEARNERS' HANDOUT
RULES OF FEEDBACK Pay attention to body language, tone of voice, content, and the way they were presented. Write down your reflections and impressions during the speech. Speak constructively and specifically, direct your words to the person you are giving feedback to. Speak specifically to them, use their name. Clipping wings is forbidden, make sure to speak in an elegant and constructive manner. Remember! Form matters! Words can hurt. You are here to strengthen your colleagues and support them! • Say what was useful to you and what spoke to you the most during the speech. • Say what might be worth working on. • Summarize, in general, where you see your strongest points.

PERSONAL DEVELOPMENT

The module “**Personal development**” encourages learners to explore how self-awareness, self-leadership, and vision-building contribute to personal and professional development. It offers concrete tools to increase motivation, track progress, and embrace lifelong learning as a key to empowerment.

It is divided into three thematic chapters that build on each other and guide learners step by step through their learning journey:

CHAPTER 1: PERSONAL GROWTH & SELF-MASTERY

- Part 1: Understanding personal development as a lifelong process
- Part 2: The psychology of motivation and self-improvement
- Part 3: Overcoming internal barriers to personal progress

CHAPTER 2: DESIGNING A PERSONAL GROWTH PLAN

- Part 1: Setting meaningful personal and professional goals
- Part 2: Developing productive habits and routines
- Part 3: Managing time and energy for long-term success

CHAPTER 3: VISION, PURPOSE & LIFELONG LEARNING

- Part 1: Creating a personal vision statement
- Part 2: Lifelong learning and continuous self-improvement
- Part 3: Building confidence through self-efficacy and achievement tracking

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
• Understanding personal development as a continuous process beyond career and leadership. • Knowledge of self-motivation theories and how they impact goal-setting. • Awareness of personal productivity strategies that support long-term growth. • Understanding how habits shape success and strategies for cultivating productive routines. • Knowledge of lifelong learning strategies and how they contribute to sustained personal and professional growth.	Ability to identify and overcome self-limiting beliefs that hinder progress. Ability to create and implement a structured personal growth plan aligned with long-term aspirations. Capacity to manage time and energy effectively for sustainable success. Ability to develop strong personal habits and routines that support growth. Ability to track progress, reflect on achievements, and adjust goals as needed.	• Foster a growth-oriented mindset focused on lifelong improvement. • Cultivate self-discipline and accountability for personal development. • Embrace curiosity and adaptability as essential traits for continuous learning. • Encourage purpose-driven thinking in setting personal and professional goals. • Develop a proactive and self-directed approach to self-improvement.

Activities

Activity 1	
Activity title	Breaking the Invisible Barrier” – Reflecting on Self-Limiting Beliefs
Approximate length	90–120 minutes
Group size	4–6 participants per group (recommended for groups of 12–30 learners)
Equipment, materials & space needed	• Sticky notes in two colours (e.g., yellow and green) • Flipcharts or large paper sheets • Markers • Printed quote cards (optional – inspirational quotes on growth, confidence, mindset) • Calm, open space with breakout areas for group work
Objectives	• To introduce learners to the concept of personal development as a lifelong process • To raise awareness of internal obstacles (e.g., self-limiting beliefs) that hold people back • To foster self-reflection and peer support in identifying and reframing those beliefs • To build a foundation for a growth-oriented mindset
Detailed description incl. debriefing and evaluation	1. Warm-up & Introduction (15–20 min) The facilitator welcomes the group and introduces the theme: <i>“We often talk about external barriers — lack of opportunities, stereotypes, social expectations. But many of the most powerful barriers are the ones we carry within ourselves. Today we’ll uncover some of those ‘invisible barriers’ and learn how to begin breaking them.”</i> Optional: Read or display a quote to inspire reflection (e.g., <i>“Whether you think you can, or you think you can’t — you’re right.”</i> – Henry Ford) Ask learners to briefly discuss: • What does personal development mean to you? • Is there something you’ve always wanted to do or become,

	but you haven't tried yet? Why not? 2. Individual Reflection – Identifying Beliefs (20 min) Each participant receives 3 yellow sticky notes and is asked to write down one self-limiting belief per note. These could be beliefs like: • “I’m not good at public speaking.” • “People won’t take me seriously.” • “I always give up when things get hard.” • “I’m too old / too inexperienced / not confident enough.” Facilitator explains: “These are not facts — they are stories we tell ourselves. Today, we’re going to challenge them.” Participants anonymously place their yellow notes on a central flipchart or wall titled “Invisible Barriers.” The facilitator reads a few aloud without naming anyone. 3. Group Work – Reframing the Narrative (30 min) Participants form small groups. Each group is given 6–8 of the anonymous yellow sticky notes from the wall. Task: For each self-limiting belief, write a reframed belief on a green sticky note that challenges the original one. Examples: • “I’m not good at public speaking.” → “I can improve my public speaking by practicing and taking small steps.” • “I’m too young to lead.” → “I bring a fresh perspective and have the ability to grow into leadership.” Groups present a few examples of before/after beliefs to the whole group. 4. Debriefing & Evaluation (20–30 min) After step 3 is over, the facilitator gathers everyone for a plenary debrief. Sample Questions: • <i>What did you notice about the beliefs people shared?</i> • <i>Was it easier to write limiting beliefs or reframe them?</i> • <i>What will you take away from this activity?</i> • <i>What’s one reframed belief you’d like to carry forward from today?</i> Optional: Ask learners to write a short note to themselves: “One thing I now believe about myself is...” Encourage them to take it home as a reminder of the session.
Tips,	• Model vulnerability by sharing one of your own self-limiting

recommendations for the trainer	beliefs and how you challenged it • Keep the environment supportive and non-judgmental • Remind participants that reframing doesn't mean ignoring difficulty — it means choosing a more empowering interpretation • Consider playing soft background music during individual writing time
Sources	Inspired by cognitive behavioural coaching techniques and the work of Carol Dweck on growth mindset TED Talk: <i>The Power of Believing You Can Improve</i> – Carol Dweck https://www.ted.com/talks/carol_dweck_the_power_of_believing_th_at_you_can_improve

Activity 2

Activity title	“From Intention to Action” – Designing Your Growth Plan
Approximate length	90–120 minutes
Group size	4–6 participants per group (recommended for groups of 12–30 learners)
Equipment, materials & space needed	• Copies of the Growth Plan Template (printed or digital) • Markers, pens, coloured pencils • Sticky notes in multiple colours • Flipchart paper • Space for small group work and visual presentations • Optional: inspiring background music and quote cards
Objectives	• To help participants reflect on their values, strengths, and long-term aspirations • To support learners in setting SMART goals aligned with personal growth • To encourage habit-building and sustainability through peer sharing • To foster ownership of the personal development process and build confidence through visualization
Detailed description incl. debriefing and evaluation	1. Introduction – Bridging Vision & Action (15 min) Facilitator opens with a short discussion: <i>“Goals are powerful — but only when they’re aligned with who we are and what truly matters to us. Today we’ll take everything we’ve learned and turn it into an actionable, inspiring plan for the next stage of your growth.”</i> Prompt learners to reflect: • What motivates you? • Where do you want to be in 6–12 months — not just in your career, but as a person? • What habits or routines could support that path?

	2. Individual Reflection – Growth Plan (30–35 min) Each participant receives a Growth Plan Template with the following sections: • My Personal Vision Statement (3–5 sentences) • 1 Personal Goal (SMART) • 1 Professional Goal (SMART) • 1 Habit I want to build • My Motivation (“Why this matters to me”) • Support system (Who or what will help me?) • How I will track progress • How I will celebrate my efforts Optional: Encourage participants to decorate or personalize their plans — visually or creatively. 3. Peer Exchange – Share and Support (30 min) Participants pair up or work in small groups to: • Share one goal and one habit from their plan • Give each other feedback or encouragement (e.g., “How realistic is this?”, “What could make it easier?”, “How will you stay accountable?”) Each learner adds 1 idea from the peer discussion to their plan (e.g., new habit ideas, tracking tips). 4. Vision Poster / Commitment Wall (20 min) Each participant writes one key phrase or goal from their plan on a coloured sticky note and places it on a shared flipchart titled: <i>“Where We’re Headed”</i> This visual map of the group’s collective goals creates a sense of motivation and community. Optional: Take a group photo with the wall (if appropriate). 5. Debriefing & Evaluation (15–20 min) Sample debriefing questions: • <i>What part of your plan are you most excited about?</i> • <i>What challenges might you face?</i> • <i>What will help you stay committed after today?</i> Ask learners to keep their Growth Plan somewhere visible — and revisit it monthly.
Tips, recommendations for the trainer	• Offer examples of SMART goals and positive habits to inspire ideas • Create a calm, supportive atmosphere — this activity is both strategic and personal • Encourage participants to dream big, but start small • Allow flexibility — some learners may write, others may sketch, mind-map, or colour-code their plan

Sources

"SMART Goals." *UC Davis Human Resources*, <https://hr.ucdavis.edu/departments/learning/toolkits/career-dev/next-steps/goals>. Accessed 22 May 2025.

18 Goal-Setting Exercises, Tools, and Games (PDF Worksheets). *PositivePsychology.com*, <https://positivepsychology.com/goal-setting-exercises/>. Accessed 22 May 2025.

LEARNERS' HANDOUT

My Personal Growth Plan

My Personal Vision Statement:

SMART Goal (Personal):

SMART Goal (Professional):

Habit I Want to Build:

Why This Matters to Me (Motivation):

My Support System:

How I Will Track Progress:

How I Will Celebrate My Efforts:

INTERPERSONAL SKILLS:

Maximizing Leadership Potential

The learning module “**Interpersonal Skills: Maximizing Leadership Potential**” introduces learners to the importance of interpersonal competence in leadership. It highlights how strong people skills empower leaders to communicate effectively, build trust, and foster inclusive, high-performing teams.

The module is structured in three chapters, each building on the previous one:

CHAPTER 1: Understanding Interpersonal Skills in a Leadership Context

- Part 1: What are interpersonal skills and why are they vital for leadership?
- Part 2: Key interpersonal skills every leader should cultivate
- Part 3: The impact of interpersonal competence on trust, collaboration, and morale

CHAPTER 2: Communication as a Core Leadership Tool

- Part 1: What does effective communication look like in a leadership role?
- Part 2: The role of non-verbal cues, active listening, and feedback loops
- Part 3: How inclusive and culturally sensitive communication fosters belonging

CHAPTER 3: Building Relationships and Managing Conflict with Integrity

- Part 1: How can leaders build authentic, trust-based relationships?
- Part 2: Understanding sources of conflict and the role of emotional intelligence
- Part 3: Strategies for turning conflict into growth and harmony

Outcome matrix

Knowledge	Skills	Competences
1. Understand the importance of interpersonal skills in leadership.	1. Apply interpersonal skills that foster collaboration.	1. Demonstrate a leadership style grounded in interpersonal relations.
2. Recognize teamwork's impact on shared goals.	2. Motivate team members using appropriate methods.	2. Take initiative in problem-solving and decision-making.
3. Familiarity with decision-making frameworks.	3. Guide a team through structured decision-making.	3. Foster cohesive teamwork to accomplish shared objectives.

Activities

Activity 1	
Activity title	Active Listening Roleplay
Approximate length	45 minutes
Group size	6–20 participants (pairs or small groups)
Equipment, materials & space needed	Flipcharts, markers, scenario cards
Objectives	Strengthen active listening and feedback skills. Explore how body language and tone impact trust.

	Practice empathy and constructive communication.
Detailed description incl. debriefing and evaluation	Description: 1. Provide each pair with a scenario card (e.g., an employee struggling with workload, a team conflict, or a new idea being proposed). 2. One plays the “speaker,” the other the “leader practicing active listening.” 3. After 5 minutes, they switch roles. 4. In plenary, debrief: What verbal and non-verbal signals were effective? What was difficult? Debrief questions: • How did it feel to be truly listened to? • Which techniques increased trust and understanding? • How can you transfer these techniques to real workplace leadership?
Tips, recommendations for the trainer	Encourage participants to reflect not only on what they heard but also on what they <i>felt</i> during the exercise.
Sources	Covey, S. R. (2004). <i>The 7 habits of highly effective people: Powerful lessons in personal change</i>. Free Press. Rogers, C. R., & Farson, R. E. (1957). <i>Active listening</i>. Industrial Relations Center, University of Chicago.

Activity 2

Activity title		Conflict Transformation Simulation
Approximate length		60 minutes
Group size		10 - 25 participants
Equipment, materials & space needed		Scenario handouts, whiteboard/flipchart
Objectives		Practice applying emotional intelligence in conflict situations. Learn structured dialogue and reframing techniques. Explore strategies for turning conflict into growth.
Detailed description incl. debriefing and evaluation		Description: 1. Divide participants into small groups (3–4 people). 2. Provide each group with a conflict scenario (e.g., two employees fighting over project credit, a cross-cultural misunderstanding, or manager–team miscommunication). 3. Groups roleplay the situation twice: first without guidance, then using EQ techniques (self-awareness, empathy, reframing). 4. Reconvene and share strategies. Debrief questions: • What changed when EQ techniques were applied? • How did empathy or reframing shift the conversation? • How can leaders embed these practices in daily routines?
Tips, recommendations for the		Be mindful of group energy—roleplay can evoke strong emotions. Frame it as practice, not personal critique.

trainer	
Sources	Goleman, D. (1995). <i>Emotional intelligence: Why it can matter more than IQ</i> . Bantam Books. Thomas, K. W., & Kilmann, R. H. (1974). <i>Thomas-Kilmann conflict mode instrument</i> . Xicom.

OVERCOMING OBSTACLES TO TAKE OVER POWER POSITIONS

This module explores the cultural, societal, and systemic barriers that hinder women from accessing leadership roles, and provides strategies for challenging stereotypes, building resilience, and sustaining inclusive change.

The module is structured into three chapters:

CHAPTER 1: Unveiling the Invisible Barriers to Women's Leadership

- Part 1: Cultural, religious, and societal norms that restrict women's leadership
- Part 2: How education systems and media reinforce gender stereotypes
- Part 3: Different interpretations of success for men and women

CHAPTER 2: Strategies for Challenging Stereotypes and Systemic Biases

- Part 1: Critically analyzing and deconstructing harmful narratives
- Part 2: Advocacy through evidence-based dialogue and storytelling
- Part 3: Successful interventions and policies promoting women in leadership

CHAPTER 3: Building Resilience and Driving Change

- Part 1: Strengthening resilience and confidence against resistance
- Part 2: Collaborating with allies and stakeholders for equity
- Part 3: Sustaining long-term inclusive leadership practices

Outcome matrix

Knowledge	Skills	Competences
1.Awareness of cultural, religious, and social barriers to women's leadership. 2. Understanding how stereotypes in education and media shape gender gaps. 3. Insight into gendered interpretations of success.	1.Recognize and critically analyze norms impeding women's progression. 2.Challenge stereotypes through evidence-based advocacy. 3. Develop strategies/interventions to reduce barriers.	1.Advocate for inclusive policies and practices. 2. Demonstrate resilience and strategic thinking against bias. 3. Collaborate with stakeholders to improve women's representation.

Activities

Activity 1	
Activity title	Barrier Mapping Workshop
Approximate length	60 minutes
Group size	8–20 participants
Equipment, materials & space needed	Flipcharts, sticky notes, markers
Objectives	Identify visible and invisible barriers to women’s leadership. Explore how cultural, societal, and institutional systems reinforce them. Develop initial ideas for solutions.
Detailed description incl. debriefing and evaluation	Description: 1. Divide participants into small groups. 2. Each group brainstorms barriers women face (cultural, workplace, personal, systemic). Write each on sticky notes. 3. Place barriers on a flipchart under two categories: <i>Visible</i> vs <i>Invisible</i>. 4. Groups then propose one potential solution for each barrier. 5. In plenary, share findings and cluster common themes. Debrief questions: • Which barriers are most difficult to challenge, and why? • How can visible barriers (like policies) and invisible ones (like cultural norms) reinforce each other? • What role can you, as a leader or ally, play in addressing them?

Tips, recommendations for the trainer	Encourage participants to think beyond workplace examples (e.g., education, media, family norms).
Sources	Criado Perez, C. (2019). <i>Invisible women: Data bias in a world designed for men</i>. Chatto & Windus. World Economic Forum. (2023). <i>Global gender gap report</i>. WEF.

Activity 2

Activity 2	
Activity title	Advocacy Storytelling Circle
Approximate length	45 minutes
Group size	6 - 15 participants
Equipment, materials & space needed	None (optional cards with prompts)
Objectives	Practice combining evidence with storytelling. Build confidence in advocating for women's leadership. Strengthen empathy by hearing diverse perspectives.
Detailed description incl. debriefing and evaluation	Description: 1. Participants form a circle. Each shares a short story about a barrier faced by women (personal, observed, or drawn from case studies). 2. After each story, the group reflects: What stereotypes or systemic biases are revealed? 3. Facilitator encourages linking stories to evidence (statistics, reports, case studies). 4. End with participants rephrasing their story into a 2–3 minute <i>advocacy pitch</i>. Debrief questions: • How did evidence strengthen the story's impact? • How can storytelling be used in professional leadership settings? • What emotions did the stories evoke, and why is that important for advocacy?
Tips,	Normalize that stories don't need to be personal—participants can use

recommendations for the trainer	fictional or observed cases to feel safe.
Sources	Myers, V. (2014). <i>What if I say the wrong thing? 25 habits for culturally effective people</i>. ABA Publishing. McKinsey & Company. (2021). <i>Women in the workplace 2021</i>. McKinsey & Company.

RESILIENCE & SELF-CARE.

Overcoming the gender power gap through resilience building, self-care and adaptation to change

Change is all around us, but it is not always pleasant. However, it is up to us to grasp change as an opportunity and make the most of it to become more resilient and content. This module will show you how not to get lost in the world and to benefit from them for your personal and professional development. In addition, you will learn about how to build personal and collective resilience and the role resilience plays in overcoming gender inequality. You will explore how our brains work and why they resist change. And the best part is what's waiting for you at the end. You'll take away lots of interesting tips, techniques and strategies to strengthen your resilience. Self-care is not a luxury or selfishness, but a necessity that will help you navigate the waters of change with greater ease and playfulness.

The module is divided into three thematic parts, which build on each other and guide learners step by step through their learning journey:

CHAPTER 1 RESILIENCE AND ITS CONTRIBUTION TO OVERCOMING GENDER CHALLENGES

Part 1: What is resilience and why is it important in the context of gender equality?

Part 2: What are the key skills for building resilience?

Part 3: How to develop resilience in the face of gender stereotypes?

CHAPTER 2 SELF-CARE AS A FOUNDATION FOR LONG-TERM RESILIENCE

Part 1: What is self-care and how can it help us overcome obstacles?

Part 2: The dimensions of self-care in practice

Part 3: How to strengthen each dimension of self-care?

CHAPTER 3 STRATEGIES FOR ADAPTING TO CHANGE AND BUILDING RESILIENCE

Part 1: How to (re)live in times of constant change and uncertainty and see change as an opportunity?

Part 2: Practical strategies for coping with challenging change

Part 3: My plan for building personal resilience

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
1. Understanding the key resilience factors that help individuals overcome gender-based challenges. 2. Understanding the importance of selfcare, its dimensions and role in overcoming obstacles. 3. Knowledge of strategies for adapting to change and building resilience.	1. Ability to develop practical strategies to build personal resilience to counteract gender stereotypes. 2. Recognising personal self-care needs and addressing them proactively. 3. Ability to design personalised action plans to build resilience and adapt to change in personal and professional life.	1. Adopt a proactive attitude towards building resilience and recognising its value in overcoming challenges. 2. Competence in maintaining long-term resilience through balanced self-care. 3. Show increased self-confidence in ability to overcome barriers and advocate for positive change.

Activities

Activity 1	
Activity title	Self-care Roadmap
Approximate length	120 min.
Group size	Group of 4-6 learners, up to 18 learners in total
Equipment, materials & space needed	• printed Learner Handout with 8 self-care dimensions • flipcharts, markers, sticky notes • a large room with space for group discussions and presentations
Objectives	• to identify and implement self-care strategies for long-term resilience • to understand the different dimensions of self-care and how they impact well-being • to develop a personal and group self-care action plan
Detailed description incl. debriefing and evaluation	Introduction (15 min) • The trainer introduces the activity and briefly explains what we understand by resilience & self-care. • Followingly, the trainer introduces the 8 dimensions of self-care according to the Module (Chapter 2, Part 2). • The learners are given the Learner Handout with 8 dimensions of self-care. Group Work: Brainstorming & Self-care Mapping (60 min) • Firstly, each group brainstorms self-care activities they currently practice and share with the group. • Secondly, each group selects two self-care dimensions and creates two visual roadmaps (in the form of a mind map, poster or chart) presenting practical self-care activities and their benefits. The teacher makes sure that all dimensions are distributed among the groups. • Each group reflects on barriers to self-care and strategies to overcome them. Presentation (30 min) • Each group presents their roadmap. • The trainer invites all groups to ask each other questions. • The trainer facilitates a discussion on how self-care

	contributes to resilience and overcoming challenges. Debriefing & Evaluation (15 min) - Learners reflect on their key takeaways by placing following questions: <i>What self-care dimensions do you personally need to improve?</i> <i>What new strategies to practice self-care did you learn today?</i> <i>What self-care strategies do you wish to try in practice?</i> <i>How can self-care help in professional and personal resilience?</i> - Participants can also write a short self-reflection and personal commitment statement for improving at least one aspect of their self-care.
Tips, recommendations for the trainer	- Provide examples of self-care strategies if needed to illustrate self-care benefits. - Facilitate an open and respectful discussion. - Encourage the learners to be honest about self-care challenges.
Sources	- PRAMANIK, P. Empowering women through self-care: A leap towards health equity. 20.3.2024. Available at: https://www.news-medical.net/news/20240320/Empowering-women-through-self-care-A-leap-towards-health-equity.aspx - NARASIMHAN, M. et al. Self-care interventions for women's health and well-being. Nature Medicine, 7.3.2024. Available at: https://www.nature.com/articles/s41591-024-02844-8 - GREATER GOOD EDITORS. Greater Good Resources for Women's Well-Being. 8.3.2023. Available at: https://greatergood.berkeley.edu/article/item/greater_good_resources_for_womens_well_being - STOEWEN, D. L. Dimensions of wellness: Change your habits, change your life. National Library of Medicine, 2017. Available at: https://pmc.ncbi.nlm.nih.gov/articles/PMC5508938/ - FISHER, S. The 8 Dimensions of Self-Care. LivingUpp, 2020. Available at: https://www.livingupp.com/blog/the-8-dimensions-of-self-care

LEARNERS' HANDOUT

8 DIMENSIONS OF SELF-CARE

Self-care is a multifaceted concept that encompasses a number of dimensions. In the literature, we encounter different models that emphasize similar aspects. D. L. Stoewen (2017) distinguishes 8 dimensions of self-care. These include:

- **Physical dimension** (care for health and physical well-being)
- **Intellectual dimension** (expanding knowledge, skills, lifelong learning)
- **Emotional dimension** (strengthening understanding of one's feelings, values, thoughts, attitudes, developing empathy and respect for others)
- **Social dimension** (developing friendships and intimate relationships, caring for others, contributing to one's community)
- **Spiritual dimension** (finding and developing meaning in life, engaging in activities that contribute to finding it)
- **Professional dimension** (applying one's knowledge, skills and gifts in meaningful work, finding personal satisfaction in professional life)
- **The financial dimension** (knowing how to manage one's finances to meet short and long-term needs)
- **Environmental dimension** (understanding the impact of the environment on our health and well-being)

A similar model can be found, for example, in S. Fisher (2020) who, in line with the concept of self-care, calls these dimensions as:

- **S**-systemic dimension
- **E**-motive dimension
- **L**-uminiscent dimension
- **F**-inancial dimension
- **C**-ognitive dimension
- **A**-ptitudinal dimension
- **R**-elational dimension
- **E**-environmental dimension



Graphic created with ChatGPT (OpenAI), based on Stacy Fisher's "8 Dimensions of Self-Care" framework.
Source: Fisher, S. (2016). *Uppward: A Self-Care System for Purposeful Living*. LivingUpp

Activity 2

Activity title		Resilience Against Gender Stereotypes - From Awareness to Action!
Approximate length		110 min.
Group size		Group of 4-6 learners, up to 18 learners in total
Equipment, materials & space needed		• printed Learner Handout • flipcharts, markers, sticky notes • a large room with space for group discussions and presentations
Objectives		• to identify and analyse gender stereotypes in real-life situations • to apply resilience-building strategies to overcome gender biases • to develop practical solutions to support individuals facing gender inequality • to strengthen critical thinking, problem-solving, and teamwork skills
Detailed description incl. debriefing and evaluation		Introduction (20 min) • The trainer introduces the activity by explaining the concept and importance of resilience and its connection to overcoming gender stereotypes. • Then, the trainer asks the learners to reflect individually on a time when they or someone they know faced a gender stereotype. • After that, the learners share their stories in pairs and discuss how resilience played a role (or could have played a role) in managing the situations. • Few volunteers can share their insights within the whole group. Group Work (45 min) • The trainer introduces two real-life scenarios (printed on Learner Handout for each group). • Each group selects one scenario and follows these steps: ○ Identify the obstacles: ■ What gender stereotypes are evident in the scenario? ■ How can the main character navigate the

	biases? ■ How do these stereotypes influence the individual's choices and environment? ○ Apply resilience principles: ■ What resilience factors (innate and acquired) could help manage this situation? ■ How can self-efficacy contribute to overcoming obstacles? ○ Develop solutions: ■ What practical strategies can the scenario character use to strengthen their resilience? ■ How can social support and systemic changes contribute? • Each group summaries their findings on a flipchart. Presentation (30 min) • Each group presents their findings and proposed solutions. • The trainer facilitates discussion, encouraging participants to challenge assumptions, propose alternative strategies, and consider broader social implications. Debriefing & Evaluation (15 min) • The trainer facilitates a discussion on key takeaways from the activity by placing following questions: ○ <i>What was the most surprising or insightful thing you learned during this activity?</i> ○ <i>How has this exercise changed the way you think about gender stereotypes?</i> ○ <i>What role does resilience play in challenging gender stereotypes?</i> ○ <i>How can resilience contribute to systemic change beyond individual actions?</i> • Participants can also write a short self-reflection on their role in the activity and what they learned.
Tips, recommendations for the trainer	• Encourage learners to lead an open discussion but ensure a respectful and safe space for different perspectives. • If participants struggle with solutions, guide them using the resilience strategies from the module (e.g., problem-solving, ability to set goals, effective communication skills, emotional regulation, social support, developing meaning in life, positive attitude etc.). • Connect the activity to real-world policies such as the EU Strategy for Gender Equality 2020-2025 to emphasise the broader impact of resilience.
Sources	BECOMEBRAVEENOUGH.COM. Challenging Societal Expectations: Stories of Resilient Women. 5.4.2024. Available at: https://www.becomebraveenough.com/blog/challenging-

	societal-expectations-stories-of-resilient-women SUTTON, J. What is resilience & why is it important to bounce back? PositivePsychology.com, 3.1.2019. Available at: https://positivepsychology.com/what-is-resilience/ NEENAN, M. (2018). Developing resilience: A cognitive-behavioural approach. Routledge. Available at: https://doi.org/10.4324/9781315189178 JUNCOS, A. and BOURBEAU, P. Resilience, gender, and conflict: thinking about resilience in a multidimensional way. National Library of Medicine, 19.10.2022. Available at: https://pmc.ncbi.nlm.nih.gov/articles/PMC9579524/ AMERICAN PSYCHOLOGICAL ASSOCIATION. Resilience. Available at: https://www.apa.org/topics/resilience EUROPEAN COMMISSION. Measures to strengthen gender equality. Available at: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/new-push-european-democracy/equality-and-inclusion/actions-gender-equality_cs
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LEARNERS' HANDOUT

Scenario 1

Marie is a 28-year-old mechanical engineer working in a large automotive company for four years. She is highly skilled, dedicated, and has contributed to several successful projects. Currently, a managerial position opens up. Marie applies since she is confident in her experience and team leading skills. When she is invited to the selection process, she notices subtle biases. Despite her qualifications and achievements, her male colleagues make comments such as:

- *"Do you really think you can handle managing a team of twenty people?"*
- *"How would you cope with the fact that the customers are used to dealing with male managers?"*
- *"What if you decide to start a family? Would you still be fully committed?"*

Although the company states it promotes gender equality, Marie realizes that she is being judged not only on her skills but also on her gender.

Scenario 2

Jan is a 32-year-old elementary preschool teacher, who is passionate about creative education and he is dedicated to work with kids. He loves working with children and is known for his patient, empathetic, and engaging teaching style. However, since entering the profession, he has repeatedly faced comments and stereotypes questioning his career choice.

Parents sometimes express concern, saying, *"It's unusual for a man to work in a*

kindergarten. Why did you decide to work here? Are you sure this is the right job for you?" One parent even asked to move its child to another class with an argument that a female teacher would be a better fit. Also, sometimes some of his male friends joke, *"Why don't you teach in a high school or college? Caring for little kids is more of a woman's job."*

Despite his qualifications and dedication, Jan begins to question his role and whether he will ever be fully accepted in his profession.

GENDER AND WOMEN'S POWER(LESSNESS) IN THE DIGITAL ERA

Who programmes the AI?

The learning module “**Gender and Women’s Power(lessness) in the Digital Era: Who Programmes the AI?**” explores the intersections between gender, power, and technology, focusing on how artificial intelligence reflects and reproduces societal inequalities. It invites learners to critically examine who designs technological systems, whose perspectives are included or excluded, and how power dynamics shape both digital tools and the societies they influence.

The module supports learners in identifying gender bias in data and algorithms, recognizing the underrepresentation of women and gender-diverse people in tech development, and imagining inclusive, ethical alternatives. It provides inspiring case studies, ethical frameworks, and strategic tools to help participants advocate for fairer technologies — and to contribute to reshaping the future of AI.

The module is divided into three thematic chapters that guide learners through a critical and empowering reflection on gender, power, and digital transformation:

CHAPTER 1: GENDER AND TECHNOLOGY – AN OVERVIEW OF THE POWER DYNAMIC

- Part 1: Introduction to Gender in Technology
- Part 2: The Role of Women in Programming and AI Development
- Part 3: Gender Bias in AI and Algorithms

CHAPTER 2: THE IMPACT OF AI ON SOCIETAL POWER STRUCTURES

- Part 1: AI and Gender Power Dynamics
- Part 2: The Ethics of AI in Gender Context
- Part 3: Strategies for Enhancing Women’s Power Through Technology

CHAPTER 3: ALTERNATIVES TO POWER STRUCTURES IN AI PROGRAMMING

- Part 1: Creating Inclusive Tech Spaces
- Part 2: Policy Changes for Gender Equity in Technology
- Part 3: Future Directions: Women Leading Change in AI

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
• Gender and the ICT world - are nerds only males? Overview on women's employment in the digital sector • Actively forgotten? Robotics and the internet developed by women - historical aspects • Humanoid robots and artificial intelligence: is there a (hidden) gender bias? How to describe it?	• Ability to think in historical terms even in a field of 'hard' knowledge, • Ability to practise a discursive approach and to question concepts of objectivity, • Ability to raise questions regarding implicit and explicit gender aspects in technology	• Get realistic insights on power and powerlessness potentials for women in the digital industry, • Explore own paths to cope with male's dominance and attitudes in the tech sector, • Be aware of gender-specific power dynamics in the digital sector and be able to raise these issues in discussions

Activities

Activity 1	
Activity title	Decoding Bias – Exploring Gender and Power in AI
Approximate length	90–120 minutes
Group size	4–6 participants per group (recommended for groups of 12–30 learners)
Equipment, materials & space needed	• Printed case studies or links to online AI bias examples • Flipcharts or large paper • Sticky notes (2–3 colours) • Markers • Laptop/projector (optional, for showing videos or interactive tools) • Safe, inclusive space for discussion and reflection
Objectives	• To raise awareness of how gender bias is embedded in AI systems • To critically analyze examples of biased technologies • To reflect on the human values and power dynamics that shape digital tools • To foster collective insight and empowerment to imagine inclusive alternatives
Detailed description incl. debriefing and evaluation	1. Introduction – Who writes the code, and for whom? (15–20 min) Facilitator opens with the central question of the module: <i>“Who programmes the AI — and who gets programmed by it?”</i> Show a short video clip or quote related to bias in AI (e.g., Joy Buolamwini's TED Talk

(https://www.ted.com/talks/joy_buolamwini_how_i_m_fighting_bias_in_algorithms).

Invite brief discussion in pairs:

- Have you ever felt excluded, misrepresented or "unseen" by technology?
- What do you associate with the idea of AI? Who comes to mind as a creator?

2. Case Study Rotation: Meet the Machines (35–40 min)

Prepare 3–4 case studies (real-world examples) of biased AI systems (e.g., hiring bots, facial recognition, healthcare algorithms). Each table/group gets one.

Task:

- Read and analyze the case.
- Identify:
 - What kind of bias is at play?
 - Who is affected?
 - What data and assumptions shaped this tool?
 - How could it be redesigned more ethically?

Groups document findings on flipcharts and present briefly to the whole group.

Optional: If internet access is available, groups can explore live tools (like Google's Teachable Machine or image classifiers) to test how bias appears in practice.

3. Power Mapping – Who Gets to Build Tech? (20–25 min)

Draw a "tech power map" together:

- In the center: AI system
- Around it: Developers, investors, users, regulators, affected communities, educators, etc.

Participants reflect:

- Whose voices are currently shaping tech?
- Who is missing?

	• What happens when these perspectives are excluded? Use sticky notes to map influence and identify "gaps in the system". 4. Debriefing & Evaluation (15–20 min) Bring the group back to a circle and invite reflections: Sample prompts: • What surprised you in today's session? • Did your view of AI shift? • What kind of tech future do you want to help create? • Who else should be in this room? <i>Optional:</i> Ask participants to write on a note: <i>"In a tech future that includes me, ____ matters most."</i> Display these as a collective visual (e.g., a wall of values, or photographed for social media/website with consent).
Tips, recommendations for the trainer	• Use inclusive language; explain AI terms accessibly • Model curiosity, not fear, about tech • Include diverse global examples (not just U.S./Europe-centric ones) • Offer a trauma-sensitive approach when discussing surveillance or exclusion • Encourage learners to imagine tech as a creative, collective space
Sources	Joy Buolamwini: The Algorithmic Justice League https://www.ajl.org/about. Accessed 16 June 2025. Timnit Gebru: Black in AI / DAIR Institute https://www.dair-institute.org/ Accessed 16 June 2025. "Coded Bias" Documentary (2020) https://www.codedbias.com/ Accessed 16 June 2025. Feminist Internet (UK-based collective) https://www.feministinternet.com/ Accessed 16 June 2025. UNESCO Report on Gender and AI (2023)

<https://www.unesco.org/en/articles/unesco-action-gender-equality-2022-2023> Accessed 16 June 2025.

DIGITAL TOOLS

How can women be supported in their career growth by improving their digital skills?

Whether you're planning to enhance your existing training programs or develop comprehensive learning projects in formal or non-formal education settings, this toolkit equips you with everything you need to create a richer, more impactful learning experience.

Technology is transforming the way we live, work, and connect with the world. However, access to and knowledge of digital tools are not always equal. This module is designed to empower you with essential digital skills, boost your confidence in navigating the tech world, and help you leverage technology for professional growth and equal opportunities. Moreover, you will also explore strategies on how to overcome barriers to equal access to technology and understand digital inclusion and its benefits. Let's explore how the digital world impacts arsenal and professional lives.

The module is divided into three thematic parts, which build on each other and guide learners step by step through their learning journey:

CHAPTER 1: THE ROLE OF TECHNOLOGY IN PROMOTING EQUAL OPPORTUNITIES

Part 1: How does the digital world impact our lives and work?

Part 2: What is digital inclusion, and what are its benefits?

Part 3: How to overcome barriers to equal access to technology?

CHAPTER 2: DISCOVERING DIGITAL TOOLS FOR PROFESSIONAL GROWTH

Part 1: Tools for increasing productivity and work organisation – what are they, and how can they help?

Part 2: Networking and personal branding through digital tools

Part 3: Supporting small businesses with digital tools

CHAPTER 3: DEVELOPING A GROWTH MINDSET AND SELF-CONFIDENCE IN THE TECH WORLD

Part 1: Skill development and lifelong learning in the online world

Part 2: Cybersecurity – how to navigate the digital world safely and confidently?

Part 3: My personal digital development plan

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
1. Understanding of the significance of digital inclusion and technology in empowering women for economic and personal growth and contributing to gender equality. 2. Understanding the basic principles of cybersecurity and the barriers women face in accessing technology and proposing strategies to overcome them. 3. Knowledge of common digital tools and platforms that are instrumental for professional development with focus on further education, career development and entrepreneurship.	1. Ability to use selected productivity tools and collaboration platforms for personal and professional growth. 2. Ability to identify and avoid online threats and troubleshoot basic technical issues and solve a case study/real-world problem using a combination of digital tools. 3. Ability to develop a plan for ongoing skill enhancement using e-learning platforms and resources.	1. Express confidence in secure navigating and experimenting with digital tools to achieve one's goals. 2. Demonstrate a proactive attitude towards learning and adopting new digital tools. 3. Show active engagement in collaborative learning with peers and support networks.

Activities

Activity 1	
Activity title	Digital Strategy Challenge
Approximate length	120 min.
Group size	Group of 4-6 learners, up to 18 learners in total
Equipment, materials & space needed	- laptops or tablets with Internet access (one per group) - printed Learner Handout 1 - flipcharts, markers, sticky notes - a large room with space for group discussions and presentations
Objectives	- to apply theoretical knowledge of digital tools for productivity, networking and business support in practice - to develop a strategic plan for using digital tools effectively in a professional setting - to develop communication and collaboration skills in teams - to enhance presentation skills
Detailed description incl. debriefing and evaluation	Introduction (10 min) - The trainer briefly introduces the activity and summarises the main outcomes of the learning module which will be helpful for this activity. - Each group is assigned a case study scenario which represents a real-world challenge where digital tools can be used for productivity, networking, branding and business growth. The activity will require their active engagement through development of a strategy plan for digital transformation. Group Work (60 min) - Each group receives a case study scenario card with a different professional situation and prepares a Digital Strategy Plan using the knowledge they learnt in the module. - The plan shall include: - Short summary of the case study and the challenge

	to be solved (What is needed? Why is it needed? How will the need be met?); ○ Proposal of digital tools to be implemented; ○ Proposal of networking and marketing steps. • Each group prepares a short presentation for 10 min. on their proposed Digital Strategy Plan. Presentation (30 min) • Each group presents their Digital Strategy Plan in a visually attractive and engaging way. • Other groups can challenge their perspective and ask questions. • The trainer and other groups provide feedback focusing on feasibility, creativity and completeness. Debriefing & Evaluation (20 min) • Learners reflect on their key takeaways by placing following questions: ○ What challenges did you face when working on your case study scenario? ○ How did your strategy align with the needs of the case study? ○ What did you learn about digital inclusion and cybersecurity during this activity? ○ What did you learn from other groups? • Participants can also write a short self-reflection on their role in the activity and what they learned.
Tips, recommendations for the trainer	• You can use predefined case study scenarios or develop your own ones reflecting needs in the group. • Encourage learners to get inspired from successful actors on the market. • If possible, invite a guest speaker from a digital business to share his or her experience and practical insights.
Sources	• SALESFORCE BLOG: Tom 27 Small Business Tools to Boost Productivity. Available at: https://www.salesforce.com/eu/blog/small-business-tools-for-productivity/ • ZAPIER. The Best AI Productivity Tools in 2025. Available at: https://zapier.com/blog/best-ai-productivity-tools/ • HOSTINGER TUTORIALS. Top 10 Personal Website Builder Options for 2025. Available at: https://www.hostinger.com/tutorials/personal-website-builder • PC MAG. The Best Productivity Apps for 2025. Available at: https://www.pcmag.com/picks/best-productivity-apps • EURES. Top 6 free platforms for online courses. 2020.

Available at: https://eures.europa.eu/top-6-free-platforms-online-courses-2020-05-11_en

- ZAPIER. The 10 best platforms to create and sell online courses. 2024. Available at: <https://zapier.com/blog/online-course-platforms/>

LEARNERS' HANDOUT

Scenario 1: Local NGO raising awareness and funds

Situation:

You work in a small NGO “Happy Hearts” that needs to raise funds to finance its activities in the field of support for families and children at risk of social exclusion. Your task is to develop a raise awareness campaign and increase donations. They currently rely on offline fundraising and community events, however these events did not bring sufficient funds to continue in their activities.

Challenge:

- The NGO does not have anyone with experience and skills to run social media and online marketing campaigns.
- The current website is very simple and does not have clear information on how donations can be made.
- The NGO staff has limited knowledge of digital fundraising platforms.

Task:

- Create a Digital Strategy Plan to help the “Happy Hearts” NGO build their online presence on social media, redesign their website to make it user-friendly for potential donors, and build an engaging profile on selected fundraising platform(s).
- Don't forget to include:
 - Short summary of current state-of-art
 - Objectives and expected outcomes
 - Proposed digital tools to be applied
 - Personal, financial and material resources needed
 - Concrete action steps

Scenario 2: Small family business struggling with client outreach

Situation:

You are a small family business owner in a regional city working with ten employees and producing leather goods such as leather shoes, belts, wallets, bags, handbags etc. The products are of a high quality and the clients are attracted mostly through word-of-mouth. There is only one physical store where the products are sold. However, the potential is much bigger and with a good online presence the owner would not struggle with shortfalls in orders.

Challenge:

- The family business has just a simple website where orders can be placed through emails or phone calls. It does not have any e-shop that would provide the automation of the sales process.
- There is no social media presence.
- No strategy for online advertising or digital marketing.

Task:

- Create a Digital Strategy Plan to help the family business owner to expand his business online. Consider what e-commerce platforms would be best for his business. Also, how to use social media for branding and customer engagement. What digital marketing strategies can be helpful in attracting customers online?
 - Don't forget to include:
 - Short summary of current state-of-art
 - Objectives and expected outcomes
 - Proposed digital tools to be applied
 - Personal, financial and material resources needed
 - Concrete action steps
-

Scenario 3: Online course in need of more students**Situation:**

Henry is an experienced career counsellor who helps clients to develop their career plans, design personal branding, prepare the best resume and build professional online presence. However, he is struggling to find paying customers for individual consultations. Online support, which is more affordable for clients, is proving to be a more in-demand and appropriate form of support. Henry has therefore created a comprehensive online course that guides clients through the creation of their personal career portfolio in an easy to understand way. Now he needs help to implement the course online and sell it.

Challenge:

- No experience of selling online products.
- Low student enrollment and visibility.
- No automated system for course sales and student management.

Task:

- Create a Digital Strategy Plan to help Henry grow his online education business. What online learning platform should he use? Propose suitable tools for marketing his course effectively. Propose automation tools that help manage students and sales.
- Don't forget to include:
 - Short summary of current state-of-art
 - Objectives and expected outcomes
 - Proposed digital tools to be applied
 - Personal, financial and material resources needed

- Concrete action steps

Activity 2	
Activity title	Cybersecurity Challenges
Approximate length	60 min.
Group size	Group of 4-6 learners, up to 18 learners in total
Equipment, materials & space needed	printed Learner Handout laptops or tablets with Internet access (one per group) flipcharts, markers, sticky notes a large room with space for group discussions and presentations
Objectives	• to develop awareness of online safety and cybersecurity best practices • to improve problem-solving skills in digital security scenarios • to enhance skills to recognise and prevent online fraud • to build teamwork and decision-making abilities under time pressure
Detailed description incl. debriefing and evaluation	Introduction (15 min) • The trainer introduces the activity by explaining the importance of cybersecurity and the ability to navigate the digital world safely. • The trainer reminds the participants of the cybersecurity basics they learnt in the module and tips given to prevent security risks. Group Work (30 min) • Each group is given a series of cybersecurity tasks to solve including: ○ password challenge (to identify weak passwords and improve them); ○ phishing email (to spot phishing attempts in email sample); ○ social media privacy risks • Each group receives the Learner Handout with challenges

	that need to be solved. Debriefing & Evaluation (15 min) - The trainer reviews the correct answers and explains common mistakes. - Learners reflect on their key takeaways: - What challenges were the most difficult and why? - What helped you to solve the challenges? - What new cybersecurity tips did you learn? - How can you apply these skills in real life? - How was it for you to work under time pressure? - Participants can also write a short self-reflection on their role in the activity and what they learned.
Tips, recommendations for the trainer	- You can make the challenges engaging by setting a time limit and offering a small reward for the winning team. - Provide real-world examples to reinforce learning. - Adjust difficulty based on participants' digital skills.
Sources	- CISCO. What is cybersecurity. Available at: https://www.cisco.com/site/us/en/learn/topics/security/what-is-cybersecurity.html - NATIONAL CYBER SECURITY CENTRE. Top tips for staying secure online. 2021. Available at: https://www.ncsc.gov.uk/collection/top-tips-for-staying-secure-online - ESET. Phishing. Available at: https://www.eset.com/cz/phishing/

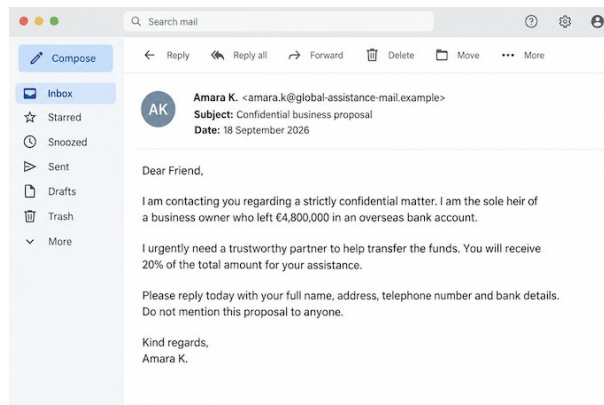
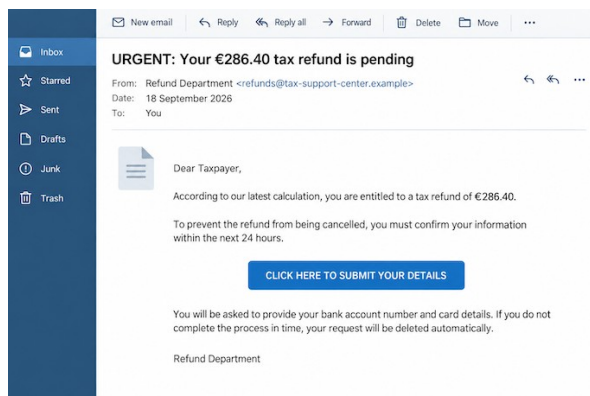
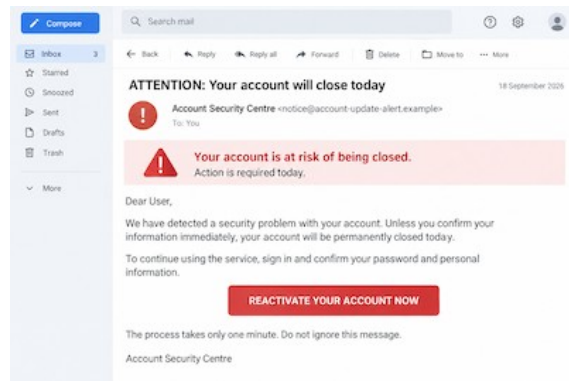
LEARNERS' HANDOUT
Challenge 1: Here are several passwords that have a different level of security. Have a look at them: 12.5.1996 - HarryWilliams 123456 - password1+ 696969 - Shopify_1234 - xxx+2003 - c*Q2\$_0e7* Task: - Rank these passwords by how secure they are. - By each password identify the weak spots.

- Name at least 5 tips to create a strong password.

Challenge 2: Read the examples of following phishing emails and then:

Task:

- Identify at least three hints in each email that indicate that it might be a phishing attempt.
- Decide what action should be taken to stay safe.



These fictional emails were created with ChatGPT (OpenAI) exclusively for educational purposes

Challenge 3: Log into one of your social media account and go into “Settings & privacy” to review your default privacy settings:

Task:

- Review who can see what you share on social media.
- Review your activity on social media and who can see it.
- Review how people can find you and contact you.
- Review the information and data you share on social media.

Define 5 steps that can improve the privacy of your account and prevent risks connected to it.

WOMEN IN LOCAL ACTIVISM

Building local influence and social advocacy

The learning module “Women in local activism: building local influence and social advocacy” helps to prepare advocacy activities in such a way that they strengthen women's voices, translate into strategic decisions, and lead to real changes in policies and regulations affecting gender equality in professional and social life.

This module not only presents the actions that need to be taken to build support for a given solution but also describes how to support people in changing their beliefs. It also shows how important it is for women to take action for gender equality and what rights we have gained thanks to the struggles of previous generations of women. It motivates women to take independent action to promote gender equality.

The module is divided into three thematic chapters that complement each other and guide learners step by step through the learning process:

CHAPTER 1: FIGHTING AGAINST GENDER DISCRIMINATION IN THE EUROPEAN UNION AND THE PRINCIPLES OF AN EQUAL OPPORTUNITY POLICY FOR MEN AND WOMEN

Part 1: UNEQUAL TREATMENT AND GROUNDS FOR GENDER DISCRIMINATION

Part 2: EQUAL SOLUTIONS TO THE SITUATION OF WOMEN IN EUROPE

Part 3: 3 STAGES OF CHANGE

CHAPTER 2: ADVOCACY AS A TOOL TO BRING ABOUT SYSTEMIC CHANGE IN GENDER EQUALITY POLICIES

Part 1: UNDERSTANDING ADVOCACY

Part 2: DIAGNOSING NEEDS AND RESOURCES AND SETTING GOALS AND MAIN RECIPIENTS OF ADVOCACY ACTIONS FOR EQUAL RIGHTS, EQUAL OPPORTUNITIES, AND EQUAL TREATMENT OF WOMEN AND MEN

Part 3: GETTING ALLIES FOR YOUR CAUSE

Part 4: MAIN ADVOCACY TOOLS

Part 5: EVALUATION

CHAPTER 3: IMPLEMENTING SOCIAL CHANGE AND THE ROLE OF LEADERSHIP IN THIS PROCESS

Part 1: CHALLENGES OF CHANGING BELIEFS ABOUT WOMEN AND MEN AND IMPLEMENTING GENDER EQUALITY POLICIES

Part 2: THE ROLE OF WOMEN LEADERS IN IMPLEMENTING CHANGE FOR GENDER EQUALITY

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
1. Knowledge of the assumptions of equal opportunities policy, anti-discrimination and gender mainstreaming mechanism 2. Understanding of the mechanism for bringing about social change and the role of women leaders in this process 3. Understanding what advocacy is and what its role is in implementing changes in equality policy 4. To learn about examples of areas of action other than those stereotypically attributed to women	1. Diagnosing local resources and needs, taking into account power relations in the community and gender diversity of the situation 2. Principles of mobilizing people for action 3. Building activities for equal opportunities policy, anti-discrimination, and gender mainstreaming implementation based on principles of cooperation and shared responsibility 4. Ability to build and conduct a local advocacy campaign for the implementation of equality mechanisms (including formulating an advocacy appeal, gaining allies for one's cause, using a variety of advocacy tools, organizing and conducting public debates/local meetings, etc.)	1. Motivation to undertake social activism beyond stereotypical perceptions of the role of women in public life and to become involved in the processes of creating local public policies 2. A sense of responsibility for bringing about social change with a view to transforming power relations, dismantling gender stereotypes and social prejudices, countering social inequality 3. Belief in women's ability to influence local public policies and systemic change 4. Awareness of the role of sisterhood, building women's networks, and supporting women in political and social life

Activities

Activity 1	
Activity title	“Yes or No”
Approximate length	60 minutes
Group size	recommended for groups of 12–24 learners
Equipment, materials & space needed	• Masking tape/paper tape for marking lines on the floor • Calm, large open space with breakout areas for group work • Optionally: • Flipcharts or large paper sheets • Markers
Objectives	• Understanding the phenomenon of micro-inequality • Becoming aware of the extent to which these phenomena occur in my work/organization and who they affect • Collecting good practices for responding assertively to micro-inequality while respecting other people's boundaries
Detailed description incl. debriefing and evaluation	<u>Experience</u> The facilitator marks a line on the floor, e.g., with tape, which is the axis with ‘I fully agree with this statement’ on the right and ‘I completely disagree with this statement’ on the left. The facilitator then reads the first statement from the list and asks participants to position themselves on the axis according to how much they agree with the statement. The facilitator asks 3-4 people (e.g., those standing at the opposite ends of the axis) to justify their opinion. There is no room for discussion at this point; the participants are not trying to convince each other, but only to give reasons for their opinion. The aim is to provide a space for hearing different experiences and perspectives. The sequence is repeated several times: statement – positioning of participants on the axis – opinions by 3-4 people.

Suggested statements (you can use your own)

- 1. My boss constantly interrupts when a woman speaks at a meeting, including me.*
- 2. When I ask a colleague for information, they usually respond with 'haven't you read the emails' instead of simply answering my question.*
- 3. When I have a meeting with my boss, he answers his phone instead of switching the call or ignoring it.*
- 4. At work, my male colleagues use diminutive forms of names when addressing women, including me.*
- 5. We have one person at work who is the butt of most of our jokes.*
- 6. During meetings at work, it is usually a woman who is asked to take notes.*
- 7. The results of our team's/organization's work are most often presented by men.*

After gathering opinions on all the statements, the facilitator asks everyone to sit in a circle. This is the time for discussion.

Reflection:

Questions to help organize the discussion:

- 1. What did you experience during the exercise?*
- 2. What did you notice during the exercise?*
- 3. To what extent were you surprised by the positions taken by other people?*
- 4. Is it easy to take a position that differs significantly from that of the rest of the group?*

Generalization

The facilitator presents the theory of micro-inequality.

Show how micro-inequalities affect work and how strongly they contribute to social exclusion. Show the link between micro-inequalities and discrimination. Discuss why it is so difficult to respond to micro-inequalities (we often hear accusations that we are making a mountain out of a molehill or that we don't know how to take a joke).

	<u>Application</u> End the exercise with a forum discussion on: <i>how to behave when someone uses micro-inequalities towards us or when we see them being used towards someone else.</i> Examples of the responses developed can be written down on a flipchart.
Tips, recommendations for the trainer	• Be attentive; these statements may strongly relate to someone's situation. • Ensure that no one is judging others. • Remind everyone that changing perspectives broadens understanding of the causes of a given mechanism and allows for a better response to a given situation.
Sources	Mary Rowe, Micro-affirmations and Micro-inequities, "Journal of the International Ombudsman Association" Vol 1, Nr 1, 2008, https://mitsloan.mit.edu/shared/ods/documents?PublicationDocumentID=5404 [access: 01.07.2025]. Gender Microinequities https://mitsloan.mit.edu/shared/ods/documents?DocumentID=4275 [access: 01.07.2025].

Activity 2

Activity title		“Ring”
Approximate length		60 – 90 minutes
Group size		recommended for groups of 12–24 learners
Equipment, materials & space needed		• Flipcharts or large paper sheets • Colored Markers • Post-it • Space for pairs work
Objectives		• Reflecting on your reaction to change • Learning about different reactions to change • Acquiring the ability to guide people through the various stages of experiencing change
Detailed description incl. debriefing and evaluation		<u>Experience</u> The facilitator asks participants to exchange one personal item with each other for a while: a ring, watch, bracelet, or an item of clothing (something that needs to be worn, not something that can be put down, such as a pen). If participants receive something similar to what they gave away, e.g., a ring, encourage them to put the new ring on a different finger than the one they usually wear their ring on. You can end the instructions here or add that the items will be returned to the participants after about 20 minutes. The facilitator continues the training for about 15-20 minutes according to their script, without referring to the items mentioned. <u>Reflection</u> After about 15-20 minutes, the facilitator returns to the topic of exchanging items. The facilitator writes down the participants' reflections on a flipchart, and if possible, immediately organizing them on a timeline – trying to take into account the changes that have taken place over the 20 minutes. Questions to help guide the discussion: a. <i>What emotions did you feel when you heard the instruction?</i>

	b. <i>Did the information that the exchange would take about 20 minutes have any effect on your feelings?</i> c. <i>How did you feel when you put on the new item?</i> d. <i>How did you feel about having to give one of your items to someone else?</i> e. <i>How did your emotions and feelings change over the course of those 20 minutes?</i> f. <i>How do you feel now that you have to give back the item you received and know that you will get your own item back in a moment?</i> <u>Generalization</u> This short activity illustrates how people usually react to change. The facilitator draws a graph of the psychological reaction to change and discusses the different phases. Implementing gender equality policy involves change at many levels, and as with other types of change, there will initially be denial and resistance. These reactions can affect anyone who is affected by the change, e.g., colleagues, community members, management, local authorities. <u>Application</u> Working in pairs Summary question from the facilitator: Option 1: Have you already taken any action to promote gender equality, and if so, what reactions did you encounter and how did you deal with them? Do you think you could have done anything differently? Option 2: Think about your experience in this exercise, but also about other situations in your life where you have experienced major changes. What helped you get through the process at the time? What can we do in our actions to help people go through the change we are proposing to them? Participants write down their ideas on sticky notes and, after finishing their work in pairs, stick them on a flipchart. The facilitator leads a group discussion.
Tips, recommendations for the trainer	• Create a calm, supportive atmosphere — this exercise is both strategic and personal.

Sources	https://www.quirksolutions.co.uk/blogs/the-psychology-of-change-understanding-how-individuals-cope-with-change/
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PSYCHO-EDUCATION FOR MEN

in higher positions regarding women's leadership challenges

This module helps men in leadership positions understand women's experiences in leadership, identify and deconstruct gender bias, and develop inclusive practices. It emphasizes allyship, responsibility, and proactive engagement in building gender equity.

The module is structured into three chapters:

CHAPTER 1: Exploring Women's Experiences in Leadership

- Part 1: Psychological and social barriers faced by women in power positions
- Part 2: The emotional and professional toll of gender bias and exclusion
- Part 3: The role of male leadership in perpetuating or challenging these dynamics

CHAPTER 2: Understanding and Deconstructing Gender Bias in Leadership

- Part 1: How leadership bias forms and operates at senior levels
- Part 2: Psycho-educational tools to raise awareness and shift perceptions
- Part 3: Designing meaningful training and dialogue with male leaders

CHAPTER 3: Building Inclusive Leadership Practices

- Part 1: Fostering empathy and understanding through active listening and storytelling
- Part 2: Supporting systemic change through inclusive policies and practices
- Part 3: Becoming a role model and ally for gender equity in leadership

Outcome matrix

KNOWLEDGE	SKILLS	COMPETENCES
1. Understand psychological and social barriers faced by women.	1. Communicate effectively about gender bias and its impact.	1. Demonstrate commitment to reducing bias at senior levels.
2. Learn how leadership bias forms and perpetuates inequality.	2. Facilitate awareness programs for men in leadership.	2. Show empathy and understanding of women's experiences.
3. Understand psycho-educational methods to promote equity.	3. Implement supportive measures for inclusion.	3. Initiate structural and policy-based changes.

Activities

Activity 1	
Activity title	Privilege Walk – Leadership Version
Approximate length	60 minutes
Group size	10 - 25 participants
Equipment, materials & space needed	Large open space, list of privilege statements
Objectives	Increase awareness of systemic advantages and barriers. Help male leaders recognize how privilege shapes leadership opportunities. Foster empathy through shared reflection.
Detailed description incl. debriefing and evaluation	Description: Participants line up side by side. Trainer reads privilege statements (e.g., <i>“I have never been mistaken for administrative staff because of my gender”</i> or <i>“I see leaders in my organization who look like me”</i>). Participants step forward or backward depending on whether the statement applies. At the end, participants reflect on the differences in their positions. Debrief questions: • How did it feel to step forward or stay behind? • What patterns did you notice in the group?

	• How do these invisible advantages or disadvantages show up in your workplace? • As leaders, how can you address these imbalances?
Tips, recommendations for the trainer	Debriefing is essential. Remind participants the aim is reflection, not guilt.
Sources	McIntosh, P. (1988). <i>White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies</i>. Wellesley College Center for Research on Women. Johnson, A. G. (2018). <i>Privilege, power, and difference</i> (3rd ed.). McGraw-Hill.

Activity 2

Activity title		Allyship in Action Case Study
Approximate length		45 minutes
Group size		6 - 15 participants
Equipment, materials & space needed		Case study handouts
Objectives		Practice responding to real-life workplace scenarios involving bias. Strengthen leaders' ability to act as allies in the moment. Explore strategies for systemic and cultural change.
Detailed description incl. debriefing and evaluation		Description: • Provide groups with short case studies (e.g., a woman's idea being ignored until repeated by a man; a promotion panel discussing a woman as "too aggressive"). • Groups analyze: What happened? What dynamics are at play? • Each group proposes an allyship response at two levels: <i>immediate action</i> (in the moment) and <i>systemic action</i> (long-term). • Groups present their responses, followed by plenary discussion. Debrief questions: • What responses felt realistic and impactful? • What barriers might prevent leaders from acting as allies?

	How can leaders hold themselves accountable to follow through?
Tips, recommendations for the trainer	Use a mix of subtle and obvious examples to show how bias can appear in many forms.
Sources	Smith, D. G., & Johnson, W. B. (2020). <i>Good guys: How men can be better allies for women in the workplace</i>. Harvard Business Review Press. Catalyst. (2020). <i>Engaging men in gender initiatives: What change agents need to know</i>. Catalyst.