# Habitat Young Leaders Build
## Leadership Academy Toolkit

Center for Creative Leadership

Habitat for Humanity®

# Center for Creative Leadership®

## About the Center for Creative Leadership

The Center for Creative Leadership (CCL®) is a top-ranked, global provider of leadership development. By leveraging the power of leadership to drive results that matter most to clients, CCL transforms individual leaders, teams, organizations and society. Our array of cutting-edge solutions is steeped in extensive research and experience gained from working with hundreds of thousands of leaders at all levels. Ranked among the world's Top 5 providers of executive education by *Financial Times* and in the Top 10 by *Bloomberg BusinessWeek*, CCL has offices in Greensboro, NC; Colorado Springs, CO; San Diego, CA; Brussels, Belgium; Moscow, Russia; Addis Ababa, Ethiopia; Johannesburg, South Africa; Singapore; Gurgaon, India; and Shanghai, China.

**RANKED TOP 5**
**2017**
**FINANCIAL TIMES**
**WORLDWIDE**
**EXECUTIVE EDUCATION**

# WE ARE
# ALL LEADERS.

We can change the world.

We believe that developing leadership and human capacity can enhance the human condition. Through our societal advancement efforts, CCL works directly with youth, women, and under-served populations, and builds the capacity of organizations that serve these groups. We partner with other institutions to co-create knowledge and solutions that use the lever of leadership to create a better world.

The great challenges of our world relate to the ability of people to work together to transcend their differences and transform their environments. We launched Leadership Beyond Boundaries (LBB) in 2006 with the belief that making leadership development more available and accessible to all is fundamental to creating a more peaceful and prosperous world.

The LBB initiative, which now spans some 30 countries, is a growing movement to develop leaders at all levels – from street children to senior government leaders. Drawing on nearly 5 decades of leadership expertise and resources, we partner with schools, universities, NGOs and training organizations to develop human capacity at scale. Together we're tackling issues related to education transformation, social conflict, women's empowerment, HIV/AIDS, economic development, workforce readiness, social innovation and entrepreneurship. We seek collaborators who believe in the potential of all people to create positive change in their lives and the world at large.

## Collaborate with Us

CCL's Leadership Beyond Boundaries team is always seeking partners for our work and we welcome collaborators from around the world who are working towards a wide range of solutions. To learn more about any of our current projects or programs, please go to **www.leadbeyond.org**. To talk with us further about how we might work with your organization or group, please contact LBB staff at **LBBinfo@ccl.org**. LBB teams are located in Greensboro, NC, Brussels, Belgium, and Addis Ababa, Ethiopia.

# YOUNG LEADERS BUILD
## play  lead  share

**Habitat for Humanity Young Leaders Build** brings together youth from across the Asia-Pacific region to support people and families in need of decent housing and the vision of a world where everyone has a decent place to live. Every young person volunteering, fundraising, raising awareness and adding their voices in support of affordable housing, can help families achieve the strength, stability and self-reliance they need to build better lives for themselves.

## Why?

In Asia, over 570 million people lack adequate homes. The need is great, but the billion-strong youth population in the region presents a chance to engage young people to be part of the solution. Since it started in 2012, HYLB has become Habitat's largest youth movement, with young people taking on more leadership roles.

## How?

Everyone can make a difference by playing a part, taking the lead and sharing the message with friends and family.

- Be a volunteer and build
- Contribute your time and effort to organize an activity or event
- Donate and fundraise to build homes and communities
- Travel overseas and become a Global Village volunteer
- Advocate for safe and decent housing
- Join the conversation! Be part the HabitatYLB Facebook group
- Follow @HabitatYLB on Instagram and Twitter
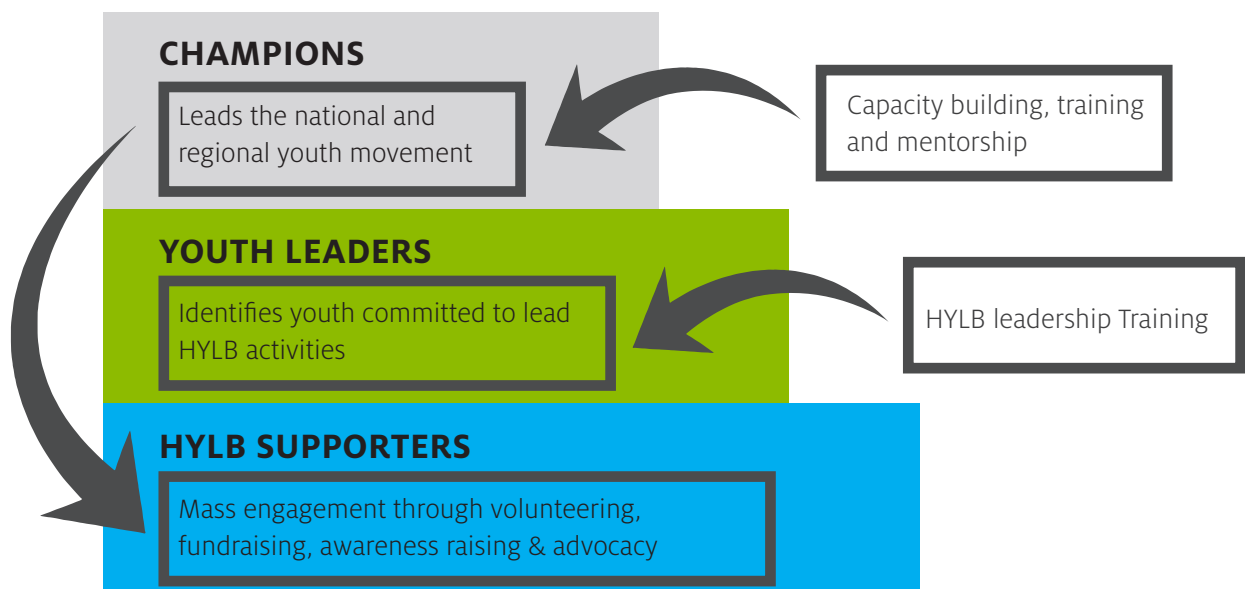- Use #HabitatYLB when sharing your volunteer photos, videos and updates.

# Habitat Young Leaders Build Youth Engagement Plan

Habitat for Humanity in Asia-Pacific has created a solid youth engagement program that tapped the youth as a critical partner in creating sustainable community transformation. Since the campaign started in 2012, HYLB has mobilized over 8 million volunteers and participants, raised US$5.2 million, created 300 million opportunities to see, and served 25,635 families across 17 countries in the region.

Through the campaign, the youth had been engaged in advocacy activities that reached 43,171 people through different youth-driven advocacy projects.

HYLB aims to sustainably engage the youth deeper, integrating them into the long-term work of Habitat for Humanity and identifying committed young leaders who take strategic initiatives together to build homes and communities. HYLB will nurture these young leaders by providing them with leadership skills, training, and capacity development through identified ladders of engagement:

**CHAMPIONS**

Leads the national and regional youth movement

Capacity building, training and mentorship

**YOUTH LEADERS**

Identifies youth committed to lead HYLB activities

HYLB leadership Training

**HYLB SUPPORTERS**

Mass engagement through volunteering, fundraising, awareness raising & advocacy

# Table of Contents
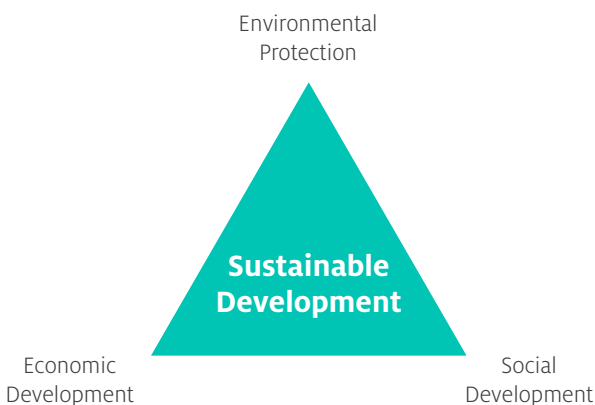
# Agenda

| Day 1 | Day2 |
|---|---|
| • Welcome / Opening<br><br>• Context Matters<br><br>• Sustainable Communities I<br><br>• Leadership 101<br><br>• Social Identity<br><br>• Mental Models and Mindset | • Communication and Feedback<br><br>• Values and Actions<br><br>• Working in Teams<br><br>• Change Happens<br><br>• Sustainable Communities II<br><br>• Final Reflection<br><br>• Graduation |

# Context Matters

- What is sustainable development?
- What are the U.N. Global Goals?
- What role can I play in Habitat's mission to support sustainable cities and communities?

## SUSTAINABLE DEVELOPMENT GOALS



| | |
|---|---|
| 1 NO POVERTY | 2 ZERO HUNGER |
| 3 GOOD HEALTH AND WELL-BEING | 4 QUALITY EDUCATION |
| 5 GENDER EQUALITY | 11 SUSTAINABLE CITIES AND COMMUNITIES |
| 6 CLEAN WATER AND SANITATION | 7 AFFORDABLE AND CLEAN ENERGY |
| 8 DECENT WORK AND ECONOMIC GROWTH | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE |
| 10 REDUCED INEQUALITIES | 11 |
| 12 RESPONSIBLE CONSUMPTION AND PRODUCTION | 13 CLIMATE ACTION |
| 14 LIFE BELOW WATER | 15 LIFE ON LAND |
| 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS |

Environmental Protection

**Sustainable Development**

Economic Development

Social Development

> " Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."
>
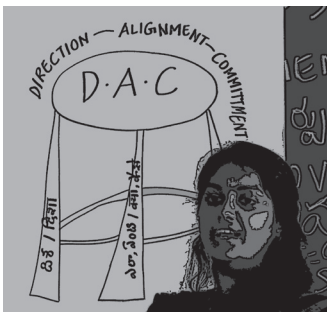> — *World Commission on Environment and Development, 1987*

## What are the top three goals you want to support or learn more about?

1. _____

2. _____

3. _____

# Leadership 101

- How do I define leadership?
- What is effective leadership?
- How can I apply a framework of effective leadership in my life?

## Respond

Who is a leader in your life? What leadership qualities or skills do they demonstrate?

_____

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## Journal

Your thinking: Why did you choose this image?

_____

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# Direction—Alignment—Commitment (DAC)

**D** Direction

Agreement on overall goals, aims and mission

**A** Alignment

Organization and coordination of knowledge and work

**C** Commitment

Willingness to subsume individual interests / benefits within collective interests / benefits

Leadership

Commitment

Direction

Alignment

# Evidence of DAC

|  | Happening | Not Happening |
|---|---|---|
| **Direction** | • There is a vision, a desired future, or a set of goals that everyone buys into.<br>• Members of the collective easily articulate how what they are trying to achieve together is worthwhile.<br>• People agree on what collective success looks like. | • There is lack of agreement on priorities.<br>• People feel as if they are being pulled in different directions.<br>• There's inertia.<br>• People seem to be running in circles. |
| **Alignment** | • Everyone is clear about each other's roles and responsibilities.<br>• The work of each individual/group fits well with the work of other individuals/groups.<br>• There's a sense of organization, coordination, and synchronization. | • Things are in disarray: deadlines are missed, rework is required, there's duplication of effort.<br>• People feel isolated from one another.<br>• Groups compete with one another. |
| **Commitment** | • People give the extra effort needed for the group to succeed.<br>• There's a sense of trust and mutual responsibility for the work.<br>• People express considerable passion and motivation for the work. | • Only the easy things get done.<br>• Everyone is just asking "What's in it for me?"<br>• People are not "walking the talk." |

## Notes

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# Social Identity

- What is Social Identity?
- How does understanding social identity affect leadership?

## Identity Explorer

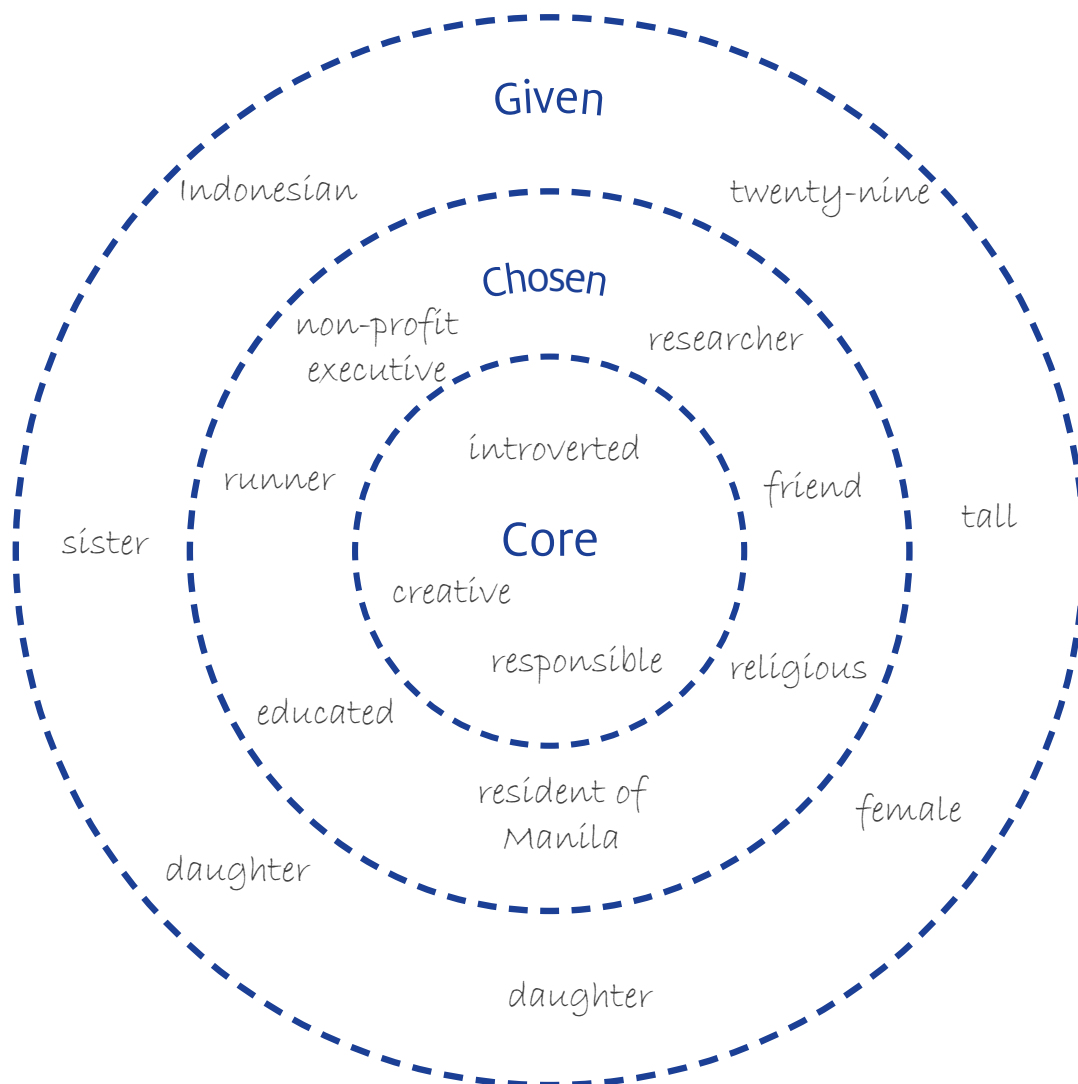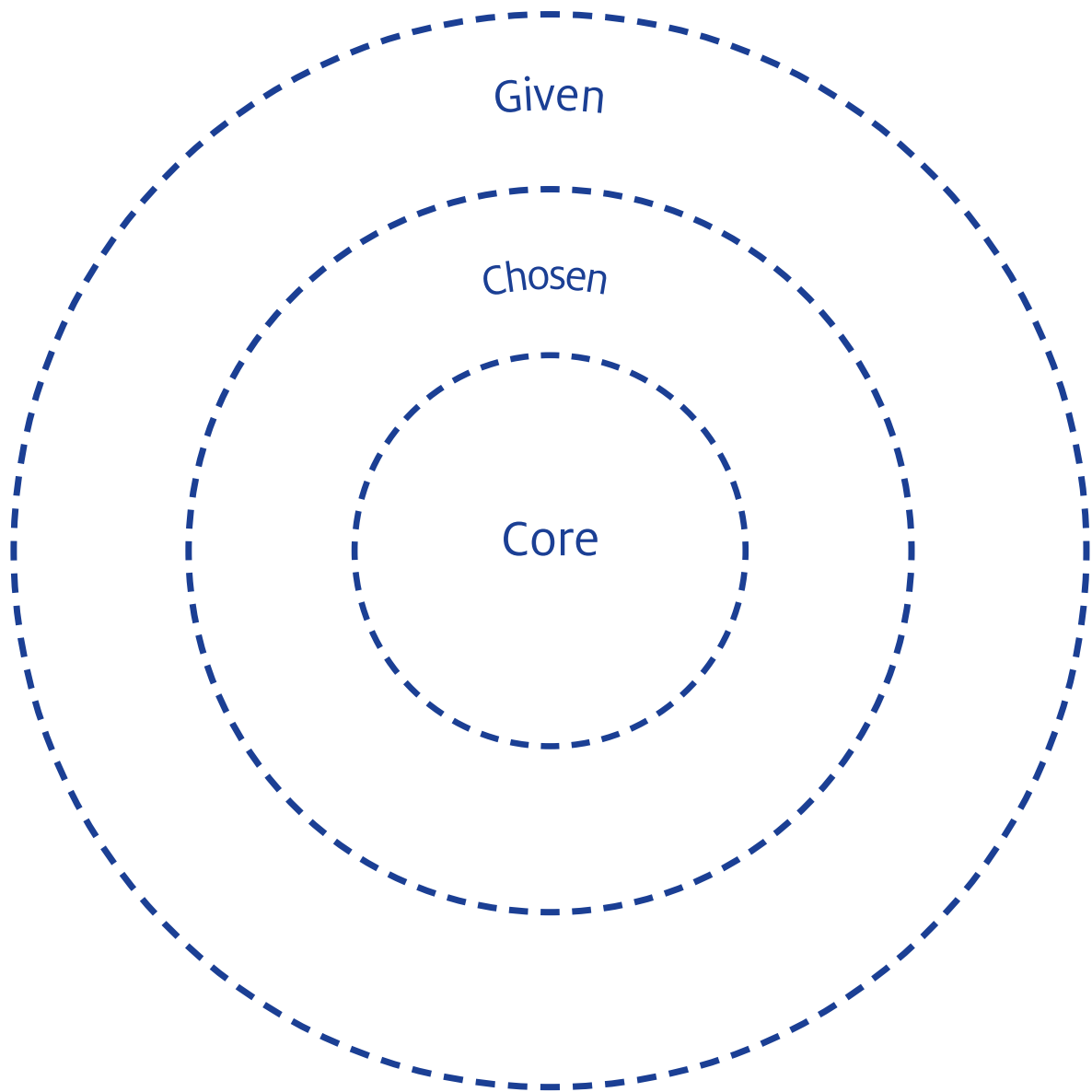| | | |
|---|---|---|
| **Where you were born** | **Your physical characteristics**<br><br>*(For example: height, hair color/type, disabilities, weight, etc.)* | **Your family role**<br><br>*(For example: mother, son, daughter, sister, etc.)* |
| **Your religious or spiritual affiliation** | **Your health status or history**<br><br>*(For example: cancer survivor, living with HIV, etc.)* | **Your major or career interests**<br><br>*(For example: engineering, social work, etc.)* |
| **Your hobbies**<br><br>*(For example: travel, sports, artistic pursuits, etc.)* | **Your current employment status**<br><br>*(For example: full-time, part-time, unemployed, retired, etc.)* | **Your age or the generation you belong to** |
| **Your political affiliation** | **Your ethnicity or race** | **Your socioeconomic status or class** |
| **Your educational experience**<br><br>*(For example: schools you attended, the type of education you received, etc.)* | **Your gender** | **Your professional certifications**<br><br>*(For example: life guard, scout, CPR, etc.)* |
| **Your beliefs about social issues** | **Your participation in sports** | **Your role in the community**<br><br>*(For example: volunteer, holding public office, activist, etc.)* |
| **Your family, ancestry or tribe** | **Your place of residence**<br><br>*(For example: city, region, country, etc.)* | **Specific life experiences**<br><br>*(For example: surviving a natural disaster, being a caregiver for someone who was dying, winning the lottery, etc.)* |
| **Your vocation**<br><br>*(For example: an inner urge to pursue an activity or perform a service that might not necessarily be connected to your work or source of income. A calling or a mission, etc.)* | **Your national culture** | **Your participation in clubs or organizations** |

# Social Identity Mapping Exercise

Use this example to guide you as you complete your social identity map on the next page.

## Instructions

1. In the outer ring, write words that describe your given identity: the attributes or conditions that you had no choice about from birth or latter. You may want to include your nationality, age, gender, physical characteristics, certain family roles, possibly religion. Examples include: female, only child, forty-eight, tall, blind, African American, cancer patient, widow.

2. In the next ring, list aspects of your chosen identity. Consider including your occupation, hobbies, political affiliation, where you live, certain family roles, possibly religion. Examples are: cyclist, mother, engineer, expatriate, college graduate, wife, leader, New Yorker, Buddhist.

3. In the center, write your core attributes – traits, behaviors, beliefs, values, and skills that form your essence. Select things that are relatively enduring about you or that are key to who you are today. For example, you may see yourself as funny, artistic, kind, conservative, attentive, creative, impatient, musical, family focused, assertive.

### Given

Indonesian · twenty-nine

### Chosen

non-profit executive · researcher

runner · friend · tall

sister

### Core

introverted

creative

responsible · religious

educated

resident of Manila · female

daughter

daughter

Given

Chosen

Core

## After you complete your map...

| | |
|---|---|
| _abc_ | Underline the items that are important to you personally. These are likely to be the terms you would use to describe yourself. |
| **+** | Put a plus sign beside the items that you believe contribute to your ability to lead effectively in your organization. |
| **—** | Put a minus sign beside the items that you believe detract from your ability to lead effectively in your organization. |
| **?** | Put a question mark beside the items that may vary in how they affect your leadership ability, depending on context. |
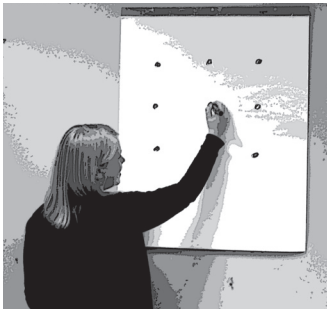
# Mental Models

- What are mental models?
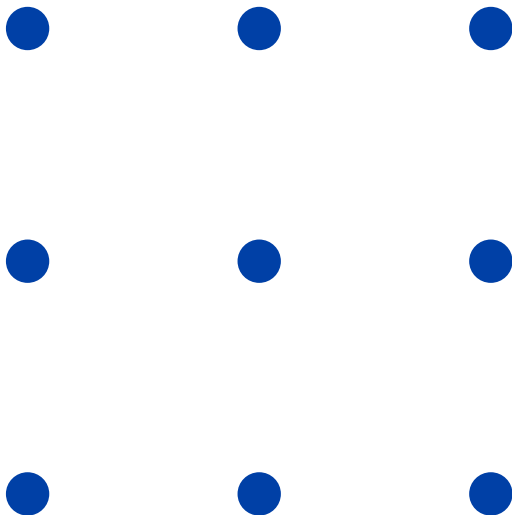- How do mental models help or hinder us?

## Define

- Frameworks we use to make sense of our experiences.
- Not simply "good" or "bad".
- A lens or filter, a shortcut for our brain based on previous experience and knowledge.

## Nine Dots

**Directions:** Connect the 9 dots with 4 straight lines without lifting the pen from the paper or going back on yourself.



Created by Nigel Holmes, from *Mindset: the New Psychology of Success* by Carol S. Dweck. Used with permission.

## Blessings and Curses

… deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action

… mental structures that represent organized knowledge about a given concept

… rules and categories that order raw experience into coherent meaning

… automatic thinking

### Self-fulfilling Prophecy: An Effect of Mental Models

Assumptions we hold about others influence our actions toward them.

## Reflect

How can you train yourself to see OTHER or ALTERNATIVE solutions?
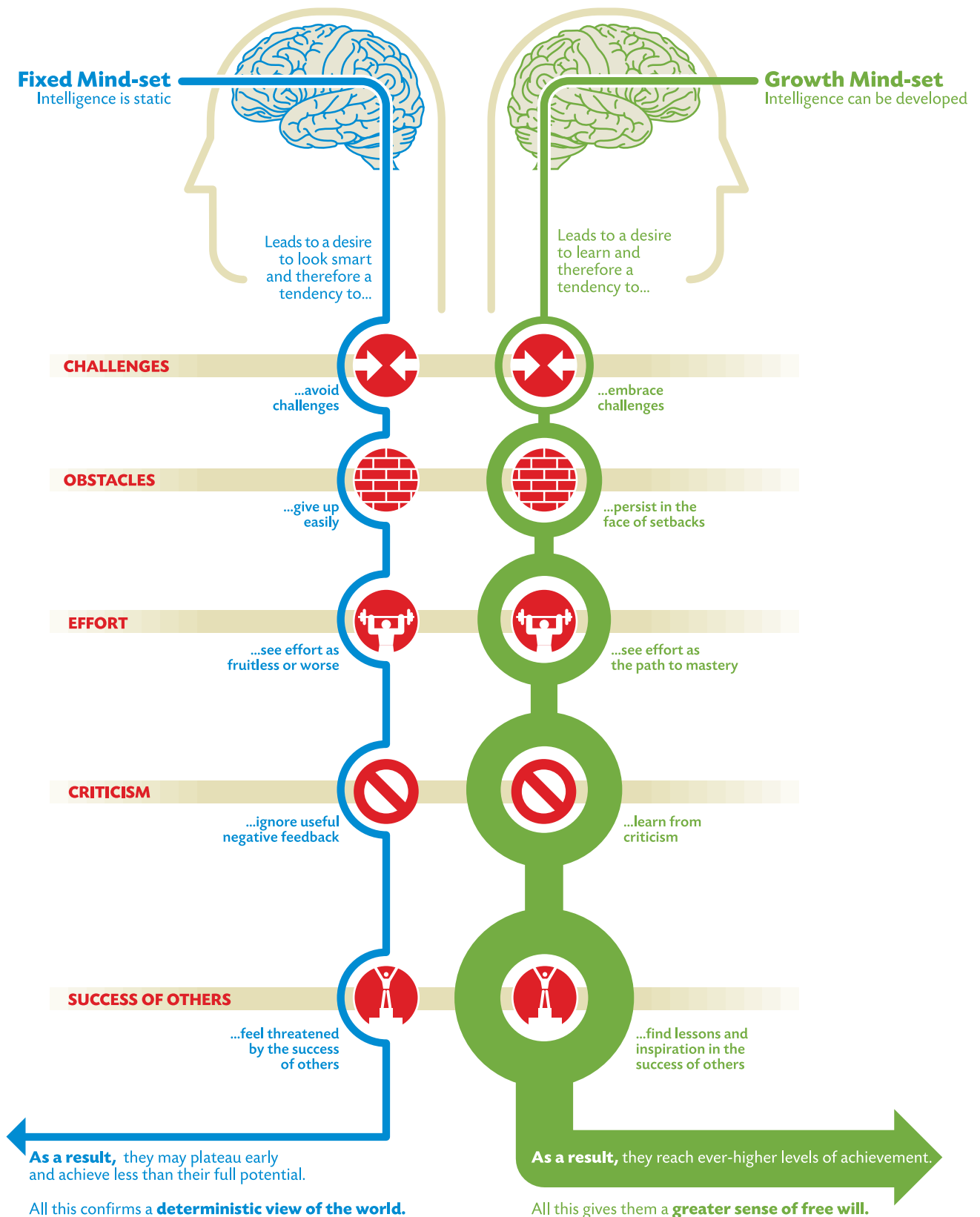
_____

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> "Watch your thoughts; they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; it becomes your destiny."
>
> — *Frank Outlaw*

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization.*(1st ed.). New York, NY: Doubleday.

# Fixed and Growth Mindset

**Fixed Mind-set**
Intelligence is static

**Growth Mind-set**
Intelligence can be developed

Leads to a desire to look smart and therefore a tendency to...

Leads to a desire to learn and therefore a tendency to...

**CHALLENGES**

...avoid challenges

...embrace challenges

**OBSTACLES**

...give up easily

...persist in the face of setbacks

**EFFORT**

...see effort as fruitless or worse

...see effort as the path to mastery

**CRITICISM**

...ignore useful negative feedback

...learn from criticism

**SUCCESS OF OTHERS**

...feel threatened by the success of others

...find lessons and inspiration in the success of others

**As a result,** they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

**As a result,** they reach ever-higher levels of achievement.

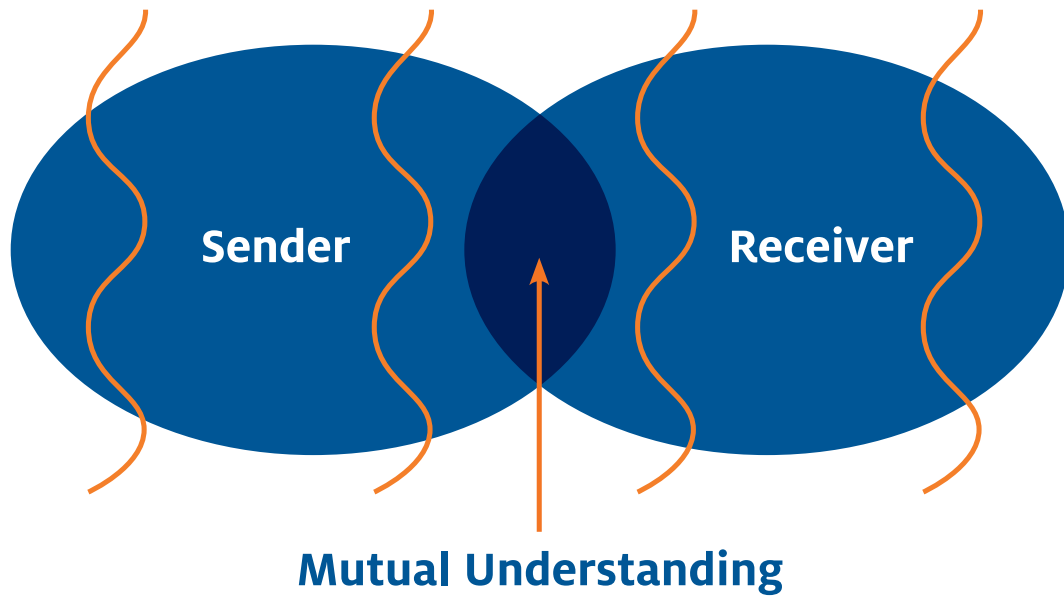All this gives them a **greater sense of free will.**

GRAPHIC BY NIGEL HOLMES

# Communication & Feedback

- What are some barriers to effective communication and how can we overcome them?
- How can I give feedback for both reinforcement and improvement?

## Communication Model

**Sender**

**Receiver**

**Mutual Understanding**

Communication is the creation of mutual understanding

### Notes

# How to Give Feedback: S-B-I

Feedback is information you give or receive in response to a behavior or lack of behavior. Giving and receiving feedback are among the most important skills for a leader or coach to master. The **Situation-Behavior-Impact (SBI) model** is one way to promote the learning and development in both the giver and the receiver.

| | | |
|---|---|---|
| **Situation** | Specific time and place | Feedback should be grounded in time and place, the more recent the better. Avoid generalizations like, "This always happens." |
| **Behavior** | Observable actions | This refers to the specific, observable behavior that occurred. It is not an interpretation of behavior. Think of it like a photo or a video of the action. |
| **Impact** | Feelings, thoughts, or consequences | Explain the impact the behavior had on you, how it made you feel. This focus takes away "blame" and enables the other person to understand how their actions affected you. |

## When Giving Feedback

- Be as specific as possible
- Focus on the changeable
- Speak for yourself
- Speak directly to the person; look at them
- Provide balanced feedback
- Be honest; be kind
- Avoid prescriptions and "should's" or "must's"
- Practice Situation-Behavior-Impact (SBI)

## When Receiving Feedback

- Listen and look at the person who is giving feedback
- Treat feedback as a gift
- It's okay to ask questions for clarification
- Understanding does not equal agreement; people are sharing their perceptions
- Be alert for themes and patterns
- Do not defend, justify, or explain away
- Say thank you
- Give yourself time to reflect and process

## Impact Words

+

### Positive Impact Words

| | | | | |
|---|---|---|---|---|
| Appreciated | Delighted | Happy | Liked | Rewarded |
| Calm | Eager | Honored | Pleased | Satisfied |
| Capable | Engaged | Important | Proud | Welcome |
| Challenged | Energetic | Impressed | Refreshed | |
| Comforted | Excited | Inspired | Relaxed | |
| Confident | Glad | Joyful | Relieved | |

—

### Negative Impact Words

| | | | | |
|---|---|---|---|---|
| Angry | Fearful | Nervous | Startled | Worried |
| Anxious | Frantic | Overwhelmed | Stressed | |
| Bored | Frustrated | Pressured | Threatened | |
| Confused | Irritated | Rejected | Uneasy | |
| Diminished | Judged | Sad | Uncertain | |

# SBI Observation Form

(This form is for your use only - you will not turn it in.

| Observations: | #1 | #2 | #3 |
|---|---|---|---|
| **Situation**<br>Anchor time or place | | | |
| **Behavior**<br>Observable action | | | |
| **Impact**<br>What I felt and/or thought | | | |
| My observed impact on others, the task, the work environment | | | |
| **Reflection**<br>Why did I pay attention to this? What does it tell me about me? | | | |

# Values & Actions

- What are my values?
- Where do my values come from?
- What is the connection between values, actions, and effective leadership?

## Respond

Top 10 Ways You Spend Your Time During the Week

**1** _____

**2** _____

**3** _____

**4** _____

**5** _____

**6** _____

**7** _____

**8** _____

**9** _____

**10** _____

## Respond

Top 5 Values

**1** _____

**2** _____

**3** _____

**4** _____

**5** _____

## Reflect

In what ways do your values drive your behavior and how do you spend your time?

_____

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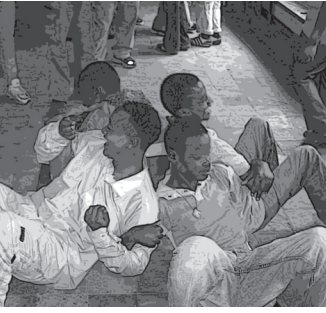
# Working in Teams

- How does D-A-C apply to working in teams?
- How can I be more effective as a team member or leader?
- What are some strategies for coping with challenges that face a team?

## Respond

**1** Identify a team experience you had that worked well:

_____

_____

What worked for your successful team?

_____

_____

**2** Identify a team experience you had that wasn't successful:

_____

_____

What made it a difficult team?

_____

_____

**3** How did DAC exist in each team?

_____

_____

_____

**4** How did Feedback exist in each team?

_____

_____

_____

**5** How did Mental Models and Mindset influence each team?

_____

_____

_____

# Change Happens

- How can I prepare myself to manage change in my life?
- How do fixed and growth mindsets influence learning?

## Journal

Write about a change you have faced and the impact it had on your life. How did you handle it? How did your mindset influence the situation?

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# Learning Curve
## Development is Dynamic

### Blind Spots

- Strengths may become weaknesses.
- Flaws may suddenly matter.
- Current strengths may be less important in the future.
- New skills may be required.

### Anatomy of a Learning Experience



### Avoiding a Learning Experience

# Sustainable Communities

- What is a sustainable community?
- What is my long-term vision for my community?
- How can I use leadership theories and characteristics to create an action plan to strengthen and sustain my community?

Identify a specific community, either where you live currently or where you are from:

_____

## Identifying Community Attributes

Think about all of the assets in your community that contribute to the well-being of people in your community. Write down as many as you can think of in the box below:

*Examples: clean water, access to Internet, reliable transportation, teachers & educators*
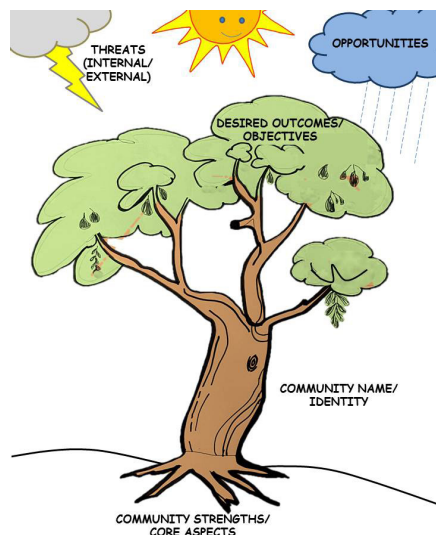
## Identifying Challenges

What are the challenges facing your community? List as many as you can think of in this box:

*Examples: low-literacy rate, aging population, crumbling buildings*

# Sustainable Communities
## Action Planning

### Community Vision Tree
*Describing a Sustainable Community*



### Solution Prioritization Matrix

The change I want to make in my community (my objective)::

_____

---

**Activity 1**

Identify as many ideas as you can to achieve the objective you've identified. Write them down in the space below:

## Activity 2

Using the priority matrix, map out the most effective and very easy to implement ideas to implement.

Problem or community issue:

_____

**Very effective**

|  |  |
|---|---|
|  |  |
|  |  |

**Less effective**

**Very easy**                    **Very difficult**

## Activity 3

Select the idea you would like to implement. Next, we will create an action plan.

### Creating a Community Action Plan

Consider the following questions when thinking about your community action plan.

- What are the desired outcomes? (The change you want to see?)
- How long will the idea take to complete?
- Who needs to be involved in the community?
- Where will the planned action happen?
- What resources do you need? (funding, materials, people)
- Will this idea build sustainability and adaptive capacity (UN Sustainable Development Goals)?
- Can you measure the impact of your idea?

# Your Sustainable Community
## Action Plan

### Reflection

**1** What parts of your Action Plan can be classified as Direction, Alignment or Commitment?

_____

_____

_____

**2** What leadership skills will you need to implement your plan? Identify your strengths and areas you'd like to develop.

_____

_____

_____

**3** What specific challenges do you anticipate facing as you implement this plan? Be sure to consider communication, Mental Models in the community, values.

_____

_____

_____

**4** What help will you need to overcome those challenges? Try to identify specific resources.

_____

_____

_____

**5** In what ways does your plan support the SDGs? Specifically, which ones and how?

_____

_____

_____

# Notes

## Center for Creative Leadership ™ ®

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