

# Youth Leadership Framework and Toolkit





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# 1. Introduction

A variety of leadership opportunities are available to young people. Some are well established and are part of a prescribed pathway. Some are exclusively available to young people who are members of an organisation. Some are not identified as leadership opportunities but have elements of leadership within them, such as volunteering. Whilst others are adult opportunities that can be undertaken by young people, such as becoming a Local Councillor.

This document presents the Youth Leadership Framework, the purpose of which was originally to map and order existing youth leadership opportunities so that young people could plot a pathway through them. Development began by identifying a common language to help decode the diverse range of opportunities. During the development a number of challenges were identified and the political, financial and policy context shifted. Therefore the framework was required to respond to best support youth leadership going forwards.

For young people the framework provides a tool for reflection and planning a progression based on their personal motivation, however many opportunities follow a prescribed pathway or are often difficult to find or access. Opportunities that are available to members of an organisation are often taken by the 'usual suspects.' Whilst this is not necessarily a bad thing, especially if you are a usual suspect, organisations should consider how accessible their opportunities are and how they can widen their impact.

Youth unemployment rose by 66,000 in the last three-months of 2010 according to the National Office of Statistics, more than 1 in 5 (965,000) 16 to 24-years-olds are now without a job. More will therefore be looking for ways to develop skills to increase their employability. However youth leadership may not be effective for some young people if they are unable to identify their achievements and articulate their experiences in a way that employers will recognise.

A survey by the Confederation of British Industry\* shows 74 per cent of employers anticipate that they will have an increased requirement for employees able to fill leadership and management posts over the next five years, compared to just 5 per cent anticipating a decrease. Yet many employers are not confident that they will be able to meet this demand. 57 per cent of employers are unhappy with young people's self management skills, expecting that they should be better able to take responsibility and manage time effectively. In addition 34 per cent of employers are dissatisfied with school/ college leaver's teamwork skills and 24 per cent are dissatisfied with graduate's problem solving abilities.

65 per cent of employers believe that gaining practical experience (such as through volunteering) is the most valuable step that young people can take to improve their prospects. Youth leadership opportunities can help young people to grow their portfolio of skills and qualities. The framework supports reflective practice to aid young people to identify what they have achieved and the common language helps them to explain this to others. Better highlighting skills and qualities may help some young people secure a job opportunity even though they may not be the most academic candidate.

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\* Ready to grow: business priorities for education and skills. Education and skills survey 2010. [www.cbi.org.uk](http://www.cbi.org.uk)

The youth work sector has recently been criticised by the Education Select Committee for not being able to show the impact and value of youth work. Organisations that cannot show the difference they make will struggle to achieve support from funders and policy makers. The framework provides a tool for tracking young people's progress against their own aspirations. The common language of the framework allows for these diverse pathways to be synthesised allowing the overall impact of a programme to be assessed.

Many emerging areas of government policy will rely on youth leadership for their success. The Big Society and Community Organisers programme are aiming to encourage people to take action within their local communities, much of which will be led by young people. More youth leadership opportunities will be required for the Big Society not to become a dull rebranding of what already exists. This does not necessarily need more resources as the sector should collaborate to fill gaps and reduce duplication. The framework can be used to identify gaps in provision and to map potential partners for collaboration. This is a valuable tool for youth work delivery organisations, commissioners and funders.

Many youth leadership opportunities remain focused on the aims of the providing organisations – i.e. if you are a Scout then you will exercise the majority of your leadership within the Scouts. For Big Society to work young leaders must be encouraged to take their skills back into their communities. The variety and volume of current opportunities may appear to be vast, but limited accessibility means that a young person, with few links to civil society, is unlikely to be able to benefit.

The framework is a starting point to overcome these and other youth leadership challenges by providing a common language to decode the diverse array of leadership opportunities. The definitions within the framework can help workers and managers to: better understand and communicate their youth leadership offer; identify gaps in the opportunities provided; and identify new opportunities or collaborative approaches with other organisations.

For the framework to have greatest benefit to organisations working with young people they would use it to aid understanding of each other's work and seek collaborative approaches. Tools such as databases of opportunities could be developed to aid communication between organisations, but such activities require commitment and have not previously been prioritised. Through collaboration the duplication of effort could be reduced and young people would be able to move through a range of organisations to undertake opportunities to achieve a leadership progression that suits their needs, motivations and aspirations for the future.

For the framework to have the greatest direct benefit to young people they would be supported to use it to reflect on previous experiences, to understand what motivates them and then to use this understanding to identify personal development priorities for the future.

This document also presents a toolkit to assist organisations to use the framework to develop their programmes and to provide workers youth ideas for using the framework with young people. The ideas in the toolkit are a starting point, how the framework is applied in the field will be refined over time.

## 2. The Framework

### 2.1 Framework Outline

The framework promotes a common language for youth leadership opportunities. Each opportunity can be described by identifying the type of role that the young person undertakes and the area of focus that the opportunity is within.

**Role** The type of activity that an opportunity involves, for example the Youth of Today programme recruited a team of Advisors to comment on various elements of the programme as it developed. For communication purposes the role describes what the opportunity entails. For reflective purposes the definitions can be by young people to identify the roles that they have already been doing and those that they would like to progress to.

**Area of Focus** The area of interest to which the roles relate. Some organisations support generic leadership opportunities with the focus being led by the young person, whilst other organisations have a specific focus such as animal or health charities. Focus may or may not be important when describing some opportunities; however focus may be very important to a young person considering their progression route.

The framework identifies eighteen leadership role definitions that are grouped into three categories: project roles, governance and management roles and developing others roles, and thirty areas of focus (given in Appendix One on page 10)

The benefits of an opportunity to young people to be identified through the framework; they can be described using skills and qualities.

**Skills** The tangible benefits of opportunities – the key abilities that a young person can develop through training or as a result of undertaking the opportunity. Organisations may wish to describe opportunities using the skills involved, young people may identify other skills that they have developed or ones that they would like to develop in the future.

**Qualities** The intangible benefits – the attributes or characteristics that a young person can develop as a result of undertaking an opportunity. As qualities can be personal to individuals organisations may choose not to use qualities to communicate opportunities. They may however be an important part of young people reflecting on previous experiences or for workers to assess the impact of an intervention of a young person's development.

Appendix one suggests skills and qualities that are common to many youth leadership opportunities, the lists are not intended to be exhaustive.

To help identify opportunities that suit an individual's circumstances the framework includes a range of filters.

**Filters**

Details that identify the availability, accessibility and logistics of an opportunity. Organisations can use filters to describe how the opportunity is organised and how it can be accessed. Young people may use filters to develop a progression, for example spending more time or changing the scale of their work from local to national.

Appendix One outlines the filters that may be used to describe an opportunity.

Organisations can use Appendix Two (page 12) to describe their opportunities using the common language of the framework. The toolkit, section 3.1, describes how the framework can be used to support organisations working with young people to recognise gaps in provision identify outcomes achieved for young people and seek collaborative partnerships.

**2.2 Progression routes**

Progression within this framework, unlike many others, is not based on levels, degrees of responsibility, participation or attainment. The framework supports a youth led approach to leadership progression by supporting young people to reflect on previous experiences, understand what they have achieved and identify what they want to do next.

This quote from a young person talking on an Envision video posted on YouTube shows how youth leadership opportunities can influence an individual’s progression: *‘It’s changed what I actually planned to do with my life. Because with Envision we started fundraising and organising some events and from there I decided to go into events management.’*

By reflecting on previous opportunities and identifying the key motivations using role, focus, skills, qualities and filters young people can identify what has been, is now and will be important to them. Motivations may come from any one of the framework elements or combination of them all. Young people can then use this to identify their priorities for future development.



Progression through the framework is not prescriptive. Individuals are motivated differently and have a diverse range of passions and goals. The framework allows progression routes to be identified based on what the young person has done previously and what they would like to do in the future (next or longer term). The framework can be used to plot huge leaps forward or incremental steps of development.

A young person with a passion for a particular cause may wish to take on more challenging role within the same focus. A young person with a strong career goal may be motivated by the need to develop a specific set of skills. Some young people may choose to an opportunity to develop or prove qualities, for example an ex-offender may seek roles with responsibility to highlight that they are trustworthy. Other young people may want to spend more or less time doing their next opportunity or change how they access an equivalent opportunity.

### Example:

A young person who runs an events committee at their local youth centre could identify themselves as undertaking the 'Chair/Facilitator' role. They also have to lead other young people to organise many of the events themselves so they would also be undertaking the 'Team Leader' role.

Through reflection they recognise that the reason they enjoy running the events committee is that they often get to speak up on behalf of other young people. Looking at the framework they recognise that this is the role of an Advocate and decide to look for more opportunities to do that.

They also notice that most of the events that they have organised have a health theme and therefore would like an Advocate role within the focus of health.

They recognise that through organising events they have developed skills in project and risk management. They are proud of having these skills and will include them on their CV, but they do not wish to seek opportunities specifically develop them further. They would however like to develop more skills in campaigning as they recognise that this could be a useful way to influence change on a large scale.

They have noticed that through their role as Chair/Facilitator they have developed the quality of inclusivity, something that they had not previously identified as a key motivation. They would now like to progress this quality by undertaking an opportunity that enables them to promote inclusivity.

Due to working a couple of evenings a week and being in full-time education they are looking for an opportunity that they can undertake at the weekend and they do want some support and guidance, at least initially. They don't mind how far they have to travel as they are keen to explore opportunities with national or even global significance.

Their priorities for progression are therefore opportunities that can provide: an advocacy role that will help them to develop skills in campaigning, at least on the national level, within the focus of health looking at issues of inclusivity. Ideally the opportunity would be supported and be doable primarily at the weekend.

Through youth led progression the number of possible permutations is enormous. The common language of the framework helps young people to articulate their experience and progression needs to others and to identify opportunities that match their aspirations and motivations.

A young person with big aspirations or complex priorities may require a number of opportunities or undertake a series of progressive opportunities to achieve their goal. Regular reviews throughout their progression will help them to keep on track and to assess if their priorities have changed. Regular reviews, if recorded, could also provide evidence for the impact of undertaking leadership opportunities.

The availability of opportunities may pose a challenge. There may need to be a balance between encouraging young people to identify their motivations and aspirations and not setting them up to fail. Solutions to overcome this include:

- Support young people to be proactive about searching and applying for their own new opportunities.
- Spend time as a group discussing new opportunities that individuals have found so that information can be shared.
- Use the common language of the framework to gather information on the opportunities available in your area so that you can signpost to them.
- Encourage young people to access funding provided by organisations such as Envision, UnLtd and O2 Think Big to progress their passion and create their own opportunities.
- Network and collaborate with other organisations to identify how opportunities can be provided by a range of organisations.

How the framework is used in practice will depend on: you and your current approaches; the young people you work with; and the setting and environment in which you meet. The activities in the toolkit, section 3.2 provide some ideas about how the framework can be used to support young people to reflect on previous experience and plan their leadership progression route.

## Appendix One – Summary of the Youth Leadership Framework

Roles		
Type	Role	Definition
Project	<ul style="list-style-type: none"> <li>● Co-ordinator</li> <li>● Designer</li> <li>● Entrepreneur</li> <li>● Sole Activist</li> <li>● Team Leader</li> <li>● Team Member</li> </ul>	<p>Taking responsibility for directing the contribution of others.</p> <p>Generating and developing new ideas and activities.</p> <p>Operating and accountable for a social or business venture.</p> <p>Taking sole responsibility for an activity, campaign or project.</p> <p>Leading a team of people to achieve a goal.</p> <p>An equal contributor to achieving a team leadership role.</p>
Governance and management	<ul style="list-style-type: none"> <li>● Advisor</li> <li>● Advocate</li> <li>● Ambassador</li> <li>● Captain/Manager</li> <li>● Chair/Facilitator</li> <li>● Governor</li> <li>● Inspector</li> </ul>	<p>Providing representative expertise and advice for an activity or organisation.</p> <p>Representing the views of others on their behalf.</p> <p>Representing an issue or organisation to others outside of the immediate group.</p> <p>Responsible in some way for a group of other young people.</p> <p>Bringing people together for a particular purpose and directing conversations.</p> <p>Accountable for an organisation.</p> <p>Performing a regulatory or inspection function assessing services or organisations.</p>
Developing others	<ul style="list-style-type: none"> <li>● Coach</li> <li>● Mentor</li> <li>● Peer Educator</li> <li>● Role Model</li> <li>● Trainer/Teacher</li> </ul>	<p>Supporting individuals or groups to identify and work towards specific goals.</p> <p>Supporting a less experienced person with their personal development.</p> <p>Sharing specialist information with members of their community.</p> <p>Inspiring others, leading by example and sharing insight and knowledge.</p> <p>Directly supporting others to develop knowledge and skills.</p>

### Areas of focus

- Arts and Creativity
- Animals and Wildlife
- Business and Enterprise
- Citizenship
- Community Development
- Crime and Justice
- Disability/Special needs
- Drugs and Alcohol
- Education
- Environment
- Equality and Diversity
- Fundraising
- Global Issues
- Health and Wellbeing
- Heritage
- Housing
- Humanitarian Action
- Information
- Intergenerational
- Life skills
- Media/Multi Media
- Peace and Conflict
- Politics
- Relationships
- Religion
- Research
- Sport and Leisure
- Technology
- Social Care and Welfare
- Youth Services

### Skills

- Campaigning
- Coaching
- Communication
- Community Engagement
- Conflict Resolution
- Decision Making
- Events organising
- Finance
- Market research
- Networking
- Problem solving
- Project management
- Promotion and Marketing
- Public speaking
- Risk management

### Qualities

- Business acumen
- Calm under pressure
- Compassion
- Confidence
- Good communicator
- Empathy
- Fairness
- Inclusivity
- Inspiring
- Integrity
- Positivity
- Resilience
- Self awareness
- Trustworthy/honesty
- Vision

### Filters

- Accreditation offered
- Age range
- Frequency
- Learning or doing
- Location
- Paid or voluntary
- Pre-requisites
- Scale (individual – global)
- Support provided
- Time commitment
- Who the opportunity is for (open/restricted)

## Appendix Two – Opportunity Description Template

<b>Name of Opportunity</b>
<b>Organisation providing the opportunity</b>

<b>Which leadership roles are involved?</b>		
<b>Project roles:</b>	<b>Governance and Management roles:</b>	<b>Developing Others roles:</b>
Team member <input type="radio"/>	Advisor <input type="radio"/>	Mentor <input type="radio"/>
Co-ordinator <input type="radio"/>	Inspector <input type="radio"/>	Coach <input type="radio"/>
Designer <input type="radio"/>	Ambassador <input type="radio"/>	Peer Educator <input type="radio"/>
Team Leader <input type="radio"/>	Governor <input type="radio"/>	Trainer/Teacher <input type="radio"/>
Sole Activist <input type="radio"/>	Advocate <input type="radio"/>	Role Model <input type="radio"/>
Entrepreneur <input type="radio"/>	Chair/Facilitator <input type="radio"/>	
	Captain/Manager <input type="radio"/>	

<b>To which area of focus do the opportunity relate?</b>		
<b>Project roles:</b>	<b>Governance and Management roles:</b>	<b>Developing Others roles:</b>
Arts and Creativity <input type="radio"/>	Equality and Diversity <input type="radio"/>	Life skills <input type="radio"/>
Animals and Wildlife <input type="radio"/>	Fundraising <input type="radio"/>	Media and Multi Media <input type="radio"/>
Business and Enterprise <input type="radio"/>	Global Issues <input type="radio"/>	Peace and Conflict <input type="radio"/>
Citizenship <input type="radio"/>	Health and Wellbeing <input type="radio"/>	Politics <input type="radio"/>
Community Development <input type="radio"/>	Heritage <input type="radio"/>	Relationships <input type="radio"/>
Crime and Justice <input type="radio"/>	Housing <input type="radio"/>	Research <input type="radio"/>
Disability and Special needs <input type="radio"/>	Humanitarian Action <input type="radio"/>	Sport and Leisure <input type="radio"/>
Drugs and Alcohol <input type="radio"/>	Information <input type="radio"/>	Technology <input type="radio"/>
Education <input type="radio"/>	Intergenerational <input type="radio"/>	Social Care and Welfare <input type="radio"/>
Environment <input type="radio"/>	justice <input type="radio"/>	Youth Services <input type="radio"/>
Any <input type="radio"/>		

<b>What skills does the opportunity aim to develop?</b>
---

What qualities does the opportunity aim to develop?

Filters (tick those that apply)			
Learning about leadership	<input type="checkbox"/>	Scale	
Doing leadership	<input type="checkbox"/>	– Individual	<input type="checkbox"/>
Paid opportunity	<input type="checkbox"/>	– Club/School/Organisation	<input type="checkbox"/>
Voluntary opportunity	<input type="checkbox"/>	– Local	<input type="checkbox"/>
Accreditation offered	<input type="checkbox"/>		
Support provided	<input type="checkbox"/>	Open opportunity	<input type="checkbox"/>
		Members only	<input type="checkbox"/>

What is the frequency and how much time will the opportunity take?

Are there any pre-requisites required to access the opportunity?

What is the location of the opportunity?

Are there any age restrictions?

When is the opportunity available?

Who is the main contact?

Name

Position in Organisation

Email

Telephone no.

What is the weblink?

## 3. Toolkit

This toolkit provides ideas for using the Youth Leadership Framework to develop leadership programmes and engage young people in reflective practice.

### 3.1 How can the framework help organisations working with young people?

The framework can be used by workers and managers to review their youth leadership opportunities. Using the common language of the framework it is possible to describe current opportunities, recognise gaps in provision, identify outcomes achieved for young people and seek collaboration.

#### Describe your youth leadership provision

The framework can be used to de-code the opportunities provided by your organisation which can help to identify strengths and limitations. Gaps can be identified and choices about the development of new provision can be made. You might choose to invest in providing new opportunities or seek collaborative approaches to provide access to opportunities provided by other organisations.

For example The National Children's Bureau would identify that many of their roles are within the Governance and Management roles category (for example young people are part of the NCB Management Board). Whilst Envision's opportunities would be predominantly Project roles as they provide grants and support for young people to make a difference in their community.

Use the mapping tool (Worksheet 1) to audit the opportunities provided by your organisation to identify themes and gaps. Are you happy with the opportunities your organisation provides? Does this match how the offer is described to young people? How does your assessment of the organisation match with the progressions young people have identified for themselves? How could new opportunities be provided? Are new programmes needed? Could gaps be filled through collaboration?

The common language provides shorthand for consistently describing the youth leadership opportunities provided by your organisation. Use the Opportunity Description Template (Appendix Two) to record and share information about your opportunities.

One of the filters in the framework worth highlighting here relates to whether the opportunity is learning or doing. It is helpful when describing opportunities to make a distinction between training to be a leader and undertaking a leadership role.

#### Describe the outcomes achieved for young people

Pressure from central and local government, funders, commissioners and young people to deliver impactful services is changing how services are monitored. Organisations are increasingly required to show the outcomes they achieve. Those that can will have better chances of receiving support.

An outcome is a result, impact or consequence of actions. Outcomes can be tangible (i.e. a young person now has a job or skills whereas previously they did not); financial (i.e. as a result of an intervention public funds were saved by not having to do something else); and soft (the qualities developed).

The framework supports the planning and measurement of outcomes for young people as it encourages the tracking of a progression through different opportunities and the identification of the skills and attributes developed. Whilst it is not always possible to directly attribute an outcome to your service, the framework can help to identify the distance a young person has travelled as a result of your organisation's contribution.

Worksheet 1 (Section 3.2, Activity 5), when used with young people, can identify the roles undertaken and the skills and attributes they have developed. For this to become good outcome evidence however it is important to talk to the young person to identify their perception of how the opportunity contributed to their development, i.e. were their skills and attributes developed through this opportunity – or not? What do they think they got out of this role? As a result of this opportunity what changed for them? Did the opportunity lead to other things? You don't have to use Worksheet 1 as there are many, more creative, ways to collect outcome evidence.

Worksheet 4 (Section 3.2, Activity 7) encourages young people to identify their leadership development priorities and to rate how satisfied they are currently with each priority. This provides an assessment of a young person's perception of their ability at a fixed point in time. Re-visiting the worksheet after they have undertaken an opportunity, asking the young person again to rate their satisfaction with the same priorities, will show the distance travelled. Again a conversation to identify their perception of the contribution of the opportunity provided by your organisation would provide better quality outcome evidence.

The outcomes identified for young people can be evaluated against the opportunities provided by your organisation to understand the effectiveness of your provision.

## Collaborate

The framework is based on the belief that collaboration would have a positive impact on the availability and quality of youth leadership opportunities. The framework provides a common language to aid communication between organisations, but achieving successful collaboration will require coordination to promote opportunities, seek shared resources and share good practice.

Organisations that collaborate will be those that believe in the bigger picture and who are happy to make open contributions to co-ordinated efforts to progress youth leadership. Collaborative working would be enhanced by using the common language within the framework to promote, broker and facilitate access to leadership opportunities.

The framework is designed to support a youth led progression through leadership opportunities however it could also be used to describe a prescribed pathway. Using collaborative approaches one organisation might provide leadership training opportunities, another could provide governance roles and another may provide funding to support a youth led project idea. This would increase access to the opportunities, reduce the need for organisations to resource the entire pathway themselves and could lead to establishing accreditation. A collaborative pathway may also have a better chance of achieving financial support.

Completing Worksheet 1, considering the opportunities provided by other organisations, might help to identify suitable collaboration partners.

### 3.2 How can the framework be used with young people?

Using Honey and Mumford's variation on Kolb's theory of experiential learning the framework can be used to support young people to reflect on their previous experiences and identify their leadership pathway. The table below shows how the theory of experiential learning applies to reflection using the framework.

Honey and Mumford	Application to the framework and progression
<b>Having an experience</b>	→ Undertake an opportunity.
<b>Reviewing the experience</b>	→ Reflect on the opportunity. Decode the opportunity using the framework (role, focus, skills, qualities and filters) and highlight achievements.
<b>Concluding from the experience</b>	→ Understand individual motivations and identify the relevance of previous opportunities to aspirations.
<b>Planning the next steps</b>	→ Identify individual development priorities. Communicate requirements through the common language. Identify how to access new opportunities.

How you facilitate these steps with young people is up to you and will depend on your setting and the nature of your work. Some example activities are given below to highlight how the framework could be used to support progression.

The activities require some personal reflection, the feedback from which will help young people to further understand their experiences, and should therefore not be rushed. Ensure that the group will respect the views and experiences of others and take care of the emotional wellbeing of individuals if they are discussing anything that is personal or sensitive.

\* *Taking the Lead: Youth Leadership in Theory and Practice*. L. Kahn, S. Hewes, R. Ali.  
Published by The Young Foundation as part of The Youth of Today.

# Activities

## Activity 1 – What is youth leadership?

To encourage young people to think about leadership ask them what they think youth leadership is. **Taking the Lead\*** defines youth leadership as 'young people empowered to inspire and mobilise themselves and others towards a common purpose, in response to personal and/ or social issues and challenges, to effect positive change.'

You could use this definition of youth leadership to start a conversation or ask young people who they admire as a leader (a person they know, a celebrity or historical figure) and why this is. What qualities do they show? What makes them a leader? And how would you know you if you are a leader? Who in the room is, or has been, a leader? Who has displayed any of the qualities of leaders already identified? Make a note of the key points raised.

## Activity 2 – Journey maps

To help understand the range and depth of their previous opportunities ask each young person to draw a road map of their leadership journey to this point using pictures, metaphors and imagination. They can choose to represent their journey using different modes of transport, road signs, buildings, events or people, for example someone who has pursued one goal might choose to draw a train track, whilst someone who has experienced difficulties may have lots of diversions and road blocks.

Ask individuals to share their journey map and explain their key influences along the way. Encourage others to ask questions to keep everyone involved. Encourage individuals to identify how they felt at different points to help them identify what they enjoyed or feel passionate about. Ask individuals to keep a note of the key points they raised.

## Activity 3 – What part of the car are you?

On a similar theme to activity 2 – ask individuals to draw out a timeline of all the leadership roles that they have undertaken. Then for each role ask them to suggest which part of the car they were in that role, for example they may consider that they were the bumper because they deflected obstacles out of the way of others, or the engine because they worked hard behind the scenes to keep things going. Ask individuals to share their timeline and car parts with the group and describe what they enjoyed or challenged them at each point.

Other metaphors could include part of a house, a type of animal, the cast of a TV show or a super hero with special powers – or something else relevant to your group.

### Activity 4 – Role definitions

To introduce the youth leadership roles as outlined in the framework give small groups of young people Worksheet 2 and ask them to match up the eighteen roles with their definitions. Give the answers and talk through the definitions of each role. Do they agree with the definitions? Would they describe them differently? (Answers: 1P, 2C, 3G, 4Q, 5O, 6L, 7F, 8R, 9A, 10K, 11D, 12M, 13I, 14B, 15N, 16J, 17H, 18E)

Look back at the results from activities 2 and 3 where young people have outlined their leadership experiences and ask them to identify which roles they have recently undertaken. Ask individuals to identify any themes that are emerging, i.e. are they regularly doing the same role?

Introduce the remaining elements of the framework (focus, skills, qualities and filters) using the summary in Appendix One. Ask individuals to think about their previous opportunities and to identify the top three areas of focus and the top three skills and qualities they used or developed during each (skills and qualities may include others not included in Appendix One). Ask individuals to think about which filters were important to undertaking the opportunities that they did. Ask individuals to keep a note of the key points they raised.

### Activity 5 – Framework mapping

To create a detailed description of an individual's leadership progression ask them to complete Worksheet 1. This will provide a detailed description of their experience from which they might be able to identify themes and trends. Ask individuals to share their worksheets and to reflect on why they think any themes occur. Have they been following a passion or the agenda of the organisation they have been involved in? Are they using the same skills and showing the same qualities? Which filters are important to them? Are they surprised by the trends (or the lack of trends)? Are there areas that interest them now that have not featured before? Ask individuals to think about what their progression might look like in the future.

### Activity 6 – Looking back to look forward

Ask young people in small groups or pairs to talk through the results from the activities above and to work together to consider the questions on Worksheet 3. This may work well if individuals take turns to talk whilst others ask questions and offer support to help them along. The purpose of this exercise is to enable young people to identify areas for development and what they wish to pursue next.

### Activity 7 – Progression Wheel

Ask young people to think through all of the results from the activities above (especially Worksheet 3) and to prioritise the roles, focus, skills and qualities they would like to develop and the filters that are important to them. There is room on the worksheet for a maximum of ten. Priorities do not have to be evenly spread across the framework categories; it would be okay to have ten skills, as long as this reflects the young person's priorities.

The priorities could be new or a continuation or adjustment of something they are already doing. Priorities should not be task related such as 'get funding for a new video camera,' they should relate to personal development as described in the framework (i.e. develop fundraising and influencing skills).

Ask individuals to record their priorities on the Progression Priority Wheel on Worksheet 4. Then ask them to rate their priorities out of 10 based on how well they are doing against where they want to be. For example 1 would mean that they are unhappy with their current achievement and want to make considerable improvements. 10 would mean that they are happy with their development in this area and are achieving everything they want to.

The priorities indicate what they are looking for in their next leadership opportunity and the scoring indicates which of the priorities might be the most important to find in their next opportunity.

### Activity 8 – Action Planning

Ask individuals to think about how they might find the next opportunity that meets their priorities. The following questions might help:

- What are your main priorities? (Using the common language of the framework it is easy to communicate what young people are looking for next.)
- Could you meet your priorities through current opportunities? How? Do you need to do anything to make sure that they do? What?
- Do you know of any other opportunities that would meet your priorities? If so, what do you need to do to access them? If not, where could you find out more information? Who might be able to help you find out more?
- Can you meet all of your priorities with one opportunity or will you need to find a few to provide the experiences you want? Do you need to build up experience through a range of opportunities over time in order to achieve your goals?
- Can you create the opportunity yourself? Could you start a project or an activity that would help you to meet your priorities?
- What are the immediate next steps that you are going to do to access your next opportunity?
- What help do you need? Who from? What do you need them to do?

## Worksheet One – Mapping Opportunities

Fill in the name of the opportunity, the organisation and date. Then indicate which of the items within the framework apply to this opportunity. For example if the opportunity involves undertaking an 'Advisor' role then tick that circle. Spaces are provided to write in the Skills, Qualities and additional Filters of importance to the opportunity. Once you have considered all opportunities (use another worksheet if you have more to consider) count up how many ticks you have given to each item in the framework. For each score that is not zero indicate how important that item in the framework is to you. Have a look at the items in the framework that you have not ticked. Are these items that you would like to include in future opportunities? If so then indicate how important these are to you on a scale of 1 to 5 too.

Name of Opportunity						How many times has this been ticked?	How important is this to you? (1–5)
Organisations providing the opportunity							
Date of opportunity							
<b>Roles</b>							
<b>Project roles:</b>							
Team Member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Co-ordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Designer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Team Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Sole Activist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Entrepreneur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Governance and Management roles:</b>							
Advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Inspector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Ambassador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Governor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Chair/Facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Captain/Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Developing Others roles:</b>							
Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Peer Educator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Trainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Role Model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Focus:</b>							
Arts and Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Animals and Wildlife	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Business and Enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Community Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Crime and Justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Disability and Special Needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Drugs and Alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Equality and Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Global Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Health and Wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Humanitarian Action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Intergenerational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Life skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Media and Multi Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Peace and Conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Sport and Leisure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Social Care and Welfare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Youth Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

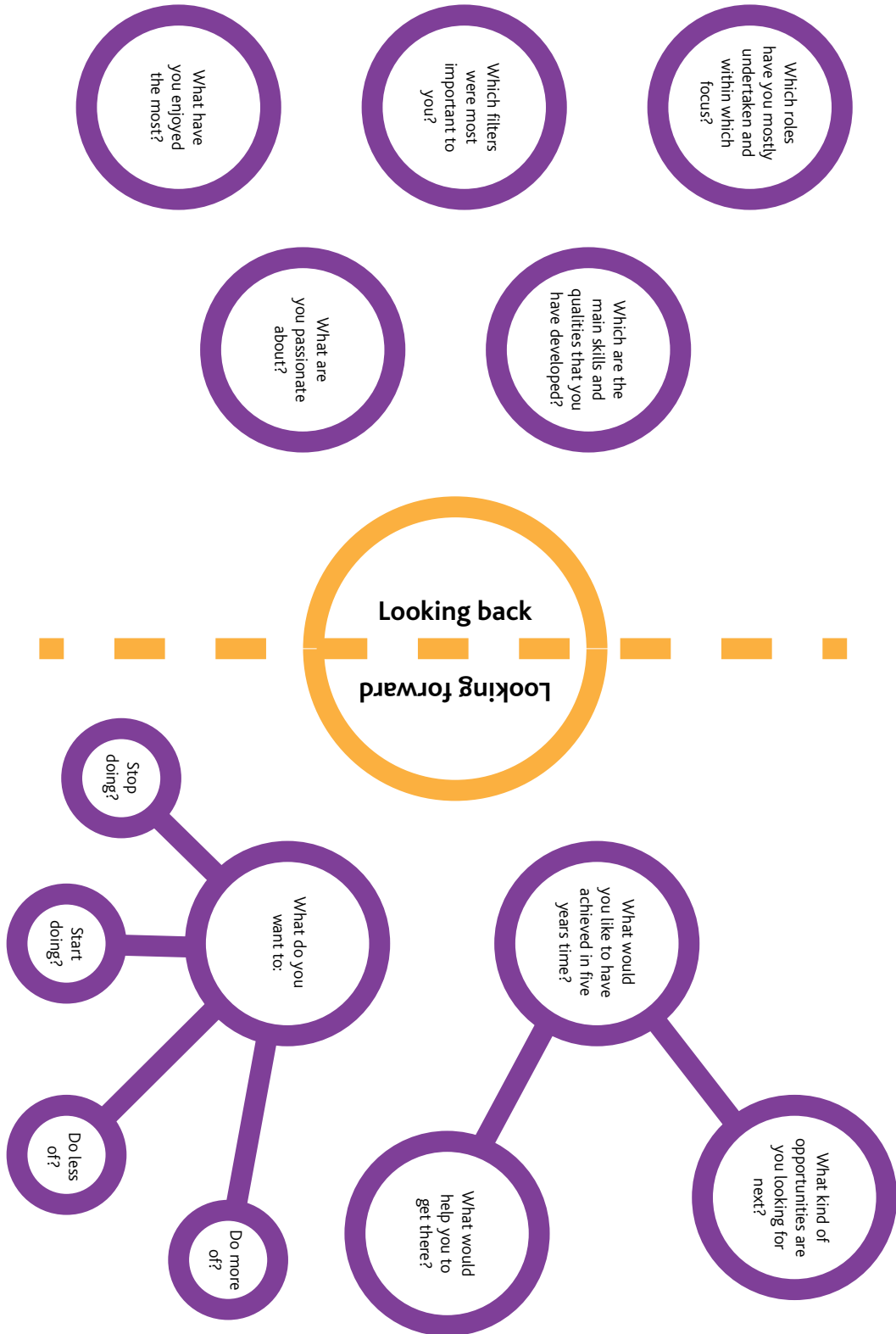
Skills:						
Qualities:						
Filters:						
Frequency/Time commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
One off	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Once a year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
More than once a year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Once a month	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
More than once a month	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Once a week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
More than once a week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Whenever you choose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Full-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Learning and/or doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Learning about leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Doing leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Scale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Club/School/Organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Local	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Regional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
National	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Global	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Paid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Voluntary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Accreditation offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Support provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Accessibility (organisations only)						
Open opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Members only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Pre-requisites required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Age restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## Worksheet Two – Youth Leadership Role Definitions

Match the roles to the descriptions

1. Team Leader	A. Taking sole responsibility for an activity, campaign or project.
2. Chair/Facilitator	B. Bringing people together for a particular purpose and directing conversations.
3. Inspector	C. Responsible in some way for a group of other young people.
4. Mentor	D. Providing representative expertise and advice for an activity or organisation.
5. Co-ordinator	E. Operating and accountable for a social or business venture.
6. Governor	F. Directly supporting others to develop knowledge and skills.
7. Trainer	G. Performing a regulatory or inspection function assessing services or organisations.
8. Team Member	H. Representing the views of others on their behalf.
9. Sole Activist	I. Inspiring others, leading by example and sharing insight and knowledge.
10. Coach	J. Generating and developing new ideas and activities.
11. Advisor	K. Supporting individuals or groups to identify and work towards specific goals.
12. Peer Educator	L. Accountable for an organisation.
13. Role Model	M. Sharing often specialist information with members of their community.
14. Captain/Manager	N. Representing an issue or organisation to others outside of the immediate group.
15. Ambassador	O. Taking responsibility for directing the contribution of others.
16. Designer	P. Leading a team of people to achieve a goal.
17. Advocate	Q. Supporting a less experienced person with their personal development.
18. Entrepreneur	R. An equal contributor to achieving a team leadership role.

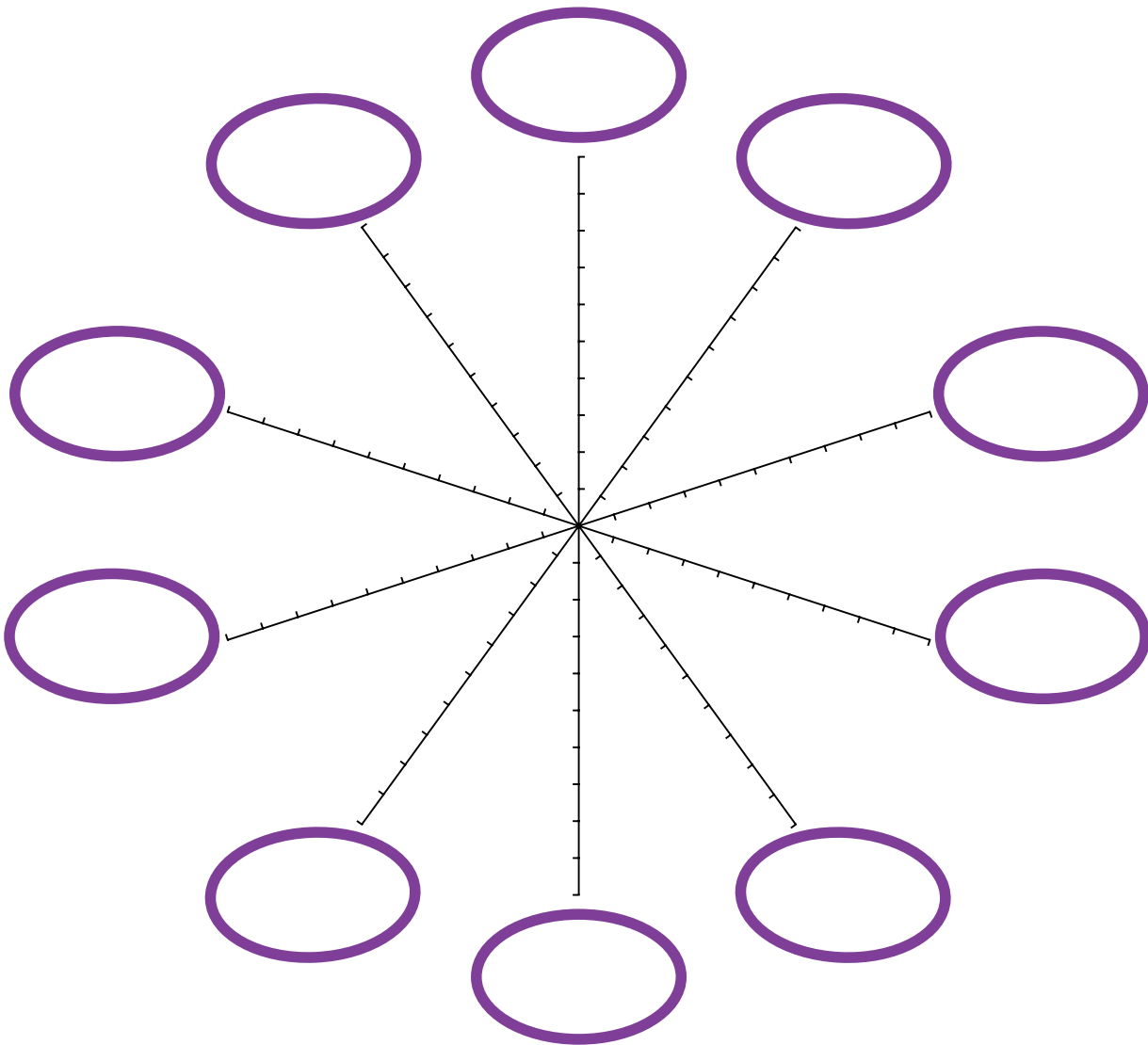
### Worksheet Three – Look Back to Look Forward



## Worksheet Four – Progression Priority Wheel

### What to do:

1. Agree your top ten development priorities based on the Youth Leadership Framework.
2. Write your priorities in the circles around the wheel.
3. Rate your priorities out of 10 by putting a mark on each line (the centre of the wheel is zero) based on how well you are doing now against where you want to be. 1 would mean that you are unhappy with your current achievement and want to make a lot of improvements. 10 would mean that you are happy with your development of this area and are achieving everything you want to.



Name ..... Date .....



The Youth of Today (formerly the National Body for Youth Leadership) has been working together to increase the quality, quantity and diversity of opportunities for young people as leaders of change in their communities. Aimed at young people aged 13 to 19, it was led by the National Youth Agency, supported by the British Youth Council, Changemakers, Prince's Trust, UK Youth Parliament and The Young Foundation and provided opportunities to take youth leadership to a new level, raising the quality of provision and reach of leadership opportunities available to young people.



## About the National Youth Agency

The National Youth Agency works in partnership with a wide range of public, private and voluntary sector organisations to support and improve services for young people. Our particular focus is on youth work and we believe strongly that by investing in young people's personal and social development, young people are better able to live more active and fulfilling lives.

Working with young people, we advocate for more youth-friendly services and policies. We have four themes:

- Developing quality standards in work with young people
- Supporting services for young people
- Developing the youth workforce
- Promoting positive public perceptions of young people.

We deliver our work through training and consultancy, campaigning, publishing and online communications. Through our activities we want to ensure that young people have a strong voice and positive influence in our society.

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