

Acknowledgements

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Foreword

The production of this training was as a result of the Capacity Needs Assessment on Strengthening Leadership Capacity for Women in Public Administration and Civil Society Organisations (SeLeCT) after it conducted a Capacity Needs Assessment to identify gaps, challenges and weaknesses that hinder women's uptake of leadership positions so as to come up with recommendations to increase women's effective participation in Public Administration and Civil Society Organisations. The Capacity Needs Assessment was necessitated by the need for Women's Coalition of Zimbabwe (WCoZ) in collaboration with the Ministry of Women Affairs, Community Small & Medium Enterprises Development to continue promoting and fostering the meaningful participation of women in governance, democracy and uptake of leadership roles in civil society organisations and public administration.

The capacity needs assessment was built-on the need to continuously improve on WCoZ's levels of internal efficiency in undertaking its mandate of strengthening women's capacities in leadership. Through desk research and interviews of a number of selected stakeholders, aspiring or in leadership positions in Civic Society Organisations (CSOs) and the Public Administration, the assessment noted a number of issues, some of which are pervasive, such as misogyny, lack of capacity, non-implementation of policies, patriarchal society, lack of exposure, fear, among others. Some of the findings during the Capacity Needs Assessment which impacted on women's leadership issues were around social media, harassment and a declining trend in women vying for political offices were noted

The training of trainers (ToT) workshop was one of the recommendations which emerged from conducting the Capacity Needs Assessment. The trainings encompassed unconventional aspects such as grooming and etiquette, public speaking, networking skills, amongst other trending life – skills training curricula including establishment of networking platforms for women in leadership where they can share information.

This training of trainer is a result of the Capacity Needs Assessment on Strengthening Women's Leadership in Public Administration, Independent Commissions and Civil Society Organisations (CSO's) which was conducted by Women's Coalition of Zimbabwe (WCoZ).

Premises

The concepts and learning exercises in this handbook are based on four premises. *The first is that in most communities, men are perceived as dominant and women as subordinate.* This assumption is complex because concepts like dominance, power, and leadership do not have the same meaning across cultures and communities. Even within communities individuals may value various human characteristics or interactions differently. For instance, resolving a dispute between two neighbours with a well-placed punch may seem to some to demonstrate weakness on the part of the person throwing the punch. To others, the capacity to exercise physical power in a conflict may demonstrate strength.

The second premise is that not only women but all of society will gain politically, economically, and culturally by levelling the power imbalance between men and women. Studies in disciplines as diverse as anthropology and international development share the same conclusion: there is a direct causal relationship between women's involvement in social life and the strengthening of values, attitudes, and behaviours that reflect free, fair, and tolerant social interaction. Achieving sustainable development in developing countries, or in less developed areas within developed countries, is unlikely in the absence of women's leadership. Nevertheless, the processes by which power is measured, multiplied or divided, and ultimately shared between men and women must necessarily be unique to each society, community, or even family that undertakes them. There is no single right path to women's advancement any more than there is a single right path to economic advancement or political advancement.

The third premise is that good leadership—leadership that serves both women and men, poor and rich, and the powerless and powerful—is inclusive, participatory, and horizontal. This new leadership avoids the presupposition that certain individuals or classes of individuals have the innate right or authority to make decisions for others. Instead, leadership should be about capitalizing on the ideas and skills of as many individuals as possible and appropriate in a given situation. Moreover, leadership skills cannot be separated from relationship skills since the merit and productivity of a leader is dependent on the quality of her interactions with her collaborators, supporters, or followers. Although there is no finite list of characteristics or qualities that defines a good leader in all situations, she is generally an effective decision-maker who is visionary and who works with others to ensure democratic and egalitarian objectives. A good leader is also conscious that the processes—the means by which she carries out her objectives—are just as important as the objectives themselves.

The fourth premise is that inclusive, participatory, and horizontal leadership is founded on effective communication. How citizens communicate with authorities, how parents communicate with their children, how colleagues communicate with their peers—each of these is a leadership interaction in a microcosm. In an age when information is one of the world's most valuable commodities and those who have the greatest ability to generate and distribute information have the greatest power, women's leadership is very much contingent on our capacity to communicate information, ideas, and perspectives among ourselves and to the rest of the world. Communicating well, like good leadership, is about how we speak to one another, work together, and make decisions.

Session 1: Introduction to Leadership Development skills Training

Introduction

Women's leadership, like women's participation or women's power, does not need to signify men's loss of leadership, participation, or power. True leadership leads to greater choices for everyone.

Leadership and Learning Societies

Most of us live in societies that are hierarchically organized and command-oriented. The locus of command may be home, community, the political arena, or the economy. The structure of command nurtures and is nurtured by a culture of obedience that at once sustains and camouflages a pecking order by producing a system of authority.

The role of authority is to legitimize command relations by creating consent. In the absence of authority, everyone in the command relationship becomes a potential bully or wimp. This cannot be the ideal relationship we seek. Rather, we look to a different kind of society where men and women turn to one another not as objects in social functions, where one commands and the other obeys, but as genuine communicating beings. We look at leadership in a learning society as a means of nurturing genuine beings who look to one another for community and meaning.

Yet in order to move toward learning societies, we need to start from where we are. For most of us the term leadership evokes energy, determination, and power used to achieve some worthy goal. One is a leader if one convinces others to do one's bidding. In this interpretation of the term individuals in authority are in a better position to lead. However, this is not always the case. We know from experience that many individuals who are in positions of authority, fathers, bosses, landowners, and professionals, for example—are not leaders. On the other hand, many of us have come across individuals who are not in any observable position of authority though we feel they are leaders because they influence their environment. Is leadership then a personal quality? Is it a trait that some people possess while others do not?

What Leadership Is Not

One way to begin a discussion of leadership is to state what it is not. Let us begin with the obvious. Most of us would agree that leadership is not the same as the capacity to employ force or coercion. It is possible to force people to do what we want them to do by threatening them with some kind of deprivation or punishment. A father threatens to punish his son because the son has failed in one of his classes or neglected his chores around the house. A superior in the office threatens to withhold an employee's bonus unless the latter improves her performance. We may feel that these types of actions are negative reactions to circumstances that need not have occurred if leadership had been exercised. The father, for example, might not have needed to punish his son or the superior his subordinate if effective communication had been used to reach a better understanding.

These examples tell us that leadership is not the same as authority whether in legal form, such as a parent's authority over her offspring, or in traditional form, such as a superior's authority in a hierarchical organization. A father may demand a service from his son and the son may perform it simply because he feels that the father has the right to ask it. A subordinate usually acts according to a superior's directives as long as the directive falls within the purview of the superior's authority and therefore the subordinate feels that the superior has the right to issue the directive. This is what we usually mean by an exercise of legitimate authority. Legitimate authority has the advantage of rendering the use of force unnecessary, but it is also different from leadership.

We know from our everyday experience that certain individuals have a kind of personality that commands respect and compliance. They influence others by their charisma. Charisma, however, is also not the same as leadership. Charisma is an innate quality, possessed by few, denied to most. Leadership, on the other hand, is a property of communication, potentially available to everyone. Many individuals who are not charismatic, nevertheless, prove to be great leaders. Leadership, then, is neither force nor traditional, legal, or charismatic authority, though each of these concepts may be present in the leadership process. Individuals in command positions may or may not be leaders. Leadership situations, therefore, should be conceptually differentiated from command situations or command structures.

1 LEADERSHIP SESSION

Objectives of Session

By the end of this session, participants should be able to:

- explain the concepts of leader and leadership
- distinguish different leadership styles
- Discuss values and competencies of effective leaders

1. TERMS AND DEFINITIONS

A leader

A leader influences and guides other people to accomplish/achieve a goal using specific skills and attributes that facilitate to leading others.

Leadership

As a process, leadership entails influencing others to achieve a given task or goal in a specific period of time. It involves one's capacity to influence, inspire, rally, direct, encourage, motivate, induce, move, mobilize, and activate others to pursue a common goal or purpose while maintaining commitment, momentum, confidence and courage (Myles Munroe, 1993).

2 STYLES, VALUES AND COMPETENCIES

2.1 Leadership Styles

A leadership style is a preferred way of leading whereby a leader displays certain characteristics. Leadership styles include the following:

Autocratic Leaders

- Leaders who tend to make decisions without consulting others, dictate work methods of members, limit members' knowledge about goals and the next steps to be performed, consider himself/herself as having more knowledge than others and gives punitive feedback.

Democratic Leaders

- Leaders who tend to involve the group or team in decision making, let the group determine work methods, make overall goals known, and use feedback as an opportunity for helpful coaching.

Laissez Faire Leaders

Leaders who generally give the group complete freedom, avoid giving feedback, and tell the participants to think of their own answers to their questions when asked.

Transformational Leaders

Leaders who uphold the integration of positive feminist and masculine traits in a leader or team of leaders, which recognizes the value of the representation of both women and men in leadership structures, and with which, gender equality and equity can be achieved and sustained.

Key point

Leaders emerge to address situations. Different situations require different styles of leadership. The use of a leadership style depends on the situation. However, some situations may require a combination of two or more leadership styles.

Decisions made with the involvement of others have been observed to generally result in a higher level of “ownership” and commitment, which in turn results increased chances of implementation. Effective leaders deliberately choose a style that will bring desired results. Women leaders need to be aware of and be intentional and selective with their leadership styles.

2.2 Values

Values are attitudes and behaviours - the way we think and act. They are valuable since they help us live with each other.

“Values are the qualities and principles that guide our lives. They are the beliefs we have about “what is good” or “how things should be” or “how things might be.” They form the basis of our decisions and inform how we interact with other people. For example, if you value honesty, you will likely play fair with your friends and follow the rules at school. If you value patience, you will probably remain calm when you have to wait your turn and not get upset if someone demands you do something for them. Or if you value courage, you will be more likely to stand up for yourself when you can’t get what you need or when someone acts like a bully.”

Examples of values include, respect, honesty, trust, solidarity, reconciliation, inclusiveness, non-discrimination among others. Effective leaders believe in specific values that influence how they lead.

Some examples of values

Adventure	Freedom	Optimism	Assertiveness	Friendliness	Patience	
Calmness	Fun	Playfulness	Caring	Gratitude	Privacy	
Cheerfulness	Hard work	Quality	Commitment	Helpfulness	Reliability	
Competition	Honesty	Confidence	Hope	Respect	Cooperation	
Humour	Safety	Courage	Individuality	Self-control	Dependability	Intelligence
Service	Determination		Justice	Speed	Directness	
Learning	Sympathy	Endurance	Love	Teamwork	Enthusiasm	Loyalty
Truth	Fairness		Open-mindedness	Unity	Resourcefulness	

2.3 Leadership Competencies/Skills

In order to succeed leaders need to have specific skills/competencies in securing and maintaining their position. As councillors, women need to grasp these skills in order to be effective in their work and also become more competent in representing the needs of team members, constituencies and so on. The leadership skills enable the women to compete favourably with men in an environment that is influenced by patriarchal norms and values that reinforce gender biases and stereotypes.

Skills of an Effective Leader

Competency/Skill	Application
Effective Communication Channels Of	Makes use of the available communication channels to speak to audiences
Good Public Speaker Or Presenter	Engages and captivates the audience <ul style="list-style-type: none"> • Uses appropriate and culturally sensitive body language • Thinks positively • Controls emotions and grabs the attention of the audience • Maintains eye contact • Researches, plans speech appropriately • Someone who is confident
Active Listener	Captures what is communicated and provides feed back in time <ul style="list-style-type: none"> • Respects other people’s views • Does not interrupt others while they talk • Shows approval
Delegates Power And Responsibilities	Supports followers to exploit their potential by giving them the opportunity to lead <ul style="list-style-type: none"> • Shares the work burden • Mentors future leaders
Good Advocate And Lobbyist	Defends the rights of his/her followers and is inclusive <ul style="list-style-type: none"> • Promotes equitable sharing of resources
Decision Maker	Takes decisions and stands by them

Skills of an effective woman leader (more can be added)

1. Thinking And Planning Ahead

Develops simple and clear thinking for the short and long term. She is then skilled in developing gender responsive strategic and operational plans.

Believes that planning begins with self, followed by planning with other leaders and members for the organization or group being led.

Capacity to develop specific, measurable, attainable, realistic and time-bound plans.

Capacity to think of programs/projects and activities that will address the practical and strategic needs of women.

2. Making Things Happen

Has a kind of double vision to spot the talent and the essential person inside and allocates tasks accordingly.

Takes part actively in getting things done with the belief that one should set an example for Others.

3. Calculated risk taking

Takes what is perceived to be moderate risks.

States a preference for situations that involve moderate risks

4. Decision-making

Assesses the possible options and consequences prior to making decisions.

Shows keenness in making timely decisions.

Wants to be held accountable for decisions made.

5. Initiative Taking

Makes the first attempt without waiting for others.

Believes in doing things that do not conform to past norms or have never been done in the past.

6. Creative And Experimental

Thinks and acts beyond mind set boundaries

Trusts that change is necessary to meet the challenges in the environment.

Takes modest risk in experimenting the creative decision taken and will not hesitate to revert back if positive results are not achieved.

7. Conceptualizing

Has the ability to derive conclusions from past and present experiences as learnings for implementation in the future.

Focuses on development and progress rather than static status maintenance.

8. Listening And Questioning

Believes that listening is the key to two-way communication.

Questions any issues that are not clarified to make sure that there are no doubts.

Respects others' views and expects open feedback for questions raised.

9. Team Playing

Respects that she is part of a team.

Capable of facilitating meetings and discussions.

Has the ability to manage and solve conflicts that arise between or among team members, or between own self and other team members.

10. Monitoring And Evaluating

Facilitates regular participatory assessment of the level and trend of development of the organization

Develops timely suggestions and actions on how to address deficiencies that will be identified in the operations

Qualities Of A Good Leader:

A good leader should have the following qualities:

- **Visionary:** Visualises what can be done focusing on the bigger picture –looking ahead of others.
- **An energiser/charismatic:** Enthusiastic about what can be done and engaging the people they lead.
- **Responsible:** Accountable for their actions and observe high standard in whatever they do
- **Consults:** Seeks the opinion of others before making a decision.
- **High sense of integrity:** Leads by example in whatever they do being mindful that their followers are likely to emulate their character
- **Respects** self and others
- **Available and dependable:** Accessible and committed to serve those led
- **Non-discriminating,** treat people equally and is fair
- **Knowledgeable:** is informed and on top of every new development
- **Understanding:** appreciates and empathises with people but not emotional
- **Self-control:** Reflects on self and is aware of the impact they make on others, manages emotions effectively, amplifies their strengths, and work on their weaknesses.

The Importance Of Women In Leadership

Research studies revealed that women can be as competent as men in organizational management, and can be more competent in some areas, such as conflict handling.

The reasons why women should have an equal share leadership and decision Making is so that they:

- actualize the principles of democracy and fairness
- effectively and efficiently design appropriate and sustainable products, in the form
- Of goods or services, for all of its members; and
- systematically make use of the distinctive competence of women for the benefit of
- Organisations and the country

Women should enjoy the same right with men in being considered for leadership positions

Transformational Leadership

Transformative leadership is considered to entail two inter-connected dimensions. The first is the element of gender equality in leadership. This entails increasing the number of women leaders to achieve the goal of equality in number between the sexes in leadership positions and in political representation. The second is the element of transforming the dominant political and other values, processes and institutions themselves to achieve different ways of perceiving and using power.

Also essential is the assessment of the impact of women leaders as indicated by changes cited below:

- Perception of the capacity of women and men - that women can be as competent as men in leadership positions, and in politics, in general.
- Discourse where those who participate politically are enabled to impact on the way women in general can and should be referred to.
- Coverage with respect to how history is written and taught such that textbooks note women begin making contributions to politics and the economy.
- policies and legislation where women's issues are on organizational as well as national agendas
- specialized institutions which develop, monitor and implement gender equality and equity from within and without are established
- change in leadership perspectives and approaches not just numbers

List of Transformative Leadership Characteristics (Griggs, 1989)

- Use of consensus decision making process
- View of power in relational terms and as something to be shared (power with others versus power over others)
- Support for productive, non-adversarial approaches to conflict confrontation and resolution;
- Building of supportive working environments
- Promotion of diversity in the workplace

The transformative leadership perspective argues that leadership practiced from a transformative point of view creates work environments typified by warmth, understanding, encouragement, support, nurturance, listening, empathy, and mutual trust. Leadership approaches that reflect this perspective are said to be more facilitative and consultative in nature.

The leadership skills include the ability to empower others, coaching, sharing information, building trust and loyalty, cooperation, consensus building, inspiring, being attuned to employees, needs and aspirations, compassion, and being both task- and people-oriented.

What transformative Leadership stresses:

- awareness of the implications of the low representation of women in leadership structures;
- the equal and equitable representation of women in leadership positions; and
- a type of leadership that recognizes and integrates the feminine traits with positive masculine traits in leadership approaches usable by both men and women

Session 2: Interpersonal Development – (Communication Skills)

Recognizing the importance of communication skills to leadership, this session deals with concepts and methods that will help the women trainees harness their skills on the following:

- Assertiveness
- Active listening
- Probing
- Feedback Giving

SESSION GUIDE

Objectives

1. To enable the participants to recognize the skills in effective communication, particularly assertiveness, active listening, probing and feedback giving, as needed by all leaders advocating for gender equality and equity in cooperatives.
2. Equip the participants with knowledge and skills in effective communication.
3. Help the participants assess and enhance their capability in effective communication.

Effective Communication

I. Introduction

Although communication applies to all phases of managing, it is particularly important in the function of leading. Basically communication is defined as the transfer of information from the sender to the receiver with the information being understood by the receiver.

Two aspects of communication are very important to leadership. These are:

1. The ability to effectively express and assert oneself, such as one's own needs, viewpoints, proposals, and others; and
2. The ability to understand the viewpoints or perspectives of other people. To develop one's ability in self-expression, assertiveness skill must be learned and practiced. And to effectively understand the viewpoints of other people, active listening and probing skills are necessary.
3. Another important communication skill is the ability to give effective confirmatory and corrective feedback. This skill cuts across the two above mentioned aspects of communication. Giving feedback involves skill in assertion as well as skill in actively listening to and probing the thoughts and feelings of another person.

II. Communication Process

I. Elements of a Communication Process

The communication process shown in Figure 1 involves the sender who transmits a message through a selected channel to the receiver.

FIGURE 1: A Communication Process Model

1. The Sender of the Message

Communication begins with the sender who has a message, which can be a thought or a feeling. This message is then encoded in a way that can be understood by both the sender and the receiver.

2. Use of a Channel to Transmit the Message

The information is transmitted over a “channel” that links the sender with the receiver. The message may be oral or written, and it may be transmitted through a memorandum, a computer, the telephone, a telegram, or television. Television, of course, also facilitates the transmission of gestures and visual clues. At times, two or more channels are used. In a telephone conversation, for instance, two people may reach a basic agreement that they later confirm by a letter. Since many choices are available, each with advantages and disadvantages, the proper selection of the channel is vital for effective communication.

3. The Receiver of the Message

The receiver has; first, to be “ready” for the message so that s/he can decode — in forms understandable to her — it. A person thinking about a problem at home may pay insufficient attention to what is being said thus increasing the probability of a communication breakdown.

After paying attention to the speaker and the message, the next step in the process is “decoding”, in which the receiver converts the message into thoughts. Accurate communication can occur only when both the sender and the receiver attach the same or at least similar meanings to the symbols that compose the message. A message encoded into English requires a receiver who understands English. This is obvious. Less obvious, and frequently overlooked, is the use of technical or professional jargon that may not be understood by the recipient of the message. So communication is not complete unless it is understood. “Understanding” is in the mind of both the sender and the receiver. Persons with closed minds will normally not completely understand messages, especially if the information is contrary to their value system.

4. Noise and Feedback in Communication

Unfortunately, communication is affected by noise, which is anything – whether in the sender, the transmission, or the receiver – that hinders communication.

For example:

- A noisy or confined environment may hinder the development of a clear thought.
- Encoding may be faulty because of the use of ambiguous symbols.
- Transmission may be interrupted by static in the channel, such as may be experienced in a poor telephone connection.
- Inaccurate reception may be caused by inattention.
- Decoding may be faulty because wrong meaning may be attached to words and other symbols.
- Understanding can be obstructed by prejudices.

To check the effectiveness of communication, “feedback” is essential. We can never be sure whether or not a message has been effectively encoded, transmitted, decoded, and understood until it is confirmed by feedback. Similarly, feedback indicates whether individual or organizational change has taken place as a result of communication.

b. Types of Communication

Written and oral communication media have favourable and unfavourable characteristics; consequently, they are often used together so that the favourable qualities of each can complement the other. In addition, visual aids may be used to supplement both oral and written communications.

1. Written Communication

Written communication has the advantage of providing records, references, and legal defences. It can also promote uniformity in policy and procedure and can reduce costs, in some cases. The disadvantages are that written messages may create mountains of paper, may be poorly expressed by ineffective writers, and may provide no immediate feedback.

Consequently, it may take a long time to know whether a message has been received and properly understood. It is always better to use simple words and phrases in business communication so that the recipient easily understands it.

2. Oral Communication

A great deal of information is communicated orally. Oral communication can be a face-to-face meeting of two people, or a manager addressing a large audience; it can be formal or informal, and it can be planned or accidental.

The advantages of oral communication are that it can provide for speedy interchange with immediate feedback. People can ask questions and clarify points. In a face-to-face interaction, the effect can be noted. Furthermore, a meeting with the superior may give the subordinate a feeling of importance. Clearly, informal or planned meetings can greatly contribute to the understanding of the issues.

However, oral communication also has disadvantages. It does not always save time, as any one knows who has attended meetings in which no results or agreements were achieved. These meetings can be costly in terms of time and money.

3. Nonverbal Communication

We communicate in many different ways. What we say can be reinforced (or contradicted) by nonverbal communication, such as facial expressions and body gestures. Nonverbal communication is expected to support the verbal. But it does not always do so. For example, an autocratic manager who pounds a fist on the table while announcing that from now on participative management will be practiced, certainly creates a credibility gap. Similarly, managers who state that they have an open-door policy, but then have a secretary carefully screen people who want to see the boss, create an in-congruency between what they say and the way they behave. Clearly, non-verbal communication may support or contradict verbal communication, giving rise to the saying that actions often speak louder than words.

C. Barriers and Breakdowns in Communication

Communication problems are often symptoms of more deeply rooted problems. These problems can exist in the sender, in the transmission of the message, or in the receiver.

Some of them are as follows:

1. Lack of Planning to Communicate

Good communication seldom happens by chance. Too often people start talking and writing without first thinking, planning, and stating the purpose of the message. Yet, giving the reasons for a directive, selecting the most appropriate channel, and choosing proper timing can greatly improve understanding and reduce resistance to change.

2. Poorly Expressed Messages

No matter how clear the idea in the mind of the sender of communication, it may still be marked by poorly chosen words, omissions, lack of coherence, poor organization of ideas, awkward sentence structure, platitudes, unnecessary jargon, and a failure to clarify the implications of the message. This lack of clarity and precision, which can be costly, can be avoided through greater care in encoding the message.

3. Loss by Transmission and Poor Retention

In a series of transmissions from one person to the next, the message becomes less and less accurate. Poor retention of information is another serious problem. Repetition of the message and the use of several channels are necessary to avoid this problem.

4. Poor Listening and Premature Evaluation

There are many talkers but few listeners. Listening demands full attention and self-discipline. It also means avoiding premature evaluation of what the other person has to say. A common tendency is to judge, to approve or disapprove what is being said, rather than trying to understand the speaker's frame of reference. Yet listening without making hasty judgement can make the whole enterprise more effective and more efficient.

5. Impersonal Communication

Effective communication is more than simply transmitting information to employees. It requires face-to-face communication in an environment of openness and trust.

6. Distrust, Threat and Fear

Distrust, threat, and fear undermine communication. In a climate containing these forces, any message will be viewed with scepticism. Distrust can be the result of inconsistent behaviour by the superior, or it can be due to past experiences in which the subordinate was punished for honestly reporting unfavourable, but true, information to the boss. Similarly, in the light of threats – whether real or imagined – people tend to tighten up, become defensive, and distort information. What is needed is a climate of trust, which facilitates open and honest communication.

7. Insufficient Period for Adjustment to Change

The purpose of communication is to effect change, which may seriously concern employees: shifts in the time, place, type, and order of work or shifts in group arrangements or skills to be used. Some communication points to the need for further training, career adjustment, or status arrangements. Changes affect people in different ways, and it may take time to think through the full meaning of a message.

8. Preoccupation

An individual who is focusing on internal stimuli may listen in such a way that some of the message comes through or so little of it that s/he cannot grasp the message appropriately and may respond in such a way that his/her blocking of the message is apparent.

9. Emotional block

Words may have become emotion-charged for an individual; possibly due to his/her conditioning in childhood or to current circumstances in the individual's life at the time the communication attempt is made.

10. Hostility

This can occur when communicating with an individual with whom you are angry or it may be a carryover from a recent experience. It may also be the subject matter which arouses hostility. When individuals are engaged in a hostile confrontation, they often distort messages from the other in such a way that provides fuel for further venting of hostility.

11. Charisma of the speaker

A charismatic person can often make old, trivial messages seem new and important to the receiver of the message; however, this too can become detrimental to communication since the receiver of the message is less likely to question or ask for clarification of the message.

12. Hidden agenda

A person with special interest, i.e. hidden agenda, may hear all messages only in reference to his/her own needs or may not be able to hear messages which do not relate to his/her own interest.

13. Culturally-determined verbal patterns

May lead to another type of communication distortion-stereotyping. A conventional individual may "hear" all attempts at communication as radical if the speaker had a non-conventional physical appearance.

14. Physical environment

Alone, this may create conditions under which communication cannot take place effectively. An individual's physical state may also be detrimental to communication.

15. Defensiveness

The insecurity of the individual tends to distort questions into accusations and his/her replies into justifications.

16. Status

An individual in a position of high status may find communication difficult with most of the people with whom s/he must interact since his/her perceived power differently affects various individuals. One person may be preoccupied with impressing the source of power, while another may be defensive, feeling that his/her job or perhaps his/her own status is threatened by the powerful individual.

Communication Skills

A. Assertiveness

Assertiveness is defined as the ability to clearly communicate one's opinions, needs, wants, interests, feelings, and others to another person(s) in a non-defensive and non-threatening way. To be assertive, particularly in a conflict situation, the following steps can be used as a guide (Condiff, 2007).

Assertiveness Training

Think of a situation in which you are in the midst of a conflict, between a mother and her child, wife versus husband, sister versus sister, or any conflict within your organization. If you are in the said situation, what will be your response?

- ✓ How are you going to handle the situation? Are you going to fight, to flight or to find other ways of addressing the situation?
- ✓ Can you be honest with yourself? Can you silently recall the conflict situation, and to recollect your actual or possible responses to the situation.

Second Part: Active Listening, probing and feedback giving

- Use of appropriate body posture and eye contact;
- Asking of clarifying questions, if necessary.
- Paraphrasing key points of the speaker, from time to time.
- Asking if your paraphrases and summary are correct.
- Reflecting the core feelings of the speaker.
- Summarizing the whole story at the end.

B. Understanding Other People's Viewpoints

After effectively and constructively expressing your thoughts and/or feelings on a situation, then the next step is to try to understand what the other person or group is trying to express, both thoughts and feelings. The key skills needed in understanding other people are active listening and probing.

1. Active Listening

Definition: Active listening is the capability of one person to demonstrate and prove his/her understanding of the substantive and emotional messages of the speaker.

Purposes: This skill is important for the following reasons:

- Helps build and maintain rapport;
- Helps gather data or information
- Helps check perceptions and filters to communication;
- Helps the speaker clarify and develop his/her ideas;
- Builds respect and consideration.

Procedures: To prove to the speaker that you are actively listening to his/her message, the following actions are suggested to be done while listening:

- Use of conducive listening posture; e.g. prompts/minimal encouragers
- Use of appropriate eye contact;
- Paraphrase or repeat in own words the message of the speaker to check understanding of parts of the message;
- Reflect the core feelings expressed verbally and non-verbally by the speaker;
- Ask clarifying questions if necessary;
- Give statements of understanding (e.g. I understand; I see...)
- Ask or welcome clarifications and corrections of your understanding of her/his message;
- Summarize the speaker's core message. etc.

2. Probing

Definition: Probes are statements or questions designed to elicit relevant data from another person.

Purposes: Probes are done for the following reasons:

- Obtain more information;
- Clarify other person's feelings;
- • Clarify other person's thinking;
- • Test assumptions regarding the positions or viewpoints of other person (e.g. if indeed the other person is not open to any other proposals other than his/her own.)
- • Procedures: The following are suggested in effective probing:
 - • To get a comprehensive picture of the situation, it will help to know: what the situation is; the reasons behind the situation; the thoughts and feeling of the other person on the situation; the reasons behind those thoughts and feelings; actions that s/he have already undertaken; and her/his thoughts on other possible actions to be undertaken.
- • Ask open-ended questions, such as, what, why, how, where, when, who. (Closed questions are questions answerable by yes or no. The suggestion is to as much as possible avoid using closed question. If this was not avoided, then a closed question must be followed up by open ended questions.)
- • Ask one question at a time;
- • Give the other person time to answer. Don't immediately fill up the silence;
- • Reinforce answers verbally (e.g. "Your answer helped me understand your views on the situation) and/or non-verbally (e.g. nodding of head to signify understanding).
- • A key reminder in probing is not to inject your own thoughts into the discussion.

Hence, leading questions which express one's suggestions to a situation in the form of questions must be avoided while probing. The output of probes must be a picture or clear understanding of the thoughts and feelings of another person or group.

Problem Solving and Decision Making

Leaders are often confronted with problems, which need to be solved either individually or in a team. In order to solve problems systematically, a sequential process of decision making has to be adopted. While decision making does not have to always be related to a problem, problem solving has to be dependently integrated with a systematic decision making process for an effective solution to be developed.

This session deals with techniques and processes which a leader or a team of leaders such as the Board of Directors of cooperatives can use in handling and making decisions on problems.

Specifically, this session focuses on the following:

- Definition of problem solving and decision making
- Systematic process of problem solving and decision making
- Application of this problem solving technique in cooperatives.

SESSION 3: CONFLICT MANAGEMENT AND RESOLUTION

Objectives of Session

By the end of this session, participants should be able to:

- Explain what conflict is
- State different causes of conflict
- Describe different types of conflicts
- State the different ways of handling conflict

1 What is Conflict?

Conflicts are situations of disagreements and clashes. Generally, a conflict exists when there is an interaction between two or more individuals, groups or organizations where at least one side sees their thinking, ideas, perceptions, feelings, values and interests, needs contradicting with that of the other side and feels that they cannot get what they want because of the other side. The term conflict includes disagreement, conflicts of interest and fights. Conflict is based on actual or perceived opposition.

The existence of a conflict shows that something in a relationship or the whole relationship between involved parties cannot continue as it was. It is an opportunity to adjust and for constructive change. Leaders need to be equipped with appropriate knowledge and skills on how to manage conflicts.

1.2 Types of Conflicts

Conflicts are classified as follows:

- **Intra-personal conflicts:** Conflicts within a person, psychological conflict, decision making
Conflict in one person. Such conflicts are more of a concern of therapy or counselling. S/he can change his/her actions or pattern of behaviour, or s/he transforms his/her beliefs, values and principles
- **Inter-personal conflict:** conflicts between two and a small number of people without groups building up around one side.
- **Intra-group conflicts:** conflicts within smaller groups (team, organization, family) or larger groups (e.g. religious community in a country). In this case group dynamics add to the normal dynamics of inter-personal conflicts.
- **Inter-group conflicts:** conflicts between groups, like organizations, ethnic groups, political Parties
- **Inter-national, inter-state conflicts:** Conflicts between two or more countries, states.

1.3 Causes of Conflict

Conflict Analysis

There are various ways of analysing the types and causes of conflict. One way is the Sphere of Conflict (Moore, 1986).

The Sphere of Conflict identifies five possible types of conflicts. These are conflicts in data, relationships, values, structures, and interests.

Data conflicts occur when people lack information necessary to make wise decisions; are misinformed; disagree over what data is relevant; interpret information differently; or try to manipulate the data to support their favoured outcome.

Value conflicts are caused by parties (sides) trying to impose their differing values on each other. Values are beliefs that people use to define for themselves what is right or wrong, good or bad, worthy or unworthy, just or unjust. Differing values do not themselves cause conflict. People can live in harmony with other people who hold quite different value systems. Value disputes arise when people try to force their own set of values on others, lay claims exclusive value systems which do not allow for different (diverse) beliefs or judge others harshly because of differing values.

Relationship problems occur because of the presence of strong negative emotions, which cloud rational thinking, misperceptions or stereotypes resulting in misunderstanding; prior negative history with the person or similar situation producing antagonistic attitudes, lack of communication or destructive communication in tone, word or form, or negative repetitive behaviours.

Structural conflicts relate to limiting factors, external to the parties, which create difficulties that are un-resolvable by the parties involved. This type of conflict may include lack of resources, such as money, personnel and other physical goods, lack of time, lack of decision making authority, geographical distance between the conflicting parties, and constraining rules or laws. These structural limits present obstacles and limit options available to the parties in resolving their issues, and hence, often creates considerable frustration.

Interest conflicts occur when one or more parties believe that in order to satisfy their own interests or needs, those of an opponent must be sacrificed. Interest-based conflicts occur in three kinds of interests: 1) substantive interests which are tangible and measurable needs, such as resources, money, land, and others; 2) procedural interest which refers to the way a dispute is resolved including the need for participation, a clear and orderly process of decision-making, and sufficient information and time to understand and apply the information; and 3) psychological interests, which include the need to be trusted, respected, and recognized, and the need for self-esteem

1.4 Managing Conflict and Responses to Conflicts

1.4.1 Conflict Management Approaches

a. Lose-Lose Model

Under this model nobody really gets what they want. The underlying reasons for the conflict remain unaffected. Future conflicts of same or similar nature are likely to occur.

- **Avoidance:** People pretend the conflict does not really exist and hope that it will gradually disappear.
- **Accommodation/Smoothing:** People play down the differences among the conflicting parties, on one hand, and highlight similarities
- **Compromise:** Each party (side) involved in the conflict gives up something of value to the other. No party gains in full what it desires. Although a conflict may appear to be settled for a while it may still occur later in future.

b. Win-Lose Model

This is when one party achieves its desires at the expense and to the exclusion of other party's desires.

- **Competition:** Victory is through force, superior skills or domination.
- **Authoritative command:** a formal authority dictates a solution and specifies what is gained and what is lost and by whom.

c. Win-Win Model

This is a result of Collaboration between the interested parties to address real issues. It uses techniques of problem solving to reconcile differences.

- **Collaboration:** This is a direct and positive approach to conflict management. It involves recognition by all conflicting parties that something is wrong and needs attention.
- **Problem-Solving:** This involves gathering and evaluating information in solving problems and making decisions.

Responses to conflicts

The most appropriate response to the conflict usually depends on the nature of the conflict, and the disposition of the disputants.

1.4.2 Responses to conflict as identified by The Sphere of Conflict

Source Of Conflict	Response
Data Conflict	Help each other decide on: <ul style="list-style-type: none">• the information needed• the credible way of gathering the information;• how the information should be interpreted
Differing Or Conflicting Interests	Negotiate effectively
Values Differences	Help educate each other about your differing values and values Agree to disagree Find common values, and focus on them (e.g. harmony in the Organization, smooth interpersonal relations, etc.)
Relationship Problems	Recognize and understand emotions and personality, compulsions, theirs and yours Make emotions explicit and acknowledge them as legitimate Allow the other side to cool down Manage your own emotions, don't react to emotional outbursts Actively listen
Structural Problems	Identify structural problems, which are problems beyond the capacity of both parties, and opt for negotiation or mediation process, to resolve. If both parties still agree to talk about their problems, the structural problems must be considered as a given situation or as a basis for decisions. Or they may agree to confront the source of their conflict e.g. unclear or unfair policies, poor communication system and others.

Other Responses

1. Informal discussion
This is where the parties involved in a conflict discuss issues and concerns informally. This could in itself resolve the disputes
2. Ignoring the conflict
This is a response where a person physically and psychologically move away from the source of the conflict and from thinking about the conflict. This response may be appropriate when a conflict is minor or when it is not about fundamental principles or dignity of the person and also if passing of time will heal the conflict.
3. Finding someone to talk to or to seek counselling
This can be used after an emotional release of frustrations, bad feelings, and others. A person is helped to become more objective or to see that the conflict is not that serious, or to reframe the situation such that s/he is able to understand and see the other party in a better or positive light.
4. Negotiation
Two or more individuals or groups voluntarily discuss their differences and attempt to reach a joint decision on their common concerns.
5. Mediation
This is negotiation facilitated or assisted by an acceptable, impartial and neutral third party.
6. Arbitration
This is a decision making process where a third party hears a dispute, then gives a decision that is binding or non-binding.
7. Seeking administrative decision
This involves interpretations or implementation of policies and regulations of an organisation. In such cases, the Board and assigned decision making body may simply make administrative decisions to resolve the problem.
8. Litigation
A conflict is taken to court.
9. Metalegal tactics
This is the use of pressure by a big group of people to force an authority to consider and make decisions favourable to their needs and interests. Examples are rallies, strike and others.

Use of dialogue is recommended in resolving the conflict. For dialogue to work there needs to be:

- Mutual positive motivation to resolve or manage the conflict (drive)
- Balance in situational power otherwise power imbalances inhibits people from
- stating their respective views in a clear and forceful manner
- An optimum level of tension, moderate though such that the parties
- are open to consider alternatives
- Synchronization of confrontation efforts such that both parties are ready to confront the conflict.

1.5 Action Steps to Take if Involved as Lead or Chairperson

Action steps to take when you are the lead person to present and clarify the background of the conflict

Problem identification

- a) Clearly explain your problem in terms of behaviour, consequences, and feelings.
 - Maintain personal ownership of the problem.
 - Use a specific incident to show the expectations or standards violated.
 - Stick to the facts, avoid drawing evaluative conclusions and attributing motives to the respondent.

) Persist until understood and encourage two-way discussion.

- Restate your concerns or give additional examples.
- Avoid introducing additional issues or letting your frustration and emotions grow.
- Invite the respondent to ask questions and express another perspective.

c) Manage the agenda carefully.

- Approach multiple problems, proceeding from simple to complex, easy to difficult, concrete to abstract.
- On the other hand don't become fixated up on one issue. If you reach an impasse, expand the discussion to increase the likelihood of an integrative outcome.

Solution

Make a request. Focus on things you share in common (principles, goals and constraints) as the basis for recommending preferred alternatives.

Action steps to take when you are the chairperson in the group conflict management

Problem identification

a) Establish a climate for joint problem solving

- Show genuine concern and interest. Respond empathetically, even if you disagree with the complaint
- Respond appropriately to the lead person's emotions.

b) Seek additional information about the problem

- Ask questions that channel the lead person's statement from general to specific and from evaluative to descriptive.

c) Agree with some aspects of the complaint(s)

- Signal your willingness to consider making changes by agreeing with facts, perceptions, feelings or principles.

Solution

Ask for recommendations so as to avoid debating the merits of a single suggestion, brainstorm and seek multiple alternatives.

SESSION 4: Problem Solving and Decision Making

1. Introduction

a. What is a problem and what is problem solving?

A problem denotes a gap between a desired state and the actual state. If the gap is very broad, it is considered to be a major or a serious problem. If the gap is narrower, then the problem is of minor nature and may not be that serious.

There is no universal yardstick to measure a gap. The measurement differs from person to person or from an organization to another organization. In fact what is viewed as a problem by one could be viewed as no problem by another. In identifying problems in an organization, however, leaders should not confuse the symptoms of a problem with the problem itself.

A problem has to be recognized at an early stage so that finding solutions could be much easier. If a problem is not handled well it could lead to a web of problems, which become quite complicated later on. Any problem requires a solution. **The process of finding a solution to a problem is called problem solving.**

In today's context the promoters of positive thinking consider the use of the word problem very negative. It is suggested that a problem be viewed as a challenge or opportunity rather than in negative sense, such as a hindrance to the achievement of a goal.

b. What is a decision and what is decision making?

A decision is a choice made from a list of alternative courses of action on how to solve a problem. The process of choosing from among the alternative courses of action on how to resolve a problem is called decision making. This implies thus that problem solving involves the process of decision making.

Decision making is an important and very critical responsibility of a leader or team of leaders, especially in the face of problems or challenges. It is also essentially done during the planning activities of the organization. Though the leadership can share its decision making power with the membership, ultimately, however, it is the leadership who must take on the cudgels of the implications and consequences of organizational decision making process — both its process and output.

So much of a leader's time is spent in making decisions that some researchers view leaders primarily as decision-makers. As a result, one key criteria used to evaluate the effectiveness of leaders is on the basis of the number, importance and quality of their decisions.

II. The Decision Making Process

Leaders make decisions in a variety of ways. In other words, there is no universal formula on how to make a decision. Nonetheless, for the purpose of systematizing the process of problem solving and decision, management experts developed general sequential steps to the process.

Experts view decision making process with six steps:

- 1) identifying the problem;
- 2) generating possible courses of action;
- 3) evaluating the identified courses of action;
- 4) selecting the best action;
- 5) implementing the decision; and
- 6) evaluating the decision.

Each step is explained below:

Stage I – Problem Identification and Analysis

Identifying, defining and analysing a problem is not easy. But the more information one has concerning both the external realities and the internal forces at work in a situation the easier it will be to define and analyse a problem.

As earlier mentioned, it is important to distinguish symptoms from problems, for too often symptoms are treated while problems remain unsolved. Symptoms merely signal that a problem exists. For instance, a low attendance in general assemblies is a symptom of a problem — not the problem itself. The symptom, however, is significant because it lets the leader know that a problem exists. Then, through investigation and analysis of information, the leaders can identify the problem. In the case of low attendance in general assemblies, the problem might be that the needs and concerns of the members are not adequately responded to by the cooperative, the flow of information to and from the membership is not effective, the interpersonal skills of the Board members are poor, and others

Stage II – Search for Information and Generate Alternatives or Possible Courses of Action

Once the problem has been defined, leaders as decision-makers must decide what they are going to do about it. In other words, they have to brainstorm on the possible means or alternatives to solve it? In order to identify possible solutions it is necessary to search for as much information as possible, that is relevant and within time limits.

The importance of generating alternative courses of action is often overlooked because of the time and effort involved. In the pursuit of a “quick fix,” leaders too often short-change this step by failing to consider more than one or two alternatives, which reduces the opportunity to identify effective solutions. Leaders need to resist the urge to begin evaluating the proposed alternative solutions (Step 3) before completing the second stage. By holding off on alternative evaluation, the leader helps ensure the generation of as many alternatives as possible, increasing the likelihood that the “best” alternative will be among those considered as possible solutions.

Remember that at this stage the leaders only look at probable solutions as alternatives and no final decision must be taken as yet.

Stage III – Evaluate Alternatives

After generating a list of alternatives, the task of evaluating each alternative begins. Numerous methods exist for evaluating the alternatives, including determining the “pros and cons” of each, performing a cost-benefit analysis, and weighting factors important in the decision, and ranking each alternative relative to its ability to meet each factor. Regardless of the method used, it is during this third step of the decision-making process that the decision maker evaluates each alternative in terms of its feasibility (can it be done?), its effectiveness (how well does it resolve the problem situation?), and its consequences (what will it be its costs, financial and non-financial — to the organization?).

Stage IV – Choose the Best Alternative

After the decision makers have evaluated all the alternatives, the next step is the choosing of the best alternative. Obviously, the selection of the best alternative will depend on the evaluation method used. The best alternative could be the one with the most “pros” and the fewest “cons”; the one with the greatest benefits and the lowest costs; or the one with highest rank if evaluated based on a list of factors.

However, even with a thorough evaluation process, the best alternative may not be obvious. It is at this point that managers must decide which alternative has the highest combined level of feasibility and effectiveness, coupled with the lowest cost to the organisation. The decision makers can analyse each alternative in terms of its probability of success; then, they select the alternative with the highest probability of being successful.

With the problem of low attendance in general assemblies, an evaluation of the alternatives could reveal that the combination of identifying and satisfying the needs and concerns of members, training in interpersonal skills, and systematization of flow of information have the highest probability of success in resolving the problem.

Stage V – Implement the Decision

Many good decisions fail because little has been done to “prepare” people for the implementation. The decision must be communicated properly, support for it must be organized, and the necessary resources must be allotted to implement it. Leaders should not unrealistically assume that once they have made a decision, their role is over, or action on it will automatically follow.

Proper implementation of a decision involves much the same steps as implementation of plans. Individuals or groups whose support will be needed to implement the decision effectively should be considered from the very beginning of the decision making process. Often their support can be obtained by allowing them to contribute in some way to the decision. Finally, feedback systems that serve as “early warning” signals or controls by providing progress information should be installed. If implementation is not proceeding according to plan, then a new decision or redirection may be warranted.

Step VI - Evaluate the Decision

In evaluating the decision, the leaders gather information on the effectiveness of their decision. Has the problem been resolved? If not totally resolved, are there improvements?

If an implemented decision has not resolved the problem, the leader must determine why the decision making process failed.

The following questions may be asked in this situation.

- Was the wrong alternative selected? If so, one of the other alternatives generated in the decision making process might be a wiser choice.
- Was the correct alternative selected, but implemented improperly?
- If so, attention should be focused on Step 5 to ensure that the chosen alternative is implemented successfully.

SESSION 5: **ADVOCACY, LOBBYING AND NETWORKING**

Session Objectives

By the end of the session, participants would have been able to:

1. Define the concepts of advocacy, lobbying and networking
2. Describe some basics of steps and techniques involved
3. Share experiences with other participants

Advocacy and lobbying are viewed by some as two components of one process designed to achieve a goal. One cannot lobby unless one has an advocacy position or a cause.

What is Advocacy?

Advocacy is the deliberate process of influencing those who make policy. It is about engaging with power holders, and influencing them to adopt our preferred solutions. Advocacy can be defined as **“pleading or arguing in favour of an idea, cause or policy”**. Advocacy is heavily based on collecting facts and evidence and putting compelling solutions in front of decision-makers, sometimes accompanied by a targeted media or communication strategy for reaching our intended target. Essentially, advocacy is the strategic use of information to influence the policies and actions of those in positions of power or authority to achieve positive changes in people’s lives. Advocacy often involves an element of “insider lobbying” (where experts and senior civil society organisation leaders seek to persuade decision-makers directly, through face-to-face meetings). As such, advocacy generally involves a combination of policy work, lobbying and media interventions (**Action Aid 2012: People’s Action in Practice: Action Aid’s Human Based Approach 2.0**)

Doing advocacy the feminist way implies infusing advocacy strategies with feminist values. It would seek to advocate for women’s rights and address policies, laws, behaviours and other processes that affect the lives of women around the world (Awid, 2003)’

Purposes of Advocacy - summarized in the acronym: S – P – I – C – E

- a. Speak Up and speak for others**
- b. Promote people’s rights (e.g. rights to health, rights to safety, sexual rights)**
- c. Influence decision and policy makers**
- d. Change the decision makers’ perception or understanding of the problems and issues / Control over own lives / Course of action to address pressing issues and problems**
- e. Empower people/community and explore options**

Some Types of Advocacy

- Policy advocacy – to influence policy and regulations directly.
- Public advocacy – to influence behaviour, opinion and practices of the public in order to influence groups and institutions that are involved in affecting change in policies
- Community advocacy – to influence groups and institutions that are involved in affecting change in policies by working with affected communities to influence behaviour and practices

Examples of common advocacy / advocacy campaigns

- demonstrations
- petitions
- press releases - press conferences
- newspaper articles, columns
- media campaigns
- lawsuits

Developing an advocacy strategy

Good planning is necessary before conducting advocacy work. Advocacy involves different stages and strategies aimed at influencing decision makers at all levels (community, district, regional, national and international). Women leaders need to know these stages, strategies and skills required in order to be effective in their advocacy work.

Stages In Advocacy Work

1. Prepare	<ul style="list-style-type: none"> • Get background Information • Define the issue. • Gather information
2. Plan	<ul style="list-style-type: none"> • Review the issue and identify the preferred solutions • Identify support and barriers • Choose the route • Develop the Action Plan
3. Act	<ul style="list-style-type: none"> • Implement action plan
4. Evaluate	<ul style="list-style-type: none"> • Examine results

STEPS TO TAKE TO DEVELOP AN ADVOCACY STRATEGY

1. Identify and state the issues that need to be addressed. Use facts, both qualitative and quantitative.
 - a. State what needs to be achieved - goal and objectives
 - b. Prepare the action plan, state how the advocacy is going to be conducted. This should include:
 - Target audience the group of people you intend to influence
 - Message - statements tailored to the different audiences. The message should define the issue, state the proposed solutions and describe the actions that need to be taken to address the identified issue(s).
 - Communication channels: the means by which the message will be delivered
 - Building support: the alliances with individuals, groups or organisations that are committed to your cause you intend to work with.
2. Implement the action plan: Clearly indicate the activities that you will undertake to implement the action plans
3. Monitor and evaluate the results

Monitoring - gather information to measure progress towards your advocacy goal

 - Evaluation - collect information and analyse it to determine if the advocacy goal and objectives have been achieved.

Key Skills Required During Advocacy

Presentation skills	Mediation skills	Communication skills	Listening Skills
Decision making skills	Public speaking	Lobbying	Leadership
Consensus building			

Qualities Of An Advocate

Ethical	Creative	Organised	Assertive	Adaptable	Resourceful
Approachable	Objective	Tolerant	Knowledgeable		

The Golden Rules for Advocacy and Lobbying

- Know how policy and decisions are made.
- Consider your alliances and coalitions.
- Have a permanent monitoring system so you know what is happening.
- Become involved early in the process
- Explore the arena and ensure that you know who the key people are.
- Be clear about what you ask
- Anticipate how you may be argued against and build your defence.
- Tailor your messages depending on whom you are approaching.
- Be flexible in your planning

LOBBYING

The cornerstone of lobbying is shaping the agenda of meetings around a “deliverable” for the decision-maker. A key aspect to lobbying is building relationships. This might happen at any level, and may be the first step to building a wider advocacy strategy.

In the context of advocacy, lobbying can be described as the ‘strategic communication or method’ used to persuade or convince a key decision or policy maker e.g. member of parliament, district leaders (LC III and V chairpersons, speaker, councillors) to support your cause e.g. change of law or policy that do not promote women’s rights and gender equality, allocation of resources/budget to reproductive health etc.

Lobbying takes different forms including but not limited to writing petitions to the policy maker expressing the need to address an issue, face to face meetings to discuss the issue, campaign involving a cross section of stakeholders, writing and presenting an issues paper about the issue of concern, preparing and addressing a press conference among others.

Examples of lobbying

- personal letters
- Face-to-face meetings with decision-makers (such as MPs etc.)
- informal contacts at receptions
- working visits with decision-makers
- personal exchanges over the telephone (e.g. with contacts)
- drafting of joint strategies

Lobbying methods

1 Preparing a Briefing Note/ Position Paper

A briefing note and a position paper are both documents that clearly state the position or opinion of organization and individuals (or a coalition of organisation) about a particular issue.

A position paper is written to be read by a target audience, not an ally. It is a formal written record of the position (opinion) of an organisation or coalition, for an external audience. Position papers can be:

- left with an individual decision maker at the end of a face-to-face meeting
- sent to local and national governments during consultation exercises
- sent to people in influence, in response to policy or action to explain an alternative or supporting position
- Summarise the resolution of a conference or workshop
- Show that a coalition of many different allies supports your advocacy objective

A briefing note is written for an ally, not a target. It is similar to a speaker’s notes, to help someone who is speaking publicly in support of your advocacy objective. Often a briefing note is a position paper with additional advice to the speaker on say how to answer questions, or key points to emphasise.

How to produce a position paper

Ideally a position paper should be written in full sentences and typed neatly. Otherwise, use the format below. It should include;

- a. Statement of main recommendation; one to sentence.
- b. Background; Explanation of why the position paper has been written .List of laws, international treaties, decrees, policies etc., which support the recommendation.
- c. Evidence supporting the recommendation:
 - i. Quantitative evidence: facts and figure
 - ii. Qualitative evidence: case studies, personal testimonies or example supporting the recommendation, ask for permission from individuals quoted to protect confidentiality
- d. Our position: logical explanation of how the evidence leads to the recommendations provided answers to possible questions or objections
- e. Recommendations: specific, realistic action that the decision maker can take
- f. Organisation/ group / coalition and individuals supporting this position paper.
- g. The name of your organisation or coalition and log appropriate
- h. The date
- i. The contact name, address, telephone and fax number and e-mail address where available
- j. The mission /goals of your organisation or coalition

2 Face To Face Meetings

A face to face meeting with a targeted decision maker is a frequently used lobbying method and is often the starting point in a series of activities.

Personal contact provides the opportunity to build relationship with decision makers, which could be very useful in future. Try to set up a channel for regular contacts

Choose the right time for meeting decision makers, so that your issue or problem is already on their agenda or most likely to be taken up for example before an important vote or event or when they are able to take action in support of your advocacy. For a budget issue during the budget setting process, or at time of an annual meeting would be helpful. Try to imagine how the issue or problem looks from the decision-maker's point of view why should they support your advocacy objective? How can they benefit from taking the action you are requesting? This can be answered more easily if you have fully researched the target' person you are meeting. Make realistic requests. Show the decision maker that there is widespread spread support for your advocacy objective.

- Encourage allies to also lobby the same decision-maker giving the same message. It is difficult for officials to ignore large numbers of advocates.
- Do not be satisfied with vague expressions of support. Return to two basic questions:
- Does the decision maker agree that things need to change?
- What are they willing to do to make change happen?

Advice on how to lobby/hold a face to face meeting

1. Establish 'point of entry'

Think creatively about how you can get a meeting with the target person is there something you have in common? For example, if a friend of yours attends the same mosque as the decision- maker, ask your friend to introduce you to them so that you can negotiate a time to meet, or alternatively use the opportunity as a face to face - meeting in itself.

2. Ask for a meeting

Send a letter explaining what your advocacy goal is and why you would like a meeting follow up with a phone call. Often you will not get meeting with the 'direct target 'but with one of their staff (an 'indirect target') always meet with the staff and treat them in same way you would treat the decision-maker.

3. Invite Them To See The Issue Or Problem Themselves

Invite them out their office to see the issue or problem first –hand and to show them why you need their support. If the decision – maker cannot leave their office try taking your issue to them – bring people directly affected by the issue to your meeting, show a short video addressing the issue or take a few photographs with you. If you have a friend who knows the decision –maker or someone on their staff, ask your friend to send the letter or make the phone call to support your views.

4. Preparing for the meeting

Step1: Know your target

Step2: Focus on your message

Step 3: Choose your main objective and develop a simple message from it

- What you want to achieve
- Why you want to achieve it (the benefits of taking action, and /or the negative effects of doing nothing; evidence for the problem
- How you propose to achieve it
- What action you want the target person to take

Step 4: Practice

Rehearse your message with colleagues or friends. You can ask someone to role play the meeting, pretending to be the decision-maker, asking difficult questions

5. After The Meeting

Write to the person who you met, thanking them for the meeting (even if the person was not helpful) briefly repeating your key points and any supporting comments made by the target person, especially any promises to take action. Tell the target person what you plan to do next, promise to keep them informed and express the hope that you will be able to work together on the issue in future.

NETWORKING

- A network provides a structure that gives members the opportunity to co-operate, collaborate, share experiences, expertise and resources and pull their power together to bring about change.

WHAT ARE THE BENEFITS OF NETWORKING?

People get involved in networks network because the problems that we are trying to address are too large for us as individuals or organizations to face on our own. We need help, we need encouragement, and we need to feel that we are not alone.

Networking is a means of securing greater national, regional or international cooperation which can strengthen the impact of activities carried out by community-based organizations.

Successful networking helps to:

- achieve what could not be achieved alone;
- strengthen advocacy
- influence others inside and outside the network;
- broaden the understanding of an issue or struggle by bringing together different constituencies
- share the work
- reduce duplication of efforts thereby wasting resources
- promote the exchanges of ideas, insights, experiences and skills
- provide a needed sense of solidarity, and moral and psychological support; and
- Mobilise financial resources in some instances.

SESSION 6: Vision Building and Mission Statements: (A Roadmap of Where You Want to Go and How to Get There)

SESSION GUIDE

Objectives

- To define terms: vision, mission and values
- To share and discuss how vision building is done

Introduction

Have you ever been involved in an organization or business that never seems to accomplish very much? Regardless of how hard you work, you just go in circles. The problem may be that you have not decided where you want to go and have not created a roadmap of how to get there. From the perspective of an organization, the problem may be that you are not focusing on what you want to achieve and how you will achieve it. Below are a series of steps or statements of how to give your organization direction.

- **The first is a statement of vision.** It provides a destination for the organization. Next is a statement of mission. This is a guiding light of how to get to the destination. These are critical statements for the organization and the individuals who run the organization.
 - **Vision** – Big picture of what you want to achieve.
(i.e.) It's a static mental picture statement of what you want to achieve
 - **Mission** – General statement of how you will achieve the vision.
(i.e.) It's a dynamic process of how the vision will be accomplished

A companion statement often created with the vision and mission is a statement of core values.

- **Core Values** – How you will behave during the process.

Once you have identified what your organization wants to achieve (vision) and generally how the vision will be achieved (mission), the next step is to develop a series of statements specifying how the mission will be utilized to achieve the vision:

- **Strategies** – Strategies are one or more ways to use the mission statement in order to achieve the vision statement. Although an organization will have just one vision statement and one mission statement, it may have several strategies.
- **Goals** – These are general statements of what needs to be accomplished to implement a strategy.
- **Objectives** – Objectives provide specific milestones with a specific timeline for achieving a goal.
- **Action Plans** – These are specific implementation plans of how you will achieve an objective.

A more in-depth discussion of these statements is presented below. Statements for an example business are provided for clarification.

- I. Vision Statement – A mental picture of what you want to accomplish or achieve. For example, your vision may be a successful winery business or an economically active community. (e.g.) “A successful family dairy business”.
- II. Mission Statement – A general statement of how the vision will be achieved. The mission statement is an action statement that usually begins with the word "to". (e.g.) To provide unique and high quality dairy products to local consumers.
- III. Core Values – Core values define the organization in terms of the principles and values the leaders will follow in carrying out the activities of the organization
 - Core Values of the Example Business:
 - ✓ Focus on new and innovative business ideas
 - ✓ Practice high ethical standards.
 - ✓ Respect and protect the environment.
 - ✓ Meet the changing needs and desires of clients and consumers.

Statements of vision and mission are important so that everyone involved in the organization, including outside stakeholders, understand what the organization will accomplish and how it will be accomplished. In essence this means “keeping everyone on the same page” so they are all "pulling in the same direction".

The vision and mission guide the everyday activities of every person involved in the business. Statements of vision and mission should be simple, concise and easy to remember. Use just enough words to capture the essence. The statements need to capture the very essence of what your organization or business will achieve and how it will be achieved. So statements of vision and mission should be a single thought that can easily be carried in the mind. This makes it easy for everyone in the organization to focus on them. But that doesn't mean it will be easy to create the statements. It may require several drafts. Most statements are too long.

Fluid Process – The statements are not "cast in stone". They can be updated and modified if the organization changes its focus. It is often good to write the statements, use them for a period of time, and then revisit them a few months or a year later if needed. It may be easier to sharpen the focus of the statement at that time. Remember, the reason you are writing the statements is to clarify what you are doing.

Unique and Complex Organizations – It is usually more important to write statements for non-traditional organization where the purpose of the organization is unique. The same is true for complex organizations where it may be difficult to sift down to the essence of the existence of the organization.

Strategies, Goals, Objectives and Action Plans

Once you have created statements of vision and mission, and possibly core values, you can then develop the strategies, goals, objectives and action plans needed to activate your mission and achieve your vision.

Strategies – A strategy is a statement of how you are going to achieve something. More specifically, a strategy is a unique approach of how you will use your mission to achieve your vision. Strategies are critical to the success of an organization because this is where you begin outlining a plan for doing something. The more unique the organization, the more creative and innovative you need to be in crafting your strategies.

Goals – A goal is a general statement of what you want to achieve. More specifically, a goal is a milestone(s) in the process of implementing a strategy. Examples of business goals are:

- *Increase profit margin*
- *Increase efficiency*
- *Capture a bigger market share*
- *Provide better customer service*
- *Improve employee training*
- *Reduce carbon emissions*

Be sure the goals are focused on the important aspects of implementing the strategy. Be careful not to set too many goals or you may run the risk of losing focus. Also, design your goals so that they don't contradict and interfere with each other. A goal should meet the following criteria:

- *Understandable*: Is it stated simply and easy to understand?
- *Suitable*: Does it assist in implementing a strategy of how the mission will achieve the vision?
- *Acceptable*: Does it fit with the values of the organization and its members/employees?
- *Flexible*: Can it be adapted and changed as needed?

Objectives – An objective turns a goal's general statement of what is to be accomplished into a specific, quantifiable, time-sensitive statement of what is going to be achieved and when it will be achieved. Examples of business objectives are:

- *Earn at least a 20 percent after-tax rate of return on our investment during the next fiscal year*
- *Increase market share by 10 percent over the next three years.*
- *Reduce the call-back time of customer inquiries and questions to no more than four hours.*

Objectives should meet the following criteria:

- i. **Measurable**: What specifically will be achieved and when will it be achieved?
- ii. **Suitable**: Does it fit as a measurement for achieving the goal?
- iii. **Feasible**: Is it possible to achieve?
- iv. **Commitment**: Are people committed to achieving the objective?
- v. **Ownership**: Are the people responsible for achieving the objective included in the objective-setting process?

Action Plans – Action plans are statements of specific actions or activities that will be used to achieve a goal within the constraints of the objective. Examples of action plans within the context of goals and objectives are:

Action plans may be simple statements or full blown and detailed **business plans** where goals and objectives are also included. Action plans may also be used to implement an entire strategy also called **strategic planning**.

Conclusions

Creating the statements described above may seem like a lot of busy work. But these statements will help you focus on the important aspects of your organization or business. If done properly, they can save money and time and increase the odds that your organization or business venture will be successful.

Think of these statements as living documents that may change as the needs of the organization or business change. Too often these statements are treated as "iconic relics" to be stored away in a safe place. But, if you don't use them, you have wasted your time.

SESSION 7: ACCOUNTABILITY AND POLITICAL LEADERSHIP

SESSION GUIDE: Accountability, Forms of accountability, Accountability Commitments and Standards.

Session Objectives: By the end of the session, participants will be able to

- Define accountability and the different forms of accountability
- Understand what is meant by accountability commitments and standards

Accountability

What is accountability?

Accountability is one of the key elements of good governance. It is about making sure that the people responsible for delivering public service do their work as expected and use the resources at their disposal in an efficient and equitable manner. For instance, if you are a teacher, doctor, or nurse, it is your responsibility to do your job the best way you can with the resources at your disposal.

Accountability has two components: the supply side, which includes the provision of services and the demand side (the community that expect to enjoy these services). As leaders of community based organisations, one has responsibilities they have, (e.g.) state actors are referred to as the duty bearers. In other words, they bear a duty to deliver services to the citizens (rights holders). This is the social contract between the state and its citizens.

In most cases, the duty bearers do not act according to what is expected of them and this calls for action to check on their performance. Actions to check on the performance of the public servants is done by either the institutions with supervisory functions (.e.g.) Parliamentary committees, ministry of ethics and integrity, human rights commission etc.) Or by the citizens through elections or referendums, community meetings, participating in the planning and budget processes, public expenditure tracking. While undertaking the supervisory function, the supervisors and citizens (rights holders) demand for an explanation from the duty bearers' for the action or lack of action that led to the malfunction in the delivery of a public service. The interaction between duty bearers and rights holders in relation to service delivery is what is referred to as *demanding for accountability*.

Levels of accountability

Accountability is done at two levels;

- a) Horizontal Accountability – done among the three arms of government (legislature, executive and Judiciary) through the system of checks and balances. This form of accountability works in democratic system where the three arms occupy the **same kind of power** and allows the state to check itself.
- b) Vertical Accountability – this is when the citizens place demand on their leaders and public officials on issues of service delivery and governance. The demand is generated from below towards the leaders (above) and hence vertical.

Forms Of Accountability

Political Accountability

- Consists of checks and balances within the state including delegated individuals in public office responsible for carrying out specific tasks on behalf of citizens.
- The state provides an account of its actions, and consults citizens prior to taking action in order to enforce rights and responsibilities.
- Mechanisms of political accountability can be both horizontal and vertical. The state imposes its own horizontal mechanisms, such as ombudsmen (the Inspector General of Government) and parliamentary audit committees. Citizens and civil society groups use vertical mechanisms, such as elections, court cases and monitoring government programmes.

Social Accountability

- Focuses on citizen action aimed at holding the state to account using strategies such as social mobilisation, press reports and legal action.
- Addresses issues such as citizen security, judicial autonomy and access to justice, electoral fraud, and government corruption.
- Provides extra sets of checks and balances on the state in the public interest, exposing instances of corruption, negligence and oversight which horizontal forms of accountability are unlikely or unable to address.

Managerial Accountability

- Focuses on financial accounting and reporting within state institutions, judged according to agreed performance criteria.
- Mechanisms include auditing, to verify income and outgoing funds.
- New trends in managerial accountability are moving towards incorporating different indicators of financial integrity and performance such as social and environmental audits.

Accountability Commitments and Standards

Accountability operates within a policy and legal framework designed at all levels; international, national and local. The legislation and policy obligations contain the commitments and standards for service delivery against which performance is assessed.

Accountability Commitments

Internationally, the government of Zimbabwe is signatory to a number of instruments that promotes accountability to women. These include CEDAW, the Beijing Declaration, the African Protocol, and the Millennium Development Goals (3, 4, & 5). Through these treaties, states commit to abide by certain principles, such as refraining from discrimination when delivering services to its citizens. They also take on the obligation to deliver programs and services that advance the rights of women contained in these treaties. These obligations are legally binding on states.

In its national objective XXVI, the constitution of the republic of Zimbabwe commits to uphold the principle of accountability as follows:

All public offices shall be held in trust for the people.

- i. All persons placed in positions of leadership and responsibility shall, in their work, be answerable to the people.
- ii. All lawful measures shall be taken to expose, combat and eradicate corruption and abuse or misuse of power by those holding political and other public offices

Gender and Accountability

Demands for accountability must be done in ways which ensure that improved service delivery also results into gender equality and promote women's rights. Accountability requires that all elected or unelected public officials/leaders explain their decisions and actions to citizens based on the agreed commitments and standards. Women councillors are accountable to their constituents i.e. the women by ensuring that they access quality services that address their needs and concerns.

Group Task:

What is the Role/s of women leaders in promoting accountability?

- a. CBO - as an organization
- b. Director of an organization
- c. Political Counsellor, MP
- d. As an individual

Explain what is involved when conducting that role (mandate)

- a. Share experiences on what they have done to fulfil that role.
- b. What are the challenges involved
- c. Propose measures to address the challenges above

(Consider how these might impact the above)

- i. Financial management and oversight
- ii. Political functions and representation:
- iii. Legislative and related functions
- iv. Development planning and budgeting:
- v. Constituency servicing and monitoring service delivery:

Key message for consideration for responding to the above

- ✓ Political participation without enforcement of accountability measures does not yield improved service delivery.
- ✓ Accountability leadership is what drives development through effective and efficient utilization of resources by the duty bearers for the benefit of the rights holders –the citizens.
- ✓ Accountability leadership is one of the biggest difference between the developed and developing countries.
- ✓ Accountable leaders need to be creative, transformative and promoters of human/women's rights.
- ✓ Accountability also thrives with an active citizenry and civil society, as well as transparent, democratic institutions.

SESSION 8: BETTER PUBLIC SPEAKING SKILLS: HOW TO BECOME A CONFIDENT, COMPELLING SPEAKER

Objectives

- To define share knowledge and skills of Public Speaking
- To discuss the knowhow in terms of what to do and not to do when speaking in public

Speaking well in public is a very valuable and difficult skill. There is no substitute for practice but some of the tips and ideas below will help you be confident whenever you have been called to give a speech at a public gathering and or seminar. Whenever you have to speak in public remember: everyone who does it is nervous no matter how experienced they are, the audience will always forgive you for making a mistake, and be yourself; there is no absolute “right” way of speaking or giving a speech. This is why public speaking causes so much anxiety and concern.

Whether one is talking in a team meeting or presenting in front of an audience, depending on the circumstances, we all have to speak in public from time to time. The good news is that, with thorough preparation and practice, you can overcome your nervousness and perform exceptionally well.

The Importance of Public Speaking

Even if you do not need to make regular presentations in front of a group, there are plenty of situations where good public speaking skills can help you advance your career and create opportunities.

For example, you might have to talk about your organization at a conference, make a speech after accepting an award, or teach a class to new recruits. Speaking to an audience also includes online presentations or talks; for instance, when training a virtual team, or when speaking to a group of customers in an online meeting.

Good public speaking skills are important in other areas of your life, such as giving a speech at a friend's wedding, give a eulogy for a loved one, or inspire a group of volunteers at a charity event. In short, being a good public speaker can enhance your reputation, boost your self-confidence, and open up countless opportunities.

However, while good skills can open doors, poor ones can close them. For example, your boss might decide against promoting you after sitting through a badly - delivered presentation. You might lose a valuable new contract by failing to connect with a prospect during a sales pitch. Or you could make a poor impression with your new team, because you trip over your words and don't look people in the eye. It is from such background that, one must make sure that you learn how to speak well in any public gathering.

Strategies for Becoming a Better Speaker

Public speaking is a learnable skill, where one can use the following strategies to become a better speaker and presenter.

Plan Appropriately

First and foremost, make sure that you plan your communication appropriately. One can use tools like Monroe's Motivated Sequence and the 7Cs of Communication to think about how you will structure what you are going to say. (see Annex 1)

When you do this, think about how important a book's first paragraph is; if it doesn't grab you, you're likely going to put it down. The same principle goes for your speech: from the beginning, you need to intrigue your audience.

For example, you could start with an interesting statistic, headline, or fact that pertains to what you're talking about and resonates with your audience. You can also use story telling as a powerful opener; planning also helps you to think on your feet. This is especially important for unpredictable question and answer sessions or last-minute communications.

Public Speaking Tips:

Remember that not all occasions when you need to speak in public will be scheduled. You can make good impromptu speeches by having ideas and mini - speeches pre prepared. It also helps to have a good, thorough understanding of what will be going on in that setup, occasion or organization/industry.

Practice

There's a good reason that we say, "Practice makes perfect!" You simply cannot be a confident, compelling speaker without practice.

To get practice, seek opportunities to speak in front of others. For example, Toastmasters is a club geared specifically towards aspiring speakers, and you can get plenty of practice at Toastmasters sessions. You could also put yourself in situations that require public speaking, such as by cross-training a group from another department, or by volunteering to speak at team meetings.

If you are going to be delivering a presentation or prepared speech, create it as early as possible. The earlier you put it together, the more time you'll have to practice. Practice it plenty of times alone, using the resources you'll rely on at the event, and, as you practice, tweak your words until they flow smoothly and easily.

Then, if appropriate, do a dummy run in front of a small audience and or your family: this will help you calm your jitters and make you feel more comfortable with the material. Your audience can also give you useful feedback, both on your material and on your performance.

Engage With Your Audience

When you speak, try to engage your audience. This makes you feel less isolated as a speaker and keeps everyone involved with your message. If appropriate, ask leading questions targeted to individuals or groups, and encourage people to participate and ask questions. And always keep in mind that some words reduce your power as a speaker. For instance, think about how these sentences sound: "I just want to add that I think we can meet these goals" or "I just think this plan is a good one." The words "just" and "I think" limit your authority and conviction. Don't use them.

Also, pay attention to how you speak, if you are nervous, you might talk quickly. This increases the chances that you will trip over your words, or say something you don't mean. Force yourself to slow down by breathing deeply. Don't be afraid to gather your thoughts; pauses are an important part of conversation, and they make you sound confident, natural, and authentic.

Finally, avoid reading word for word from your notes. Instead, make a list of important points on cue cards, or, as you get better at public speaking, try to memorize what you're going to say you can still refer back to your cue cards when you need them.

Pay Attention to Body Language

If you're unaware of it, your body language will give your audience constant, subtle clues about your inner state. If you're nervous, or if you don't believe in what you're saying, the audience can soon know. Pay attention to your body language: stand up straight, take deep breaths, look people in the eye, and smile. Don't lean on one leg or use gestures that feel unnatural.

Many people prefer to speak behind a podium when giving presentations. While podiums can be useful for holding notes, they put a barrier between you and the audience. They can also become a "crutch," giving you a hiding place from the dozens or hundreds of eyes that are on you. Instead of standing behind a podium, walk around and use gestures to engage the audience. This movement and energy will also come through in your voice, making it more active and passionate.

Think Positively

Positive thinking can make a huge difference to the success of your communication, because it helps you feel more confident. Fear makes it all too easy to slip into a cycle of negative self-talk, especially right before you speak, while self-sabotaging thoughts such as "I'll never be good at this!" or "I'm going to fall flat on my face!" lower your confidence and increase the chances that you won't achieve what you're truly capable of.

Use affirmations and visualization to raise your confidence. This is especially important right before your speech or presentation. Visualize giving a successful presentation, and imagine how you'll feel once it's over and when you've made a positive difference for others. Use positive affirmations such as "I'm grateful I have the opportunity to help my audience" or "I'm going to do well!"

Cope With Nerves

How often have you listened to or watched a speaker who really messed up? Chances are, the answer is "not very often."

When we have to speak in front of others, we can envision terrible things happening. We imagine forgetting every point we want to make, passing out from our nervousness, or doing so horribly that we'll lose our job. But those things almost never come to pass! We build them up in our minds and end up more nervous than we need to be.

Many people cite speaking to an audience as their biggest fear, and a fear of failure is often at the root of this. Public speaking can lead your "fight or flight" response to kick in: adrenaline courses through your bloodstream, your heart rate increases, you sweat, and your breath becomes fast and shallow.

Although these symptoms can be annoying or even debilitating, the Inverted-U Model shows that a certain amount of pressure enhances performance. By changing your mindset, you can use nervous energy to your advantage.

First, make an effort to stop thinking about yourself, your nervousness, and your fear. Instead, focus on your audience: what you're saying is "about them." Remember that you're trying to help or educate them in some way, and your message is more important than your fear. Concentrate on the audience's wants and needs, instead of your own.

If time allows, use deep breathing exercises to slow your heart rate and give your body the oxygen it needs to perform. This is especially important right before you speak. Take deep breaths from your belly, hold each one for several seconds, and let it out slowly.

Crowds are more intimidating than individuals, so think of your speech as a conversation that you're having with one person. Although your audience may be 100 people, focus on one friendly face at a time, and talk to that person as if he or she is the only one in the room.

Watch Recordings of Your Speeches

Whenever possible, record your presentations and speeches. You can improve your speaking skills dramatically by watching yourself later, and then working on improving in areas that didn't go well. Pay attention to your gestures. Do they appear natural or forced? Make sure that people can see them, especially if you're standing behind a podium.

Last, look at how you handled interruptions, such as a sneeze or a question that you weren't prepared for. Does your face show surprise, hesitation, or annoyance? If so, practice managing interruptions like these smoothly, so that you're even better next time.

Key Points

Chances are that you'll sometimes have to speak in public as part of your role. While this can seem intimidating, the benefits of being able to speak well outweigh any perceived fears. To become a better speaker, one can use the following strategies:

If you speak well in public, it can help you get a job or promotion, raise awareness for your team or organization, and educate others. The more you push yourself to speak in front of others, the better and the more confidence one might become.

- Plan appropriately.
- Engage with your audience.
- Pay attention to body language and cope with your nerves
- Think positively and articulating clearly
- Assessing the needs and priorities of a potential audience of conference attendees
- Consultants presenting the findings for a reorganization plan to a group of executives at a client firm
- Controlling performance anxiety
- Creating attractive PowerPoint slides with the right amount of detail
- Drafting an evaluation form that attendees are likely to complete
- Grabbing the attention of the audience with a powerful opening
- Handing out copies of slides in advance to minimize note-taking demands on the audience
- Maintaining eye contact with the audience and providing an energetic, animated physical presence
- Memorizing enough content so that the speech does not come off as a reading of notes
- Modulating vocal tone to emphasize important points and avoid monotonous presentation
- Organizing a logical flow to a speech
- Preparing examples that are relevant to the experience of the expected audience
- Providing compelling evidence to support themes
- Practice by rehearsing the presentation and revising rough spots

SESSION 9: PRESENTATION SKILLS SESSION

Objectives of Session

By the end of this session, participants should be able to:

- Identify and list points/ criteria for effective presentations
- Discuss and practice some steps for preparation and delivery of presentations

What is a presentation?

A presentation is a structured, prepared and speech –based means of communicating information, ideas or arguments to a group of people for a specific purpose (inform, persuade etc.). Making effective presentations is an important skill that every leader should have.

Basics of a Good Face to Face Presentation

- Engages interest of the audience
- Good eye contact
- Well structured(beginning, middle and end)
- Confidently presented
- Uses appropriate gestures
- Good voice projection
- Time managed

Making Effective Presentations

Three key things are thorough preparation, getting your delivery right and overcoming nervousness

Preparation – Key questions

What is the purpose? Who is the audience? What are the circumstances?

Preparation Steps

Step 1: Audience Analysis

What do they already know about the topic? How much time will you have?

What key people will attend and how many will they be? What is of interest to them?

What approach should you take to get the action you desire?

What preconceived ideas, attitudes or expectations will they bring with them?

What is your purpose? (Persuade, interest, inform, inspire)

Step 2: Decide what to say

- Define your objective – is your objective to persuade, interest, inform, inspire or what else?
- Get informed through research- brainstorm and collect facts, arguments, read, talk to colleagues or other professionals about the topic
- Work on the main points to get across. Identify 3 to 5 points. Identify minor points and supporting data or evidence and organize these under key points
- Select those arguments and facts that best support your message
- Note time taken by rehearsing and making the material fit the time. You can develop a broad outline (refer to example in Table 1 below)

Step 3: Structure the presentation

- A good presentation should have a beginning (opening), middle and end (introduction, development, conclusion)
- Start working from the middle then work on the beginning and end
- Structure your talk to ensure continuity, logical flow, balance of content and to drive your message home. Use different sequences to check for logical flow and impact

Step 4: Prepare your notes

- You can use cards (post card size) or flat sheets for easy reference and not distract the audience
- Write key words or phrases to remind you of what you want to say. Note down the points at which you wish to use a visual aid
- You can write your opening and closing remarks in full on separate cards and learn these
- Cover a section and main heading on one card
- Your opening and closing statements are very important

Step 5: Prepare visual aids (if necessary)

- Visual aids help you to remember what to say, add variety as well as enhance retention by audience
- Select appropriate visual aids. Too many will distract and confuse

Step 6: Rehearse

- Rehearse to get your timing right and to gain confidence. Practise out loud several times and practice in venue if feasible
- Rehearse key points, movements, use of aids. Solicit feedback from friends or colleagues

- **Step 7: Check and make arrangements**

- Check venue beforehand and arrange equipment

5 Delivering the presentation

Achieve impact by your technique and manner

5.1 Technique

- Good voice projection - speaking loud enough is essential
- Vary pitch, pace and emphasis
- Pause before making a key point to allow it to sink and in turn highlight it
- Never read your delivery - be conversational to avoid a stilted talk
- Use humour skilfully and to advantage. If not sure then avoid telling jokes
- Use simple and short words
- Avoid vocalisations (um, ah, err)
- Maintain good eye contact
- Use hands for gestures and emphasis only. Avoid putting hands into pocket, jingling keys, fidgeting and other irritating mannerisms
- Stand upright and naturally. Restrict movement and do not pace up and down
- The opening must arouse interest, create attention and inspire confidence in you as a presenter. State clearly the objective of the presentation (what they will get out of it)
- Do not speak for longer than 30 minutes at a go
- Keep attention by summarising periodically to reinforce and drive home your key points.
- Build arguments/case progressively to get to your conclusion
- Use your notes to remind you of what you are going to say. If timing is difficult be flexible by having material that can be omitted if time is short or included if there is ample time
- To close end on a high note and finish conclusively
- Sum up presentation and clarify next steps if any. Sum up your presentation and clarify what you want/wish the audience to do if anything (action to take etc.)

5.2 Manner

- Relax and show that you are confident and relaxed. Do not preach
- Be sincere and have conviction

6 Overcoming Nervousness

- The key is to be well prepared
- Decide well beforehand what you are going to wear to feel confident and comfortable
- Don't make too much fuss about little mistakes and do not draw attention to them
- Practise, practise, practise. Seize opportunities to speak in public
- Know
 - Your audience - who, expectations, what do they wish to get out of your presentation
 - Your objective - what do you want to achieve?
 - Your subject- collect facts, examples, and illustrations
 - Your key points
- Overcome fear of the audience's reaction by anticipating their attitude, perspective and pitch your presentation to their needs. Meet audience beforehand to reduce anxiety if you can.
- Reduce fear or anxiety by using your notes as reminders. On the opening - do not forget to introduce yourself and your organization (if appropriate)
- Rehearse
- Use other techniques- on the day take deep breaths to relax, use positive affirmations

Table 1: Examples

Session 10: PERSONAL GROOMING & FIRST IMPRESSION: HOW TO CREATE THE IMPACT FOR THAT FIRST IMPRESSION

Introduction to Personal Grooming

Personal grooming has become an essential in our daily life. A well-groomed individual stands out amongst the crowd. Acquire the basic skills to care for your skin and learn makeup tips to enhance your personal appearance. Make a positive impact in your social engagements through proper personal grooming skills.

When you meet someone for the first time they will make their minds up about you based upon:

- Your Appearance
- Body Language
- Smile
- Eye Contact
- Stance And Posture
- How You Sound
- What You Have Got To Say

THEORY ON SKIN CARE

Introduction to skin care

1. Skin Anatomy

- Skin Layers
- The way the skin works
- Caring for your skin

2. Theory on different type of skin types

- Dry skin
- Balanced skin
- Oily skin

3. Preventive skin care solutions

- The sun & the skin

4. How to tackle acne/pimple problems

5. Basic skincare product to be used during day, night and weekly basis

6. Secret to beautiful and healthy looking skin

PERSONAL GROOMING

7. Facial Exercises

- Horizontal forehead lines
- Vertical forehead lines
- Mouth wrinkles
- Droopy chin
- Neck 1 and 2

THE MAGIC OF MAKE-UP

1. Eating for Beautiful skin
2. The fabulous foundation
3. Shade selection
4. Tinted moisturizers
5. Liquid foundations
6. Cream foundations
7. Mousse foundations
8. Compact foundations
9. Stick foundations
10. Choosing the correct foundation
11. Different types of foundation
12. Theory on Concealer
13. Theory on Powder
14. Theory on Highlighter and Shader
15. Corrective Technique of Face and Nose
16. Theory on Blusher
17. Perfect Eyebrow Drawing
18. Different Types of Eye shadow
19. Different Types of Eyeliner
20. Mascara & False Lashers

Department Basics

- Proper Body Profile
- Develop an upright positive posture

Department (the way you carry yourself) is one of the most important areas of leaving a good impression. It tells a lot about the kind of person you are, the types of habits you have and it shows if you are interested in what you are doing.

- Achieving The Womanly Posture
 - Achieving The Manly Posture
 - Posture Check-List
- a. Keep Your Head High
 - b. Make Sure Your Head Is Squarely On Your Shoulders
 - c. Keep Your Head As Far As Possible From Your Shoulders
 - d. Stretch Your Neck Till You Feel
 - e. A Pull Behind Your Ears
 - f. Hold Your Chest Up In A Relaxed Manner
 - g. Make Sure Your Tummy Is Up
 - h. Relax Your Knees And Flex Straight Ahead
 - i. Relax Your Feet Straight Ahead
 - j. Always Maintain A Stream –Lined Look
 - k. Never Show The Bulk Of Your Figure
 - l. Be Natural And Be Yourself

Achieving that right Feminine Posture

7 things every women needs to know about the power of ones' posture

- a. Your posture can help you get the job you want
- b. Your posture can increase your feminine appeal
- c. Your posture can help you pass the test and made the great
- d. Your posture can help you get the votes and win
- e. Your posture can keep you from getting depressed
- f. Your posture can increase your energy and vigor
- g. Your posture can make you more effective

DRESS SENSE & WARDROBE MANAGEMENT

- Appropriate Dress Code
- How To Dress For Success
- Fashion Sense For Ladies
- Evaluate Your Lifestyle
- Start With Basic Clothes and Keep It Simple
- Survival Wardrobe
- How To Wear Your Uniform With Grace, Dignity & Success

Session 11: Practical Ways to Drastically Improve Your Time Management Skills

Time Management Session

By the end of the session participants will be able to:

- Discuss analysing time use so as to recognise strengths and weaknesses in how they manage their time
- List points pertaining to effective time management
- Cite strategies for organising themselves and others better for enhanced efficiency

Have you ever wondered how it is that some people seem to have enough time to do everything that they want to, whereas others are always rushing from task to task, and never seem to finish anything? Is it just that the former have less to do? No, it's much more likely that they are using their time more effectively and practicing good time management skills.

Time management is not very difficult as a concept, but it's surprisingly hard to do in practice. It requires the investment of a little time upfront to prioritise and organise yourself. But once done, you will find that with minor tweaks, your day, and indeed your week and month, fall into place in an orderly fashion, with time for everything you need to do.

Do you often feel stressed out with too much of workload? As time passes by, do you feel like you have more tasks on hand than you have time to do them or you could have effectively use your time to complete all the given tasks? The trick is to organize your tasks and use your time effectively to get more things done each day. This can help you to lower stress level and do better at workplace.

Time Management for Leaders

Time management skills are essential for effective leadership. Time is constant and irreversible. Nothing can be substituted for time. Once wasted, it can never be regained. Leaders have various demands on their limited time. Time cannot be stopped, slowed down or speeded up. Thus, time needs to be effectively managed for leaders to be.

Managing your time is a highly personal skill and you need to take your own self-awareness into account. You should know your peak work hours, attention span as well as eating and sleeping needs. Using self- knowledge you can create an effective time management strategy. Do not pretend to be a morning person if you are not. The right method is whatever works for you. The kind of approach that should be used when it comes to time management differs from one person to another. You may have to try several techniques before you find the right style that works for you.

In the process of developing your time management strategy be flexible in your planning. Allow for the unexpected. The unexpected will happen.

You also need to have clear and defined goals otherwise you can easily lose focus.

Three Steps of Time Management

- A. Organizing
- B. Prioritizing
- C. Scheduling

A. Organizing

In the morning or even the night before, make a list of everything you want or need to do for that day (if done the night before, what you want to do the following day). Brainstorm first then prioritise.

Sometimes, it is good to list tasks or "things to do" over the next 5-7 days. This can help plan longer projects better. Besides that, none of us is perfect, and there will be days when we may forget or just don't feel like doing some things. Giving yourself more than one day to do a project gives you more flexibility.

B. Prioritizing

Once you have written everything, the next step is to rewrite your list in order of priority, with the intention of doing higher priority tasks first and working your way down the list. You will usually find that a lot of this is done for you if you keep in mind the due dates for the different projects you're working on.

Prioritisation is linked to the goals and/or objectives you want to achieve. Identify what is strategic to you – the key essentials of your work, up to 6 strategic issues. Set goals and detail action steps.

Aim not to overestimate your capabilities or leave projects for the last minute. Procrastinating is usually the least effective way of getting work done.

Set aside time at the beginning of the day for reviewing your priorities. Set aside time to plan ahead and to review your priorities and realign them as necessary.

C. Scheduling

With a prioritised list of everything that you need and want to do, you schedule your tasks. It is good to schedule for a few days at a time rather than every day. Your schedule should be flexible. Make a reasonable schedule that you can be sure to stick to. Be sure to leave room for breaks, and those little things that tend to crop up.

Analyse your current use of time and periodically analyse how you spend your time and implement some time saving methods.

Effective Time Management

Effective leaders use time management skills so they can focus on what leaders are supposed to focus on - developing strategic goals and managing operations. Leaders need to adopt a few time management principles to become more effective.

Schedule your tasks

Once you use your skills to organise your day, week, and month, you will feel a greater sense of control. Feeling in charge of your life boosts your self-esteem. Scheduling tasks releases positive energy and reduces anxiety levels.

Thomas Edison once said that "time is really the only capital that any human being has, and the only thing he can't afford to lose."

2 Improve your organisational skills

Use a filing system both at home and at work. Here's an interesting fact: 30% of all working time at the time of writing gets spent looking for misplaced items. This is a waste of time and there should be a reliable filing and retrieval system in place.

Using an alphabetical system is the best and simplest filing structure. You should have a master list or record of all your files in a single place. This list should include the title of your files and where they are located.

You can also use diaries, calendars (e.g.) desk, Microsoft outlook), weekly and daily organisers.

Example of a Daily Organiser

Meetings, Appointments

Committee/Person	Where	When

To Call

Person	About What	When
Tasks To Do (in order of priority)	Priority Rating (A,B, C)	Approximate Timing

A- must be done today B- ideally done today C- later

3. Start early

The early bird catches the worm. Starting your day early increases productivity. You can have more time to sit, think, and plan. The earlier you start your day, the more productive and organised you'll become. As a result, people who start their day early are more effective. Furthermore, starting any task with a few minutes of quiet reflection time can save you from experiencing confusion and disorder. When you get up early and plan your day in advance, you will be more calm, clear-headed, and creative.

4. Lessen email time

Emails consume a lot of time. Set specific times for checking your emails such as the beginning of the day, before lunch, or the end of the day. It can distract you from high priority work if you check your email spontaneously from time to time. Monitor your online time use. This applies to social media as well.

5. Prepare in advance

Preparing your task list for the following day the night before is a tip that often works. You can put this task last before you call it a day at work. The idea behind this is that your subconscious goes to work on your plans and goals while you are asleep. You will find yourself waking up to fresh ideas and insights you can do the next day.

Peter F. Drucker once stated that "until we can manage time, we can manage nothing else." Not only does preparing in advance help you manage your time more efficiently, it also helps you sleep more soundly.

Plan your year, month, week and day.

*"Strengthening Women's Leadership
in Training Manual."*

6 Delegate

Know what tasks can and can't be delegated

- Provide complete instructions for each task
- Define what it means for the task to be "done"
- Decide how to track progress and status
- Choose (and trust) the right people for the job
- Resist the urge to micromanage

7 Manage your meetings effectively

Meetings take up valuable time often with unimportant minute. Set strict guidelines for meetings including when they will end and what you will and won't discuss. If you start to side track to another issue, then you need to schedule another meeting.

8 Maintain Balance

Working longer hours doesn't make you more productive. Great leaders also have great lives, exposing them to different ideas, ways of doing things and viewpoints that can lead to innovation. Managing your work time more effectively will allow for more opportunities for leisure.

9 Deal with procrastination.

10 Organize your workspace - when organised you are most efficient in that you know where everything is and can access things quickly.

11 Take advantage of dead time – waiting, travel. Have 30 to 60 minutes of work with you.


12 Take advantage of technology – use time – saving devices.

Time Wasters and Time Savers

Examples of some big time wasters

- Worrying and putting off tasks, which leads to indecision
- Creating inefficiency by implementing first instead of analysing first
- Unanticipated interruptions that do not pay off
- Procrastinating
- Making unrealistic time estimates
- Unnecessary errors
- Crisis management
- Poor organization
- Ineffective meetings
- Micro-managing by failing to let others do the work and grow
- Doing urgent, rather than important tasks
- Poor planning and lack of contingency plans
- Failing to delegate
- Lacking priorities, standards, policies, and procedures

Examples of time savers:

- • Managing the decision making process, not the decisions
 - • Concentrating on doing only one task at a time
 - • Establishing daily, short-term, mid-term, and long-term priorities
 - • Handling correspondence (short letters and memos) and emails quickly
 - • Throwing unneeded things away
 - • Establishing personal deadlines and ones for the organization
 - • Not wasting other people's time
 - • Ensuring all meetings have a purpose, time limit, and include only essential people
 - • Getting rid of busywork
 - • Maintaining accurate calendars and abiding by them
 - • Knowing when to stop a task, policy, or procedure
 - • Delegating everything possible and empowering subordinates
 - • Keeping things simple
 - • Ensuring time is set aside to accomplish high priority tasks
 - • Setting aside time for reflection
 - • Using checklists and To-Do lists
 - • Adjusting priorities as a result of new tasks
- 

Annex 1: Monroe's Motivated Sequence Template

Specific Purpose: To persuade my audience that ...

Central Idea: **Title of the Speech**

Introduction

- I. Attention-getter:
- II. Central Idea: should be the same one that is at the top of the page.
- III. Establish your credibility and good-will:
- IV. Preview your main points:
(Transition)

Body

- I. **Main Point** – Establish the need or problem. The main point sentence should be a complete, declarative sentence.
 - a. Supporting Point: Present evidence.
 - b. Supporting Point: Make sure you have sound reasoning.
 - i. Sub-Supporting Point: Each point needs to have at least one source.
 - ii. Sub-Supporting Point:

(Transition)
- II. **Main Point** – Present a solution to the need or the problem. The main point sentence should be a complete, declarative sentence.
 - a. Supporting Point: Describe in detail how your solution would fix the problem.
 - i. Sub-Supporting Point:
 - ii. Sub-Supporting Point: Make sure you have solid evidence!
 - b. Supporting Point: This point should be the most important part of your speech.
 - c. Supporting Point: If needed.

(Transition)
- III. **Main Point** – Help the audience visualize the impact of the solution.
 - a. Supporting Point: Tell the benefits of the solution.
 - b. Supporting Point: Paint a picture for the audience.
 - i. Sub-Supporting Point: Make sure your reasoning is sound.
 - ii. Sub-Supporting Point:

(Transition)

Conclusion

- I. Restate the main points:
- II. Restate your central idea:
- III. Call your audience to action: This can be either to change their thinking or to physically do something.
- IV. Endnote: Don't fizzle out! Close with a bang!

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