

	<u>PART I : MANUAL</u>	
Total 1 hour	1. <u>INTRODUCTORY EXERCISES</u>	
	<u>HOPES AND FEARS EXERCISE</u>	
15 mins	Divide the workshop into small groups, a maximum of five people in each. Ask each subgroup to share their hopes and expectations, and also their fears and concerns about the workshop, and to list these on newsprint. (One sheet for each subgroup). Tutors form a subgroup and do the same exercise.	This exercise is really aimed at encouraging participants to understand their role - they should take responsibility for their learning while tutors are responsible for coaching, designing exercises, providing material etc.
15 mins	Subgroups disband and post their newsprint lists on the walls. Everyone walks about and reads the newsprints from every group.	
30 mins	The course director leads an informal discussion with the whole workshop on the hopes and fears revealed in the exercise. The purpose of this discussion is to - reduce anxieties by showing that they are shared - provide reassurance - dispel unnecessary concerns - show how the workshop plans to meet expectations - say which, if any expectations will not be realised by this workshop During this discussion the course director distributes the workshop programme and goes through it answering any questions.	Important to go through each group's sheet carefully. Keep it short and light to avoid raising the very anxieties you want to dispel. Do not expect to solve all anxieties - the emphasis is on sharing.

Total
1 hr 15 min

SHARING WORKSHOP EXPERIENCES

Participants work in pairs, telling each other about their projects or work, identifying problems which they hope the workshop will equip them to solve. Explain that after this they will be asked to give a two-minute presentation about the other person to the whole group so they should make a note of the main points.

45 mins

In a plenary session (with all participants present) each pair member introduces the other's project and problems to the whole group. The course director chairs this session and keeps it to time.

Distribute:

Paper 1 - Influencing other people

Paper 2 - The first meeting with the other person

Paper 3 - Questioning skills

These are to be read before the first Influence Skills Workshop. Explain that they are fairly short and need only be read once, not studied.

2. INFLUENCE SKILLS WORKSHOPS

A BRIEF INTRODUCTION

15 mins

A short talk on influence skills based on Paper 1 "Influencing other people", by the course director to the whole group.

5 mins

Divide the workshop into subgroups (preferably no more than six in each) and allocate one tutor to each subgroup. Explain to the participants that they will be in the same subgroups for most of the week when there is practical work to be done, except for field trips.

2 hrs

THE FIRST MEETING WITH THE OTHER PERSON (GAINING ENTRY)

The tutor of each subgroup goes through Paper 2 "The first meeting with the other person" with the group. The tutor then explains that the group will be spending about two hours practising the skills of gaining entry in role playing exercises.

Each group member is asked to spend a few minutes identifying problems they have, or have had in beginning or building relationships in their work.

When all of the group members have prepared their information then the role plays can begin. There should be one role play at a time, and while it is going on the tutor and the rest of the group observe.

Take one group member at a time and get them to describe their problem and give relevant background information. Find a suitable group member to role play the other person. (It may be several other people in which case the whole group can join in).

Let the role play continue for five to fifteen minutes. Stop the role play when the cause of the problem has become apparent, or progress has been made.

The tutor and the rest of the group give constructive feedback to the person concerned.

The problem holder can try the role play again with a different approach if there is time and this would be helpful.

The tutor's attitude should be supportive and humorous, and should set the tone for the group.

Give the group about two minutes to get the situation straight in their own minds, then ask the first person to explain briefly to the group the situation they wish to role-play. They are setting the scene for every one, not explaining what happens. The personality of the other person should be outlined clearly enough for the other person acting to understand their role.

It is vital for the person with the problem to play her own role, otherwise little will be learnt.

	If possible all group members should role play their problems.	A brief feedback from the tutor should precede individual feedback from <u>all</u> other participants. All feedback should be directed at the person with the problem.
1 hr	Continue practical role playing exercises in subgroups.	
15 mins	Distribute Paper 4 "Dealing with Anger and Hostility" either at the end of the practical exercises, or during them if the subject arises.	Some discussion of the paper may be valuable when/if subject arises.

ASKING QUESTIONS TO GATHER INFORMATION

15 mins A short talk on questioning skills for gathering the information needed to plan strategy based on Paper 3 "Questioning skills". This is presented by the course director to the whole workshop group.

1½ hrs Practical exercises on questioning skills. The workshop splits into subgroups (the same groups as in the first exercise).

20 mins Preparing for the exercise

The subgroup tutor explains that each group member is going to conduct a short interview to practise her questioning skills. The subject of the interview will be "what you hope to get out of the workshop". The interviewer is to find out as much as possible about this subject.

If possible each group member should have the chance to interview and to be interviewed.

Give the subgroup 15 minutes to prepare their interviews before any of the interviews begin.

1 hr While the interview is going on the tutor and other group members observe and make notes on:

- the types of questions asked
- the effect of these questions on the interviewee
- the effect of these questions on the flow of information, and its accuracy

After each interview the tutor and observers give constructive feedback to the interviewer, using the notes they made during the interview.

Feedback should be mainly focussed on questioning skills but related subjects like being supportive and building rapport are bound to need attention.

After the exercise distribute Paper 5 "Supporting behaviour", and Paper 6 "Dealing with Conflict".

The subject can be changed, but the topic should be related to the workshop and/or the participants' jobs.

If you find that people are not focusing well enough, a useful additional exercise can be to limit each interviewer to five questions.

This exercise should be confined to the questioning skills and the types of questions used, otherwise it will prove too much for the participants to cope with.

Total	<u>DEALING WITH CONFLICT</u>	
1¼ hrs		
15 mins	A short talk on dealing with conflict based on Paper 6. This is delivered by the course director to the whole workshop group.	Some participants will find this section rather threatening so
1½ hrs	The workshop splits into subgroups for practical exercises. The subgroups should be the same as those on Day 2. They should also have the same tutors. First the tutor explains that the group will be spending about two hours practising the skills of dealing with conflict in role playing exercises. Each group member is to spend a few minutes identifying difficulties they have had in dealing with people. (Some may feel they have been too aggressive, others will identify situations where they felt they needed to assert their point of view yet couldn't behave in that way). When all of the group members have prepared their information then the role plays can begin. There should be one role play at a time, and while it is going on the tutor and the rest of the group observe. Take one group member at a time and get them to describe their problem and give relevant background information. Find a suitable group member (or group members) to role play the other person (or people). Let the role play continue for five to 15 minutes. Stop the role play when the cause of the problem has become apparent, or progress has been made. The tutor and the rest of the group give constructive feedback to the person concerned. The problem holder can try the role play again with a different approach if there is time and this would be helpful. If possible all group members should role play their problems. Continue practical role-playing exercises in groups. Distribute Paper 7 "How to influence groups".	tutors may need to be particularly sensitive to their reactions. Women often find anger or other strong feelings very hard to cope with, but if they are to successfully influence individuals and groups, they will need to practise how to handle conflict.

15 mins

HOW TO INFLUENCE GROUPS

A short talk on influential behaviour in groups based on Paper 7 "How to influence groups". This is delivered by the course director to the whole workshop group.

1½ hrs

Practical group exercise

Split the workshop into the same subgroups. The subgroups tutor explains that the group has 45 minutes to complete the following task:

"Evaluate past approaches and identify the factors you think have made your work successful".

The group will have successfully completed its task if it produces a list on newsprint of agreed success factors after its discussion.

The tutor asks the group members to apply principles from the talk and Paper 7 "How to influence groups" while they are working on the group task.

After the group task the tutor gives feedback on the group's performance and on the contributions of each group member. This feedback should be focussed on task and maintenance process using the factors described in Paper 7.

Distribute Paper 8 "Leadership and Influence". Explain that it is background reading for the workshop.