



Workbook
N°3

Transformational leaderships

YOUTH TRANSFORMING AGRICULTURE:
a toolkit for storytelling, leadership, and advocacy



Inter-American Institute for Cooperation on Agriculture (IICA), 2026



Youth Transforming Agriculture. A Toolkit for Storytelling, Leadership, and Advocacy
Transformational leaderships

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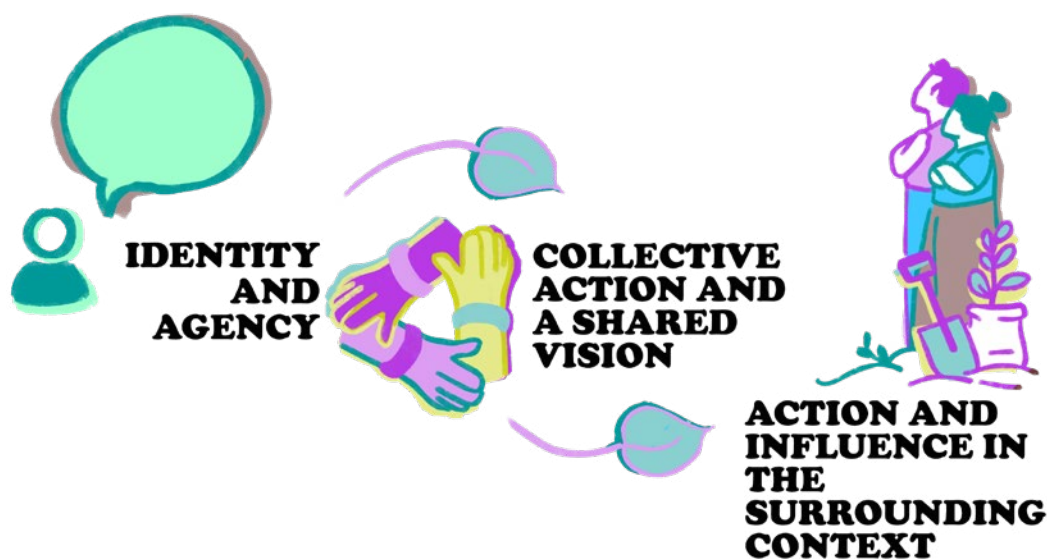
1

How to use this guide?

This workbook is part of the collection *Youth transforming agriculture: a toolkit for storytelling, leadership, and advocacy*, designed to empower rural youth through participatory workshops. Each workbook, which offers conceptual and practical content on a key theme (narratives, leadership, or advocacy), can be used independently or as part of a training sequence.

There is no strict rule regarding the order in which the workshops should be delivered, but it is recommended to follow a logical sequence, which is the one proposed below: first, address the topic of narratives so that young people can define how they want to tell their reality and generate positive messages; then, study the content related to leadership to strengthen their self-confidence, values, and capacities for collective coordination; and finally, explore the content related to advocacy in order to channel those narratives and leadership toward concrete plans for action and influence.

In this way, those who participate in the workshops experience a gradual process of empowerment that includes:





It is recommended that, before conducting this workshop, Workbook No. 1: Facilitator's Guide be reviewed in detail.

This is Workbook No. 3: “Transformational Leadership.”

Its purpose is to develop collective and ethical leadership skills among young people. It presents the foundations of transformational leadership: a participatory leadership style, grounded in a service-oriented approach and aimed at positive social change. It also provides guidance on fostering leadership in agri-rural contexts and explores the relationship between leadership, power, and authority, as well as the values of community leadership, the importance of communication, and the trust required to lead.

It also offers a practical guide to facilitating a workshop aimed at enabling participants to recognize their own leadership potential, identify values, and practice horizontal and collaborative forms of leadership. It is used in training processes to inspire young people to take on leadership roles in their projects, organizations, or rural communities.

Each workbook is structured in three main sections.

1. The first, entitled “**Preparing to Facilitate,**” presents key concepts and recommendations for introducing the topic.
2. The section “**Getting started**” includes the script and activities organized into thematic blocks, with detailed instructions for each stage of the workshop.
3. The third section, called “**Resources,**” provides templates, visual guides, and other supporting materials needed to facilitate the activities.

Each workbook is designed so that any facilitator, even without specialized training, can effectively lead the learning process.

Cross-cutting principles

All workshops should be facilitated in accordance with the following principles:

- Ensure the necessary conditions for women to express themselves, take leading roles, and make decisions, as well as identify structural barriers that may hinder their effective participation.
- Recognize that not all youth experience the same realities; therefore, their differences in terms of sex, ethnicity, territory, and disability, among others, must be taken into account.
- Start from the experiences of rural youth as protagonists. It is necessary to understand the experiences, knowledge, and transformative potential of young people in order to recognize the challenges they face and the specific opportunities they can seize in rural areas.
- Promote the rights of youth as active subjects, with special emphasis on the right to participation.

Recommendations for Facilitating the Workshop

- **Creating an environment of trust.** Efforts should be made to foster horizontal relationships and ensure a safe space where all voices are valued.
- **Practicing horizontality and mutual respect.** A key principle of this methodology is horizontality, as it translates into mutual respect and balanced power dynamics within the group.
- **Using active and participatory methodologies.** Experiential learning, critical reflection, and constant participation should be prioritized.
- **Adapting the content to the territory and local culture.** Examples, language, and activities should be tailored to the specific rural context in which the workshop is delivered.

Monitoring and Evaluation

Each workshop may include brief evaluation activities before, during, and after its implementation (e.g., entry and exit surveys, closing rounds, and self-assessment matrices). This makes it possible to adjust the training process according to the needs of the group and assess the learning achieved.

2

PREPARING TO FACILITATE: conceptual keys and useful bibliography



Leadership

Leadership is the ability to inspire and mobilize others, as well as to influence them in order to achieve a common purpose, not only from a position of formal power, but also through example, consistency, and ethical commitment. Its meaning has evolved over time and has been linked to different ideologies and historical experiences. Traditionally, it was associated with power (influence over the behavior of others) and management (the effective administration of resources to achieve objectives). For much of the twentieth century, the notion of the “leader as an individual” with charisma predominated, to whom followers submitted even above concrete ideas or proposals. This model conceived leadership as an individual and almost innate attribute, legitimized by admiration and obedience.

In contrast, contemporary perspectives conceive leadership in a more collective and transformative way. It is recognized that there can be no deep social or organizational change without groups that promote it and without individuals who develop their potential within those groups. In other words, leadership is currently understood as a distributed process that promotes social change, solves problems, and facilitates the participation and commitment of others toward shared objectives. Therefore, contemporary leadership becomes a strategic condition for driving social transformations, especially in matters related to youth.

Leadership, power and authority

It is important to distinguish leadership from related concepts. Although they are often confused, power is the ability to command or impose, whereas authority constitutes the legitimate recognition of that influence. In contrast, leadership involves the ethical and conscious use of influence, always oriented toward the common good. A person who leads does not need to hold a formal position to exert influence: their authority stems primarily from the coherence between their values and their actions. In community contexts, this legitimacy is built day by day through service and integrity, rather than through rank.



Authentic leadership is based on credibility, empathy, and the ability to listen, not on imposition or privilege. In other words, leadership implies legitimate influence, grounded in values and example, clearly distinct from coercive power or force.

Rural leadership

In rural contexts, leadership takes on particular characteristics and responsibilities. It becomes an essential tool for community organization, the sustainability of local projects, and engagement in public policy. In rural areas, effective leadership fosters cooperation, strengthens the voice of communities, and builds trust among actors who share a territory. According to Chiriboga and Caliva¹, rural leadership is primarily based on the capacity to serve, not to dominate, meaning that leaders recognize the needs of their communities and act in pursuit of the collective good.

1. Chiriboga, H; Caliva, J. 2010. Formando agrolíderes: metodología para el fortalecimiento del liderazgo en el sector agropecuario (online). San José, Costa Rica, IICA. 207 p. Consulted 6 Nov. 2025. Available at <https://expochileagricola.cl/wp-content/uploads/2021/07/Formando-Agrolideres-IICA-1.pdf>

Unlike traditional models centered on personal authority or individual charisma, rural leadership tends to be shared and participatory, promoting a sense of “we” over “I.” These are forms of leadership rooted in the community, grounded in reciprocity and solidarity.

Rural youth leadership, in particular, presents distinctive features. Young people bring energy, creativity, and a forward-looking vision to their communities: they not only inherit traditional forms of organization but also transform them by applying approaches based on environmental sustainability, gender equity, and the use of appropriate technologies. According to Ramírez-Quirós², youth leadership acts as

an integrating force between the community and the political sphere: “Young people lead when they generate a sense of collective purpose and hope for change.” This means that rural youth lead when they connect their community’s aspirations with broader visions of transformation.

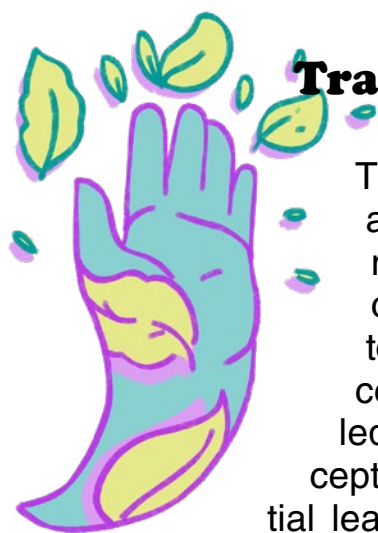
In practice, we see young people applying innovations in agriculture, organizing producer groups, promoting local enterprises, and creating spaces for participation. The role of rural youth is key to the transformation of their territories and, therefore, their participation must be



2. Ramírez-Quirós, J. 2025. Liderazgo juvenil: sentido colectivo y esperanza de cambio. San José, Costa Rica

promoted in order to ensure access to resources, opportunities, and influence in rural development plans. The participation, leadership, and engagement of rural youth are both desirable and essential for the success and sustainability of any development initiative in their communities.

From a transformative perspective, youth are no longer seen solely as beneficiaries of implemented projects, but also as protagonists and co-responsible for their success. In social negotiations with other actors, young people must be regarded as actors on equal footing, not as passive recipients of external decisions. This shift in perspective entails recognizing their rights, their voice, and their capacities to co-manage the processes that affect them. In sum, rural leadership—particularly that of rural youth—is collective, oriented toward the common good of the territory, and essential for addressing challenges such as natural disasters, territorial disparities, and generational renewal in agriculture.



Transformational leadership

The notion of transformational leadership emerges as a paradigm in contrast to the vertical and personalistic models of the past. It is oriented toward positive social change, strengthening groups and communities to transform their realities. For much of the twentieth century, an individualistic vision of leadership prevailed, associated with authoritarian command or the exceptional charisma of certain individuals (the “providential leader”); however, in Latin America, new perspectives grounded in contemporary organizational theory have shifted this view toward a more horizontal, democratic leadership oriented to collective processes³.

3. Northouse, PG. 2013. Leadership: theory and practice (online). 7 ed. United States of America, SAGE. 474 p. Consulted 6 Nov. 2025. Available at <https://books.google.com.ec/books?id=MIKDjx2YHSIC&printsec=frontcover#v=onepage&q&f=false>.

In the 1970s, Freire⁴ proposed a liberating form of leadership centered on critical consciousness. For Freire, a true leader is someone who helps others discover their own power to transform the world. This idea is directly linked to educational and community practice in rural territories: to lead is not to command, but to create the conditions for others to also exercise their leadership.

In line with Freire, transformational leadership is exercised without imposition, through dialogue with the community, as well as by fostering the autonomy and organization of those who are oppressed.

Agroleadership

In the agricultural sector, Chiriboga and Caliva⁵ introduce the concept of agroleadership, according to which leading in rural areas requires combining technical and productive vision with social sensitivity, organizational capacity, and an ethic of service.



In rural contexts, no single individual is capable of solving complex problems such as inequalities in access to land, pest control, or product marketing; therefore, leadership must be collective. It is worth noting that a basic principle of transformational leadership is that current challenges go beyond individual action, and thus their resolution requires the articulation of efforts by many people. In this sense, leadership is distributed: different members of the community take on diverse responsibilities according to their talents and skills, and share decision-making and action. This distributed leadership approach is particularly valuable among rural youth, as they tend to establish more flexible structures and engage in collaborative learning, distancing themselves from the rigid hierarchies of the past.

4. Freire, P. 1970. *Pedagogía del oprimido* (en línea). Ciudad de México, México, Siglo XXI. 175 p. Consulted 08 Nov. 2025. Available at <https://www.servicioskoinonia.org/biblioteca/general/FreirePedagogiadelOprimido.pdf>

5. Chiriboga, H; Caliva, J. 2010. *Formando agrolíderes: metodología para el fortalecimiento del liderazgo en el sector agropecuario* (en línea). San José, Costa Rica, IICA. 207 p. Consulted 08 Nov. 2025. Available at <https://expochileagricola.cl/wp-content/uploads/2021/07/Formando-Agrolideres-IICA-1.pdf>.

The emerging model of transformational leadership emphasizes the notion of “we.” According to Blejmar et al.⁶, rather than a personal trait, transformational leadership constitutes a function required in projects or organizations to drive change, which may be exercised by one person today and by another tomorrow, without interrupting the collective process. The continuity of the project does not depend on a charismatic strong leader, but on a shared vision held by the group.

In this horizontal model, those who lead and those who are led establish a sort of contract—implicit or explicit—based on shared goals and ideals. The commitment of others is no longer blind followership, but rather adherence to a collective vision; consequently, the relationship is more horizontal and open to ongoing critique and reformulation. Unlike traditional charismatic leadership, which depends heavily on the leader, in transformational leadership the group maintains its course because what binds it is not an individual, but a social contract grounded in shared values and objectives.

Now, what are the capacities and attitudes that characterize transformational leadership? According to Blejmar et al.⁷, In this type of leadership (individual or collective), there is typically a forward-looking vision of the social context to be built. It involves the ability to work as part of a team, recognize social processes and adapt to them with flexibility, embrace a service-oriented mindset and a vocation for leading, prioritize imagination and innovation, and use knowledge and information as the basis for decision-making. It also requires the ability to listen and communicate effectively, motivate people around shared purposes, manage conflict constructively, take risks even at the expense of personal security, and maintain a strong ethical commitment to one’s role.

In the case of groups of adolescents and young people, two additional capacities are included: an educational function (providing training to

6. Blejmar, B; Nirenberg, O; Perrone, N. 1998. La juventud y el liderazgo transformador: conceptos y estrategias en mundos inciertos y turbulentos (en línea). Buenos Aires, Argentina, PAHO. 46 p. Consulted 10 Nov. 2025. Available at <https://www.paho.org/sites/default/files/2023-08/1998-juventud-liderazgo-transformador-conceptos-estrategias.pdf>.

7. Ibid

others while exercising leadership) and the ability to define direction. Ultimately, perhaps the most noble task of youth leadership is to help strengthen a sense of collective identity and to build a shared future that transcends the immediate. Transformational youth leadership helps young people to map out their dreams and plans beyond the present, through questions such as: what do we want to achieve in the future as a community?

Transformational leadership is grounded in horizontal values and principles. People do not follow leaders because of their personal charisma, but rather adopt a shared vision and adjust their actions in accordance with those ideas. Those who exercise leadership become facilitators of collective processes, catalyzing the social energy present within the group. This paradigm aligns well with rural and youth communities, whose aim is to empower all actors to become agents of change. Transformational leadership drives lasting change because

Styles of leadership

There is no single “correct” way to lead. Leadership styles vary according to the personality of the person leading, the characteristics of the group, and the social context in which they operate. In rural and agri-community settings, understanding these styles helps young people recognize their strengths, identify opportunities for improvement, and adapt to the needs of their environment. Leadership does not consist of applying a fixed model, but of knowing how to combine different approaches depending on the moment and the collective purpose. Effective leadership is situational; that is, it varies according to the conditions of the group, its goals, and the stage of the process⁸.

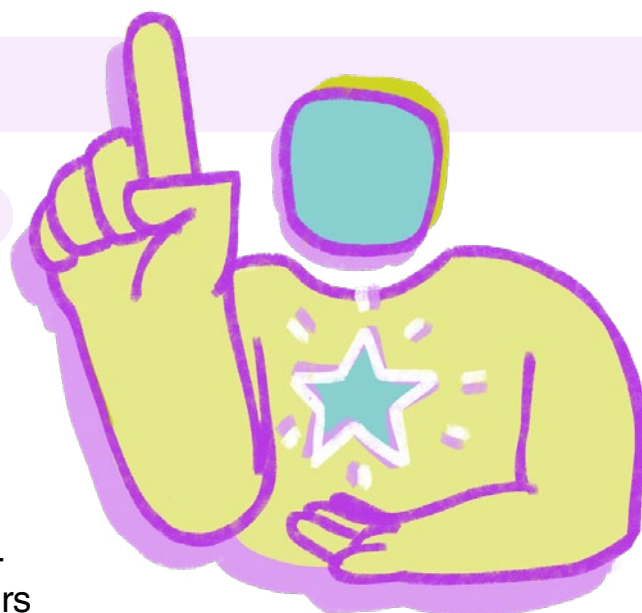
8. Chiriboga, H; Caliva, J. 2010. Formando agrolíderes: metodología para el fortalecimiento del liderazgo en el sector agropecuario (online). San José, Costa Rica, IICA. 207 p. Consulted 11 Nov. 2025. Available at <https://expochileagricola.cl/wp-content/uploads/2021/07/Formando-Agrolideres-IICA-1.pdf>.

In general, a distinction is often made between “classic” styles, which have traditionally been more widely studied, and “emerging” styles, which reflect more modern perspectives and tend to align with transformational leadership.

Classic leaderships

Authoritarian (autocratic) leadership.

This style is centered on the figure of the leader. An autocratic leader makes decisions unilaterally, defines actions, and directs and controls subordinates. They tend to believe that only they are competent to make important decisions and that others cannot guide themselves. They expect obedience and strict adherence to their orders and monitor group performance to prevent deviations. They do not usually justify their decisions or account for results: their authority is based on imposed force and discipline. This style, which may be efficient for making quick decisions or in crisis situations, often generates demotivation and excessive dependence and limits the initiative of others. In rural community contexts, an excessively authoritarian leadership style tends to stifle participation and is not sustainable in the long term, as it does not generate new leaders or promote collective learning.



Democratic (participatory) leadership.

This style is the opposite of the previous one in terms of group involvement. A participatory leader consults, listens attentively, analyzes issues together with the group, and takes into account the ideas and

opinions of all members of the organization or community before making decisions. It fosters dialogue, collaboration, and the collective construction of agreements. According to Chiriboga and Caliva⁹, this is the most recommended style for building strong and sustainable rural organizations, as it fosters commitment, initiative, and a sense of belonging among their members. A democratic leader guides without imposing, encourages the free expression of the group, and typically seeks consensus. In youth leadership processes, this style builds trust and mutual learning: each member feels actively involved in decision-making and is therefore more committed to it. Although reaching agreements may take more time, the outcomes tend to be more widely accepted by the collective as a whole. This style leverages collective knowledge and strengthens group cohesion.

Liberal (laissez-faire, or “hands-off”) leadership.

This style is characterized by minimal intervention by the leader. A laissez-faire leader delegates decision-making almost entirely to the group and grants maximum freedom for each person to carry out their tasks as they see fit. They provide little day-to-day contact, direction, or support, expecting the rest of the group to assume responsibility and self-regulation. This style can lead to a lack of direction: if no one clearly assumes the role of coordination, it may result in disorder or stagnation, which undermines the group's effectiveness. Those who support it argue that it encourages creativity, personal development, and individual responsibility. In a highly mature, professional, or strongly motivated team, a liberal leadership style can yield good results, as people become empowered and develop innovative solutions; however, in most communities, especially among youth in formative stages, this pure style does not favor teamwork or coordinated action. Its positive aspect (autonomy and trust in individual initiative) can be leveraged when combined with participatory mechanisms.

9. Chiriboga, H; Caliva, J. 2010. Formando agrolíderes: metodología para el fortalecimiento del liderazgo en el sector agropecuario (en línea). San José, Costa Rica, IICA. 207 p. Consulted 15 Nov. 2025. Available at <https://expochileagricola.cl/wp-content/uploads/2021/07/Formando-Agrolideres-IICA-1.pdf>.

Emerging leaderships

Transformational leadership.

This leadership style focuses on developing the potential of individuals and organizations by promoting positive change in the way they think and act. Those who exercise transformational leadership inspire their group with an appealing vision of the future, challenge established ways of doing things, encourage innovation, and pay attention to the individual needs of each member.



Transformational leadership is based on four main skills¹⁰:

1. **Charisma or idealized influence**, to inspire respect and trust and serve as a role model.
2. **Inspirational motivation**, to instill encouragement, increase optimism and enthusiasm, and communicate a vision of the future to the group.
3. **Intellectual stimulation**, to foster creativity, innovation, and the constructive questioning of existing practices.
4. **Individualized consideration**, to address and value the needs and abilities of each person through the provision of personalized support.

10 Chiriboga, H; Caliva, J. 2010. Formando agrolíderes: metodología para el fortalecimiento del liderazgo en el sector agropecuario (en línea). San José, Costa Rica, IICA. 207 p. Consulted 5 Nov. 2025. Available at <https://expochileagricola.cl/wp-content/uploads/2021/07/Formando-Agrolideres-IICA-1.pdf>.

Transformational leadership is not limited to the achievement of immediate goals; it seeks to elevate values, motivation, and a sense of collective commitment throughout the process. In rural contexts, this style is particularly relevant for supporting social transformations, promoting youth participation, and strengthening the group's territorial identity. As noted by Chiriboga and Caliva¹¹, this type of leadership drives lasting change because it is grounded in mutual trust, inspiration, and the development of human capacities, rather than in short-lived rewards or punishments; in other words, it transforms the group's culture from within in order to cultivate new leaders.

Support- or service-oriented leadership.

This style focuses on genuine concern for people and a commitment to their holistic development. Those who lead in this way prioritize cooperation, empathy, and close support in order to create an environment of trust and mutual respect. It is grounded in the idea of serving in order to lead; that is, leaders see themselves first of all as individuals who serve their team and their community. Service leadership promotes group participation and integration by strengthening members' self-esteem, motivation, and sense of belonging. Unlike authority-centered styles, this form of leadership is based on an ethical premise: to lead is to serve others, not to serve oneself¹².

In rural communities, this approach translates into active listening, guiding those who need it, sharing knowledge, and facilitating opportunities for all. It is often a quiet yet transformative form of leadership that builds trust and strengthens the social fabric from the ground up. It does not seek personal recognition, as its success is measured by the growth and autonomy it fosters in others. This style generates commitment by conviction, not by external obligation, which leads to more sustainable processes.

11 Ibid.

12 Ibid.

Transactional leadership.

This style focuses on clarity of goals, structure, and rewards based on results. Its fundamental principle is exchange: the leader defines clear objectives and assigns responsibilities, while group members receive rewards (material compensation, recognition, or benefits) once those goals are achieved. In other words, it is based on explicit exchanges. According to Chiriboga and Caliva¹³, e This style can be useful in settings that require highly specific tasks and strict process control, such as market-oriented agricultural production or the implementation of specific technical projects, where certain standards must be ensured and timelines met. In such situations, transactional leadership clarifies expectations and reduces uncertainty, as each individual knows what they must do and what they will receive in return. However, if exercised exclusively, transactional leadership does not stimulate creativity or autonomy¹⁴. Its scope is primarily operational, not transformative. A group driven solely by incentives and rules may function in the short term, but it is unlikely to adapt to change or innovate on its own initiative. For this reason, it is recommended to combine it with service-oriented or transformational leadership, in order to balance efficiency with intrinsic motivation and collective learning. In other words, rewards are useful, but they must be integrated into an organizational culture grounded in values and a long-term vision.

Toward an integrated leadership

The emerging styles described represent different ways of exercising influence within a group. They are not mutually exclusive: the same person who leads can and should draw on elements from all of them, depending on what each situation requires. Integrated rural leadership consists precisely in knowing when to apply each style, according to the needs of the group and the context, without losing sight of the ethical values that underpin all collective action. In certain crises, the firmness

13 Chiriboga, H; Caliva, J. 2010. Formando agrolíderes: metodología para el fortalecimiento del liderazgo en el sector agropecuario (en línea). San José, Costa Rica, IICA. 207 p. Consulted 05 Nov. 2025. Available at <https://expochileagricola.cl/wp-content/uploads/2021/07/Formando-Agrolideres-IICA-1.pdf>.

14 Ibid.

of a directive leadership style may be briefly required (to make urgent decisions); however, it is important to return to participatory practices in order to rebuild consensus. In a community project, for example, some operational tasks can be managed through transactional agreements (clear goals and rewards), provided that the strategic vision is developed through transformational leadership and close support.

Leadership—especially youth leadership—is an ongoing learning process. As a young person takes on responsibilities, they combine vision, service, and results orientation, allowing them to discover the style that works best for addressing each challenge. What matters most is to always maintain a focus on human and sustainable development, so that every act of leadership strengthens the human and social capacities of the community and ensures that the change achieved endures. In this way, the practice of leadership becomes a learning space where new leaders emerge and networks of collaboration for territorial development are built.

Leadership and values

A fundamental pillar of any legitimate leadership is ethics. Leadership that endures and achieves positive transformation is grounded in deep values that guide the conduct of the leader and grant them legitimacy in the eyes of their group. Chiriboga and Caliva¹⁵ highlight five essential values that constitute the foundation of ethical and effective leadership in rural contexts:

- **Discipline.** This consists of fulfilling commitments and maintaining consistency between what is said and what is done. It implies responsibility and self-control: a disciplined leader inspires trust because the community knows they will honor their word and persevere in achieving shared goals.
- **Honesty.** This lies in actions such as acting with transparency, telling the truth, and being accountable to the community. It

15 Chiriboga, H; Caliva, J. 2010. Formando agrolíderes: metodología para el fortalecimiento del liderazgo en el sector agropecuario (en línea). San José, Costa Rica, IICA. 207 p. Consulted 05 Nov. 2025. Available at <https://epochileagricola.cl/wp-content/uploads/2021/07/Formando-Agrolideres-IICA-1.pdf>.

builds credibility and involves not taking advantage of one's position, acknowledging mistakes, and managing resources (material and symbolic) with integrity. In rural settings, honesty is crucial for maintaining social cohesion, as everyone knows each other and a lack of candor is easily detected.

- **Humility.** This means recognizing that no one leads alone and that there is always something new to learn. It acts as a safeguard against the arrogance of power. Those who lead with humility value the contributions of others, acknowledge their limitations, and accept criticism and advice. This fosters a climate of mutual learning within the community and prevents personalism.



- **Respect.** This consists of valuing individual differences, listening attentively, and promoting dialogue even with those who think differently. It is reflected in equal treatment, consideration for all people (without discrimination based on age, gender, origin, level of education, etc.), and a willingness to resolve conflicts constructively. Respectful leadership gives voice to each individual by fostering participation.
- **Solidarity.** This involves sharing achievements with the collective and supporting those who face difficulties. It is reflected in concrete acts of support, prioritizing the common good over personal interest, and building networks of cooperation ("today

for you, tomorrow for me”). In rural communities, solidarity has historically been a value of survival and cohesion, so a person who embodies this value reflects that community spirit.

These values, which are concrete and expressed in everyday behaviors, constitute an ethical framework on which transformational leadership is grounded. For example, a leader demonstrates discipline by attending meetings punctually and fulfilling what they have promised; shows honesty by clearly reporting project expenses; reflects humility by acknowledging the need for technical support on a given issue; demonstrates respect by giving others the floor without monopolizing discussion; and shows solidarity by directing efforts to support a farming family in difficulty. Through the practice of these values, those who exercise leadership gain legitimacy and trust in the eyes of the community.

These values are also present in the worldviews of Indigenous Peoples and Afro-descendant communities in Latin America, particularly in ancestral principles such as reciprocity, complementarity, and a sense of community. In many rural cultures, leading also involves following the guidance of elders; therefore, leadership grounded in universal and intercultural values builds bridges between ancestral ethics and contemporary development needs.

Finally, the lived practice of these values marks the difference between legitimate leadership and imposed authority. Although it may enforce compliance in the short term, power without values does not generate genuine commitment or deep change. By contrast, when people perceive integrity and coherence in those who lead, they grant them moral authority and align voluntarily with the collective project. As a result, ethical leadership becomes both inspiring and educational, as it serves as a model of behavior in public life. For this reason, it is often said that leadership lies more in example than in command. The daily practice of discipline, honesty, humility, respect, and solidarity builds a strong organizational culture in which each member internalizes those

same values and in which leadership is shared, as the entire community—each in its own way—is guided by this “ethical compass” oriented toward the common good.



Leadership and communication

Effective communication is essential for the exercise of leadership. Various studies and manuals support the idea that those who lead effectively also communicate effectively. In fact, after physical survival, communication is one of the most fundamental human needs for coordinating collective action.

Since prehistoric times, humanity has needed to understand one another and cooperate in order to secure its livelihood. Communication is vital for leadership. Those who lead must be able to express their ideas, articulate a vision that motivates others, and understand their perspectives in order to guide them appropriately. When communication is lacking within a team or community, misunderstandings, rumors, distrust, and conflict arise; however, when it flows, coordination and a shared sense of purpose are strengthened.

It is worth noting that, in leadership, communication is not simply an exchange of words, but a complex and dynamic process of exchanging meanings that involves emotions, values, and attitudes. Communicating implies not only sharing facts, but also achieving shared understanding and empathy. An effective leader knows how to listen as much as to speak: they practice empathetic listening, aimed at deeply understanding the other person rather than responding immediately.

In the field of communication, empathy means being able to see things from the perspective of the speaker—even when one does not agree

with their viewpoint—as well as grasping their feelings and concerns. This genuine understanding of others is the foundation for positively influencing them. It is no coincidence that among the habits of highly effective people, Stephen Covey¹⁶ includes the habit of seeking first to understand and then to be understood, and considers genuine listening as a foundation of effective human communication. In terms of community leadership, this translates into carefully listening to people's needs, learning their stories, validating their contributions, and building messages based on that understanding.

Good communication strengthens bonds within a group. When people feel heard and well informed, their trust in those who lead them—and in one another—increases, which enhances participation; for example, actions such as keeping the community informed about project progress, explaining the reasons behind decisions, and, above all, providing transparent information help create a climate of trust that encourages everyone to move in the same direction.

In rural contexts, where relationships are close and personal, this communicative transparency is even more highly valued: a person's word carries weight, and if a leader honors it and communicates with sincerity, their credibility grows exponentially.

Another essential aspect of communication is its understanding as a two-way process. Leadership does not only send messages, but also receives them and opens spaces for dialogue. In this sense, Paulo Freire¹⁷ states that authentic leadership lies in dialogue, not in imposition. This means that communication must be mutual. Those who lead trust in the group's capacity to contribute and make decisions, and the group trusts in the honesty and commitment of those who lead. Ultimately, to lead is to engage in conversation in order to create shared visions, solve problems, and celebrate achievements.

16 Covey, S. 2003. Los 7 hábitos de la gente altamente efectiva (en línea). Barcelona, España, Paidós. 205 p. Consulted 16 Nov. 2025. Available at <https://www.colomos.ceti.mx/documentos/goe/los7HabitosGenteAltamenteEfectiva.pdf>.

17 Freire, P. 1970. Pedagogía del oprimido (online). Mexico City, Mexico, Siglo XXI. 175 p. Consulted 7 Nov. 2025. Available at <https://www.servicioskoinonia.org/biblioteca/general/FreirePedagogiadelOprimido.pdf>.

Effective communication encompasses both verbal and nonverbal channels. According to the 7-38-55 rule proposed by Albert Mehrabian, when we communicate, the influence we exert is distributed such that words account for only about 7%, tone of voice for 38%, and body language for approximately 55%.¹⁸ Although these percentages vary depending on the situation, they show that how something is said (intonation, posture, facial expressions, gestures, etc.) can sometimes matter more than what is said.

Maintaining eye contact and using a firm yet friendly tone when addressing an assembly, or adopting an open posture (not crossing one's arms defensively) when listening to a complaint, are behaviors associated with leadership that is attentive to listening. In rural communities, many messages are conveyed directly through daily interaction; therefore, consistency between words and actions (again, an aspect of communication) is essential.

Some concrete practices that rural leaders can adopt to improve communication within their teams and communities include:

- Fulfilling agreements and deadlines and, if something changes, communicating it in a timely manner. This demonstrates responsibility and respect for others' time.
- Listening openly, without dismissing opinions, and summarizing agreements in minutes or accessible notes. This shows that every voice matters and that contributions are taken seriously.
- Sharing relevant information and the criteria used to make decisions. Documenting processes transparently builds trust and prevents unfounded rumors.

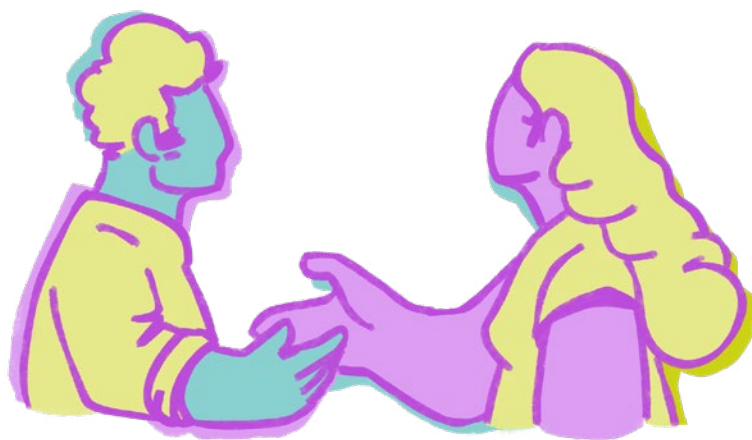
¹⁸ In the 7-38-55 rule, proposed by Albert Mehrabian, it is established that, in the interpersonal communication of emotions, 7% of the message comes from words, 38% from tone of voice, and 55% from body language..

- Respecting confidentiality in sensitive matters, in accordance with what has been agreed upon within the group. This demonstrates loyalty and creates a safe space for expression.
- Promoting dialogue to resolve conflicts and avoiding blame or gossip. This reflects maturity and a solution-oriented approach.
- Being objective in the distribution of tasks and opportunities for participation, especially for young people and women. This conveys fairness and inclusion.
- Publicly recognizing contributions and collective achievements. This shows appreciation and reinforces positive behaviors.

These simple yet powerful practices lay the foundation for leadership that inspires, educates, and transforms through everyday communication. When people feel informed, heard, and valued, they take ownership of the shared project.

Leadership and negotiation

In community life, leadership is closely linked to negotiation. Leading involves mediating between interests, resolving conflicts, and building lasting agreements. In fact, negotiation is a constant activity inherent to human beings, present in almost every area of our lives. We negotiate within the family, at work, and in community organizations. When its aim is to reconcile perspectives and mobilize collective will, leadership requires



strong negotiation skills. It is no coincidence that it is often said that those who truly lead are, above all, those who know how to negotiate. Especially in rural contexts, where resources may be scarce and needs diverse, the ability to negotiate and reach consensus can determine the success or failure of a community project.

Negotiation usually takes place within a difference or conflict. Although it may sometimes carry negative connotations, conflict arises naturally in any human group with differing perspectives. Negotiation is the tool for transforming conflicts into mutually satisfactory solutions. In the past, the term “negotiation” was associated only with commercial matters; however, today its use is much broader. It involves reaching a satisfactory agreement between parties with competing interests. In effective negotiation, both sides give a little and gain a little, while moving toward a shared objective.

A crucial aspect in this regard is that negotiation is not an isolated event, but a process that requires both rational skills (logic, analysis of options, and structuring of agreements) and emotional skills (empathy, emotional regulation, and patience). Good leadership combines logic—aimed at structuring creative and viable solutions—with intuition and emotional intelligence, in order to understand the human dimension of conflict and build trust. Negotiating involves listening carefully to the other party, identifying their true interests—which may differ from their initial positions—and finding common ground.

In rural contexts, negotiations can take place at multiple levels: within the community (for example, agreements on the use of a spring or the rotation of crop plots) or between the community and external actors (such as support from a government agency, price negotiations with a buyer, or partnerships with non-governmental organizations [NGOs], among others). In all cases, the community leader acts as a bridge between the parties to achieve a beneficial outcome for their group.

The ethical values mentioned earlier are of vital importance for successful negotiation. If negotiation is conducted with discipline, focus

and commitments are maintained; if it is carried out with honesty, no one is deceived and information is not misrepresented (deceiving to win leaves resentment); if practiced with humility, one knows which concessions can be made; if conducted with respect, the dignity and needs of the other party are acknowledged; and if guided by solidarity, the aim is to reach an agreement that is as beneficial as possible for all parties.

Rural leadership must move away from a “zero-sum” mindset (in which one party’s gain is another’s loss) and seek win-win or, at the very least, equitable solutions. This is especially important in small communities, where relationships are long-term. An unfair or imposed agreement may have consequences in the future in the form of internal divisions. Therefore, not everything is negotiable. There are values or limits that should not be compromised; for example, people’s dignity, their basic rights, or environmental sustainability. Ethical leadership knows what can be negotiated (timelines, modalities, roles, etc.) and which principles must not be compromised, as doing so would undermine the common good or justice.

In practical terms, negotiation involves different stages:

1. Preparation (defining objectives, limits, and alternatives);
2. Initial dialogue (presentation of positions);
3. Exploration (identifying the real interests of each party);
4. Generation of options (brainstorming possible agreements);
5. Closure (selecting the most acceptable option for all parties); and
6. Formalization (agreement—written or verbal—with clear commitments).

When negotiating with external actors (government, companies, or other communities), rural youth leadership often faces additional barriers, including stereotypes (such as the assumption that youth are

inexperienced) or power imbalances with stronger actors. In such cases, it is crucial for young leaders to be well prepared, to have data at hand, and to demonstrate seriousness and conviction. It is also useful to build alliances; for example, when youth from several communities come together, their collective bargaining power vis-à-vis authorities increases.

Negotiating within the community also has its own particularities when it comes to youth. Studies on participatory experiences with young people show that the dynamics and timing of discussions, negotiations, and decision-making often differ from those in the adult world. Rapid progress may occur, followed by setbacks or unexpectedly creative resolutions. Moreover, it is not always possible to achieve full consensus in youth groups, especially when addressing contentious issues linked to ethical or legal aspects influenced by adult norms.

In such situations, the support of adult facilitators has proven valuable in guiding the process, but it should be limited to identifying appropriate organizational mechanisms; they should never take part in the negotiation or impose their views. When this respectful support is achieved, young people themselves tend to replicate these modes of negotiation and decision-making in their autonomous spaces; that is, they learn to debate respectfully, listen to others, and accept differences without aggression, which constitutes a valuable outcome of intergenerational shared leadership.

Finally, it should be noted that, within the framework of transformational leadership, negotiating does not mean yielding on everything or avoiding conflict at all costs. On the contrary, ethical leadership recognizes that there are non-negotiable principles and understands when it is necessary to face conflict. Effective negotiation requires firmness in values and flexibility in methods. Thus, leadership and negotiation come together to transform conflicts into agreements that promote justice and the common good. In negotiation, as in leadership, the ultima-

te goal is for all parties to be satisfied with the agreement reached and committed to its implementation. When this happens, leadership has fulfilled its role of guiding the community through dialogue toward the achievement of shared goals.

The Decalogue of Agricultural Leadership

The type of rural leadership promoted by the Inter-American Institute for Cooperation on Agriculture (IICA) is grounded in ethics, sustainability, and a commitment to human development. The following decalogue summarizes the qualities, attitudes, and values that should guide the conduct of leaders committed to their communities and the rural milieu¹⁹:



1.

They take care of themselves, their families, and members of their community. They seek overall well-being, including that of nature and its biodiversity.

19. Chiriboga, H; Caliva, J. 2010. Formando agrolíderes: metodología para el fortalecimiento del liderazgo en el sector agropecuario (en línea). San José, Costa Rica, IICA. p. 22. Consulted 5 Nov. 2025. Available at <https://expochileagricola.cl/wp-content/uploads/2021/07/Formando-Agrolideres-IICA-1.pdf>.

- 2.** They define a vision for the future and share it with the community. They prioritize activities that lead to the achievement of their goals.
- 3.** They evolve from self-leadership to shared leadership. They strive for results that stem from the work of all people.
- 4.** They exercise values-based leadership. They practice what they preach.
- 5.** They show courage and are willing to take risks. They seek innovative alternatives to solve problems in rural settings.
- 6.** They build networks of collaborators who share common goals. They promote teamwork based on active listening and the development of trust.
- 7.** They maintain and promote strong relationships and contact with decision-makers in the rural sector.
- 8.** They foster talent development and empower members of their team. They unlock others' potential and encourage innovation.
- 9.** They pursue continuous personal improvement as well as that of their team members.
- 10.** They are able to exert positive influence to achieve shared objectives.

3

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4

GETTING STARTED: practical guide for facilitating the workshop

General information on the workshop

Purpose of the workshop

Explore rural leadership from the perspective of young people, challenge stereotypes, learn about ethical leadership styles, and design a community micro-initiative. Facilitation, conceived as an experiential and participatory process, combines brief presentations with activities that connect theory with practice.



Total recommended duration

3 hours



Number of participants

Between 15 and 30 young participants from rural areas

Before beginning, it is essential to create an environment of trust and openness. Ensure that the physical space feels welcoming: place flip charts, markers, cards and adhesive tape within reach and, if possible, use soft music for the welcome.

Remember that the purpose of the workshop is to inspire and strengthen, not to evaluate knowledge. Your role as facilitator is to support a process of collective discovery rather than deliver a traditional class. Begin the workshop by introducing yourself warmly and explaining the agenda, as well as important logistical details (location of emergency exits and restrooms, break times, etc.).

Block 1 **Recognizing my leadership**

Duration
 **1 hour**

To break the ice and identify stereotypes about rural leadership. The aim is to show that leadership does not depend on age, gender, or a formal position, but on the ability to exert positive influence and serve the common good. In this segment, young people will begin to recognize themselves as potential leaders based on their own experiences.

Block 2 **Transformational Leadership and Communication**

Duration
 **45 minutes**

To present different leadership styles, with particular emphasis on transformational leadership, and to highlight the importance of effective communication in the practice of participatory leadership. In this segment, participants will gain a deeper understanding of leadership by comparing authoritarian and democratic approaches, as well as recognizing that communication and the ability to inspire are the pillars of transformational leadership.

Block 3 **Values-Based Leadership and Trust**

Duration
 **45 minutes**

To deepen understanding of the core values of leadership and link them to the building of trust. To recognize the importance of negotiation in leadership and learn how to carry it out in an ethical and collaborative manner.

Block 4 Leadership in action

Duration



30 minutes

To invite participants to apply everything they have learned in the design of a small community leadership initiative. In this final stage, they will use their ideas and creativity to plan real (or simulated) actions that they could undertake in their communities, putting into practice transformational leadership, communication, negotiation, and the values learned during the workshop.

Content guide for the workshop

A script for developing the blocks is presented below, which includes a series of resources to be used in each block

Block 1 Recognizing my leadership

Duration



1 hour

Purpose: Break the ice and identify the prevailing stereotypes about rural leaderships. The aim is to demonstrate that leadership does not depend on age, gender, or a formal position, but on the ability to exert positive influence and serve the common good. In this segment, young people will begin to recognize themselves as potential leaders based on their own experiences.

1.1. 1.1. Intro. Participants introduce themselves (10 minutes)

Ask each participant to briefly introduce themselves (state their name and the community they belong to) and complete the sentence: “For me, a leader is someone who...” Then, ask them to write it on a card. Through this initial activity, the group’s ideas about leadership will emerge, providing a basis for subsequent discussion.

1.2. Block 1 activity: “True or false” (30 minutes)

Project on a screen or prepare on large posters at least 10 common statements about leadership in rural contexts. Some examples you may use include:

Leaders are born, not made.

Only older people can be leaders.

In rural areas, only those in traditional leadership roles are leaders.

Women do not usually lead in the community.

To lead, one must hold a position or have a formal title.

Young people lack sufficient experience to lead.

A good leader never doubts or shows weakness.

Only authorities such as mayors or government officials can lead.

Leadership can be shared among several people.

Read each statement aloud so that the group can decide whether it is true or false. To make the activity more dynamic, designate one side of the room as “true” and the other as “false,” and invite each person to move to the side that corresponds to their opinion. Once everyone has chosen a position, ask a few participants to voluntarily explain why they think that way. There is no single correct answer. The goal is to collectively identify the group’s stereotypes or beliefs about leadership. Many of these statements are likely to be myths or partial ideas; for example, if someone classifies the statement “Leadership can be shared” as false, this indicates a traditional notion that can later be challenged.

After reviewing all the statements, open a brief plenary discussion using the question: what did we discover about how we think about leadership? Participants will begin to question ideas such as “Only adults are in charge” or “A leader always holds an important position.”

1.3. Lecture segment (15 minutes)

After the debate, present some key concepts. Introduce the current definition of “leadership” and explain the difference between leadership, power, and authority. Mention that contemporary perspectives conceive leadership as a collective condition rather than an individual one, in which the “we” takes precedence over the “I.”

In terms of rural leadership, emphasize that those who truly lead in a community base their leadership on the capacity to serve, not to dominate. You may briefly cite Chiriboga and Caliva²⁰ and other local references to illustrate that effective rural leadership emerges from the community and promotes cooperation, trust, and service to others.

20. Chiriboga, H; Caliva, J. 2010. Formando agrolíderes: metodología para el fortalecimiento del liderazgo en el sector agropecuario (online). San José, Costa Rica, IICA. p. 22. Consulted 6 Nov. 2025. Available at <https://expochileagricola.cl/wp-content/uploads/2021/07/Formando-Agrolideres-IICA-1.pdf>

Present the concept of agroleadership, which combines technical and productive vision with social sensitivity and an ethic of service, and according to which leading in the agricultural sector involves not only producing, but doing so collaboratively, sustainably, and with a commitment to the community.

1.4. Closing (5 minutes)

Ask the group to carry out a collective reflection based on the question: what did we learn about our idea of leadership?

Ask participants how they feel after this first part and what new idea they take away about leadership. In simple terms, highlight key conclusions such as: In rural settings, everyone can exercise leadership to improve their community, regardless of age or role. Authentic leadership is not imposed by force; it is earned through service and example. Rural leadership is collective and grounded in serving, not dominating. This idea sets the stage for the following segments, as it reinforces participants' self-identification as leaders.

Block2

Transformational leaderships and communication

Duration



45 minutes

Purpose: To present different leadership styles, with particular emphasis on transformational leadership, and to highlight the importance of effective communication in the practice of participatory leadership. In this segment, participants will gain a deeper understanding of leadership by comparing authoritarian and democratic approaches, as well as recognizing that communication and the ability to inspire are the pillars of transformational leadership.

Resources:

Leadership styles matrix
Possible scenarios for Activity 2

2.1. Lecture segment (20 minutes)

Explain that there is no single type of leadership, but rather multiple styles or ways of leading, depending on how decisions are made and how the leader relates to the group. Describe the leadership styles mentioned in the preparation section: authoritarian or autocratic leadership, democratic leadership, transformational leadership, supportive or service-oriented leadership, etc.

Next, highlight the role of communication as a cross-cutting skill across all these styles. Effective leadership requires expressing ideas clearly and knowing how to listen. Emphasize that the difference between an authoritarian and a participatory style lies in communication: in the former, orders are imposed in a one-way manner, whereas in the latter, dialogue takes place and feedback is both given and received.

Through this theoretical input, it should become clear that no style is always “perfect” and that comprehensive and mature leadership adapts to the needs of each situation without losing sight of fundamental ethical values. There will be moments that require more direction and others that call for greater consensus: what matters is maintaining integrity, transparency, and respect. This can be summarized as follows: “A person who exercises good leadership is flexible in their style, but firm in their values.”

Block 2 activity: “My leadership style” (20 minutes)

To translate these concepts into something practical, form subgroups of 3 to 5 people. Assign each subgroup a hypothetical situation related to the rural community in which they will need to exercise leadership.



Possible scenarios: a) organizing a local agricultural festival, b) coordinating with neighbors to repair a community road, c) establishing a school community garden, or d) resolving a conflict over water use during the dry season. Choose examples that are relevant to the reality of the workshop participants. In the “Resources” section you can find some scenarios, but you may also create them based on real situations shared in the first segment or that you are familiar with in the community.

Each subgroup should discuss which leadership style they would apply in that case and why. It should be noted that there is no single correct answer and that what matters is how each choice is justified. Ask participants to think about how the leader would communicate in that situation. Would they give direct orders? Would they call a meeting to listen to the entire community? Would they delegate responsibilities? How would they negotiate decisions with the group?

After a few minutes of discussion, each group should give a brief presentation of their scenario and indicate the style they chose to apply. To guide the discussion, ask: Why do you think that style would work best? How would the group respond to that leadership?

2.3. Closing (5 minutes)

To conclude the activity, highlight the lessons learned. Each group will likely have chosen a style according to the context. Remember that there is no single “best” leadership style.

Block 3 – Values-based leadership and trust

Duration



45 minutes

Purpose: Deepen understanding of the core values of leadership and relate them to the building of trust. To recognize the importance of negotiation in leadership and learn how to carry it out in an ethical and collaborative manner.

Resources:

Decalogue of Agricultural Leadership

3.1. Lecture segment (10 minutes)

Begin this section with a review of the five essential values of leadership: discipline, honesty, humility, respect, and solidarity. Define each one with simple examples: discipline is reflected in fulfilling commitments and being consistent; honesty consists of telling the truth and managing resources transparently; humility is shown through a willingness to learn and admit mistakes; respect is expressed by valuing each person without discrimination; and solidarity means helping others and thinking about collective well-being.

Explain the relationship between trust and leadership. Mention some concrete practices that strengthen trust, such as honoring agreements, communicating promptly when changes arise, sharing information transparently, listening carefully to people's needs, and being fair in providing opportunities, particularly for young people and women.

Continue by addressing the concept of negotiation and its values. Emphasize the importance of mediating between different interests, resolving conflicts, building lasting agreements, and finding solutions that benefit everyone.

Explain that, in this context, the ethical values mentioned are crucial for successful negotiation. Negotiating with honesty, humility, respect,

and solidarity means, for example, not deceiving or withholding information; being willing to make concessions; listening to the other party, even when their position is very different; and seeking an agreement that benefits all parties.

Emphasize that there are non-negotiable limits, such as fundamental values, human dignity, and basic rights.

Project a QR code on the screen or provide a link through which workshop participants can download the Decalogue of Agricultural Leadership, which summarizes the ten principles for leading in rural contexts with ethics and effectiveness (developed by Chiriboga and Caliva). If desired, you may provide the Decalogue in printed form.

3.2. Block 3 Activity: “Agroleadership values” (30 minutes)

Divide the group again into subgroups (they may be the same as in Activity 2) and assign each participant one of the essential values discussed (if there are more than five groups, several may work on the same value; if there are fewer than five, some groups may address more than one value).

Each subgroup should develop a brief story or fictional situation in which the assigned value is the central theme. They must demonstrate how that value is put into practice in the situation. The story should include at least one of the points from the decalogue provided, so that the chosen principle comes to life in the narrative.

The story, which may be fictional or based on a real situation, can be developed in line with what was learned in the workshop about narratives. Each subgroup will prepare a short dramatization of approximately 2 minutes to present it.

Suppose one subgroup is assigned the value of solidarity and chooses point no. 6 of the Decalogue, “Build networks of collaborators who

share common goals,” to incorporate into their story. Their narrative could be similar to the following:

Three rural communities in the area discover that they are facing a common problem: a private company is diverting the river that supplies them with water, causing their crops to dry up. At first, each community tries to fight on its own to restore the river’s flow, but none succeeds. After several failed attempts, young people from each village decide to come together and form a coalition. They meet, share evidence (photos of the dry river, testimonies from farmers, etc.), and organize to act jointly. They plan a peaceful march to the municipal office. They invite adults and local authorities to join the dialogue. They launch an eye-catching social media campaign to raise awareness of the situation. Thanks to this solidarity and teamwork, they manage to secure a meeting with the mayor. They negotiate firmly but respectfully, present their demands, and propose solutions. The municipal authorities, impressed by the unity of the communities, commit to reviewing the water concession.

To carry out this exercise, a relaxed and supportive environment is required. Some participants may feel shy, so it is important to remind them that the goal is not to demonstrate acting skills, but to communicate ideas clearly.

3.3. Closing (5 minutes)

Once the role-plays are finished, facilitate a brief reflection based on the following questions: What message did each story convey? How does it relate to real life in our community? Emphasize that communication and negotiation were part of the stories (in the example, the young people engaged in dialogue with the mayor and negotiated an agreement).

Finally, invite participants to reflect on which value they would like to strengthen as leaders in their daily lives.

Block 4

Leadership in action

Duration



30 minutes

Purpose: Invite participants to apply everything they have learned in designing a small community leadership initiative. In this final stage, they will use their ideas and creativity to plan real (or simulated) actions they could carry out in their communities, putting into practice transformational leadership, communication, negotiation, and the values learned throughout the workshop.

Resources:

Agroleader recognitions and certificates

4.1. Block 4 activity: “My leadership initiative” (20 minutes)

Form the subgroups again from the previous activities (they may be new ones, if you consider it appropriate). Each subgroup should design a transformative initiative that could be carried out in their community through youth leadership. It may be a small project, a campaign, or even a one-time action. It should be concrete and aligned with the values discussed.

To guide the work, pose the following key questions that each team should answer as part of their initiative:

- What problem or need in our community do we want to address (crop pests, water scarcity, training young people in sustainable agriculture, etc.)?
- What type of leadership would be most useful in this situation? Does it require coordinating many people (participatory leadership)? Inspiring a shift in mindset (transformational

leadership)? Leading by example (service leadership)?

- What values do we want to put into practice through this initiative? Identify one or two main values, such as solidarity for a community project, or honesty if financial management is involved, etc.
- How will we communicate with other young people and motivate them to join our cause? Think of different outreach strategies: open meetings, social media, workshops, etc.
- Which key actors will we need to partner with, involve, or negotiate with for the initiative to work (e.g., coordinating with community leaders and families, or negotiating support with the municipality or an NGO)?
- What result do we expect to achieve (holding an event, engaging a significant number of participants, cleaning a river, forming a youth committee, etc.)?

Each team should answer these questions on a poster and present their idea visually. They may include a drawing related to the main concept, use keywords, diagrams, or any format they prefer to communicate their plan. The poster should include:

- The name of the initiative (catchy and reflective of the idea);
- The objective or central idea in one sentence;
- The main values that will guide the action (e.g., solidarity and respect);
- The type of leadership to be applied (one or a combination, such as participatory, transformational, etc.);

- The key actors or partners for collaboration and negotiation (youth from other communities, senior leaders, local institutions, etc.); and
- The expected outcome or an indicator of success (what concrete change they hope to see).

Once the work is completed, each group should come to the front and present their poster for 2 minutes. Encourage several members of each subgroup to take part in the presentation.

If time allows and the environment is conducive, you may open the floor for comments or questions from the rest of the group on each initiative presented.

4.2. Closing and final discussion (10 minutes)

To close the workshop, hold a brief celebration. It is recommended to give each participant a symbolic certificate or a token recognizing them as a leader. This could be a printed certificate with their name, a pin, a sticker, or any other item that recognizes them as committed leaders. You may even improvise a pledge by inviting participants to raise their hand and repeat a statement of commitment to their community and to the values learned (only if the environment allows it and participants do not feel pressured to take part).