

A Training of Trainers Manual



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



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Table of Contents

Introduction	3
How to Use This Manual	4
Day One	7
Opening	8
<i>Session 1: Barrier Identification</i>	13
<i>Session 2: Facilitation Nightmares</i>	15
<i>Session 3: Confidence Building</i>	35
<i>Session 4: Managing Group Dynamics</i>	45
<i>Session 5: Behavior and Attitudes that Affect Women’s Participation in Political Parties</i>	58
Day Two	60
<i>Session 6: Election Laws and Processes</i>	61
<i>Session 7: The Role/Responsibilities of State Institutions and Structures</i>	62
<i>Session 8: Strategies to Prepare Women as Legislative Candidates</i>	63
<i>Session 9: Developing Information/Support Networks Within Your Party and Community</i>	64
Day Three	67
<i>Session 10: Strengths, Weaknesses, Opportunities, Threats (SWOT)</i>	68
<i>Session 11: Giving and Getting Feedback</i>	75
<i>Session 12: Nomination Process Simulation</i>	80
<i>Session 13: Steps in Self-Promotion</i>	82
<i>Session 14: Knowledge of Institutional (Government and Political) Structures</i>	93
<i>Session 15: Psychological (Mental) Preparation</i>	94
Day Four	100
<i>Session 16: Planning for Follow-Up Workshops</i>	101
<i>Session 17: Follow-Up Workshop Session Development</i>	106
<i>Session 18: Applying Skills Through a Practice Session</i>	116
<i>Session 19: Next Action Steps</i>	118
<i>Session 20: Final Evaluation and Closing</i>	120
Sample Pre-Workshop Assessment Form	122
Facilitator Tests	123
Sources	125

Introduction

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

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.

DAY ONE

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

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

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

Day	Daily Theme	Time		Session Topic
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"> • Introduction from planning committee • Overview of workshop sessions and process, including TOT aspect • Participant introductions/expectations • Ground rules • Evaluation teams and process
		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?

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

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

4. What was the least useful?

5. Other comments

Session 1 Barrier Identification

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

*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

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

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

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

- **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.



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

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

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.



Basic Facilitation Skills

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

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...?”



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."



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

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.



Basic Facilitation Skills

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.



Basic Facilitation Skills

**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

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

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

Score yourself the following points for each question:

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

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

- 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.



Ten Ways to Build Your Self-Esteem

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

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

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!



Improve Your Public Speaking Skills

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 time 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

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

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

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

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

Process Roles

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

Blocking Roles

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

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

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.*



Dealing with Difficult Dynamics

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



PROBLEM	TYPICAL MISTAKE	EFFECTIVE RESPONSE
QUIBBLING ABOUT TRIVIAL PROCEDURES	<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>
SOMEONE BECOMES STRIDENT AND REPETITIVE	<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>
SOMEONE DISCOVERS A COMPLETELY NEW PROBLEM THAT NO ONE HAD PREVIOUSLY NOTED	<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

- **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

- **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

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.



Tips on Challenging and Encouraging Resistance

- **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

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

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.