Skin in the Game

Erasmus+ training course
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Content Manual

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Basic Ideas

- The training course "Skin in the Game" will gather young leaders who are starting to be active in youth work and need to gain more experience in order to turn into independent "leaders" that are able to organise activities on their own.

- Together, participants are going to work on their leadership and communication skills, get more knowledge about the area of youth work and non-formal education, try to organise educational activities on their own and gain confidence and motivation to become active youth workers.

- The training course is based on principles of non-formal education – no lectures, lots of various activities and games, hands-on experience.

In this manual are the basic contents of the training course. Meaning of some tricks of the text:

- **¿O?** -> Work group: The participants answer the proposed questions and then we check with the list.

- 🎼 It's time to listen some music and dance.

- **Appendix**: See the text at the end of the manual.

- **WS**: Work Shop

Day 1. Meeting each other.

Today is the day.

Be Inauthentic.

08:00   Breakfast & Breaking Idea.

09:00   **Introducing facilitators & program.** Appendix
Erasmus+ Pill.

🎼 **Opening. Blues Brothers**

🎼 **Better when I'm dancing. Meghan**

09:15   **Getting to Know each other. Maja.**

Warm up activity. Energizer. Molecules (to divide into groups for the next activity). **10'**

Archetypes activity: Social experiment. Explain the concept. It's useful for saving energy to our brain. Differences with stereotypes. Every participant is going to write her own archetype and give them to the facilitators. Then in small groups, they are going to figure out and assign archetypes to the others, while passing as in a fashion catwalk. **20'**

Every archetype can be a good leader, greater ones identify with everyone.

Name game. Say your name and a trait starting with your initial, try to memorise the previous names… **20'**

Questions. 15'

Meet the people, answer their questions.

What makes me special. 15'

Quotes meeting. Quotes (Appendix1) spread around the room. People wander around and stop in their favourite one. Take some minutes to chat with the participants that have chosen the same quote. Then search for a new group and new discussion. **20'**

Meet your family groups for reflection moments. Create a name, get to know your family members, take the first family picture. **15'**

10:50   Coffee break & Break your prejudices.

11:10   **Leadership. Starting point. Isaac**

This is the main goal of the project. Everything spins around this concept.

Warm up. ♬ Elton John & Dua Lipa

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Be inauthentic. Speech.   Appendix **15'**

What is a leader? ¿O? You tell me.

Short definitions.

List where we can find leaders. Name some.

Working in pairs, then groups:

The inauthentic leader.

Understand the role of a leader.

We need leaders. It's compulsory.

They are in our DNA. We are pack animals.

Why do you have to be one? ¿O?

Because you are here.

Choose your place in the pack.

Skills and Traits. There are several **personality traits** that are considered important for a leader to be effective. **What are they? ¿O?**

Skills to develop:

1. **Communication**: Effective leaders can convey ideas clearly, listen actively, and adapt their communication style for different audiences. Listening will be a basic part.

2. **Emotional Intelligence**: The ability to understand and manage one's own emotions, as well as empathise with others, is crucial for building strong relationships and resolving conflicts. *Find some jokes to provoke.*

3. **Motivational ability:** Leaders must be able to inspire and motivate their followers, so that they work together to achieve common goals.

4. **Problem Solving**: Leaders are adept at analysing complex situations, identifying challenges, and developing practical solutions.

5. **Decision Making**: Making well-informed and timely decisions is essential. Leaders weigh pros and cons, consider available information, and take calculated risks.

6. **Adaptability**: Successful leaders can navigate change and uncertainty, adjusting their strategies as needed to meet evolving circumstances.

7. **Delegation**: Effective leaders delegate tasks based on team members' strengths and provide appropriate guidance and support.

8. **Time Management:** Leaders prioritise tasks, manage their time efficiently, and balance their own workload with supporting their team.

9. **Conflict Resolution**: Leaders handle conflicts constructively, seeking win-win solutions and maintaining a positive work environment. *Provoke the conflict. Be un-polite. Maybe role-play.*

10. **Strategic Thinking**: Being able to think long-term, set clear goals, and create plans to achieve them is a hallmark of effective leadership.

11. **Innovation**: Leaders encourage creativity and are open to new ideas that can drive progress and improvements.

We will develop some of these skills in the next few days, this is the purpose of the training course.

Basic element to be a great long term leader, **Mental strength.**

🎼 **Strong enough. Cher.**

Traits that show Mental Strength.

1. **Integrity and Honesty**: Leaders must be honest and consistent in their behaviour and

actions, to generate trust and credibility among their followers.

2. **Respect and consideration:** Leaders must demonstrate respect and consideration for others, fostering a collaborative and respectful work environment. Build a secure space around his people

3. **Persistence** when the rest give up. Constance and focus.

4. **Continuous Learning**: Leaders are curiousand committed to personal growth, staying current in their field and seeking new knowledge.

5. **Resilience**: Leaders bounce back from setbacks, remain determined in the face of challenges, and inspire others to do the same. Don't care about negative opinions of others

6. **Humility**: Leaders are open to feedback,admit mistakes and value the contributions of others.

7. **Acceptance**: Stoic way of life. God grants me the serenity to accept the things I cannot change, Courage to change the things I can, and Wisdom to know the difference.

8. **Courage**: Leaders take calculated risks, tackle difficult situations and advocate for what they believe is right. Face their own fears

9. **Frugality**. Know how to live simple.

10. Living in challenge zone. Set hard goals.

11. **Thinking Positive**, no matter the circumstances.

12. **Confidence**: Self-assurance and belief in their abilities allow leaders to make decisions and inspire confidence in their team. Don't mind showing weakness.

13. **Visionary**: An ability to set a clear and inspiring vision for the future motivates and guides their team toward a common goal.

<mark>13:00</mark> <mark>Lunch. Mixing nationalities. Manipulation Vs Motivation</mark>

14:30 **Team building activities. Maja.**

30 tasks in 30 minutes. How good of a team are you? (2 versions, for inside and outside)   **45'**

Team- and trust building.   60'

- Mirror exercise
- Diamond exercise
- Trust fall
- Dummy in a circle of trust

If possible to go outside:

- Zip line
- Lift somebody over the shoulders

Bad weather option:

Tie a bow knot.   25'

Chairs game. The one without eliminating people.

or **Magic carpet** (in family groups)**.**

Reflect.   **15'**

<mark>16:30</mark> <mark>Fruit break & Break your bias.</mark>

16:50 **Non-formal learning WS. Isaac**

Warm up. 🎼 **Limbo.**

Erasmus+ pill

This is about continuous learning, the basic skill of a leader, and lead the learning of others.

Formal, non-formal and informal learning. **¿O?**

> Roleplay to show how you can learn to fry an egg. **15'**

This is about learning, not teaching.

> Because you can take the horse to the river but not force it to drink the water… School is made just to memorise and get grades, not for critical thinking, not for art, not for creativity, not for freedom, not for healthy life. Speech "Against the System". Evolution of the system and the society, technology, problems, winner takes all… **10'**

How is it in your country?

> Talk about the educational systems around Europe. **¿O?**

Collaborative learning Vs Self-learning.

> Advantages. **10'**

Tools in non-formal and how to use them: Discussions, debates, info sessions, presentations, participatory seminars, practical workshops, simulation exercises, work in pairs, trios, small and big groups, interactive role-playing, icebreakers, team-building, living library, forum theatre, city game, outdoor and

social engagement activities (intercultural and other parties), energizers, daily evaluations etc.

> Split in groups, prepare the concepts and share with the big one. Pre-design a model to fill in?. **¿O? 45'**

Learning by doing, the participants are going to have many chances to act as trainers/facilitators. Everybody has special skills that can be shared, let's do it, let's learn something from the others. I start: Coordination with your arms and legs… **¿O? 15'**

Skin in the game: Don't trust in anybody that doesn't take risks, have real exposure, risk her own skin in the process. **5'**

The roles in non-formal learning. Explain the tasks and goals of the different figures that can develop training activities (funny description of a coach).

1. **Teacher**: A teacher is responsible for imparting knowledge and skills to learners. Their goal is to educate and guide students in understanding and mastering specific subjects or topics. They create lesson plans, deliver lectures, assess learning outcomes, and provide structured instruction. *"He who can, does. He who cannot, teaches." – George Bernard Shaw*

2. **Instructor**: An instructor is similar to a teacher but often focuses on specific skill development or training related to practical tasks. Their goal is to provide hands-on guidance and training to help learners acquire specific skills or competencies.

3. **Adviser**: An adviser provides expert advice and guidance to learners. Their goal is to offer insights, suggestions, and recommendations based on their expertise. Advisers often help learners make informed decisions and navigate challenges.

4. **Trainer**: A trainer is responsible for designing and delivering training programs to enhance specific skills, knowledge, or behaviours. Their goal is to facilitate learning experiences that result in improved performance or competence.

5. **Mentor**: A mentor is an experienced individual who guides and supports a less experienced mentee. Their goal is to provide guidance, share knowledge, and offer personal and professional development advice based on their own experiences. *If you are lucky, your mentor could be a guiding star, illuminating your path with wisdom and experience as you navigate the journey of life.*

6. **Facilitator**: A facilitator creates an environment conducive to learning and group interaction. Their goal is to guide discussions, activities, and collaborative learning experiences. They help participants engage, share ideas, and reach collective conclusions. *This is me, but it's not going to be easy.*

7. **Coach**: A coach focuses on helping individuals or teams identify and achieve their goals. Their goal is to support skill improvement, personal development, and performance enhancement.

Coaches ask questions, provide feedback, and assist in creating action plans. *Don't look for answers in a coach, they just have questions.*

8. **Counsellor**: A counsellor supports learners in addressing personal and emotional challenges that might impact their learning or performance. Their goal is to provide a safe space for individuals to discuss their concerns and help them manage emotional well-being.

9. **Consultant**: A consultant provides expert advice and solutions to specific problems or challenges. Their goal is to offer specialised knowledge and recommendations to help organisations or individuals overcome obstacles and improve their practices. *My daughter works as a consultant, part time job, just half a day (9 to 9)*

Each of these roles contributes to the overall learning and development process in different ways. Understanding their unique tasks and goals can help in choosing the most suitable figure for a specific training activity or situation.

Extreme examples of the roles. The worst/best teacher, star teachers in Korea, Khan Academy, MOOC, **¿O? 15'**

Role playing the roles. ¿O? 40'

Set a problem and show how to solve the situation from different roles approach.

Answers/Questions Approach. Put the different roles in a graph – Power/Freedom. **10'**

The flow channel. The challenge space, that narrow place between comfort and panic zones, between boredom and anxiety. Y axis for challenge, X axis for skills. **10'**

19:00   Family group reflection.

Identify your learning goal + give feedback

<mark>19:30   Dinner time. Mixing again.</mark>

20:30   **Game evening. Maja.**

Ninja game.

Movie quiz

21:30   **End of the day.**

Happy moment. Hug moment.

Compliments Club. With Positive Personality Adjectives.

Leaders meeting.

Day 2. Lead is Communicate.

Biochemical balance.

Breakfast & Breaking idea **86.400**

09:00 Communication skills. WS. Isaac.

Leadership is communication.

Warm up. 🎼 **The gambler. Kenny Rogers**

Verbal elements to consider: Ask the participants to give some examples.

1. **Register**: The level of formality or language style used in a speech, which can vary from casual to formal, depending on the context and audience.
2. **Pitch**: The highness or lowness of a speaker's voice. Variations in pitch can add emphasis, convey emotion, and maintain listener interest.
3. **Prosody**: The rhythmic and tonal patterns of speech, including variations in pitch, tempo, and stress. Prosody contributes to the musicality and expressiveness of speech.
4. **Speed**: The pace at which speech is delivered. Proper speed can impact comprehension, engagement, and the overall flow of the message.
5. **Silence**: Strategic pauses and moments of silence in a speech can create emphasis, allow listeners to reflect, and enhance the speaker's overall delivery.
6. **Tone**: The emotional quality conveyed by the speaker's voice. Tone influences how the

audience perceives the speaker's attitude, mood, and intention.

7. **Volume**: The loudness or softness of the speaker's voice. Effective volume control ensures the speech is audible and engaging for the entire audience.

These elements are essential tools for any speaker or orator to master, as they contribute to the overall impact and effectiveness of communication. By skillfully using these elements, speakers can engage and persuade their audience more effectively.

Analyse the quality of your mates speech, according to these elements.

Levels of conversation. Each level of conversation serves a specific purpose and requires different levels of engagement, empathy, and communication skills. The choice of conversation level depends on the context, relationship between participants, and the goals of the interaction.

1. Small Talk
2. Informal Conversations
3. Formal Conversations
4. Professional Conversations
5. Debate and Discussions
6. Deep Conversations
7. Problem-Solving Conversations
8. Educational Conversations
9. Negotiations
10. Interviews
11. Therapeutic Conversations
12. Social or Political Discussions

Identify levels during the TC **¿O?**

Definitions related to the art of speaking ¿O?:
Oratory, rhetoric, eloquence, dialectics, acting,
demagogy.

1. **Oratory** refers to the art of public speaking
   and delivering speeches in a persuasive and
   impactful manner. It involves the use of
   language, tone, gestures, and other
   communication techniques to effectively convey
   ideas, influence opinions, and engage the
   audience.

2. **Rhetoric** is the art of using language
   effectively and persuasively to communicate
   and persuade an audience. It involves
   employing various techniques such as figures of
   speech, persuasive appeals (ethos, pathos,
   logos), and organisation of ideas to achieve a
   desired impact on the audience.

3. **Eloquence** refers to the ability to speak or
   write in a fluent, persuasive, and emotionally
   impactful manner. An eloquent speaker or
   writer possesses the skill to express ideas or
   emotions with clarity, grace, and power, often
   leaving a lasting impression on the audience.

4. **Dialectics** is a method of discourse or
   argument where opposing viewpoints are
   presented in order to reach a logical conclusion
   or synthesis. It involves a back-and-forth
   exchange of ideas to arrive at a deeper

understanding or resolution of a particular topic or issue.

5. **Acting** is the art of portraying a character or role, typically on stage, in front of a camera, or in various performance settings. It involves the use of voice, body language, emotions, and interpretation to bring a character to life and convey a story convincingly to an audience.

6. **Demagogy**, also known as demagoguery, refers to the practice of appealing to the emotions, prejudices, and desires of the masses in order to gain power or support, often by using deceptive or manipulative tactics. Demagogues exploit popular sentiment and play on people's fears or desires to further their own agendas.

What doesn't work in rhetoric: Warnings, Blame, Threats, Offences, See the future, Become victim, Sermons, Orders, Comparisons, Sarcasm, Labels, Unsolicited advice. **10'**

Non-verbal, tips by the participants: What you know about non-verbal. Work in groups and then share. Body, face, eyes, hands. **¿O? 10'**

Shouting pressure on the participants.

Open body experiments.

Debate time: Cloths, tattoos, complements. How should a leader dress? **¿O? 10'**

Storytelling. Analyse verbal and non-verbal communication while some participants read Zen stories. **10'**

Role-playing about solving problems in a group of youngsters.   **30'**

11:10 Let's debate / continue communicating. Isaac.

Warm up. 🎼 **Count on me. Bruno Mars.**

The biochemical balance speech.

Working in pairs, then groups: **Continue the speech for the leaders. Open conversation:**

- A society led by women would be different. Roles of haunters vs gatherers and caretakers
- Woke thinking is against nature.
- How to use this knowledge to lead better.

Take your place to talk. Four persons debating about… then a row of assistants that change position when they ask to. **30'**

Move your position. Propose the format: Agree / Disagree / Don't know.   **20'**

Debate contest. Classical format of debate. **40'**

Conclusions: Definitions of rhetoric, oratory, acting, demagogy… **beware of the ochlocracy. 10'**

Manipulation Vs Motivation.

14:30 Organising an educational activity. WS. Maja.

Warm up activity. Energizer.   **10'**

Youth work.   10'

- What is youth work?
- What is the difference between a leader and a youth worker?

Short intro to what will be happening in the programme parts labelled as "youth work".

Educational activity – brainstorming   **10'**

Which one of you is already an educator? In formal/non-formal/informal education?

What is an educational activity in NFL? What makes it educational?

- Goals, target group, NFL methods
- always knowing "why"

Zen story:

"A man came into a community of stone cutters. He asked a man, that looked very unhappy, what he was doing. "I'm cutting stone," he replied. Then he asked a man, who looked somewhat satisfied. "I'm earning money to ensure a good life for my family," answered the second man. Then he asked a third man, that looked very enthusiastic about his job, what he was doing. "I'm building a cathedral!" he answered."

What's the difference between the three men, who were doing the same job? The power of asking why and finding a purpose in/for what you do.

Here we are back to what I was saying yesterday during our intro presentation - the success of you as a leader depends widely upon whether you can always answer the question **"why"**. Make sure the activities you do always have a reason, a rationale.

In groups choose one picture connected to educational activities and explain it to the others.   **20'**

- **Energizer.** Short and lively activities used to boost participants' energy and engagement during a learning session.
- **Debriefing.** Discussing and reflecting on experiences and activities to draw insights, lessons, and connections to real-life situations.
- **Reflection.** Taking time to think about experiences, thoughts, and emotions to better understand and learn from them, individually or in a (family) group.
- **Experiential learning cycle.** A process of 1) learning through experiencing, 2) reflecting, 3) generalising, and 4) applying these findings to new situations.
- **Learning by doing.** Learning by doing helps you understand things better by actually doing them.
- **Learning from mistakes.** In school, mistakes are punished. In non-formal learning, mistakes are welcome as a learning moment.
- **Unlearning and relearning.** Letting go of old beliefs or habits to make room for new learning and adapting to changing circumstances.
- **Non-consumerism in learning.** Making sure you return the energy you received from others.
- **Group dynamics.** Understanding how the concrete group functions and reflecting it in your activities.
- **Needs-based learning.** Tailoring educational content and methods to address the specific needs of learners.
- **Active participation.** Involving yourself fully in the learning process, having your "skin in the game".

- **Challenge zone.** You don't learn if you're too comfortable. You don't learn if you're in panic. Optimal place is in between these two.
- **Self initiative.** Taking responsibility for your own learning. Not waiting for things to happen and making them happen instead.

Short energizer: Catching fingers. **10'**

Discussion about statements connected to leading educational activities **20'**

- Learning is a conscious process.
- Learning needs to be facilitated.
- Educational activity is successful, if the participants enjoyed it.
- Facilitator should be a part of the group.
- Facilitator should not get emotionally involved.
- Facilitator shouldn't make mistakes.

Prepare your cultural night. **30'**

- Reflect that your groups consist of people coming from different backgrounds, there is no "one culture" to present.
- Prepare the program for 30 minutes. It is an educational activity (not just for fun, has to have a learning aspect and goal).
- Make a list of materials needed.
- Divide responsibilities (everybody involved).
- No projector allowed.

Debriefing **20'**

- How was the process? How did it go?

- What materials will you need?
- Make a time plan for the 3 nights.

Explain the idea for the next day's activity - be ready to present your organization.

16:50 Silence please. Working without talking. Maja

Warm up activity. 10'

Opening idea: *A master communicator can communicate without words.*

Games in 4 smaller groups

4x20' -- 1h 20'

Not allowed to say a word or make any kind of sound during the activity.

At each of the stages, the groups set a timer on their phones to 20 minutes, when the time is up, they move to the next task. One of the tasks is a competition.

1) Highest tower

Each team gets a pack of spaghetti and marshmallows and they try to build the highest tower possible.

2) Art in a group

The group gets various art supplies and without speaking, they are supposed to create a "master piece".

During the debriefing, they talk about their initial ideas and how the ideas evolved. We'll see if the members of the teams can agree on what they actually created.

3) Telling a story

The people in the teams divide into groups of two or three. One person is telling a story (either drawing or showing without talking) and the other is/are writing the story down.

4) Human statues

The participants receive a box with pictures of various statues/art pieces/ordinary objects, that they should represent in human statues. If possible, one person always takes a picture of the statue.

They send the pictures to us and after the project, we can play a funny "guess what that is" game in the Facebook group.

Debriefing 20'

- Share with the group, how you communicated with each other. What was easy? What was hard?
- Show us what you created in the "art in a group" activity. What did you think it is? Do you agree on what it is, or do you have different ideas?
- Go into your groups and find the person, with whom you did the "telling a story" activity. Find out, what they were really telling.
- Find a winner of the competition. Receive a prize.
- What did you learn?

19:00   Family reflection.

Dixit cards

19:30   Dinner time. Challenge, use your non-dominant hand

20:30   Cultural night

22:00 End of the day

Happy moment. Words of the day.

Leaders meeting.

Day 3. Skills & traits of a leader.

Mental Strength

Breakfast & Breaking idea

Aporta o aparta. Share or move away.

09:00 Leadership. WS. Isaac

Warm up. 🎼 **Country Roads**. Energizer. **10'**

What is leadership.

Styles of leadership. Participants guessing **10'**

1. **Autocratic** Leadership: In this style, the leader makes decisions without consulting their team members. They have centralised control and expect immediate compliance. While it can be efficient in certain situations, it can also stifle creativity and empowerment within the team.

2. **Democratic** Leadership: Also known as participative leadership, this style involves involving team members in decision-making. The leader seeks input and opinions before making choices. This approach can foster collaboration and engagement, but it might take more time to reach decisions.

3. **Transformational** Leadership: Transformational leaders inspire and motivate their team by setting a compelling vision and high standards. They encourage creativity, innovation, and personal growth. Their

enthusiasm and energy often create a positive and productive work environment.

4. **Transactional** Leadership: Transactional leaders focus on routine tasks and use a reward-and-punishment system to motivate team members. They establish clear expectations, monitor performance, and provide rewards for achieving goals.

5. **Laissez-Faire** Leadership: This style is characterized by minimal intervention. Leaders trust their team members to make decisions and handle tasks independently. While it can empower team members, it might also lead to a lack of direction or oversight.

6. **Servant** Leadership: Servant leaders prioritize the well-being and development of their team members. They aim to support and serve their team, fostering a culture of collaboration and empathy.

7. **Charismatic** Leadership: Charismatic leaders have a magnetic personality that draws people in. They use their charm and enthusiasm to motivate and inspire their team to achieve goals.

8. **Situational** Leadership: Situational leaders adjust their leadership style based on the readiness and capability of their team members. They match their approach to the specific situation to maximise effectiveness.

9. **Coaching** Leadership: Coaching leaders focus on developing their team members' skills and abilities. They provide guidance, feedback, and mentorship to help individuals grow professionally.

10. **Authentic** Leadership: Authentic leaders are genuine and transparent. They lead by example and emphasise ethical decision-making and open communication.

11. **Transactional** Leadership: This style focuses on clear structures and rewards for achieving specific goals. Leaders use a "transactional" approach, offering rewards or punishments based on performance.

12. **Bureaucratic** Leadership: Bureaucratic leaders prioritise adhering to rules, policies, and procedures. They ensure tasks are carried out according to established guidelines.

13. **Adaptive** Leadership: Adaptive leaders navigate complexity and change by encouraging innovation, learning, and flexibility within their team.

14. **Pacesetting** Leadership: Pacesetting leaders set high standards and lead by example. They expect their team members to meet these standards, which can be motivating but also challenging.

15. **Quiet** Leadership: Quiet leaders are often introverted and lead through thoughtful

reflection, careful decision-making, and building strong relationships with team members.

Effective leaders often integrate elements from various leadership styles based on the needs of their team and the situation at hand. The most successful leaders are those who can adapt their approach to suit different circumstances and individuals.

Great leadership starts with **self-leadership**.   **10′**

- Self-awareness. Ask yourself how good you are at this.
- Self-reflection. Everyday. Ask how was your leadership yesterday.
- Self-regulation. Re-framing.

Why do people follow a leader? The five levels of leadership according to John Maxwell:

1. **Position** (Level 1): At this initial level, leadership is based solely on a person's formal position or title. People follow because they have to, due to the leader's authority. The focus is on maintaining order and following rules.

2. **Permission** (Level 2): In this stage, leaders move beyond relying solely on their position. They build relationships and establish a connection with their team members. Leadership becomes more about influence and rapport.

3. **Production** (Level 3): At this level, leaders demonstrate their effectiveness by achieving tangible results. They focus on achieving goals

and delivering outcomes. People start following because they see the leader's track record of success.

4. **People Development** (Level 4): In this phase, leaders invest time and effort into developing their team members. They prioritize mentoring, coaching, and empowering others to reach their full potential. People follow because they feel valued and developed under the leader's guidance.

5. **Pinnacle** (Level 5): The highest level of leadership is marked by exceptional influence and impact. Leaders at this level not only develop other leaders but also leave a legacy. Their leadership extends beyond their immediate team or organisation, making a broader difference.

John Maxwell's Five Levels of Leadership provide a roadmap for leaders to progress from relying solely on their position to attaining a level of influence that extends beyond authority. It emphasises the importance of relationships, growth, and results as a leader's influence deepens and expands over time.

> Most of us are timid. We want to avoid tension and conflict and we want to be liked by all. We may contemplate a bold action, but we rarely bring it to life. Although we may disguise our timidity as a concern for others, a desire not to hurt or offend them, in fact it is the opposite—we are really self-absorbed, worried

about ourselves and how others perceive us. Boldness, on the other hand, is outer-directed, and often makes people feel more at ease, since it is less self-conscious and less repressed. And so we admire the bold, and prefer to be around them, because their self-confidence infects us and draws us outside our own realm of inwardness and reflection. But few are born bold. You must practise and develop your boldness.

-- Robert Greene

Skills and traits of a leader. **¿O?** Remember them from 2 days ago. List of skills and traits that contribute to become in a good leader:

Emotional intelligence. Page 6

Being a leader is the art of manipulating others, the easiest way to do this is control their emotions. The concept of basic emotions has been widely discussed and debated in psychology. While there isn't a universally agreed-upon set of basic emotions, one commonly referenced model is Paul Ekman's six basic emotions. These are considered to be universal across cultures and include:

1. **Happiness**: This emotion is characterised by feelings of joy, contentment, and positivity. It's often accompanied by smiling and a general sense of well-being.

2. **Sadness**: Sadness involves feelings of unhappiness, sorrow, and sometimes a sense of loss. It can manifest as tearfulness, low energy,

and a desire to withdraw from social interactions.

3. **Fear**: Fear is a response to perceived threats or danger. It triggers the body's "fight or flight" response and involves feelings of anxiety, apprehension, and a heightened sense of alertness.

4. **Anger**: Anger is an emotion linked to feelings of frustration, irritation, and hostility. It can vary in intensity, from mild annoyance to intense rage, and often involves a desire to confront or challenge the source of the anger.

5. **Surprise**: Surprise occurs when something unexpected happens. It involves a brief moment of heightened awareness and can lead to various reactions, such as widened eyes and an open mouth.

6. **Disgust**: Disgust is a reaction to things that are perceived as offensive, unpleasant, or repulsive. It can be related to both physical things (like bad smells or tastes) and abstract concepts (like moral violations).

It's important to note that emotions are complex and can often blend together or be experienced differently based on cultural and individual factors. Additionally, some researchers argue for a wider range of basic emotions or suggest variations in the way these emotions are categorised.

Training a leader. Work in groups of 5-7 people and then share with the big group. Every group chooses 2 skills to improve and imagines a training program to do it. **¿O? 20'**

> Working with kids and young people could be useful:
>
> - Self-fulfilled prophecy.
> - Delayed reward.
> - Bio-Chemical Balance.

Tasks of the leader. Inward and outward. Make a list. Groups: Business, education, sports, culture… choose a position of formal leadership and describe tasks to do. **¿O? 10'**

Setting objectives. SMART. Team building: Difference between group and team. **¿O? 15'**

Personality traits:

The Five Factor Model (also known as the Big Five personality traits) is a widely accepted theory that categorises personality traits into five main dimensions. These traits are considered to be the fundamental building blocks of an individual's personality. The five main traits are:

1. **Openness to Experience:** This trait reflects the extent to which a person is open-minded, imaginative, and willing to engage with new ideas and experiences. People high in openness tend to be creative, curious, and open to unconventional viewpoints.

2. **Conscientiousness**: Conscientious individuals are organised, responsible, and goal-oriented. They tend to be reliable, disciplined, and thorough in their approach to tasks.

3. **Extraversion**: Extraverts are outgoing, social, and enjoy being around others. They often seek social interactions, are energetic, and tend to have a positive and assertive demeanour.

4. **Agreeableness**: Individuals high in agreeableness are compassionate, kind, and cooperative. They prioritise getting along with others, and they value empathy and harmony in relationships.

5. **Neuroticism** (Emotional Stability): Neuroticism refers to the degree of emotional stability or instability in an individual. High levels of neuroticism are associated with experiencing negative emotions such as anxiety, worry, and moodiness. Low levels are associated with emotional stability and resilience in the face of stress. **The asshole theory.**

These five traits provide a framework for understanding and describing a wide range of individual differences in personality. It's important to note that everyone possesses varying degrees of each trait, and these traits interact to shape an individual's behaviour, thoughts, and emotions across different situations and contexts.

10:50   Juice break in liquid times.

11:10 Critical Thinking. WS. Isaac

Warm up. 🎼 **Sweet Caroline**

What is Critical Thinking. **Appendix**

Erasmus+ pill.

Critical thinking is the only thinking allowed to a great leader. What other thinking do you know? Magic, lateral, logic, mathematical, positive, systems, hive…

Some cognitive mistakes we make, here are some examples of biases, illusions, and fallacies:

Biases:

1. **Confirmation Bias**: The tendency to seek, interpret, and remember information that confirms one's preexisting beliefs or opinions.

2. **Availability Heuristic**: Overestimating the significance of information readily available, often due to recent exposure or media coverage.

3. **Anchoring Bias**: Relying too heavily on the first piece of information encountered when making decisions, even if it's not relevant.

4. **Stereotyping**: Making assumptions or generalisations about individuals or groups based on perceived characteristics or traits.

5. **Hindsight Bias**: The belief, after an event has occurred, that one would have predicted or expected the outcome.

6. **Self-Serving Bias**: The tendency to attribute positive outcomes to one's own actions and negative outcomes to external factors.

7. **Bandwagon bias**, also known as the bandwagon effect or the herd mentality, is a cognitive bias in which individuals are more likely to adopt a belief or behavior if they perceive that many others are doing the same, regardless of their own beliefs or reasoning. In other words, people tend to go along with the crowd or conform to popular opinions or trends, even if those opinions or trends might not align with their own values or preferences.

Illusions:

1. **Illusion of Control:** Overestimating one's influence or control over situations or events that are inherently uncertain.

2. **Illusion of Validity:** Believing that one's judgments, assessments, or predictions are more accurate than they truly are.

3. **Illusion of Transparency**: Overestimating how well one's thoughts and emotions are understood by others.

4. **False Consensus Effect**: Overestimating the extent to which others share our beliefs, behaviours, or opinions.

5. **Dunning-Kruger Effect**: Overestimating one's own abilities or knowledge while

underestimating the abilities of others, often
due to a lack of self-awareness.

Fallacies:

1. **Ad Hominem Fallacy**: Attacking the character
   of a person making an argument instead of
   addressing the argument itself.

2. **Straw Man Fallacy**: Misrepresenting or
   exaggerating someone's argument to make it
   easier to attack.

3. **Appeal to Authority Fallacy**: Using the
   opinion of a presumed authority figure as
   evidence, even if their expertise is not relevant
   to the topic.

4. **Appeal to Emotion:** This fallacy uses
   emotions to manipulate the audience's response
   rather than presenting valid arguments. It often
   involves using fear, pity, or sentimentality to
   sway opinions.

5. **Appeal to Ignorance**: This fallacy asserts that
   something is true because it has not been
   proven false or false because it has not been
   proven true. It exploits gaps in knowledge.

6. **False Dichotomy Fallacy**: Presenting an
   argument as having only two possible options,
   when other alternatives may exist.

7. **Hasty Generalisation Fallacy**: Drawing a conclusion based on a small or unrepresentative sample.

8. **Circular Reasoning Fallacy**: Using the conclusion as a premise, effectively restating the same idea without providing valid support.

These examples showcase some common cognitive biases, perceptual illusions, and logical fallacies that can influence our thinking, decision-making, and communication. Recognizing and understanding these patterns can help individuals make more rational and informed judgments.

Let's provoke. Some debate time. Maybe politics. **25'**

What kind of asshole do you feel today?   **5'**

Think critically about… Possession **20'**

13:00   Lunch. Disabilities. Eat with one hand or no hands.

14:30 Lights off. Work with blind eyes. Maja

Warm up activity. Energizer. **10'**

If the weather is good, go outside.

Become the leader of a blind person (in pairs).

- Lead the blind person around, build their trust. Switch roles.   **10'**
- Teach the blind person to follow you as well as possible.   **10'**
- Show the others.   **15'**

Come back to the hotel.

Debriefing   **15'**

- How was it to be blind? Did you feel comfortable, anxious?
- Was your partner a good leader? What characteristics made them a good leader?

Mindfulness exercise.

Opening idea: *You can't lead if you're not present.*

Passing objects in a circle with closed eyes. Guessing what the objects are.   **15'**

Mindful breathing   **5'**

Debriefing   **15'**

- How did you feel during the exercise?
- What does the opening idea mean? What things make us un-present?
    - social media
    - playing with our phones
    - our personal problems, unrelated thoughts
    - the fear of being present?
- A leader must be able to make sure the participants are present in the activity. How do we do that?
    - Write down ideas.

Count to 10 as a group.   10'

Busy vs. effective people (Appendix)

<mark>16:30   Bread Break & Express Yourself.</mark>

16:50 You in the spotlight. Maja

Warm up activity. Energizer. **10'**

You as a youth worker.   40'

With help from others, answer questions and complete your leader profile.

Questions:

- 1) Have you ever been involved in youth work as a participant? How was it?
- 2) What is your past experience as a youth worker/leader?
- 3) What is your vision for the future for yourself as a youth worker/leader?
- 4) What topics do you find especially important to be addressed by youth workers?
- 5) What is your experience with Erasmus+ projects? Have you participated in any? Have you organized/led any?
- 6) Do you have a favourite game/activity for youth work? Share!

Walk around, look at the profiles, ask questions.

Take pictures and share for future networking.

NGO fair.   15'

If you are a member of a youth organization, present/sell it to us.

Energizer, if needed.   **20'**

Strengths and weaknesses.   30'

Not all of you maybe aspire to be youth workers, but all of you want to be leaders. Let's reflect more deeply on your leadership skills.

Take a moment to reflect on yourself as a leader. Write down your strengths and your weaknesses. As you circle around the room (silent music playing), form

pairs and share your reflections. Offer each other advice on how to improve what you aren't good at.

Debriefing.

19:00 Family reflection.

3 Fs - feelings, findings, feedback

19:30 Dinner time. Challenge, use your hands.

20:30 Cultural night.

22:00 End of the day

Happy moment.

Words of the day.

Informal Leaders meeting. Random people…

Day 4. Learning.

Infinite Game

Breakfast & Breaking idea

Who is in charge?

09:00 Topsy Turby Learning Experience. Isaac

Warm up.

Analyse dynamics in the group, who's the leader, communication tips… Skin in the game, take risks.

Look for common interests to save the day or change the world.

Key words to start the groups. Dynamic with the quotes on the first day could be the link.

Meet your partners and then choose de activity or the leaders sell the original idea and the rest apply to the groups.

Options:

1. Create **Business Model Canvas** to sell an idea to possible investors. Search international partners and funding.

2. Propose topics to **create an NGO**, then write the Mission, Vision and Values. Third sector, be creative at the time of searching funds. European range.

3. Ideas for **making a movie**, then get a group of creatives to develop the script. Propose the idea to the producer

4. **The great adventure**. Organise an adventure trip for a group. Define goals, target group, logistics, activities…

5. **Think tank** to change the world. Think big, think fast. Strategy to reach the goals.

Share with the big group. **20'**

Resume the skills while leading of the participants.

11:10 Saving education. Isaac

Warm up activity. Energizer. **10'**

The collapse of education is coming… as always. Demography, technology, AI… Sorry nothing about global warming. **10'**

Creativity tools. Participants introduce them to the big group. Brainstorming, Six Thinking Hats, SCAMPER, Mind Mapping...   **30'**

How to get the best education, the best opportunities for us in this system. Work in groups dealing with different problems, using different tools in each one.   **40'**

Share with the big group.   **20'**

Writing workshop option. 30'

14:30 The Derdians. Maja

Warm up activity. Energizer.   **10'**

The Derdians.

Explain the idea of the game, ask if anybody has played it before. The people who have played it before must be in the Derdians group.   **5'**

Divide the participants into 2 groups for playing the game. (5 technicians and 10 Derdians in each group)

Time to read the instructions   **15'**

Building the bridge   **30'**

Debriefing   **30'**

- How do you feel?
- Describe the process, what was happening during the game.
- Explain the behaviour of the Derdians.
- How were the roles distributed/What role did I take? What does that reveal of my identity? Did I feel comfortable with my role?
- What did we learn about communication and leadership from that game?
- Can you relate the game to any of your real-life experience?
    - leading groups from different cultures
    - leading children and teens, who also sometimes seem to come from a different world

16:30   Dry Break, use your imagination.

16:50 Erasmus+ projects. Maja.

Warm up activity. Energizer. **10'**

If you have a (national/international) youth project in mind, how do you get funding for it? **¿O?** Brainstorm in national groups.   **15'**

Erasmus+ projects.

Project phases   **10'**

Project phases – simulation   **60'**

The participants divide into groups of 5. Each group demonstrates an NGO.

The game consists of several steps:

1) Register your organization (write down the basic info on a piece of paper), take a OID number.

2) Fill in the application (create an idea of a project – aims, participants, activities, follow-up)

3) Find partners – go to other groups and ask them if they would like to be your partners, ask them to sign mandates

4) Calculate the budget of the project

5) Submit the application

If any group is done early, they receive negative feedback and have to re-submit.

Debriefing 15'

- Clarifying what wasn't clear.
- Sum up what you learned from the game.
- Present your projects.
- Is there any project idea that is worth being further developed?

19:00 Family reflection.

Level of happiness

19:30 Dinner time… not for everyone. Meta game.

20:30 Cultural night.

22:00 End of the day

Happy moment. Hug moment.

Leaders meeting. They are going to be the observers in the "New Society" Activity.

Day 5. Prague. Reality.

The Reality.

<mark>08:00 Breakfast & Breaking idea.</mark>

What's Europe?

TRIP.

19:00   Family group reflection.

<mark>19:30 Dinner time. Be aware.</mark>

21:00   Deep questions. Tough debates. Isaac. Appendix

Warm up activity. Energizer. **10'**

Skin in the game questions.

State Vs individuals.

22:00   End of the day

Happy moment.

Hug moment.

Compliments Club.

Leaders meeting. Prepare the political debates.

Day 6. Challenges

High Performance

Breakfast & Breaking idea

The winner takes all.

09:00 **Deep Conversations. Isaac. Appendix**

We were talking about levels of conversation during the communication workshop. Now is the time to go up the ladder and have some deep debates about controversial topics. We have to honour the name of the training course and take some risks.

Warm up. Energizer. **10'**

Propose the concept: Not talking about ideologies but systems. Let's start the party:

Let's talk about Singapore.

Would a global government be possible?

Small countries in big federal structures.

Small independent countries because of national feelings.

What was first, nation or state?

A future with no state but big companies.

Classic debate: Decadence or flourishing.

The end of History is over.

Populism or what? Statism?

What are the main problems of our political system?

How to solve corruption in politics?

Split into 2 groups of 14, big enough for hiding.

Evolution of Capitalism needs a new stage of political system, democracy has been evolving, now is the time.

Epistocracy Meta Game. Trading as long as needed.

Intolerance will win.

10:50 Cookies Break, Sweet Caroline.

11:10 A new society. WS. Isaac.

Warm up. Energizer. **10'**

Presenting the drama. Singularity University, Genetics, Nanotechnology, Type 0 Civilization, Artificial Intelligence... **15'**

Our world is facing a huge challenge and we need leaders. Civilization is developing faster changes every day. Big technological improvements or social movements usually took hundreds of years to be spreaded around the world, nowadays this is made in a person's lifetime.

The ecological footprint, hiper-controlled society, winner takes all system, financial capitalism, populism, global warming, lonely society, the perfect storm of employment, teen society… we are living in extremely liquid times and we need people committed to save the day.

Target group: People interested in improving Europe, that means: our countries,

communities, families and themselves. **This is not an advertisement, this is for real.**

Working in groups of 4, imagine you are in charge to get **a new society** solving actual challenges from Singularity University: Food - Education - Water - Security - Global Health - Energy - Environment - Poverty – Space.   **45'**

Share with the big group.   **20'**

Leadership watchers: Some leaders are going to observe the work and search for new leaders in the activity, noting how the participants interact and explain to the group. **10'**

13:00 Lunch. Eating with your hands tied to your partners.

14:30 21st century skills. WS. Maja

Warm up activity.   10'

Make pairs. ¿O? See pictures of professions that don't exist any more. What did these people do for their living? What replaced them?

- Knocker-upper
- Pin-setter
- Lamplighter
- Switchboard operator
- Lector
- Video store employee
- Leech collector
- Ice cutter
- Watchman
- Town crier
- Log driver
- Telegram messenger

- Linotype operator

The professions don't exist any more, because technology replaced them. Which professions are next? Snowball method - discuss in the couples you created, then join other groups.

What skills do we need to have, so that technology/AI doesn't replace us? **¿O?** Brainstorm! Write on flipchart.

21st century skills:

1. **Digital and scientific literacy.** Being skilled at using digital tools, and also comprehending and thoughtfully analysing scientific ideas and information.
2. **Intercultural skills.** Being able to interact and communicate effectively with people from diverse cultural backgrounds, being respectful and understanding different perspectives and points of view.
3. **Financial literacy.** Understanding basic financial concepts, managing money, making informed decisions about personal finances.
4. **Critical thinking.** The skill to think carefully, question given information and synthesising information in a logical way to make sensible decisions. *Because blindly following the GPS can sometimes lead you straight into a lake.*
5. **Media and information literacy.** The ability to critically assess and interpret media content, discern reliable sources from unreliable ones, and navigate the vast amount of information available in the digital age.
6. **Problem-solving skills.** The capacity to identify, analyse, and solve complex problems

using creativity, logical reasoning, and effective decision-making strategies.

7. **Communication skills.** The capacity to convey information, ideas, and emotions clearly and effectively through various modes of communication and at the same time actively listen and understand others.

8. **Creativity.** The capability to generate novel and innovative ideas, solutions, or approaches, thinking outside the box and embracing unconventional perspectives.

9. **Teamwork and cooperation.** The ability to collaborate with others, find your place in a team and navigate group dynamics to achieve common goals.

10. **Adaptability.** Being open and responsive to change, learning new skills, and adjusting to changing circumstances. *The only thing we know for sure about the world is that it is going to change. Be ready.*

11. **Curiosity.** The desire to seek out knowledge, explore new concepts, and ask smart questions in order to deepen understanding.

12. **Sense of initiative.** Taking proactive steps rather than waiting for direction from others.

13. **Self-discipline.** Exercising self-control, managing time effectively, and maintaining focus and perseverance in pursuing goals.

Where and how do we learn these things? Is our society ready for the 21st century?

Brainstorming. How can youth work develop these skills? Write on papers.

Divide into 5 groups. Your task is to develop activities that will develop a chosen competence.

16:30 Vegetables Break, Predator.

16:50 **Be the leaders!** Maja.

Participants divide into 5 groups, each group chooses one of the skills written down during the previous activity. They design a 30' activity for youth that will develop this skill.

Consultations with the facilitators.

19:00 Family Reflection.

Speak and listen

19:30 Dinner time or Voluntary Fasting.

20:30 Cultural night.

22:00 End of the day

Happy moment. Hug moment. Compliments Club.

Leaders meeting.

Day 7. What's your Drive?

Stoicism

Society is outside, I'm an individual.

09:00 Too many people here. Meta Game. Isaac

Warm up. Energizer. **10'**

We are going to play a game but there are too many people here. **5'**

One participant is proposed as a weak link and, if she can't defend her position within the group. See the behaviour. **10'**

Invite other participants to point to the next weakest… **30'**

Conclusions. 15'

How can you react: Passive, assertive, aggressive, passive-aggressive.

Participants will present: How to be assertive. Being aggressive could be OK, when? **15'**

Assertiveness refers to a communication style and behaviour that involves expressing one's thoughts, feelings, needs, and opinions in a respectful and direct manner while considering the rights and feelings of others. It involves standing up for oneself, setting boundaries, and effectively advocating for one's interests. Being assertive involves finding a balance between being passive (not asserting oneself) and

being aggressive (asserting oneself at the expense of others).

Key characteristics of assertiveness include:

1. **Direct Communication**: Expressing thoughts and needs clearly and directly without resorting to manipulation or passive-aggressive behavior.

2. **Respect for Others**: Acknowledging and considering the rights, feelings, and perspectives of others while expressing one's own viewpoints.

3. **Setting Boundaries**: Clearly defining personal boundaries and communicating them to others to protect one's own well-being and values.

4. **Self-Confidence**: Having a positive self-image and believing in one's own worth, which enables expressing oneself confidently.

5. **Active Listening**: Paying attention to others' opinions and feelings and demonstrating that their input is valued.

6. **Problem Solving**: Addressing conflicts and issues in a proactive and solution-oriented manner rather than avoiding or escalating them.

7. **Positive Body Language**: Using open and non-threatening body language to convey openness and receptivity.

8. **I-Statements**: Using "I" statements to express feelings and thoughts, taking ownership of one's emotions.

9. **Refusal Skills**: Politely and assertively declining requests or situations that don't align with one's needs or values.

10. **Constructive Feedback**: Providing feedback and criticism in a constructive and respectful way, focusing on behaviours and actions rather than attacking the person.

11. **Expressing Emotions**: Expressing emotions honestly and appropriately, without suppressing or overly dramatising them.

12. **Negotiation**: Finding middle ground in situations of differing opinions or needs, seeking mutually beneficial solutions.

13. **Conflict Resolution**: Handling conflicts in a calm and rational manner, aiming to find resolutions that satisfy both parties.

14. **Empathy**: Understanding and acknowledging the emotions of others while still asserting one's own feelings.

Being assertive is a valuable skill that enhances communication, promotes healthy relationships, and contributes to personal growth and self-respect. It's important to remember that assertiveness is not about dominating others but about maintaining a healthy balance between self-expression and consideration for others.

Coffee break, maybe.

11:10 Megalothymia debate. Moral Superiority. Isaac

Warm up. Energizer. **10'**

Working in pairs decide what professions are superior, which one contributes most to society so we can consider it more valuable.

Teacher / doctor - Priest / Psychologist - Architect / Engineer - Policeman / Baker - Philosopher / Street sweeper - Plumber / Lawyer - Politician / Prostitute - Pilot / Air Crew - Waiter / Esthetician

Zeitgeist concept. More about critical thinking.

Six types of truth: Revealed, Ideological, Scientific, Statistic, Philosophical, Mine. They can be understood better in 3 groups.

Woke people. Over critical thinkers. Snowflakes. Intolerance rules.

Shipwreck at Sea

Part 1: You find yourself on a sinking ship in the middle of the ocean. There are two individuals in danger: one is a doctor who is close to discovering the cure for a deadly disease, and the other is a young promising artist. You have time to save only one person before the ship goes under.

After making the difficult decision to save the doctor, you realise that the young promising artist is actually the doctor's younger brother. The doctor, devastated by the loss of his brother, falls into a deep depression and

abandons his research on the cure for the deadly disease. The opportunity to save countless lives slips away.

Now, considering this new information, would you change your initial decision on whom to save? How would you reevaluate the situation?

Building Collapse

Part 1: You're at the scene of a building collapse caused by an earthquake. Two people are trapped under the debris: one is a firefighter who has saved numerous lives in the past, and the other is a single parent who cares for three young children. Due to the unstable debris, you can only rescue one person before the situation worsens.

After choosing to save the single parent, you learn that the firefighter is not just any firefighter; they are a key trainer responsible for training other firefighters in life-saving techniques. The knowledge and skills they possess have contributed to the successful rescue of many lives over the years. Additionally, you discover that the single parent has an extended support network of friends and family who could potentially care for the children in their absence.

Given this new information, would you reconsider your initial decision? How might this information change your perspective on whom to save?

Restaurant Dilemma

Part 1: You're at a busy restaurant waiting for a table. A couple approaches you and explains that they have been waiting for a long time and are celebrating their anniversary. They ask if you would be willing to let them take your spot so they can have a special evening.

You decide to give up your spot to the couple, allowing them to have a special anniversary dinner. As you wait longer for another table, the restaurant manager notices your gesture and offers you a complimentary dessert and a discount on your meal as a thank-you for your patience and kindness.

My case in the airport :-)

13:00   Lunch time. Mind the Gap.

14:30   **Test what you planned!**

Opening quote: *People who become great at something become great because they understand that they're not already great—they are mediocre, they are average—and that they could be so much better. - Mark Manson*

Activities prepared by participants.

5 groups: 30' activity, 20' reflection + feedback, 10' break

19:30   Dinner time with live music.

20:30   Family reflection.

Have you achieved your learning goal from day 1? What can you still achieve/learn on the last day?

21:00   **Talent Show Night.**

22:00   End of the day

        Happy moment.

        Hug moment.

        Compliments Club.

        Leaders meeting.

Day 8. Zen Time.

Breakfast & Breaking idea

Inter-subjective.

09:00 Leadership and management. Isaac

Warm up. Energizer. **10'**

Little communication: Every participant shares "what animal is Europe for you". Why?   **10'**

Master communicator. Five voluntary participants make a presentation during 5 minutes, any topic they want, and then we comment on the quality of speech.

The final archetype momentum.   **20'**

Motivation:

Extrinsic motivation

1. Rewards
2. Recognition
3. Competition
4. Punishment Avoidance
5. External Expectations
6. Grades or Evaluations
7. Social Approval
8. Material Gain
9. Career Advancement
10. External Deadlines
11. Prizes and Incentives

12. Peer Pressure
13. Avoiding Disapproval
14. Approval of Authority Figures
15. Monetary Compensation

Intrinsic motivation

1. Interest and Passion
2. Enjoyment
3. Mastery and Skill Development
4. Challenge
5. Curiosity
6. Autonomy
7. Personal Growth
8. Inherent Satisfaction
9. Creativity
10. Flow State
11. Altruism
12. Internal Fulfilment
13. Ethical Values
14. Cognitive Stimulation
15. Intrinsic Reward
16. Personal Connection

Conflict management. Some clues and share personal experiences.

Conflict resolution is the process of addressing and resolving disagreements, disputes, or conflicts between individuals or groups in a constructive and peaceful manner. The goal of conflict resolution is to find a mutually agreeable solution that addresses the underlying issues and helps maintain positive relationships. Effective conflict resolution promotes

understanding, collaboration, and a healthy work or social environment.

Key principles and steps of conflict resolution include: Possible Roleplaying. **¿O?**

1. **Identify the Issue**: Clearly define the specific issue or problem causing the conflict. Ensure all parties have a shared understanding of the problem.
2. **Open Communication**: Create an environment where all parties can openly express their perspectives, concerns, and feelings without interruption.
3. **Active Listening**: Listen actively and attentively to understand the viewpoints and emotions of all involved parties. Avoid making assumptions or judgments.
4. **Empathy**: Show empathy by acknowledging the emotions and feelings of others, even if you don't necessarily agree with their perspective.
5. **Seek Common Ground**: Identify areas of agreement and shared interests that can serve as a foundation for finding a solution.
6. **Brainstorm Solutions**: Encourage all parties to suggest potential solutions. Generate a variety of options that address the concerns of everyone involved.
7. **Evaluate Solutions**: Evaluate the proposed solutions based on their feasibility, effectiveness, and potential impact on all parties.
8. **Negotiation**: Engage in respectful negotiation to find a compromise that meets the needs and concerns of each party.

9. **Reach an Agreement**: Select the solution that all parties can agree upon. This may involve some level of give-and-take.
10. **Implement the Solution**: Put the agreed-upon solution into action and ensure all parties are committed to following through.
11. **Monitor Progress**: Keep track of the implementation and progress of the solution. Make adjustments if needed.
12. **Closure**: Once the conflict is resolved, ensure that all parties are satisfied with the outcome and have a clear understanding of the resolution.
13. **Learn from the Experience**: Reflect on the conflict and the resolution process. Identify any lessons learned to prevent similar conflicts in the future.

10:50 Coffee break in style.

11:10 **Planning the Follow Up. Maja.**

Warm up activity. Energizer. **10'**

Work in family groups **¿O?** **30'**

Explain about the Youthpass competences.

Youthpass competences - make a list (miro board).

Make a short voice recording telling about the project, especially what it gave you (for a promo video).

Work in country groups **¿O?** **40'**

How are you going to use what you learned here in your everyday life/with your family and friends/in your NGO?

Describe at least 2 follow-up activities that you are going to do back home.

Share with others (1 min per country) **10'**

Energizer, if needed.

13:00 Lunch in silence.

14:30 Final debriefing. Isaac.

Warm up activity. Energizer. **10'**

Feedback about the course. **20'**

Brainstorming. Words of the activity. Compare with the last project. Appendix

Happy moment of the course. **20'**

Everybody chooses a Dixit card/object in the room that is somehow connected with their experience from the training and shares with others. Maja. **25'**

Count on me. Bruno Mars.

Filling in the evaluation forms.

16:30 Fruit break up to you.

17:00 Meditation.

Money back time

Deep reflections with the chosen ones.

Free time for packaging.

19:00 Dinner time. Farewell

20:30 Party night.

Giving out the Youthpasses. **20'**

23:00 End of the program

D1. 09:00. **Presentation**

Isaac:

The infopack of this training course is quite clear, in the first paragraph it says: "will gather young leaders who are starting to be active in youth work and need to gain more experience in order to turn into independent "leaders"".

But goals are different for anyone of us in this room. Some of you are newcomers to an Erasmus+ project and your goal is to discover WTF is this and you don't know what to expect. Some of you are here because it's free, others because you'll have the opportunity of doing some tourism in Prague, others because a friend is here and this is going to be a great opportunity for tourism together for free… hands up, please.

For us, Maja and me, the goal is to share some of our experience as leaders and facilitate your learning.

Anyone can be a leader. I am one in different situations so far:

- I'm a father of 3+2. Married for 27 years.

- I'm a rugby coach, this was my first role as a leader 30 years ago. Last year was in the U14 boys and girls, but I had experience in almost every category.

- For 3 years I was guiding hiking activities for kids in the mountains in my province, León, and coordinating summer camps.

- I've been leading groups of teens for 15 years, travelling around 30 countries in Europe and North America. More than half a million of Km was made on trains, vans and planes to manage summer camps, adventure trips and language holidays.

I'm an expert, with more than 50.000 hours of deliberate practice in leading groups of kids, teens and youngsters (2.000 of them approx.). In these groups, sometimes I'm the leader, others the informal leader or the co-leader and in these 8 days I'll try to motivate you to **be the change**.

There are so many things we want to explain and only a week to do it, so we are going to work really hard, it's not going to be easy. We'd like that this could be a 24/7 training course as everything we propose has a training intention. We want to develop some personal and social skills (Communication, learning, management, critical thinking, team working...) and sometimes it's going to be stressful, oppressive, awkward or uncomfortable, but we also hope that, at some point, it will be funny, amazing, awesome and, for some of you, could be a **life changing experience**. **Holistic**.

Every moment of the day will be a learning moment in our training course. Meals, free time, trips… Be ready to learn and be challenged.

I'd like to talk about so many ideas: 1. Be the change. 2. Hive thinking. 3. The truth. 4. Infinite game. 5. Skin in the game. 5. Dark traits of personality. 6. Assertivity. 7. Critical Thinking… but we know that this is not going to be easy… it wasn't last time :-)

I have a friend that works as a top level coach, managing very expensive training with top executives in Europe. She said to me once that you have to try to put just one idea per project in the people you are training. My idea for you is **Mental Strength.**

> Every day you face battles--that is the reality for all creatures in their struggle to survive. But the greatest battle of all is with yourself--your weaknesses, your emotions, your lack of resolution in seeing things

through to the end. You must declare unceasing war on yourself. As a warrior in life, you welcome combat and conflict as ways to prove yourself, to better your skills, to gain courage, confidence, and experience.

– Robert Greene

Maja:

Now it is my moment to introduce myself. My name is Mája and I am also the leader in various life situations:

- I have been working with youth since I was youth myself. Designing and proposing various games and activities since I was a child, helping others to learn whatever they were struggling with.
- When I was a teenager, I became a summer camp leader and soon became the one in charge of leading the program and coaching the younger leaders in training.
- When I was 16, I met Lukas and we organized the first Erasmus+ project of TOM Dumánci together. This experience shaped me in many ways.
- Since then, I have organized 24 Erasmus+ projects, being the facilitator of 5 youth exchanges and 5 training courses.
- I was young at the time these projects were taking place and it was really difficult, but it helped me to build my mental strength, assertiveness and self-confidence. It helped me to grow.
- I also cooperate with local elementary school and high school, proposing various projects and extra-curricular activities, which I enjoy very much.
- Thanks to all this experience I had the chance to gain through Erasmus, I got a job at the Goethe-Institute

Prague, where I now work on a project promoting media literacy. There I am doing and learning many different things and I'm so lucky to have my hobby turn into a profession.

Now, a bit more about what you can expect from me. As Isaac said, you are here to become "independent leaders". If you are a leader, you have to have a vision, know what it is that you want to achieve. If you are a youth leader, you have to know what you want to teach the young people and in what kind of world you want them to live in when they grow up. As I read your application forms, I know that you are motivated people with ideas, motivated to make a change. And as I have worked with Isaac so many times before, I know very well that in the next few days you are going to gain a lot of new ideas and confront your opinions with different points of view. I believe that when you leave, you will be people with visions.

The activities I am leading in the TC (afternoons) are more practical, more about transforming your vision into concrete work. I want to give you the tools that you will need if you decide to become active youth leaders in non-formal education. In my parts of the programme, we are going to play games to help you discover the leader in you, reflect on your leadership skills and teach you about the principles and methods of non-formal education.

Just like Isaac, I also chose one key concept that I want to come back to over and over during the TC. It is not so much of a concept as a question and a really simple one, actually: "**why?".** I find it important and somewhat underrated. The quality of our work often depends on how often we ask ourselves "why?" and on how good our answers are. For youth workers, the question "why?" is extremely important, because children and youngsters ask it all the time. Our authority as leaders and the success of our work depends very much on

how well we can answer that question. If you fail to give a good answer, your credibility as a leader goes down.

So in my parts of the programme, be ready to actively practise, to reflect on your skills and your learning process and to ask "why" a lot.

D1. 09:10. **Quotes**

Life is really simple, but we insist on making it
complicated.

> – *Confucius*

The happiness of your life depends upon the quality of your
thoughts

> — *Marcus Aurelius*

Everyone thinks of changing the world,
but no one thinks of changing himself.

> – *Alexei Tolstoi*

Everyone wants to live at the expense of the state.
They forget that the state lives at the expense of
everyone.

> — *Frédéric Bastiat*

What do we live for, if it is not to make life less difficult for
each other?

— *George Eliot*

Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles must begin with a single step.

— *Lao Tzu*

We did not domesticate wheat; wheat domesticated us.

— *Yuval Noah Harari*

The view only changes for the lead dog.

— *Sergeant Preston*

...when two opposite points of view are expressed with equal intensity,
the truth does not necessarily lie exactly halfway between them.
It is possible for one side to be simply wrong.

— *Richard Dawkins*

I hated school because I liked to daydream
and the system tried to stop me from that.

— *Nassim Nicholas Taleb*

People shouldn't make plans. With no plan, nothing can go wrong.
And if something spins out of control, it doesn't matter.

— Seen in Parasites

You are allowed to be a masterpiece and a work in progress at the same time.

— Sophia Bush

Questions are more important than answers.

— E. Weisel

The problem with the world is that the intelligent people are full of doubt, while the stupid ones are full of confidence.

— Charles Bukowski

Anything that just costs money is cheap.

— John Steinbeck

Real dialogue is not about talking to the people who believe in the same things as you.

— Zygmunt Bauman

If you don't understand why people are doing certain things, you are the one who is stupid, not the people.

— unknown

Every "although" is a misunderstood "because of".

— *Marcel Proust*

Don't be an optimist if it makes you feel calm. Don't be a pessimist if it makes you want to give up.

— *Kate Raworth*

There is nothing more practical than a good theory.

— *Kurt Lewin*

D1. 11:10. **Be inauthentic.**

Mark Bowden

So **you've already decided whether you like me or not**, and you did that within a fraction of a second of seeing me. You made that unconscious choice the moment I walked on you, saw my body language, my non-verbal behaviour, my tone of voice…

How was this possible? Well, taking evolution as a given, there's a part of your brain, that sticks right on top of your spine and goes up inside of your head. You can call it the **brain stem, the reptilian brain or the primitive brain**, and it makes **snap judgments** about everybody around it. And everybody around you uses that part of their brain to make snap judgments about you and, based on behaviour, it decides… **should we approach** this person because she is going to be good for us?, **or should we retreat** because she's going to be a huge risk?

Going further, there are simply four categories that your primitive brain has for everybody else around it. There are **four potential categories** for you about me.

I come in front of you, I start behaving and your primitive brain says to yourself: Do we see some signals that give us that gut reaction that this is going to be good?, is Isaac a good person? And if you put me into that **friend category**, you're now cherry-picking from all the data that you've got using your neocortex, that fits your brain stems theory and assumption about me being a friend.

Second option, I could come on and you might pick up some minimum specifications that Isaac is an enemy to me, **a predator.** I'm not trying to do those, but if they accidentally

happened, you'd then put me into predator category. You do the retreat response instead of the approach response that you do around the friend category, and then you send a message, all unconsciously, to your neocortex saying: go and get me all the data that proves Isaac is the enemy to me because the neocortex might go, hey I don't really know this guy and he has not really said very much that I can discern so far. So I'll just make up a load of stuff about him, I just make up some narratives that makes him bad equally.

Now the **third category**. You, for some reason, think that XXX is marked as **potential sexual partner for you**. She is not trying to get into that category, she's completely out of the market. So you know she's not trying to get in that category, but these things can happen by accident. For example your brain stem is looking for things like: Does Andrea look a little bit like me? Is she like me? Does she look to be like one of my tribe? one of my group? one of my gang? one of my company? Could she be part of my family? Does his hair look good? It got good colour, probably has good mineral content in it and that would mean there's probably a good omega-3 fatty acid diet, and therefore she comes from a land where there's good resources and she looks a bit like you. So if you were to mate and there was offspring... well, they grow up with good genetic code and in a land where there's opulence and food.

And finally, the fourth category. Here's the important thing for us, here today you are now indifferent to me. There are seven billion people on the planet right now, what do you think is the **default category for anybody new** that you meet on this earth? **Indifferent absolutely**. **You are pre-programmed to be indifferent** to the seven billion people on this planet right now, and here's my problem. I don't know many of you out here today, I mean the majority. Here is Maja and Anna over there, Paolo and Lukas, but the rest of you I don't know,

you don't know me, which means you're designed to be indifferent to me right now and I have a really important message for you today.

Evolutionary and behavioural psychology say that **you're just not going to pay attention to me unless I can get in the category of friend with you**, so that's what I've been doing all the time. I've been trying to give you the signals to your primitive brain that will trigger you, to put me into a friend category with you, and cherry pick from all the language that I've given you only the stuff that is good and if you couldn't find anything good you've been making it up in your head.

So I just want to let you into the secret because **I want you to be able to do this**, you know with your friends and family and at work and wherever you want to do this kind of thing. I think it should be free to all, so **here's what I've been doing**.

Look, all this stuff is quite easy to manage.

1. First you have to **smile.** It's a universal signal across the planet. It's the same, whatever place you come from, doesn't matter your country. Everybody smiles the same: the muscles here tighten to pull up the sides of the lips, **but that's not enough**. This smile must be a full signal, with no doubt. When you get insufficient data, your primitive brain defaults to negatives. We know that **the smile must build over three seconds and it must sustain for about three seconds**, otherwise it's insufficient data and your primitive brain goes to a predator. If it doesn't get the full signal, better be safe than sorry. The fight and flight system would rather judge me as a predator, and behave as if I'm a predator, just to be safe.

2. So if I can sustain this and build this over about three seconds, narrow those eyes and get that smile and **get eye**

contact with some people... probably they'll smile back at me...

3. Then the next level is adding the **eyebrow flash**. In fact sometimes we sustain it for a long time, and this is a universal signal for **I recognize you**. I know you, you're my friend, you're a friend of the family.

4. Here's the really important one: I show you no tools, no weapons, **empty hands** it's a universal signal for "I come unarmed". If Darwin was right we descended from ground dwelling mammals of the forests of Africa. When the plains started to open up the ground, dwelling mammal decided: I will stand upright and that was a great decission: it had control of the hands, I can be tactile, I can manipulate the world around me, but also now **my belly area**, with lots of soft delicate organs in, is not protected by the ground. That means, under stress, I better protect that and, if I'm not under stress, if I'm not a predator and you're not a predator then, **I display this area to you with no tools, no weapons.** This area is called the truth plain because this is where you'll get stimulated and triggered, at an unconscious level, to choose me as being honest and truthful and good to be around. And if I smile with that as well and raise my eyebrows, everything will go really smooth.

Now, at this point, what people could start to think is actually: Isaac, I'm getting a little bit disappointed now. Because you're kind of manipulating us. Aren't you? Yeah I absolutely am. And you say: Isaac, **why can't you be honest?** Why can't you just be truthful? Why can't you just be authentic with us?

Because **what's coming up is a really important message for you, and if I act authentically honestly in front of you, you're not going to listen to me**. And I hope you listen to this because it's really important.

I want you to have a look around you, right now. There are thirty people here today. Understand this, **you're designed to be indifferent to each other**, you're designed today to really just hang out with the people that you came with. You'll spot a few others who are like you, your tribal members. Probably you have identified some potential predators or sexual partners. But the key question is that you've met some people today, the majority here, and you don't know who they are, you're indifferent to them and you're never going to meet them, **and maybe they have got a brilliant life-changing idea for you**, your family, your town, your city, your world... And beyond that, if you've got an average intelligence, which undoubtedly you certainly all have, you've got some brilliant ideas, and they've got some brilliant ideas, but you're designed to be indifferent to each other. So I'm asking you today, I'm challenging you, and in fact I'm just gonna beg you: **I need you to be more inauthentic** with each other today, not just today, tomorrow, the day after and for the rest of your life, because **if you don't choose behaviours beyond your natural instincts for what you like and don't like, you will miss brilliant opportunities in your life**. And if you don't go up to somebody today and act and perform like they are friend, and ask them about their big idea and act and perform like you're listening. You will miss something that is going to change your life.

So I'm asking you to act friendly to the people around you today. I believe that if we could be a little more inauthentic with each other now and again, we might find that we are so much more than what we think we are. We might find that we are so much more than we actually are, because I truly believe it isn't your innate ideas, abilities, behaviours, skills or position that defines who you really are, it can be the conscious choices that you make in spite of all of that.

D2. 12:00. **Brain Balance**

Hormones and neurotransmitters are basic elements in the necessary biochemical balance of our brain. 800 generations ago, Homo sapiens was as intelligent as we are now, had the same appearance, and very few physical changes compared to what we are. However, the environment in which we develop our lives has nothing to do with it, and achieving the necessary biochemical balance is very difficult.

20,000 years ago is just 800 generations. Put the participants in a row and see the time lapse you can get.

We lived in tribes, nomadic family groups that survived through hunting and gathering. Let's imagine things as archaeologists and anthropologists tell us. When food was needed, men went out to hunt and women searched for fruits and roots. Despite our enormous brain and all the rationality provided by the neocortex, which allowed us to survive were the hormones and neurotransmitters that moved us to action:

While the hunting group walks attentively to their surroundings, a deer appears on the other side of a meadow... a dopamine discharge occurs, initiating the pursuit. For hours, the group walks, trots, and runs, and to prevent motivation from waning, we receive a flow of serotonin in our brain thanks to physical activity. The hunters are not alone; there are other four-legged predators lurking in the undergrowth. One of the group members spots a wolf, surely not alone, and everyone is very aware that they must avoid getting too close; adrenaline sharpens the senses to escape. After several hours of pursuit, the group manages to corner and hunt the deer. Another dopamine discharge, in the coming days, there will be enough food to feed the tribe. They return to the camp, and

the rest of the tribe welcomes them joyfully, they are heroes, and oxytocin from recognition and endorphins from affection flow to strengthen the bonds of the community.

A thousand generations have served for our mind to be able to dominate the world, but our brain is still dominated by the same chemistry that conditioned the reactions of those nomadic tribes. This un-balance is one of the causes of millions of mental issues, addictions, depressions…

D3. 11:10. **Introduction to Critical Thinking**

Despite what you might be thinking, these two circles are not equal. I repeat, these two circles are not equal. One is in fact larger than the other. What I need you to do, is to determine which one that is. So, please raise your hand if you believe that the blue circle is larger than the red. OK. Please raise your hand if you believe that the red circle is larger than the blue. Very good.

Before I say the answer about these two circles, what was your first instinct? Equal, right? Because they look equal. The reason why they look equal, is because in fact they are equal. These two circles are identical. Yes, I am a prick, and from my position of authority I've forced you to raise your hand and say something you don't think is correct.

So what's the learning of this? That you can be manipulated like that (finger snapping) to believe in something that goes against your natural instincts.

Just imagine as a child you're taught that the blue circle is larger than the red. If you say it enough times, you convince yourself that's the truth. If you're told the lie enough times, it becomes part of your reality. And if enough people were taught that lie, that the blue circle is larger than the red, well now it becomes part of the culture. **Culture** refers to the shared values, **beliefs**, customs, practices, art, and knowledge of a society. It encompasses a wide range of elements, including language, religion, food, music, art, and social norms. Culture helps to shape the way people see the world,

interact with others, and understand themselves and their place in society.

And if that culture then passes that misinformation along to the next generation, well now it becomes tradition. And we have to remember that just because we have a tradition, doesn't mean it is morally acceptable. Tradition and morality are not always the same.

I mean, can you think of any tradition that we once had in your country that we no longer have? That today we think back and that was immoral?

Slavery, women vote, the use of violence at schools, the role of dependence of women in society… Those were traditions no more accepted, so the traditions we have today doesn't necessarily mean they're morally acceptable. And as we evolve as a culture, so do our traditions.

It's not easy to break the momentum, both culture and tradition can provide a sense of belonging and identity for individuals and communities. They can also serve as a source of stability and continuity in times of change and uncertainty. However, they can also be limiting and restrictive if they are not open to evolution and adaptation to changing social and cultural contexts.

Critical thinking involves analysing facts in an objective manner so that a judgement can be reached. It also often entails thinking about your thinking and reflecting on the way you are reaching decisions in order to overcome any biases and improve the quality and efficiency of your cognition.

Critical thinking is effective when you are trying to find logical connections between ideas. Critical thinkers don't accept

things at face value; they dig deeper to be sure that there is rational thought and solid reasoning behind any information they are presented with before they accept it as true. It is highly beneficial when a systematic approach to solving a problem is needed.

Let's think about this statement with which you probably agree: "The state is good for you". I disagree, I think it's just a lie. The system controls the minds of most of the people, the Matrix doesn't let you see the reality… Let's talk about this…

D5. 09:00. **Epistocracy project**

Jason Brennan

Premises: The system is highly incompetent. It lacks tools to face the big challenges of present times. We have to find something better.

> Look at things as they are, not as your emotions colour them. In strategy you must see your emotional responses to events as a kind of disease that must be remedied.

Social experiment: Using 20% of the group we are going to try to win the voting. The activity starts the first minute of the project, collecting the group of partners.

Actual situation:

Development of liberal democracy is linked to liberal capitalism and vice versa. The second has changed a lot during the last 4 decades.

Liberal democracy is a mess. Western countries are adding huge structural problems because they are tied to a bad decision system, ruled by the worst leaders possible.

- This is not a democracy any more.
  - **Ochlocracy**: Populism is in charge. **Populism** is taking control in high-income western countries (Trump, Brexit, communists in the Spanish government…) and it's the base in South America (Argentina, Bolivia, Venezuela…)
  - **Corruption** is backstage in most of democratic countries. Lobbies develop the laws in the US. Big

builders create the plans of the cities. Officials from the government take money to pass forward the bureaucracy… Corruption distorts competition, breaks a positive meritocratic system. Those in power abuse it. It's almost impossible to separate wealth and power.

◦ **Plutocracy**: Money rules. The winner takes all and then takes advantage of the laws, avoiding taxes, paying politicians… This option of authoritarian governments also derives into **kleptocracy**.

◦ **Intolerants** manage the majorities. More and more rights to minorities with no limit in the unbalanced budget of the State.

◦ **Partitocracy**: Political parties decide who is going to be the president of the major, not your vote. It's policy, idiot.

◦ Russia, Hungary, Poland, Venezuela, Turkey… they supposedly are democratic countries. The **demagogic variant of authoritarianism** comes out of electoral majoritarianism taken to destructive limits.[4] The leader of the government uses its (supposedly temporary) power to suppress independent institutions and the opposition and then emerge as an absolute ruler, as Erdogan, Orban, and Putin have done. In this way, liberal democracy mutates into illiberal democracy and then outright dictatorship. This has become the most common way for authoritarian regimes to emerge. Rather than mounting coups or starting revolutions, the would-be autocrat eats up democracy from within, as some wasp larvae eat host spiders.[5] The result tends to be a softish

autocracy by the standards of historic fascism or communism. That may make it less repellent to voters, but it is autocracy all the same.

- Jean d'Ormesson **ineptocracy**: "A system of government in which those least prepared to govern are elected by those least prepared to produce, and those least prepared to provide for themselves are given away with goods and services paid for by confiscatory taxes on the work and wealth of a few producers in descending numbers, and all this promoted by a populist and demagogic left that preaches theories, which it knows have failed where they have been applied, to people it knows are idiots".

- New geopolitics
  - China and Russia trying to recover the empires
  - India, the new demographic leader.
  - Demography. The pressure from the South.
  - Ratio labour – capital. Your effort is not valuable any more.
  - End of financial capitalism
  - Frictions on globalisation. Commercial wars (chips, technology, de-localization, re-localization, national protectionism…)
  - In the 1980s a new game started when a big part of the world population went into the global economy. The second globalisation.
- Huge size and power of companies
- The winner takes all system

- ◦ Salary of top executives in the USA is 347 to 1 ratio in 2016, it was 42 to 1 in 1980. It's supposed that the middle class is the base of democracy. Last 40 years the middle class has been falling apart.
  - ◦ Information kills second sellers. Market sharing is unbalanced.
- Surveillance capitalism. Freedom is over, as liberal democracy.
  - ◦ They know everything about you.
  - ◦ Can you say that your choice is free? Personal marketing.
  - ◦ The state takes advantage of you.
- The accumulated unbalanced economical and social structures.
  - ◦ Inequality rocketed.
  - ◦ Social economic mobility has been cancelled. Meritocracy is a fake.
  - ◦ Proletariat is now precariat.
  - ◦ Opportunities for lower incomers are ridiculous.
  - ◦ Regional inequality is bigger than ever.
  - ◦ Ponzi scheme from the state with pensions. The system was supported on raising productivity and population, both are over.
  - ◦ Rising economy based on consumption is at high risk because of inequality, AI taking employment and demographics.
  - ◦ The welfare state was planned with certain social costs. These costs have done nothing but grow

over the decades. Now it is difficult to imagine how to keep it afloat.

- The new economy (Big firms selling knowledge Vs real economy)
  - The innovation was over after 1969.
  - No energy revolution (waiting for fusion)
  - Productivity increase is over. It's hard to transport more people in a taxi.
- Most policy mistakes in economics are invisible to the bulk of the voting public. But the latter could not possibly fail to realise that those in charge had failed to recognize the risks they allowed the financial sector to run. These failings were the result not just of stupidity but of the intellectual and moral corruption of decision-makers and opinion formers at all levels.
- There is no responsibility on people on command. Gross errors or outright misappropriation offences have no consequences.

Advantages of the new system

- Avoid manipulation of uninformed masses.
- Real Meritocracy. Only politically competent individuals should possess political rights, that is, a right to vote and run for office, because each right presupposes a responsibility and only competent citizens can be assumed to be responsible for their actions.
- Avoid mediocre politicians, corruption, biassed decisions

Some ideas to propose

Divided leadership is dangerous because people in groups often think and act in ways that are illogical and ineffective--call it Groupthink. People in groups are political: they say and do things that they think will help their image within the group. They aim to please others, to promote themselves, rather than to see things dispassionately. Where an individual can be bold and creative, a group is often afraid of risk. The need to find a compromise among all the different egos kills creativity. The group has a mind of its own, and that mind is cautious, slow to decide, unimaginative, and sometimes downright irrational.

Historic approach: Full democracy has been with us for just some decades, the rest of the history was not.

Functions of the state: an army to maintain the borders, police to take care of the behaviour of the citizens and education to guide the minds of the population.

Just as market capitalism is the least bad economic system, so is liberal democracy the least bad political system. But again, just as market capitalism needs reform, so does liberal democracy.

Only in the early twentieth century did democracies adopt universal adult franchises, without restrictions for women or slaves. Universal suffrage representative democracy is only about a century old.

The electorate does not know what's happening for real: voters are ill educated, stupid, emotional, and prone to vote for reasons that have nothing to do with the issues.

We are morally, intellectually, and emotionally imperfect. The institutions that we have created, to bring a measure of order and predictability into our lives, are also imperfect.

The world's leading democracies are strikingly rich and honest. This is no accident. It is because liberal democracies have accountable governments and the rule of law.

One person, one vote is not as representative as it looks... An important defect of representation is that children and the unborn cannot vote, while old people can and do. Maybe adults should have more votes the younger they are. Alternatively (or in addition), parents could be given extra votes for their minor children, up to some numerical limit.

The actual president in Spain had the support of just 20% of the electorate in the election. The representation is clearly unfair.

Two decades ago, "cyber-optimists" thought the internet might liberate humanity from government oppression. Instead, we live increasingly in an age of autocrats. Many also thought the internet would make us better informed and more united. Instead, we are drowning in divisive lies.

Other "democratic" system for choosing the government:

- Choose people to rule by lots... first, the result will be genuinely representative; second, it gets us away from the often ambitious, unprincipled, fanatical, unbalanced, and, not least, unrepresentative people who fill representative

elected bodies, as well as their manipulative campaigns, made more damaging by contemporary information technology.

- Another possibility would be to create a "house of the people," chosen by lottery, alongside the house of representatives and the house of merit.

- Technology allows us to make a referendum in a fast and cheap mode.

- Mix system with politicians, a chosen meritocracy and lottery group of citizens.

D6. 21:00. Deep questions. Tough debates.

Skin in the game.

Nassim Taleb

- We have always been crazy but weren't skilled enough to destroy the world. Now we can.

- Bureaucracy is a construction by which a person is conveniently separated from the consequences of his or her actions.

- So learning isn't quite what we teach inmates inside the high-security prisons called schools.

- Start by being nice to every person you meet. But if someone tries to exercise power over you, exercise power over him.

- I am, at the Fed level, libertarian; at the state level, Republican; at the local level, Democrat; and at the family and friends level, a socialist.

- Would you agree to deny the freedom of speech to every political party that has in its charter the banning the freedom of speech?

- Should a society that has elected to be tolerant be intolerant about intolerance?

- The West is currently in the process of committing suicide.

- Someone who has been employed for a while is giving you strong evidence of submission.

- Slave ownership by companies has traditionally taken very curious forms. The best slave is someone you overpay and who knows it, terrified of losing his status.

- The question is: what would you like to be, a dog or a wolf? Another aspect of the dog vs. wolf dilemma: the feeling of false stability. A dog's life may appear smooth and secure, but in the absence of an owner, a dog does not survive. Most people prefer to adopt puppies, not grown-up dogs; in many countries, unwanted dogs are euthanized. A wolf is trained to survive.

- What matters isn't what a person has or doesn't have; it is what he or she is afraid of losing.

- Who is the real expert? Who decides who is and who is not an expert? Where is the meta-expert? Who will judge the expert? Who will guard the guard? (Quis custodiet ipsos custodes?) Who will judge the judges? Well, survival will.

- Nietzsche: Madness is rare in individuals, but in groups, parties, nations, it is the rule.

- Many problems in society come from the interventions of people who sell complicated solutions because that's what their position and training invite them to do. There is absolutely no gain for someone in such a position to propose something simple: you are rewarded for perception, not results. Meanwhile, they pay no price for the side effects that grow nonlinearly with such complications.

- If your private life conflicts with your intellectual opinion, it cancels your intellectual ideas, not your private life.

- Courage (risk taking) is the highest virtue. We need entrepreneurs.

- mathematicians think in objects and relations, jurists and legal thinkers in constructs, logicians in maximally abstract operators, and … fools in words.

- For most Jews today, religion has become ethnocultural, without the law—and for many, a nation. Same for Armenians, Syriacs, Chaldeans, Copts, and Maronites. For Orthodox and Catholic Christians, religion is largely aesthetics, pomp, and rituals. For Protestants, religion is belief without aesthetics, pomp, or law. Further East, for Buddhists, Shintoists, and Hindus, religion is practical and spiritual philosophy, with a code of ethics (and for some, a cosmogony).

- The problem with the European Union is that naive bureaucrats (those fellows who can't find a coconut on Coconut island) are fooled by the label. They treat Salafism, say, as just a religion—with its houses of "worship"—when in fact it is just an intolerant political system, which promotes (or allows) violence and rejects the institutions of the West—those very institutions that allow them to operate. We saw with the minority rule that the intolerant will run over the tolerant; cancer must be stopped before it becomes metastatic.

- Political parties are hierarchical, they are designed in a way to substitute someone's own decision making with a well-defined protocol. This doesn't work with libertarians. The nomenklatura that is necessary in the functioning of a party cannot exist in a libertarian environment fraught with fractious and vehemently independent people. Nevertheless, we libertarians

share a since libertarianism is a movement, it can still exist as splintered factions within other political parties.

- Not everything that happens happens for a reason, but everything that survives survives for a reason.

- Legality is not morality: slavery, racism, discrimination, violence… were legal in a time not far away.

D8. 14:30. **Brainstorming 2020:**

Democracy is overrated

New system

Who is the boss

philosophy

Follow or been followed?

Night conversations

role playing

presentations

Elections

midnight conversations

Finding ourselves

assholes no thanks

What is our place in the modern society?

agressiveness

We choose

libertarianism

Psychology

Nolan diagram

Fake news

Wrong-right

Morality

Moral code

collapse is coming

Critical thinking

south conspiracy

Artificial intelligence

Conspiracy is not a bad thing

Are you a wolf or a sheep?

wolf pack

wolf or a dog?

Shepherd

which is the best government?

Leader or follower

Power of the mob

What would you do without internet

Social networks are a central part of the consensus

Skin in the Game

Keys and Values

- Mental Strength
  - Skin in the Game
  - The infinite Game
- Critical Thinking should be the basic way or expres ideas.
- Systems thinking: Elements + relations + purpose
- Leadership Skills: Awake the leader inside, push hard, skin in the game.
- Life Changing Experience:
  - Feed their minds
  - Push them out the comfort zone. Meta games
  - Wow moments. Pep talks, uncomfortable activities
- No lectures, facilitation:
  - Hive thinking
  - Music
- Participants involved, then committed
  - The continental breakfast
  - Share or move away
- Facilitators analyse the leading skills of the participants.
- In our ideal, facilitation is not about long speeches but provoking the debate.

Working system:

- 8 days, 3 participants / day leading alone
  - Ice-breakers, games, activities, de-briefings, family meetings
- Starting hours are fixed but contents and timetables are flexible. The flow of the moment is more important than the agenda.
- No mobiles during the sessions.
- Looking for excellence.
- Every interaction with the facilitators could be related to the goals of the program. Chat talk after lunch.
- Each coffee break has a title, which we write down to the flipchart when leaving for the coffee break.
- Every point in the programme is clearly linked with leadership.
- Not too much food and sugar at coffee breaks.
- For the leader's meeting in the evening, we choose different random people every time.
- Voluntary exercise in the morning (we can even go outside).

Star activities:
- Work in groups then present the work to the big group
- Archetypes
- Role playing
- Solo speech
- Multi-topic debate
- The Big debates / conversations: Epistocracy - End of capitalism - Truth - Reality - Cero emissions.

Busy vs. effective people

Busy people want to look like they have a mission. Productive people have a mission for their lives.

Busy people have many priorities. Productive people have few priorities.

Busy people say yes quickly. Productive people say yes slowly.

Busy people focus on action. Productive people focus on clarity before action.

Busy people keep all doors open. Productive people close doors.

Busy people talk about how busy they are. Productive people let their results do the talking.

Busy people talk about how little time they have. Productive people make time for what is important.

Busy people multitask. Productive people focus.

Busy people respond quickly to emails. Productive people take their time.

Reflection - choose your method

Draw a roller coaster. Where are you?

- Altogether, draw a roller coaster. Imagine the roller coaster is the past day.
- Each of you, draw yourself on a concrete point of the roller coaster (on the top, on the bottom, going up, going down…etc.).
- Share why they find yourself at this concrete point right now.

"Speak and listen"

- Divide the time you have for reflection equally between the members of the group (optimal is 2 – 4 minutes per person).
- Set the timer to measure the time. In their time, each person can speak about their day but also anything else that is on their mind.
- While somebody speaks, nobody else is allowed to say a word. If you have a question or comment, keep it for later.

Moments

- Remember the day and share your:
    - Happy moment
    - "Wow" moment
    - "Aha" moment
    - …

A story of your today's success

- Start the reflection by each member sharing a story of their today's success – what they think they did well, why they were proud of themselves today, what made them feel like good leaders.

Dixit cards

- Go through the pack of Dixit cards. Choose a card that is somehow related to your past day.
- Take turns and explain why they chose the concrete card.

Mind map

- Draw a map of what was on your mind today.
- Explain to the others.

3 Fs

- Together as a group, try to come up with as many things from the past day, that fit into these categories:
  - Feelings – how did you feel during the day?
  - Findings – what did you find out during the day? What did you learn?
  - Feedback – Give feedback to the group of organizers. What was great? What do you think could be done better from their side? Speak up!

Shower of love

Dedicate min. 30 seconds to each member of the group. In that time, everybody gives compliments to that person:

- I found it really nice, how you…
- I admired you, when…
- Thank you for helping me with…
- I like what you said about…
- Etc……………………….

Level of happiness

- On your own, draw two perpendicular axes - one vertical and one horizontal. The vertical axis shows the hours of the past day, the horizontal axis shows your level of happiness.

- Now turn it into a diagram - how happy did you feel during the day?
- Explain your diagram to others.

Energizers

- Castles and princesses
- Ninja
- Passing objects - pantomime
- The king is dead
- Oxford-Cambridge race
- Fruit salad
- Get up without hands (couples)
- Count without 3
- Dance!
- Hu-ha-he
- Human knot
- Learn to say "good morning" in all the languages
- Hugging competition
- Colours and body parts
- Catching fingers
- Thinking ball
- Enemies and shields
- Don't let them sit
- Massage circle
- Rock-paper-scissors with fans
- Car washing station
- Making circles without talking
- Making shapes without seeing
- Morning hug
- From the water, out of the water

The Business Model Canvas

| Designed for: | Designed by: | Date: | Version: |

Key Partners

Who are our Key Partners?
Who are our key suppliers?
Which Key Resources are we acquiring from partners?
Which Key Activities do partners perform?

MOTIVATIONS FOR PARTNERSHIPS
Optimization and economy
Reduction of risk and uncertainty
Acquisition of particular resources and activities

Key Activities

What Key Activities do our Value Propositions require?
Our Distribution Channels?
Customer Relationships?
Revenue streams?

CATEGORIES
Production
Problem Solving
Platform/Network

Key Resources

What Key Resources do our Value Propositions require?
Our Distribution Channels? Customer Relationships?
Revenue Streams?

TYPES OF RESOURCES
Physical
Intellectual (brand patents, copyrights, data)
Human
Financial

Value Propositions

What value do we deliver to the customer?
Which one of our customer's problems are we helping to solve?
What bundles of products and services are we offering to each Customer Segment?
Which customer needs are we satisfying?

CHARACTERISTICS
Newness
Performance
Customization
"Getting the Job Done"
Design
Brand/Status
Price
Cost Reduction
Risk Reduction
Accessibility
Convenience/Usability

Customer Relationships

What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
Which ones have we established?
How are they integrated with the rest of our business model?
How costly are they?

EXAMPLES
Personal assistance
Dedicated Personal Assistance
Self-Service
Automated Services
Communities
Co-creation

Channels

Through which Channels do our Customer Segments want to be reached?
How are we reaching them now?
How are our Channels integrated?
Which ones work best?
Which ones are most cost-efficient?
How are we integrating them with customer routines?

CHANNEL PHASES
1. Awareness
   How do we raise awareness about our company's products and services?
2. Evaluation
   How do we help customers evaluate our organization's Value Proposition?
3. Purchase
   How do we allow customers to purchase specific products and services?
4. Delivery
   How do we deliver a Value Proposition to customers?
5. After sales
   How do we provide post-purchase customer support?

Customer Segments

For whom are we creating value?
Who are our most important customers?

Mass Market
Niche Market
Segmented
Diversified
Multi-sided Platform

Cost Structure

What are the most important costs inherent in our business model?
Which Key Resources are most expensive?
Which Key Activities are most expensive?

IS YOUR BUSINESS MORE
Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing)
Value Driven (focused on value creation, premium value proposition)

SAMPLE CHARACTERISTICS
Fixed Costs (salaries, rents, utilities)
Variable costs
Economies of scale
Economies of scope

Revenue Streams

For what value are our customers really willing to pay?
For what do they currently pay?
How are they currently paying?
How would they prefer to pay?
How much does each Revenue Stream contribute to overall revenues?

TYPES
Asset sale
Usage fee
Subscription Fees
Lending/Renting/Leasing
Licensing
Brokerage fees
Advertising

FIXED PRICING
List Price
Product feature dependent
Customer segment dependent
Volume dependent

DYNAMIC PRICING
Negotiation (bargaining)
Yield Management
Real-time-Market

Strategyzer
strategyzer.com

Sources

The content of this project comes basically from the experience of the facilitators, Isaac and Maja. We have been working together for 5 years, organising summer camps, youth exchanges and training courses.

We have some basic references that have inspired us to develop the program:

Nassim Taleb,

Yuval Harari,

Jordan Brennan,

Richard Dawkins,

Jared Diamond,

Robert Greene,

Bjorn Lomgborg,

Adam Grant,

James Lovelock,

any of their books are a mind-opening experience and a long-lasting source of inspiration.