



Leadership 2023: A New Generation

Toolbox

Erasmus+ training course in Estonia and Georgia



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1. Introduction

Welcome to the Leadership 2023: A New Generation toolkit, a compact resource developed under the Erasmus Plus project (2022-3-EE01-KA153-YOU-000100035). This toolkit is tailored to support educators, youth leaders, and professionals in nurturing the leadership potential of young individuals across Europe. Grounded in the project's mission to promote social inclusion, active citizenship, and youth empowerment, this toolkit offers a curated collection of project background, excerpts of theory and practical tools. Drawing upon the expertise of professionals and stakeholders involved in the project, it aims to equip users with the knowledge and skills necessary to cultivate effective youth leadership in diverse settings. Whether facilitating workshops, leading youth programs, or engaging in community initiatives, this toolkit serves as a valuable resource for empowering the next generation of leaders to create positive change and shape a better future for themselves and their communities.



1.1. Context

In an era characterized by rapid change and technological advancement, investing in youth leadership development is not just an option but a necessity. The world we inhabit is dynamic, presenting constant challenges and opportunities that demand innovative solutions and adaptive leadership. Empowering youth with leadership skills is crucial for several reasons.

Firstly, young people possess a natural energy and creativity that can drive positive change in their societies. Their fresh perspectives, coupled with an irreverence for the status quo, offer new approaches to age-old problems. By investing in youth leadership, we tap into this wellspring of innovation, fostering a culture of experimentation and risk-taking that is essential for progress.

Secondly, as digital natives, youth are uniquely positioned to navigate and leverage technology to address societal challenges. In an increasingly digitized world, their fluency with digital tools is indispensable for driving social, economic, and political transformation.

Moreover, empowering youth with leadership skills instills in them a sense of agency and self-assurance, enabling them to become active participants in shaping their communities and societies. By providing them with the necessary tools and resources, we equip them to become confident and qualified changemakers capable of driving sustainable and inclusive development.

In essence, investing in youth leadership is not only an investment in their future but also in the future of our societies. By nurturing their talents, amplifying their voices, and instilling in them a sense of purpose and responsibility, we pave the way for a more equitable, resilient, and prosperous world. This toolkit is designed to support this endeavor by providing youth with the knowledge, skills, and confidence they need to become effective leaders and positive changemakers in their communities and beyond.

1.2. Toolkit background

The Leadership 2023: A New Generation project stood as a testament to the collaborative efforts between MTÜ EstYES from Estonia and Youth for Society from Georgia. Supported by the European Commission under the Erasmus Plus program, this initiative aimed to cultivate and empower youth leadership, addressing the evolving needs of our global community.

The project unfolded through a series of planned stages, each designed to foster personal growth, cross-cultural understanding, and leadership development among participants.

Training Courses: Comprehensive training courses held in Estonia and Georgia served as focal points for skill development and experiential learning. Participants engaged in dynamic workshops, discussions, and activities aimed at enhancing leadership competencies, promoting entrepreneurship, and fostering inclusion.

Cross-Country Collaboration: The project emphasized international collaboration, bringing together participants from 11 diverse countries including Estonia, Italy, Greece, Turkey, Portugal, Finland, Poland, Armenia, Jordan, Spain, and Georgia. This cross-cultural exchange enriched perspectives, promoted mutual understanding, and inspired innovative approaches to leadership.

The core objectives of Leadership 2023 extended beyond individual skill development. By fostering the quality of youth work, promoting multicultural approaches, and addressing critical post-pandemic challenges, the project aimed to empower participants as agents of positive change within their communities.

Special Thanks: We extend our sincere gratitude to Tartu 2024 and Tech Park Georgia / GITA for their invaluable support in hosting training sessions and providing insights into cultural development and entrepreneurship.

As we celebrate the achievements of Leadership 2023, we look back on the enduring impact of this project in shaping the next generation of leaders poised to make a meaningful difference in society.





1.3 The partners

The partners of the “Leadership 2023: A New generation” are

Estonia	MTÜ NOORTEVAHETUSE ARENGU ÜHING ESTYES
Georgia	Youth for Society
Finland	ALLIANSSIN KEHITTAMISPALVELUT OY
Greece	ELIX – PROGRAMMATA ETHELONTIKIS ERGASIAS
Türkiye	GONULLU HIZMETLER DERNEGI

Jordan	AL-EMAD ALKABEER FOR TRAINING AND DEVELOPMENT CO.
Armenia	ARMENIAN PROGRESSIVE YOUTH NGO
Poland	REGIONALNE CENTRUM WOLONTARIATU
Spain	DE AMICITIA
Italy	Gramigna OdV
Portugal	Solidaried'arte – Associação de Integração pela Arte e Cultura

1.4. Professionals behind the toolkit

Paul Van Casteren



Experienced coach, of over twenty years, having worked with managers and leaders from different industries, cultures and countries as well as working with corporate clients. Paul also has extensive experience of working with the Voluntary and Public Services sector. In the field of management education, he has tutored both full-time and part-time MBA programmes as well as contributing to management development programmes at Cranfield University Business School. He has also directed and tutored on various Insight into Management courses for Newcastle university. Paul is representing our Polish partners.

Tamta Khutsishvili



Founder and Vice president of Youth for Society from Georgia. Has over 10 years of working experience in youth projects and programs both in governmental and non-governmental organizations. She is a certified Youth Worker and professional project manager, holds PMP and ToT certificates and is a freelance trainer of PM and Soft skills. She has cooperated with local/international associations, public body organizations and universities across Europe. Tamta holds a BA degree in Social and Political Sciences and a Master's Degree in Public Administration. For 5 years has been working as an invited lecturer at Ilia State University.

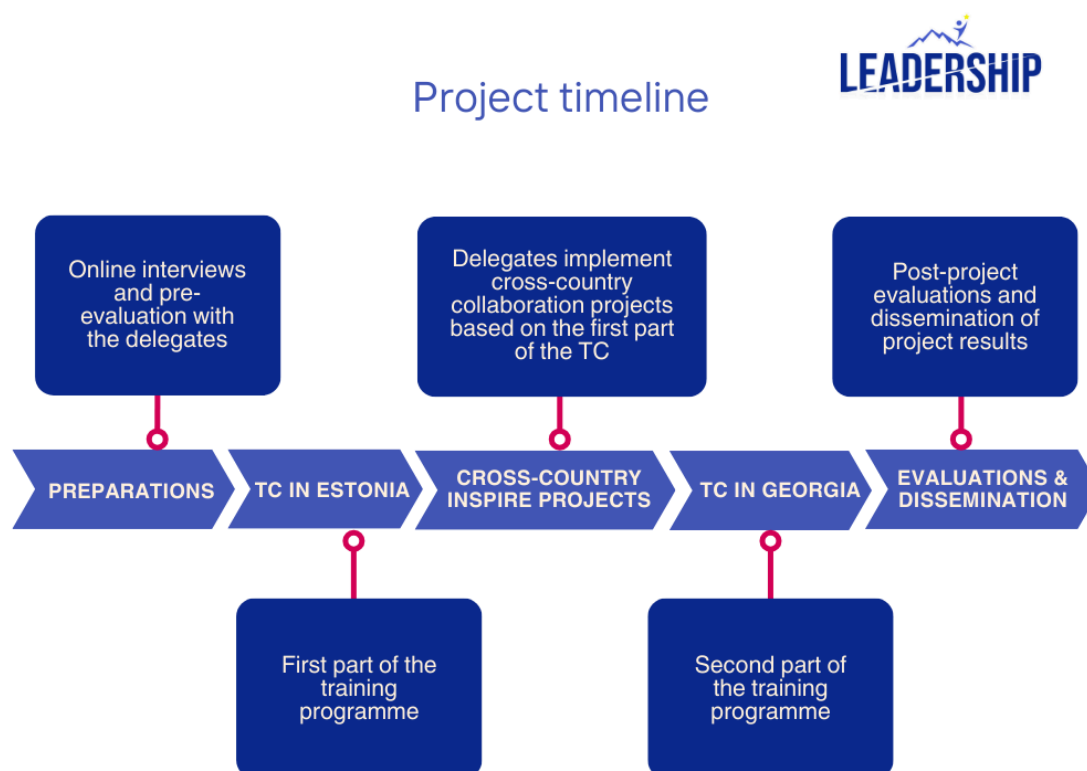
Martha Liise Kapsta



Experienced project manager in the field of international youth work and volunteering representing Estonia. She is a former ESC volunteer in Armenia and has successfully written and managed dozens of local and international projects in the field of culture and youth exchanges with partners across Europe, South-America and Asia. She holds a background and a Master's degree in Cultural Management, supplemented by additional training in trainership and leadership. She is actively involved in activities related to youth work and youth empowerment and she offers project management and facilitation services aimed at fostering community cohesion and driving social change.

1.5. Summary of the activities

The project consisted of five main phases: Preparations, Training Course (TC) in Estonia, Cross-Country Projects, TC in Georgia, and Evaluations and Dissemination. The accompanying visuals provide an overview of the project timeline and the content covered in the two training sessions in Estonia and Georgia. Additionally, the list of cross-country Inspire project outcomes offers a summary of the results achieved by delegates' projects.



Visual 1: Project timeline



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LEADERSHIP 2023, August 2023

Daily program

TIME	MON 21	TUE 22	WED 23	THU 24	FRI 25	SAT 26	SUN 27	
09:00-10:00	Arrivals	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Departures	
10:00-11:30		Official Opening & Introduction	Understanding Me	Study visit Tartu – European Capital of Culture 2024	Leadership	Managing Change		
11:30-12:00		Coffee break	Coffee break		Coffee break	Coffee break		
12:00-13:30		Teambuilding	MBTI		My Leadership Style	Facilitation Skills Workshop		
13:30-15:00		Lunch	13:30-14:40 Lunch		Lunch	Lunch		
15:00-16:30		Understanding Us	Outdoor activity (1 HOUR)		Outdoor Activity	Planning local activities		
16:30-17:00		Coffee break	Coffee break		Coffee break	Coffee break		
17:00-18:00		NGO market	Coaching workshop		Coaching trios	Evaluation Session		
19:00-20:00		21:00 Dinner	Dinner		Dinner in Tartu	Dinner		Dinner
20:00-21:00		Welcoming	Cultural Event		Games & non-formal networking	Free evening		Sauna evening

Visual 2: Overview of the TC in Estonia

Cross-country projects: For cross-country projects, we divided the delegates into groups of 5-6 people, ensuring that each group included representatives from different countries. This setup required delegates to collaborate across countries and time zones, honing their technological skills while effecting change in topics they feel passionate about. As a result of the project, the six groups devised six original and impactful projects:

- “Digital tools for Leadership”. Team: Sonja, Gvantsa, Kaan, Leonidas, Carmen.
Output: blog. Accessible [here](#).
- “Wake up call”. Team: Pihla, Joao, Hammam, Gagik.
Output: video. Accessible [here](#).
- “Can I have your Attention Please?”. Team: Ewelina, Artak, Salla, Nikolai, Fabritzia.
Output: TikTok videos. Accessible [here](#).

- “Leaders go volunteering” Team: Julia, Vasia, Gulsah, Makho.
Output: PDF file about the delegates volunteering experiences.
- “Delete Cyberbullying, Share Positivity”. Team: Laura, Yasin, Marianna, Polina.
Output: Instagram videos.
- “Leadership for everyone”. Team: Asif, Anush, Sandra, Cristina, Guillermo.
Outputs: video, posters and a blog. Accessible [here](#).



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LEADERSHIP 2023, October/Georgia

Daily program

TIME	SUN 8	MON 9	TUE 10	WED 11	THU 12	FRI 13	SAT 14	
09:00-10:00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
10:00-11:30	Arrivals	Opening	Team	Getting to five fast 10:00-11:00	Observation visits to tech Park	Building a Plan & Coaching Trios	Departures	
11:30-12:00		Coffee break	Coffee break		Walk and Talk & Insights	Coffee break		
12:00-13:30		Re-teambuilding	Practice	Groupwork 11:00- 12:30		Myself		
13:30-15:00		Lunch	Lunch	12:30 -14:00 Lunch	Time in Mtatsminda Park	Lunch		
15:00-16:30		Presenting cross- country projects	Practice	Team Exercise Part I		Dissemination of the project results & follow up activities		
16:30-17:00		Coffee break	Coffee break	Coffee break		Coffee break		
17:00-18:00		Evaluation and debriefing 18:00-19:00 MBTI for new delegates	Leadership style	Team Exercise Part II	Time in old Town	Evaluation		
19:00-20:00		Dinner	Dinner	Dinner	Dinner	Gala Dinner		Dinner
20:00-21:00		Welcoming	Games & non-formal networking	Games & non- formal networking	Games & non- formal networking	Games & non- formal networking		Farewell party ☺

Visual 3: Overview of the TC in Georgia



2. Leadership

The purpose of this toolbox is to offer a general overview of the theories and topics explored in the Leadership 2023 project and within the domain of youth leadership. It aims to provide readers with insights into leadership theories and suggest paths for further exploration and investigation. While the training course covered numerous leadership theories, we have selected a couple that we believe establish the baseline to present here. It's important to note that many other theories are readily accessible to the public for deeper study and understanding.

2.1. The Myers-Briggs Type Indicator (MBTI) and Youth Leadership

The Myers-Briggs Type Indicator (MBTI) is a popular personality assessment tool based on Carl Jung's theory of psychological types. It can offer valuable insights into how different personality preferences may influence leadership styles and approaches, including in youth leadership contexts.

The MBTI identifies four dichotomous pairs of personality preferences: Extraversion (E) vs. Introversion (I), Sensing (S) vs. Intuition (N), Thinking (T) vs. Feeling (F), and Judging (J) vs. Perceiving (P). Each individual is classified based on their preferences in each pair, resulting in 16 possible personality types. **Understanding one's own MBTI type and those of others can help youth leaders appreciate and leverage diverse perspectives within their teams.**

Different MBTI types may exhibit unique leadership styles and approaches. For example, Extraverted leaders may excel at energizing and motivating their team members, while Introverted leaders may focus more on thoughtful planning and individualized support. Sensing leaders may be detail-oriented and practical, whereas Intuitive leaders may be innovative and visionary. Thinking leaders may prioritize logical analysis and decision-making, while Feeling leaders may emphasize empathy and harmony. Understanding these preferences can help youth leaders recognize their natural strengths and areas for growth in their leadership roles.

MBTI theory can also shed light on team dynamics and how youth leaders can effectively collaborate with others. For instance, leaders with Judging preferences may prefer structure and organization, while leaders with Perceiving preferences may be more flexible and adaptable. By understanding these differences, youth leaders can create inclusive environments where team members of all personality types feel valued and empowered to contribute.

The MBTI can provide insights into how youth leaders and their team members communicate and resolve conflicts. For example, leaders with Thinking preferences may prefer direct and objective communication, while leaders with Feeling preferences may prioritize empathy and understanding. By recognizing and respecting these differences, youth leaders can navigate conflicts more effectively and foster positive relationships within their teams.

The MBTI can serve as a tool for personal and professional development for youth leaders. By understanding their own personality preferences and how they align with leadership traits, youth leaders can identify areas for improvement and set goals for growth. Additionally, youth leaders can use the MBTI to better understand and support the development of their team members, creating opportunities for mentorship and skill-building.¹

You can learn more about the MBTI theory and take your personal test here:

<https://www.16personalities.com/>



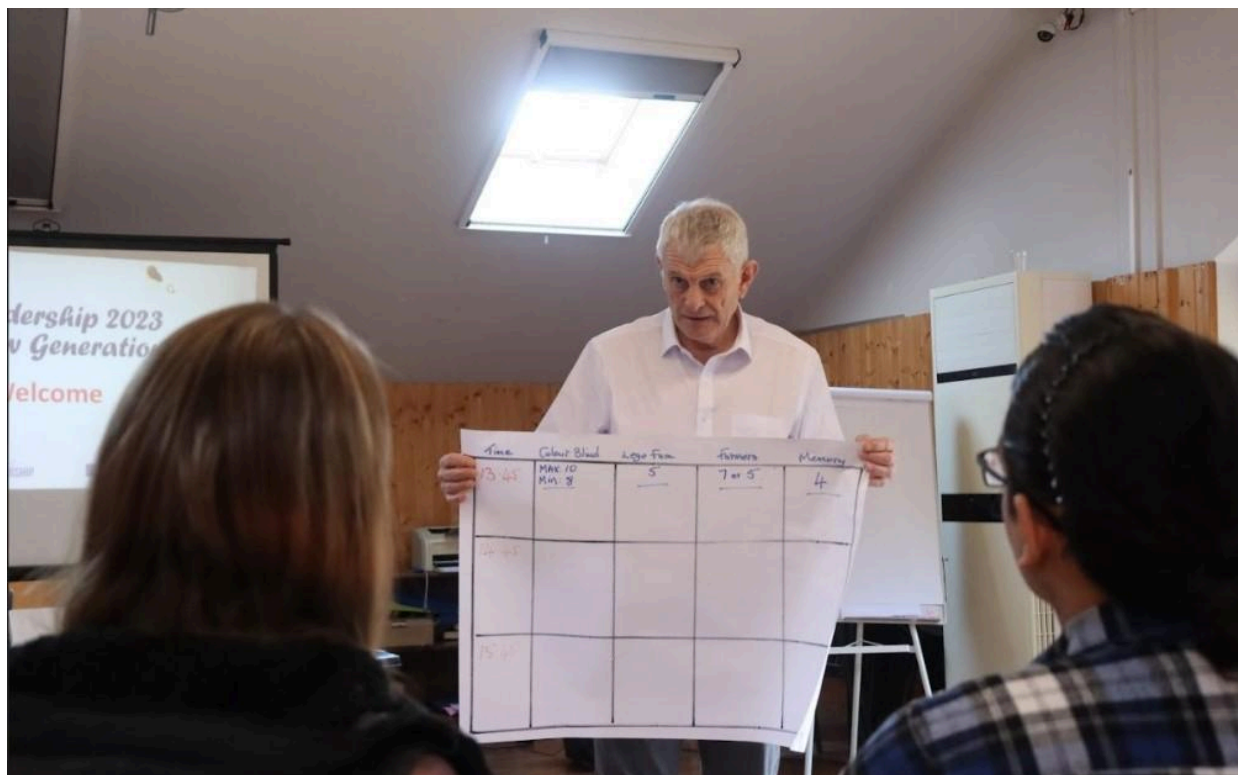
¹ Source: <https://www.sciencedirect.com/topics/psychology/myers-briggs-type-indicator>

2.2. Group Theory and Youth Leadership

Tuckman's Group Development Model, proposed by psychologist Bruce Tuckman in 1965, outlines the stages that groups typically go through as they form, develop, and eventually disband. This model has become a cornerstone in understanding group dynamics and is widely used in various contexts, including youth leadership.

1. **Forming:** For youth leaders, the forming stage often occurs when a new team or group is established. Youth leaders may encounter uncertainty and anxiety as they bring together individuals with diverse backgrounds, experiences, and personalities. During this stage, effective youth leaders provide guidance and direction, helping group members understand their roles and the purpose of the group. Encouraging open communication and creating a welcoming environment can facilitate the formation of strong relationships among youth leaders and their peers.
 2. **Storming:** In the storming stage, youth leaders may face challenges as group members assert their opinions and vie for influence within the group. Conflicts may arise as individuals navigate differences in personalities, perspectives, and working styles. Effective youth leaders recognize the importance of addressing these conflicts constructively, fostering a culture of respect and collaboration. By facilitating open dialogue and promoting teamwork, youth leaders can help their groups overcome obstacles and move forward cohesively.
 3. **Norming:** As the group progresses, youth leaders play a crucial role in guiding the norming stage. By encouraging cooperation and mutual support, youth leaders help group members establish norms, rules, and roles. This stage is characterized by increasing cohesion and trust among group members. Youth leaders foster a positive team environment where communication improves, and everyone feels valued and empowered to contribute. Clear communication and shared goals help align the group's efforts and drive progress towards its objectives.
 4. **Performing:** In the performing stage, youth leaders lead by example, fostering a culture of excellence and productivity within the group. Members work together seamlessly, leveraging their individual strengths to achieve shared goals. Trust and cooperation are high, and there is a strong sense of unity and commitment to the group's mission. Effective youth leaders recognize and celebrate the achievements of their team members, providing encouragement and support as they tackle challenges and make decisions.
 5. **Adjourning (or Mourning):** While not always applicable to ongoing youth leadership initiatives, the adjourning stage can still be relevant, especially for temporary projects or teams. As groups disband, youth leaders may help their peers navigate feelings of sadness or loss while reflecting on their experiences together. This stage provides an opportunity for closure and learning, allowing youth leaders to celebrate accomplishments and identify areas for growth in future leadership endeavors.
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By understanding Tuckman's Group Development Model, youth leaders can effectively navigate the complexities of group dynamics, manage conflicts, and foster a positive and productive team environment within their leadership roles.²



² Source: <https://www.wcupa.edu/coral/tuckmanStagesGroupDevelopment.aspx>

3. Practical tools and exercises

The further will explain in more detail some of the core activities implemented during the “Leadership 2023: A New Generation” programme.

3.1. Coaching Trios Activity

Description: The Coaching Trios activity is designed to foster peer-to-peer coaching among participants, providing the support and accountability essential for leadership growth. Effective peer coaching offers encouragement and helps individuals overcome the fear of starting new ventures. This activity utilizes the Triad Model, a successful framework for peer coaching, involving three distinct roles: the coach, the coachee, and the observer.

Roles and Responsibilities

- **Coach:** In this role, the participant asks probing questions, listens attentively to the coachee, challenges their assumptions, and provides feedback. The coach refrains from offering solutions or advice, instead guiding the coachee to think through issues and options. The coach may use a structured approach, such as the GROW model, or a more flexible method, to facilitate the coachee’s progress towards actionable steps.
- **Coachee:** The coachee brings forth an issue to be discussed and agrees to be open and honest in responding to the coach's questions. The coachee must be prepared to take action based on the insights gained from the coaching conversation.
- **Observer:** The observer listens to the coaching conversation and provides constructive feedback to both the coach and the coachee afterwards. The observer highlights effective points and areas needing improvement, such as questions that moved the coachee forward or instances where the coach stepped outside their role by offering advice.

Process: Participants are divided into groups of three, with each person taking turns in each role: coach, coachee, and observer. The inclusion of an observer serves multiple purposes. Firstly, it maintains a broader perspective that might be lost in pairs, allowing each participant to step outside the intensive roles of coach or coachee and observe the conversation objectively. Secondly, it provides valuable, objective feedback to both the coach and the coachee. Thirdly, it encourages a reflective coaching process, enabling all participants to learn from the experience.

Guidelines: The trainer provides the team with basic guidelines commonly followed by coaches to ensure effective peer-to-peer coaching relationships. These guidelines include maintaining

confidentiality, being open and honest, actively listening, asking powerful questions, and giving and receiving feedback constructively.

By rotating through the roles, each participant experiences the dynamics of coaching from different perspectives. This comprehensive approach not only enhances their coaching skills but also deepens their understanding of their personal development needs and leadership potential.

In conclusion, the Coaching Trios activity offers a structured yet flexible environment for participants to practice and refine their coaching abilities, fostering a culture of mutual support, accountability, and continuous learning.

3.2. NGO Fair

The NGO Fair is an enriching and interactive segment of our project, offering an invaluable opportunity for partner organizations to showcase their work and for participants to explore the diverse activities and initiatives represented within our collaborative network. This activity fosters knowledge exchange, encourages future collaborations, and inspires innovative project ideas.

Each country team will prepare a presentation about their sending organization. These presentations can be crafted using PowerPoint or handmade with markers and flipchart paper, depending on the team's preference and resources. The presentations should highlight the main activities, areas of coverage, beneficiaries, and opportunities provided by each organization.

As the fair begins, participants will have the freedom to walk around and engage with the various presentations. They can ask questions, delve into the specifics of different projects, and discover potential activities or initiatives they might join in the future. This exploration phase not only provides insights into the workings of different NGOs but also allows participants to identify synergies and potential areas for collaboration.

The NGO Fair also serves as a platform for organizations to share their best practices. By learning about each other's successes and challenges, organizations can gain new perspectives and ideas for their own projects. This exchange of knowledge and experiences is crucial for fostering innovation and improving the overall effectiveness of our collective efforts.

Furthermore, the fair encourages networking and the formation of new partnerships. As participants and organizations interact, they can brainstorm and develop ideas for future projects, paving the way for exciting new collaborations that transcend borders and leverage the strengths of diverse teams.

In summary, the NGO Fair is a dynamic and interactive activity designed to enhance understanding, inspire innovation, and build strong, collaborative relationships among partner

organizations and participants. It embodies the spirit of cooperation and shared learning that lies at the heart of our project.

3.3. Cross-Country Inspiring Projects Concept

Description: The Cross-Country Inspiring Projects activity is a dynamic opportunity for youth leaders participating in our program to take charge and create impactful initiatives. This initiative bridges the gap between our main training events, empowering participants to self-organize into small groups comprising 4-5 individuals from different countries.

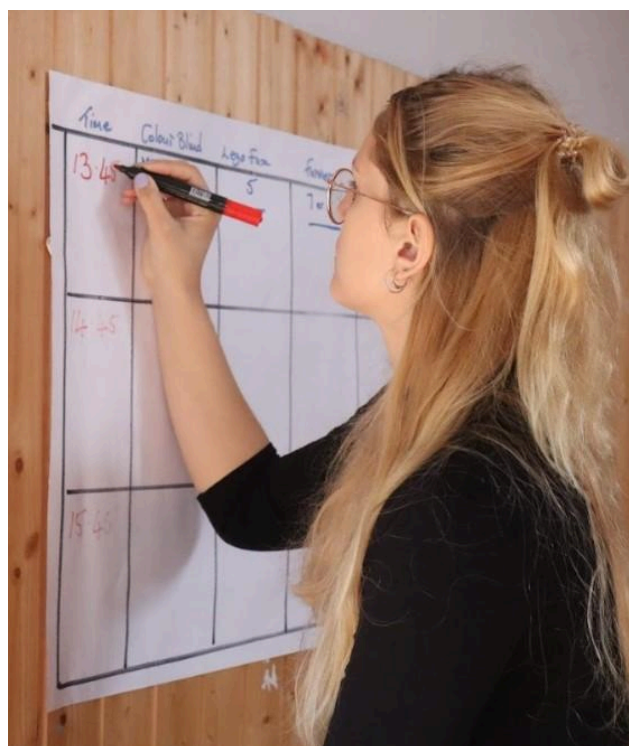
Activity Aim: At its core, this activity aims to harness the creativity and passion of youth leaders by tasking them to develop projects/activities centered around topics they deeply care about. These projects are designed to be inclusive, catering to youth from diverse backgrounds, and can be executed either online or offline.

Process: Participants form teams collaboratively, ensuring each group represents a diverse mix of nationalities. Once formed, each team embarks on a journey to conceptualize and implement a project that addresses a specific issue or interest area relevant to youth. The projects should aim to engage and benefit youth from varied backgrounds, fostering inclusivity and community impact.

Requirements: Throughout the process, teams are encouraged to involve all members in planning and execution phases. This ensures a collective effort where every participant contributes their unique perspective and skills to the project's success. Additionally, teams must finalize and publicize their project details via various media formats—such as social media posts, blogs, podcasts, or articles—before the next training session in Georgia.

Activity Outcome: The expected outcomes of these projects include tangible impacts on the target youth groups, such as increased awareness, skill development, or community engagement. Moreover, participants themselves are expected to enhance their leadership, teamwork, and project management skills through this hands-on experience.

Conclusion: By engaging in the Cross-Country Inspiring Projects activity, participants not only deepen their understanding of global issues but also develop practical solutions and leadership abilities. This initiative encourages youth leaders to drive positive change within their communities while fostering international collaboration and mutual understanding among participants from diverse cultural backgrounds.



3.4. Study Visits: Learning Best Practices in Community Support, Activism, and Digital Leadership

Within our project, each training course includes study visits aimed at deepening participants' understanding of best practices in community support, activism, and digital leadership. These visits are pivotal in broadening perspectives and fostering learning from successful initiatives in both Georgia and Estonia.

Tartu 2024: European Capital of Culture

One of our study visits took us to Tartu, Estonia, where we explored the European Capital of Culture Tartu 2024 project. This initiative stands as Estonia's premier cultural event and the largest regional cooperation project between Tartu and Southern Estonia. The year-long program features over 1000 events designed for individuals of all ages, highlighting the theme "Arts of Survival." This narrative focuses on imparting knowledge, skills, and values crucial for leading fulfilling lives in the future. Through cultural inspiration, Tartu 2024 aims to cultivate a brighter tomorrow, blending cultural celebration with community engagement to lay foundations for sustainable change in the region.

TechPark, Tbilisi, Georgia

In Tbilisi, Georgia, our study visit was hosted by TechPark, the Georgian Agency for Innovation and Technology. TechPark plays a pivotal role in fostering Georgia's innovation ecosystem by developing technology infrastructure, promoting commercialization of innovative knowledge, and integrating cutting-edge technologies across various economic sectors. The agency's initiatives prioritize enhancing investment opportunities, encouraging private sector participation, and advancing competitiveness through initiatives like distance learning and innovative research.

These study visits provided participants with invaluable insights into effective community engagement, cultural development, and technological innovation strategies. By learning from these exemplary projects and institutions, our participants gained practical knowledge and inspiration to drive positive change within their own communities and organizations.

3.5. Mandala Self-Assessment Activity



In the mystical and psychological realms, mandalas are revered as powerful archetypal symbols that tap into the collective unconscious. They represent a microcosm of the universe and reflect patterns found in nature, creating a bridge between the individual and the cosmic. This activity will use the mandala's symbolic circles to help participants express their personal experiences and emotions towards the project team and their sense of belonging.



Participants will begin by gathering materials: colours, coloured pencils, oil pastels, round blank sheets of paper, and pre-cut mandalas. A large round piece of paper will be used later to compile a group mandala. Soft background music will play to create a reflective atmosphere, encouraging introspection and creativity.

The session will start with an introduction to the significance of mandalas. Participants will learn that these symbolic circles have been used by many cultures to reflect personal stories and experiences. They will be encouraged to use colours, shapes, and designs that hold personal meaning, particularly in relation to their journey within the project.

Participants will then create their personal mandalas. Using the provided materials, they will draw or select shapes that resonate with their inner world. They will think about their feelings towards the project team and their sense of belonging, allowing these emotions to guide their artistic choices. For those less inclined to draw, various pre-made mandalas in different shapes and sizes will be available to choose from and personalise.

Once everyone has completed their mandalas, the participants will present their creations to the group. They will explain why they chose specific shapes and colours, and how their mandala

represents their feelings and emotions towards the training and the group. This sharing process fosters a deeper understanding and connection among the participants.

After the presentations, all individual mandalas will be collected and arranged on a large round piece of paper to form a group mandala. This collective artwork will symbolise the shared journey and experiences of the group, highlighting the diversity and unity within the team.

Finally, the group mandala will be posted on the session's wall, serving as a visual representation of the collective learning and emotional journey undertaken during the project. This activity not only helps participants to clarify and document their learning achievements but also enhances their readiness for future learning experiences, promoting a sense of community and mutual support.

3.6. Key Competences Assessment Activity

Description: This activity aims to facilitate reflection and assessment of participants' learning outcomes in relation to the 8 Key Competences identified by the European Union. It uses a hands-on, collaborative approach with visual aids and group discussions to engage participants in a meaningful exploration of their personal and collective growth.

The preparation for the activity involves preparing pieces of paper with Key Competences and dividing the participants into 8 equal groups.

At the beginning of the session, participants are asked if they are familiar with the 8 Key Competences. The trainer then lists the competences without describing them in detail, setting the stage for the activity.

Each group is given a sheet of flipchart paper with one of the Key Competencies noted on it. On this flipchart paper the groups will answer two simple questions: 1) describe the key competence that your group has been assigned 2) bring concrete examples from the training course that have helped you to develop the particular Key Competence in hand. They analyse how the project addressed this competence and reflect on how each participant has improved in this area.

The groups are given 15 minutes for this discussion. Following this, each group presents their findings to the rest of the participants. They explain their key competence to the group, bring concrete examples from their own experience, and share insights on their personal development related to that competence. The audience can add their perspective after the end of the presentation too.

The trainer provides feedback on each group's presentation, offering additional reflections on the Key Competences and how they were integrated into the project.

This activity not only helps participants to identify and understand the 8 Key Competences but also encourages them to reflect on their learning experiences. By working together, discussing, and presenting their significance, participants gain a deeper appreciation of the competences and how they have developed through the project. This process fosters a deeper understanding of personal and collective growth, reinforcing the importance of these key competences in their future endeavors.



3.7. Evaluation and Project Assessment

The evaluation process for Leadership 2023 was designed to comprehensively assess participants' capabilities and leadership qualities across multiple stages, ensuring a thorough understanding of their growth and development throughout the project.

1. Application Interviews: During the application phase, participants underwent assessment interviews to evaluate their leadership potential and suitability for the Leadership 2023 program. The interviews focused on identifying key competencies and personal qualities essential for

effective leadership. During the interview the participants also conducted a self-assessment of their current leadership capabilities and outlined their learning goals.

2. Ongoing Assessment: Throughout the project duration, continuous assessment was conducted through regular feedback loops, allowing for adjustments and enhancements to their leadership skills development journey. Participants engaged in one-on-one sessions with the trainers for personalized guidance and feedback. These sessions served to address specific development areas, strengthen leadership competencies, and foster personal growth.

3. Final Evaluation: At the conclusion of the second part of the training course, a final evaluation was conducted where participants shared their learning paths and skills developed. This assessment reviewed participants' achievements, challenges overcome, and demonstrated leadership capabilities acquired throughout the program.

4. Impact Evaluation (5 Months Post-Project): Five months after the project's conclusion, a follow-up evaluation was conducted in the form of a questionnaire to assess the long-term impact of Leadership 2023 on participants. This evaluation aimed to measure how effectively the skills and insights gained during the program were applied in their professional roles and broader personal development.

The evaluation process for Leadership 2023 provided a holistic view of participants' growth as leaders. It not only identified their initial potential during the application phase but also tracked their progress through ongoing assessments and personalized support. The final and impact evaluations ensured that the program's objectives of fostering effective leadership and personal development were met, contributing to the participants' continued success beyond the project's completion.





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2023

