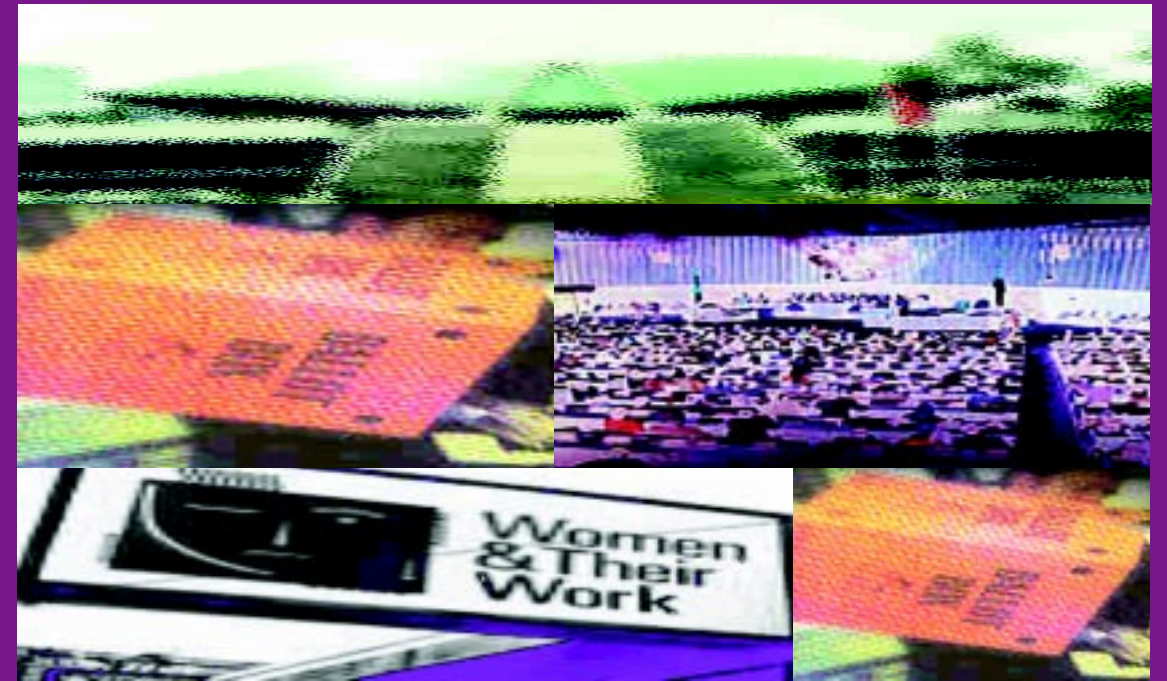


## A Training of Trainers Manual



# Nominating for Change: Strengthening Women's Position in Political Parties



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The National Democratic Institute for International Affairs (NDI) is a nonprofit organization working to strengthen and expand democracy worldwide. Calling on a global network of volunteer experts, NDI provides practical assistance to civic and political leaders advancing democratic values, practices and institutions. NDI works with democrats in every region of the world to build political and civic organizations, safeguard elections, and to promote citizen participation, openness and accountability in government.

NDI has worked in Indonesia since 1996, when it supported domestic efforts to monitor the May 1997 parliamentary elections. Current NDI programming aims to strengthen civil society and political parties; to assist the legislature in undertaking democratic reforms; to provide assistance to regional governing bodies as they implement decentralization policies; and to encourage civilian control over the military.

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## Introduction

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This manual is based on a Training of Trainers workshop “Nominating for Change: Strengthening Women’s Position in Political Parties” delivered in Jakarta, Indonesia in March 2003. The workshop was conceived as part of NDI Indonesia Women’s Program support for the Indonesian Political Women’s Caucus (*KPPI: Kaukus Perempuan Politik Indonesia*), a cross-party national organization that NDI has been working with since its inception. Both the upcoming national election in 2004 and the legislative push to have a 30% quota of women nominated by their respective parties presented opportunities for women to increase their political presence within parties.

A total of 22 members of KPPI were invited to participate in the workshop, with 11 participants representing KPPI regional branches and 11 coming from KPPI headquarters. One of the main criteria for their selection was participants’ preparedness to deliver at least one follow-up workshop in their respective regions based on the material learned. To facilitate logistical and programmatic communication/relationships between KPPI headquarters and their branches, each regional representative was paired with one person from the headquarters in advance of the Training of Trainers. Consequently, the workshop could take advantage of this in sessions related to planning the follow-up workshops on Day Four. To date, almost all of the follow-up workshops have been implemented with a total of around 600 participants.

After the Training of Trainers workshop, NDI felt that the material might be useful for other NDI offices. It is hoped that this manual will support other programs, which promote women’s political participation – through the nomination process or otherwise. Although it is presented as a complete Training of Trainers workshop, there may be other ways that the material can be used and adapted. Please see the *How To Use This Manual* section for some suggestions of how else it can be used.

The writer would like to thank all of those whose efforts contributed to the success of the pilot and follow-up workshops, in particular: Helen Ellis (NDI Indonesia Women’s Program), Merita Gidarjati (NDI Indonesia Women’s Program), KPPI (board members, training unit and staff), and all the NDI Indonesia staff who gave programmatic input and logistical support to this initiative.

## How to Use This Manual

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This manual was prepared as a Training of Trainers tool to prepare participants to deliver workshops that help increase women’s skills to get themselves nominated by their political parties. As such, some sessions focus on the Training of Trainers aspect exclusively – these are indicated by an “\*” on the pages that introduce each day of the workshop. Some sessions focus exclusively on the content areas related to increasing nomination chances. There are also sessions that contribute to increasing both skill sets – these are identified in session objectives.

### Who should use the manual?

If you are using this as a **Training of Trainers** tool, please note the following:

- Only experienced trainers or facilitators should use the manual. To test whether you fit this description, review the handout material for Sessions 2, 17 and 18 in particular. If you are already familiar with this material and/or feel very comfortable in using it, you have enough experience to use this manual as a Training of Trainers tool.
- Most sessions are participatory so you should feel comfortable and confident using this kind of methodology.

If you want to use the manual to **directly implement a training workshop for those wishing to get themselves nominated**, you can do so by only using the following sessions in this order:

*Introduction/Opening*  
*Session 1*  
*Session 3*  
*Session 5*  
*Session 6*  
*Session 7*  
*Session 8*

*Session 9*  
*Session 10*  
*Session 12*  
*Session 13*  
*Session 14*  
*Session 15*

Review the “Time” and “Process” sections of each session to adapt material as necessary.

There is also an assumption that the trainer/facilitator does not necessarily have expertise in specific nomination and electoral issues. Consequently, Sessions 6, 7 and 8 involve inviting local resource people to the workshop to present on specific content areas related to the political context the workshop is being delivered in.

### Who should participate in the workshop?

If it is being delivered as a Training of Trainers workshop, participants do not necessarily have to have a training or political background. However, they should be people who are appropriate to deliver the follow-up workshops (because of their geographic, sectoral, ethnic background, etc.) and they should be assessed in terms of their commitment to carry out the follow-up workshops. To assess their training experience (or lack thereof), a *Pre-Workshop Assessment Form* is included at the back of the Manual.

Because of the participatory nature of the workshop, the ideal number of participants is 15-25 participants. Larger numbers will make it difficult to deliver the sessions in the time indicated, and will affect the dynamics of the group.

## How long is the workshop?

This workshop was designed as a 4-day workshop with each day consisting of 7 training hours. The Sample Workshop Agenda (page 8) reflects the context of the culture where it was originally delivered and the needs of the planning committee and participants. The agenda should be modified to reflect local needs but it is important to keep the order of the sessions intact.

If the workshop is not being delivered as a Training of Trainers, only 2-3 days are needed. If it is being implemented as a Training of Trainers workshop and you have additional time, adding an extra day will allow for expanded practice sessions (Sessions 18 and 19) – this can really enhance the training level for prospective trainers. It can also be delivered in two 2-day segments (over consecutive weekends, for example) to allow participants time to absorb the material.

## How else can this Manual be used?

Although it was designed for women trying to advance within their political parties, most of the material is appropriate for any group marginalized by political parties – for example, because of race, ethnicity or religious background. Certain handouts might have to be revised or replaced to account for a different target group but the issues dealt with are much the same for all marginalized groups.

Many sessions, while focusing on the issue of getting oneself nominated, could be used to strengthen campaigning skills once nominated.

## How is the Manual organized?

The manual is organized in the actual sequence of the workshop as follows:

**Day** (1,2,3,4)

**Daily Theme** (see the Introduction for more on this)





**List of the sessions for that day** (training of trainers focused sessions indicated by “\*\*”)

**Session Title**

**Session Objective(s)**

**Time** (duration of the session)

**Materials** (type of material indicated by symbols below and listed)

-  Flipchart prepared in advance
-  Supplies needed for the session
-  Handout
-  Audio-visual equipment

**Process** (step-by-step instructions and methodology for the session)

### **Please Note:**

- **Basic materials** such as flipcharts and flipchart paper, markers, whiteboard, etc. are not listed in the sessions as these should be available in good supply through the workshop.
- **Handouts** should be distributed as indicated in the Process sections of each session. In most cases, they are not given out at the beginning of the session. In the pilot workshop, a binder was provided to participants at the beginning of the workshop, and the handouts were hole-punched in advance – so participants could file them in their binders as they were distributed.

### **How is evaluation carried out?**

Formal evaluation is carried out on a daily basis by teams of participants (see Introduction and Opening Session) and through a final written evaluation (Session 20). Some sessions are designed to reinforce participants' understanding of material presented in earlier sessions (Sessions 12, 14, 17, 18 and 19). In addition, it is recommended that the trainer/facilitator periodically test participants for how they are retaining information (training and/or nomination skills). Suggestions for how to do this are contained in the section *Facilitator Tests* at the back of the Manual.

### **How should the training room be set up?**

Ideally, the room should be large enough to have participants sit in a circle with space around to break into small groups. There should be adequate wall space to post flipcharts as they are completed in the sessions as well as to keep a number of flipcharts from prior sessions posted (to remind participants of previously completed material). Whiteboards on wheels are very useful if available.

### **What is not in this Manual?**

The manual focuses on the programming aspects of designing and delivering workshops. It does not specifically deal with issues such as participant selection and logistics planning, although Session 19 does give the opportunity to start considering these.

There are no energizers included but the assumption is that there will be energizers as needed when participants need to renew themselves. These can be done by the facilitator or the participants themselves.

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## DAY ONE

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### **Theme:**

Identifying barriers to women party members' participation and developing strategies to overcome barriers (what we are dealing with)

### **Sessions:**

Opening

Barrier Identification

Facilitation Nightmares\*

Confidence Building\*

Managing Group Dynamics\*

Behavior and Attitudes that Affect Women's Participation in Political Parties



## Opening

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### Objectives:

- Participants and facilitator(s) learn more about each other's backgrounds and expectations for the workshop
- Orientation to workshop objectives and process
- Clarifying ground rules for the workshop
- Explanation of the evaluation process

### Time:

60 minutes

### Materials:

- ✍ Overall workshop objectives
- ✍ Day One agenda
- 📄 Sample Workshop Agenda, Daily Evaluation Team Worksheet

### Process:

1. Distribute the workshop agenda and review:
  - Overall workshop objectives and background to the workshop. (The local planning committee may want to explain the background.)
  - Daily themes: these should help participants stay focused on what is meant to be accomplished on each day
  - Explain that some sessions focus specifically on increasing participants' skills as facilitators and some focus specifically on increasing skills related to helping women get themselves nominated by their respective parties. There are also a number of sessions that support skills development in both areas. (*See the How to Use This Manual for additional information on the Training of Trainers aspect.*)
  - Explain that the process used will for the most part be participatory, drawing upon participants' experiences and knowledge. On Day Two, there are a number of sessions that use external resource people to bring specific knowledge about electoral/nomination processes from the context within which the participants are operating\*. There will also be a number of opportunities for participants to practice their facilitation skills.
2. Have participants introduce themselves (name, place of residence, work, political party) and say one thing that they want to learn/take away from this workshop. (Record their expectations on flipcharts and keep posted throughout the workshop.) Then introduce yourself.
3. Set the ground rules for the workshop. Minimally, these should include expectations about promptness, timing, what to do if someone comes late or misses sessions and not interrupting when someone else is speaking. Record these on a flipchart, which stays posted in prominent place throughout the workshop.

4. Distribute the Daily Evaluation Team Worksheet. Explain that:
  - Participants will be divided into 3 teams (divide total number of participants by three), and each team will be responsible for one day (Day One, Two or Three). They should meet at the end of the day they are responsible for and use the worksheet to record the comments. They will then report their comments before the next day's sessions begin.
  - There will be a final written evaluation on Day Four.
  - There will also be sporadic "testing" by the facilitator during the workshop to evaluate participants' retention of skills and knowledge. (See Facilitator Tests at the end of the Manual.)



## **Overall Workshop Objectives**

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1. To increase participants' knowledge of specific issues, structures and processes (electoral, party) relevant to those seeking nomination as candidates in future elections.
2. To identify barriers faced by women party members in the nomination or other relevant party processes.
3. To identify strategies that can be used to reduce or eliminate said barriers.
4. To prepare participants as trainers who will deliver the workshop at a regional or other level prior to the nomination process.

## Sample Workshop Agenda

<b>Day</b>	<b>Daily Theme</b>	<b>Time</b>		<b>Session Topic</b>
1	Identifying barriers to women party members' participation and developing strategies to overcome barriers (what we are dealing with)	8:30 - 10:00		Opening: <ul style="list-style-type: none"> <li>• Introduction from planning committee</li> <li>• Overview of workshop sessions and process, including TOT aspect</li> <li>• Participant introductions/expectations</li> <li>• Ground rules</li> <li>• Evaluation teams and process</li> </ul>
		10:00 - 10:30		BREAK
		10:30 - 11:30	1	Barrier Identification
		11:30 - 12:30	2	Facilitation Nightmares
		12:30 - 14:00		LUNCH
		14:00 - 15:00	3	Confidence Building
		15:00 - 15:30	4	Managing Group Dynamics
		15:30 - 16:00		BREAK
		16:00 - 17:00	4	Managing Group Dynamics (Continuation)
		17:00 - 18:00	5	Behavior and Attitudes that Affect Women's Participation in Political Parties
2	Specific knowledge to enhance credibility (what we need to know)	8:30 - 8:45		Report from Day 1 Evaluation Team
		8:45 - 10:00	6	Election Laws and Processes
		10:00 - 10:30		BREAK
		10:30 - 12:30	7	The Role/Responsibilities of State Institutions and Structures
		12:30 - 14:00		LUNCH
		14:00 - 15:30	8	Strategies to Prepare Women as Legislative Candidates
		15:30 - 16:00		BREAK
		16:00 - 18:00	9	Developing Information/Support Networks Within Your Party and Community
3	Tools to prepare for the nomination process (what we need to be prepared for)	8:30 - 9:00		Report from Day 2 Evaluation Team
		9:00 - 10:00	10	Strength, Weaknesses, Opportunities, Threats (S.W.O.T.)
		10:00 - 10:30		BREAK
		10:30 - 11:00	11	Giving and Getting Feedback
		11:00 - 12:30	12	Nomination Process Role Play
		12:30 - 14:00		LUNCH
		14:00 - 15:30	13	Steps in Self-Promotion
		15:30 - 16:00		BREAK
		16:00 - 16:30		Steps in Self-Promotion (continued)
		16:30 - 17:00	14	Knowledge of Institutional Structures
		17:00 - 18:00	15	Mental Preparation
4	Putting skills to practice (planning our implementation)	8:30 - 9:00		Report from Day 3 Evaluation Team
		9:00 - 10:00	16	Planning for Follow-up Workshops
		10:00 - 10:30		BREAK
		10:30 - 12:00	17	Follow-up Workshop Session Development
		12:00 - 12:30		Applying Skills Through a Practice Session
		12:30 - 14:00		LUNCH
		14:00 - 15:30	18	Applying Skills... (continued)
		15:30 - 16:00		BREAK
		16:00 - 17:00	19	Next Action Steps
		17:00 - 18:00	20	Final Evaluation and Closing



## Daily Evaluation Team Worksheet

1. According to your team, what was learned today?

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2. What did you think about the process that was used?

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3. What did you think was the most useful from today's sessions?

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4. What was the least useful?

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5. Other comments

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## Session 1 Barrier Identification

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### Objective:

- Identifying barriers (common/different) women experience in their political parties or in the political process.

### Time:

60 minutes

### Materials:

- ✍ Prepared flipcharts: one labeled “Helps”, one labeled “Hinders”
- 🕒 Index cards in two colors, markers, glue sticks
- 📄 Handout 1.1: Barriers to Success Worksheet

### Process:

1. Distribute index cards (one\* in each color) and markers to participants.
2. Ask participants to write one thing that they feel is a barrier to their participation in their parties on one color card.
3. Then they should write one thing they feel supports their participation in their parties on the other color card.
4. Tell participants they have about 10 minutes to write one thing on each card.
5. As participants complete their cards, have them post them using glue sticks on the relevant flipchart.
6. Once all results are posted, review results and move cards that have similar points together.
7. Ask:
  - Are there a lot of similarities in participants’ experiences?
  - What are the differences? Where do these come from?
  - Are any key barriers missing? (Participants often remember other things as they see all the results.) Are there any other things that support their participation?
8. Distribute the Barriers to Success Worksheet. Have a brief large group discussion on “What Can Be Done.” Explain that subsequent sessions will explore specific barriers and strategies further.

*\*Depending on the number of participants, more than one card in each color can be filled out. However, make sure there is enough time to discuss results if more than one card in the two colors is completed.*



## Barriers to Success Worksheet

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*Identify barriers that prevent women from being legislators.  
How can these be overcome?*

### **What stops women from being legislators?**

- The 'boys club' political party group culture?
- Political apathy? 'Local government has no power anyway so what's the point?'
- Lack of support from party? From family? From work?
- Takes too much time?
- Costs too much? Can't find child care?
- Lack of appropriate skills?

### **What can be done?**

- By the government? Legislation? Civic education?
- By political parties nationally? Skills training? Briefing? Rule changes?
- By political parties regionally? Training? Support?
- By political parties locally? By the political party groups?
- By you?

*Identify the barriers women legislators face in their role.  
How can these be overcome?*

### **What barriers do women legislators face?**

- Within political party group?
- Within the council (seat of government)?
- Within the local party?
- Within the community?
- At work? At home?

### **What can be done?**

- By the government? Legislation? Civic education?
- By political parties nationally? Training? Briefing? Rule changes?
- By political parties regionally? Training? Support?
- By political parties locally? By the political party groups?
- By you?

## Session 2

### Facilitation Nightmares

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#### Objectives:

- Identifying any fears participants may have in terms of taking on the role of trainer/facilitator.
- Developing strategies to deal with identified fears.

#### Time:

60 minutes

#### Materials:

- ✍ Prepared flipchart labeled “Facilitation Nightmares”
- 📄 Handouts 2.1: Issues and Tips for Establishing Credibility, 2.2: The Facilitator’s Role, 2.3: Working with Resistance, 2.4: Basic Facilitation Skills

#### Process:

1. Use the “bean bag toss” method (described in Handout 2-4) to call on participants randomly. Ask participants to state any fears they have in terms of taking on the role of trainer or facilitator. It doesn’t matter if they have any previous experience as a trainer or facilitator –they can draw upon their experiences as participants in other workshops or as students. What makes them really nervous?
2. Record each ‘nightmare’ on the flipchart. (This is a brainstorm, so no comments should be solicited.) Give the group about 15 minutes for this. Make sure all participants have had a chance to contribute at least one thing.
3. Divide participants into groups of 4-5. Have them move into their groups.
4. Ask each group to choose one ‘nightmare’ from the list.
5. Each group has 10 minutes to prepare a short scenario (role-play) to show how they would deal with their selected nightmare.
6. Bring the groups together after 10 minutes, and have each present their scenario.
7. After each presentation, have other participants comment on the strategy used: Do they like what was suggested? Do they have any other ideas about how to deal with the selected nightmare?
8. Distribute the handouts and review. All of them have ideas about how to avoid or handle common facilitation nightmares.
9. Assign *Handout 2.4: Basic Facilitation Skills* as homework as it contains detailed descriptions of facilitation processes for Paraphrasing, Drawing People Out, Mirroring, Gathering Ideas, Stacking, Tracking, Encouraging, Balancing, Go-Arounds, Brainstorming and Managing Lists.

All of these techniques will be used during this workshop – the facilitator should flag these for participants whenever they are used to reinforce their learning.





## **Issues and Tips for Establishing Credibility**

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### ***Issues***

#### **Insider/Outsider**

There are different tensions for the insider and for the outsider in establishing credibility while working democratically with groups. Often, the facilitator is an outsider, recommended by someone in the group because of her skills, perspective and experience.

In this case, the facilitator can use the planning process (before the workshop) to make whoever is involved in it (usually a planning committee) to become familiar with her skills. Then the committee (insiders) can help establish the facilitator's credentials with the participants. It is important that insiders who solicit outsiders to assist in their learning take responsibility for welcoming and confirming the abilities of the outsider to do so; and share the responsibility and the heat (when necessary) for the process.

#### **Participant Expectations**

Without belaboring the obvious, if participants attend a workshop thinking it will be one thing, and the facilitator offers something radically different, there will be trouble.

Often, the facilitator tries to reconcile participants' expectations with a design developed by the planning committee. This can be done through advance publicity, through a negotiation of objectives at the beginning of the workshop, and through referring back to those objectives when resistance arises.

This approach accomplishes two important things: it establishes joint responsibility for the design of the workshop; and it provides a framework for common agreement. Any objections can be referred back to this agreement. Even so, there is always the possibility that the original objectives may have to be revised and the direction shifted to make the workshop effective.



## **Tips**

- **Negotiate objectives with participants.**

Facilitators should tell participants about the objectives that inform the design. Allow for enough time at the beginning of a session to hear what individual participants want to learn. Talk about how these wants can be met, what shifts can be made to accommodate particular concerns, and what participant goals are not possible in the workshop.

This process establishes that the facilitator has given previous thought to the workshop and signals a readiness to accommodate the particular, unanticipated needs of the participants. It also indicates the limits of what the process can provide.

- **Acknowledge who helped with the planning/design.**

Crediting the time and insights of participants who helped with planning is a clear statement to other participants that the facilitator thought about their particular needs and drew upon expertise from their own ranks. It can also acknowledge that some of the participants, in fact, were responsible for drawing up the objectives of the workshop.

- **Speak to familiar aspects of the organizational culture.**

Try to use terminology familiar to participants. For example, with trade unionists, you'd say 'course leader' rather than 'facilitator'. When you use illustrative examples from other contexts, frame them in the organizational language that participants will feel comfortable with. When you are not sure about the language or norms of the group, ask them for help. Draw upon what they know best: their own environment.

- **Take time with introductions.**

Get participants to introduce themselves, along with the particular interest that brings them to the workshop. If you record these comments on flipchart paper, participants will see that you've heard them and that you respect their knowledge and their hopes for the workshop. If people resist, saying that they know each other already, throw in some surprising or obscure questions (place of birth, number of brothers or sisters) to make sure they learn something new about each other.

- **Link the print materials you have brought to the discussion.**

Ironically, many people who are reassured by the provision of print material do not read it. But they often do read materials after a stimulating, challenging workshop. The use of print material reinforces a facilitator's knowledge of the subject. People are more likely to read it, though, if facilitators link each piece of material to something discussed during the workshop.

- **Type up and give back participant notes where possible.**

If you have recorded participant comments, insights and questions throughout the workshop, try to return this information to the participants. Recording is best done on flipchart paper or a whiteboard so participants can see what they are producing.

Returning participants' knowledge to them accomplishes three things: it documents the workshop and what it produced and makes this information available for future use by facilitators and participants; it confirms and values for participants what they know and have produced; and it provides an occasion to have further contact with participants following a workshop.



## The Facilitator's Role

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A facilitator is responsible for working effectively with a group to help reach the objectives for an event. To do this, a facilitator must:

- Watch the time and make sure pacing is appropriate to the group.
- Encourage the active participation of all group members.
- Acknowledge and draw upon differences within the group.
- Encourage the precise and frank naming of issues.
- Draw upon the range of knowledge and experience in the group.
- Offer information, frameworks and insights when appropriate.
- Summarize what's been accomplished at strategic points during the workshop.
- Constructively address conflict and discomfort.
- Work with the physical space, resources, time and people in the room.
- Encourage critical questions and problem posing.
- Consciously build a spirit of collective as well as individual inquiry and will to act.



## Working with Resistance

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- **First, resistance can stem from a person's social identity and relation to power.** For example, a man's resistance in a discussion of gender inequity may stem from feeling of guilt or anxiety (among other things). A woman's resistance in the same discussion may result from a desire to be accepted, a fear of being pinpointed or a fear of losing small gains. For men and women the stakes in gender equity are different. The behavior resulting from such feelings requires balanced attention to prevent the agenda from falling apart. At the same time, resistance can be used to clarify different stakes and different relations to power.
- **Second, resistance can result from discomfort with the content and perspective.** Participants may find the ideas too alien and the implications for their own lives too threatening. Conversely, people may be critical because the perspective is not challenging enough.

In either case, the resistance gives facilitators information about participant responses to one's assumptions or tone, or about participant readiness to engage with the issues. Facilitators can see resistance as a strong form of feedback that may signal a problem being experienced by more than one person.

- **Third, resistance can be about the process.** A democratic process that values the contributions of all participants takes more time than the delivery of a lecture.

Most people cope with little experience of the power of such a process frequently become impatient and frustrated, leading to resistance.

- **Fourth, resistance can arise from participants' fear about losing status and/or a distrust of organizational practices.** For example, in discussions about employment equity, many white male employees are afraid that their jobs are on the line – fears that might be fuelled by any arbitrary, past practices of management.
- **Fifth, "resistance" can arise from critical thinking.** As educators, we need to guard against hearing criticism as sabotage. Democratic practice requires not only the ability to hear and disagree but also constant attention to what we might have overlooked.



## Basic Facilitation Skills

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### PARAPHRASING

#### WHY:

- *Paraphrasing* is a fundamental listening skill. It is the foundation for many other facilitative listening skills, including *mirroring*, *gathering* and *drawing people out*.
- *Paraphrasing* has both a calming effect and a clarifying affect. It reassures the speaker that his or her ideas are worth listening to. And it provides the speaker with a chance to hear how her/his ideas are being others.
- *Paraphrasing* is especially useful on occasions when a speaker's statements are convoluted or confusing. At such times, the paraphrase will help the speaker gauge how well his/her ideas are getting across.
- In sum, paraphrasing is the tool of choice for supporting people to think out loud.

#### HOW:

- Use your own words to say what you think the speaker said.
- If the speaker's statement is one or two sentences, use roughly the same number of words when you paraphrase it.
- If the speaker's statement is many sentences long, summarize it.
- Preface your paraphrase with a comment like one of these:  
"It sounds like what you're saying is..."  
"This is what I'm hearing you say..."  
"Let me see if I'm understanding you..."
- When you have completed the paraphrase, look for the speaker's reaction. Say something like, "Did I get it?" Verbally or non-verbally, s/he will indicate whether or not s/he feels understood. If not, keep asking for clarification until you understand what s/he meant.

## DRAWING PEOPLE OUT

### WHY:

- *Drawing people out* is a way of supporting people to take the next step in clarifying and refining their ideas. It sends the speaker this message: “I’m with you; I understand you so far. Now tell me a little more.”
- *Drawing people out* is particularly useful in two circumstances: 1) when someone is having difficulty clarifying an idea; 2) when someone thinks s/he is being clear but the thought is actually vague or confusing to the listener.
- *Drawing people out* sends the message: “Take your time and get your idea *all the way out*.”
- When deciding whether to draw someone out, ask yourself this question: “Do I think I understand the core of what s/he is trying to say?” If the answer is “no,” then draw the speaker out.

### HOW:

- Drawing people out is most effectively used along with paraphrasing, not instead of paraphrasing. Example:  
The speaker says, “I think it’s really fair to say that most people are pretty uncomfortable with change.” The listener paraphrases (e.g., “So, it sounds like you’re saying that change is hard for most people.”) Then the listener asks, “Can you give me an example of what you mean?”
- The most basic technique of *drawing people out* is to paraphrase the speaker’s statement, then ask open-ended, non-directive questions. Examples: “Can you say more about that?” or “What do you mean by...?” or “How so?”
- Here is a less common method that also works well. First, paraphrase the speaker’s statement, then use connectors such as, “So...” or “And...”  
  
Example: “You’re saying to wait six more weeks before we sign the contract, because...?”



## Basic Facilitation Skills

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### MIRRORING

#### WHY:

- *Mirroring* captures people's exact words. It is a highly formal version of paraphrasing, in which the facilitator repeats the speaker's exact words. Some people need this degree of precision in order to feel that they are truly being heard.
- Newly-formed groups, and groups unfamiliar with using a facilitator, often benefit from the trust-building effects of *mirroring*.
- In general, the more a facilitator feels the need to establish his/her neutrality, the more frequently s/he should mirror rather than paraphrase.
- *Mirroring* speeds up the tempo of a slow-moving discussion. Thus it is the tool of choice when facilitating a brainstorming process.

#### HOW:

- If the speaker has said a single sentence, repeat it back verbatim.
- If the speaker has said more than one sentence, repeat back key words or phrases.
- In either case, *use their words not your words*.
- Mirroring the speaker's words and mirroring the speaker's tone of voice are *two different things*. You want your tone of voice to remain warm and accepting, regardless of what the speaker's voice sounds like.
- Be yourself with your gestures and tone of voice; don't be wooden or phony. Remember, the key purpose of *mirroring* is building trust.

## GATHERING IDEAS

### WHY:

- To help a group build a list of ideas at a fast moving pace, you want to *gather* ideas, *not discuss* them.
- *Gathering* is a skill that combines *mirroring* and *paraphrasing* with physical gestures. Listening skills acknowledge people's thoughts and reduce their inclination to defend their ideas. Physical gestures – waving an arm or walking around – serve as “energy boosters” that keep people feeling involved.
- In order to set a fast, lively pace, use *mirroring* more than *paraphrasing*. When you repeat their exact words, many participants get into the groove of expressing their ideas in short phrases – typically three to five words.

### HOW:

- Effective *gathering* starts with a concise description of the task. For example, “For the next ten minutes, please evaluate this proposal by calling out ‘pros’ and ‘cons’. First I’ll ask for someone to call out a ‘pro’ reaction. Then I’ll ask for ‘con’ and so on. We’ll build both lists at the same time.”
- If it’s the group’s first time listing ideas, spend a little time teaching them *suspended* judgement. Example: “For this next activity, I’d like everyone to feel free to express their ideas, even the off-beat or unpopular ones. So please let this be a time for generating ideas, not judging them. The discussion can come as soon as you finish making the list.”
- Now have the group begin. As members call out their items, mirror or paraphrase whatever is said.
- Honor all points of view. If someone says something that sounds “off the wall,” just mirror it and keep moving.



## Basic Facilitation Skills

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### STACKING

#### WHY:

- *Stacking* is a procedure for helping people take turns when several people want to talk at once.
- *Stacking* lets everyone know that they are, in fact, going to have their turn to speak. So instead of competing for air time, people are free to listen without distraction.
- In contrast, when people don't know when or even whether their turn will come, they can't help but vie for position. This leads to various expressions of impatience and disrespect – especially interruptions.
- When a facilitator does not stack, s/he has to privately keep track of who has spoken and who is waiting to speak. Stacking relieves the facilitator of this responsibility; everyone knows when his/her turn is coming.

#### HOW:

- *Stacking* is a four-step procedure. First, the facilitator asks those who want to speak to raise their hands. Then s/he creates a speaking order by assigning a number to each person. Third, s/he calls on people when their turn to speak arrives. Then, when the last person has spoken, the facilitator checks to see if anyone else wants to speak. If so, the facilitator does another round of *stacking*. Here's an example of each step.
- Step 1: "Would all those who want to speak, please raise your hands."
- Step 2: "Susan, you're first. Deb, you're second. Bill, you're third."
- Step 3: [*When Susan has finished*] "Who was second? Was it you, Deb? OK, go ahead."
- Step 4: [*After the last person has spoken*] "Does anyone else have something to say?"

## TRACKING

### WHY:

- *Tracking* means keeping track of the various lines of thought that are going on simultaneously within a single discussion. For example, suppose a group is discussing a plan to hire a new employee. Two people are talking about roles and responsibilities. Two others are discussing financial implications and another two are reviewing their experiences with the previous employee. In such cases, people need help keeping track of all that's going on, because they are focused primarily on clarifying their own ideas.
- People often act as though the particular issue that interests *them* is the one *everyone* should focus on. *Tracking* lets the group see that several elements of the topic are being discussed, and treats all as equally valid.
- *Tracking* relieves the anxiety felt by someone who wonders why the group isn't responding to her/his ideas.

### HOW:

- *Tracking* is a three-step process. First, the facilitator indicates that s/he is going to step back from the conversation and *summarize* it. Then s/he names the different conversations that have been in play. Last, s/he checks for accuracy with the group. Here's an example of each step:
- Step 1: "It sounds like there are three conversations going on right now. I want to make sure I'm tracking them."
- Step 2: "It sounds like one conversation is about roles and responsibilities. Another is about finances. And a third is about what you've learned by working with the last person who held this job."
- Step 3: "Am I getting it right?"
- People generally respond well to these questions. If someone tries to clarify what was important about *their* issue, be supportive. But don't play favorites – ask for clarifications from others too.



## ENCOURAGING

### WHY:

- *Encouraging* is the art of creating an opening for people to participate, without putting any one individual on the spot.
- There are times in a workshop when someone may appear to be “sitting back and letting others do all the work.” This doesn’t necessarily mean that they are lazy or irresponsible. Instead, it may be that they are not feeling engaged by the discussion. With a little encouragement to participate, they often discover an aspect of the topic that holds meaning for them.
- *Encouraging* is especially helpful during the *early stage of a discussion*, while participants are still warming up. As people get more engaged, they don’t need as much encouragement to participate.

### HOW:

Here are some examples of the technique of *encouraging*:

- “Who else has an idea?”
- “Is there a student’s perspective on this issue?”
- “Does anyone have a ‘war story’ you’re willing to share?”
- “A lot of women have been talking. Let’s hear from the men.”
- “Jim just offered us an idea that he called a ‘general principle.’ Can anyone give an example of this principle in action?”
- “What was said at table two?”
- “Is this discussion raising questions for anyone?”
- “Let’s hear from someone who hasn’t spoken for awhile.”

## Basic Facilitation Skills

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### BALANCING

#### WHY:

- The direction of a discussion often follows the lead set by the first few people who speak on that topic. Using *balancing*, a facilitator helps the group round out its discussion by asking for other views that may be present but unexpressed.
- *Balancing* undercuts the common myth that “silence means consent.” In doing so, it provides welcome assistance to individuals who don’t feel safe enough to express views that they perceive as minority positions.
- *Balancing* not only assists individual members who need a little support at that moment; it *also* has strong positive effects on the norms of the group as a whole. It sends the message, “It is acceptable here for people to speak their mind, no matter what opinions they hold.”

#### HOW:

Here are some examples of *balancing*:

- “OK, now we know where three people stand; does anyone else have a different position?”
- “Are there other ways of looking at this?”
- “What do others think?”
- “Does everyone else agree with this?”
- “So, we’ve heard the ‘x’ point of view, and the ‘y’ point of view. Is there a third way of looking at this?”
- “Let’s see how many people stand on each side of this issue. We’re not making a decision, and I’m not asking you to vote. This is just an ‘opinion poll’ to find out how much controversy we’ve got in the room. Ready? How many people think it would be good if...?”

## Basic Facilitation Skills

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### STRUCTURED GO-AROUNDS

#### RECOMMENDED USES

1. *Warming up a newly formed group.* New groups usually need a more structured activity because the safety level is low.
2. *Structuring a complex discussion.* During an open discussion, there are often several sub-conversations going on simultaneously. A structured go-around acknowledges this fact, and allows each person's pet topic to become the focus of group attention for a brief period of time.
3. *Making room for quiet participants.* A go-around supports those who have trouble breaking into conversations.
4. *Gathering diverse perspectives when participants come from varied interest groups.* Go-arounds restrain participants from arguing about the validity of each others' frames of reference.
5. *Giving initial reactions to a controversial topic.* When a topic provokes anxiety, many people turn inward; they rehearse thoughts to themselves to try to find the 'right way' to say something risky. Meanwhile, the few who do speak up take all the heat. A go-around gives everyone time to collect their thoughts so they can share the risk.
6. *Returning from a break after a heated disagreement.* After any disturbing episode, a break followed by a go-around is an ideal method for allowing everyone to voice reactions to what occurred before the break.
7. *Closing a workshop.* This gives each participant a final chance to express thoughts and feelings that might otherwise not be spoken – at least, not in front of everyone.



## **STRUCTURED GO-AROUNDS**

### **PROCEDURE**

1. *Have participants pull their chairs together to form a circle.* It is important in a go-around that every participant see every other participant's face.
2. *Give a one-sentence overview of the topic to be addressed.* Example: "In a moment we'll each have a chance to give our reactions to the presentation we just heard."
3. *Explain the process.* Example: "We'll go clockwise from whoever speaks first. While someone is talking, no one may interrupt. When you're through speaking, say 'pass' or 'I'm done.'"
4. *If there are particular variations in the ground rules, go over them now.* For example, some facilitators give people explicit permission to pass without speaking when it is their turn.
5. *After going over the ground rules, restate the topic.* If a more detailed explanation is needed, give it now.
6. *Give people an idea of how much time to take.* Example 1: "This will work best if each of you spends about a minute sharing your reactions." Example 2: "Take as much time as you like to give your impressions of why this problem keeps reappearing."



## Basic Facilitation Skills

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### GO-AROUND VARIATIONS

These are all variations of the basic go-around. They all have two ground rules in common: (1) one person speaks at a time, and (2) the speaker indicates when s/he's done speaking – for example, by saying “pass.” All variations encourage and equalize participation.

The use of a go-around is also a wonderful way to close a meeting because it gives people a final opportunity to express themselves.

#### **The Standard Structured Go-Around**

Go clockwise – or counter-clockwise – from whoever speaks first.

#### **Toss the Beanbag**

When the speaker is done, s/he tosses an object (eraser, ball, whatever) to someone else, who speaks next.

#### **Seven Words or Less**

Everyone evaluates the session/topic in seven words or less. Incomplete sentences are fine.

#### **Two or Three Feeling Words**

Each person uses two or three *feeling words* to describe her/his mood. (Examples: “satisfied and tired” or “confused, worried, cranky”)

#### **Talking Stick**

To speak, a participant picks up the *talking stick* (can be any object). No one else may speak until the stick has been set down.

#### **Popcorn**

Everyone takes their turn when they choose, not in any particular order – but only after the preceding speaker has said “pass.”



## Basic Facilitation Skills

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### **GROUND RULES FOR BRAINSTORMING\***

1. Every contribution is worthwhile.
  - Even weird, way-out ideas
  - Even confusing ideas
  - *Especially* silly ideas
  
2. Suspend judgement.
  - We won't evaluate each other's ideas
  - We won't censor our own ideas
  - We'll save these ideas for later discussion
  
3. We can modify this process before it starts or after it ends, but not while it's underway.

When introducing the technique of formal brainstorming to a group, spend a little time discussing the value of *suspended judgement*. Then ask each participant if s/he is willing to follow these ground rules. If one or more participants are not, encourage the group to modify the ground rules to fit the needs of all participants.

\*The inventor of brainstorming as a technique for stimulating creativity was Alex Osborn. His classic, *Applied Imagination*, New York: Charles Scribner & Sons, 1953, has spawned more than one hundred variations of brainstorming.



## **FACILITATOR TIPS FOR BRAINSTORMING**

### **DO**

- Do a lot of *mirroring* to keep things moving at a fast clip.
- Do encourage people to take turns.
- Do treat silly ideas the same as serious ideas.
- Do move around to create a lively feeling.
- Do say, “Let’s see if I’ve got it right so far” if a person’s ideas are difficult to follow.
- Do repeat the purpose often: “Who else can explain why our office systems are so inefficient?”
- Do start a new flipchart page before the previous one is full.
- Do give a warning that the end is approaching.
- Do expect a second wind of creative ideas after the obvious ones are exhausted.

### **DON'T**

- Don’t interrupt.
- Don’t say, “We’ve already got that one.”
- Don’t say, “Ooh, good one!”
- Don’t say, “Hey, you don’t really want me to write that one, do you?”
- Don’t favor the “best” thinkers.
- Don’t use frowns, raised eyebrows or other non-verbal gestures that signal disapproval.
- Don’t give up the first time the group seems stuck.
- Don’t simultaneously be the leader, the facilitator and the chartwriter.
- Don’t start the process without clearly setting the time limit.
- Don’t rush or pressure the group. Silence usually means that people are thinking.



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**Basic Facilitation Skills**

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**10 COMMON TACTICS  
FOR MISHANDLING A LENGTHY LIST**

1. Roll up the flipcharts and put them under your desk.
2. Take a break and never come back.
3. Say, “Let’s categorize these quickly, then move on.” And then, two hours later...
4. Publish the list in the next newsletter, to show everyone that your group is making progress.
5. Vaguely recall a similar list that was generated at a meeting last year, then postpone further consideration of the current list until the old one can be found. “After all, we don’t want to do the same work all over again.”
6. Have someone go away and sort the list – then at the next meeting, forget to put that person on the agenda.
7. Give the flipcharts to a secretary to type up.
8. Assume that every item is now taking care of itself. Later, complain bitterly about the problems that still exist. “I thought we decided...”
9. Try to shorten the list by combining items, then argue over the meaning of each new item.
10. Congratulate yourself on a very productive meeting.



## Basic Facilitation Skills

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### SELECTING HIGH PRIORITY ITEMS FROM A LONG LIST

#### Formats

METHOD	HOW TO DO IT	MAJOR ADVANTAGE	MAJOR DRAWBACK
Item by Item	The facilitator reads down the list one item at a time, noting how many people raise their hands for each item. Example: "Okay, how many people like item #3? How many like item #4?" and so on.	Reduces awareness of the preferences of influential members.	With lengthy lists of options, this is usually a tedious, draining experience.
Person by Person	Each person takes a turn to state his/her preferences. Often a go-around is the simplest way to get this done.	Gives people permission to be assertive.	Those who go last have an unfair advantage – they can revise their preferences based on what others have said.
Everyone at the Wall	Everyone stands up, takes a colored marker and puts dots beside her/his preferences.	People get out of their chairs and move around. This often has a positive, energizing effect on the group's mood.	With short lists, this method is often overkill.
Secret Ballot	All the items on the list are numbered. Participants indicate their preference by writing their chosen numbers privately on paper. Results are tabulated by 2 or more people.	Useful in highly controversial situations, especially when someone might make a different choice if his/her vote were going to be made public.	Reinforces the perception that it is not safe for people to reveal their preferences openly.

## Session 3 Confidence Building

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### Objective:

- Learning basic confidence building skills that can be used to deal with barriers faced in their parties and as trainers in upcoming workshops.

### Time:

60 – 90 minutes

### Materials:

- ⊙ Paper cut in form of flower petal in 2 colors (6" wide, two per participant – one in each color), prepared index cards (one per participant) with one training or nomination related topic on each (Examples: Learning, Evaluation, Forming Objectives, Electoral Reform, Role of Mass Media, Role of Women, Role of the President, Role of Elected Members, Why I Love Being a Politician, Why Women Should Work, Why Women Should Not Work, Men's Role in the Family, The Most Important Social Issue Now, Solutions for the Economy, How to Get People to Participate in a Workshop, Terrorism, My Favorite Way to Relax, How to Achieve World Peace)
- 📄 Handouts 3-1: Self-Confidence Quiz, 3-2: Ten Ways to Improve Your Self-Esteem, 3-3: Public Speaking Tips, 3-4: How To Speak With Confidence, 3-5: Improve Your Public Speaking Skills, 3-6: Public Speaking Techniques

### Process:

#### **Activity 1 (15 minutes)**

1. Distribute Handout 3-1: Self-Confidence Quiz. (Do not distribute the Score Analysis yet.)
2. Have participants complete these individually (5-10 minutes).
3. Distribute the Score Analysis. How did they do? (Most people find they do better than they thought they would.)
4. *Debrief:* Did they learn anything new about themselves from the quiz?

#### **Activity 2 (30 minutes)**

1. Distribute flower petals (one in each color per participant).
2. On one color, ask participants to write one thing they do really well (from any part of their lives).
3. Have participants post these in the form of one big flower on the wall.
4. On the other color, ask participants to write one thing they would like to accomplish (goal) but do not feel confident about achieving.
5. Have participants try and match their 'goal' petal with one of the petals already posted – stick these outside the matched petal, forming a second layer of petals. (If they cannot find a matching petal, have them post it below the flower.)
6. Participants should be able to see how they can find help to achieve their goals from others in the group (support network).
7. Distribute Handouts 3-2, 3-3, 3-4, 3-5 and 3-6 and give participants some time to look over them.
8. Ask: Are there any similarities to some of the fears (nightmares) they expressed in the previous session?

**Activity 3 (15-30 minutes, depending on number of participants)**

1. Have participants stand in a line.
2. One by one, have participants step forward and turn to face other participants. As they come forward, give each one index card with topic.
3. As they get their card, they must speak for one minute on the topic. Other participants listen without comment.
4. *Debrief:* What did it feel like to talk about something with no time for preparation? Was it easy or hard to keep talking for one minute? How did they improvise if they knew nothing about the topic?
5. Tell participants there will be more opportunities to practice public speaking in subsequent sessions.



## Self-Confidence Quiz

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Score yourself the following points for each question:

Always	= 5 points
Often	= 4 points
Sometimes	= 3 points
Rarely	= 2 points
Never	= 1 points

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1. \_\_\_\_\_ I like to take risks.
2. \_\_\_\_\_ I accept challenges willingly.
3. \_\_\_\_\_ I don't let fear stop me from doing what I want to do.
4. \_\_\_\_\_ Learning something new is exciting.
5. \_\_\_\_\_ I have a set of realistic written goals.
6. \_\_\_\_\_ I feel OK with making mistakes.
7. \_\_\_\_\_ I set my own values and don't allow others to sway me.
8. \_\_\_\_\_ I am willing to accept the consequences of my own behavior.
9. \_\_\_\_\_ I follow my intuition when making decisions.
10. \_\_\_\_\_ I manage my money so I have some left over for enjoyment and some for savings.
11. \_\_\_\_\_ My stuff is organized.
12. \_\_\_\_\_ I balance my time between work, and family, and take some time for fun just for me.
13. \_\_\_\_\_ I have good posture.
14. \_\_\_\_\_ I take time to exercise and eat properly.
15. \_\_\_\_\_ I have a wardrobe of clothes that I feel great wearing.
16. \_\_\_\_\_ I spend some time each day in quiet reflection.
17. \_\_\_\_\_ I have a spiritual outlet.
18. \_\_\_\_\_ I usually feel happy.
19. \_\_\_\_\_ I have interests of my own and take time to pursue them.
20. \_\_\_\_\_ I have a group of friends I enjoy being with.
21. \_\_\_\_\_ I enjoy meeting new people.

\_\_\_\_\_ **Add Up Your Total Score**



## Score Analysis for Self-Confidence Quiz

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98-105	Super Human Self-Confidence. Share what you have learned with others.
77-97	High Self-Confidence. You are on the right track.
1-76	Average Self-Confidence. With some courage you can grow in confidence.
43-58	Low Self-Confidence. Spending time on improvement will be very beneficial.
21-42	Danger Zone. Very low self-confidence.



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## Ten Ways to Build Your Self-Esteem

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*The following list consists of ten different steps to take that will help you to raise your self-esteem. For all those times you need to feel good about yourself, using these methods will help you take control of the way you feel about yourself. Your greatest victory will come in knowing that it's not the way others perceive you, but rather it's the way you perceive yourself that can make all the difference.*

**Step Number One:** Remember that without risk, there is no progress. If you never try anything new, you never know anything different about yourself. Learn to be a risk-taker with some aspects of your life. And by taking a class or learning something new, you'll discover new things about yourself.

**Step Number Two:** Imagine your goals are achieved. Of course, most of us rarely accomplish all the goals we've set for ourselves. But whatever your goal may be, you can visualize it and at some point, it helps the dream become a reality.

**Step Number Three:** Start a "victory wall" of accomplishments. Along the way, we all have moments in our lives that we cherish and want to remember. Whether it was a childhood blue ribbon, a photograph of a special time or place, or a memento or award we received, we can all use a boost from showcasing our triumphs and achievements. These can be displayed on a bulletin board or on a wall.

**Step Number Four:** Remember to thank people who are helpful to you. You will feel better about yourself if you give other people strokes for their accomplishments too. Whether it is your child or someone else's, a friend who needs a boost, or someone you admire or perhaps has helped you in some way, you will learn that by boosting morale in others it is an important boost for you as well. It says good things about you if you are able to acknowledge strengths and triumphs in those around you.

**Step Number Five:** Make your bedtime a happy, quiet time. We must all deal with chaos around us at some or all moments of our day. But everyone should make an effort to set aside some part of the evening for him or herself. You must learn to create a haven around you, to nurture yourself, and to treat yourself well. After all, if you don't create a sense of calm about you, who will?

**Step Number Six:** Outline your personal goals. Keep your personal goals on index cards or use another system to list exactly what it is you want to do with your life. This can be easily updated and changed on a frequent basis. Our lives are constantly in state of change, so our goals will experience similar changes.

**Step Number Seven:** Simplify your life. When you learn to unclutter your living space, you may sometimes find you can prioritize other things in your life as well. You may be clinging to something that reminds you of the past. But if you learn to let go of material objects, you may find that the only thing holding you back was...you!





**Step Number Eight:** Don't give up! Sometimes we goof up, make mistakes, become embarrassed or confused in front of other people. And then...so what? Most people feel the same way. It's a rare person who never suffers from a blooper or a social mishap. The best thing to do is to persevere when we start something. Maybe we won't like it once we are finished but we'll still feel better about ourselves for having finished it and followed through on a commitment.

**Step Number Nine:** You may need to renegotiate some broken agreements. If the past is stopping you from doing some of the things that you would like to do, then you may need to come to terms with a problem before moving ahead. Think about a broken promise or commitment that you may need to re-work. Or perhaps there is a simple phone call that you need to make. In any case, remember to adjust your outlook. Sometimes things don't work out as we would like, but we can learn to control our feelings and adjust our outlook accordingly. We can't control other people or events, but by learning to change our outlook, the outcome of any situation may turn out better than we had ever imagined.

**Step Number Ten:** Remember what Eleanor Roosevelt said, "No one can make you feel inferior without your consent." You need to become your own best friend and biggest fan. Everyone needs a cheerleader and if you don't happen to have one, then do it yourself! Talk yourself up.

When someone says something negative or discouraging about you, try to look at the remark in a different light. If there is a grain of truth in the remark, take the advice it conveys. And try to look past the criticism to understand why the person would offer it. Perhaps it is completely unfounded, and in that case, you need to realize other people have hang-ups and motives that keep them from realizing their potential as well.

*Well, there you have it. A list of ten simple ways to help you achieve your goals. Use this list to start building your self-esteem and you'll soon discover you have a new best friend – you!*



## Public Speaking Tips

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According to the Book of Lists, the majority of people list public speaking as their number one fear. It outranks snakes, flying, even death! But we can't always avoid it. Many of us are called upon to give reports at work or even give a toast at a wedding. How do you survive this? Easily – with a little time and practice.

### ***The most important rule of public speaking is to know what you are talking about.***

It might seem silly to say but often speakers don't have a clear idea of what they want to convey to their audience. You need to know exactly what you want your audience to come away with. Once you know, boil that down to three or four points and elaborate on just those points. You are not a human encyclopedia – too much information can be just as deadly as not enough while giving a speech.

### **Practice – but not too much.**

Work out what you are going to say and practice doing it out loud once or twice. It's always a good idea to time a speech so that you know you will fill your allotted time slot but don't run it into the ground. Very often spontaneous moments will occur during a speech that will surprise you and delight an audience. You never want to appear as if you're doing a speech for the hundredth time, you will appear bored and uncaring to your audience.

It's also a good idea to work out what you will wear. Make sure it's something you feel comfortable in, something you can move in. Most important, make sure it's something you know you look terrific in. Deciding what you will wear ahead of time will make you less nervous the day of the speech.

### **Be yourself.**

So many people feel they need to adopt another persona while speaking in front of an audience, it's as if they feel they're not important enough to hold an audience's attention. Some speakers become stiff and deadly serious and forget that humor can be one of a speaker's most important tools. Don't just regurgitate facts – personal anecdotes and stories can be a wonderful way to reach out to an audience.

### **The audience is your friend.**

An audience is there, usually, because they care about what you are saying and want to hear you say it. They want you to do well. Don't think of an audience as some sort of hostile block of humanity, think of it as a group of individuals. Try to make eye contact with one person at a time. Work with your audience using their responses to carry you through your speech.



***You will live through this.***

Nobody has actually died at the podium. You will also not throw up, lose your pants, forget your name or catch fire. These are all things that haunt anyone who has to go before a group of people. Performers call it the actor's nightmare. It's perfectly normal.

***Use some relaxation techniques before you start.***

If you can find a place to be alone, jump up and down or stomp each foot really hard. This will ground you and release tension.

Shake your hands and clench and unclench your fists. This will keep your hands from shaking too much. If trembling is really a problem, hold onto index cards or the podium while you speak.

Stick out your tongue, open your eyes and mouth as wide as you can, then scrunch your face into a tight ball. This will relax the muscles of your entire face.

Breathe deeply and make a small humming sound on your exhale to warm up your voice.

Imagine yourself encased in a pink cloud. Nothing can harm you while you are in the middle of it. Try to hold onto this image while you are onstage.

***It gets easier. The more public speaking you do, the easier it will become. You may even discover you enjoy it!***



## How To Speak With Confidence

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Speaking or giving a talk publicly can be very nerve-wracking. If you find it hard to speak in front of a crowd then doing so may make you panicky, break out in a sweat or just extremely nervous. To try and avoid nervousness and to speak confidently, it is best to be prepared.

Unless it can't be helped and you have a set topic to speak on, always try to speak on a subject you know well and may be comfortable to talk about. The better you know the topic and the more information you know about your subject matter, the easier it will be for you to talk about it. Try to prepare your talk or speech first. Write out exactly what you are going to say or at least some strong points to go on. The more prepared you are, the more confident you will feel about giving your speech or talk.

Unless you will be standing behind something like a podium or a table, try to put the points for your talk onto small cards you can hold in the palm of your hand. This way it will be easier for you as you will not be struggling with sheets of paper. It also hides your notes from the audience.

If you can, only look down at your notes every now and then, or as needed. Try to look at your audience as you talk to them. If you find it daunting to look at your audience and all the faces, try looking just above their heads and be sure to move your eyes around the room, so that everyone feels like you are talking to them.

Try to stand with good posture because this will make you look confident even if you are not. Use hand gestures as necessary to explain yourself and your points. Try to pace yourself and not talk too quickly, and remember to pause at moments when a pause is needed, so that you can catch your breath and get your thoughts together.

If you really struggle to have confidence to speak publicly, try to build confidence a step at a time. Try speaking in front of smaller groups first and gradually increase the size of your audience. You could also join a group like a drama group or poetry club. Groups and clubs like this will encourage you gain confidence and will offer exercises that you can do to build your confidence.

Confidence can be gained through practice. Once you have practiced something and feel safe in the knowledge that you can do it, in this case – when you know what you are talking about, you will feel more confident about doing it. Practice your speech or talk as much as you can prior to your speaking engagement. Get someone you trust to listen to you give your talk and ask them to give you their opinion and any suggestions that may help you. Although it may sound stupid, practicing in front of a mirror is another good way. This helps you to see what you look like as you give your speech. You can get your posture right and see how your hand movements and so on look to the audience.

The best thing you can do is to relax. Don't worry too much about it. Every public speaker starts somewhere and everyone has nerves, so just relax and try to enjoy it. The more relaxed you are, the easier you will find it and the better you will come off to your audience. Before starting your talk or speech, take a few deep breaths to relax. If you still feel uncontrollably nervous, you could always try the old "picture your audience in their underwear" trick!



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## Improve Your Public Speaking Skills

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Sooner or later, we all are called upon to get up in front of a group of people and speak. This can be either a harrowing or pleasant experience. The following tips are designed to make public speaking less stressful. Less stress means a more relaxed and confident you and makes a better impression.

- **Be prepared.** Know your subject. If possible, make up index cards with notes or key phrases to refer to during your speech. Do not put the entire speech on the cards and read it word for word. You will look stiff, sound uninteresting and bore your audience. If you can choose the topic you are to speak on yourself, opt for something you enjoy as a hobby or that you have read a lot about because it interests you. Your passion for the subject will come through in your delivery.
- **Know your audience.** Many people overlook this important strategy. Knowing who you will talk to can help you tailor what you will say to that group. Let's say, for example, that you are going to speak to a group of senior citizens about ways to maximize their investments and earn more money for retirement. Since your target audience is older and has less time to wait for long-term investments to pay off, you will want to discuss plans that are short-term but have good yields. This same talk given to a group of people in their twenties would emphasize the benefits of long-term strategies.
- **Practice/Dress Rehearsal.** Do several run-throughs of your talk. Gather any props you will use, such as photos or charts. If you are using a multimedia presentation, make sure your equipment is operating correctly. You might get a family member or friend to observe your rehearsal and give you constructive feedback. Use a video camera and tape yourself. Most people are uncomfortable watching themselves on tape but as painful as this may be, it can provide you with a point of view you cannot get any other way. Don't be overly critical but do look for any major gaffes. You will want to practice your talk as many times as it takes to become comfortable and natural with the material and visual aids. Your talk should flow, and practice will make that happen.
- **Stage fright.** Everyone who has spoken in front of a group has experienced stage fright at one time or another. The good news is that once you begin your talk and warm to your subject, the stage fright usually goes away. Occasionally, someone will experience stage fright to such an extent they cannot continue but that is very rare. You may find it helpful to sit quietly for a few minutes before your talk to gather your thoughts, breathing deeply. Visualization techniques, such as athletes use, will train your brain to not be afraid and mentally walking through the exercise many times will imprint on your subconscious that there is no other option but success.

These tips can help assure that giving a talk or presentation will be as pleasant for you as it is for your audience. Good luck! You're well prepared and ready.



## Public Speaking Techniques

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The act of public speaking could be defined as: “a talk or address, especially one delivered to an audience.” Yet, to many people, the notion of speaking in public has the effect of rendering one speechless. Some studies show that many view public speaking as their number one fear.

We live in a society in which communication is vital and crucial to our everyday way of life and survival. So many professions and careers require us to address an audience of some kind and size at one time or another. Teachers, business people, retailers and clergy – just to name a few, all speak in public. Some circumstances may require a more formal delivery of information and may be more nerve-wracking than others that are more casual and generally presented to smaller audiences. What many people with a fear of public speaking do not realize is that whether at work, at home or at school, we all do speak in public on a daily basis at one level or another. For someone suffering from a fear of public speaking, this would be the first observation to point out to them.

Next, question if the fear is truly a fear of speaking in public or rather of delivering a speech or an address in a formal manner. In other words, what are you truly afraid of? Is it difficult for you to speak to the clerk in a checkout line in a store while half a dozen or more people are standing around and listening? If so, then you do truly have a fear of speaking in public. However, if it is more the idea of standing on a stage or podium, then your fear is more of the formality issues and there are steps you can take to minimize, work with and perhaps even overcome this fear.

Create circumstances in which to present your words to others. Start small, don't try anything too big too quickly. For example, at a family gathering, ask permission to say grace before dinner or make a toast. This is an easy place to begin because you are surrounded by loved ones.

Next, try making a presentation at your child's school. Speak to your child's teacher to see if there is something you could speak about that would fit into the curriculum. You may even be able to do a presentation about your work and career. Try to pick a topic you feel comfortable with and knowledgeable about. And, if you stumble, the children making up your audience will most likely not mind.

As difficult as it may be at first, you need to discipline yourself into taking advantage of any situation in which you can speak publicly. Volunteer to read publicly. Check out if there are any courses you can take that would give you public speaking opportunities.

Above all, relax and try to have fun.

## Session 4

### Managing Group Dynamics

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#### **Objectives:**

- Learning how to deal with group dynamics that may be faced as a facilitator or in the political process.
- Learning skills to manage participation and time in group settings.

#### **Time:**

90 minutes

#### **Materials:**

- ☉ Problem Cards (one problem per card from first column in Handout 4-3: Dealing with Difficult Dynamics, blank index cards)
- 📄 Handouts 4-1: Roles People Play in Groups, 4-2: Working in Small Groups, 4-3: Dealing with Difficult Dynamics, 4-4: Tips on Managing Timing, 4-5: Tips on Handling Conflict, 4-6: Tips on Working with Discomfort, 4-7: Tips on Challenging and Encouraging Resistance

#### **Process:**

1. Distribute Handout 4-1: Roles People Play in Groups and review. Explain that we all play different roles in different groups and within the same groups. This session will focus on the difficult dynamics that we may encounter as facilitators or as women participating in the political process. It will also deal with some of the factors such as timing, discomfort, conflict and resistance, which affect group dynamics. (5 minutes)
2. Distribute Handout 4-2: Working in Small Groups and review. Explain that there are different dynamics when we work in big groups (10+) and small groups (<10). The act of dividing people into small groups can in itself change group dynamics quickly in a workshop setting.
3. Divide participants into groups of 4-6 per group and distribute the Problem Cards evenly among the groups. Give each group flipchart paper, markers and blank index cards.
4. Each group should discuss their assigned 'problem person' and decide what most effective strategy would be to resolve the dynamic. Groups write one strategy per problem on index cards.
5. Each group presents their results, with other participants commenting on suggested strategies.
6. Distribute Handout 4-3: Dealing with Difficult Dynamics. How do the strategies presented compare with those suggested in the handout?
7. Distribute the remaining handouts and discuss the following key points:
  - Handout 4-4: The time given to any group process and how it is handled affects the group's dynamics (positively and negatively).
  - Handout 4-5: Always be prepared mentally for the possibility that conflict may arise in a group process and know what strategies you will use to deal with it.
  - Handout 4-6: Difficult dynamics may arise because of discomfort. Have different ways of carrying out activities prepared so you can accommodate different comfort levels.
  - Handout 4-7: Resistance can be used positively to illuminate group discussion. It is important not to treat resisters as negative influences as this will only contribute to difficult dynamics.



## Roles People Play in Groups

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### Roles

A lot of work has been done by researchers on identifying the roles people play in groups. Identification of roles can raise awareness of your groups, and assist in identifying patterns of behavior and habits of interaction which members may be adopting without knowing.

Here are some commonly recognized roles:

### Task Roles

<b>Initiator:</b>	Brings new ideas or new approaches.
<b>Opinion-giver:</b>	Provides pertinent beliefs about what the group is considering.
<b>Elaborator:</b>	Builds on suggestions from others.
<b>Clarifier:</b>	Gives relevant examples, restates the problem, probes for meaning and understanding.

### Process Roles

<b>Tension reliever:</b>	Uses humor or suggests breaks.
<b>Compromiser:</b>	Is willing to yield a point of view.
<b>Harmonizer:</b>	Mediates/reconciles.
<b>Encourager:</b>	Uses praise and support.
<b>Gatekeeper:</b>	Keeps communication open and encourages others.

### Blocking Roles

<b>Aggressor:</b>	Deflates others' status or disagrees aggressively.
<b>Negator:</b>	Criticizes or attacks others.
<b>Blocker:</b>	Holds on to attitudes, mentions unrelated experiences or returns to already resolved topics.
<b>Withdrawer:</b>	Will not participate, may have private conversations or take notes.
<b>Recognition-seeker:</b>	Boasts or talks excessively.
<b>Topic-jumper:</b>	Changes the subject.
<b>Joker:</b>	Diffuses the energy by telling jokes.
<b>Devil's Advocate:</b>	Presents the other point of view. This role can be positive.

### Thinking Points:

- Do you recognize yourself and others in any of these roles?
- Do you play a number of roles?
- Are these the same in different groups?
- Do you feel stuck in a role?
- What can you do about this?





## Working in Small Groups

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### RECOMMENDED USES

1. *Breaking the ice – making it feel safer to participate.* People feel less reticent in small groups; it seems less public.
2. *Keeping the energy up.* It's physically energizing to get out of a chair and move around. Furthermore, working in small groups allows everyone to talk. Active involvement energizes people.
3. *Deepening everyone's understanding of a topic.* In small groups, each person has more time to explore and develop each other's ideas.
4. **Exploring different aspects of an issue quickly. *Small groups can work on several components of a single problem simultaneously. This is a very powerful use of small groups.***
5. *Building relationships.* Small groups provide more opportunity for people to get to know each other personally.
6. *Greater commitment to the outcome.* Small groups support more participation. More participation means more opportunity to influence the outcome. When the outcome incorporates *everyone's* thinking, participants have a deeper understanding of its logic and nuance, and they are more likely to feel committed to its effective implementation. This is what is meant by "ownership" of the outcome.



## Breaking into Small Groups

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### PROCEDURE

1. *Give a one-sentence overview of the purpose of the next task.* Example: “Now we’re going to discuss our reactions to Dr. Stone’s last lecture.” Leave the instructions vague for now. (Clarify them in Step 4.)
2. *Tell the participants how to find partners for their small groups.* Examples: “Turn to the person next to you,” or “Find two people you don’t know very well.”
3. *Wait until everyone has formed their small groups before giving further instructions.*
4. *After everyone has settled down, clarify the task at hand.* State the topic people will be discussing, then state the expected outcome. Example: “Dr. Stone claimed that married managers and single managers are treated very differently. Do you agree? What has your experience been? See if each of you can come up with two or three examples that have arisen at your place of work.
5. *If you have any instructions about specific ground rules or procedures, give them now.* Example: “One person should be ‘the speaker’ while the other person is ‘the listener.’ Then reverse roles when I give the signal.”
6. *Tell people how much time has been allotted for this activity.*
7. *As the process unfolds, announce the time remaining.* Example: “Three more minutes!” When the time is almost up, give a final warning. Say, “Just a few more seconds.”
8. *Reconvene the large group by asking a few people to share their thoughts and learnings.*



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**Dealing with Difficult Dynamics**

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<b>PROBLEM</b>	<b>TYPICAL MISTAKE</b>	<b>EFFECTIVE RESPONSE</b>
DOMINATION BY A HIGHLY VERBAL MEMBER	<p>Inexperienced facilitators often try to control this person. “Excuse me, Mr. Q., do you mind if I let someone else take a turn?”</p> <p>Or, even worse, “Excuse me, Mr. Q., you’re taking up a lot of the group’s time...”</p>	<p>When one person is over-participating, everyone else is under-participating. So, focus your efforts on the passive majority. Encourage <i>them</i> to participate more. Trying to change the dominant person merely gives that person all the more attention.</p>
GOOFING AROUND IN THE MIDST OF A DISCUSSION	<p>It’s tempting to try to “organize” people by getting into a power struggle with them. “Okay, everybody, let’s get refocused.” This only works when the problem isn’t serious.</p>	<p>Aim for a break as soon as possible. People have become undisciplined because they are overloaded or worn out. After a breather, they will be much better able to focus.</p>
LOW PARTICIPATION BY THE ENTIRE GROUP	<p>Low participation can create the impression that a lot of work is getting done in a hurry. This leads to one of the worst errors a facilitator can make: assume that silence means consent, and <i>do nothing</i> to encourage more participation.</p>	<p>Switch from large-group open discussion to a different format that lowers the anxiety level. Often, idea-listing is the perfect remedy. If safety is a major concern, small group activities are very important.</p>

PROBLEM	TYPICAL MISTAKE	EFFECTIVE RESPONSE
TWO PEOPLE LOCKING HORNS	A lot of time can get wasted trying to “resolve a conflict” between two people who have no intention of reaching agreement. People often use one another as sparring partners in order to clarify their own ideas.	Reach out to other members and say, “Who else has an opinion on this issue?” or, “Let’s step back for a minute – are there any other issues that need to be discussed?” Remember: don’t focus your attention on the dominant minority, focus on the passive majority.
ONE OR TWO SILENT MEMBERS IN A GROUP WHOSE OTHER MEMBERS PARTICIPATE ACTIVELY	“Mr. Z, you haven’t talked much today. Is there anything you’d like to add?” This may work when a shy member has non-verbally indicated a wish to speak. But all too often, the quiet person feels put on the spot and withdraws further.	“I’d like to get opinions from those who haven’t talked for a while.”  Breaking into small groups works even better. Small groups allow shy members to speak up without having to compete for “air time.”
WHISPERING AND SIDE JOKES	Facilitators commonly ignore this behavior in the hope it will go away. Sometimes it does, but it frequently gets worse.	With warmth and humor, make an appeal for decorum. “As you know, those who don’t hear the joke often wonder if someone is laughing at <i>them</i> .”  If the problem persists, assume there’s a reason. Has the topic become boring and stale? Do people need a break? Or the reverse – maybe <i>everyone</i> needs time for small group discussion.

PROBLEM	TYPICAL MISTAKE	EFFECTIVE RESPONSE
<p>MINIMAL PARTICIPATION BY MEMBERS WHO DON'T FEEL INVESTED IN THE TOPIC</p>	<p>Act as though silence signifies agreement with what's being said.</p> <p>Ignore them and be thankful they're not making trouble.</p>	<p>Look for an opportunity to have a discussion on "What's important to me about this topic?" Have people break into small groups to begin the discussion. This gives everyone the time to explore their own stake in the outcome.</p>
<p>POOR FOLLOW-THROUGH ON ASSIGNMENTS</p>	<p>Give an ineffective pep-talk.</p> <p>Ignore it. "We didn't really need that information anyway."</p> <p>Put most of the responsibility on one or two people.</p>	<p>Have people do assignments in teams.</p> <p>Build in a report-back process at a midpoint before the assignment is due. This gives anyone having trouble a chance to get help.</p>
<p>FAILURE TO START ON TIME AND END ON TIME</p>	<p>Wait for the arrival of all the "people who count." This obviously means starting late – but hey, what else can you do?</p> <p>When it's time to end, go overtime without asking. If anyone has to leave, they should tiptoe out.</p>	<p>Start when you say you're going to start. (Waiting encourages lateness.)</p> <p>If you must go overtime, call a break so people can "phone home."</p> <p>If going overtime is recurrent, improve your agenda planning.</p>



<b>PROBLEM</b>	<b>TYPICAL MISTAKE</b>	<b>EFFECTIVE RESPONSE</b>
<b>QUIBBLING ABOUT TRIVIAL PROCEDURES</b>	<p>Lecture the group about wasting time and “spinning our wheels.”</p> <p>Space out, doodle and think to yourself, “It’s their fault we’re not getting anything done.”</p>	<p>Have the group step back from the content of the issue and talk about the process. Ask the group, “What is really going on here?”</p>
<b>SOMEONE BECOMES STRIDENT AND REPETITIVE</b>	<p>At lunch, talk behind the person’s back. Tell the person-in-charge that s/he must take more control.</p> <p>Confront the person during a break. Then, when the meeting resumes, act surprised when his/her anxiety goes through the roof!</p>	<p>People repeat themselves because they don’t feel heard. Summarize the person’s point of view until s/he feels understood.</p> <p>Encourage participants to state the views of group members whose views are different from their own.</p>
<b>SOMEONE DISCOVERS A COMPLETELY NEW PROBLEM THAT NO ONE HAD PREVIOUSLY NOTED</b>	<p>Try to come up with reasons why the group would not need to focus on that issue.</p> <p>Pretend not to hear the person’s comments.</p>	<p>Wake up! This may be what you’ve been waiting for – the doorway into a new way of thinking about the whole situation.</p>



## Tips on Managing Timing

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- **Don't plan more activities for a day than you have time for.** When your design starts to feel complicated, it's usually a sign your timing will be in trouble.
- **Mark times to begin and end activities on the agenda.** This provides a guide for where you should be when. When an activity takes more or less time, you can make adjustments as you go.
- **Negotiate time from the beginning of the workshop.** One of the starting points of the day is confirming times for breaks, meals and ending. It's important to stick to times negotiated with participants.
- **Cut from the middle, not from the beginning or end.** Introductions and establishing the climate and process of the workshop take approximately an hour. Evaluation and closure should take another hour at the end. If activities are running longer than anticipated, consider changing the process to less time-consuming methods.
- **Cut the amount of data generated and processed.** If you are behind time, simplify small group tasks or limit the amount of small group discussion that gets reported to the large group.
- **Negotiate shifts in plans with the participants.** This is not necessary when participants are not affected by the change. Explain what the implications of any changes are so participants can indicate how comfortable they feel with these.
- **Negotiate when unanticipated issues arise.** Often an activity generates important discussion, conflict or discomfort that a facilitator can't anticipate. When that happens the facilitator can share the responsibility for timing with the group, making a comment such as, "We have spent 15 minutes on this now and it seems we are not finished. Are people agreed that this is important to pursue? If so, we'll have to cut back on the time for presentations."



## Tips on Handling Conflict

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- **Plan for conflict about one-third of the way along.** Conflict will occur. It should be part of the learning that takes place throughout a workshop. But participants usually start politely and carefully, which means that facilitators have to dig up earlier rather than later what's under the surface. Doing this allows time for a full discussion. Experience shows that this stage often comes on the second day of a four to five day workshop.
- **Stop the process when conflict seems to be building up consistently.** Not all conflict is significant. But when it builds up it will sabotage the process. It's better as a facilitator to show conscious leadership and incorporate the conflict into everyone's learning.
- **Name opposing positions as clearly as possible.** Facilitators should highlight key elements of the conflict as they hear it, allowing participants to clarify or elaborate. This allows everyone to proceed in the discussion as cleanly as possible.
- **Explore the whys as well as the whats of people's positions.** All participants should look critically at the sources of conflict as well as try to understand the experiences that have informed differing positions. Exploring the whys also affords a chance to assess how deeply held an opinion is, and whether there are new considerations that can influence it. Role-play is a useful tool for this kind of probing process.
- **Where possible, use conflict to illuminate larger social issues.** Invite participants to consider the group conflict as an example or case study of a form of large inequity or domination. This can help lower the emotional level in the group.
- **Encourage participant responsibility for process.** Facilitators can lead a group in surfacing and guiding a process for addressing a conflict. But this process should not result in a limited dialogue between a facilitator and one or two participants. A go-around can be a useful way to get all participants' input and learn from their experiences.
- **Seek agreement on a way to proceed, not on the positions.** When opinions are firmly held and loudly stated, easy agreement is unlikely. So facilitators should only try to summarize the different positions. Seek agreement on a way to proceed that both acknowledges differences and draws upon common interests to benefit from the workshop.





## Tips on Working with Discomfort

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When they assess whether to name and work with discomfort at a given moment, facilitators must think about the costs of not doing so. In most groups, there is both a fear that the discomfort will be named and a great unease when it is not. People sometimes avoid the problem because they can't quite pinpoint what's going on. Or they avoid it because they don't trust the group and fear disclosure and attack.

- **Watch for the symptoms.** Silence, shuffling, frequent breaks, side conversations, repeated returns to more comfortable terrain, personal attacks: these are all signals of discomfort in a group. Facilitators must also watch for what people are avoiding and for when avoiding behavior occurs in order to identify the discomfort accurately.
- **Name what it is.** Ask people how they felt doing a particular activity or discussing a particular issue. This provides space for participants to name for themselves what makes them feel comfortable or not.
- **Probe what people say they mean.** If participants say something vague and seem to be inferring something stronger, ask what they mean: "Say something more about that." "Are you saying that..." "Is it hard for you to talk about..." These are all ways facilitators demonstrate listening behavior and at the same time challenge participants to say what is really on their minds.
- **Don't be afraid of silence.** Don't fill in all the spaces. Let people sit and listen to the question or statement posed. Often it takes people time to find the words or the courage to say the words.
- **Give support to talk about feelings.** In every workshop, there is a place for analysis and sharing information. There should also be a place for sharing who we are and how we feel about what we do. Discomfort usually resides in these feelings. These tips suggest some ways to bring these feelings out into the open and to validate them.
- **Ask permission to pursue discomfort.** There is no point in probing discomfort if the group doesn't want to do so. Name what you think is going on, or get participants to do so. Acknowledge this may affect the planned agenda and ask if the group finds the process of exploring the named discomfort useful.
- **Record what people say.** This is also subject to the group's permission. But writing comments on flipchart paper helps the group focus visually as well as aurally on the task, helps members build on, refer to and develop each other's insights and helps them see common ground as well as disagreements.
- **Ensure there will be time to heal.** Don't initiate this kind of process in the last five minutes of a session or at the end of a workshop. People need to be able to come back together after thinking about the discussion. They can then pursue the issues further together.
- **Encourage participant contributions.** Often participants offer a hand, an insight, a question that shifts the frame and signals equal responsibility for the process.
- **Know when to move on.** You can sense when a group has worked with a discussion of discomfort as far as it can. People start repeating themselves or introducing other subjects. The tense energy that informs talk of discomfort dissipates. When this happens, summarize the main points and suggest that participants take the discussion into account as they proceed with the original agenda.



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## Tips on Challenging and Encouraging Resistance

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- **Smoke out the real agenda.** Pose questions that require resisters to clarify what they mean and what they want. Often, people don't say or what they signal non-verbally is what they mean. Make sure you're not spending time on diversions to the real point.
- **Confront the issues.** Summarize what you hear the person saying. Encourage other participants to get involved. If no one feels able, don't back off. Use the facts and resources you have available. Pose questions that probe the resister's position. Know where you stand on the issue and explain what you are doing and why you are doing it.
- **Don't belittle the resister.** Even if the person is behaving in a destructive manner, stick with his or her statements and behavior. If you counterattack, participants may close ranks against you even if they agree with you.
- **Ask other participants for their responses.** If one person has had ample time to vent opinions or feelings and you think these are not shared by the group, ask if others share them. This deflects things from becoming a two-way conversation between facilitator and resister. It also encourages the group to share responsibility for time spent on this issue.
- **Be prepared to shift and adapt if this is required.** Most resistance is not sabotage. If several people have concerns about moving on before a particular issue is explored more fully, propose a shift of plans to the group, so you can accommodate the anxieties or concerns you are hearing. Encouraging thoughtful resistance means that it be taken seriously and that it informs the process.
- **Use resistance for new insights.** If you can, relate the resistance (as a kind of case study) to a larger issue the group is examining. Encourage people to derive new insights from what was said and how it was said.
- **Know when to move on.** At some point, you may have to agree to disagree. It helps though to restate the different positions, summarizing where there is agreement and disagreement. Then you have to agree on a process to move on. First, you may have to take a break. If the person is extremely argumentative, you may have to exercise authority to move on. However, make sure you have the support of most of the group before doing so.

## Session 5

### Behavior and Attitudes that Affect Women's Participation in Political Parties

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**Objective:**

- Identifying negative behavior and/or attitudes that affect women's participation in political parties and processes.

**Time:**

60 minutes

**Materials:**

- ✍ Prepared flipcharts with headings: Women, Men, Leadership, Politicians (divided into 2 columns (one column labeled 'positive' and the other labeled 'negative'))
- 📄 Handout 5-1: Choosing to Run: Impact on the Family

**Process:**

1. Post prepared flipcharts on walls around the room.
2. Give each participant a marker and have them circulate freely among the posted flipcharts. (5-10 minutes)
3. Instruct them to write any behavior or attitude they feel is associated with each category in either the positive or negative column. They do not have to agree that a particular behavior or attitude is positive or negative – rather, they should think about whether the behavior or attitude is felt to be positive or negative by society in general.
4. *Debrief:* Do participants agree that what is portrayed is the 'reality'? Which items are particularly problematic for them in their respective parties? Are there a lot of commonalities? Differences?
5. Explain that political parties and processes are subject to the same stereotypes present in society as a whole. Typical stereotypes that seem to arise across cultures in terms of women's participation in politics are: "women's place is in the home (family will suffer)", "women are too pure for politics", "women can't lead", "women don't have the relevant experience".
6. Point out that it is easier to change behavior rather than attitudes. What behavior should change in their parties to help increase women's participation? How could this be done? Record ideas on flipcharts.
7. Remind participants of the method used here: a brainstorming method that is quick and highly participatory.
8. Distribute Handout 5-1: Choosing to Run: Impact on the Family. Are any of the things mentioned things that men have to think of too? Are the points listed relevant and/or problematic for them? Would they add anything?



## Choosing to Run: Impact on the Family

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Expect your family life to be severely disrupted.

You moved into the limelight the minute you decided your name was to be on the ballot. Make no mistake, your family is going to be closely involved. Talk it through with each family member individually, and then together as a group. Be realistic about the changes which will take place in your household.

Speak to another woman who has been elected municipally, provincially or nationally, and explore the dynamics of political life. If you have children, consider having them talk to the children of another elected person to discuss the changes which took place in their lives. Accept that changes will occur. These changes can all be positive.

Let each person in your family decide to what extent they wish to be involved. Establish guidelines and make sure they are clearly understood and respected by your campaign team.

As a candidate, all aspects of your life have suddenly become public property! Live your personal life as if the details will show up in the morning paper. Therefore, the visibility of your partner and your children requires careful planning. If visible, your partner may be seen as supportive of your campaign or, as “the power behind the throne.” If invisible, people will question his support of your candidacy. Does he know something about that they don’t? These scenarios can be handled effectively if you are prepared.

If you are a mother, expect both sincere and malicious concern about the welfare of your children. This may be expressed both by your friends and the general public. Invisible children can be “spun” into neglected children. Visible children can generate an undue amount of concern about “exploitation.”

If you are single, there may be curiosity about that too. All of these things can affect your morale negatively.

With your partner, establish your personal financial commitment to your campaign. Define your parameters and stick to them.

## DAY TWO

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**Theme:**

Specific knowledge to enhance credibility (what we need to know)

**Sessions:**

Election Laws and Processes

The Role/Responsibilities of State Institutions and Structures

Strategies to Prepare Women as Legislative Candidates

Developing Information/Support Networks Within Your Party and Community

## Session 6 Election Laws and Processes

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**Note:**

*The planning committee and/or facilitator should invite a relevant external resource person to present information in this session. If there is a formal body regulating elections, a representative from this agency might be appropriate for this purpose.*



**Objective:**

- Participants will learn about specific election laws and processes from their own context.

**Time:**

60-90 minutes

**Materials:**

-  Any handouts provided by the resource person.
-  Any audio-visual equipment required by the resource person.

**Process:**

1. Assign one participant to moderate the session. (This is good practice for Managing Timing skills.)
2. Distribute handouts (if any have been provided).
3. Introduce the resource person and explain why s/he was chosen for this session.
4. Presentation by the resource person.
5. The moderator facilitates a Question and Answer period. (20-30 minutes)
6. The moderator or another participant summarizes the session. (5 minutes)

## Session 7

### The Role/Responsibilities of State Institutions and Structures

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**Note:**

*The planning committee and/or facilitator should invite a relevant external resource person to present information in this session. Elected members of government, bureaucrats or academics might be appropriate for this purpose.*


**Objective:**

- Participants will learn about the specific roles and responsibilities of State institutions and structures from their own context.

**Time:**

60-90 minutes

**Materials:**

-  Any handouts provided by the resource person.
-  Any audio-visual equipment required by the resource person.

**Process:**

1. Assign one participant to moderate the session. (This is good practice for Managing Timing skills.)
2. Distribute handouts (if any have been provided).
3. Introduce the resource person and explain why s/he was chosen for this session.
4. Presentation by the resource person.
5. The moderator facilitates a Question and Answer period. (20-30 minutes)
6. The moderator or another participant summarizes the session. (5 minutes)

## Session 8

### Strategies to Prepare Women as Legislative Candidates

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**Note:**

*The planning committee and/or facilitator should invite a relevant external resource person to present information in this session. A woman who has had the experience of being elected or a representative of a women's group might be appropriate for this purpose.*


**Objective:**

- Participants will learn about the specific roles and responsibilities of State institution and structures from their own context.

**Time:**

60-90 minutes

**Materials:**

-  Any handouts provided by the resource person.
-  Any audio-visual equipment required by the resource person.

**Process:**

1. Assign one participant to moderate the session. (This is good practice for Managing Timing skills.)
2. Distribute handouts (if any have been provided).
3. Introduce the resource person and explain why s/he was chosen for this session.
4. Presentation by the resource person.
5. The moderator facilitates a Question and Answer period. (20-30 minutes)
6. The moderator or another participant summarizes the session. (5 minutes)



## Session 9

### Developing Information/Support Networks Within Your Party and Community

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#### Objectives:

- Developing strategies to create or strengthen party and community networks for information and support.
- Identifying gaps in networks or knowledge that may affect their chances to be nominated and strategies to fill those gaps.

#### Time:

120 minutes

#### Materials:

- ✍ Prepared flipchart with example of Venn Diagram
- 🕒 Scissors, glue sticks, fine markers or crayons, construction or origami paper in many colors, large sheets of paper
- 📄 Handout 9-1: Being an Effective Legislator Worksheet

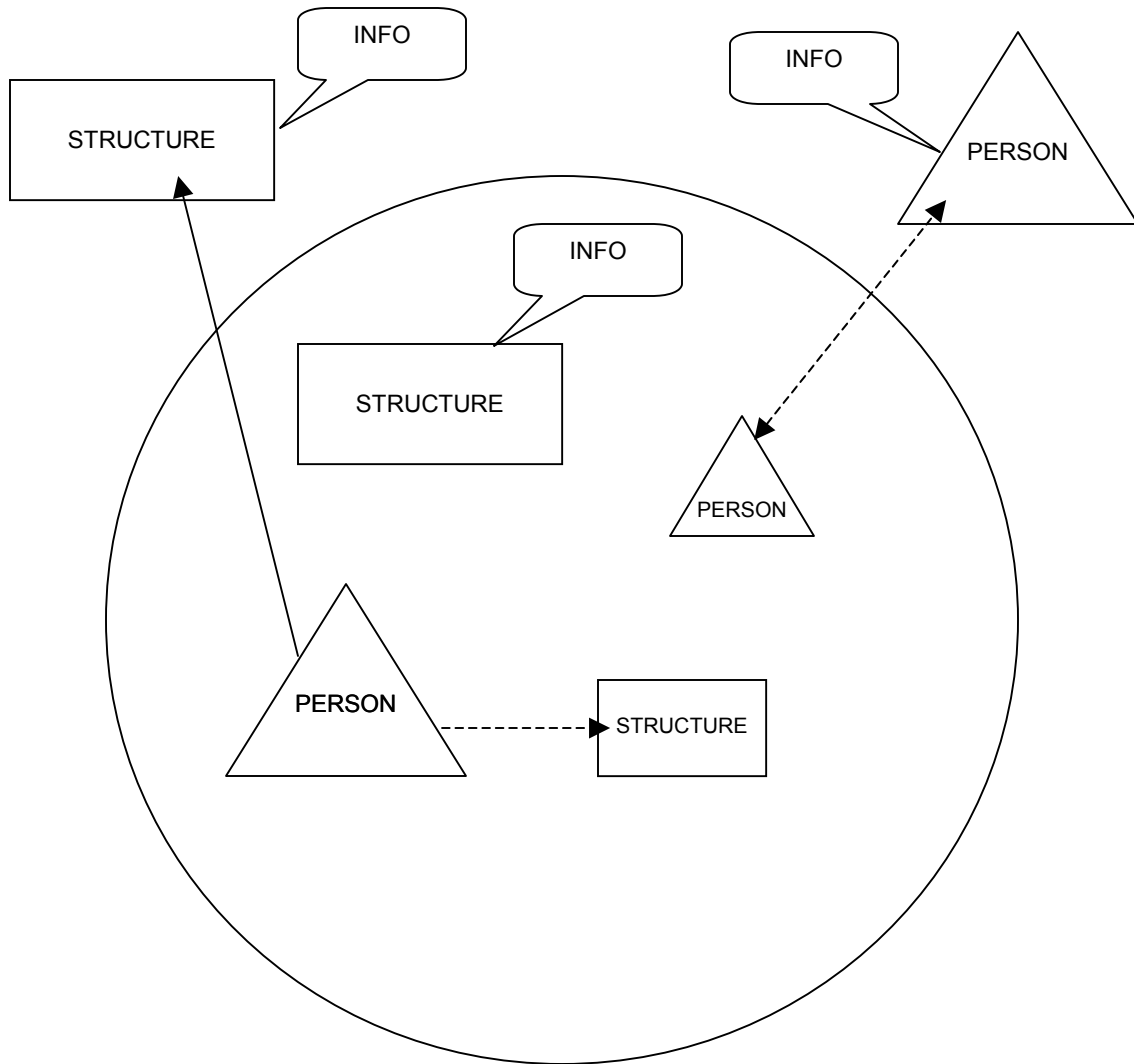
#### Process:

1. Explain the process of making a Venn Diagram as follows:
  - The large circle is the *organization* (Example: political party, women's organization). *People* are represented by triangles and *structures* are represented by rectangles.
  - Starting within the circle, participants indicate all the people and/or structures that exist within the organization.
  - Outside the circle, participants should indicate all the people and/or structures that are or might be important as sources of information and support.
  - The size of the triangle or rectangle should reflect the importance (perceived or real) of the person or structure.
  - Lines can be drawn between people and/or structures to indicate existing relationships. A solid line indicates a strong positive relationship. A broken line indicates a weak or difficult relationship. No line indicates no relationship.
  - Within each shape, indicate what kind of information or support the person or structure has/can offer.
  - Once they have finished, participants write any strategies to fill information or support gaps underneath the Venn Diagram.
2. Divide participants into groups of no more than 4 per group. If possible, groups should be based on a common organization. Each group should have a very large piece of paper that they can draw their large circle on.
3. Tell participants that it is good to list all the people and structures on a piece of paper before beginning their Venn Diagram. Once they have the list, they prepare shapes using colored paper, scissors and markers. They then stick the shapes within the circle, or outside the circle as explained above.
4. Once the groups are finished, each group presents in turn.
5. *Debrief:* Are the identified gaps very similar or different? Are the strategies presented realistic?
6. Explain that the Venn Diagrams created can be used to help develop their action plans on Day Four of the workshop.
7. Distribute Handout 9-1: Being an Effective Legislator Worksheet. Have each participant answer the questions in 1-3. Their answers form the basis for a personal plan to improve their effectiveness.



## Sample Venn Diagram

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## Being an Effective Legislator Worksheet

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*Identify the different roles legislators have. What support or skills training is needed for women legislators to be more effective in each of these roles?*

### 1. How can you be an effective legislator?

- What is my role?
- How do I set my priorities?
- How do I strengthen links with the community?
- How can I support the party locally and nationally?
- How do I manage my family, my work and my party responsibilities?
- What tools/support can the party, my work and my family provide to help me achieve this?

#### **Different roles legislators fulfill:**

- Board member: formulating policy, making decisions and allocating resources
- Representative: speaking on behalf of your constituents and helping with problems
- Politician: party spokesperson and campaigner
- Community Advocate: making links with the wider community

#### **Different tasks legislators perform:**

- Developing policy
- Carrying out case work
- Organizing local campaigns
- Scrutinizing services
- Chairing committees
- Developing links with the community

### 2. What skills do you have?

- *Inspirer*: raising expectations of what can be achieved
- *Organizer*: making sure decisions are implemented
- *Problem solver*: making sure satisfactory outcomes are achieved for everyone
- *Team player*: listening and making sure everyone is involved in decisions
- *Communicator*: reaching out to the outside world

### 3. What other skills can you identify?

## DAY THREE

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### **Theme:**

Tools to prepare for the nomination process (what we need to be prepared for)

### **Sessions:**

Strength, Weaknesses, Opportunities, Threats (S.W.O.T.)

Giving and Getting Feedback\*

Nomination Process Role Play

Steps in Self-Promotion

Knowledge of Institutional Structures

Psychological (Mental) Preparation\*

## Session 10

### Strengths, Weaknesses, Opportunities, Threats (SWOT)

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#### Objectives:

- Developing SWOT analyses for each region and nationally (including material already produced in previous sessions).
- Identifying key areas to focus on for the rest of the workshop and leading up to the nomination period.

#### Time:

60 minutes

#### Materials:

- ✍ Prepared flipcharts each labeled Strengths, Weaknesses, Opportunities, Threats respectively
- 🕒 Small sticky dots in 3 colors x 4 per participant (post-it notes cut into ¼” strips can be used if sticky dots are not available)
- 📄 Handouts 10-1: Definition of SWOT Analysis, 10-2: Key Points and Example of a SWOT Analysis, 10-3: SWOT Analysis Framework

#### Process:

1. Distribute all three handouts and review. Explain that Strengths and Weaknesses are primarily *internal* (to the person or the organization) and therefore there is potential to change or influence these. Opportunities and Threats, on the other hand, are primarily *external* and so, while we can have strategies to deal with these, it less likely that we can change them fundamentally.
2. Divide participants into 4 groups. Give each group a sheet of flipchart paper and markers.
3. Each group should decide which organization they wish to focus on and complete a SWOT analysis on flipchart paper.
4. Once groups are finished, post all the results on walls.
5. Give each participant 8 sticky dots in two colors (i.e., 4 sticky dots in each color).
6. Instruct participants to place their sticky dots in the first color (e.g., red) beside whatever they feel are the most key strengths and/or weaknesses from any of the posted results. They should place their other color sticky dots (e.g., blue) beside whatever they feel are the key opportunities and/or threats from any of the posted results.
7. Tabulate: add the number of sticky dots beside the Strengths and write the top 3 (those that have the most sticky dots) on the prepared flipchart. Do the same for Weaknesses, Opportunities and Threats.
8. Give each participant another 4 sticky dots in the remaining color.
9. Instruct participants to use their sticky dots to indicate what they feel are the most important Strengths, Weaknesses, Opportunities or Threats from the top 3 in each category already identified. However this time, they can use more than one sticky dot to indicated their preference if desired.
10. Tabulate: add the number of sticky dots beside each point.

11. Have participants return to their small groups and give each group one of the top-scoring items. If there are more than four items prioritized, divide these evenly among the groups.
12. Instruct each group to identify what strategy they would use to (depending on what they were assigned):
  - increase or exploit the strength
  - decrease or limit the negative impact of the weakness
  - take advantage of the opportunity
  - decrease or limit the negative impact of the threat
13. *Debrief:* What have participants learned about their organizations through this exercise?
14. Point out that the sticky dot method is one way of managing lists and prioritizing information participatively and efficiently.



## Definition of SWOT Analysis

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SWOT analysis is a general technique which can find suitable applications across diverse organizational functions and activities, but it is particularly appropriate to the early stages of strategic and marketing planning.

Performing a SWOT analysis involves the generation and recording of strengths, weaknesses, opportunities and threats concerning a task, individual, department or organization. It is customary for the analysis to take account of internal resources and capabilities (strengths and weaknesses) and factor external to the organization (opportunities and threats).

Benefits a SWOT analysis can provide:

- A framework for identifying and analyzing strengths, weaknesses, opportunities and threats
- An impetus to analyze a situation and develop suitable strategies and tactics
- A basis for assessing core capabilities and competencies
- The evidence for, and the cultural key to, change
- A stimulus to participation in a group experience

### Concerns About SWOT

Hill and Westbrook argue that SWOT analysis is an overview approach, which is unsuited to today's diverse and unstable environments. They also suggest it can be ineffective as a means of analysis because of:

- The generation of long lists
- The use of description rather than analysis
- A failure to prioritize
- A failure to use it in the later stages of the planning and implementation process



## Key Points and Example of a SWOT Analysis

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### Why use the tool?

SWOT analysis is a very effective way of identifying your strengths and weaknesses, and examining the opportunities and threats you face. Carrying out an analysis using the SWOT framework will help you to focus your activities into areas where you are strong and where the greatest opportunities lie.

### How to use the tool:

To carry out a SWOT analysis, write down answers to the following questions (or similar ones):

#### **Strengths:**

- What are your advantages?
- What do you do well?
- What do other people see as your strengths?

Consider this from your own point of view and from the point of view of the people you deal with. Don't be modest – be realistic. If you are having any difficulty with this, try writing down a list of your characteristics. Some of these will hopefully be strengths!

#### **Weaknesses:**

- What could you improve?
- What do you do badly?
- What should you avoid?

Again, consider this from an internal and external basis – do other people seem to perceive weaknesses that you do not see? Are your competitors doing any better than you? It is best to be realistic now, and face any unpleasant truths as soon as possible.

#### **Opportunities:**

- Where are the good opportunities facing you?
- What are the interesting trends you are aware of?

Useful opportunities can come from things such as:

- Changes in technology and markets on both a broad and narrow scale
- Changes in government policy
- Changes in social patterns, population profiles, lifestyle changes, etc.
- Local events





### **Threats**

- What obstacles do you face?
- What is your competition doing?
- Are the required specifications for your job, product or services changing?
- Is changing technology threatening your position?
- Do you have debt or cash-flow problems?

Carrying out this analysis will often be illuminating – both in terms of pointing out what needs to be done and in putting problems into perspective.

You can also apply SWOT analysis to your competitors – this may produce some interesting insights!

**Example:**

A start-up small consultancy business might carry out the following SWOT analysis:

**Strengths:**

- We are able to respond very quickly as we have no red tape, no need for higher management approval, etc.
- We are able to give really good customer care as the current small amount of work means we have plenty of time to devote to customers.
- Our lead consultant has a strong reputation within the market.
- We can change direction quickly if we find that our marketing is not working.
- We have small overheads, so can offer good value to customers.

**Weaknesses:**

- Our company has not market presence or reputation.
- We have a small staff with a shallow skills base in many areas.
- We are vulnerable to vital staff being sick, leaving, etc.
- Our cash flow will be unreliable in the early stages.

**Opportunities:**

- Our business sector is expanding with many future opportunities for success.
- Our local council wants to encourage local businesses with work where possible.
- Our competitors may be slow to adapt new technologies.

**Threats:**

- Will developments in technology change this market beyond our ability to adapt?
- A small change in focus of a large competitor might wipe out any market position achieve.

The consultancy might therefore decide to specialize in rapid response, good value services to local businesses. Marketing would be in selected local publications, to get the greatest possible market presence for a set advertising budget. The consultancy should keep up-to-date with changes in technology where possible.



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**SWOT Analysis Framework**

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<p><b>STRENGTHS</b></p>	<p><b>WEAKNESSES</b></p>
<p><b>OPPORTUNITIES</b></p>	<p><b>THREATS</b></p>

## Session 11

### Giving and Getting Feedback

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#### Objective:

- Learning how to manage feedback as a positive communication tool as part of one's role as a facilitator or as a politician interacting with others, including mass media.
- Learning how to give constructive feedback as a facilitator.

#### Time:

30 minutes

#### Materials:

- ✍ 1 card with Feedback Exercise: Figure A, and 1 card with Feedback Exercise: Figure B, blank sheets of paper (2 per participant)
- 📄 Handouts 11-1: Three Ways to Give and Receive Feedback, 11-2: Tips on Giving Feedback for Facilitators

#### Process:

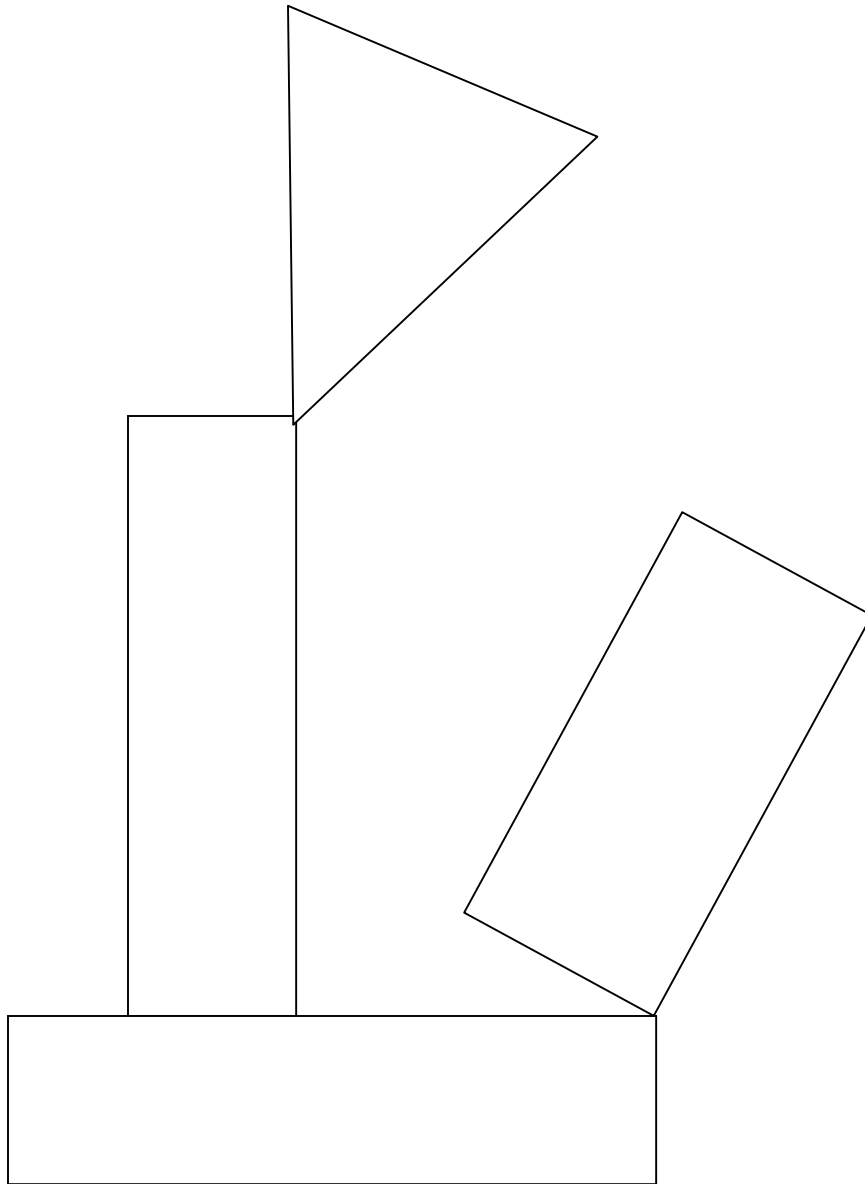
1. Distribute blank sheets of paper to participants.
2. Ask for a volunteer. (Ask for someone who feels they have really good communication skills.)
3. Have the volunteer come to the front of the room and sit on a chair with their back towards other participants. Give the volunteer the card with Figure A.
4. Explain that the volunteer will communicate directions for making the drawing using *only verbal communication* (no hand movements). Other participants may not ask questions or comment.
5. When the volunteer has finished giving directions, have participants label their drawings "A" and collect them.
6. Ask for a second volunteer and have them come to the front of the room, this time sitting on a chair facing the other participants. Give the volunteer the card with Figure B.
7. Explain that this volunteer will communicate directions for making the drawing but this time, they may use non-verbal communication and other participants may ask questions.
8. When the volunteer has finished giving directions, have participants label their drawings "B" and collect them.
9. Post both sets of drawings.
10. *Debrief:* How did the volunteers (1 and 2) feel during each exercise? How much time did each part take to complete? What was the difference in accuracy between the communication for Figure A and Figure B? How can this experience be related to participants' experience of communication in groups?
11. Key points: We depend upon feedback (communication) to know if we are understood. Much of communication is non-verbal – as facilitators and as politicians, we have to be very aware of how we communicate and how we react to others' communication.
12. Distribute Handouts 11-1: Three Ways to Give and Receive Feedback, 11-2: Tips on Giving Feedback for Facilitators. Review key points in Handout 11-2.
13. Give participants a few minutes to read the handouts. Explain that they will be expected to use some of the techniques described in the next session.



## Feedback Exercise

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**Figure A**

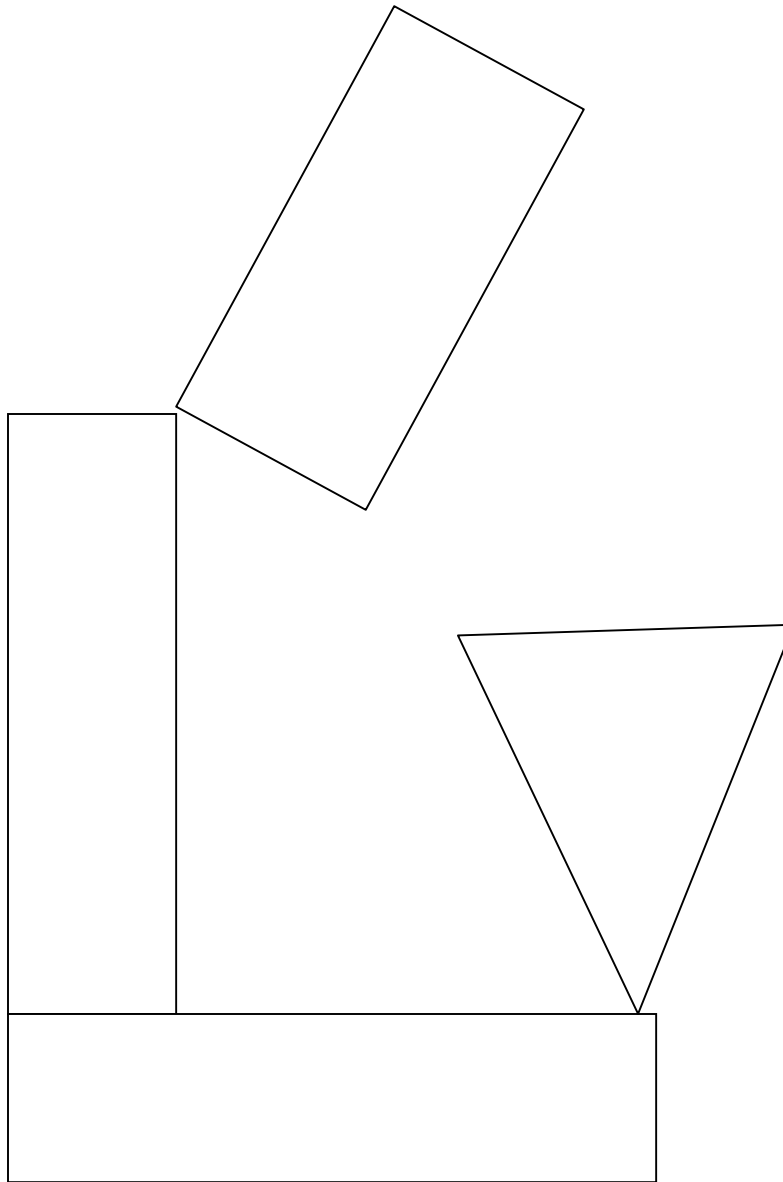




## Feedback Exercise

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**Figure B**





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## Three Ways to Give and Receive Feedback

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### Observations and Interpretations

1. Ask everyone to find a partner.
  2. Allow each person five minutes to give his/her partner feedback as follows:  
First, "Something I *observe* about you is..."  
Then, "What I think about this observation is..."
  3. When five minutes have passed, remind each pair to switch roles. The speaker becomes the listener and vice versa. After ten minutes, ask everyone to find a different partner. Repeat Steps 2 and 3.
  4. After a few rounds, bring everyone back together to the large group and debrief.
- 

### Appreciations

1. Count the number of group members and subtract one. Then distribute that many sheets of blank pages to each participant. For example, each person in an 8-person group would receive 7 pages.
  2. Ask everyone to write one thing they appreciate about each group member (one per page). This can be something simple or something more personal and thoughtful.
  3. When everyone has written one message to each member, ask everyone to fold their messages, stand up and put each note on the relevant chair.
  4. When all the messages have been delivered, have people return to their seats and read.
  5. Debrief, allowing at least 15 minutes.
- 

### How Do I Come Across?

1. Describe the activity. Explain that one person will ask the group, "How do I come across in this [activity, meeting, etc.]? What are my strengths and weaknesses?" People will respond with statements like, "I see you protecting Jim when he misses a deadline." Or, "You're the only person who really listens to everyone's opinions."
2. Ask for a volunteer. Set a firm time limit for this person to hear how s/he comes across. Allow at least 15 minutes.
3. While people state their perceptions, make sure the recipient listens without speaking. When the time is up, give him/her at least 5 minutes to respond.
4. Move to another volunteer, and so on.



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## Tips on Giving Feedback for Facilitators

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- **Talk in the first person:** Statements such as “I felt...” or “When I heard you say...” communicate personal responsibility for responses. They do not claim, nor should they, to speak for others.
- **Be specific:** Statements such as “When you said this, I...” or “Your idea about ...” focus on the particular action or statement. These statements bring the discussion close to home, make it easier to examine and tackle. Avoid comments such as “You keep...” or “You always...”
- **Challenge the idea or action, not the person:** It doesn’t help to draw attention to the pitch of someone’s voice or stutter. Stick to actions or behaviors that a person can change (if they agree this would be useful).
- **Combine recognition of what worked with a challenge to improve:** Few people are so thick-skinned that they do not need acknowledgement of their achievements. Providing this recognition helps situate suggestions and challenges in a context of effort and accomplishment. It helps a person hear the spirit of positive criticism. Explain what makes something work. Uncovering the thoughts and skills behind a success can be instructive.
- **Ask questions to clarify or probe reasons:** Questions such as “What did you take into account when you decided...” or “What did you mean when you said...” credits the person with selection and judgement. The questions also help avoid criticisms and suggestions that miss the mark and are irrelevant to what the person is trying to do.
- **Identify the bridges:** When you are giving critical feedback to a participant, remind him or her of what you have in common. Comments such as “I know that when we do X we tend to...” remind the person that you’re on the same time. Sometimes a part of this same bridge may be to acknowledge differences. For example, “As a man, my experience is a bit different but...”
- **Acknowledge how you connect to a problem:** Because people can learn as much from what goes badly as from what goes well, it helps to show how you have also experienced a thorny problem. Statements such as “I’ve had this problem myself too...” emphasize that this is not just an academic exercise for you as a facilitator.
- **Where possible, make suggestions for alternative approaches:** Questions such as “Have you considered...” or “What would happen if we tried...” open a range of possible different responses. The use of “we” suggests that the issue and its solution is of interest to the whole group. Encourage others to add to the generation of different options. This will make it clear that there is not just one other (and therefore better) way to do it.



## Session 12

### Nomination Process Simulation

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**Note:**

The facilitator should write topics from resource people presentations (Sessions 6, 7, 8) on the handouts **before** this session begins – 1 topic per participant.

**Objectives:**

- Learning how to give short and clear public presentations within tight time constraints.
- Practicing giving and receiving constructive criticism (feedback).
- Reinforcing retention of material from earlier presentations.

**Time:**

90 minutes

**Materials:**

- Stopwatch
- Handout 12-1: Guidelines for Nomination Process Simulation

**Process:**

1. Explain that each participant will be presenting on an assigned topic from the material presented by resource people in previous sessions.
  - They will have only 5 minutes to prepare their presentation, starting from when they receive their handout.
  - They will have only 3 minutes to make their presentation.
  - After each presentation, two participants will be called upon to give the presenter constructive feedback about their presentation.
2. Distribute Handout 12-1: Guidelines for Nomination Process Simulation.
3. After 5 minutes, start the presentations using the stopwatch to time them. (Expect this to take 5 minutes total per presentation: 3 minutes for the presentation, 2 minutes for feedback.)
4. *Debrief:* How does this experience compare to their experience in Session 3 when they were not given any time to prepare and did not necessarily know anything about the topic? Were they able to reflect resource people presentations accurately? Was it easy or hard to keep talking for 3 minutes? Were their presentations effective in terms of their department and speaking style?



## Guidelines for Nomination Process Simulation

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1. You have been assigned one topic from previous sessions presented by external resource people.

Your topic is: \_\_\_\_\_

Your presentation should summarize the key points made by the resource person for your assigned topic.

2. You have **5 minutes** to prepare your presentation. Materials already covered that may be helpful to you are Handouts 3-3, 3-4, 3-5 and 3-6.
3. You have **only 3 minutes** to present. Remember: Be clear and concise!

## Session 13

### Steps in Self-Promotion

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#### Objectives:

- Developing a policy platform.
- Preparing written and oral presentations.
- Developing a personal profile.

#### Time:

120 minutes

#### Materials:

- ☉ Blank paper, markers (1 per participant)
- 📄 Handouts 13-1: Candidate Self-Assessment Checklist, 13-2: Developing a Policy Platform Worksheet, 13-3: Improving Presentations and Reports, 13-4: Evaluating Levels of Support, 13-5: Strategies to Persuade Others, 13-6: 10 Hot Tips for Organizing a Successful Nomination Campaign, 13-7: Image and Presentation, 13-8: Tips for Advancing in Your Political Party

#### Process:

##### **Activity 1 (15 minutes)**

1. Distribute Handout 13-1: Candidate Self-Assessment Checklist and have participants complete it. Ask: Do they meet these criteria to become candidates?

##### **Activity 2 (45 minutes)**

1. Distribute Handouts 13-2 and 13-3 and review. These will be used in the following exercise.
2. Divide participants into groups of 3-4 per group.
3. Each group should complete Handout 13-2. Then, using Handout 13-3 for ideas, they should prepare their presentation in written outline form. They should try to make their presentations as appealing as possible. (20 minutes)
4. Have each group present in turn, followed by comments from other participants.

##### **Activity 3 (30 minutes)**

1. Have participants return to the same groups. Distribute Handout 13-4 and one of the policy platforms developed by another group.
2. Using Handout 13-4, each group should evaluate the levels of support for their assigned policy platform. (10 minutes)
3. Using go-arounds, have each group present their results briefly.
4. Distribute the remaining handouts and review.

##### **Activity 4 (30 minutes)**

1. Have each participant prepare a one-page (maximum) personal profile for use in their campaign.
2. Post personal profiles. Have participants circulate and rate each profile individually, using markers to indicate their rating as follows:
  - ✓ Very effective
  - × Not effective

*(If there is not enough time to complete this, Activity 4 can be assigned as homework and the rating done before sessions begin on Day 4.)*



## Candidate Self-Assessment Checklist

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Pay careful attention to yourself. Emphasize the characteristics that will have a positive influence on your campaign. Write these down. Here are some examples of positive candidate characteristics:

- Honesty
- Integrity
- Quick study
- Certain about your goals
- Shrewd
- Ability to be frank
- Ability to come up with ideas
- Consideration towards others
- Sense of humor
- Ability to delegate
- Ability to make decisions quickly
- Ability to assure others
- Friendly attitude
- Power of persuasion
- Ability to say NO
- Self-discipline
- Intuition
- Stamina
- Strong voice
- Organizational skills
- Sensitive towards the media

You might want to look at this list to see if you have any of these characteristics that are not like by other. In any event: **emphasize your best characteristics and have strategies to learn others.**

- Hearing only what you want to hear
- Angers easily
- Rude
- Loner
- Doesn't listen
- Talks to much
- Opposes
- Weak character
- Prone to worry and doubt
- Appearance isn't tidy
- Overly active
- Weak or easily influenced
- Too detailed
- Not many ideas for platform
- Sharp voice
- Low self-confidence
- Too forced
- Drinker

Campaigning is a hard game and there are no rules. Be prepared to have any or all from the above said about you, even if it is not true.

No one is perfect. So don't think that you are perfect. The main issue is not the situation but how you choose to respond to it. So be positive!

Now that you have analyzed your strengths, how do they compare to your opponent's? Have you accounted for their weaknesses in your campaign strategy? (For example, how do your public speaking skills compare to theirs?)



## Developing a Policy Platform Worksheet

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### 1. Developing the issue

- What is the issue and why is it happening?

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- What do our communities need to deal with the issue?

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- What are our assumptions about the issue?

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- What do we want to change? What is our long-term goal?

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- What is our short-term objective?

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## 2. Developing the strategy

- Who are our allies on this issue?

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- Who are our opponents?

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- What strategies are we going to use?

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- Why are we going to do it?

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## 3. Preparing for the results

- How will our strategy be received by others?

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- How do we know if it's good enough?

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- How can we assess our strategy?

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## Improving Presentations and Reports

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### Problem

### Solution

Reports are disorganized and complicated and group members do not understand it.


Encourage the presenter to take a few minutes ahead of time to think through the logic of his/report.

Tedious, rambling, repetitive reports. 


Have the presenter jot down his/her key points on paper before s/he begins speaking.

Group members do appear to understand the report's central point. 


Before the meeting, encourage the presenter to state the most important point in the first sentence, and to restate it in the summary.

People look dazed and uncomprehending, as though they were in a fog. 


Ask the presenter to set aside time for questions and answers. Then strongly encourage group members to use it.

Confusion about what the listeners are expected to do with the information presented. 

Encourage the presenter to tell people what s/he expects them to do with the information. For example, "Please communicate these ideas to your peers."

Reports that barrage the listeners with details, details, details, causing people to get overloaded and shut down. 

Encourage the presenter to use visual aids. Slick, glossy overheads are rarely necessary. Hand-drawn diagrams on flipcharts usually work fine.

Presenters pass out written materials, then keep on talking. Participants stop listening in order to look over the handouts. 

Advise the presenter to either distribute material and then pause while people look it over, or wait to hand out written material until the report is done.



### Evaluating Levels of Support

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**Attitudes and behaviors**

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<b>Strongly Endorse</b>	<b>Leaning toward support</b>	<b>Uncertain</b>	<b>Leaning toward opposition</b>	<b>Strongly oppose</b>
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**Individuals and groups**

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### Strategies to Persuade Others

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1. We want to persuade \_\_\_\_\_  
to \_\_\_\_\_ by \_\_\_\_\_
2. They would be persuaded or affected by the following actions/incidents (prioritize):
  - a.
  - b.
  - c.
  - d.
  - e.
3. We could use our strengths and resources to persuade them in following ways:
  - a.
  - b.
  - c.
  - d.
  - e.
4. The following would be the easiest and most effective approaches that our group could use (rank):

<b>Easy to do</b>	<b>Effective</b>	
_____	_____	Television interviews/news
_____	_____	Radio news/PSAs
_____	_____	Radio talk show
_____	_____	Newspaper advertising
_____	_____	Newspaper article
_____	_____	Testimonial by _____
		saying _____
_____	_____	Endorsement by _____
		saying _____
_____	_____	Brochure (what must it say?)
_____	_____	Flyer (what must it say?)
_____	_____	Coercion (what tactics?)
_____	_____	Bargaining (what do we have to offer?)



## 10 Hot Tips for Organizing a Successful Nomination Campaign

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1. Be prepared for “hidden” campaign activities that will take up a lot of your time.
2. Be prepared for changes in the people who are helping you – including those you regard as friends.
3. Inform whoever is in charge about when you are going to arrive, regardless of whether you are coming as a respected guest or a speaker.
4. Approach everyone whether or not they know anything about you, the position you are seeking or the issues you are promoting.
5. Think of yourself as an important source of energy that can be used by others to restore their energy.
6. Be prepared for the question of gender to be considered important.
7. Don’t be discouraged if you hear good things about your opponent. These are often a result of their own self-promotion. Use this strategy for yourself.
8. Know that you will be criticized – this can’t be avoided and is one of the things you must face to reach your goal.
9. You are a candidate, not someone who has been nominated yet. Don’t fool yourself that you will win because you deserve it. You will win if you implement the best campaign.
10. Invite everybody to your campaign celebration. Regardless of the result, this is the time to show your gratitude to everyone who contributed to your campaign.



## Image and Presentation

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Women candidates are subjected to a lot of scrutiny about their appearance (for mostly irrelevant reasons) by both their friends and strangers. Accept this as a reality and prepare yourself, even if it bothers you.

### **You will not get a second chance to make a first impression**

First impressions are made quickly and a negative impression is difficult to overcome. In a split-second, people will form opinions about you in terms of your economic and educational background, your social position, your experience, your trustworthiness, your moral character and your success at your current or previous work.

Accept that your audience will form an impression of you based on their assumptions. Ensure that their assumptions give you an advantage. The more effectively you handle your outer appearance, the more time you will have to devote to more important elements in your campaign.

The key is to develop sensitivity and awareness of the image you present. Wear what you must to have your audience accept you.

The way to do this is to find the balance between comfort and creating an image that reflects your style of leadership. People can tell if someone feels uncomfortable or their appearance is unnatural.

### **Plan your wardrobe ahead of time**

Your clothes reflect you. Because of this, plan your wardrobe with the same diligence you give to your platform, strategies and organizing your campaign team. Find someone to act as your advisor – they’ll be happy to do it!

### **How and Why**

Every morning, you should know what appropriate clothing is ready in your closet. It is said,

*“When a man stands up to speak, others will listen then look later. When a woman stands up to speak, others look and if they like what they see, then they will listen.”*

The colors you wear are very important. You want to wear colors that make you seem healthy and alive. Avoid colors that make you appear pale, show dark circles under your eyes or otherwise unhealthy.

Colors are traditionally associated with different qualities. Black, dark gray, dark blue, dark green and deep red often mean “strong and dependable.” Other examples:

<b>Emphatic</b>	=	<b>Red</b>
<b>Blue</b>	=	<b>Authority</b>
<b>Orange</b>	=	<b>Friendly</b>
<b>Brown</b>	=	<b>Reliable</b>
<b>Gray</b>	=	<b>Successful</b>

Think about the message you want to send. Use color to show yourself at your best.

**Color for the media**

The color of your clothes is very important if you go on television. For example, if they use a dark backdrop and you are wearing dark clothing, you will not be very visible.

Color comes out differently on television and video. Generally, 'cold' colors are more visible to the camera. A good organizer will know ahead of time what the studio set-up will be! Too many dark colors, especially concentrated black colors, will affect visibility. Black, white and red will appear very stark to the camera. Pale colors, like pink clothing, will appear faded. While a white blouse against a dark background but if the set is white or cream, it can cause glare or fading. Patterns such as checks or lines will also appear stark. But sometimes larger patterns can be effective.

**Accessories**

Accessories that are interesting and stylish can add to your appearance. Use them but sparingly. If they are too reflective, they will cause glare and distortion. Earrings and bangles can distract audience attention for what you want to say. You want the audience to pay attention to you, not your accessories.



## Tips for Advancing in Your Political Party

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- Meet and get to know your local and district political party leaders. Make sure that they know you and your name. Tell them what your political ambitions are. Make sure they know that you support the party, and encourage others to support the party too.
- Identify men in your political party who are supportive of your goals. Seek these men out and develop good working relationships with them.
- You have to be more active, more honest, more sincere and harder-working than any male elected representative. (Other men and women will find it easy to criticize women in politics. Therefore, you have to work hard to prove yourself capable and win the trust of others.)
- Never engage in any activities that might be seen as dishonest by the public.
- Never misuse any public funds for your own or your relatives' personal gain.
- Never accept gifts, money or special favors that you will be expected to return someday through your influence as an elected leader.
- You should go out of your way to show that you are a service-oriented politician, not interested in serving yourself but others.
- Get involved in your political party's local or district women's association, if there is one. The members of your party's women's wing can provide you organized support when you need to pressure the party. This is also one place where you can gain leadership experience. Keep in mind that the party realizes the value of women who are organized at election time.
- Become involved in one of your political party's committees. Often these committee meetings do not take a great deal of time. You can work your way up within the party to higher-level committees in the future. Be an active member of the committee. Make friends. Volunteer to take on responsibilities and demonstrate your hard work.
- Encourage more women to become involved in your political party and help them gain seats on various committees. Work to build a movement – involve lots of women!
- Let your party and your voters know what you are doing, what work you have accomplished in your community. This is important in order to demonstrate your accountability.
- If there is not a women's organization in your political party, start one. Begin by networking and meeting with women in your party.
- Don't limit yourself to the activities of the women's organization of your political party: get involved in the main body of the party. (Keep in mind that the real power lies within the party structure where men occupy important party positions.)

## Session 14

### Knowledge of Institutional (Government and Political) Structures

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**Objective:**

- Reviewing and strengthening knowledge of government and political institutional structures.

**Time:**

30 minutes

**Materials:**

- ⦿ 4 identical sets of cards with key political and government structures from the participants' context on them (1 structure per card), glue sticks

**Process:**

1. Divide the participants into 4 groups.
2. Give each group one set of cards, a piece of flipchart paper and a glue stick.
3. Instruct groups to stick the structures on the flipchart paper so that their proper relationships to each are reflected.
4. Post group results and review: Did the groups come up with the same picture? Discuss and correct any inaccuracies.

## Session 15

### Psychological (Mental) Preparation

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#### Objective:

- Learning tools to mentally prepare for the nomination and facilitation process.

#### Time:

60 minutes

#### Materials:

1. 12" x 4" strips of paper (1 per participant) folded accordion-style into a booklet with the same number of 'pages' as the total number of participants
- 📄 Handouts 15-1: Handling Personal Criticism and Attacks, 15-2: Body Language and Communication Styles

#### Process:

##### Activity 1 (30 minutes)

1. Distribute Handout 15-1: Handling Personal Criticism and Attacks and give participants a few minutes to read it.
2. Point out that by putting ourselves in public position (as a candidate or as a facilitator), we might be more vulnerable to criticism and even attacks that may affect our confidence and mental state. Because of this, we should take particular care to be psychologically prepared for this with personal strategies to cope. The handout has some suggestions on how to handle these situations – are these strategies that participants feel they can use? What are their experiences handling these situations?
3. Distribute Handout 15-2: Body Language and Communication Styles.
4. As in the previous handout, point out that the way we communicate and handle other people's communication has a big impact on how people relate to us. This handout has some suggestions on how to control our response styles to help our relationships remain positive and non-confrontational.
5. Do a go-around and ask: What do you feel is your most difficult psychological barrier as you think about becoming a candidate (or a facilitator)?

##### Activity 2 (30 minutes)

1. Give each participant one strip of paper (already folded accordion-style as described in Materials above).
2. Have them write their name on the front ("first page").
3. Participants should then pass their "booklet" to the participant on their right.
4. Ask participants to write one message to the participant whose "booklet" they have that they feel would help them feel confident and good about themselves.
5. Once they have finished, participants should again pass the "booklets" they have to the participant on their right, and write another message in the "booklet" they have just received.
6. This should continue, until each participant has written a message in all the other participants' "booklets". (I.e., until each participant receives their own booklet back.
7. Have participants read (to themselves) the messages others have written to them.
8. *Debrief:* How does it feel to get these messages? Are there any that they want to share with others? *(This is a very powerful exercise and people may get quite emotional. Give participants time to socialize with each other afterwards to release their emotions if this session is not done at the end of the day, as planned here.)*



## Handling Personal Criticism and Attacks

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Many organizations have understood the importance of building a ‘no blame’ culture as part of their commitment to eliminating discrimination and building continual improvement. However, it is a difficult thing to achieve, and in the meantime we all need to be able to recognize personal criticism and attacks when they come our way and how to deal with them effectively.

### Recognizing personal criticism and attacks

The first step is to be able to recognize personal criticism and attacks for what they are and discern the difference between them and the process of ‘critical analysis.’ I define personal criticism as any comment about a person’s performance which has the underlying motive of undermining their inherent sense of well-being, and an attack is a more vicious continuation of the same process. It occurs when a person attempts to undermine someone in the eyes of other people. This can be by talking behind their back or even by ‘organizing’ other people against them.

For example, I once worked with two companies, one supplying a product to the other. Senior managers in the customer company would say, ‘My supplier never delivers on time. They are a bunch of idiots. They couldn’t manage anything.’ This was nothing more than organizational slander. It transformed a comment on the performance of the supplier which might or might not be accurate (*‘never delivers on time’*), into a number of unhelpful and prejudiced statements with no justification or validity.

In another situation, when I was working as a consultant for a car manufacturer, the training manager told my then boss that he considered a colleague of mine to be unsuitable as a consultant because he was Jewish and that I was unsuitable because I had dirt under my fingernails. This feedback was not intended to help us improve (how can you improve from being Jewish?), but to hurt and undermine us. I imagine he was motivated by a fear that we would not look credible to other people in the company and that this would rebound on him – but it was still an attack on us.

There are many factors to take into account when considering how to handle personal criticism and attacks. To begin with, we have to be sure that we *are* being undermined. Despite the old joke, ‘Just because you are paranoid, doesn’t mean that people aren’t against you!’, our own feelings of not being good enough can sometimes lead us to believe we are being attacked when we are not. We must be on our guard not to invent negative motives on the part of the other person. Sometimes there is an accurate content to what is being said and we do not need feedback in order to do something about it, but the manner of its delivery is blaming or attacking.

Often we are being attacked *because* we have taken the initiative. Hierarchies tend to be quite rigid institutions and people do not like it if other people ‘step out of line’, even if the behavior is in the best interest of the organization as a whole. Hence, building close, dependable relationships is such an important basis for all action.

However, I believe that, overall, we underestimate how often we are being criticized and attacked. We need to learn to make good judgements about all of these situations and other people’s motives, rather than relying on our feelings about what they are doing.





### **Handling attacks elegantly and well**

Once we are able to recognize that we are being attacked, we need to handle the situation effectively, especially if we are to maintain our credibility with other people.

The key points we need to remember are:

- Stay relaxed and quietly confident.
- Pay full attention to the other person.
- Ask interesting questions and listen with complete respect.
- Develop an appropriate viewpoint.
- Admit it if we have made a mistake.
- Encourage the other person to tell us in great detail what we have done wrong.
- Tell the person to stop it.
- Organize allies to support us.

### **Stay relaxed and quietly confident**

If we are to handle someone who is criticizing or attacking us effectively, we need to be relaxed and quietly confident in how much we value ourselves and our leadership. For example, we will probably need to listen to the other person for some time while making sure that we do not get defensive at the same time.

### **Pay full attention, ask interesting questions and listen with complete respect**

The basic approach to handling attacks elegantly and well is to use the skill of listening. Our job is to ask interesting questions and pay sufficient attention to the other person to see if there is anything we need to change, and also what we need to do to help the person concerned move out of a critical frame of mind.

### **Develop an appropriate viewpoint**

It is possible to view most personal attacks as requests for help which are being communicated in code. I have often found it helpful to remember that people are either getting on with the job or indicating what their difficulty is. In a sense, these are the only two possible behaviors. People are either seeing to it that everything goes well, in which case our job is to appreciate them and help them do it even more effectively; or they are indicating what their difficulty is. This might take the form of complaining about and blaming others, and then our job is to work to understand where they are stuck and, if we decide to do so, give them a hand.

It is important here to adopt an attitude of 'not taking it personally'. Basically, we can tell ourselves that we are only ever attacked by a chronic pattern and not by a human being, and if we can decide not to become caught in treating it as a personal matter but something to handle well, we will make great progress.

### **Admit it if we have made a mistake**

Where it is clear we have made a mistake, we should admit to it and apologize. For many people, this is a sign of weakness but I regard it as a sign of great strength. People are always going to make mistakes; indeed, this is how people learn and improve. In a 'no-blame' culture, we will regard a mistake as an opportunity to practice critical analysis rather than a reason for an inquisition.

**Encourage the other person to tell us in great detail what we have done wrong**

In some circumstances it is useful to adopt a practice sometimes called 'negative assertion.'

When a person is 'caught' in attacking without reason but the relationship is generally sound, we can ask what it is we have done, tell the person s/he is completely right, apologize and then ask what else we have done wrong, and so on. This has the effect of encouraging the other person to air the bad feelings, but our relaxed apology and invitation to say more defuses the situation. I have witnessed many people dry up when faced with such effective behavior.

**Tell the person to stop it**

Occasionally, we are faced with completely irrational attacks which are personal and vindictive and for these a different approach is needed. In these circumstances we need to be clear that the other person has decided to attack us regardless of what is right or wrong, and we can then communicate that we require the attacks to stop immediately and refuse to engage in any further conversation, correspondence or explanation until this happens.

This is not a rejection of the person at a human level but a rejection of the behavior. On occasions, it is not possible to have a rational conversation with another person because s/he is so 'caught' in an attacking pattern, and in these circumstances the appropriate contradiction is to withdraw until the person has decided to stop.

**Organize allies to support us**

Some attacks are so destructively motivated that anything we do or say will be used against us. Under these circumstances it can be helpful to think with our allies how they can step in to stop such attacks. This will require them to act with great confidence and skill, using all of the techniques I have described above, on our behalf.



## Body Language and Communication Styles

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Understanding non-verbal communication is essential because over 50% of communication is received from body movements.

It is said that:

- 7% of any message is communicated with words.
- 38% is relayed by voice/tone, accent, inflection, projection, pitch, volume, rhythm.
- The remaining 55% is communicated by non-verbal body language.

There are two ways to communicate non-verbally:

1. *Body movements such as facial expressions, gestures, and posture.*
2. *Spatial relationships – distance you put between yourself and the other person.*

### Communication Skills (Verbal and Non-Verbal) in Responding

#### ***Interpretative:***

A response characterised by the fact that the receiver tells the sender what his/her problem is but not what s/he should do about it. (Helps the sender realize the impact of what s/he just said upon the receiver. This can lead to constructive confrontation.)

#### ***Supportive:***

A response that indicates that the receiver wants to reassure the sender, reduce his/her intensity of feelings and show support for what has been already decided or done. (Useful when the sender needs to feel accepted and is looking for support and reassurance.)

#### ***Probing:***

A response that leads to further information. The receiver questions the sender and provokes discussion to clarify the issue at stake. (Helps to clarify the problem and assist the sender in exploring the full implications of his/her behavior or decision).

#### ***Understanding:***

The receiver paraphrases what the sender said in order to check the accuracy of his/her understanding of what he has said, how the sender sees the problem and how s/he feels about it. (Helps the sender expand upon his/her ideas, feelings, perceptions, etc., and increases the accuracy of communication between the sender and receiver.)

#### ***Evaluative:***

A response, which shows that the receiver has assessed the sender's problem as well as the relevance of his/her reactions. The receiver also indicates what the sender might or ought to do. (Useful when the receiver is specifically asked to make a value judgement, to disclose his/her own values, attitudes and feelings).



***Important:***

- To overuse or underuse of any styles can be a handicap when engaged in a dialogue.
- The failure to select the appropriate response explains quite a great number of miscommunications.
- Understanding responses can be quite powerful, especially at the outset of the interaction.
- To avoid giving an evaluative response in the early stages of a relationship is the best approach in most cases (a value judgement often feeds another value judgement).

***General Rule of Communication:***

Before responding, ask yourself: "Will my next statement or question bring us closer together or pull us further apart?"

## DAY FOUR

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**Theme:**

Putting skills to practice (planning our implementation)

**Sessions:**

Planning Follow-Up Workshops\*

Follow-Up Workshop Session Development\*

Applying Skills Through a Practice Session\*

Next Action Steps\*

Final Evaluation and Closing

## Session 16

### Planning for Follow-Up Workshops

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**Objectives:**

- Completing a detailed agenda for follow-up workshops that participants are being trained to deliver.
- Identifying gaps in skills and/or knowledge that still need to be addressed.

**Time:**

60 minutes

**Materials:**

- 📄 Handouts Sample Workshop Agenda, 16-1: Issues for Workshop Design, 16-2: Workshop Design Worksheet, 16-3: Checklist for Effective Workshop Design

**Process:**

1. Distribute Handouts Sample Workshop Agenda (from Introduction and Opening Session), 16-1: Issues for Workshop Design, 16-2: Workshop Design Worksheet and 16-3: Checklist for Effective Workshop Design.
2. Review the workshop design used in this workshop. Point out how sessions relate to overall workshop objectives and to other sessions. Refer to relevant sections in the handouts that show the function of a particular design choice.
3. Divide participants into pairs or groups who will be implementing the follow-up workshops, if these are known. (Participants can also work on their own if they will be delivering the follow-up workshop(s) on their own.)
4. Each group should complete the Workshop Design Sheet (16-2). They can use sessions from this workshop in combinations that are appropriate for the context of their follow-up workshops or add their own ideas for sessions.
5. Each group/pair/individual posts their results.
6. Circulate among posted results, asking for comments or suggestions from other participants and adding your own.
7. Identify where participants are unclear about workshop design elements and clarify. Participants should understand why their choice of session is appropriate and will be effective.
8. Probe participants' comfort level with delivering their chosen sessions. If they feel uncomfortable about a chosen session but not confident to deliver it, discuss possible strategies to increase their confidence, alternatives to the session or have them delete those sessions from their agenda.
9. The outcome of this session should be a fully-developed workshop agenda for the whole time period allocated for the follow-up workshop.



## Issues for Workshop Design

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### What to do in the first hour

The most basic task for beginning is that of introductions – people need to find out enough about each other and the workshop to feel comfortable. Also, to give people time to “get there” as part of our introductions, we ask them to talk about what they had to do to get to the event.

- **Establish your credibility.** For example, two of us who are not trade union members were asked by the education director of a major union to do a session on popular education. We were not the only outsiders to the union and the province but we would also be presenting what might be considered suspect subject matter. After talking to the union members who invited us, we decided to start by giving participants a sense of who we were. So we presented ourselves more formally than usual. We also got the union president to lend a little extra credibility to the proceedings by introducing the session and us to the members. In any session it is critical to let people know who you are and how you connect with them, and the topic of the workshop.
- **Find out why people are there.** Even when you’ve collected information in advance, all participants are rarely involved in the planning so there is a need to check expectations to make sure the plan is going to meet their needs. This stage also lets people hear directly from each other and gives out the message that the intent is to make this workshop their program, not ours. We often put people’s expectations down on paper, providing material that can later be used in the reflection at the end of the session.
- **Introduce the objectives and the agenda.** We introduce the objectives and plan for the event with references to the expectations of participants and negotiate any changes. In this process we clearly name expectations that...
  - Are already part of the agenda.
  - Cannot be met, which are outside of the scope of the session.
  - Can be included but would require some re-designing. At the subsequent session we can return with a concrete proposal for discussion about how these can be met.

A well thought out introduction to the program is evidence of your preparation and can be part of establishing your credibility. It is also a mark of respect for the participants.

- **Introduce the theme of the workshop.** This step can be part of the introductory exercise or activities for getting started. We’ve also found it useful to include an activity that helps the group situate itself in relation to the theme or topic: to look at who we are and who we aren’t and at how these factors affect our relationship to the topic.
- **Negotiate the logistics.** At any event there is always a number of logistical problems to get out of the way before anything else can be done, from establishing guidelines on smoking to negotiating times for beginning and ending sessions. Especially in residential situations – when people are meeting in places overnight and far from home – participants not used to the situation will be preoccupied with questions about meals, telephones, and sleeping arrangements. Clarifying these logistics helps reduce anxiety – something that is often underestimated. “Ground rules” for logistics can be established to make sure that participants are clear about these kind of things.



- **Set the atmosphere.** One important message people should get in the first hour is that we want them to participate in and take ownership of the event. To help establish this atmosphere, we choose introductory activities that give everyone a chance to participate. Within those activities there is often an opportunity to move the furniture around so people will begin to claim the space as their own. We often establish a process for our work together by putting forward our assumptions about the process and negotiating those with participants. We post a list of these assumptions and use them as a reference throughout the workshop.

### **Sample List of “Our Assumptions About a Workshop”**

- Everyone will help contribute to a safe/non-judgemental environment.
- Much of the content will be coming from participants.
- Participants bring analysis and experience to the program.
- Everyone will have a shared intolerance for all forms of oppression.
- Participants will take responsibility for their own learning and interaction with other participants.
- Everyone will participate fully in all sessions.
- People will bring a sense of humor.
- There will be a tolerance of differences in approaches and strategies.

### **Sample “Getting Started Checklist”**

- Introductions to each other
- Set the atmosphere, build the group
- Reflect on the social identity of the group in relation to the topic
- Identify participant expectations
- Introduce the theme of the workshop
- Introduce the objectives and plan (agenda) for the event, referring to the expectations of the participants
- Get people “there” mentally as well as physically
- Establish a process for the event with participants
- Clear up any logistical details
- Negotiate ground rules.
- Give participants a chance to claim the space in the room





## Workshop Design Sheet

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**Name of the Workshop:** \_\_\_\_\_

**Participants:**

**Overall Objective(s):**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

Time	Session	Details of the Process	Materials Needed	Person Responsible



### Checklist for Effective Workshop Design

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- Have a planning committee of participants to help in the design
- Take into account what you know about the participants
- Visit the site and take the physical space into account in the design
- State your own assumptions in advance
- Take into account the organizational and broader social context for the event
- Be clear about what kind of events /actions have come before and will follow this session
- Anticipate potential problems and how they might be handled
- Have clear, stated objectives that follow a clear path
- Have a clear, written agenda which fits the time available
- Have a mix of activities that encourage participation and take into account the background of the participants
- Build in ways for participants to gradually take more control of the process
- Know how people will be broken down into groups and how the groups will report back
- Plan for breaks, energizers, humor
- Build in evaluation during and after the event
- Identify clear responsibilities for follow-up
- Have a clear plan for documenting the process for participants
- Review your plan and cut it down: you probably have too much
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Session 17

### Follow-up Workshop Session Development

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**Objective:**

- Using skills and knowledge gained in previous sessions/activities to design at least one complete session that will be used in follow-up workshops.

**Time:**

90 minutes

**Materials:**

- ✍ Sample Detailed Session Outline
- 🕒 Materials used in previous sessions (blank paper, glue sticks, scissors, sticky dots, etc.)
- 📄 Handouts 17-1: Facilitator Do's and Don'ts, 17-2: Designing Workshop Activities, 17-3: How People Learn

**Process:**

1. Distribute Handouts 17-1: Facilitator Do's and Don'ts, 17-2: Designing Workshop Activities and 17-3: How People Learn.
2. Review Handout 17-3: How People Learn to emphasize to participants that their choice of methodology for activities will influence how much people retain about a topic.
3. Give participants some time to read the other handouts. They might also want to re-read handouts from Session 2, as these also have a lot of information about methodology.
4. Have a short question and answer session to clarify any points from the handouts for participants.
5. Display prepared flipchart with Sample Detailed Session Outline. (Session 2 is used here but other sessions could be used instead.) Go through the outline, pointing out the level of detail required for session planning: clear objectives, time period, materials needed, clarity about the process and methodology to be used.
6. Have participants return the groups they were in the previous session (Session 16) – pair, group or individual groupings who will deliver the follow-up workshop(s).
7. Assign each group a session from one of those they included in their agendas developed in Session 16. Try to avoid duplication of sessions between groups in order to get as many sessions fully developed as possible.
8. Instruct groups to:
  - Complete a detailed written outline for their assigned session (on flipchart paper or smaller sheets of paper). The outcome should be at least as detailed as the sample you present in Step 5.
  - Prepare to facilitate their assigned session. This is not a presentation of their written outlines! There will not be enough time to do the whole session so they should prepare to do a 10-minute portion of it. This could be the beginning of the session or a part of the session that emphasizes the facilitator's role/function. (These will be done in the next session.)
  - Prepare any materials they need to use in their practice session (prepared flipcharts, markers, glue sticks, etc.)
9. Circulate among the groups to make sure they are including the level of detail required in their written outlines and that they are on track preparing their practice sessions.



## Sample Detailed Session Outline: Facilitation Nightmares

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### Objectives:

- Identifying any fears participants may have in terms of taking on the role of trainer/facilitator.
- Developing strategies to deal with identified fears.

### Time:

60 minutes

### Materials:

- Prepared flipchart labeled “Facilitation Nightmares”
- Handouts 2.1: Issues and Tips for Establishing Credibility, 2.2: The Facilitator’s Role, 2.3: Working with Resistance, 2.4: Basic Facilitation Skills

### Process:

10. Use the “bean bag toss” method (described in Handout 2-4) to call on participants randomly. Ask participants to state any fears they have in terms of taking on the role of trainer or facilitator. It doesn’t matter if they have any previous experience as a trainer or facilitator – they can draw upon their experiences as participants in other workshops or as students. What makes them really nervous?
11. Record each ‘nightmare’ on the flipchart. (This is a brainstorm, so no comments should be solicited.) Give the group about 15 minutes for this. Make sure all participants have had a chance to contribute at least one thing.
12. Divide participants into groups of 4-5. Have them move into their groups.
13. Ask each group to choose one ‘nightmare’ from the list.
14. Each group has 10 minutes to prepare a short scenario (role-play) to show how they would deal with their selected nightmare.
15. Bring the groups together after 10 minutes, and have each present their scenario.
16. After each presentation, have other participants comment on the strategy used: Do they like what was suggested? Do they have any other ideas about how to deal with the selected nightmare?
17. Distribute the handouts and review. All of them have ideas about how to avoid or handle common facilitation nightmares.
18. Assign *Handout 2.4: Basic Facilitation Skills* as homework as it contains detailed descriptions of facilitation processes for Paraphrasing, Drawing People Out, Mirroring, Gathering Ideas, Stacking, Tracking, Encouraging, Balancing, Go-Arounds, Brainstorming and Managing Lists.



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## Facilitator Do's and Don'ts

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A facilitator is different from the typical leader or chairperson. The difference is in how they use their role. The leader/chairperson decides what and how things will be done, tells people they are out of order, etc. The facilitator asks, suggests, reminds, keeps track of the main agenda and sees if people are ready to move on to the next step/decision. Generally the facilitator is there to see that all participants feel they are having a say and are listened to and accepted. S/he attempts to stay very neutral. A facilitator tries to provide enough structure so that what's happening with people doesn't interfere with topic on the agenda.

### ***Following are a number of points a facilitator should keep in mind:***

#### *Keep participants on the topic:*

- Let participants know when the discussion has drifted – usually they will quickly return to the topic at hand.
- Every now and then, remind participants of the topic under discussion. “Isn't this what we were discussing?”

#### *Summarize what participants have said:*

- In particular summarize what the less active participants have said.
- Relate what one person says to others' ideas.
- Accept parts of ideas and ask if the person could develop the idea more.
- Let people know when someone has been cut off and ask them to finish what they were saying.

#### *Let people know feelings are OK:*

- Summarize feelings as well as content.

#### *State the problem in a constructive way so people can work on it:*

- State the problem like a problem, not like someone is at fault.
- Give problems and questions to the group, not answers.
- Clear up what decision (if any) the group needs to make so people don't waste their time on other things.

#### *Suggest ways to solve the problem:*

- Let participants know when it may be time to move on to the next problem or agenda item.
- Try to break up big problems into workable pieces and deal with each separately.

#### *Summarize what has been decided:*

- Be sure to restate a decision after it has been made by the group.



***Things facilitators should avoid:***

In no way will a facilitator be effective if s/he does not remain neutral. S/he should become a key participant in what's happening nor try to manipulate the group by using the facilitator's role to get one's own personal agenda on the table.

***The facilitator should specifically avoid:***

- Criticizing the ideas or values of others.
- Forcing one's own ideas on the group by using your facilitator role.
- Making decisions for other participants without asking for their agreement.
- Saying a lot or getting too involved in discussions when you are the facilitator – this will distract you and could get the whole group off track.



## Designing Workshop Activities

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### What is an activity?

Activities can be divided into three types:

- Presentations
- Guided discussions
- Structured activities

Many people continue to be most comfortable with the *presentation* either verbal or audio-visual. The *guided discussion* requires skill in ensuring broad participation and finding the right questions. The *structured activity* (for example, role-plays) can be the most dynamic but may also have the highest risk factor.

In the following pages, we are referring only to *structured activities*. But in fact a mix of all three kinds of activities is often what's needed to make sure your program relates to the learning styles of all the participants.

Structured activities most often involve breaking down a body of participants (ideally between fifteen to twenty-five) into smaller groups. Whatever the mode of activity (role-play, group discussions, etc.) we usually ask participants to consider several questions decided in the design phase.

### Steps or moments in an activity

One way to begin is to dissect an activity into its component parts.

#### 1. *Introduction: explaining the activity*

- **Give the background to the activity and its objective.** We usually begin by explaining to participants why we are asking them to do an activity. In these opening remarks we sometimes include a little history or background if appropriate, or we try to allay any fears. For example, in the introduction to a drama or role-play activity, we emphasize that there are no acting awards given and that for those who don't want to take a leading role there is always a bit part.

We've also found that we need to be comfortable with the activity if we are to help others feel comfortable doing it. And when we introduce an activity, we can afford to wander a little at the beginning but by the end of the introduction we need to be very precise about the instructions.

- **Explain the guidelines, the task, and the time available.** Participants need to know exactly what they are being asked to do. We often write the task – which often involves considering a list of questions related to the topic – on a flipchart so everyone can see it.

If people will be working in different rooms, or if the task is complicated, we hand out a task-sheet to each person. The task-sheet includes the question(s) to be discussed/worked on; how the work is to be recorded; what should be reported back to the whole group; how much time people have. Check with the group to make sure participants understand the task and are willing to engage in it. Leave time for questions.



- **Hand out materials, tell people how to divide into groups and where to go.** If there are handouts or other materials, these need to be identified and a process suggested for getting them to each group. Before the activity starts, you may also have to divide people break into small groups. It's good to assign groups ahead of time to ensure a mix of different experiences.

In every workshop, there will also be informal, pre-existing cliques. So when people break into small groups we need to take these into account, either to encourage people to mix or to take advantage of existing relationships.

For a longer program, we like to have two or three ways to divide people into groups. Don't forget that you'll need to be clear about where each group can work, but this information is better given after people are divided into groups. Otherwise they often don't remember where to go.

#### ***Ideas for dividing people into groups:***

- *Number off by the number of groups you need.* So for a workshop of twenty people where you want to form four small groups, participants would number off from one to four. Have people group afterwards by number into the four groups.
- *By symbols.* Prepare pieces of paper with as many different symbols as you need groups. If you want to form four groups of five people, you might have five each of symbols like triangles, squares, circles and rectangles. Each person picks or is given a symbol and finds others with the same symbols.
- *Self-selection.* When you want people to divide into groups according to their interest in topic or theme, you can post the topics in different places on the walls in the room. Ask participants to "vote with their feet" by going to the topic that most interests them. If there are too many people for any given topic, you can sub-divide the group. If there is no interest in a given topic, it doesn't get discussed.
- *By sound.* This is useful for later in a longer program after people have got to know one another and won't feel self-conscious. It uses the same process as the symbol method, although this time each person gets a piece of paper describing a sound. Participants find their group by moving around the room making their sounds. To make it even more interesting, people can do this with their eyes closed. Examples of sounds are animal sounds, machine sounds, baby sounds – use your imagination, have fun!
- *Pre-formed groups.* Sometimes you need to have a particular mix of people for specific purposes, so you list the group members and where they will be working on a flipchart and post them. Preparing the list in advance can save time and avoid confusion during the activity.

## **2. Preparing the activity**

- When participants are working at something – preparing a role-play, engaging a discussion to draw together ideas or prepare a report – we, as facilitators, usually do not participate in the activity because our presence can impede or distract the group's own work. In these situations the role of the facilitator is to be a resource person, to clarify instructions, and to help out any group having difficulties. We also have to watch the clock.



### 3. *Presenting and discussing the activity*

- Small groups report back to the larger group. Most facilitators (and participants) have experienced more than their share of boring plenaries. So it's important to plan carefully just how to get the most out of the larger group discussion: to decide what needs to be shared and how.

#### **Ways of reporting back from small groups:**

- **Different questions from each group.** Each group reports back on a different question. All the questions are covered once.
- **Only one question reported back.** Groups report back on only one of the questions discussed (the key question). Notes on other questions might be posted so other groups can take a look at them during a break.
- **Different forms of report back.** Each group can be asked to use a different form of report back (visual, dramatic, verbal, song, etc.) or can choose the form the members feel most comfortable with.
- **Simultaneous plenaries.** We use this method when small groups have prepared skits or dramatic presentations and the group as a whole is too large for everyone to see all of the presentations. We break the main body of the participants into as many large groups as we need, with one facilitator and three or four presentations in each. All of these mini-plenaries can take place at the same time.
- **Gallery review.** Each group posts its material and participants walk around this instant gallery to see what others have done. A representative of each group should remain with that group's work to help answer questions from other participants. You can also leave space in the group's flipcharts for comments or questions from other participants.
- **A common format.** About fifteen or twenty minutes before the end of the small group discussion period, you ask each group to focus on its report back and synthesis of the discussion. You can provide a sample format but it doesn't have to be compulsory for the group:

*The main points we discussed were (no more than 3):*

- 1.
- 2.
- 3.

*and we concluded that:*

*We recommend:*

*One of the most interesting/exciting points we discussed and would like to share is:*

- **No report back.** Sometimes, due to time constraints or the nature of the discussion, it is not possible or necessary to hear back from the small groups – although this does not happen very often. In a plenary, it's also possible to ask for comments from the floor on key points or issues raised.



- **Pulling out the experience.** After small groups return to the plenary, the next step involves asking questions about the small group work that will make sure participants describe the experience and identify patterns. Questions for this step might be: “What are your feelings?” “What are your key learnings or insights?”
- **Looking for patterns/analysis.** This is the meat of any activity. After all the reports have been completed, you can ask a number of questions about what’s been reported. What are the similarities and the differences? What helped or hindered? Who benefited? Who lost? What are the key shared concerns? What issues should we focus our discussion on now?
- **Add new content/theory.** After the analysis of participant experience, we can introduce new content or theory, either through brief facilitator presentation or a handout.
- **Synthesis.** The final step in any activity is the summary or synthesis of the most important points that emerged in the discussion. Participants and facilitators can work together to name key issues in summary form.

### Summary of Steps in an Activity

1. *Introduction: explaining the activity*
  - Explain the objectives of the activity
  - Give the history/background of the activity if appropriate
  - Explain the task and the time available, checking for clarity and consent
  - Identify and distribute materials/handouts, if any
  - Groupings: how to divide and where to go
2. *Preparing the activity*
  - Participants work at something, often in groups (preparation)
  - Facilitator is available as a resource or to clarify
  - Facilitator monitors time
3. *Presenting and discussing the activity*
  - If in small groups, come back to the larger group
  - Pull out the experience
  - Look for patterns/analysis
  - Add new content/theory
  - Synthesis



## A checklist for developing appropriate activities

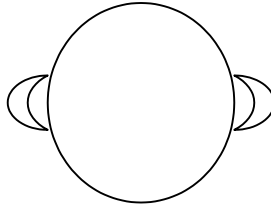
### Consider

- Local context
- Number of participants
- Who the participants are (cultural background, sector, social class, race, gender, traditions)
- Comfort level: will participants feel uncomfortable doing the activity at this stage of the workshop?
- Objectives
- Design: at what point in the workshop should you do this activity?
- The time of day (effect on energy level, concentration)
- The time you have available
- Language: level and literacy
- Space and logistics
- Materials and technology available/required
- Theme and subject matter
- Resources available to you
- Participant experience in relation to the theme
- Organizational context (timing, who is involved)
- Other factors? \_\_\_\_\_

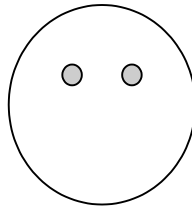
## How People Learn

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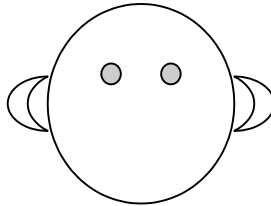
**Hear only = 20%**



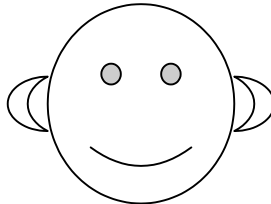
**See only = 30%**



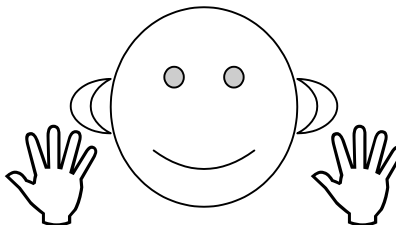
**Hear and See = 50%**



**Hear, See and Talk = 70%**



**Hear, See, Talk and Do = 90%**



## Session 18

### Applying Skills Through a Practice Session

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**Objective:**

- Practice training and facilitating skills through the delivery of the session designed in Session 17.

**Time:**

120 minutes

**Materials:**

- ☉ Materials prepared by groups in Step 8 of Session 17, stopwatch
- 📄 Handout 18-1: Facilitator Observation Sheet

**Process:**

1. Distribute Handout 18-1: Facilitator Observation Sheet and review.
2. Assign each group the task of being the Facilitator Observer for one other group. They should use Handout 18-1 to record their observations.
3. Have each group from the previous session facilitate their assigned session for 10 minutes.
4. Following each practice session, ask the Facilitator Observers for that group to share their observations. Ask those being observed to receive the feedback without comment. Add your own comments when the Observers have finished.
5. When all the practice sessions have been completed, ask participants to comment on their experience in a go-around.

**Facilitation Observation Sheet**

<b>Skills</b>	<b>Facilitator Name</b>	<b>Facilitator Name</b>	<b>Facilitator Name</b>
1) Keeps the group focused on topic: a) Points out the discussion has drifted b) Re-states the original topic			
2) Clarifies and accepts communication: a) Summarizes a contribution b) Relates ideas c) Points out when someone is cut off and invites her/him to continue			
3) Accepts feeling as valid data: a) Summarizes feelings			
4) States a problem in a constructive way: a) Re-states problem to eliminate blame fixing b) States problems, not solutions c) Helps clarify areas of decision-making			
5) Suggests a procedure or problem-solving approach: a) Points out times to move on b) Makes a suggestion of procedure			
6) Summarizes and clarifies direction: a) Summarizes what the group has accomplished and indicates next steps			
7) Avoids behaviors like: a) Judging or criticizing ideas or feelings b) Asserting own ideas c) Making decisions for the group d) Lengthy comments			

## Session 19 Next Action Steps

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**Objective:**

- Planning what needs to be done before the implementation of the follow-up workshop(s).

**Time:**

60 minutes

**Materials:**

✍ Prepared flipchart: Action Plan Framework

**Process:**

1. Review the Action Plan Framework. Planning should focus on logistical and programming details that need to be completed before (and in order for) follow-up workshops are implemented. Some of the things that will likely have to be done are:
  - Selecting and inviting participants
  - Securing a site
  - Securing the materials needed
  - Finding financing
  - Identifying and inviting external resource people for Sessions 6, 7 and 8
  - Arranging travel and/or accommodation
2. Divide participants into groups that reflect by who and where follow-up workshops will be implemented. (These groups can be as small or large as necessary.)
3. Give each group flipchart paper and markers.
4. Have them complete their action plan.
5. It is not necessary to present these but if the group finds it useful, have a discussion on any problematic issues that might have arisen while they were doing their action plans.

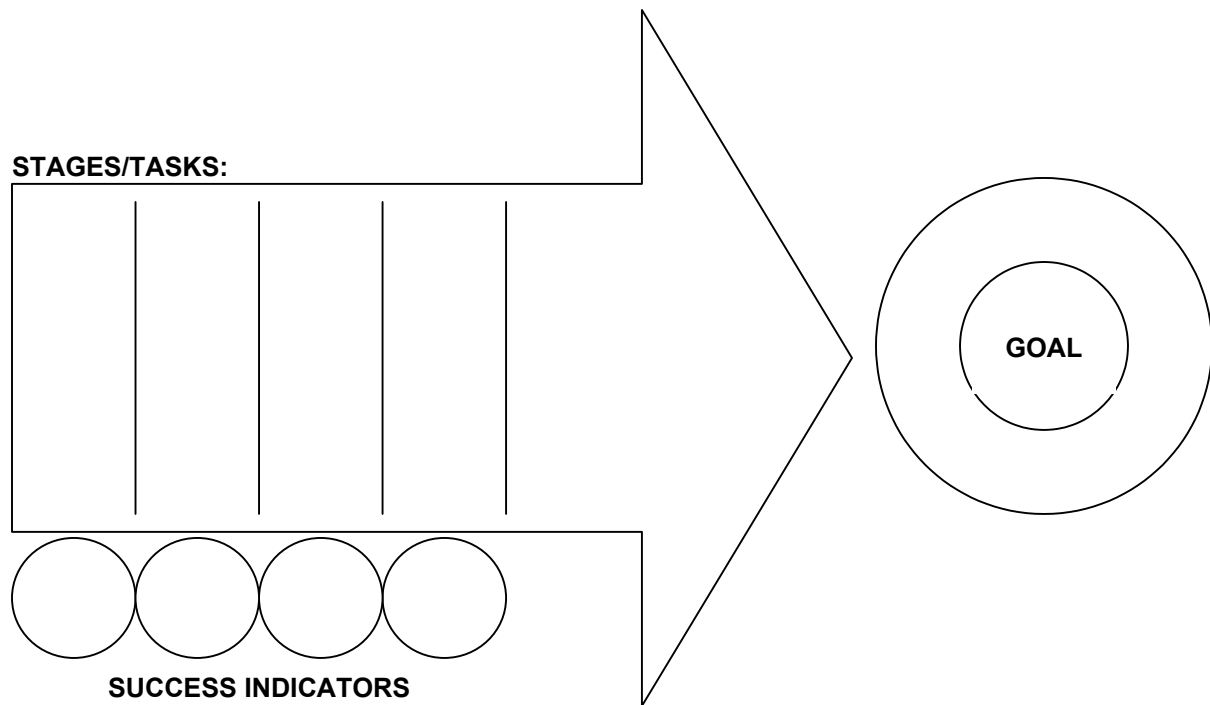


## Action Plan Framework

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**TEAM:**

**RESOURCES:**





## Session 20 Final Evaluation and Closing

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### Objectives:

- Learning what has been effective and not effective to help improve the curriculum.
- Giving participants a sense of accomplishment and closure.

### Time:

60 minutes

### Materials:

- Bean bag or tennis ball
- Handout 20-1: Final Evaluation – Head, Heart, Feet

### Process:

#### **Activity 1 (30 minutes)**

1. Distribute Handout 20-1: Final Evaluation – Head, Heart, Feet.
2. Ask participants to complete it individually as follows:
  - Beside the “Head”: the most important two or three things they learned in the workshop.
  - Beside the “Heart”: the most important two or three things the workshop made them feel.
  - Beside the “Feet”: the most important two or three things the workshop made them want to do.
3. Collect these and review after the workshop with the planning committee.

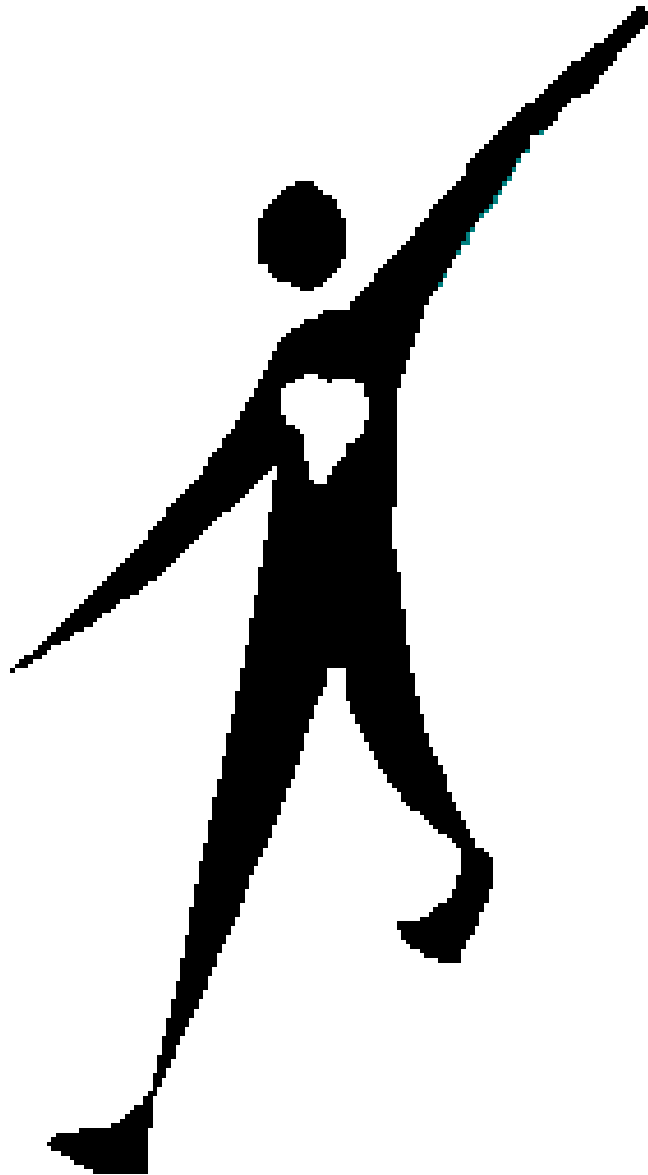
#### **Activity 2 (30 minutes)**

1. Have participants sit in a circle.
2. Throw the bean bag or tennis ball to one participant and ask: “What is one thing you would like to say to the group before you go?”
3. Once finished, the participant should throw the bean bag or tennis ball to another participant who answers the same question.
4. Continue the process until each participant has had the chance to answer the question.



## Final Evaluation: Head, Heart, Feet

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## Sample Pre-Workshop Assessment Form

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1. Have you ever implemented any training as a trainer, facilitator or teacher?

Yes (Go to 2)

No (Go to 3)

2. If yes, what kind of training(s) have you implemented? (List kinds)

2.1. \_\_\_\_\_

2.2. \_\_\_\_\_

2.3. \_\_\_\_\_

2.4. \_\_\_\_\_

2.5. \_\_\_\_\_

3. What kind of positive experiences have you had as women member of your political party?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Have you ever faced any difficulties as a woman member of your political party?

Yes (Go to 5)

No (Go to 6)

5. If yes, please describe the kind of difficulties you have faced?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Have you ever been nominated for a position? (political, board member, etc.)

Yes

No

***Thank you for helping us with this assessment***

## Facilitator Tests

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In any skills training workshop, facilitators use different ways to see if participants are grasping key content. Here are some ideas for how this can be done in a structured way. Generally, “tests” of this kind are done at least once a day so that any gaps can be addressed quickly. They also give participants a sense of accomplishment as they see how much they have learned.

### “Pick a Card” (Individual/Group)

- Make up a set of cards (at least one per participant) with key concepts (1-3 words) on each card.
- Have the participants sit in a circle.
- Hold the set of cards facedown and ask a participant to select one.
- The participant should then give their definition of the concept on the card they selected.
- If they cannot give a correct answer, ask other participants to help.
- Continue around the circle until each participant has had an opportunity to select a card.

### “Tic-Tac-Toe” (Team)

- Prepare nine large post-it notes (or cards and glue stick) with one question based on material that has been covered on each card.
- Draw a large “tic-tac-toe” diagram on flipchart paper or whiteboard (see picture below).
- Stick prepared post-it notes face-down on tic-tac-toe diagram (one per “square”).
- Divide participants into two teams: one team is “X” and one is “O”.
- Have them stand in their teams in front of the diagram.
- Starting with one team, ask them to choose which square they want to “win”. Take the post-it note off the diagram and ask them the question. They can discuss this before answering.
- If they answer correctly, they can put their letter on the square (“X” or “O”). If they can’t answer correctly, return the question to its square. (The same or another team can try to answer it later.)
- Continue until one team manages to get 3 horizontal, vertical or diagonal squares in a row with their letter (the “winner”).

#### Before:

<i>1 note face-down</i>	<i>1 note face-down</i>	<i>1 note face-down</i>
<i>1 note face-down</i>	<i>1 note face-down</i>	<i>1 note face-down</i>
<i>1 note face-down</i>	<i>1 note face-down</i>	<i>1 note face-down</i>

#### After:

X	O	O
O	X	X
O	X	X

**“Broken Sentences” (Individual or Group)**

- Cut flipchart paper into long strips (at least 2 per participant). On each strip, write a sentence or phrase from the material covered. Cut each strip into two pieces, with part of the sentence or phrase on each piece. Shuffle these well.
- Give each participant 2 (or more) strips.
- Have participants circulate and have them find the missing part of their sentence/phrase.
  
- *Alternative:* make identical sets of “broken sentences” and give each participant or small groups of participants a whole set.
- Have each participant/group complete their sentences/phrases.

## Sources

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*The following material has been used as a basis for some sessions or handouts in the workshop, usually in adapted form.*

**Educating for a Change.** Rick Arnold, Bev Burke, Carl James, D'Arcy Martin and Barb Thomas. Toronto: Between the Lines/Doris Marshall Institute for Education and Action, 1996.

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**Zen of Groups: A Handbook for People Meeting with a Purpose.** Dale Hunter, Anne Bailey and Bill Taylor. Auckland: Tandem Press, 1992.

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