DAY TWO

Theme:

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

Sessions:

Election Laws and Processes

The Role/Responsibilities of State Institutions and Structures

Strategies to Prepare Women as Legislative Candidates

Developing Information/Support Networks Within Your Party and Community

Session 6
Election Laws and Processes

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

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

Time:
60-90 minutes

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

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

Session 7
The Role/Responsibilities of State Institutions and Structures

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

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

Time:
60-90 minutes

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

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

Session 8
Strategies to Prepare Women as Legislative Candidates

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

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

Time:
60-90 minutes

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

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

Session 9
Developing Information/Support Networks Within Your Party and Community

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

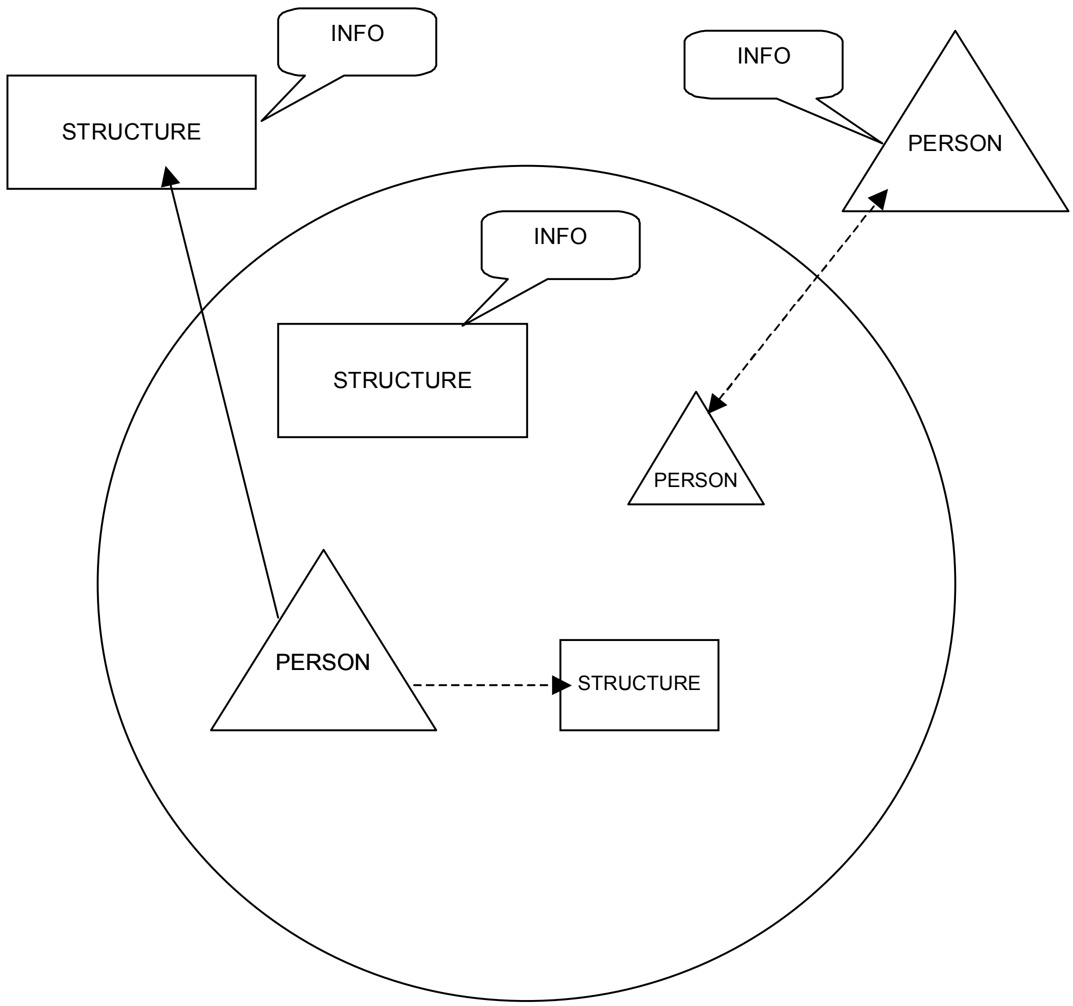
Time:
120 minutes

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

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

✍

Sample Venn Diagram



Being an Effective Legislator Worksheet

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

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

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

   Different tasks legislators perform:
   - Developing policy
   - Carrying out case work
   - Organizing local campaigns
   - Scrutinizing services
   - Chairing committees
   - Developing links with the community

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

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

DAY THREE

Theme:

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

Sessions:

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

Giving and Getting Feedback*

Nomination Process Role Play

Steps in Self-Promotion

Knowledge of Institutional Structures

Psychological (Mental) Preparation*

Session 10
Strengths, Weaknesses, Opportunities, Threats (SWOT)

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

Time:
60 minutes

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

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

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

Definition of SWOT Analysis

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

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

Benefits a SWOT analysis can provide:

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

Concerns About SWOT

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

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

Key Points and Example of a SWOT Analysis

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

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

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

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

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

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

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

Useful opportunities can come from things such as:
- Changes in technology and markets on both a broad and narrow scale
- Changes in government policy
- Changes in social patterns, population profiles, lifestyle changes, etc.
- Local events

Threats

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

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

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

Example:

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

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

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

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

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

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

SWOT Analysis Framework

STRENGTHS	WEAKNESSES
OPPORTUNITIES	**THREATS**

Session 11
Giving and Getting Feedback

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

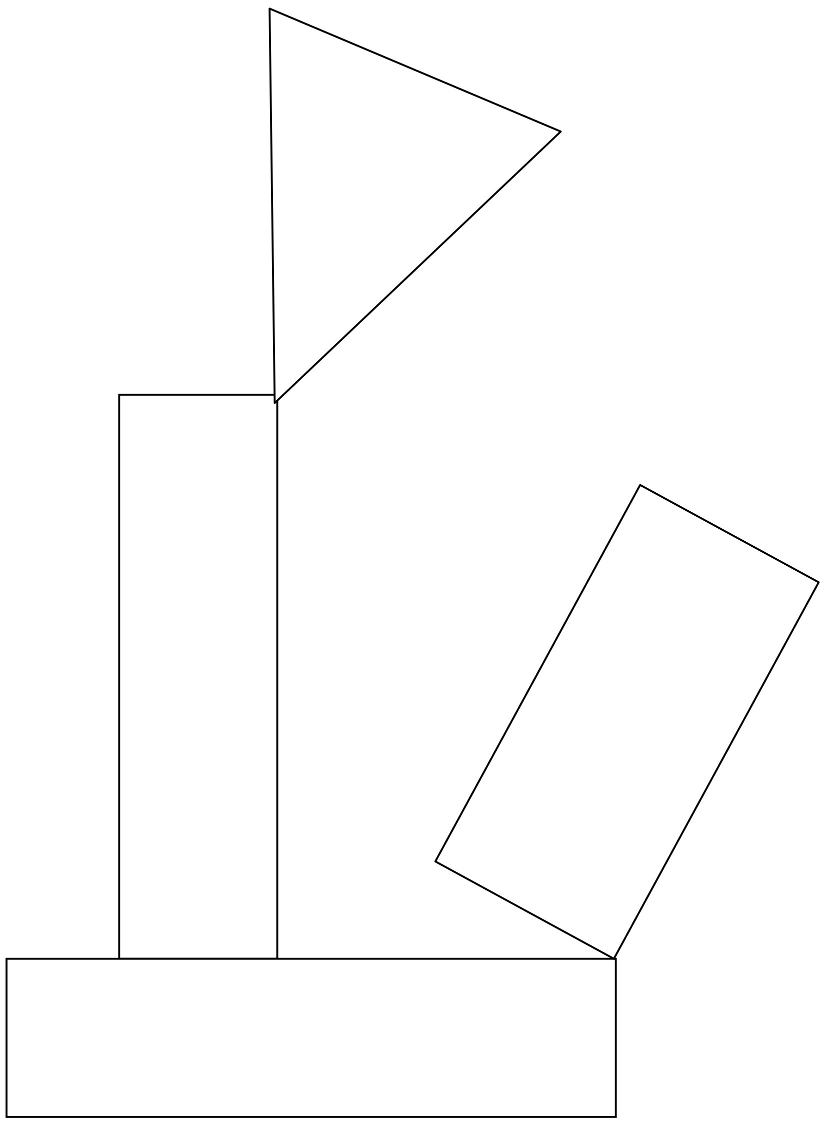
Time:
30 minutes

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

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

Feedback Exercise

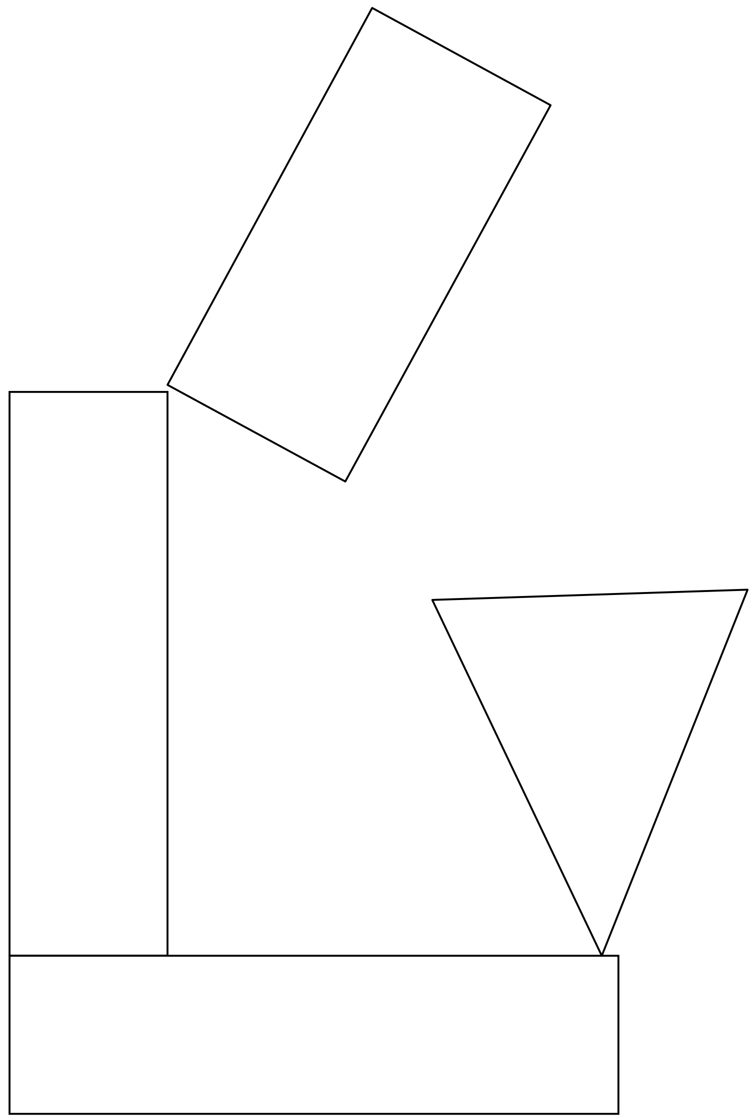
Figure A



✍

Feedback Exercise

Figure B



Three Ways to Give and Receive Feedback

Observations and Interpretations

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

Appreciations

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

How Do I Come Across?

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

Tips on Giving Feedback for Facilitators

- **Talk in the first person:** Statements such as “I felt…” or “When I heard you say…” communicate personal responsibility for responses. They do not claim, nor should they, to speak for others.

- **Be specific:** Statements such as “When you said this, I…” or “Your idea about …” focus on the particular action or statement. These statements bring the discussion close to home, make it easier to examine and tackle. Avoid comments such as “You keep…” or “You always…”

- **Challenge the idea or action, not the person:** It doesn’t help to draw attention to the pitch of someone’s voice or stutter. Stick to actions or behaviors that a person can change (if they agree this would be useful).

- **Combine recognition of what worked with a challenge to improve:** Few people are so thick-skinned that they do not need acknowledgement of their achievements. Providing this recognition helps situate suggestions and challenges in a context of effort and accomplishment. It helps a person hear the spirit of positive criticism. Explain what makes something work. Uncovering the thoughts and skills behind a success can be instructive.

- **Ask questions to clarify or probe reasons:** Questions such as “What did you take into account when you decided…” or “What did you mean when you said…” credits the person with selection and judgement. The questions also help avoid criticisms and suggestions that miss the mark and are irrelevant to what the person is trying to do.

- **Identify the bridges:** When you are giving critical feedback to a participant, remind him or her of what you have in common. Comments such as “I know that when we do X we tend to…” remind the person that you’re on the same time. Sometimes a part of this same bridge may be to acknowledge differences. For example, “As a man, my experience is a bit different but…”

- **Acknowledge how you connect to a problem:** Because people can learn as much from what goes badly as from what goes well, it helps to show how you have also experienced a thorny problem. Statements such as “I’ve had this problem myself too…” emphasize that this is not just an academic exercise for you as a facilitator.

- **Where possible, make suggestions for alternative approaches:** Questions such as “Have you considered…” or “What would happen if we tried…” open a range of possible different responses. The use of “we” suggests that the issue and its solution is of interest to the whole group. Encourage others to add to the generation of different options. This will make it clear that there is not just one other (and therefore better) way to do it.

Session 12
Nomination Process Simulation

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

Objectives:

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

Time:
90 minutes

Materials:

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

Process:

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

Guidelines for Nomination Process Simulation

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

   Your topic is: ____

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

2. You have **5 minutes** to prepare your presentation. Materials already covered that may be helpful to you are Handouts 3-3, 3-4, 3-5 and 3-6.

3. You have ***only 3 minutes*** to present. Remember: Be clear and concise!

Session 13
Steps in Self-Promotion

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

Time:
120 minutes

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

Process:

Activity 1 (15 minutes)
1. Distribute Handout 13-1: Candidate Self-Assessment Checklist and have participants complete it. Ask: Do they meet these criteria to become candidates?

Activity 2 (45 minutes)
1. Distribute Handouts 13-2 and 13-3 and review. These will be used in the following exercise.
2. Divide participants into groups of 3-4 per group.
3. Each group should complete Handout 13-2. Then, using Handout 13-3 for ideas, they should prepare their presentation in written outline form. They should try to make their presentations as appealing as possible. (20 minutes)
4. Have each group present in turn, followed by comments from other participants.

Activity 3 (30 minutes)
1. Have participants return to the same groups. Distribute Handout 13-4 and one of the policy platforms developed by another group.
2. Using Handout 13-4, each group should evaluate the levels of support for their assigned policy platform. (10 minutes)
3. Using go-arounds, have each group present their results briefly.
4. Distribute the remaining handouts and review.

Activity 4 (30 minutes)
1. Have each participant prepare a one-page (maximum) personal profile for use in their campaign.
2. Post personal profiles. Have participants circulate and rate each profile individually, using markers to indicate their rating as follows:
   - ✓ Very effective
   - × Not effective

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

Candidate Self-Assessment Checklist

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

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

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

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

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

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

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

Developing a Policy Platform Worksheet

1. Developing the issue

- What is the issue and why is it happening?

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

- What are our assumptions about the issue?

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

- What is our short-term objective?

2. Developing the strategy

- Who are our allies on this issue?

- Who are our opponents?

- What strategies are we going to use?

- Why are we going to do it?

3. Preparing for the results

- How will our strategy be received by others?

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

- How can we assess our strategy?

Improving Presentations and Reports

Problem	Solution
Reports are disorganized and complicated and group members do not understand it.	Encourage the presenter to take a few minutes ahead of time to think through the logic of his/report.
Tedious, rambling, repetitive reports.	Have the presenter jot down his/her key points on paper before s/he begins speaking.
Group members do appear to understand the report's central point.	Before the meeting, encourage the presenter to state the most important point in the first sentence, and to restate it in the summary.
People look dazed and uncomprehending, as though they were in a fog.	Ask the presenter to set aside time for questions and answers. Then strongly encourage group members to use it.
Confusion about what the listeners are expected to do with the information presented.	Encourage the presenter to tell people what s/he expects them to do with the information. For example, "Please communicate these ideas to your peers."
Reports that barrage the listeners with details, details, details, causing people to get overloaded and shut down.	Encourage the presenter to use visual aids. Slick, glossy overheads are rarely necessary. Hand-drawn diagrams on flipcharts usually work fine.
Presenters pass out written materials, then keep on talking. Participants stop listening in order to look over the handouts.	Advise the presenter to either distribute material and then pause while people look it over, or wait to hand out written material until the report is done.

Evaluating Levels of Support

attitudes and behaviors

Strongly Endorse	Leaning toward support	Uncertain	Leaning toward opposition	Strongly oppose

individuals and groups

Strategies to Persuade Others

1. We want to persuade ____

   to ___________________________ by ____________________________

2. They would be persuaded or affected by the following actions/incidents (prioritize):

   a.

   b.

   c.

   d.

   e.

3. We could use our strengths and resources to persuade them in following ways:

   a.

   b.

   c.

   d.

   e.

4. The following would be the easiest and most effective approaches that our group could use (rank):

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

10 Hot Tips for Organizing a Successful Nomination Campaign

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

Image and Presentation

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

You will not get a second chance to make a first impression
First impressions are made quickly and a negative impression is difficult to overcome. In a split-second, people will form opinions about you in terms of your economic and educational background, your social position, your experience, your trustworthiness, your moral character and your success at your current or previous work.

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

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

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

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

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

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

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

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

Emphatic	=	***Red***
Blue	=	***Authority***
Orange	=	***Friendly***
Brown	=	***Reliable***
Gray	=	***Successful***

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

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

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

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

Tips for Advancing in Your Political Party

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

Session 14
Knowledge of Institutional (Government and Political) Structures

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

Time:
30 minutes

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

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

Session 15
Psychological (Mental) Preparation

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

Time:
60 minutes

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

Process:

Activity 1 (30 minutes)
1. Distribute Handout 15-1: Handling Personal Criticism and Attacks and give participants a few minutes to read it.
2. Point out that by putting ourselves in public position (as a candidate or as a facilitator), we might be more vulnerable to criticism and even attacks that may affect our confidence and mental state. Because of this, we should take particular care to be psychologically prepared for this with personal strategies to cope. The handout has some suggestions on how to handle these situations – are these strategies that participants feel they can use? What are their experiences handling these situations?
3. Distribute Handout 15-2: Body Language and Communication Styles.
4. As in the previous handout, point out that the way we communicate and handle other people’s communication has a big impact on how people relate to us. This handout has some suggestions on how to control our response styles to help our relationships remain positive and non-confrontational.
5. Do a go-around and ask: What do you feel is your most difficult psychological barrier as you think about becoming a candidate (or a facilitator)?

Activity 2 (30 minutes)
1. Give each participant one strip of paper (already folded accordion-style as described in Materials above).
2. Have them write their name on the front (“first page”).
3. Participants should then pass their “booklet” to the participant on their right.
4. Ask participants to write one message to the participant whose “booklet” they have that they feel would help them feel confident and good about themselves.
5. Once they have finished, participants should again pass the “booklets” they have to the participant on their right, and write another message in the “booklet” they have just received.
6. This should continue, until each participant has written a message in all the other participants’ “booklets”. (I.e., until each participant receives their own booklet back.
7. Have participants read (to themselves) the messages others have written to them.
8. *Debrief:* How does it feel to get these messages? Are there any that they want to share with others? *(This is a very powerful exercise and people may get quite emotional. Give participants time to socialize with each other afterwards to release their emotions if this session is not done at the end of the day, as planned here.)*

Handling Personal Criticism and Attacks

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Body Language and Communication Styles

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

It is said that:

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

There are two ways to communicate non-verbally:

1. *Body movements such as facial expressions, gestures, and posture.*

2. *Spatial relationships – distance you put between yourself and the other person.*

Communication Skills (Verbal and Non-Verbal) in Responding

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

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

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

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

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

Important:

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

General Rule of Communication:

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

DAY FOUR

Theme:

Putting skills to practice (planning our implementation)

Sessions:

Planning Follow-Up Workshops*

Follow-Up Workshop Session Development*

Applying Skills Through a Practice Session*

Next Action Steps*

Final Evaluation and Closing

Session 16
Planning for Follow-Up Workshops

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

Time:
60 minutes

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

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

Issues for Workshop Design

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

- **Establish your credibility.** For example, two of us who are not trade union members were asked by the education director of a major union to do a session on popular education. We were not the only outsiders to the union and the province but we would also be presenting what might be considered suspect subject matter. After talking to the union members who invited us, we decided to start by giving participants a sense of who we were. So we presented ourselves more formally than usual. We also got the union president to lend a little extra credibility to the proceedings by introducing the session and us to the members. In any session it is critical to let people know who you are and how you connect with them, and the topic of the workshop.

- **Find out why people are there.** Even when you've collected information in advance, all participants are rarely involved in the planning so there is a need to check expectations to make sure the plan is going to meet their needs. This stage also lets people hear directly from each other and gives out the message that the intent is to make this workshop their program, not ours. We often put people's expectations down on paper, providing material that can later be used in the reflection at the end of the session.

- **Introduce the objectives and the agenda.** We introduce the objectives and plan for the event with references to the expectations of participants and negotiate any changes. In this process we clearly name expectations that…
  - Are already part of the agenda.
  - Cannot be met, which are outside of the scope of the session.
  - Can be included but would require some re-designing. At the subsequent session we can return with a concrete proposal for discussion about how these can be met.

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

- **Introduce the theme of the workshop.** This step can be part of the introductory exercise or activities for getting started. We've also found it useful to include an activity that helps the group situate itself in relation to the theme or topic: to look at who we are and who we aren't and at how these factors affect our relationship to the topic.

- **Negotiate the logistics.** At any event there is always a number of logistical problems to get out of the way before anything else can be done, from establishing guidelines on smoking to negotiating times for beginning and ending sessions. Especially in residential situations – when people are meeting in places overnight and far from home – participants not used to the situation will be preoccupied with questions about meals, telephones, and sleeping arrangements. Clarifying these logistics helps reduce anxiety – something that is often underestimated. "Ground rules" for logistics can be established to make sure that participants are clear about these kind of things.

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

Sample List of "Our Assumptions About a Workshop"

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

Sample "Getting Started Checklist"

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

Workshop Design Sheet

Name of the Workshop: ______________________________

Participants:

Overall Objective(s):

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Time	Session	Details of the Process	Materials Needed	Person Responsible

Checklist for Effective Workshop Design

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

Session 17
Follow-up Workshop Session Development

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

Time:
90 minutes

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

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

✍

Sample Detailed Session Outline:
Facilitation Nightmares

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

Time:
60 minutes

Materials:
✍ Prepared flipchart labeled "Facilitation Nightmares"
🗋 Handouts 2.1: Issues and Tips for Establishing Credibility, 2.2: The Facilitator's Role, 2.3: Working with Resistance, 2.4: Basic Facilitation Skills

Process:

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

Facilitator Do's and Don'ts

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

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

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

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

Let people know feelings are OK:
- Summarize feelings as well as content.

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

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

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

Things facilitators should avoid:

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

The facilitator should specifically avoid:

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

Designing Workshop Activities

What is an activity?
Activities can be divided into three types:

- Presentations
- Guided discussions
- Structured activities

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

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

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

Steps or moments in an activity
One way to begin is to dissect an activity into its component parts.

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

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

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

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

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

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

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

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

  Ideas for dividing people into groups:

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

2. Preparing the activity

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

3. Presenting and discussing the activity

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

  Ways of reporting back from small groups:

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

    The main points we discussed were (no more than 3):
    1.
    2.
    3.

    and we concluded that:

    We recommend:

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

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

- **Pulling out the experience.** After small groups return to the plenary, the next step involves asking questions about the small group work that will make sure participants describe the experience and identify patterns. Questions for this step might be: What are your feelings?" "What are your key learnings or insights?"

- **Looking for patterns/analysis.** This is the meat of any activity. After all the reports have been completed, you can ask a number of questions about what's been reported. What are the similarities and the differences? What helped or hindered? Who benefited? Who lost? What are the key shared concerns? What issues should we focus our discussion on now?

- **Add new content/theory.** After the analysis of participant experience, we can introduce new content or theory, either through brief facilitator presentation or a handout.

- **Synthesis.** The final step in any activity is the summary or synthesis of the most important points that emerged in the discussion. Participants and facilitators can work together to name key issues in summary form.

Summary of Steps in an Activity

1. *Introduction: explaining the activity*
   - Explain the objectives of the activity
   - Give the history/background of the activity if appropriate
   - Explain the task and the time available, checking for clarity and consent
   - Identify and distribute materials/handouts, if any
   - Groupings: how to divide and where to go

2. *Preparing the activity*
   - Participants work at something, often in groups (preparation)
   - Facilitator is available as a resource or to clarify
   - Facilitator monitors time

3. *Presenting and discussing the activity*
   - If in small groups, come back to the larger group
   - Pull out the experience
   - Look for patterns/analysis
   - Add new content/theory
   - Synthesis

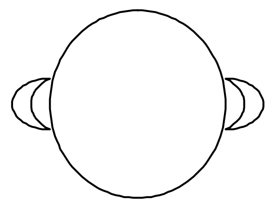
A checklist for developing appropriate activities

Consider

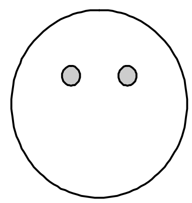
- ❑ Local context
- ❑ Number of participants
- ❑ Who the participants are (cultural background, sector, social class, race, gender, traditions)
- ❑ Comfort level: will participants feel uncomfortable doing the activity at this stage of the workshop?
- ❑ Objectives
- ❑ Design: at what point in the workshop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

How People Learn

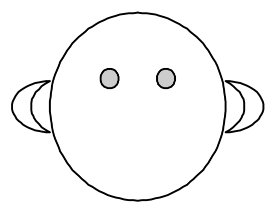
Hear only = 20%



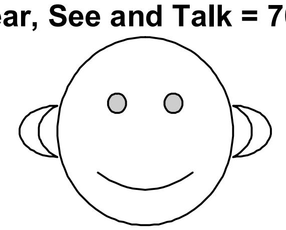
See only = 30%



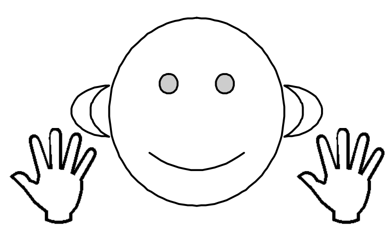
Hear and See = 50%



Hear, See and Talk = 70%



Hear, See, Talk and Do = 90%



Session 18
Applying Skills Through a Practice Session

Objective:

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

Time:

120 minutes

Materials:

⦿ Materials prepared by groups in Step 8 of Session 17, stopwatch

🗋 Handout 18-1: Facilitator Observation Sheet

Process:

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

Facilitation Observation Sheet

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

Session 19
Next Action Steps

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

Time:
60 minutes

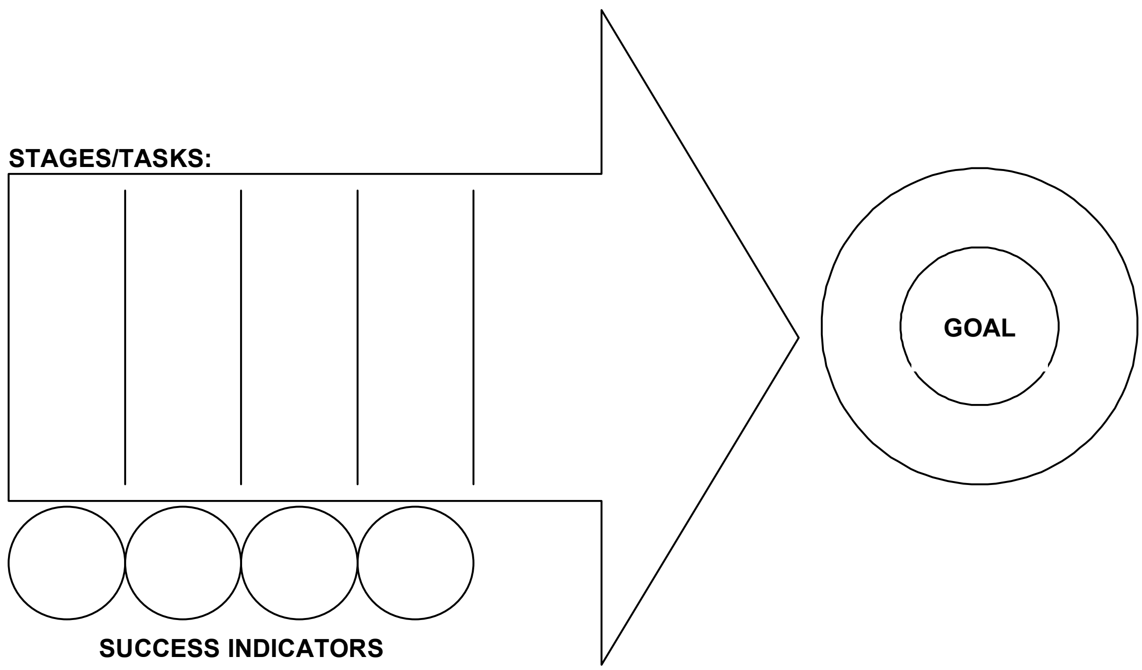
Materials:
✍ Prepared flipchart: Action Plan Framework

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

Action Plan Framework

TEAM:

RESOURCES:



Session 20
Final Evaluation and Closing

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

Time:
60 minutes

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

Process:

Activity 1 (30 minutes)
1. Distribute Handout 20-1: Final Evaluation – Head, Heart, Feet.
2. Ask participants to complete it individually as follows:
   - Beside the “Head”: the most important two or three things they learned in the workshop.
   - Beside the “Heart”: the most important two or three things the workshop made them feel.
   - Beside the “Feet”: the most important two or three things the workshop made them want to do.
3. Collect these and review after the workshop with the planning committee.

Activity 2 (30 minutes)
1. Have participants sit in a circle.
2. Throw the bean bag or tennis ball to one participant and ask: “What is one thing you would like to say to the group before you go?”
3. Once finished, the participant should throw the bean bag or tennis ball to another participant who answers the same question.
4. Continue the process until each participant has had the chance to answer the question.

Final Evaluation: Head, Heart, Feet

Sample Pre-Workshop Assessment Form

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

   ❑ Yes *(Go to 2)*
   ❑ No *(Go to 3)*

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

   2.1. ____________________

   2.2. ____________________

   2.3. ____________________

   2.4. ____________________

   2.5. ____________________

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

   ____

   ____

   ____

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

   ❑ Yes *(Go to 5)*
   ❑ No *(Go to 6)*

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

   ____

   ____

   ____

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

   ❑ Yes
   ❑ No

Thank you for helping us with this assessment

Facilitator Tests

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

"Pick a Card" (Individual/Group)

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

"Tic-Tac-Toe" (Team)

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

Before:

1 note face-down	*1 note face-down*	*1 note face-down*
1 note face-down	*1 note face-down*	*1 note face-down*
1 note face-down	*1 note face-down*	*1 note face-down*

After:

X	O	O
O	X	X
O	X	X

“Broken Sentences” (Individual or Group)

- Cut flipchart paper into long strips (at least 2 per participant). On each strip, write a sentence or phrase from the material covered. Cut each strip into two pieces, with part of the sentence or phrase on each piece. Shuffle these well.
- Give each participant 2 (or more) strips.
- Have participants circulate and have them find the missing part of their sentence/phrase.

- *Alternative:* make identical sets of “broken sentences” and give each participant or small groups of participants a whole set.
- Have each participant/group complete their sentences/phrases.

Sources

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

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