

Stonewall

ABOUT THIS RESOURCE

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people.

At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full.

Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

To find out more about our work, visit us at www.stonewall.org.uk

Registered Charity No 1101255 (England and Wales) and SC039681 (Scotland)

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter.

THE STONEWALL YOUNG LGBTQ+ LEADERSHIP RETREAT



Illustrations by @blkmoodyboi

INTRODUCING THE PROJECT

Stonewall's Young LGBTQ+ Leadership Programme

1. Retreat and reconnection event
2. Video Resource
3. Written Resource



BUILDING OUR LEARNING SPACE



How we work together

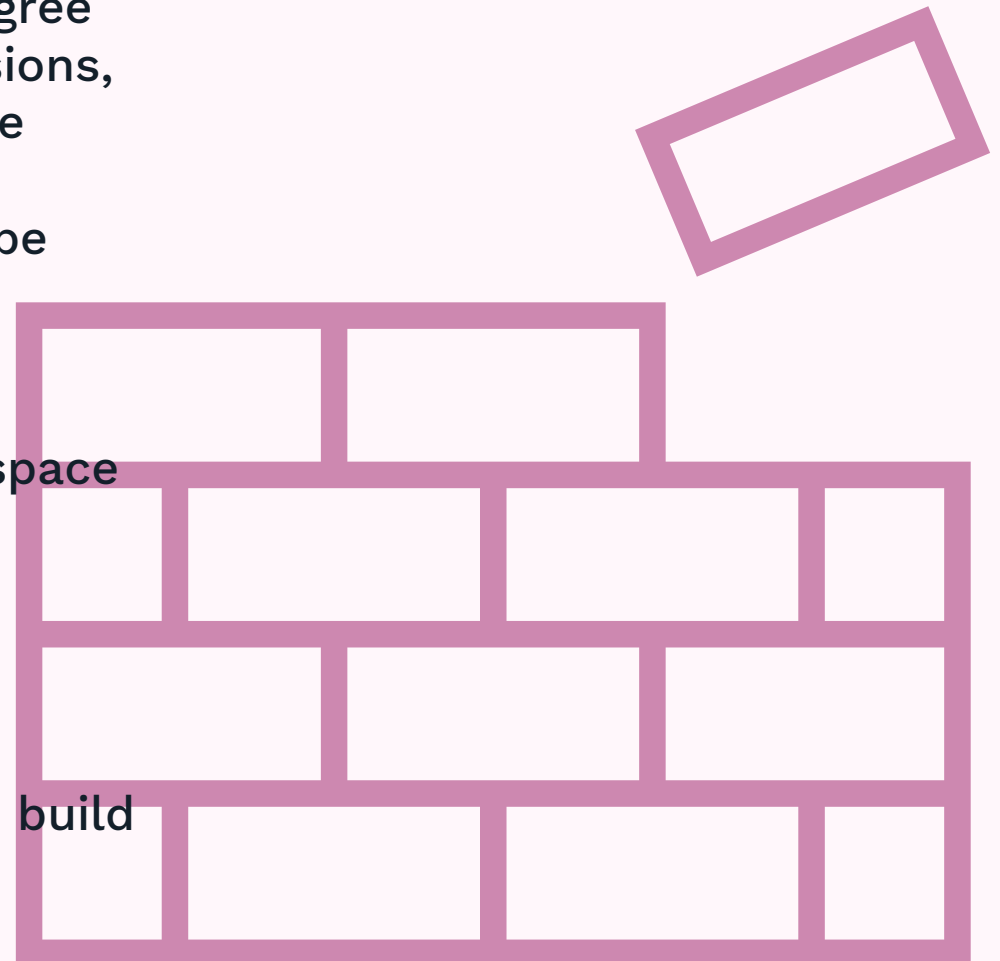
To get the most out of our time together, we need to agree on how we work together so we can have great discussions, learn from each other and feel comfortable in the space

We are going to build a wall made of words that describe how we want to work together to build our agreement

In your group:

- Discuss what the five most important things in this space are. You can think about:
 - What do I need from others? E.g. patience
 - What will I contribute? e.g. respect
- Write one thing on each brick

Now, one person from each group brings their bricks to build a wall together.



REIMAGINING LEADERSHIP



Reimagining Leadership

“To queer leadership is to transform our state of being and possibilities as leaders and members of the LGBTQ+ community. It is to resist assimilation and reproducing the status quo in favour of building something more nurturing and liberatory.”

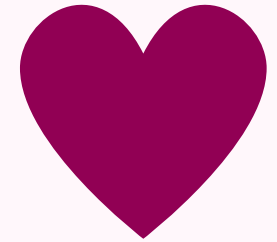
Reimagining Leadership

What do we want our leadership to look like?

In your groups, write **10 words** that describe leadership (one per sheet of paper):

- Write 5 **great** leadership qualities e.g. consultation
- Write 5 **terrible** leadership qualities e.g. micromanagement

When finished, one person from each group, stick your great words in the heart and your terrible words in the bin.



END OF DAY 1



DAY TWO



MY JOURNEY

Please go to your learning sets.



INTRODUCING THE LEARNING SETS



LEARNING SETS

What is this space for?

How do we use our learning set?



SHARING OUR JOURNEYS

Each person has 5 minutes to share their journey

- What you share is up to you, you do not need to share anything you do not feel comfortable with.
- As we share, think about the similarities and the differences in our journeys.



FINDING THEMES

Did you notice any themes among your journeys?

Any similarities?





BREAK

12:00-12:15 – Please return to the main room after the break

EXPLORING AUTHENTIC LEADERSHIP

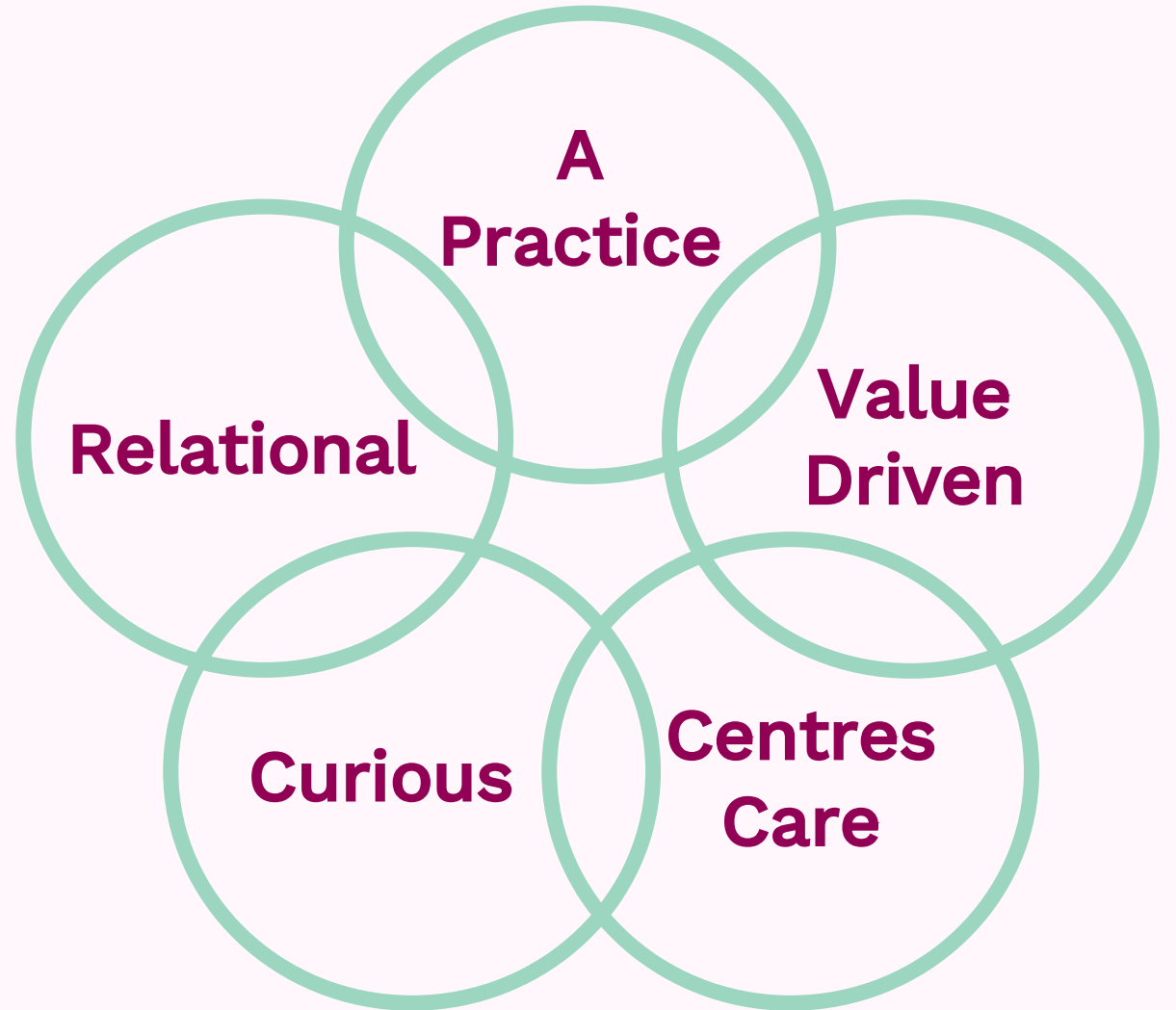


AUTHENTIC LEADERSHIP

This is a model of leadership developed from 10 years of running LGBTQ+ leadership programmes.

It has been developed from the wisdom of other queer leaders!

This is not the only way to think about leadership.



VALUE DRIVEN

CURIOUS

RELATIONAL

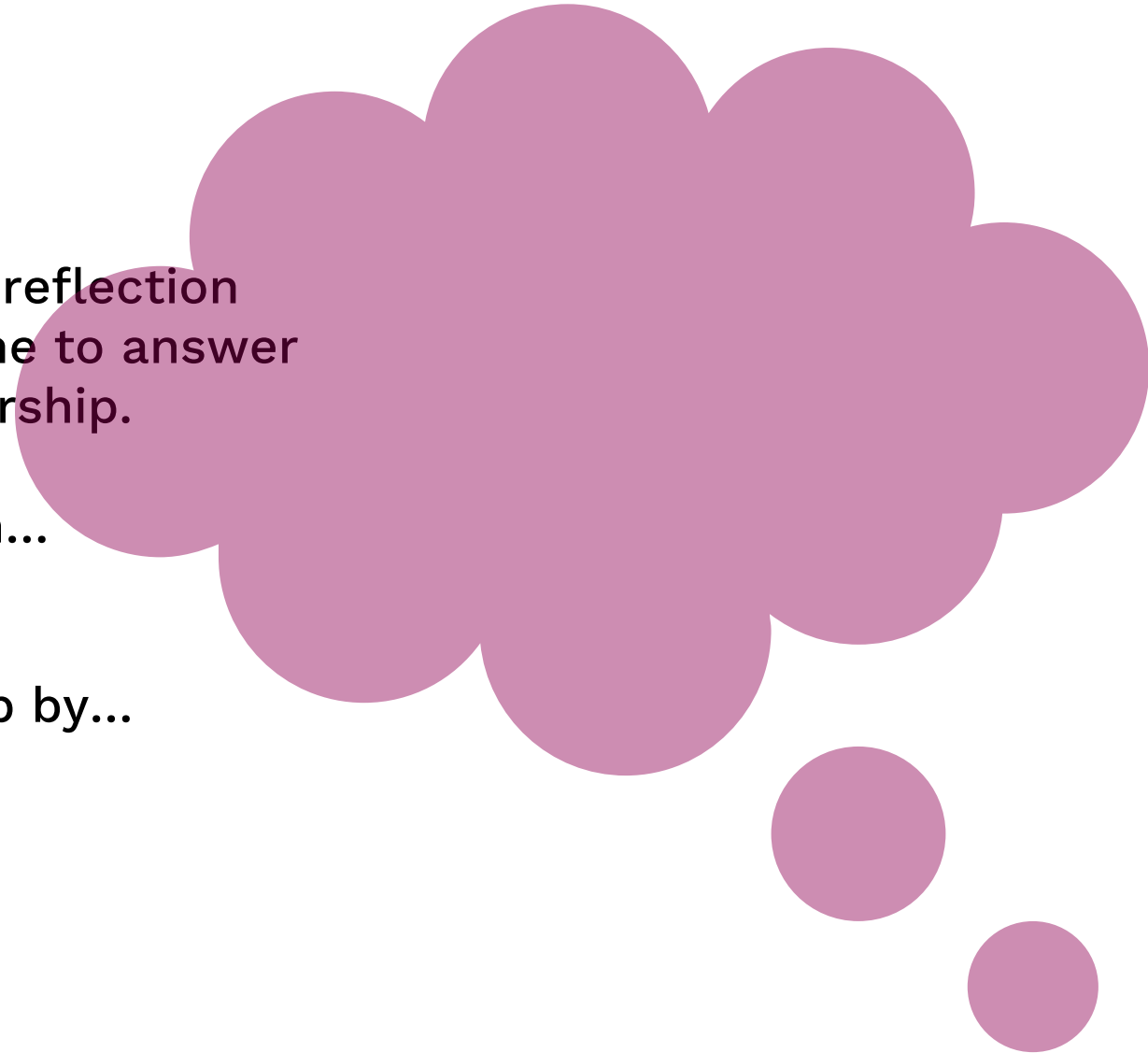
CENTRES CARE

AUTHENTIC LEADERSHIP

Reflections

In your delegate pack you have the following reflection questions, we recommend you take some time to answer these questions to help reflect on your leadership.

1. I feel most connected to my values when...
2. I have centred care by...
3. I'm at my most curious when...
4. I have demonstrated relational leadership by...



REFLECTING ON YOUR LEADERSHIP



YOUR LEADERSHIP MANUAL

What qualities do I value in the people that lead me?	What values drive my leadership?	What do I do well in my leadership?
How do I want to develop my leadership?	What is my next step?	Who can I ask for support?

YOUR LEADERSHIP MANUAL

What qualities do I value in the people that lead me?	What values drive my leadership?	What do I do well in my leadership?
My director always asks for everyone's opinion and notices who hasn't spoken for a while.	I believe in using my leadership to uplift others.	I'm great at seeing things differently from others and giving alternative views.
How do I want to develop my leadership?	What is my next step?	Who can I ask for support?
I want to be more confident to use my voices in more 'traditional' leadership spaces.	I will prepare notes before my next meeting so that I remember the important points I want to make.	My learning set and my accountability partner.

You may add more than answer per question

PEER COACHING



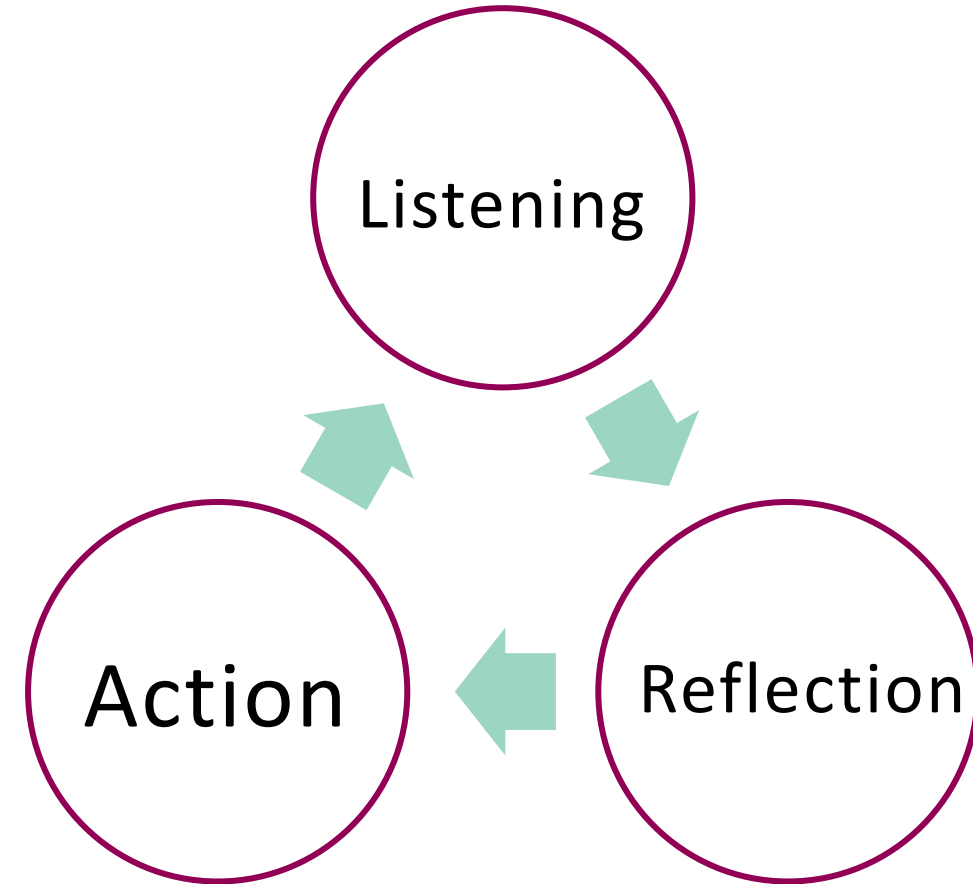
PEER REFLECTION

Peer support has always been at the core of LGBTQ+ movements.

Holding good quality coaching conversations is a key leadership skill.

Being coached, helps you develop your ideas and work through challenges.

Coaching others supports them to come to ideas that are well thought through and will work in practice.



REFLECTIVE LISTENING

In groups of **three** – Person A, Person B, Person C

- Take a moment to think of a **little problem** you have in your life.
 - **A** has **one minute** to **share** their problem.
 - The **B+C**, **listen** and try to think of a **helpful question** to ask to help your teammate reflect on their problem. Ask your questions.
 - Once the A has finished sharing, B share your problem and A+C listen.
 - Finally, C share your problem and A+B listen.



REFLECTIVE LISTENING

Reflections:

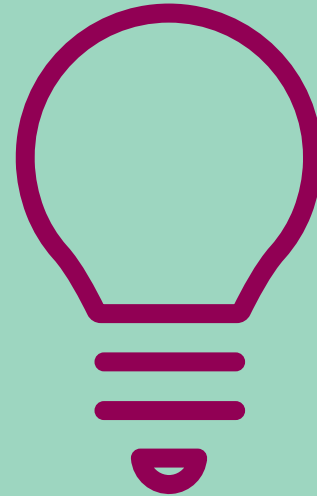
- What did you notice about what it was like to listen?
- What was it like thinking of questions to help with reflection?
- What does a good coaching conversation look like?
- Discuss in your group, we will then ask for groups to share reflections with the whole room.





LISTEN

Listen actively, giving someone your full attention and asking prompting, open questions. Talk about 20% of the time.



EXCITEMENT AND EMPATHY

This is a powerful and positive conversations, celebrate people's successes and empathise with challenges



RESIST SOLUTIONS

Shift from the norm of telling, problem solving and giving advice to help people explore their own solutions

PEER COACHING



QUESTION BANK

Having a bank of good coaching questions can be a useful tool to support your coaching.

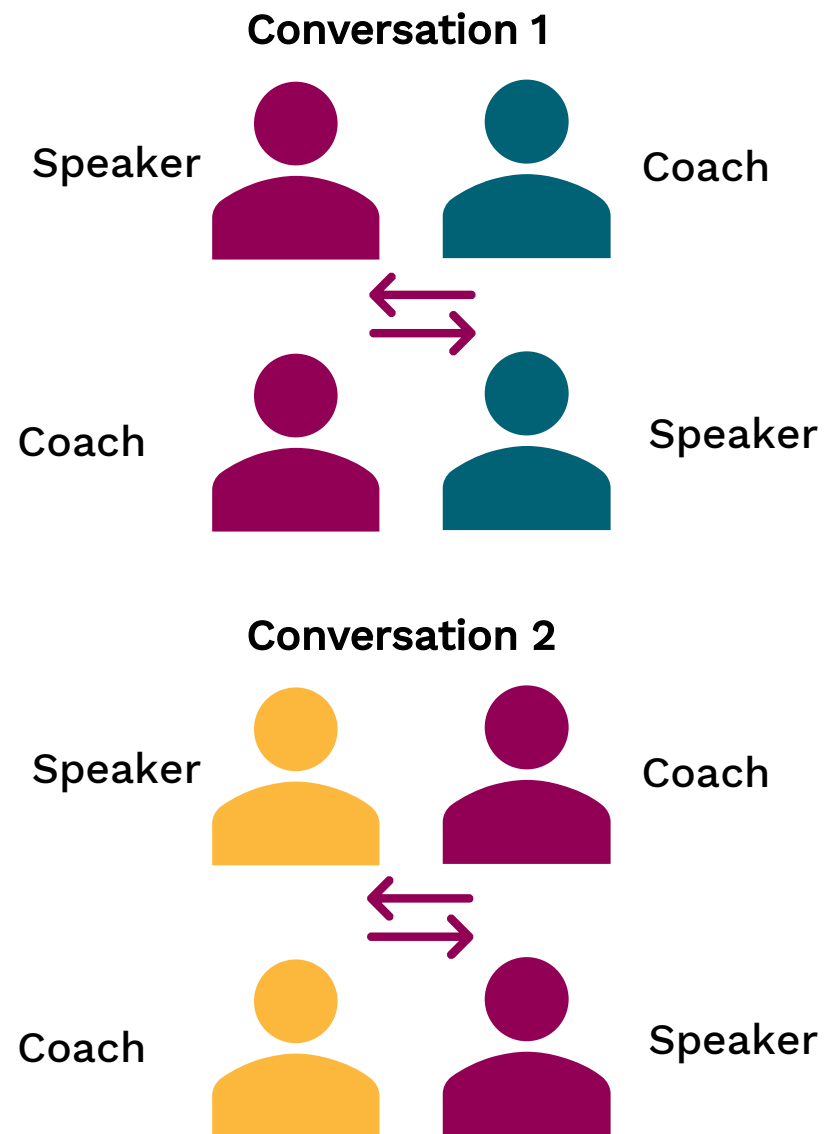
Together, let's make a list of questions to use in coaching conversations.



PEER COACHING ACTIVITY

We are going to have **two** coaching conversations.

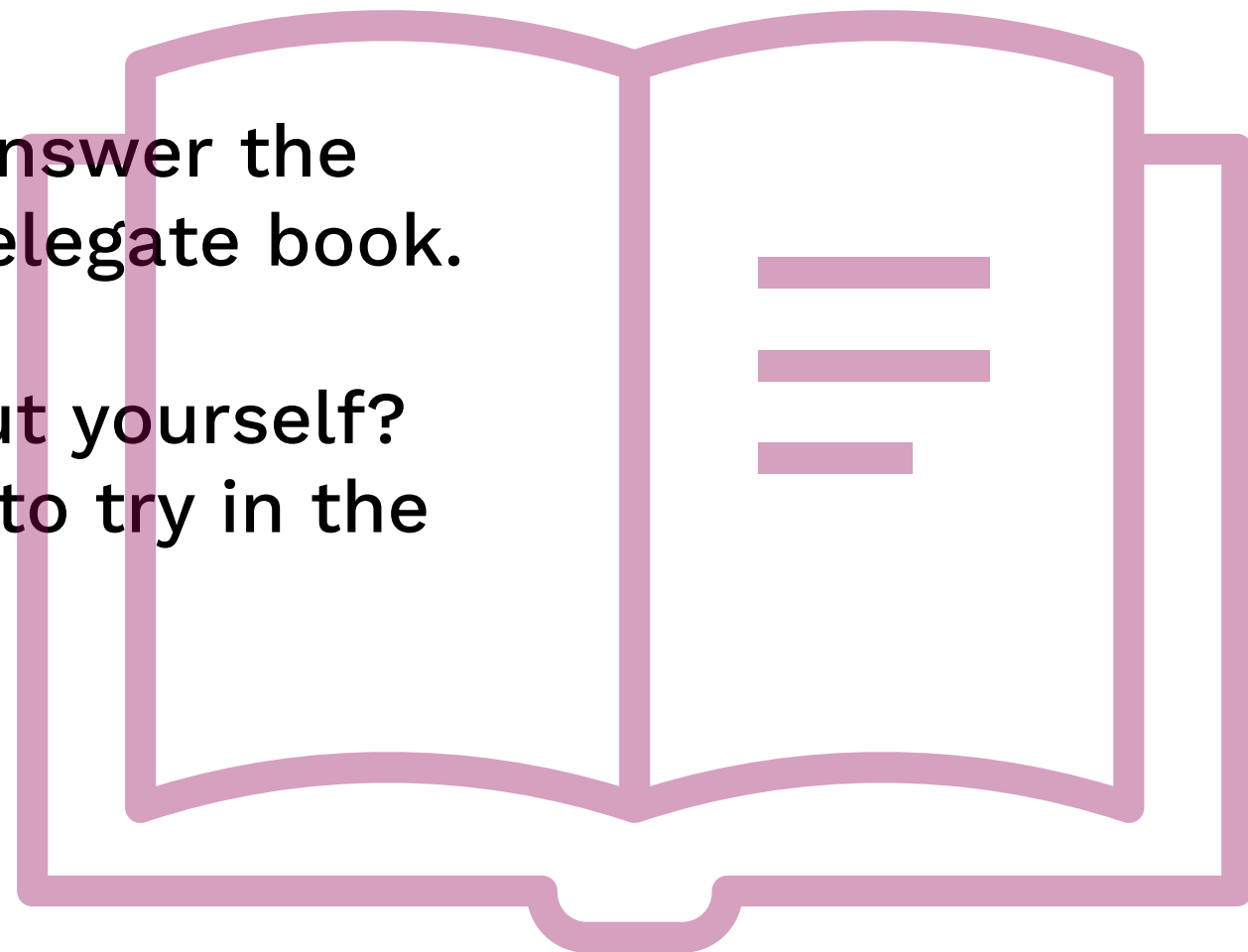
- Choose something from your user manual to talk about: You can either discuss same thing twice or two things
- In each session you will play the role of talker and coach and then you will swap.
- Each person has 10 minutes talking time and 10 minutes listening time.
- We will then swap pairs and repeat.



PERSONAL REFLECTIONS

You now have 10 minutes to answer the reflection questions in your delegate book.

- Did you learn anything about yourself?
- Is there anything you want to try in the future?
- What are your next steps?



CLOSING

DAY 2



DAY THREE

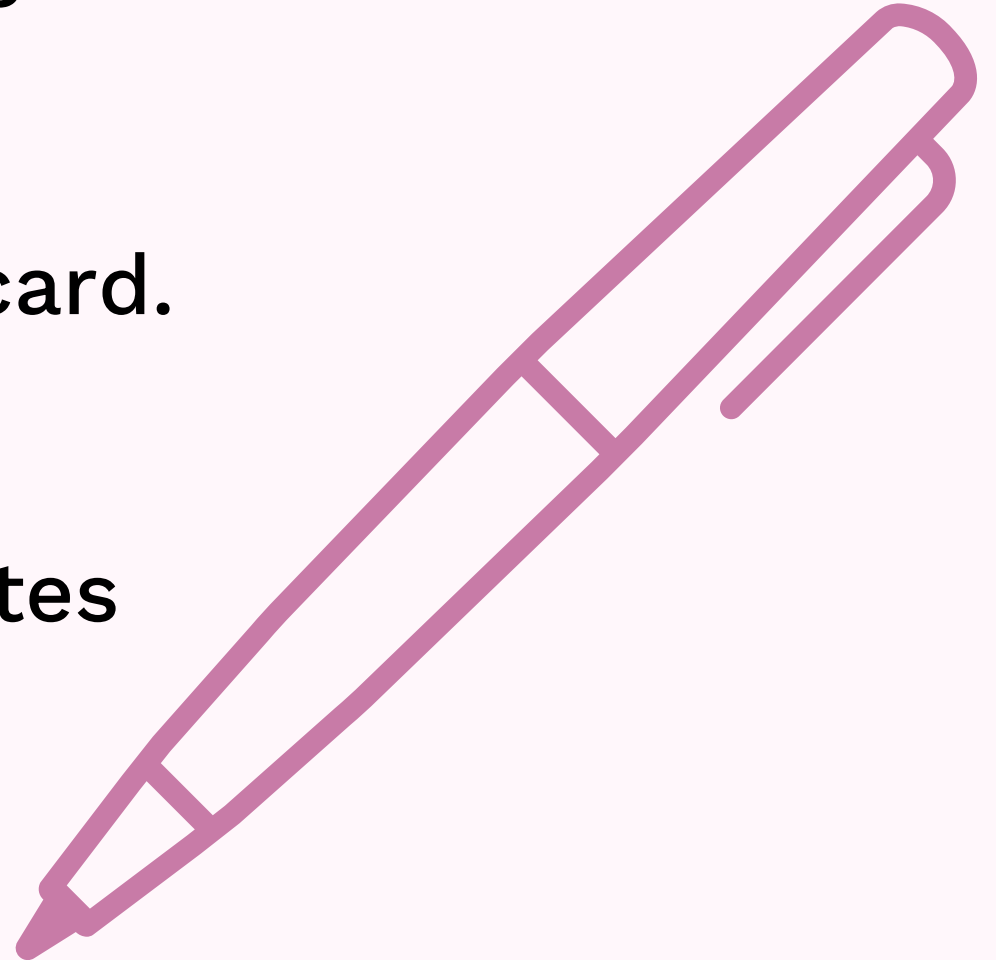


ACTIVITY

Go to the piece of paper with the same number as your card.

Follow the instructions on your card.

- You cannot talk to each other.
- You cannot show other delegates your card.



REFLECTIONS

How did that feel?

What did you notice?



ACTIVITY

Try again.

- You may now communicate with each other
- You may change the rules for 3 members of your team



REFLECTIONS

What changed?

What does this mean for
our leadership?



POSITIONALITY

Understanding the social and political context that creates your identity and shapes how you perceive the world and relate to others.

POWER

The way the system around you works and to what extent you and others can impact, influence and change things.

POSITIONALITY AND LEADERSHIP



WHAT IS POSITIONALITY?

Positionality: Understanding the social and political context that creates your identity and shapes how you perceive the world and relate to others.

We're going to think about what this means for each of us



YOUR POSITIONALITY

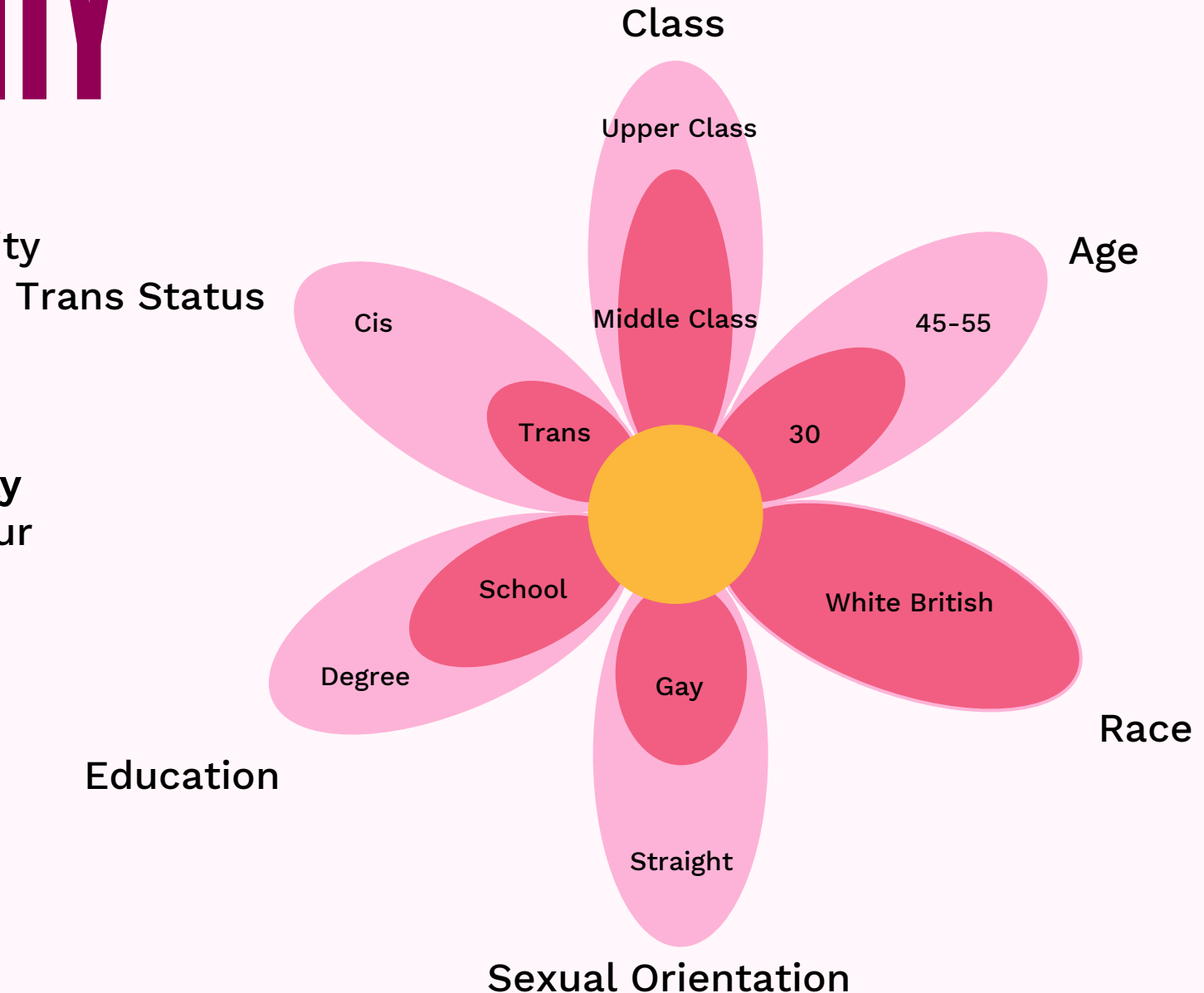
This is the Power Flower.
It helps us to think about our positionality
in different contexts.

The **outer petals** reflect the **dominant identities** in that context.

The **inner petals** reflect how **your identity** relates to the outer petal. The bigger your inner petal, the closer you feel to the dominant identity.

(these aren't necessarily binary characteristics)

What do you think are some of the dominant characteristics in your workplace?

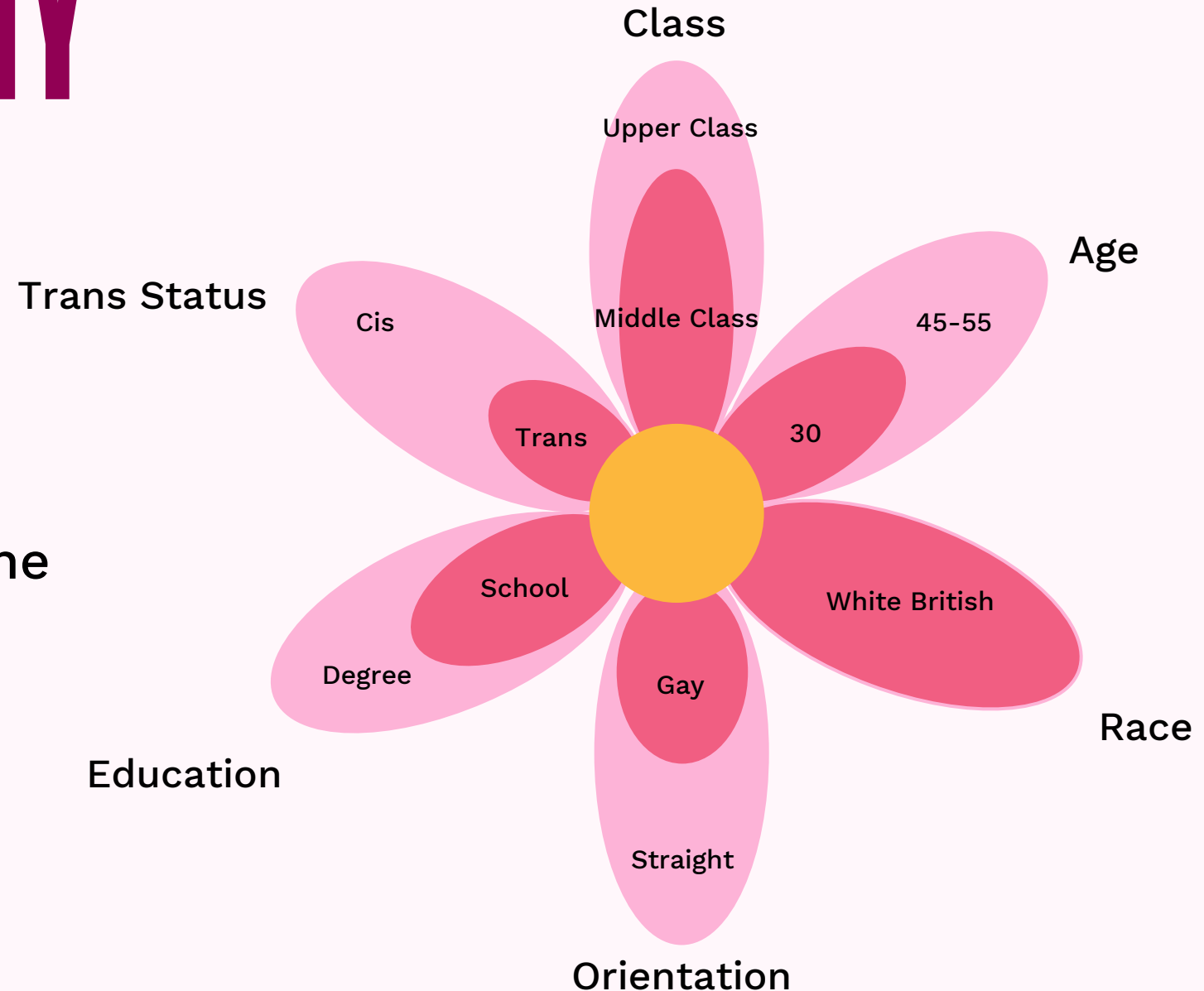


YOUR POSITIONALITY

Activity

Draw your power flower, thinking about either your workplace context or an area you are working on change.

- The outer petal represents the dominant characteristic for the people that make up the group.
- The inner petal is how your identity relates to each category



REFLECTIONS

What does your positionality mean when thinking about the way you lead?



POWER AND LEADERSHIP



POSITIONALITY

Understanding the social and political context that creates your identity and shapes how you perceive the world and relate to others.

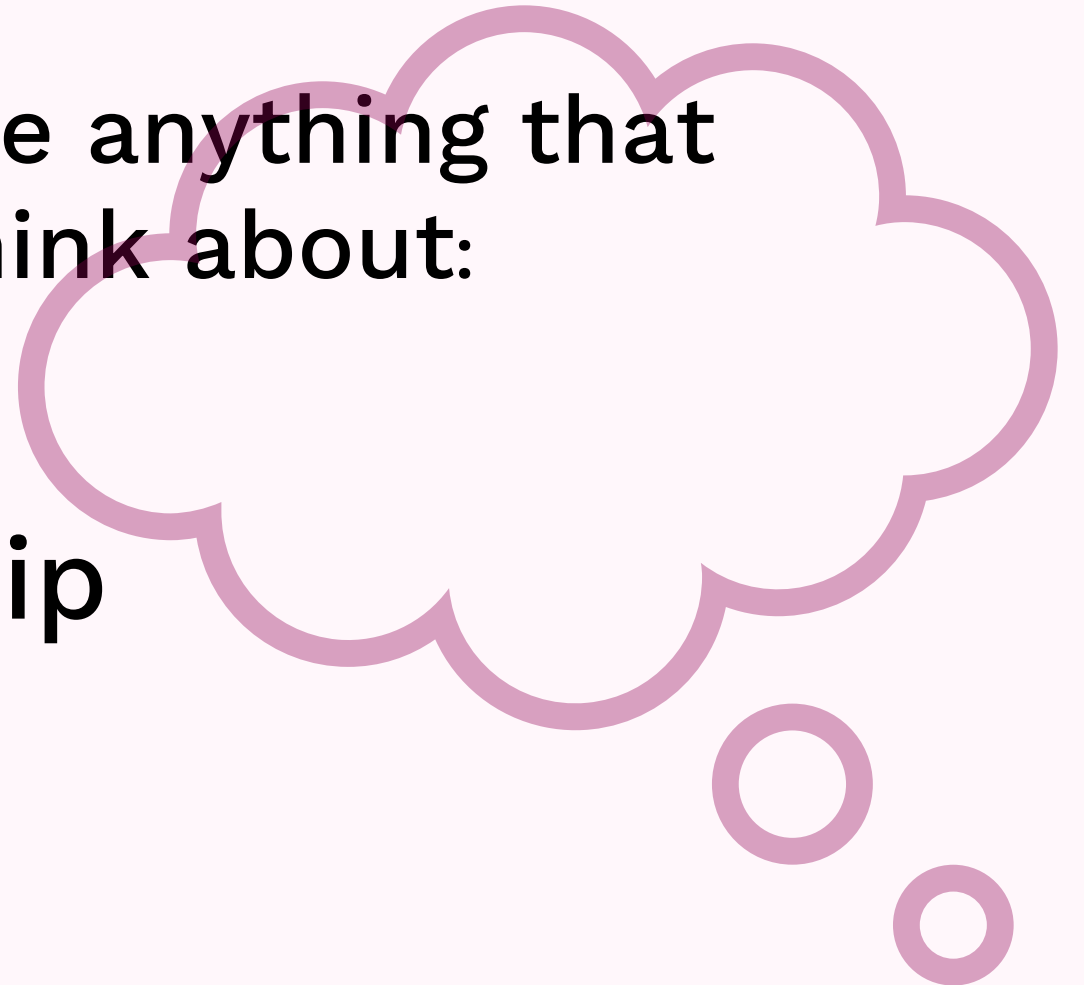
POWER

The way the system around you works and to what extent you and others can impact, influence and change things.

THINKING ABOUT POWER

You have 3 minutes; write anything that you think of when you think about:

Power and Leadership



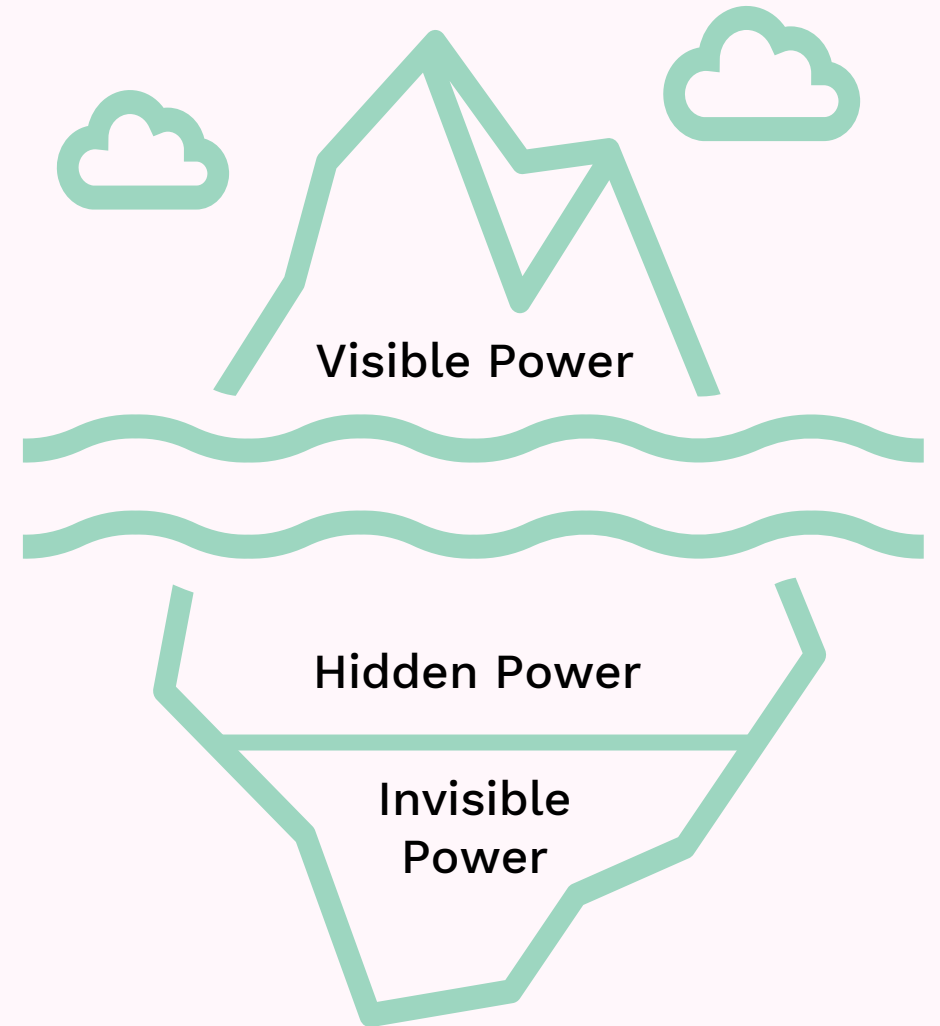
THINKING ABOUT POWER

Power in organisations

Visible Power – observable rules and processes

Hidden Power – influencing or agenda setting behind the scenes

Invisible power – internalised power, shaping what feels possible



THINKING ABOUT POWER

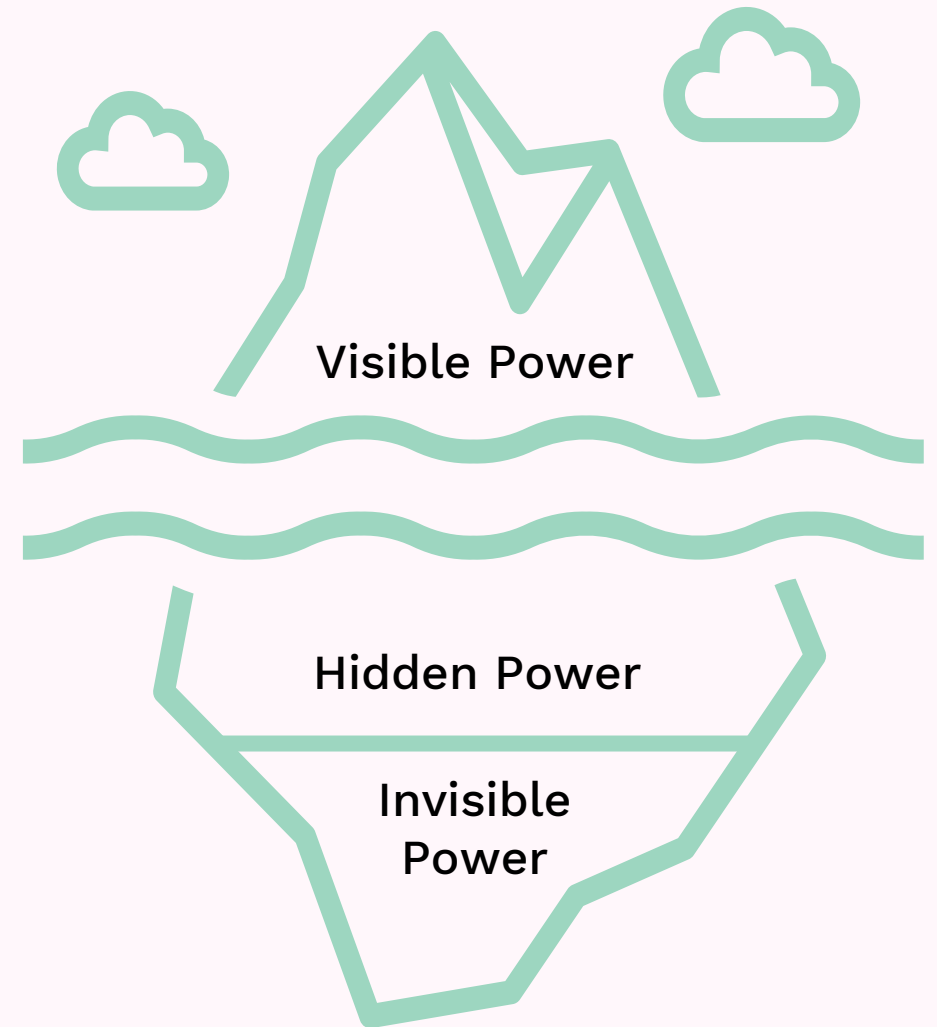
What does this look like in workplaces?

Visible Power – formal meetings

Hidden Power – conversations between leaders in informal settings

Invisible power – confidence in your skills

Can you think of other examples?



MAPPING POWER

Map your workplace

When thinking about wanting to advance in your leadership or make change in your organisation:

Your map key:

Circles


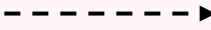

Who holds power? These are your **actors**

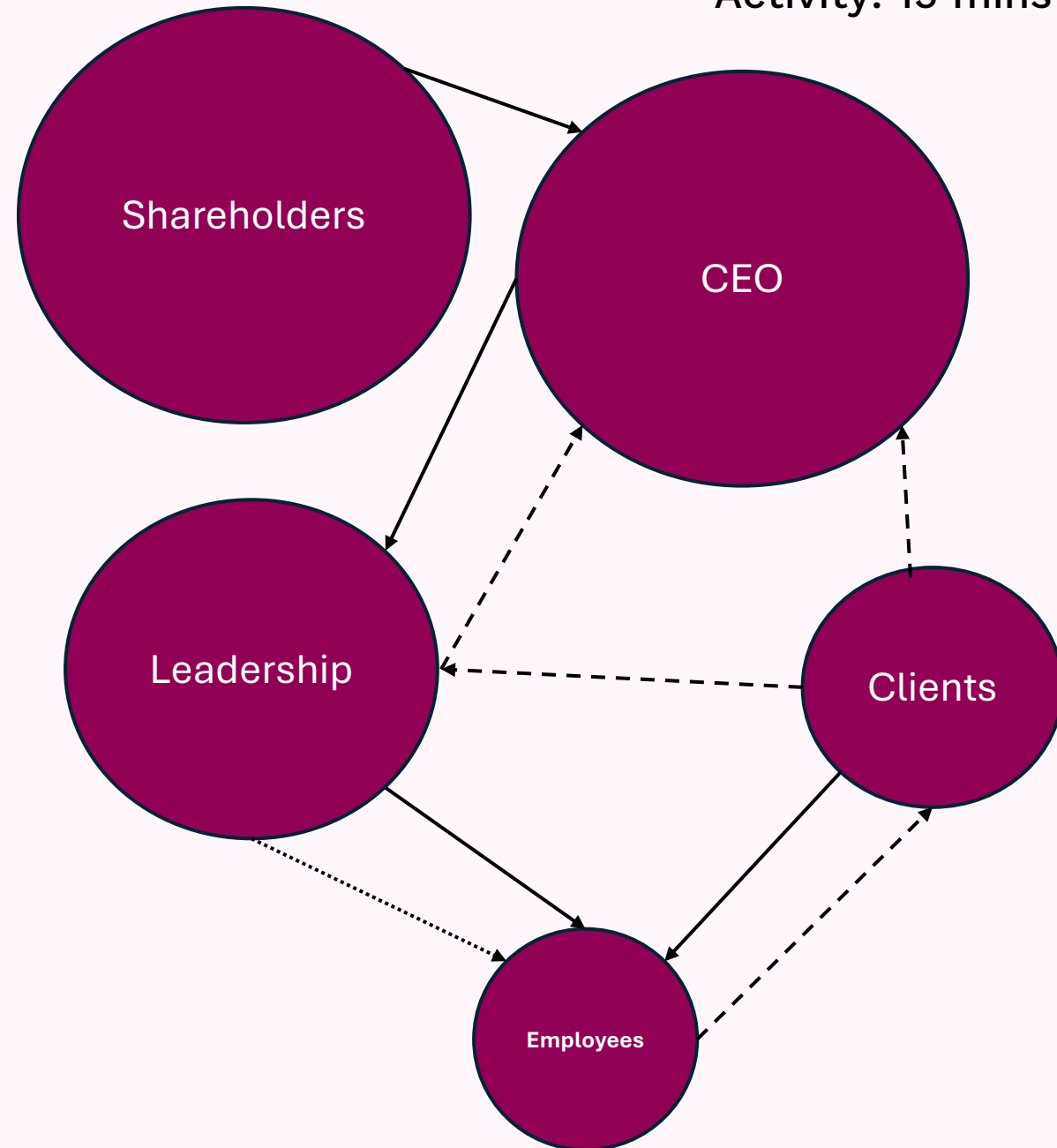
The **bigger** the circle = the **greater** the power

Lines

How power works between **actors**.

The arrow shows the direction of power

- **Solid line** = visible power 
- **Dashed line** = hidden power 
- **Dotted lines** = invisible power 



REFLECTIONS

In threes you have 7 minutes to discuss

What does your map look like?

- What opportunities do you have to influence others?
- What does the power map of your organisation mean for your leadership?



CREATING CHANGE



TOOLKIT FOR CHANGE



TOOLKIT FOR CHANGE

Our toolkit is made of 4 parts.

1. Getting to know your goal
2. Making a plan
3. Spectrum of support
4. Building your confidence

Choose 2.

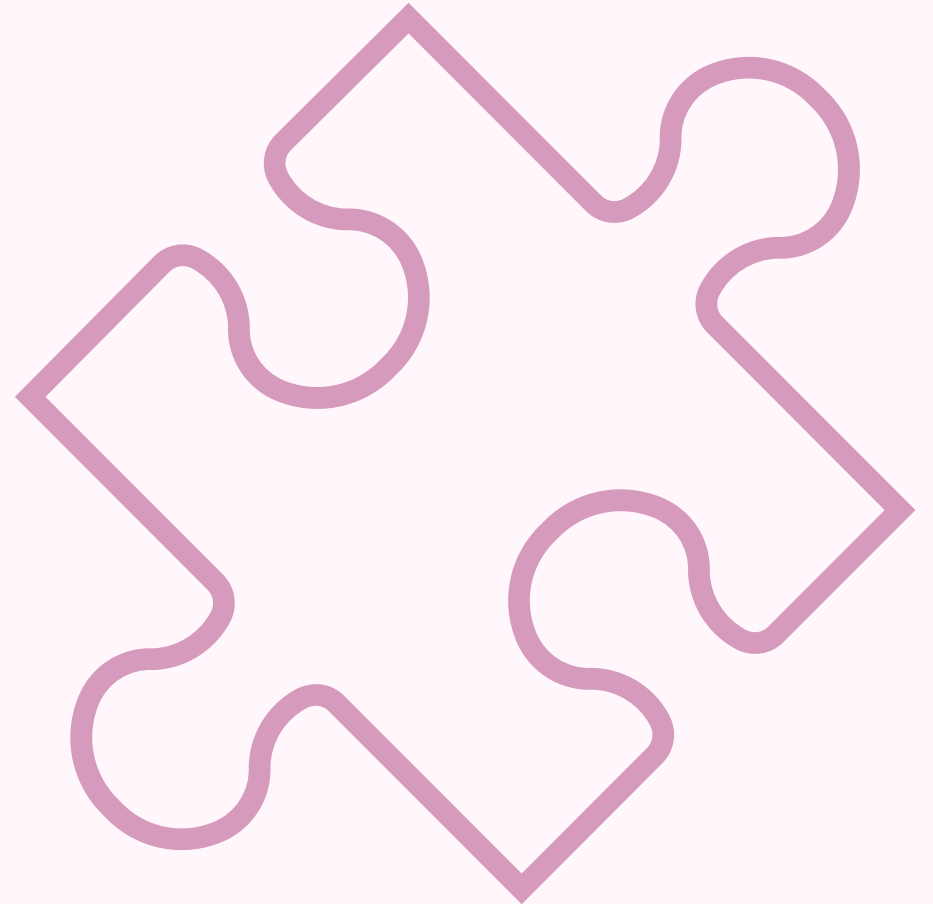
We have 40 minutes. 20 minutes in your first group, 20 minutes in your second group.



1. GETTING TO KNOW YOUR GOAL

Your Goal

1. Why is this goal important to me? (**why**)
2. What does success look like? (**success**)
3. What's standing in my way? (**obstacles**)
4. What resources are required, e.g. time, money, skills? (**resources**)
5. What is the timeframe for this? (**timeframe**)
6. Who is involved? (**stakeholders**)



2. MAKING A PLAN

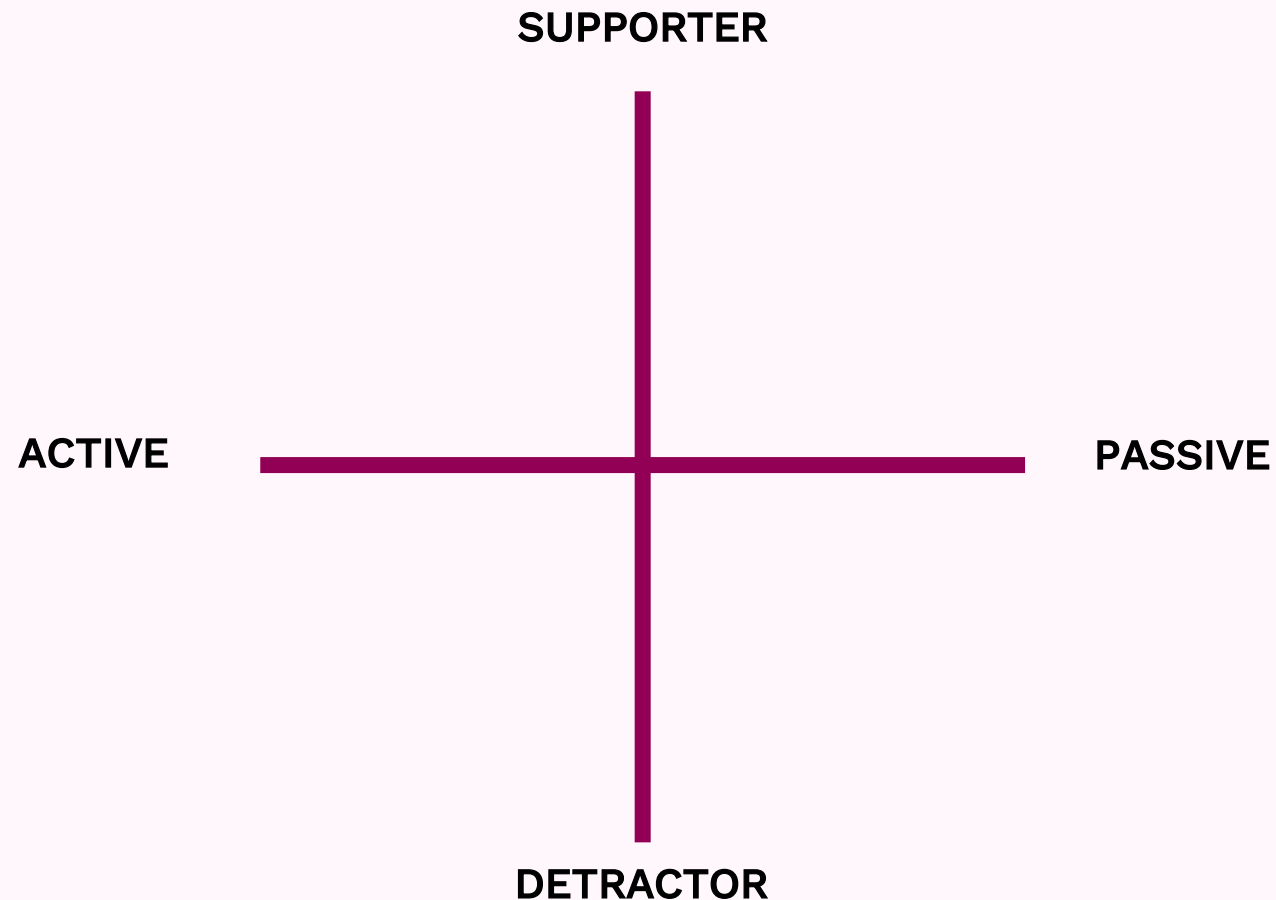
Make yourself a map!

Write where you are now and then where you want to be on the other end of the map.

- Draw your route, what is each step?
- How long will it take to get there?
- What does this step consist of?



3. SPECTRUM OF SUPPORT



We can't make change alone, we exist in ecosystems and change will be a collective effort.

Think about 5-6 people, where do they sit on this spectrum?

Then think about what motivates them? What does this mean for how I engage them?

4. BUILDING YOUR CONFIDENCE

What is an elevator pitch?

- Who are you?
- What specifically are you looking to do?
- Why is it important?
- What impact will this have?
- What's the call to action.



PLANNING FOR

CHANGE



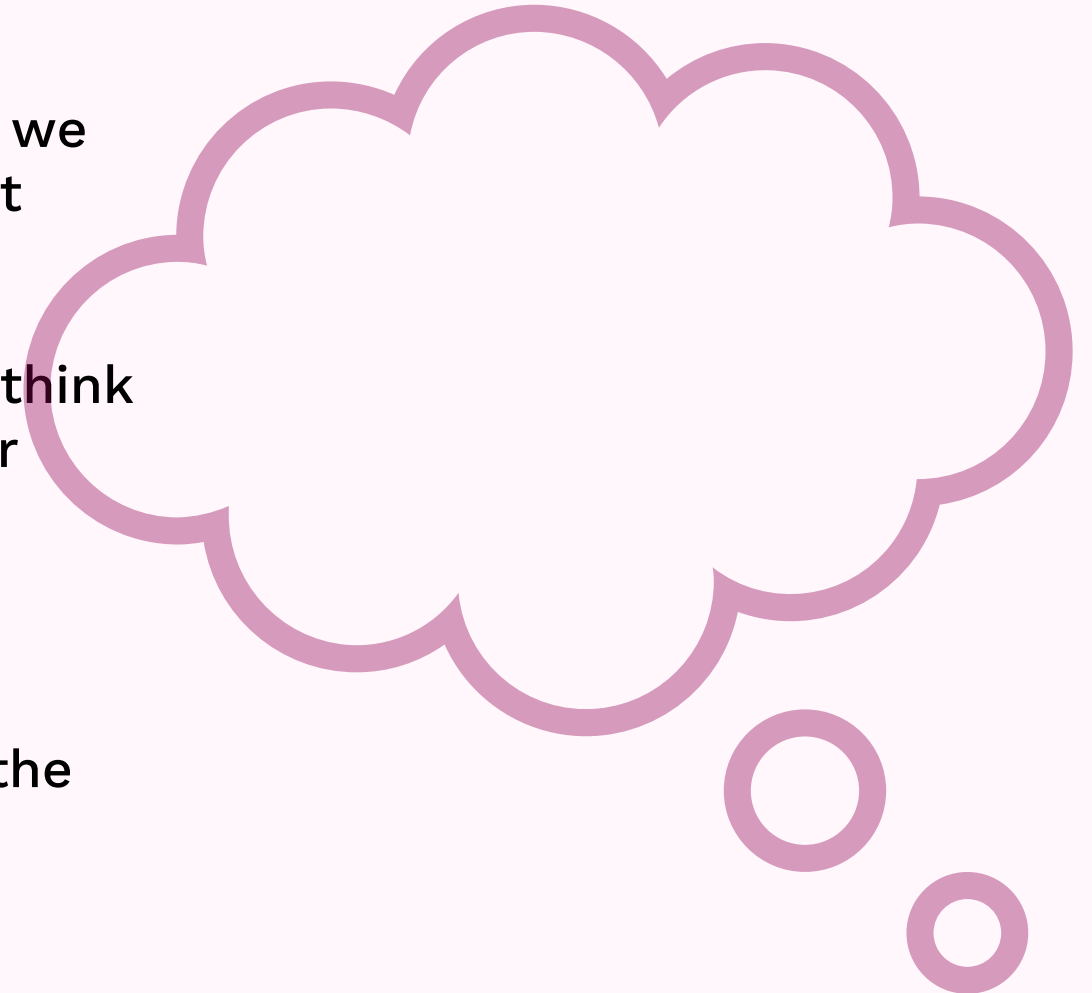
PLANNING FOR CHANGE

We've just spent time thinking about the ways we make change and have explored many different concepts.

Take **5 minutes** of quiet reflection time as you think about your change. You can make notes in your delegate pack.

We will then share in the group:

- What is the change you want to make after the programme?
- Your reflections from the toolkit activity



PLANNING FOR CHANGE

Share with the group:

- What is the change you want to make after the programme?
- Your reflections from the toolkit activity

Each person has 2 minutes



PLANNING FOR CHANGE

To make these things happen, let's think about what we need to leave behind after this retreat.

On your piece of paper, write down what you want to leave behind, e.g. imposter syndrome.

Then, as we leave:

- Share what you are leaving behind
- Scrunch up your paper
- Throw it in the bin!



LEADERSHIP RESOLUTIONS



Activity: 7 minutes

LEADERSHIP RESOLUTIONS

Take a moment to think about all of the things you've reflected on in the past few days.

What would you like to take forward as your leadership resolution – one key thing you commit to after this programme.

Write it on the back of your postcard.

If you're happy for others to see it, please come stick it up.

THANK YOU



Art Credit: @blkmoodyboi