

Leadership Development Plan

Written by the Leadership Development Working Group



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Preface

Welcome! The Leadership Development Plan is a practical resource for emerging and existing leaders across the Wikimedia movement who want to develop themselves and others. In response to the Movement Strategy recommendation “Invest in Skills and Leadership Development,” community members convened in 2022-2023 as the [Leadership Development Working Group](#) (LDWG), a global group of 15 community members with different roles and experiences in the movement. Through a year of collaboration and community consultation, LDWG published a [leadership definition](#) and now the Leadership Development Plan.

The Leadership Development Plan consists of tools, concepts and recommendations. Our goal was to create a resource that is easy to use, practical and flexible. It contains three sections that invite emerging and existing leaders to reflect on the leadership roles and skills in the movement, navigate leadership situations, and implement leadership development initiatives in their communities. By engaging with this resource, we hope you feel better equipped to foster leadership in the Wikimedia movement, both in yourselves and others. It is a starting point and initial effort to bring alignment and direction to leadership development. Similar to other work in the Wikimedia movement, view it as a work-in-progress. We welcome you to adapt and improve it for your own context.

Sincerely,

The Leadership Development Working Group

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Purpose

Effective leadership can foster the health, growth, and sustainability of our many communities. Effective leaders, whether they be individuals or groups, bring people together for a common mission, help people feel safe and a sense of belonging, and support those around them. Leadership already exists in the Wikimedia movement, yet there is little attention given to identifying and developing it. Often newcomers and existing community members alike are uncertain about what to do or where to go for support. The purpose of this resource is to surface, encourage and grow effective leadership.

We envision a movement where newcomers feel welcome and equipped to begin their Wikimedia journeys; community members feel supported during challenging situations; collaborations are productive and positive; and editors feel motivated to continue contributing over the long term. Effective leadership has the potential to invite newcomers, improve community stability, and foster healthy collaborations and supportive community environments.

Who This Is For

Anyone in the Wikimedia movement interested in leadership development is invited to engage with this resource. You may be a newcomer interested in learning about leadership roles, a new leader eager to grow their abilities, an existing leader who wants to continue developing or pass on their knowledge, a facilitator or trainer wanting to help others develop leadership skills, or just someone curious about what the LDWG created.

Considerations

A few considerations to keep in mind when reading this resource:

Community-informed. This resource was written by LDWG members over several months, with the help of community input. We gathered insights from community members through feedback and research periods, with the intention of writing a resource that addresses, as best as possible, global community interests and needs.

Relevance and contextuality. A global resource such as this one is not going to be perfectly relevant to you. As a group of 15 community members from different regions and communities, we united our own individual experiences and decided to share leadership concepts and tools that we believe can be relevant across Wikimedia communities. We expect and welcome you to create more contextually-relevant materials based on this starting point.

An ongoing effort. Similar to other Wikimedia initiatives, this resource is a collective and continuous effort that improves and changes with your contribution. If there are materials or information that you have found helpful in your leadership journey, please share them so that we can all benefit!

Start Here: How to Use This Resource

This practical guide is written for [active reading](#) and interaction. You will get the most out of it by reading it with curiosity and willingness to use the suggested materials.

Section 1 | Understanding Leadership Roles & Skills

This section provides an overview of leadership in the Wikimedia movement. It shares the definition of leadership, a framework to view leadership roles and skills, and a leadership skills self-assessment. How can you use it? Here are a few suggestions:

- **Orientation.** You're new to the movement or curious about leadership and want to know about leadership possibilities in the movement. Use this to orient yourself to possible roles or ways to contribute to Wikimedia.
- **Learn together.** You are part of an affiliate, informal group or project group. Bring this resource to your group or team to discuss and learn together.
- **Conversation starter.** You want to have conversations in your community about leadership, perhaps to improve current dynamics or work culture. You can use the information here as conversation prompts.
- **Reflection.** You have been an active community member and want to improve your working relationships or the ways you lead people and projects. You can use this information to reflect on your personal development as a leader.
- **Inspiration.** You are a mentor. Use this with your mentees to clarify their leadership aspirations and skills.

Section 2 | Navigating Leadership Situations

This section shares a few common situations and themes experienced by leaders. It shares overviews and practical suggestions to navigate the situations. How can you use it? Here are a few suggestions:

- **Self-development.** You are a new leader who anticipates experiencing some of these situations in the future and wants to prepare; or you are an existing leader who has experienced these situations in the past and wants to improve. Use the tools to reflect and plan for future scenarios.
- **Team development.** You work with a group, maybe through your affiliate, committee, or project. You can create group activities based on the situations presented to help your team improve collaboration and communication.
- **Build upon.** You are a skills trainer, mentor or facilitator and are looking to support people in leadership situations. Re-use the materials and exercises with the people you support.
- **Inspiration.** You are a leader experiencing various leadership situations like the ones described. View the section as inspiration to notice the leadership themes and encounters in your life. Document your learnings and tools, share them with your community, and contribute to this Leadership Development Plan resource.

Section 3 | Starting a Leadership Development Initiative

This section presents a step-by-step guide to creating a leadership development initiative. It includes templates and tools to help you define, develop and deliver an initiative. How can you use it? Here are a few suggestions:

- **Implementation.** You are a skills trainer, facilitator, or organizer and want to develop leadership skills in volunteers. Use this to help you create a leadership development initiative.
- **Refinement.** You are already delivering leadership development initiatives. Use this to systematize your practice and document how you've applied a similar (or different!) approach to successfully enable leadership development in your community.

Reflection questions:

- What does reading this inspire in me?
- What can I bring back to my community, project, or group?
- How are [leadership topics](#) relevant to my context? If I don't find them relevant, what would I need instead and how can I get it?
- What are my leadership [roles](#), [skills](#) and goals?
- What are skills that I succeed at? What are [areas of growth](#) for me?
- Do I see colleagues in the Wikimedia community reflected in this resource?

Section 1: Understanding Leadership Roles & Skills

The Wikimedia movement comprises many individuals, projects, and groups, all of which are influenced by leadership in one way or another. As a result, awareness of the roles of leaders and the necessary skills for effective leadership is important. This section aims to answer the following questions:

- What is effective leadership in the Wikimedia movement?
- What leadership roles exist?
- What are the skills needed to lead effectively?

In this section, we provide a framework for understanding different types of leadership roles and skills. We then share a guide for assessing one's own leadership skills.

Defining Leadership in Wikimedia

The Leadership Development Working Group [defines leadership](#) in the Wikimedia movement as a collective effort. Through the lens of collective leadership, leaders are not only people and positions but also groups. Effective leadership is “the ability to guide, inspire, build autonomy, encourage and motivate a group of people towards a shared goal or common vision.” It involves demonstrating leadership qualities and actions such as empathy, trust-building, and abilities to create supportive environments for others to thrive. These leadership skills and qualities are

attainable and available to everyone, no matter one’s position or experience level, and they are necessary for all leaders across the movement – whether you are in an affiliate, governance position, admin function, or organizing role.

Leadership Skills

Leadership skills are a set of [soft skills](#) that allow one to encourage, motivate, and develop others. In contrast to [hard skills](#), which are technical, administrative, task-specific or role-specific skills,¹ soft skills are personal attributes and social skills such as empathy, integrity, trust-building, and decision-making. Leadership skills are also distinct from [management skills](#), which focus on overseeing the work of a team or organization. While effective managers need to be leaders, leaders do not need to be managers. In this resource, we argue that there exist core leadership (soft) skills that apply to all Wikimedia leaders, regardless of roles or responsibilities. For example, for an affiliate leader or an organizer to support their communities and initiatives well, they need to display empathy and be accountable to their commitments. What may differ between the roles is their hard skills. A leader of an established affiliate may need to know how to plan and manage multi-year strategies and budgets for their organization, for example, while organizers may need to know how to manage event logistics.

Based on the [leadership definition](#), leadership skills in the Wikimedia movement include internal qualities² such as courage, resilience, focus, and accountability; and outward actions such as trust-building, setting shared vision, and guiding collaborative decision making. To help you

visualize this concept, we created a Leadership Skills Diagram (see image) depicting the internal qualities and outward actions. We acknowledge that this is not a comprehensive list of leadership skills. It’s also worth noting that the ability to act with both soft and hard skills is necessary for effective leadership. There are overlaps and different interpretations of hard and soft skills. Our intention in this definition is to establish a common understanding of leadership



¹ [The importance of soft skills: Education beyond academic knowledge \(2008\)](#)

² [Personality Traits - Edward Diener and Richard E. Lucas \[University of Utah, University of Virginia, Michigan State University\]](#)

skills and narrow the focus of this resource to leadership (soft) skills, which are relevant across contexts. This resource can complement others which focus on the hard skills that are needed for different leadership roles.

Leadership Roles

In the Wikimedia movement, leadership appears in different contexts and leaders hold different roles. While there are formalized leadership roles, there are also many informal ones. In the following table, you will find leadership roles categorized by context and function. The information provides an overview of known and common movement roles that require leadership. It is not meant to be a prescriptive or exhaustive list but rather to raise awareness and conversation. There are certainly leadership roles in the movement that are not widely known, named, or recognized. Lastly, it is worth acknowledging that people or groups do not always easily fit into categories, leadership roles can overlap, and roles may differ based on language or regional communities.

The leadership contexts described below include:

1. Affiliates and Informal Groups
2. On-wiki Extended Rights
3. Governance Committees
4. Organizing
5. Programs and Projects
6. Community Facilitation
7. Mentorship
8. Capacity Building

Affiliates and Informal Groups

Leadership Role (Examples)	Overview	Leadership Skills (Examples)
Emerging group ³ founders, directors, coordinators	<p>Community members operating newer or smaller groups that require you to wear many hats.</p> <p>You are actively building your operating team and volunteer community. You may organize initiatives, develop partnerships, participate in advocacy work, contribute to Movement Strategy, seek and manage grant funding, and perform other activities</p>	<ul style="list-style-type: none"> ● You create a shared vision and inspire people to work toward it ● You are resourceful and creative in the face of challenges ● You are eager to learn ● You help to develop and achieve common goals

³ “Emerging” and “Established” are used to describe the characteristics and activities of the group, not the official affiliation status or their impact.

	related to promoting free and open knowledge.	
Established group directors, managers, or coordinators	Community members operating larger and established groups. Through time, effort, and experience, you have formed a functioning team and a community of volunteers. You may spearhead international or regional collaborations, offer grants, host multi-year initiatives, share resources with other groups, cultivate new leaders, and support emerging groups. You get to focus on strategic activities knowing the basics are covered and that the group's commitments are in good hands.	<ul style="list-style-type: none"> • You share power and make decisions collaboratively • You create a supportive environment • You mentor and develop others • You communicate an inspiring vision • You take feedback and learn from mistakes • You reflect on how to sustain your affiliate's work beyond and after you

On-wiki [Extended Rights](#)

Leadership Role (Examples)	Overview	Leadership Skills (Examples)
Extended rights holders (administrators, bureaucrats, stewards, checkusers, etc.)	Volunteer editors who perform technical and governance-related tasks to maintain and protect Wikimedia projects.	<ul style="list-style-type: none"> • You demonstrate empathy and awareness of your biases • You mediate conflict and problems by attempting to find solutions that take everyone's needs into consideration • You help people navigate or remove barriers • You help people feel safe and valued • You are reliable and people feel comfortable coming to you for guidance • You are ready to take decisive action against misconduct, to protect the community and our readers, despite criticism your action may attract

Governance Committees

Leadership Role (Examples)	Overview	Leadership Skills (Examples)
<p>Committee members (Affiliations Committee, Regional Funds Committees, Board of Trustees, Movement Charter Drafting Committee, etc.)</p>	<p>Volunteers who are members of committees tasked with specific governance functions that impact Wikimedia projects, affiliates, funds, and the integrity, health and sustainability of the movement. You wear different hats depending on your committee's mandate, from providing advisory and strategic guidance to technical implementation.</p>	<ul style="list-style-type: none"> ● You act with integrity, carrying out your role with honesty and consistency ● You are accountable to your individual commitments, as well as co-own the committee's commitments ● You balance communities' needs with long-term and short-term goals ● You put the movement's interest above your own ● You advocate for and consider the voices of marginalized and underrepresented groups

Organizing

Leadership Role (Examples)	Overview	Leadership Skills (Examples)
<p>Event and conference organizers (for editathons, ESEAP Conference, WikiIndaba, Wikimania, Wikimedia Summit, CEE Meeting, etc.)</p>	<p>Community members who are responsible for organizing conferences, events, and meetings. You may be tasked with planning, preparing and hosting the convening, including designing the program, recruiting attendees, managing scholarship funds, supporting facilitation, and evaluating outcomes.</p>	<ul style="list-style-type: none"> ● You communicate clearly and listen actively ● You share the workload and can appropriately delegate tasks and responsibilities ● You identify the needs of communities to design events and conferences that benefit its participants ● You adapt to changing circumstances ● You build and maintain relationships ● You inspire and motivate team members ● You commit to external/partner deadlines and coordinate work to meet them

<p>Campaign organizers (Art+Fem, Wiki Loves Women: SheSaid, WikiGap, WikiForHumanRights, etc.)</p>	<p>Community members who organize campaigns that encourage volunteers to contribute content to the Wikimedia projects. Your role may include identifying the campaign's focus, managing communications, designing campaign events, building partnerships, and obtaining resources.</p>	<ul style="list-style-type: none"> • You hold yourself accountable to the goals of the campaign • You create a supportive environment for people to experiment and make mistakes • You help people feel valued • You inspire and motivate people to join the cause • You communicate the impact of the campaign
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Programs and Projects

Leadership Role (Examples)	Overview	Leadership Skills (Examples)
<p>Project grantees, thematic program coordinators, Wikimedians in Residence</p>	<p>Individuals, groups or organizations working on programs and projects that advance the Wikimedia movement mission through structured initiatives, such as those related to: culture and heritage, research, Movement Strategy implementation, and translation or accessibility.</p>	<ul style="list-style-type: none"> • You are proactive and take initiative • You follow through on your commitments • You courageously take risks and are open to new ways of work • You support the learning and development of those around you • You help people see the larger vision and impact of their work • You create a shared feeling of success amongst the people you collaborate with

Community Facilitation

Leadership Role (Examples)	Overview	Leadership Skills (Examples)
<p>Thematic facilitators, ambassadors, and liaisons (Art+Feminism Ambassadors, EduWiki Outreach Collaborators, etc.)</p>	<p>Individuals, groups, or organizations that ensure communities are involved, informed, and supported in carrying out their particular activities. Your role may include helping people find answers to</p>	<ul style="list-style-type: none"> • You build trusting relationships • You remove barriers and create an environment where people can do their best work together
<p>Governance facilitators, ambassadors, and liaisons</p>		

(Movement Strategy facilitators, Movement Charter Ambassadors , etc.)	their questions or concerns, building bridges between people or initiatives, facilitating meetings and processes, or contributing to the documentation and dissemination of information.	<ul style="list-style-type: none"> You align people around shared goals You mediate between the needs of the community and the organization or group you represent You facilitate collaborative decision-making You listen actively and make people feel heard You relay information clearly and in ways that different audiences can understand You amplify community voices and connect them to decision-makers
Tech facilitators, ambassadors, and liaisons (Tech Ambassadors , etc.)		

Mentorship

Leadership Role (Examples)	Overview	Leadership Skills (Examples)
On-wiki or technical mentors (Small wiki toolkit mentors , Wikidata: Wiki Mentor Africa , newcomer mentors such as Wikipedia Teahouse, etc.)	Experienced community members who support newer or less-experienced ones in their growth and development as Wikimedia contributors. Your role may include sharing your experiences and knowledge with mentees, helping them build or improve on relevant skills, or coaching mentees through challenges.	<ul style="list-style-type: none"> You create opportunities for collaborative and continuous learning You create a safe and welcoming environment You motivate mentees to set and accomplish their goals You make people feel respected, valued and listened to You promote and celebrate the success of your mentees You model the behaviors and qualities that you encourage
Off-wiki mentors (Let's Connect Program sharers , Wikipedia & Education User Group mentorship , Kiwix Mentorship Program , etc.)		

Capacity Building

Leadership Role (Examples)	Overview	Leadership Skills (Examples)
Technical or non-technical skills trainers (affiliates and groups conducting training, Reading Wikipedia in the Classroom trainers , etc.)	Individuals, groups, or organizations that carry out capacity building, whether that be through in-person workshops, online courses, comprehensive	<ul style="list-style-type: none"> You create safe spaces for learners to try, fail, and bring forth creative ideas You seek to understand the needs of your learners to

	training programs, podcasts, recorded videos, or another format.	design relevant learning opportunities <ul style="list-style-type: none"> ● You design with inclusion and accessibility in mind ● You take feedback well and change strategies or methods when needed
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Leadership Skills Assessment

Now that you have a better understanding of leadership roles and skills, it's time to ask yourself: what are your leadership strengths and areas for improvement? The [Leadership Skills Assessment](#) is a tool designed for you to assess your own leadership skills. The goal of the self-assessment is to bring awareness to your current leadership abilities and opportunities for further learning.

Section 2: Navigating Leadership Situations

Through calls, surveys, and brainstorming sessions, community members emphasized the following as common leadership topics that need attention and guidance. These include:

- Burnout and Managing Stress
- Encouraging Diversity, Equity and Inclusion in Leadership
- Toxic or Ineffective Leadership
- Self-Assessment and Continuous Learning
- Passing on Knowledge and Mentorship

This section includes an overview of each topic and practical suggestions to navigate the leadership situations. The recommendations are written based on community insights, secondary research and the working group members' lived experiences in the Wikimedia movement. While we have elaborated on these specific topics, there are many other common and relevant leadership topics that have not been included, such as engaging and retaining volunteers, conflict mediation, and managing competing priorities. This section serves as a starting point and inspiration for others to surface leadership situations and share resources so that we can learn together.

Burnout and Managing Stress

Overview

As members of a decentralized, distributed, volunteer-led movement, Wikimedians are fueled by personal passion and motivation for advancing free and equitable knowledge. Personal wellbeing and sustainability, though complicated and nuanced processes, are critical to sustaining passion. Social scientist Laurence Cox shares that personal sustainability includes all the conditions that

allow individuals to participate in a movement.⁴ This includes physical and economic aspects such as time, skills, and paid or unpaid work; it also includes psychological and emotional dimensions such as mental health and emotional management skills. Nurturing all these conditions for participation is connected with building a movement where its members can participate in a healthy and sustained manner.

In this section, you will find a summary of a common psychological and emotional condition that harms personal sustainability and deplete passion: burnout. You will also find recommendations for personal and community-led strategies for overcoming burnout and managing stress.

What is burnout?

[Trigger warning: Burnout is a traumatizing experience, and we acknowledge reading about the symptoms and causes of burnout in this section may activate stress for readers. If you believe this to be relevant in your case, consider skipping to the Managing Burnout sub-section to read about Personal & Community Strategies.]

According to the World Health Organization (WHO), burnout is a psychological syndrome resulting from “chronic workplace stress.”⁵ Burnout is also described as the decline in psychological, emotional, and physical well-being intensified by feelings of hopelessness.⁶ It is a severe condition that often leads activists to temporarily or even permanently withdraw from activism.⁷

The following experiences are common symptoms of burnout:

- **Deterioration of psychological and emotional wellbeing⁸**
 - Overwhelming challenges with stress and anxiety
 - Insomnia due to overthinking about work stress
 - Inability to think clearly and make decisions
 - Emotional exhaustion and chronic fatigue
- **Deterioration of physical wellbeing⁹**
 - Loss of appetite and/or unhealthy eating patterns
 - Chronic physical exhaustion
 - Compromised immunity - falling sick more often
- **Disillusionment and hopelessness¹⁰**
 - Loss of hope to the point where you question the purpose of your efforts
 - Feeling like you’re never doing enough

⁴ [How do we keep going? Activist burnout and personal sustainability in social movements](#)

⁵ [Burn-out an “occupational phenomenon”: International Classification of Diseases](#)

⁶ [Preventing Burnout - Effective Activist](#)

⁷ [Preventing Burnout - Effective Activist](#)

⁸ [Frayed All Over - The Causes and Consequences of Activist Burnout - Gorski & Chen \[p. 12\]](#)

⁹ [Gorski & Chen \[p. 13\]](#)

¹⁰ [Gorski & Chen \[p. 14\]](#)

- No longer being able to see or feel fulfilled by the impact of your work

Burnout in the Wikimedia context

Over the last few years, the Wikimedia movement has witnessed a range of conversations on burnout and its impact on community health and movement sustainability. A few of these are listed below for your reference:

- The [Movement Learning and Leadership Development Project](#) identified burnout as a barrier to engagement
- Burnout was a recurring consideration in Movement Strategy Community Health conversations where community members urged for “[Redefin\[ing\] power structures to better serve the communities](#)”
- Let’s Connect put together a few resources for [identifying and managing burnout](#) experienced by movement organizers
- The [2022 Grantee partners’ intended programming and impact report](#) described burnout and volunteer engagement as a key challenge
- [WikiProject administrators are attempting to combat editor retention](#) by acknowledging burnout
- Wikimedia Poland’s effort to [Build a Holistic Support Infrastructure](#) highlights that “the cure for burnout is not self-care, it is all of us caring for one another”. Read their session [notes here](#)
- Burnout is a common experience among WikiLoves contest organizers, and this community has proposed [adaptations to prevent it](#)

Managing burnout and stress

Burnout and chronic stress can be caused by feeling a lack of support, unclear expectations, and extreme amounts of stressful, monotonous or chaotic activities¹¹. While structural or organizational changes can alleviate these conditions, there are ways we can manage our own stress and burnout in the meantime. To make this guide practical and action-oriented, we share a few personal and collective strategies for taking care of one another.

Individual strategies

As described earlier, burnout is a mental and physical syndrome. If you find yourself experiencing symptoms of burnout, consider developing a practice of care and emotional regulation that addresses your specific symptoms. If accessible, also consider enlisting the support of a trained medical professional.

Here is a list of suggested individual tools and practices:

- **Breathwork for tackling anxiety and stress**
 - [Breathing for Wellbeing and Calm Toolkit](#) includes breathing exercises that can be used when you feel drained or scattered

¹¹ [Job burnout: How to spot it and take action](#)

- [5-4-3-2-1 Grounding Technique](#) is a practice to help you maintain calm through your five senses
- Meditate. There are a variety of meditation practices¹² and apps to choose from to develop your own practice
- **Incorporate rest and play into you routine**¹³
 - Build a practice of spending time in nature. Even 10 minutes outside can do wonders for your nervous system, and help you tackle your anxiety
 - Eat healthy. Commit to making nourishing, wholesome meals. If you struggle to eat healthily and regularly, start small by committing to one homemade meal a day
 - Stay hydrated. This may seem fairly obvious, but we often spend hours on our screens without remembering to drink water! And no, your choice of caffeinated drink doesn't count! Set reminders throughout your day to sip water
 - Stretch. Incorporate simple stretches into you work hours
 - Digital detox. Schedule time in your routine to entirely switch off from your email, work calls, social media, news alerts, and everything else digital!
 - Develop a hobby. Find something you enjoy doing [outside of Wikimedia movement work!] and make space for it in your life. It could be anything at all, big or small, whatever you can afford at this time in your life to do for just pure joy
- **Notice and honor your feelings**
 - [The Feeling Wheel Exercise](#) is an activity to help you reflect and articulate your emotions¹⁴
 - [Behind the Mask](#) is a self-diagnostic tool for managing the emotional challenges of leadership. It includes suggested remedies for common emotional issues
- **Identify your support network**
 - [How To Build Your Support Network](#) is a self-diagnostic tool to better understand the types of support you need
 - [Trust Battery](#) is an exercise to assess the trust levels of working groups
 - Seek Medical Help – if you can afford it, consider seeking professional medical help.

Collective strategies

Here are recommendations for group activities and practices you can initiate within your own Wikimedia context to identify and manage stress, and reconnect to passion:

¹² [Meditation Techniques: Definitions, Examples & Tips - Berkeley Well-Being Institute](#)

¹³ [10 great resources for activist wellbeing](#)

¹⁴ An additional resources to help with the exercise is [The Emotion Wheel: What It Is and How to Use It](#)

- [Managing Burnout with Four Quadrants](#) - help improve how a team communicates when experiencing stress
- [Listening Circles](#) is a simple discussion format that can be used for the topic of burnout, wellbeing, sustainability and more
- [No Burnout Bingo](#) is a fun activity for group members to develop healthy conversations about wellbeing strategies
- [Weather Check-in](#) is an exercise to talk with others about their emotional state using weather as an analogy
- [River of Life](#) is a personal reflection tool using drawing and storytelling to connect and deepen group members' commitments to the movement
- [Sustaining Self-Care: A Tool for Personal Awareness](#) is a workshop activity inviting groups to reflect and share their self-care practices

Further resources

- [Burnout in Social Movements - The Roots, The Experience, Lessons Learned](#)
- [How to Recognize Burnout Symptoms](#)
- [Understanding the burnout experience: recent research & its implications for psychiatry](#)
- [Self Love and Self Care: A Guide for Activists - Planned Parenthood](#)
- [TED Talk: How to recover from activism burnout](#)
- [10 great resources for activist wellbeing](#)
- [Finding steady ground](#)
- [Overcoming the top 3 challenges to self care](#)
- [Managing emotions - Tools for Transformation](#)
- [Emotional Resilience in Leadership Report 2020](#)

Encouraging Diversity, Equity and Inclusion in Leadership

Overview

In this section you will find a breakdown of how [diversity, equity and inclusion](#) (DEI) relate to our work in the Wikimedia movement and suggested tools and practical guides to promote DEI in your communities. Use the tools to guide conversations and make real change to the diversity, equity and inclusion of the groups and projects you support. Some of these tools are also meant as personal reflection and assessment guides for you to think critically about your own leadership qualities and mindset.

What is diversity, equity and inclusion?

[Diversity](#), [equity](#) and [inclusion](#) are terms with meanings and interpretations around the world, from corporate team settings to grassroots social justice movements. In essence, these terms refer to how power is distributed in any setting where human interactions take place.

While often used interchangeably with the acronym DEI, diversity, equity and inclusion are three distinct concepts. It is important to acknowledge and understand each term individually to ensure that leadership development initiatives in our movement appropriately address DEI as a whole:

- **Diversity** refers to the physical presence or representation of individuals with different backgrounds, identities and experiences
- **Inclusion** is the involvement of individuals and groups, particularly those who are excluded or prevented from using their voice, in policies, practices, and decision making
- **Equity** is about just treatment and fair access or distribution of resources for individuals and groups. Equity¹⁵ refers to the practice of accounting for the differences in individuals' starting points and removing barriers so that social disparities are eliminated. It is the effort of transforming social, political, and economic systems of oppression and injustice

One [example](#)¹⁶ that is often used to explain these power dynamics is as follows:

- Diversity is when everyone is **invited** to the party
- Inclusion is when everyone **gets to contribute** to the music playlist
- Equity is when everyone **has the opportunity to listen**, enjoy, or dance to the music

In other words, diversity is when people from different identities and cultures are present. Inclusion is when all these people are able to share their opinions and perspectives. Equity is when these diverse groups of people are able to benefit from the decisions being made.

It is important to point out that the presence of a diverse group of people is not sufficient to ensure they are included in the decision making process. Diversity does not mean inclusion. Efforts must be made to include them in the conversation, for example, by actively moderating the discussion in a way that people from marginalized identities feel safe and invited to share their perspectives.

Further, diversity and inclusion are not enough on their own. Critics of DEI sometimes argue that groups stop at diversity and inclusion and don't give enough attention to equity. Equity involves identifying and then removing barriers to participation. This is long-term work needed to ensure that everyone has the ability and access to participate.

DEI in the Wikimedia movement

One of the core priorities of the Wikimedia [Strategic Direction \[2017\]](#) is Knowledge Equity: "As a social movement, we will focus our efforts on the knowledge and communities that have been left out by structures of power and privilege. We will welcome people from every background to build strong and diverse communities. We will break down the social, political, and technical barriers preventing people from accessing and contributing to free knowledge."

¹⁵ [Equity definition & meaning](#)

¹⁶ [Defining DEI | Diversity, Equity & Inclusion - University of Michigan](#)

Service and equity are key to the Wikimedia movement’s vision for the future. As leaders in this movement, diversity, equity and inclusion are integral to your leadership approach.

How does DEI translate to the organizations, projects, programs and campaigns in the movement? Below you will find a few examples of initiatives within our movement that are leading the way in implementing the principles of service and equity in their work. This is not an exhaustive list, rather it is meant to provide a glimpse into the variety of initiatives being undertaken by community members.

- The [Diversity, Equity and Inclusion Hub](#) is an “initiative for affiliates and volunteers who are working on equity, gender gap, and gender communities, minorities, languages, culture, ethnicity, age, disability, in one word: diversity in Wikimedia projects”
- The [Knowledge Equity Calendar](#) initiated by Wikimedia Deutschland is an example of a project designed to spotlight stories of Wikimedians working towards achieving knowledge equity in their respective contexts
- Wiki Movement Brazil User Group came up with a [Diversity Plan](#) to incorporate knowledge equity in their programs and projects. Read more about how they co-created their diversity definition to reflect their particular socio-cultural context
- [Wikimedia Movement Equity Data Landscape](#) is an initiative of the Global Data and Insights Team of the Wikimedia Foundation to map the existing wealth of data in order to develop an equity landscape data reference. They also aim to build an equity landscape index to track the movement’s progress in breaking down the social, political, and technical barriers to full participation in free knowledge. Read more about their [pilot and community consultation](#)
- [Whose Knowledge?](#) has curated [critical arguments in favor of diversifying knowledge](#) on Wikipedia. In addition, they have created a process to help communities and projects [map knowledge](#) with the aim of diversifying whose knowledge is being created, served and made visible
- [Art + Feminism](#) published their [Equity Statement](#) in 2022 showcasing their deep commitment to embedding equity throughout all their actions and processes

While important work has been done, we also acknowledge that DEI initiatives are not evenly spread across the regions of our movement. The discourse on these concepts tends to be heavily informed by [Western](#) and [Global North](#) experiences and contexts. In fact, the data we collected from the community-facing leadership research survey earlier this year showed that DEI is not a term that all regional communities use or understand. This finding showed a need for more practical resources that could support community members in discussing and reflecting on DEI in their regional, cultural and linguistic contexts.

Suggested practices

Individual strategies

- [Project Implicit Bias](#) is a test to measure one's hidden biases, also known as unconscious or implicit bias
- [SPACE2 Model of Mindful Inclusion](#) is a set of strategies that help people notice and override their automatic reflexes
- [Mental Checklist](#) - an introspective set of questions to help you uncover how particular actions or decisions are influenced by dominant cultural / social norms, power dynamics and expectations

Collective strategies

- [Culture Sharing](#) is a team building tool to build appreciation for cultural diversity
- [Diversity Welcome](#) - a collective tool that can be used to acknowledge and make space for the diversity of lived experiences in your group, community or whatever constellation of Wiki collaborators you're a part of
- [Big Wind Blows](#) - a group activity to deepen conversations on themes of diversity and to invite risk-taking around vulnerability in group settings
- [Team Types: Four Personality Tendencies in Team Building](#) - a group activity to explore diversity in personalities, approaches to work, and how the team can improve working relations
- [Learning Circles - A Tool for Understanding Root Cause](#) - this tool fosters critical thinking and analysis among circle participants, who begin to form and re-examine their assumptions about their role in community life and their ability to propose solutions for community change
- [Creating Cultures and Practices for Racial Equity](#) is a guidebook containing a variety of tools for cultural workers to imagine, plan, and implement racial equity strategies
- [Turning Towards Each Other: A Conflict Workbook](#) offers individual and group exercises to build collective self-awareness and conflict resilience. These tools can help resolve interpersonal tensions and increase the capacity to work together to dismantle oppressive systems and create regenerative ones

Further resources

- [Implicit Bias Video Series - University of California Los Angeles's Office of Equity, Diversity and Inclusion](#)
- [Case Study: Receiving Feedback About Power, Difference and Inequity](#)
- [Manifesto of Being and Working Together from #OurField and Future Farm Lab](#)

Toxic or Ineffective Leadership

Overview

The Leadership Development Working Group's [definition of leadership](#) clarifies the qualities, actions, and outcomes effective leaders possess. It is important to recognize the ways in which [toxic or ineffective leadership](#) impacts our community health, and to suggest tools that can mitigate the impacts of this kind of destructive leadership.

Our hope is that Wikimedians reading this section, whether you have experienced toxic leadership or have received feedback about ineffective leadership, can begin to test out the tools recommended in this section.

What is toxic leadership?

It can be quite challenging to have a universally applicable definition of toxic leadership, since it is essentially determined by the subjective experience of a working relationship between a co-worker or colleague and their leader. However, for the sake of clarity and a shared understanding of this phenomenon, you will find a few elaborations below.

Political scientist [Dr. Marcia Lynn Whicker](#) was the first to link toxicity with leadership in her germinal book *Toxic Leaders: When Organisations Go Bad*. She defines toxic leadership as individuals or groups who have responsibility over others and abuse the leader-follower relationship.¹⁷ Toxic leaders leave the group or organization in a poorer condition than when they started.

Some theorists argue that destructive leadership results from the confluence of three main components – a **leader** who makes the decision to become destructive, the **follower** who is susceptible in their work with the leader, and the **environment** in which they operate, including the policies, procedures, values, and culture that are promoted.¹⁸

Common traits of toxic leadership

Toxic leaders often display autocratic and hierarchy-driven behaviors resulting in a hostile and demotivating work environment. Over time, and if unchecked, this leads to short-term and long-term consequences for group members and communities.

Here are eight common traits of toxic leaders to help you identify if you're in a working relationship with a toxic leader.¹⁹

1. Unrealistic expectations and dishonesty

¹⁷ [Toxic leadership - Strategies for Managing Change](#)

¹⁸ [Destructive Leadership: Its Origin, Impact and Resolution - Marc Belanger \[University of Guelph\]](#)

¹⁹ [The 8 toxic leadership traits - BetterUp](#)

Honesty between colleagues and team members helps build trust and reliability. Toxic leaders, on the contrary, are often inconsistent with their commitments and frequently lie about agreed upon expectations. [Gaslighting](#) is also a tool that toxic leaders use in their manipulation of expectations.

Example: your toxic project leader told you at the beginning of the week that your project updates were to be shared by Friday, then reprimands you for not having it completed by Wednesday. They now insist that Wednesday was the original deadline making you question your memory.

2. **Take feedback personally**

Toxic leaders are averse to any kind of constructive feedback. They usually take criticism of any kind personally. Any concerns from team members are not welcome which leads the toxic leader to stay stuck in their ways.

Example: you think that your project team volunteers could make better use of their limited time by adding their feedback and comments asynchronously on a shared document instead of discussing at the weekly synchronous meeting. However, your project leader refuses to accept this suggestion. They take this feedback personally since it was their idea to have weekly live meetings.

3. **Arrogance**

Toxic leaders want their team members to believe them without questions or corrections. They think they are always right.

Example: At your monthly meeting, the campaign leader states that the upcoming edit-a-thon does not require translation support and this can be removed from the event resources. You know that to be false since there are 50 registered participants who speak different languages and they specifically asked for translation support. If you try to correct your campaign leader, they either berate you or ignore your correction.

4. **Dependency on hierarchy**

They depend on the roles and positions within the team to exert their control over the group.

Example: community members of a user group want to take part in the decision making of a newly-funded program but their suggestion for more collaborative decision making is discouraged by the user group's leader.

5. **Discriminates between team members**

They do not practice inclusive leadership and display subjective judgments of team members. This could manifest practically as preferential treatment to their friends, for example. Or, it could show up as ageism, sexism, racism, homophobia and more.

Example: your affiliate's leader constantly praises the work of your colleague. When you do the same work, the leader doesn't respond with the same positive recognition.

6. **Low confidence**

Lack of confidence can be an underlying reason for a toxic leader's behavior, as it's a form of overcompensation. This can also result in a lack of trust in others.

Example: the leaders of your subcommittee micromanage you because they don't trust you to perform your task well.

7. **Incompetency**

They may struggle to do their jobs well and make poor decisions. Correspondingly, they may criticize and shame others in an effort to hide their own incompetence.

Example: a leader of a technical project delegates a difficult task to another software developer with a short turnaround time. Without fully understanding how to complete the task themselves, the leader pressures and scrutinizes the developer's work so much so that they can't finish the task at all.

8. **Self-serving**

Toxic leaders serve their own careers and professional growth. They do not hesitate to sabotage or defame their colleagues' reputation and track record to show themselves in a good light. They also tend to take credit for work they have not done.

Impacts of toxic leadership²⁰

For movement members to advance the mission of free and accessible knowledge, [healthy communities and environments are necessary](#). Hostile behaviors, harassment, and incivility are fundamentally opposed to our [shared values and mission](#). As a result of one's role or influence, toxic leaders have the ability to greatly and negatively impact community settings. Next we share a few ways that this type of leadership can affect community members.

- **Culture of silence:** community members stop sharing ideas, concerns, and questions to shield themselves from further harm, defamation, and mental or emotional stress. As a

²⁰ [Organizational Cynicism and Its Impact on Organizational Pride in Industrial Organizations - Durrah, Omar, Monica Chaudhary, and Moaz Gharib](#)

result, the otherwise unacceptable behavior of the toxic leader gradually becomes acceptable, and alters the work culture

- **Organizational cynicism:** toxic leadership can result in community members developing low satisfaction and intents to quit. They may feel a lack of sincerity, honesty, and justice in the organization or community
- **Decrease in volunteer participation:** community members may feel demotivated or discouraged from contributing if they feel unsupported or mistreated
- **Organizational rigidity:** toxic leadership can have a stifling effect on people, processes, and structures, which can lead to a reduction in new ideas, people, and improvement.
- **Burnout:** if continuous interaction with toxic leaders leads one to feel consistent stress, chaos, uncertainty or lack of support, burnout may be possible. Refer to the Burnout and Managing Stress section for further details
- **Negative emotions and behaviors:** community members can develop emotions such as aggravation, tension, anxiety, discomfort, and disrespect. This type of leadership can also lead people to respond in unfavorable ways, including using sarcastic or hurtful language, name calling, or harsh judgments
- **Losing trust in yourself:** a harmful consequence of toxic leadership is the loss of self-esteem and lowered sense of self-worth²¹

Navigating toxic leadership

Narcissistic or destructive leaders may not always realize the damage they cause due to a lack of self-awareness or emotional awareness.²² However, with the right kind of interventions, leaders who display toxic or destructive traits can be supported to grow into effective leaders. Next, we share a few recommendations and tools to consider.

1. Contemplate conflict

- Take time to process experiences if you feel confused, overwhelmed or agitated
- Note uncertainties and possible misunderstandings in your interactions, including cultural differences
- Distinguish people's actions from your feelings about them. They are both important, but they are different
- Distinguish disagreement from personal hostility

Suggested tools

- [Active Listening](#): a breakdown of the steps you can refer to in practicing active listening with your collaborators / project members
- [Courageous Conversations - Do You Need One?](#)

²¹ [Toxic Leadership: The Most Menacing Form of Leadership - Nivedita Singh, Santoshi Sengupta and Santosh Dev](#)

²² [Four Ways to Address Toxic Leadership Behaviors - Mindclass](#)

2. Invite conversation

- If you're unable to resolve a conflict²³ on your own, invite conversation. The sooner the better

Suggested tools

- [Courageous Conversations - How to Prepare](#)
- [Nonviolent Communication](#): an easy-to-use guide introducing the nonviolent communication process

3. Develop a plan

- Foster inclusive dialogue by sharing ideas, asking clarifying questions, and responding to others' ideas
- Identify and establish clear personal desires and needs
- Make offers or requests
- In complex conflicts, develop points of agreement to facilitate progress
- Propose plans to treat conflict in a mutually satisfactory way
- Mutually sign written plans in serious cases, or whenever desired
- Follow up

Suggested tools

- [The Situation Behavior Impact \[SBI™\] Feedback tool](#)²⁴
- [CSAW \[Connect, Share, Ask, Wrap up\] Worksheet](#)²⁵

4. Reflect on your own leadership traits

- [Behind the Mask](#) is a self-diagnostic tool to contemplate the emotional challenges one experiences as a leader beyond the appearance of having everything under control
- [Reflecting on Practice](#) is a metaphor-based exercise for reflecting on your own practice of leadership, learning, and development within the Wikimedia community. In the context of learning and development, metaphors about the learning environment can reveal new insights about group dynamics, learning objectives, and the overall relationship with community members
- Seek [Mentorship](#). You may want to seek mentorship from experienced members in the Wikimedia movement who have been or are in similar leadership positions as you. You will find more details about mentorship in the Wikimedia context in the Passing on Knowledge and Mentorship section. You can also read the [Movement Learning and Leadership Development Project Report on Mentorship](#) for an overview of effective mentorship in the Wikimedia movement

²³ [Conflict Resolution Resources - Loomio Cooperative Handbook](#)

²⁴ [The Situation Behaviors Impact Feedback Tool - Mind Tools](#)

²⁵ [Give More \[and Better\] Feedback with CSAW - The Management Centre](#)

- [Delegation worksheet](#) is a template for campaign organizers, project leaders, program managers to help you delegate tasks within your group of collaborators
- [The Art of Delegating](#) is a toolkit that helps leaders sharpen their delegation skills. One sign of an effective leader is the ability to assess your group members' strengths, opportunities for improvement, and motivations
- [Comparative Advantage Worksheet](#) is a self-diagnostic tool to assist leaders in identifying the tasks they're uniquely suited to complete and those they should delegate to others. This template helps you take a step back from your responsibilities and critically assess optimal use of your time and how best to engage your collaborators
- [Check-in Meeting Agenda Template](#) helps you prepare regular, one-on-one meetings with your collaborators. Check-ins²⁶ are an easy meeting format with multiple benefits. Over time, and if conducted regularly, they help you identify your group members' needs, give and receive timely feedback, build trust and safety in your working relationships, and develop a deep human connection. You can set the frequency of these meetings collaboratively with your team members and reassess at regular intervals if the frequency needs to be adjusted

Further resources

- [The Four Elements of Strong Relationships](#)
- [Perspective Taking for Stronger Relationships](#)
- [\(Part 1\) How to Receive Feedback](#)
- [\(Part 2\) How to Receive Feedback - Power, Difference & Inequity](#)
- [Courageous Conversations Toolkit - Introduction](#)
- [NVC Instruction Self-Guide](#)
- [How to Practice Nonviolent Communication](#)
- [The Gini Handbook](#)
- [3 Emotional Intelligence Exercises](#)

Self-Assessment and Continuous Learning

Overview

[Self-assessment](#) and [continuous learning](#) help leaders grow their capacities to lead.

Self-assessment is the process of reflecting on one's own actions, behaviors, and decisions. Through self-assessment, leaders can identify strengths and weaknesses, determine areas for improvement, and increase overall self-awareness. Continuous learning takes self-assessment further and focuses on ongoing, lifelong, and self-motivated learning.²⁷ It comes from the belief that the learning process never ends and we all have the potential to constantly change and

²⁶ [Why Your Team Members Need Daily Check-ins](#)

²⁷ [Learning for Life: White Paper on Adult Education - Department of Education, Dublin \(Ireland\)](#)

grow. In the Wikimedia context, self-assessment and continuous learning are essential for leadership development. They allow you to routinely gain new knowledge and skills to adapt to changing community needs and improve the ways you support your communities.

Performing a self-assessment

Self-assessment is a helpful tool for leadership development. It can enhance performance, decision-making, goal-setting, and other leadership-related activities.²⁸ Yet for it to be successful, individuals must be prepared to be honest with themselves about their personal performance, attitudes and behaviors. Self-assessment processes occur in a variety of contexts such as in your workplace, in your Wikimedia communities, or in projects you contribute to. It can involve asking for feedback from peers or colleagues or using available tools and platforms such as 360 feedback surveys.

When to perform a self-assessment

It is encouraged that you perform self evaluations regularly and systematically. Depending on the type of work or activities you do and the goals you are trying to achieve as a leader, this can mean performing self-assessments monthly, quarterly or yearly. Here are a few suggested moments when a self-assessment would be valuable:

- After a significant project or milestone has been achieved
- When receiving challenging feedback from team or community members on behaviors or decisions that you have made
- Before setting new goals, objectives or priorities for teams, projects or communities
- If a project or process has failed or if you experienced a setback
- If you are starting a new role or taking on new responsibilities
- At the end of a project or process that involved multiple stakeholders to complete
- If you experience significant challenges in your role, community or during a project
- If you feel unmotivated or uncomfortable about taking next steps with a project or role

Methods of self-assessment

There are many methods to perform a self-assessment. We outline a few examples of free or low-cost methods below and encourage you to experiment to determine the methods most appropriate for your context. If a method you try doesn't feel relevant or is too challenging, try another one until you find one that fits your needs.

- **Self reflection journals and/or worksheets:** journaling is a simple and effective way to reflect on your performance and document goals for improvement
- **A [360-degree feedback](#) assessment:** this process involves gathering anonymous feedback from multiple sources such as peers, managers, direct reports, and contributors. This insight provides a comprehensive view on multiple aspects of an individual's performance

²⁸ [Your complete guide to self-assessments](#)

- **Peer feedback:** asking a peer, volunteer or someone you trust for feedback is another way to gather insight about your abilities as a leader. Keep in mind that receiving feedback can be uncomfortable. When receiving feedback remember to:
 - Listen actively and try to understand their perspective or insight
 - Ask questions if something is unclear or you are unsure how to interpret the feedback
 - Take notes. This will allow you to remember what was shared and reflect on it at a later time
 - Think about ways you can improve and where their feedback can be applied in your professional or volunteer work
 - Thank the person providing feedback to you. It takes effort to prepare feedback and showing gratitude encourages them to share feedback with you in the future
- **Work with a mentor:** working with a trusted mentor or a coach can provide a safe space and individualized guidance to think through your leadership skills and performance
- **Research online tools and resources:** there are various online tools²⁹ that can provide insight into your leadership styles and competencies
- **Build your own:** sometimes existing tools may not serve your specific context, culture or language. One way to overcome this is to build your own assessment. It can be as simple as creating a list of reflection questions or creating a survey for others to complete. To help you do this, we created a list of [Leadership Self-Assessment Questions](#) you can use to create a self-assessment. An example you can reference is the [Leadership Skills Assessment](#) from Section 1 of this document, which assesses your leadership skills according to the [leadership definition](#)

Ultimately, the most effective resource for self-assessment will depend on your individual goals. It's important for leaders to regularly review their performance and find resources or people that can help support their development as leaders.

Continuous learning and leadership

While self-assessment is the introspective process of better understanding yourself, continuous learning is the active process of improvement. It's your ongoing commitment to gain skills, knowledge and competencies throughout your lifetime. As a leader, continuous learning needs to be a core part of your mindset and actions. When leaders prioritize learning new things and finding ways to incorporate that knowledge into their work, they demonstrate a dedication to growth, which hopefully encourages and inspires others to do the same. Through ongoing learning, they stay updated on changing trends, emerging best practices and policy changes that can improve organizational cultures and community health.

²⁹ A few leadership self-assessments include the [Leadership Compass Skills Assessment](#) by Be The Change Consulting; the [Leadership Style Assessment](#) by R. M. Galford and R. F. Maruca; and the [Leadership Framework Self-Assessment](#) by the NHS Leadership Academy

Continuous learning methods

Learning how to learn³⁰ is a skill in itself. Professors Barbara Oakley and Terrence Sejnowski share learning techniques³¹ that promote learning competence, such as [chunking information](#), taking breaks to activate diffuse thinking,³² and retrieval practice.³³ Techniques such as these are helpful to understand and apply as you continue your learning journey. Besides such techniques, there are other ways to learn in the Wikimedia movement, for example:

- Attending online courses or workshops on leadership development
- Performing self-assessments to measure performance and impact
- Challenging yourself to start a new initiative or improve an existing one
- Attending conferences or events that focus on a topic of interest
- Learning about new topics and contributing to Wikimedia projects as a way to showcase your learning

Passing on Knowledge and Mentorship

Overview

Sharing knowledge is a critical component of developing effective leaders and building resilient and strong communities. As communities, organizations, and projects develop, leaders can change over time. Sharing knowledge about best practices, important history, and strategies for growth will ensure lessons are retained and prepare future leaders for their roles. When leaders transition out of roles, it is important that they have a plan in place to share knowledge with those who will be stepping in to take over their responsibilities.

Methods of passing on knowledge

There are many methods to pass on knowledge. The most effective approach for you will depend on the kind of knowledge shared and the priorities of the teams, groups or communities involved. A few methods include:

- **Onboarding to new members and staff:** having a structured onboarding process helps those joining a community, organization or project for the first time understand the goals, strategic priorities, processes, and available resources and support
- **Group training:** organizing sessions or workshops can facilitate sharing knowledge continuously and to a large group of people
- **Knowledge-sharing platforms:** establishing platforms such as wikis or forums can encourage team or community members to share experiences and encourage collaboration

³⁰ [Learning how to learn - Barbara Oakley](#)

³¹ [Learning to Learn: A Teacher's Guide - Structural Learning](#)

³² [Learning how to learn: A guide for kids and teens - Barbara Oakley](#)

³³ [Using Retrieval Practice to Increase Student Learning - Washington University in St. Louis](#)

- **Documentation:** it is critical to document important processes, procedures, key relationships, and anything vital to the operations of your organization or community. What may seem obvious to you may not be the case for others, so it's valuable to document even seemingly commonplace activities
- **Mentorship:** mentorship provides a unique opportunity to learn directly from a trusted, experienced peer or leader in a 1-on-1 or group relationship
- **Apprenticeship:** learning on-the-job by shadowing or working under an expert provides real-life, hands-on experience

Mentorship

Mentorship is an important way to pass on knowledge and an example of the Wikimedia mission in action. By sharing knowledge and skills, experienced leaders can empower volunteers and communities to contribute to the free knowledge movement. As a method, mentorship is useful because it allows experienced leaders to share individualized guidance that is specific and contextually-relevant to the emerging leader mentees. To name a few benefits, good mentorship can enable emerging leaders to better navigate their specific challenges, evaluate their personal strengths, and create a professional development path that fits their values and goals.

What is mentorship?

[Mentorship](#) is the active relationship between an experienced or knowledgeable individual (mentor) who provides guidance and shares their experiences with a less experienced individual (mentee) to help them grow and achieve their goals. The relationship between a mentor and mentee is based on trust, open communication and mutual respect. It involves a commitment to supporting a mentee's personal or professional development over a period of time.

A mentor is a community member who has significant experience in a particular area of work and may have held different leadership roles in an organization, project, or community. They possess relevant knowledge and have a desire to share this with others. On the other hand, a mentee is an individual who is motivated to seek guidance and support. They may be aware of the areas in which they would like to grow personally or professionally and are motivated to learn. Sometimes mentors and mentees connect through a structured program, and other times they occur informally.

Types of mentorship

There are a few models³⁴ of mentorship present in the Wikimedia movement. They include:

- **Traditional mentorship:** this is the most common type of mentorship and can happen both informally or formally. It involves an experienced person supporting and advising a less experienced person. A related approach to this form of

³⁴ [Mentoring models - Institut d'assurance](#)

mentoring is [coaching](#), which forms a relationship between a coach and coachee. Whereas mentoring may include more specific skill or knowledge guidance from the mentor, coaching tends to involve the coach asking questions and encouraging self-reflection

- **Group mentorship:** this form of mentorship involves a group of people who are mentored by an experienced mentor. Group mentoring can create a supportive environment for a large group of people to learn from one another and share their experiences
- **Peer mentorship:** in this model, individuals of similar experiences or roles mentor one another. One advantage of this approach is the ability to create a mutually beneficial relationship where both people learn and help learn³⁵

Examples of mentorship in the Wikimedia context

- The [Kiwix Mentorship Program](#), hosted by Open Foundation West Africa, is a structured mentorship program that provides training and support to mentees with the goal of advancing access to free educational content
- The [Wikidata: Wiki Mentor Africa](#) is a mentorship program aiming to develop the technical capacities of new software developers in African communities
- [Education User Group](#) organizes a mentorship program focused on supporting Wikimedia groups interested in developing programs that promotes Wikimedia in education

Further resources

- [Mentoring Guide - Center for Health Leadership & Practice Public Health Institute](#)
- [Mentor Handbook - TogetherPlatform](#)
- [Mentoring Toolkit - University of Washington](#)

Section 3: Starting a Leadership Development Initiative

Community members may agree that leadership development is important for our movement. However, information about how to create such initiatives can be either difficult to find, incomplete, or not available. This section shares a step-by-step guide for designing and implementing a leadership development initiative. The guide also includes a suggested syllabus to use as a basis for developing your own instructional materials. Perhaps you are an affiliate coordinator who wants to encourage more community members to adopt leadership skills and qualities; a community organizer who believes developing leadership skills can motivate editors to work more collaboratively; or a project grantee with a background in training and interested in sharing your expertise with your community. This section will help you develop your initiative from start to finish.

³⁵ [How Mentorship Benefits Peer Mentors - Mentor Collective](#)

“Leadership development initiative” refers to learning delivery formats dedicated to developing leadership skills. We use the word “initiative” to broadly encompass a range of formats, such as: workshops, online courses, guidebooks, or online applications. The recommended steps are based on existing instructional design³⁶ and project design models, including: ADDIE,³⁷ Design Thinking,³⁸ Project Cycle Management.³⁹ There are other groups who have developed models⁴⁰ within and adjacent to our movement, though for different learning objectives and contexts. We hope this serves as a helpful addition to a hopefully growing body of resources for leadership development.

Overview

Want a quick overview of each section before going into details? Here it is!

1. [Define](#)

Defining your leadership initiative is the first phase! Review the steps in this phase carefully to reflect on the characteristics of your Wikimedia learners, the kind of problems you’re solving, and the resources needed before you start your initiative.

These are some of the tools that will help you in this stage:

- A [Leadership Development Canvas](#) to keep track of your reflection process
- A [Leadership Development Syllabus Example](#) to determine the contents of your initiative
- A [Learning Delivery Formats Selection Tool](#) to make decisions about the format of your initiative
- A [Resources Checklist](#) to organize all the tools and services for your initiative
- Budget templates from the WMF [Community Resources](#) and [Education](#) teams
- An [Implementation Plan Template](#) to bring it all together

2. [Prepare](#)

Once you have defined the basics of your leadership initiative, it’s time to move to the next stage and prepare for success. These steps will help you to secure financial and human resources, develop learning materials, and create a call for participants.

These are some of the tools that will help you in this stage:

- A set of [Application Guidelines](#) to access funding through the WMF
- A [Job Description Template](#) to determine the people you need in your team
- A list of engaging activities from the [National Equity Project](#) and [Cornell University](#)

3. [Deliver](#)

³⁶ There are many instructional design models, for example Backward Design, Universal Design for Learning and 5Es. Yale University shares several [Teaching and Learning Frameworks](#)

³⁷ ADDIE is an instructional design framework that stands for Analyze, Design, Develop, Implement, and Evaluate. Education Technology shares information about the [ADDIE Model](#)

³⁸ [Design Thinking - New Zealand’s Ministry of Education](#)

³⁹ [Project Cycle Management](#) is a project and program management approach

⁴⁰ Examples: Wikimedia UK’s [Training of Trainers](#), [Reading Wikipedia in the Classroom](#), [Let’s Connect - Peer Learning Program](#), Mozilla’s [Open Leadership Program](#), and Europeana Foundation’s “[Guidelines for delivering training and development](#)”

Once you've planned and prepared, you are ready to implement your Wikimedia leadership development initiative! The steps and tools here will be particularly helpful for those who are planning synchronous initiatives as part of their implementation.

These are some of the tools that will help you in this stage:

- [Tips](#) for effective facilitation
- A guide for [leading groups online](#) available in multiple languages

4. [Follow Up](#)

Once your leadership initiative is complete, it's important to keep the momentum going! This phase presents suggested strategies to encourage continued learning through evaluation and outreach with your Wikimedia community.

These are some of the tools that will help you in this stage:

- A [Sample Evaluation Survey](#) to gain insights from your participants
- The [Event Evaluation Toolkit](#) for Wikimedia events
- A guide for sharing your learnings with others through [case studies](#)

A Step-by-Step Guide

1. Define

Defining your initiative is the first phase. Who are your learners? What problem are you solving? What resources do you need to implement the initiative successfully? These are the questions you will answer in this Define phase.

To help you, we've created a [Leadership Development Canvas](#), a template you can fill in with details about your own leadership development initiative. The following sections will share tips and practices for completing each component of the canvas.

1a. Define audience and need

To create a leadership development initiative that is useful, you will need to clearly identify and define your learners. Doing this will provide you with a better understanding of the requirements for your initiative. For a leadership development initiative, your audience will likely be a Wikimedia community member who is interested in developing as a leader, or an existing leader wanting to practice or improve their skills.

How do you define your audience? Defining your audience involves understanding their motivations, challenges, learning gaps, and needs. Information that can help you understand your audience include their gender, age, language, roles, movement experiences, values, prior knowledge, priorities, and worldviews. You may also want to define the leadership context(s) they are in and the type of leadership roles they hold or aspire to hold. Refer to the [leadership roles](#) table in Section 1 for guidance on this.

Maybe you already know your learners well because you work closely with them or share the same experiences and characteristics. If that's the case, view this step as an opportunity to clarify your intentions and align with your project collaborators. If you don't know your learners well, for example because you are targeting a region or international group of learners, you may need to do research. This can involve surveying your proposed audience, interviewing community members who have experience working with the audience, or reviewing documentation from past projects.

1b. Define learning outcomes

Learning outcomes are a set of statements describing the “skills and knowledge that a [learner] will be able to demonstrate upon completion of the learning process.”^{41, 42, 43}

Defining learning outcomes helps you and the learners know the aims of the leadership development initiative. Often, learning outcomes use the phrase: “By the end of this initiative...learners will be able to...”

To develop leadership learning outcomes that are relevant to the Wikimedia movement and chosen audience, recall the leadership skills and roles shared in Section 1 and keep in mind the following characteristics:^{44,45}

- **Specific:** be precise about the knowledge and skills learned and focus on the learner rather than the person delivering the initiative
- **Measurable:** make sure that the learning outcomes have an indication of how the knowledge and skills can be assessed
- **Actionable:** use active language and write learning outcomes that reflect how learners can apply the knowledge or skills
- **Realistic:** write attainable rather than aspirational learning outcomes. Everyone who participates in your initiative should be able to achieve the outcomes
- **Time-bound:** the learning outcomes include a timeline of completion, e.g., “by the end of the session”

Good examples of learning outcomes:

- “By the end of this workshop, new leaders in the Sub-Saharan Africa region will be able to craft inspiring visions and communicate the vision in a compelling and clear manner.”

⁴¹ [Writing and using Learning Outcomes - Nathan Roberts \[Cardiff University\]](#)

⁴² [Developing Learning Outcomes - University of Toronto](#)

⁴³ [Learning Outcomes - University of Galway](#)

⁴⁴ The five characteristics come from the goal-setting method known as SMART Goals, which is written with the English mnemonic acronym “S.M.A.R.T.”

⁴⁵ [Developing Learning Outcomes - University of Toronto](#)

- “By attending this online course, experienced leaders of established affiliates will have improved their abilities to build empathy, trust, and accountability within their teams.”

In addition to learning outcomes, which are learner focused, you should also define the broader impact of the initiative for the community or movement. What positive changes do you foresee in your group, community, region, or movement-wide because of your leadership development initiative?

1c. Define content

The learning content is the leadership topics that your initiative will focus on. You will select leadership topics based on a few considerations: the audience and their needs, the intended learning outcomes, and the resources and subject-matter expertise available to you.

To aid you in selecting the content of your initiative, we’ve written a [Leadership Development Syllabus](#) that includes a list of topics relevant to leadership in the Wikimedia movement. You will notice that many of the topic areas correlate to the leadership definition and skills shared in Section 1. We invite you to use the syllabus as a starting point to select the leadership focus areas that are right for your particular audience and context.

1d. Define delivery format

Choosing the learning delivery format is just as important as selecting the content of your initiative. The delivery format or method refers to how your initiative is experienced by learners. Learning happens in many ways! There are many delivery formats, from multi-day, in-person trainings to narrative audiobooks. We created a [Learning Delivery Formats Selection Tool](#) to help you decide your initiative’s format.

Please note that some of the formats listed require more elaboration. For example, if your delivery format involves multiple training sessions, you will also need to determine the group size, duration, and frequency of your sessions. Once you’ve selected your format, reflect on what other information might be relevant to your initiative.

1e. Define resources

There are many kinds of resources that may be needed to create your leadership development initiative. Understanding which resources you already have and which you need will be a necessary part of this Define phase. Here is a [Resources Checklist](#) that will help you begin defining your resource “haves” and “needs.” If the list is missing resources or including ones you don’t need, you can adjust the checklist so that it is relevant to your situation.

Next, determine the financial resources needed by drafting a budget plan. Your budget plan will include all the resources you have identified in the Resources Checklist. The Wikimedia Foundation shares a [template for creating a budget](#). You can also reference the [budget template](#) from Reading Wikipedia in the Classroom's program implementation.

1f. Define project plan

Writing a [project plan](#) can help you structure your work, document decisions and tasks, and support communication. The project plan for your leadership development initiative will likely include:

- Roles and responsibilities
- Purpose and outcomes
- Timeline
- Key milestones and deadlines
- Resources used

To help you write your project plan, we've created a [Project Plan Template](#), based on the [Reading Wikipedia in the Classroom](#) program's implementation plan. After you have written the project plan, ideally in collaboration with your project team, be sure to visit it often to determine if the project is on track or if anything needs to change based on new information.

2. Prepare

After defining your initiative, it's time to act on your plans. Although your preparation steps will depend on your delivery format, audience and resources, a few common steps include: securing financial and human resources to carry out the work, developing learning materials, and calling for participants.

2a. Secure financial resources

Before you seek funding, we first suggest determining if funding is really required to secure the resources you've previously identified. Sometimes funding isn't necessary. This may be the case if you have all the relevant expertise and capacity within your project team, or can leverage free online tools and resources to complete your initiative. Review your budget plan to determine how much funding you need to complete your project.

Once you have reviewed the budget plan, your next step is to identify funding sources. The main way to secure funding will be through grants, whether that be a grant from the [Wikimedia Foundation](#), [affiliates](#), or external partners (e.g. governmental organizations, cultural institutions, mission-aligned non-profits).

For guidance on writing a successful grant proposal, review the Wikimedia Foundation's [application guide](#) which shares helpful examples and tips.

2b. Secure human resources

In addition to financial resources, you'll also need to find your human resources, that is, the people with the relevant skills and knowledge to help you develop and deliver your initiative. For example, you may be looking for subject matter experts if you are developing a structured training program, a multimedia designer for a self-paced online course, or a facilitator for a two-day workshop. The following are suggested steps to securing your collaborators:

1. **Write job descriptions** for each of the roles you want to fill. Use this [Job Description Template](#) to help you draft clear and concise job descriptions. If you already have people in mind for the roles you've identified, you can still use the template as a reflection or discussion guide of the specific responsibilities and expectations for the roles
2. **Plan your hiring process.** Some of the key questions to answer include: are you conducting interviews? How many interviews? Who will conduct the interviews? By when do you plan to have a candidate selected? What questions will you ask? What is your criteria for accepting a candidate?
3. **Determine where to look for job candidates** and perform outreach. Will you look within and outside of the Wikimedia movement? If you are looking within the movement, what global or local mailing lists, Wiki discussion pages, social media platforms, or chat groups will you target?
4. Finally, after selecting people for the roles, **onboard them to your project** by sharing your project plan, how you'll work together, and what outcomes you envision

2c. Develop learning materials

Learning (or instructional) materials are any content, activities, media, or tools shared with learners to help them achieve the learning outcomes.⁴⁶ Learning materials can range widely, from written text and presentations, to videos, stories and interactive activities. Sometimes this step involves curating and collecting existing materials and other times it involves creating your own. It is also helpful to consider the various Wikimedia tools and platforms that you can make use of, including [WikiLearn](#), [Wikiversity](#), and [Let's Connect](#).

When creating materials, both the content and the way it is experienced need to be considered. Whenever possible, include in your project team someone who understands how people learn (instructional designers) and someone who understands the topics in depth (subject matter experts).

Best practices when developing your leadership development initiative:

⁴⁶ [What is Instructional Materials](#)

- **Focus on the learning journey.** Think about the journey you want learners to experience. Ask yourself: what kinds of materials will best engage the learners and help them meet learning outcomes? What is their starting point? Do the learners have similar or different prior knowledge and experiences?
- **Identify the materials based on your chosen delivery format.** If you are creating a training, for example, developing learning materials could include creating [lesson plans](#), activities, assignments, and assessments. If your chosen delivery format is a podcast, then developing learning materials will involve developing the podcast episodes themselves – writing scripts, creating stories, recording videos, and editing them
- **Identify the materials based on your chosen leadership topics.** If your chosen topics focus on skills like giving feedback or collaboration, for example, you can develop interactive role-play exercises for the learners to practice these skills. If your chosen topics focus on self-awareness, you could opt to create self-reflection questions or journal exercises
- **Keep your learners in mind.** You are developing materials for adults, many of whom are volunteers with limited time to spare, speak different languages, and have different professional or educational backgrounds. This means that your initiative needs to keep in mind people’s time availability, motivations, language needs, and previous knowledge. This also means that you need to keep in mind [adult learning principles](#), which are:
 - Motivation: adults need to have an internal motivation to learn
 - Relevance: adults want to learn practical and relevant knowledge and skills
 - Problem-solving: adults want to learn through realistic problems rather than content
 - Experience: adults will draw from previous knowledge and experiences when learning
 - Self-directed: adults want to be involved in the learning and planning process instead of simply being told what to do. They also want to know the reason for learning something
- **Create an engaging and active experience.** Learners learn best through “active, experiential, and contextually varied learning.”⁴⁷ To do this, make sure to introduce different methods into the experience. Keep in mind that there are different ways to learn. To name a few, learning happens through reflecting, watching, discussing, practicing, brainstorming, feedbacking, and assessing.⁴⁸ Additionally, remember that learning doesn’t only happen through thinking, but also emotions⁴⁹ and the body.⁵⁰ To get you started in creating active and engaging activities, you can refer

⁴⁷ [Teaching and Learning Frameworks - Yale University](#)

⁴⁸ [Active Learning - Cornell University](#)

⁴⁹ [The Influences of Emotion on Learning and Memory - Tyng, Chai M., et al.](#)

⁵⁰ [Embodied Knowing: An Experiential, Contextual, and Reflective Process - Sodh, Mimi](#)

to this [list of activities](#) from the National Equity Project or this [list of active learning methods](#) from Cornell University's Center for Teaching Innovation

- **Prioritize accessibility.** For all delivery formats, accessibility is a critical consideration to ensure that your leadership development initiative is inclusive.

Ways to make your initiative more accessible:⁵¹

- Use free, open-source, copyright-unrestricted online materials
- Document and publish materials online (mind copyright!) so that all learners can participate
- Provide materials in more than one format (e.g. text, image, videos) so that you consider all learning preferences and needs
- If your initiative is online, consider poor data connection and lack of hardware
- Accommodate people with different learning speeds or abilities, for instance by giving them more time to catch up if they missed anything
- Provide learners with clear information about what to expect of the initiative and anticipate possible questions, such as: is it recorded or not? Who can they direct questions to? How do they use the tools or materials presented? How should they behave with other learners?

Additional accessibility questions you can ask when developing learning materials:

- How will I accommodate neurodiverse learners, learners who have visual or auditory impairments, or those who require mobility accommodations?
- How will I support learners speaking different languages than me and/or than each other?
- How will I support learners with unstable internet connectivity or difficulty accessing an appropriate device?
- How can I account for learners who will participate in loud or public spaces?
- How can I support learners who juggle multiple commitments - work, childcare, and other priorities?
- What cultural norms do I need to be aware of that could impact the learning experience?
- What unconscious biases do I have that could affect the learner experience?

2d. Call for participants

Inviting participants to join or experience the leadership development initiative is an essential part of your preparation. After all, if you don't share the opportunity, how will people know about it and benefit from it? This step includes:

⁵¹ [10 Strategies for Creating Inclusive and Equitable Online Learning Environments](#)

1. **Creating an engaging invitation message** that explains:
 - The target audience
 - The learning outcomes
 - How to participate
 - The deadline for registration
 - The prerequisite knowledge or skills needed in order to participate
 - The timing and duration
 - The time commitment
 - Languages and other accessibility features
 - Benefits of participation

Be sure to write with your specific audience in mind and think about what would motivate them to join. Try to use various types of media – text, images, videos, graphics - to create a compelling invite

2. **Reaching all the channels that your target audience is on:** mailing lists, newsletters, Wiki discussion pages, social media platforms (Facebook, Twitter, Instagram, LinkedIn), chat groups (Telegram, Whatsapp)
3. **Keeping track of who registers or joins and communicating with them** throughout the engagement

3. Deliver

It's time to deliver your leadership development initiative! If your initiative is synchronous, such as an in-person workshop or a live online training program, then this is the moment learners experience the materials. If your initiative is asynchronous, such as a guidebook, a self-paced online course, or a video, then this is the moment you publish. The following guidance is more focused on synchronous initiatives but can also be helpful to consider if your initiative is asynchronous, especially when participants ask questions.

3a. Facilitate

The facilitator, trainer, instructor or host has a critical role to play during synchronous sessions. Their delivery of the learning material has an impact on whether learners understand, engage and ultimately learn. The facilitator of the session(s) may be yourself or someone you recruited. A facilitator's role is to help participants achieve their learning goals in the most productive and generative way possible. Of course, different contexts may require different approaches, but the following principles are best practices that may be helpful:

- **Safe space:** a facilitator's role is to create an environment where participants feel comfortable and able to learn, ask questions, take risks and make mistakes. Creating a safe space involves establishing open and honest communication and making sure people have what they need, such as time, tools, and language support

- **Involving and empowering:**⁵² recalling the adult learning principles, participants should feel like they are involved in the decisions, activities and process of learning. As the facilitator, you help empower participants to take an active role
- **Guiding the process:**⁵³ you help participants reach learning goals by focusing on the how. You communicate a clear process or agenda that participants can expect to experience and you guide participants through the process. By doing this, you help participants know what to do and how to do it
- **Understood goals:** stating and reminding participants of the goals of the sessions help them understand the purpose of what they are doing and to stay motivated and focused
- **Reading the participants:** instead of strictly following an agenda, a skilled facilitator will ask and notice the needs and feelings of participants, making changes to the process or materials to better suit the situation in the moment
- **Summarizing and reflecting:** summing up what has been shared or discussed is a way to provide an overview of what has happened and reinforce learnings. You can do this summing up yourself or have participants do it. You will also want to host reflections, either written, verbal, individually or in groups. Reflection opportunities give participants the opportunity to [sense-make](#) and process the experience

Further resources

- [Facilitator's Guide to Participatory Decision Making](#)
- [Training for Change](#)
- [NHS's Facilitator Toolkit](#)
- [Leading Groups Online](#)
- [Community Toolbox: Developing Facilitation Skills](#)
- [Liberating Structures](#)
- [Hyperisland Toolbox](#)

3b. Document content and outcomes

To make sure that your initiative is sustainable and has lasting impact, document the process of creation (before), the audience's learning experience (during), and the learning outcomes (after). Not every word has to be recorded, and not every doodle has to be photographed, but make sure the learnings, content, and outcome of any given element of your initiative would be clear to someone who did not attend or a participant who revisits it after a long time.

Depending on the format of your initiative, this can be more or less work. A written guide for self-learning, for example, is already "documented" and doesn't require much more work. An event involving conversation, on the other hand, is more

⁵² [Meeting Facilitation: The No Magic Method - Training For Change](#)

⁵³ [Developing Facilitation Skills - Community Toolbox](#)

documentation-intensive. If this is a synchronous initiative, aim to document all that is presented, discussed and learned. Often this happens through reflection activities during or after an initiative, or through evaluations. By documenting learnings, learners have a record of what they have gained and you have information about the impact of the initiative. Within the Wikimedia movement, we have several examples of documentation, such as [written text](#), [visual notes](#), and [video summaries](#).

4. Follow Up

Once the initiative is complete, it's important to keep the momentum going. The following are suggested tactics to build on your initiative and encourage continued learning.

4a. Follow up with participants

Leadership skills require repeated practice, feedback and reflection, so check in with learners periodically to see if they have put the skills to practice. To support learners in continued learning, share additional resources with them, such as relevant articles, books, online courses, or future events.

4b. Maintain a network

Building a community or network among the learners is one way to maintain their interest and engagement. It could also be an opportunity for peer learning and support as participants experience leadership challenges. Here are some tips for creating and maintaining a network:

- **Use social media or Wiki communication channels:** to encourage communication between participants, establish a chat group or page that invites participants to exchange experiences, ask questions, and offer ideas and suggestions
- **Host online events:** host online events such as webinars or discussion forums to keep participants engaged and connected
- **Encourage collaboration:** encourage people to collaborate on projects or initiatives related to leadership or leadership development
- **Recognize achievements:** recognize and celebrate the achievements of participants, for example through direct verbal appreciation or public acknowledgements

By following up with participants and creating a network among them, you can help ensure that they continue to grow and develop as leaders and that the benefits of the leadership development initiative are sustained over the long term.

4c. Evaluate the initiative

Evaluation is an essential way to understand the impact of your initiative and the areas for improvement. In this step, you want to compare your goals at the beginning of the program with the results you reach. There are many evaluation methods to consider. When choosing your method, keep in mind that each has its pros and cons. For instance,

a survey or self assessment relies on the participants' own perceived progress which can provide valuable insight into their thoughts but be subjective and skewed. A few methods for evaluation include:

- Surveys that measure the experience of participants before and after the initiative. An example from Wikimania 2019's Learning Days with before and after question sets to measure learning can be found [here](#). You can also find a list of survey questions in the [Event Evaluation Toolkit](#) on Meta-wiki
- Self evaluation
- Peer evaluation
- One-on-one or small group discussions
- On-the-job observation
- Assignments themselves are a method to evaluate whether learning outcomes are achieved
- Feedback from leadership development initiative host, facilitator, instructor

What metrics are relevant to evaluate? Here are some ideas to get you started:

- Number of participants
- Participant demographics (e.g. gender, years in movement, roles, experience)
- Percentage of participants who completed the initiative
- Assignment completion rate and/or scores
- Leadership knowledge and skills gained by participants
- Handling of leadership situations and challenges
- Number of new leaders and/or new movement initiatives created by leaders
- Number of leadership development initiatives
- Perception or awareness of movement leadership
- Leaders' perceptions of feeling supported
- Community members' perceptions of feeling supported by leaders
- Quality and productivity of community collaborations and relationships
- Community growth or stability
- Community diversity

4d. Improve the initiative for next time

Before creating another initiative, it's important to take stock of what has happened, review the feedback received, and make improvements. Improvements can be made on a few levels: material, initiative, and project planning level:

- **Material level.** Update and prepare materials for the next iteration:
 - Review materials: go through all the materials used during the initiative and evaluate what worked well and what didn't
 - Update materials: based on the feedback received from participants, update and improve the materials used for the initiative

- Create new materials: identify new materials that would be helpful for the next iteration and develop them
- Translate materials: if necessary, translate materials into different languages to reach a wider audience
- **Initiative level.** Make improvements to your overall initiative:
 - Revisit the audience: is this still the right audience to target? Have you correctly identified their needs? You may learn after you've delivered your initiative that the audience you've invited is too broad, or that the leaders or aspiring leaders you want to support need more in-depth content
 - Update your content focus areas: you can return to the syllabus and update, expand, reduce, or adapt your topic areas and learning outcomes
 - Update the delivery formats: return to the delivery format possibilities and determine if the format you initially chose helps you reach the desired learning outcomes. If it doesn't, you can tweak it or change to a new format. For example, if you initially decided to create a 6-month training program and your evaluation showed that this is too long, then consider reducing the training time or changing to a delivery format that better accounts for people's time availability
- **Project planning level.** Improve your project plan and process:
 - Redefine the timeline: if the deadlines you initially set weren't feasible and the project steps took more or less time than anticipated, this is an opportunity to note this and update it for the future
 - Refine your teamwork: reflect on how the team worked together and make improvements to various areas, such as: collaboration, roles distribution, performance, communication and decision making
 - Review resources: consider whether you had the adequate amount or the right resources. This could include reviewing the tools, materials, personnel, and funding

4e. Share learnings

Finally, share your learnings with others! The purpose of sharing your learnings is not only so that others can learn from you, but also a way for you to celebrate the leadership development you've enabled. Detail the success of the initiative, the process you took, and include feedback received and areas for improvement. You can consider publishing a report, a post on social media, a blog article, a [case study](#), or a video. To share an inspiring example, Wikimedia Argentina [published a video](#) showcasing the regional skill development program they hosted in Latin America.