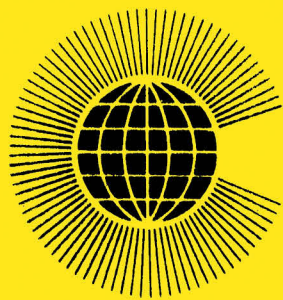


TUTOR'S MANUAL

INFLUENCE SKILLS

COMMUNICATION AND
COMMUNITY MOBILISATION



Commonwealth Secretariat

TUTOR'S MANUAL : INFLUENCE SKILLS

If women are to benefit from and actively participate in their countries' development, they must begin to influence the decisions which affect them. This needs to take place at all levels: family, community, national and international.

For most of our lives, we influence people without consciously analysing how, although we know why. This manual is designed to sharpen awareness of the process of influencing and attempts to help the participant develop the skills necessary to influence effectively and consciously. We hope that trainers in any field can use the material in the manual and incorporate it into their programmes.

The materials were tested and revised after three regional workshops, which were specifically aimed at meeting the needs of women working in women's bureaux and key non-governmental organisations. We, therefore, included working sessions on international issues and on the effective operation of women's bureaux but it is unlikely that these will be directly relevant if the material is used in a local training course. We have, however, included these segments in the manual as we have tried to distill for you as much as possible of the experience gained in running the workshops.

We hope you find the material of some value.

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CONTENTS

		<u>PAGE</u>
PART I	<u>INTRODUCTION</u>	1
	Training Notes	2
PART II	<u>MANUAL</u>	
	1. Introductory Exercises	5
	2. Influence Skills Workshops (and papers)	7
PART III	<u>HOW WOMEN AND DEVELOPMENT WORKSHOPS WERE ORGANISED</u>	
	1. Objectives	13
	2. Proposed Agenda	14
	3. Programme	15
	4. Learning Reviews	16
	5. Information Sessions	17
	Issues	18
	National machineries	19
	Development agencies	20
	Community mobilisation	21
	How planning processes work	22
	Needs assessment	23
	6. Practical Field Trip Exercises	24
	7. Applying Workshop Skills to National Plans	27
APPENDIX 1	Workshop Papers	
APPENDIX 2	Issues Paper	

PART I : INTRODUCTION

This tutors' manual on Influence Skills for Women was compiled in the course of three regional workshops organised by the Women and Development Division of the Commonwealth Secretariat and funded by the Commonwealth Fund for Technical Co-operation. Participants at each workshop were drawn from government machineries dealing with women's issues and from non-governmental women's organisations.

Although the original tutors' manual was developed to meet a set of specific objectives (see PART III), it became obvious to both tutors and participants that the core sessions, those dealing directly with skills in communication and influencing, could form a valuable part of many other types of courses.

We have therefore begun this manual by identifying these important components and printing them as individual sessions, in the hope that we can encourage their inclusion in a wide variety of courses run by and for women in the Commonwealth and in other organisations. All too often, courses organised specifically for women concentrate on important topics, but give little attention to the need to build up the self-confidence and communication skills of the participants. These ingredients are often critical to the ability of women to influence their peers and decision makers to a point of view which may benefit or further the needs of women.

Role-play techniques help to break down barriers between participants, and to build the kinds of supportive and co-operative approaches which are likely to strengthen efforts to improve the lives and options of women. These techniques are usefully employed in the early stages of a workshop or training course to encourage a trustful and understanding atmosphere. Areas in which these "influence skills" components could be valuable would include training courses for women working in income-generating projects, agricultural extension, and community health and nutrition programmes.

The skill training is not enough on its own to help women to realise the goals they have set to improve women's lives and options, however. As important as learning the skills and practising them is an awareness of the political realities which face women at all levels. Thus PART III of this manual outlines general information sessions covering policies and activities at international, regional and national levels which you may find useful in planning training courses for women.

PART III of the manual also includes documents which demonstrate the objectives, content and methodology of the Women and Development Division's series of regional workshops for women in small island states, as one example of how we fitted the training elements of this workshop into the context of specific training designed to assist women working in national machineries to develop strategies for approaching planners with a view to ensuring that the concerns of women are effectively integrated in national and sectoral planning processes.

TRAINING NOTES

1. Use of training components

The segments on influence skills can be used together as part of a larger workshop, as a short (three to four day) workshop or in their individual parts for short meetings. While it would be preferable to run the segments in the order we have printed them, you can also take individual segments which may be more relevant for your training programme. You can, for example, use the individual workshops in a series of meetings if you are working with a group of women once a week or once a month.

2. Materials and documents

Although some visual aids are mentioned in this manual, they are not essential. We have run the influence skills segments of our workshops without any overhead projectors or other aids. If you have a blackboard or a sheet of paper, it is easy to write the contents of the slide out so that they can be read. If you have no paper or pens, use a stick on the ground. It is the people who are important in these exercises, not the technology.

The papers will be valuable as background reading to the workshops, but again, they are not essential. If you are working with women who can't or don't read, you can cover what is in the papers in your verbal introduction.

3. Tutor/participant ratio :

Any workshop which includes role-play techniques as a method of training requires one tutor to every four or five participants, because of the large amount of coaching involved.

One of the tutors should be the course director who is responsible for the workshop and introduces the sessions.

4. Tutors' meetings :

Tutors should meet before the workshop starts, to work through the proposed agenda and familiarise themselves with the contents. A practice run through one or more of the influence skills workshops is highly recommended.

If you have any visual aids, such as films or slides, you should have a preview with the other tutors and discuss the most effective way to present them, as well as checking that the equipment is working. It is wise not to depend on luck!

The tutors should meet once a day during the workshop to share experiences and feedback on the sessions so that problems can be resolved, support given and the programme re-planned if necessary. Try to hold the meetings at times that suit all the tutors (e.g. not when they are very tired).

5. Training and flexibility

It is important in any training course/seminar/workshop to try to ensure punctuality. This is mainly the responsibility of the course director, but all tutors and participants should be asked to try to be ready to start each session on time. An important factor in ensuring that all groups are keeping approximately the same pace of work will be to have the same number of people in each group and to spread participants with language or other difficulties which may slow groupwork evenly throughout the groups. The participatory approach of this workshop necessitates flexibility, however, and participants should be warned that the timetable may need amendment from time to time.

6. Duration of workshop segments

Experience has shown that the material in this manual requires at least the times given for each segment in the Duration Column if the participants are to benefit fully. It would be preferable to have a separate day for each of the skills workshops if time permits, as this would mean that different complementary exercises could be included, with time for reruns and reinforcement where necessary.

7. Learning reviews

If you are running a workshop of over three days, you may find the inclusion of a learning review useful. In all three Women and Development workshops, we included regular daily learning reviews, at the beginning of the day and at the end. We found them an extremely valuable mechanism, both in helping participants to review what they had done each day and place it in perspective, and in starting each day with a brief recap on the previous day's work. This also was a means of ensuring that any problems or queries which arose were aired and dealt with by tutors and participants.

8. Preparation for workshop

Participants coming to the workshop should be asked to bring with them information (preferably in written form) about their country/organisation, and a copy of other relevant documents, such as material plans/project outlines and work objectives.

9. Extension of workshop

This workshop covers a basic set of influence skills very quickly. In order to help participants to develop these skills, other topics could also be included e.g.

a). Listening skills

How to establish rapport with another person, build their confidence in you, diagnose what is happening under the surface etc.

b). Meeting procedures

How to chair, speak from the floor, questioning skills etc.

c). Diagnosing problems and pinpointing issues

Closely related to b), with the use of the play and games.

d). Making changes stick

How to make sure that a decision is carried out.

10. Introduction to the workshop

For any training session or meeting, the way the organisers start the first working session is very important in setting the tone of the whole meeting. You may have an official opening ceremony at which a national or local dignitary may address participants, or you may be working with a small group of women informally. The notes which follow form a checklist of items which you may find useful reminders for your opening remarks.

a). Welcome participants

b). Introduce yourself/tutor(s)/other speakers

c). Explain that the workshop will be a learning experience for everyone, including totor(s).

d). Set the scene - explain the workshop/meeting's importance (first in a series, first ever in that place/on that topic).

e). Outline aims of the workshop - to make participants' work/impact more effective.

f). Mention cultural realities and the importance of tolerance - learning about each other and different homes/work experience/countries all part of the course.

g). Stress flexibility of the programme and the need for punctuality.

h). Explain transport and accommodation details and money.

i). Show yourself to be willing to help anyone with queries, problems, suggestions etc.

<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	<p>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</p> <ul style="list-style-type: none"> - 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 <p>During this discussion the course director distributes the workshop programme and goes through it answering any questions.</p>	<p>Important to go through each group's sheet carefully.</p> <p>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.</p>

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
10 mins 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
1¼ hrs

DEALING WITH CONFLICT

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 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.

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".

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.

PART III : HOW WOMEN AND DEVELOPMENT WORKSHOPS WERE ORGANISED

As an example of how the influence skills training can be used as part of a training exercise for women, we include in this section the objectives, programmes and other training notes developed for our series of regional workshops for women in small island states (held in 1981) for your information. We are including influence skills components in all of our major training courses.

1. OBJECTIVES

- a) To build an understanding of how government planning processes operate.
- b) To build an understanding of how international and regional bodies relate to the governments and the services they can provide for Women and Development.
- c) To develop the influence skills of participants.
- d) To give participants the opportunity to evaluate past experiences in their project work, particularly in working with governments and government agencies.
- e) To enable participants to identify the success factors in their past experiences.
- f) To enable participants through increased knowledge, skill and awareness to plan successful strategies for the future.
- g) To increase participants' awareness of Women's Affairs Units/Desks and their impact.
- h) To develop participants' skills in community mobilisation and communication.

2. PROPOSED AGENDA

- Item 1 : Issues raised at the Copenhagen Women's Decade Conference - the connection between the Conference and what is happening in the world at large.
- Item 2 : Participant sharing of project experiences.
- Item 3 : Women's National Machineries as they operate in the region/country.
- Item 4 : Regional/national government planning processes and how they work.
- Item 5 : Influence skills :
- (a) Gaining entry in the first meeting
 - (b) Interviewing skills
 - (c) Dealing with conflict
 - (d) Influencing a group
- Item 6 : Community mobilisation.
- Item 7 : Field trips to women's projects in the country.
- Item 8 : Relationships of international and regional bodies to government(s) and the services they can provide.
- Item 9 : Application of identified needs to national plan(s).

P R O G R A M M E

	DAY 1 MONDAY	DAY 2 TUESDAY	DAY 3 WEDNESDAY	DAY 4 THURSDAY	DAY 5 FRIDAY
9.30	Opening address Panel discussion on Women's Bureaux	How the various governments' planning processes work	Community mobil- isation and communication 10.30	How CARICOM and the Commonwealth Secretariat relate to the governments. The services they can provide in the field of W & D	8.30 Plan field trip 9.00 Field trip
11.00			Plan field trip		
COFFEE					
11.15	Issues - the connection between the workshop and what is happen- ing in the world at large	Influence skills The first meeting - practical exercises	Plan field trip 11.30 Field trip	Confrontation and assertiveness - practical exercises	Field trip 11.30 Debriefing after field trip
12.30					
LUNCH					
2.00	Introductory exercise	Practical exercises continued	Field trip	Practical exercises continued	Application of identi- fied needs to national plans - individual exercise
3.00					
TEA					
3.15	Sharing project and work experiences	Asking questions to gather information - practical exercises	4.00 Free	How to influence groups - practical exercises	Subgroups discuss plans 4.30 Workshop review
5.00					
DINNER					
7.00 8.00	Film	Learning review	Debriefing after field trip	Learning review	

1 hr pm

4. LEARNING REVIEWS

As already mentioned in the Training Notes, we found regular learning reviews very useful for three reasons:

- (1) a reminder of what we had learned;
- (2) an indication of new learning goals, and
- (3) a way of dealing with any problems which may arise during the workshop.

The participants remained in the same subgroups they had been working in all day. The subgroup tutor asked the group to elect one member to make a brief (two-minute) report to the whole workshop at the beginning of the next day's work, covering the points raised by participants.

The tutor then asked the participants to spend a few minutes writing down what they had personally learnt during the last day(s). Each person then stated what she had learnt to the rest of the group. The other group members were asked to give her constructive feedback.

The tutor then asked the participants to write down, then state, any new learning goals they could identify following the first two days of the workshop. These were listed on newsprint and posted around the walls of the room.

½ hr am

GENERAL REVIEW

Each group reported the points covered in the learning reviews and noted the new learning goals. The course director led a brief discussion on points raised and dealt with any queries or problems.

The learning reviews were intended to reinforce the fact that participants are responsible for their own learning.

Tutors found it important to remind participants to relate learning reviews to all sessions not just the role-plays.

This exercise works best if each group has its own workroom throughout the workshop. When this was not possible each tutor kept the list and brought it to the next review.

5. INFORMATION SESSIONS

The information sessions printed here cover the topics Women and Development felt were appropriate for a series of regional workshops for women in small island states. While it is not likely that trainers using this manual would want to run a workshop exactly like those we have run, we have included descriptions of our information sessions as examples of the types of information that could be presented. Information on credit, co-operatives, nutrition, child care and other topics can all be matched up in a similar way with the influence skills segments, or presented as deemed most appropriate by the tutors.

In running our information sessions, we found these points valuable in making sure that the sessions were useful and relevant to the participants:

- We tried to choose speakers who were confident, well briefed on their subject matter, experienced in speaking to groups, easy to hear and entertaining (use of examples and anecdotes, etc.)
- So that participants would be able to relate comments to their own situation, we gave speakers full details about the group in advance of their session, and tried to ensure that they spent some time observing the group in order to know the level at which their remarks should be pitched.
- We checked with each speaker about any equipment they wanted to use (such as a blackboard or projector etc.) and then checked with the venue for the meeting that the equipment would be available. We also made sure that someone could use it.
- We asked speakers to make available any documents or handouts they had before the session, to make sure that enough copies were provided for participants and tutors.

1 hr

ISSUES - The connection between the issues raised at the Copenhagen Women's Decade Conference and what is happening in the region/country.

This session is based on a paper outlining some of the issues, prepared by the Commonwealth and Caricom Secretariats. (see Appendix 2).

The discussion began with issues of direct relevance to the region/country which were then linked to the broader international issues.

For example, an initial outline of the basis of participants' national economies, reasons for this basis and their impact on national development (e.g. dependency, aid and indebtedness, unemployment, rural-urban drift, migration, etc.) were then linked to the movements for change (i.e. New International Economic Order and the North-South dialogue).

We either did this session ourselves or invited a speaker to come in. In our workshops, women from the host country's women's organisations were invited to the opening of the workshop, and it proved convenient to run this Issues Session immediately after the official opening, to reach a wider audience as well as providing a framework for the workshop discussions.

2-2½ hrs

NATIONAL MACHINERIES : Panel Discussion

Speakers from existing National Machineries in the region/country outlined their experiences and problems. Group discussion and questions then followed.

We also had printed information on different types of national machineries (either from the panellists or from UN or other agencies) for distribution at the end of the session. When this information was handed out in advance of the session, we found that participants were more prepared to discuss and ask questions.

In most regions, there were at least three reasonably well-established national machineries whose directors were willing to share their experiences and knowledge with other countries. The session was chaired by the course director or one of the tutors, and the emphasis was on encouraging questions and dialogue.

1 hr

DEVELOPMENT AGENCIES: HOW THEY RELATE TO
GOVERNMENTS AND HOW THEY CAN HELP WOMEN

Representatives of regional/national/
international organisations (e.g. Commonwealth
Secretariat*, UN agencies, South Pacific
Commission, Caricom etc) spoke briefly about
their organisations, then invited comments and
questions.

Printed information was also made available
to back-up the verbal information, and was
handed out in advance where possible.

Representatives
were asked to
speak for about
10-15 minutes.

COMMUNITY MOBILISATION

1½-2 hrs

A speaker (preferably someone experienced in community work, in planning and establishing projects and working with women in a variety of groups) outlined the principles of successful community mobilisation and invited comments (and shared experiences) from participants.

Principles covered included:

1. Using plenty of examples to enable participants to relate comments to their own country.
2. Methods of including women were covered thoroughly (and documented).
3. Identifying wants and needs and analysing them is very important - and to understand the differences between wants and needs.
4. Importance of not imposing ideas on women.
5. Importance of working with women to initiate or help them to set up projects which they saw valuable and valid for their lives.
6. Knowledge of basic principles of communication and use of them.
7. Encouraging the audience to share experiences.

3 hrs

HOW PLANNING PROCESSES WORK

A person involved in economic planning and aware of different planning processes outlined the topic, covering the following points:

- Recent recognition of involvement of women in development.
- Awareness of women's/people's(?) needs in national development plans.
- Types of national development plans - what form do they take, have the participants read theirs, does the plan mention women?
- Planning processes - can women have any influence on the content of their national plan? Is their plan written internally or by external experts?
- Concept of strategic thinking - the need to use women/contacts in economic and planning departments, ways in which planners can be encouraged to consider and include women's needs.

1 hr

NEEDS ASSESSMENT

This subject was closely related to a field trip exercise as an important factor in project preparation. (A specific session on Needs Assessment would tie in effectively with the planning exercises.)

The needs assessment information session aimed to cover the following points:

1. Difference between needs and wants and how to separate them.
2. Need for sensitivity to people's /women's ability to recognise or articulate needs.
3. Question of who establishes needs - probably more effective for the community to do its own needs assessment.
4. Methodologies of needs assessment, in particular how to encourage women to do their own for project proposals, etc.
5. Importance of not imposing outside ideas on a community.
6. Importance of developing awareness of a developmental project based on a felt need but also including an element of confidence - raising to encourage new offshoots from the original project.

6. PRACTICAL FIELD TRIP EXERCISES

In all adult learning, practical application of knowledge (theory) gained is an essential part of the lesson. An important principle to be remembered in any field trip exercise is the difference between recording what has been seen and heard, and recording how newly acquired skills or knowledge have been applied to a real situation.

FIELD TRIP A

Preparation

1 hr

The workshop split into 4 subgroups each led by a tutor. They spent an hour planning the field trip. The tutor, with the help of a woman who understood the project, told the group where they were going and gave some background information about the project they were visiting. The subgroup then planned the field trip by agreeing:

- what to look for
- what questions to ask

These were posted on newsprint and each group member made a note of them for herself. The tutor kept the list for reference at the debriefing.

Each individual was asked to be prepared to report back on their personal experiences in asking questions and responses they got. (The aim of this was to make sure that nobody got lazy and did nothing).

The Commonwealth Secretariat's workshops included two field trips, one to a rural area lasting most of the day, and one to an urban project near the workshop venue, lasting half a day. The second one was also intended as an exercise in needs assessment.

In order to mix participants and give them a chance to work with different women, the groups were changed. In case anyone grumbled, the tutor explained that they were being re-grouped to give them all a chance to meet all the other participants.

4 hrs
30 mins

Field Trip

Each subgroup visited a project to make observations and gathered information using the plan.

Return from field trip.

1 hr
30 mins

Debriefing After Field Trip

Each subgroup met with their tutor and discussed:

- what did we find?
- what did we see?
- what were the answers to our questions?

The tutor referred to the planning list, and at the end of the debriefing session, asked how effective their plan was in getting the information.

To encourage all subgroup to participate, each one was asked to relate answers to questions they asked and comment on how effective their questions were. Tutors also sought feedback on how skillfully the group worked together and how well their pre-planned questions worked. The feedback on the project visited was dealt with first, in a brief and factual way.

FIELD TRIP B - NEEDS ASSESSMENT

The workshop was divided into the same small groups as for the first field trip. Each tutor explained that participants were going to visit an area with the aim of finding out what people's needs were in that area.

The tutor asked participants to go with

open minds and try to get as much information as they could. This exercise was presented as useful training for similar exercises in their own countries.

The main aim of this field trip was to encourage participants to use questioning skills to discover the actual needs of people in the areas visited.

A further aim of the exercise was to encourage participants to practise asking questions so that they get valid information without upsetting people.

1 hr
30 mins

Field Trip

Each subgroup visited a project to make observations and gather information

Return from field trip.

1 hr

Debriefing After Field Trip

Each field trip group met with their tutor and discussed:

- what did we find?
- what did we see?
- what were the answers to our questions?

Again tutors asked for comments on the effectiveness of the plan, and any suggestions on any improvements to it.

3¼ hrs

7. APPLYING WORKSHOP SKILLS TO NATIONAL PLANS

15 mins

Introduction to Exercise

The course director explained to the whole workshop group that they were going to spend some time planning how to apply the learning from the workshop to their work back in their countries. This would involve considering the national plans of the countries they came from, and considering how the needs they had identified on the workshop could be met in the context of those plans.

Each participant was asked to do this planning individually and to discuss their plans informally with any of the tutors if they wished.

This exercise was done on the last day of the workshop, so that the participants finished the workshop with an individual action plan fresh in their minds.

1 hr
30 mins

INDIVIDUAL PLANNING

Participants worked on their own writing down their plans. All the tutors wandered about making sure that everyone knew what they were doing. Tutors helped any participant who was in difficulty.

1 hr

Subgroup Discussions on Plans

The workshop returned to the same subgroups used on Day 4. Each participant stated her plans to the rest of the group. The tutor and other group members gave constructive feedback and encouragement.

1 hr

General Discussion

45 mins

WORKSHOP REVIEW

The course director asked the whole workshop group to give feedback to the tutors on the workshop. One of the tutors made a note of the comments.

Finish.

ISSUES ARISING FROM THE UN DECADE FOR WOMEN CONFERENCE, HELD IN COPENHAGEN, JULY, 1980

Background to the Conference

The United Nations, after discussions and through resolutions of its several organisations, specialised agencies, and other bodies, decided to proclaim 1975 as International Women's Year. This decision was made in response to a growing concern expressed by many countries and international agencies about the status of women in social, economic and political spheres, and the importance of ensuring their full involvement in decision-making for national and international development.

The venue for the International Women's Year Conference was Mexico. The Conference adopted the Declaration of Mexico on the Equality of Women and their Contribution to Development and Peace, a World Plan of Action for the Implementation of Objectives of International Women's Year, and a Recommendation for a UN Mid-Decade Conference in 1980 to review and evaluate progress.

Other important recommendations of the World Conference 1975 were:

1. that the United Nations Voluntary Fund for the Decade of Women should be set up to give financial assistance to Governments in support programmes aimed at promoting the integration of Women in Development. Governments subscribe to the fund.
2. that the United Nations International Research and Training Institute for the Advancement of Women (INSTRAW) should be set up, inter alia, to promote, stimulate and develop the actions taken at the national, regional and international levels by both governmental, intergovernmental and non-governmental organisations in order to ensure that the women's needs and concerns are included as essential components in development policies, plans and programmes.

In December 1975 the UN General Assembly adopted a resolution noting the report of the Mexico IWY Conference, endorsing the plans of action, and proclaiming the period 1976 - 1985 as the "UN Decade for Women : Equality, Development and Peace". The General Assembly also decided to convene a Mid-Decade Conference in 1980 in Copenhagen.

Concepts for the Decade

Inequality between men and women, arising from a complex historical process, is further reinforced by many varied political, economical, social and cultural factors, and exists in varying degrees in the many countries of the world.

1. Equality before the law is vital for improving the status of women. It is also agreed that equality of rights, opportunities and responsibilities are of vital importance for improving substantially the contribution of women to the development of their countries. This presupposes that women will have equal opportunities to participate in management and decision-making at all levels.
2. Development is understood to be the improvement of societies through expanded economic and social activity. For the purposes of the Decade, development of the society relates to the total development of women, based on an acceptance of their multiple roles in socio-economic terms, as well as to their development as individuals.
3. Peace is seen to be a prerequisite - the only effective climate in which development can take place. Equality of participation in the development of friendly relations and co-operation, would promote a strengthening of peace and a total development of women themselves.

What Happened at the Copenhagen Conference?

Media reports of the official Conference proceedings at the Bella Centre in Copenhagen and the Forum nearby mostly concentrated on the reported philosophical, political and ideological wranglings which prevented the Programme of Action for the second half of the decade from being adopted by consensus. The Conference and the Forum nevertheless did identify some benchmarks and develop ideas for the future.

The documents prepared by the UN covering the first five years of the decade provide a depressing evaluation of the status of women throughout the world. In spite of the introduction in many countries of legislation guaranteeing equal rights for women and the establishment of women's bureaux and commissions to speed up the achievement of equal opportunities in some areas the rights of women have actually shrunk since 1975.

The world economic profile of women points up some of the problems:

Women represent 50% of the world population and
one third of the official labour force
they perform for nearly two thirds of all working hours and
receive only one tenth of world income
they own less than 1% of world property

The review indicates an unfavourable situation in the condition of employment and the education of rural and marginal urban women. Illiteracy rates appear to have increased. Even where enrolment has increased at all levels of education, this has not been matched by an increase in the levels of employment. There is evidence of women being moved to the informal

sectors. Where large scale industrialisation has taken place, discriminatory labour practices have surfaced in rural and urban areas. Rural-urban migration have provided opportunity for the exploitation of cheap unskilled and semi-skilled labour, nevertheless registering an overall increase in employment. Multinational companies have added to this exploitation by a deliberate policy of siting factories in areas where cheap and easily-controlled labour is found - predominantly female.

The present unfavourable world economic situation continues to maintain the position of women as the majority of the unemployed and underemployed, and predominating in the lowest paid, lowest status jobs.

This is further emphasised by the fact that generally speaking, though accepting the principle, Governments have done little to integrate women into national development planning. Failure to address the needs and concerns of women in planning development strategies will continue to influence adversely the rate of development in many societies. This is a crucial area.

In spite of serious constraints however, developing countries have recorded significant improvements. Research programmes are being implemented to provide a better data base for formulating sound and relevant programmes. Efforts are being made to establish and strengthen national governmental machineries; to increase participation by women in a variety of non-traditional training programmes and activities; to improve the working conditions of women and to organise them for remunerative employment and for making a more dynamic contribution to development; to extend to women and the community at large a wider and more efficient health care; to explore the areas of appropriate technology in easing the double work burden of women.

The review of progress indicates clearly that a decade is not long enough to achieve the complex goals identified. Recommendations have already been made for a Second Decade, and for periodic reviews to strengthen the strategies and objectives of the Plan.

Nature and Scope of the Programme of Action

The Programme of Action for the second half of the Decade aims at strengthening the existing programme to achieve the objectives of Equality, Development and Peace through the elimination of all inequalities between men and women and identifies strategies in line with the Third United Nations development strategy and established priority areas for action. Recommendations are also made for action to be taken simultaneously on several fronts, identifying their interrelationships. Priority action is strongly recommended for improving the conditions of the most disadvantaged groups e.g. the rural and marginal urban poor, and women workers in the tertiary sector.

Some important factors which adversely affect the status of women globally are unequal accumulation of capital, denial of

the rights of self-determination, the unfavourable economic world situation, and the continued non-recognition of women's actual or potential capacity for contributing to the economic welfare of their country. Even now, there is still the narrow concept which limits women's participation to the traditional welfare sectors of the economy. Poverty and lack of development continue to reinforce the disparity between the status of women and men.

ISSUES

Inclusion of Women in Development Planning and Decision-making

Although most governments report an acceptance of the need to integrate women in development as a planning objective, little has been done in many countries to implement this.

National mechanisms such as women's bureaux have been established in many countries, however, and these have initiated action to sensitise policy-makers and planners; to enunciate women's needs and concerns; to compile data and conduct research on the status and roles of women. Legislation and constitutional provisions have been passed which seek to protect the rights of women.

Limiting factors to these developments include insufficient funds, scarcity of human resources, narrow terms of reference for the national machinery, and inadequate enforcement mechanisms for the laws enacted.

While women's work continues to be seen in many countries as inextricably tied to their traditional reproductive and motherhood roles, their status will remain second-class and subordinate. The world's governments cannot afford to ignore half of their economic resources by failing to integrate women into decision-making and implementation strategies for national development. There is still too little recognition or kudos for women workers in other than domestic or welfare-related work such as teaching or nursing, extensions of their traditional roles.

The key issue is still therefore acceptance of a status for women which recognises their traditional role, but which also acknowledges a role in economic and political spheres still regarded as non-traditional for women.

Economic Issues

Improvement of the socio-economic condition of women is integrally connected with the call for a new international economic order. Actions needed to achieve this include better utilisation of technology; increased technical and economic co-operation between developed and developing countries and among developing countries based on the principle of self-

reliance. Other input issues are better wage levels and job security for women; methods of transfer of technology requiring careful application in order that the earning capacity of women in the tertiary section is not adversely affected.

The serious existing economic world situation has necessitated a re-examination of the strategies outlined in the World Plan of Action, 1975. Problems related to foreign exchange, continued low levels of industrialisation and inadequate production of goods - food in particular - require new strategies for solution.

There is the growing recognition of the fact that inter alia national development strategies have not planned to utilise fully their human resources. The implication is therefore clear that women forming approximately 50% of the population are not being mobilised to make the fullest possible contribution to the development of their countries.

Even though income generating activities in the tertiary sector must be maintained at present, the quality of jobs available to women and their conditions of work must be improved. The preponderance of the world's women in the categories of the underemployed performing in low-skilled and low-paid jobs, should be considerably lessened during the second half of the Decade.

Global Negotiations

Women have recognised the relevance of the debates in UN forums on economic and development issues to the Decade's goals of Equality, Development and Peace, and the importance of women's participation in such debates to ensure that the needs and goals of the female 50% of world population are raised and integrated into any discussions about a New International Economic Order.

The attempt to resolve conflicts between developing and developed countries over a proposed New International Economic Order has been an urgent concern of the developing countries for over a decade. The developing countries felt strongly that, as the major economic and development topics at issue were so inter-related, they should be discussed in one forum so that the decision-making could also be interrelated. As a result of their pressure, the 34th General Assembly of the UN in 1979 adopted a Resolution (No. 34/138) calling for a "new round of global and sustained negotiations on international economic co-operation for development". The Resolution noted the need for "bold initiatives and new, concrete, comprehensive and global solutions going beyond limited efforts".

Accepted by all UN members, the Resolution also stated that the negotiations should include the major issues in the field of raw materials, energy, trade, development, money and finance.

The 11th Special Session of the UN General Assembly (August - September 1980) tried to agree on what procedures should be used for this unique conference, but they failed. However, a three-stage procedure was proposed and informally agreed. Stage one

would be an eight-week "conceptual" stage during which the agenda items could be clarified and the procedures for debate agreed upon. Then the specific items would go to the UN specialised agencies and the ad hoc groups already dealing with these items. Then all the decisions from these groups would come back to the central conference to be fitted into a "package agreement" for approval by all UN member states. Stage four would be implementations.

Three countries (U.S.A., F.R. Germany and U.K.) could not agree with that proposal. What worried them most was that the proposed structure of the negotiations did not clarify whether a decision made in the specialised agencies could be changed or amended in order to fit it into the final "package agreement".

Since September 1980 many private consultations have been held on the procedural questions and exactly what should be included under each agenda item. With 90% agreement reached on both agenda and procedural matters, it was hoped that the Global Negotiations could be launched in late May 1981 by the re-convening of the General Assembly.

However, the U.S.A. (Reagan Administration) announced that it needed more time for the completion of its review of relations with developing countries, and was not prepared to enter any further negotiations with member states until much later in 1981. Meanwhile the President of the UN General Assembly will continue to consult with member nations in an attempt to reach agreement on the launching of the Global Negotiations as soon as possible.

Intensive lobbying by women delegates during the debate on the International Development Strategy for the 3rd UN Development Decade (adopted by the 35th Session of the General Assembly, October 1980) has resulted in the first specific mentions of the role of women in development in a major economic document of the UN.

FOOD PRODUCTION

Concern with the performance of the agricultural sector, evidenced by low production of food, inevitably links with the problems faced by rural women in particular, who are in large measure the producers and marketers of food, both raw and processed. Rural women constitute a sizeable proportion of the female population, and form a significant part of the agricultural labour force.

Programmes in priority areas such as rural development should focus inter alia on inclusion of women (and data on existing work patterns) in all development planning, wages, conditions of work, training opportunities for rural women. In addition, provision of more and better facilities e.g. credit, land should be made. Transfer of technology and the development of appropriate technology should be planned for in order to increase the quantum of food produced, as well as to ease the heavy work

burden of women fulfilling multiple roles.

WATER AND SANITATION

An issue closely connected to food production and health is the availability of a safe and adequate water supply. The World Health Organisation estimates that 80 per cent of all diseases in the world are water-related. The major fetchers and carriers of water are, of course, women.

The provision of safe water supplies must therefore be seen as a top priority for the Decade for Women, in that it would materially and dramatically improve living and working conditions for millions of women and their major responsibility, children.

This issue also points to the need to involve women at every level, and particularly at the village level, of decision-making for development. The experience noted in an Indian village, where a group of men were asked what their major need was and replied "a new road", and a group of women, when asked the same question, replied "water", makes this need evident.

BREASTFEEDING AND BABY FOOD

The issue of activities by multinational companies in marketing infant food formulas in developing countries is now being hotly disputed in international meetings. In many countries, it seems clear that thousands (maybe millions on a world scale) of babies are suffering from malnutrition and/or diarrhoeal disease as a direct result of promotional campaigns for infant food formula in areas where water supplies are not pure (in some cases badly polluted).

Governments are now being asked to monitor and eliminate advertising campaigns in all but safe areas where water supplies are adequate and pure. Again there is a need for education programmes in health and nutrition, not only for mothers and prospective mothers but for medical personnel, to encourage a return to breastfeeding of new babies. Statistics and medical research have proven time and again the complete value of breastmilk for the newborn infant in building of antibodies in the infant, natural transfer of vitamins and other important minerals, to name but a few benefits.

ENERGY

The link between women's work in food production and processing, water supplies and energy consumption is important on two levels - the use of human energy and the use of fuels.

In many developing countries, the methods of food production, gathering and processing cause a massive wastage of human energy, much of which could be eliminated by closer consultation with the women who do the work. Development project proposals need to be aimed at ways of reducing and facilitating

the work which has to be done by women, and data on existing work patterns for males and females in the area where the project will operate should be compiled before the approval of any project proposal. Although this appears to be a common sense suggestion, much of women's agricultural and household work is invisible to programme designers and even to their own male relatives, so much is it taken for granted.

Women in many rural areas are the main subsistence farmers, while the males concentrate on cash cropping or income-generating activities. In spite of the critical importance of providing and processing food for the family, women's work in this area is constantly undervalued.

Much research at international level is now being done on non-conventional fuel energy sources for use in cooking, heating, and electricity. These non-conventional sources of energy include solar power, wind, plant and animal wastes, geothermal, waste heat and alcohol.

The importance of social factors in ensuring that available technologies could be made operative and maintained at the village level was also noted in a UNDP-initiated study. The importance, therefore, of involving rural women and men in the design and installation of new machinery and/or methods becomes clear as soon as the skilled personnel from outside the village withdraw. Only if the villagers are involved in the introduction and installation of new machines will they feel any responsibility for keeping them going and secure.

POLITICAL PARTICIPATION

One of the crucial issues during this Decade for Women is the encouragement of participation by women in every level of political decision-making. National machineries such as women's bureaux and commissions are ineffective without the ability to penetrate and fully participate in local and national government and international fora.

Although women have equal political rights in most countries, there are many obstacles preventing them from putting themselves forward as candidates for election to political office, not least of which is the desire of many powerful men to keep the political arena as their exclusive domain.

Education programmes are needed for women to increase their awareness of the need for their involvement in politics, and the corresponding need to work to change the structure of society to enable women to gain equal political power. A substantial change in attitudes to women's roles is probably a prerequisite for equality in many countries.

The ultimate aim of the Decade for Women must be to make women a force which permeates every political decision taken nationally and internationally. Progress will be dependent (initially) on the attitudes of women themselves, their perception of their needs and potential roles, and their activism in working to

change systems and societies to enable women to gain equal say in decision-making.

PAPER 1

INFLUENCING OTHER PEOPLE - INTRODUCTION

The ability to influence others depends in part on your technical competence, training, experience and possibly also on your age and even your sex. The most important factor, however, is how skilfully you behave with other people. This is why, when we talk about influencing other people we talk of "influence skills". This programme will be giving you the opportunity to practise and develop these influence skills.

But first, what do we mean by "influence"? Here we are simply trying to get the other person to move from her or his present position to a new position, and to stay in the new position. The change in the other person may be in attitudes, behaviour or concrete action, but if you have brought about that change, then you have influenced them.

THE NEED FOR INFLUENCE SKILLS

We need to develop influential ways of behaving in order to make an impact on other people. Those of us who are too weak, shy, quiet spoken on the one hand, or too aggressive on the other hand may find we cannot get other people to budge, even if we are right!

WHAT ARE INFLUENCE SKILLS?

We are going to attend to four aspects of influencing behaviour on this workshop.

1. The first meeting with the other person. How to make a good first impression so that she or he is pleased to continue to talk to you, listen to you or work with you.
2. How to use skilful questions with the other person so that you gain enough accurate information to be able to assess the situation and plan your strategy.
3. Assertiveness and confrontation. How to judge when these behaviours are necessary and to use them effectively.
4. Influencing groups. How to make a favourable impact on a meeting.

THE NEED FOR FLEXIBILITY OF STYLE

The main theme running through the practical exercises on influencing is the need to be flexible with your style of influence. Sometimes you need to be charming and persuasive,

at other times you will get nowhere unless you are assertive.
The skilled person is always listening to and watching the
other person so that she can make judgements about the
influence style she needs to use.

INFLUENCE SKILLS

1. The first meeting
2. Asking questions
3. Asserting and confronting
4. Influencing groups

LEARN TO BE FLEXIBLE!

THE FIRST MEETING WITH THE OTHER PERSON (GAINING ENTRY)

In order to influence someone you must make a favourable impact at the first meeting so that they are willing to continue to listen to and to work with you. This is called "gaining entry" and is the first stage in successful influencing.

BUILDING A GOOD RELATIONSHIP

Gaining entry means dealing with the other person's initial concerns and making a start on building a good working relationship. This depends on:

1. Establishing Rapport. Listen actively. This means observe closely as well as listen and reflect back what you hear them say. Also empathise and encourage so that they feel you are genuinely interested and concerned. Try to smile a lot!
2. Dealing with Anxiety. The other person may have anxiety about your purposes, why you are approaching her/him, whether you will be able to help or be a nuisance, what effects your presence will have and so on. You may also be feeling anxious about being credible and able to influence.

Obviously little can be done about anxiety over the eventual outcome at this early stage. What you can do is to provide some structure for the meeting.

- set a clear agenda
- explain clearly who you are, what your organisation does and what are your objectives (this might include what you have to offer).
- identify the other person's objectives and concerns.
- be explicit about time required for the meeting.

Anxiety is sometimes manifested as hostility. In this case you will have to deal with the hostility before it will become possible to make any progress with your other objectives.

3. Building Trust and Confidence. The other person needs to trust you before she/he will do what you ask, particularly if this involves taking risks. Ultimately your own motives, willingness to help and actual behaviour will determine the level of trust. You can however begin to build trust at an early stage by doing the following things:

- show genuine interest
- show empathy with her/his view of the situation
- share control of the meeting by agreeing an agenda
- display integrity with information
- encourage openness by being open yourself

4. Establishing your credibility. You may need to display your knowledge and experience in relevant areas. The way you behave in the meeting can help to establish your credibility. You need to manage the meeting well and cope with the other person's anxieties. Being visibly anxious yourself and making an elaborate presentation of your qualifications is likely to arouse anxiety and distrust.

PAPER 3

DEALING WITH ANGER AND HOSTILITY

Often the other person's insecurity, anxiety, lack of trust, etc., will express itself as anger or hostility directed at you. If you are trying to influence that person you need to deal with the anger before you can proceed to meet your objectives.

SIGNS OF ANGER

Watch the other person carefully as their body language will often betray their anger even if they are not shouting or raving at you. Anger is accompanied by increased blood pressure and muscle tightness. People speak faster, less coherently, louder, at a higher pitch and use aggressive language. Posture tends to be leaning forward (if sitting) accompanied by vigorous gestures.

COPING WITH ANGER

It is helpful to distinguish two kinds of coping behaviour, internal and external.

Internally : The secret seems to be to distance yourself psychologically from the anger. Try to work out what is happening instead of becoming emotionally involved. In this way you can avoid being paralysed by the anger and can instead concentrate on reacting appropriately.

Externally :

1. Let the other person express their feelings - attempting to disallow anger will only increase its intensity. Listen actively to what the other person is saying.
2. Clarify and diagnose why the other person is angry - by reflecting, asking questions and summarising. You need to do this neutrally, in a way that is neither condescending nor judgemental.
3. Don't argue back. You can express your own feelings but don't surrender to them.
4. Do what you can to reduce the threat you pose to the other person. Agree to behave differently, give explanations, apologise, etc.

PREVENTION

Better than coping is to avoid making the other person angry in the first place. Being open about your purposes, agreeing an agenda, not trying to manipulate, avoiding judgement, criticism and jargon may all help.

PAPER 4

QUESTIONING SKILLS

Having successfully "gained entry" with the other person it is often necessary to gather information from them so that you can assess the situation and plan your strategy. You may be able to gather some information through reading and observing, but asking questions skilfully is often the quickest way to gather accurate information.

Questions will help you to acquire information, but you can also use them to:

- explore feelings and attitudes
- stimulate thought and discussion
- help the other person to think through a problem
- clarify an issue

TYPES OF QUESTIONS

There are many different types of question you can use and they elicit different types of responses. The skill is to decide when to use which type of question.

1. Open questions

Open questions invite the other person to express her/his thinking freely. The length and nature of the response is determined by the person being questioned. Such questions often begin with "why", "how", or "what".

"How do you think this will affect the work?"

"What impression did you form of the project?"

"Why do you feel that way about her?"

Open questions are good for getting at: reasons, feelings, beliefs, hopes, opinions.

2. Closed questions

Closed questions allow a "yes" or "no" or other short response. Such questions often begin with: "where", "when", "how often", "which", etc.

Closed questions are good for establishing facts. It is often necessary to precede a series of open questions by a closed one to find out some particular fact.

3. Extending questions

Extending questions probe, pursue a line of thought or invite further exploration. e.g:

"could you tell me more about that?"

4. Clarifying questions

Clarifying is used when you are not sure that you have understood. It is important not simply to accept everything at face value nor go on when you are unclear what a person means or feels, e.g:

"I'm not quite clear about that - could you explain a bit more?"

"When you say the project leader was temperamental in what way did she seem temperamental to you?"

Beware. Needing to ask a lot of clarifying questions may imply that you are not listening.

5. Leading questions

Leading questions make it clear which answer is expected. Such questions should be avoided since the information they yield is not likely to be valid, e.g:

"You enjoy responsibility don't you?"

6. Hypothetical questions

These are questions which pose a hypothetical problem or situation and ask the person how she/he would react. Usually such questions do not yield valid information. The way a person responds may be indicative of their mental agility or creativity but it gives no evidence of their actual behaviour in the given situation, e.g:

"How would you deal with an elderly minister with a drink problem?"

7. Double barrelled questions

Double barrelled questions ask the other person to respond to two ideas in one question. Apart from being confusing people usually only respond to one part of the question. (Generally the last part, or the part they prefer) e.g:

"What is your health like, how many times have you been sick in the last year?"

8. Questions which imply value judgements

Questions which imply value judgements are those which make your own feelings obvious, particularly where this implies criticism of the other person, e.g:

"Why on earth did you do that?"

Such questions are liable to put the other person on the defensive and can usually be framed more neutrally.

ASKING QUESTIONS

1. OPEN
2. CLOSED
3. EXTENDING
4. CLARIFYING
5. LEADING
6. HYPOTHETICAL
7. DOUBLE BARRELLED
8. VALUE JUDGEMENTS

BE AWARE OF WHAT YOU ARE DOING!

SUPPORTING BEHAVIOUR

You may need to use supportive behaviour at the first meeting in order to build rapport; or at any stage in your contact with the other person when she/he seems hesitant, nervous or tentative.

Support is demonstrating acceptance of the other person no matter what she/he thinks, says or feels. It is independent of whether or not you feel the same way.

WHAT TO SUPPORT

- the other person's hesitations, fears, doubts, uncertainties and anxiety
- the right of the other person to feel differently from the way you might in the same situation
- the reality of the other person's perceptions, even when you see things differently

HOW TO SUPPORT

1. Accept what the other person tells you as real (for her/him).
2. Don't give unsolicited advice.
3. Don't tell a person she/he shouldn't feel, think or believe that way. Such talk is never experienced as helpful.
4. Listen
5. Reflect back: restate what the other person has told you using similar words.
6. Suppress your pet solution. Ask the other person what actions she/he has thought of.
7. Ask the other person what kind of help is needed. Supply the help if you can. If you can't, explain why clearly.
8. Don't generalise (i.e. "Everybody feels that way.") because that is not helpful.

EXAMPLES OF SUPPORTIVE PHRASES

It's upsetting to have that happen.

I can see why you feel that way.

How did you handle that?

What do you want to do about it?

You feel bad because that happened.

What kind of help do you need?

PAPER 6

CONFRONTATION AND ASSERTIVENESS

Many people, particularly women, when trying to influence others use behaviour styles which are based on attracting and charming the other person. Although these styles are often appropriate there will be occasions when confrontation and assertiveness are needed. The successful influencer needs to be able to use whatever style she thinks will work for that person or that situation.

ASSERTIVE INFLUENCE STYLES

Assertive influence styles are only effective when you know clearly where you want to go and you are sure you are right. There are several different methods which can be used.

1. Coerce

Apply pressure by showing the other person the cost to her/him of not going along with you. This can cause resentment and lack of commitment.

2. Educate

Provide information which the other person does not have. This can be effective if your information is seen as relevant. If there is a conflict of interests you may be distrusted.

3. Persuade

Sell your ideas to the other person with logical arguments. This can be effective if she/he trusts you, otherwise you will be seen as manipulative or self-seeking.

4. Emotional appeal

Appeal to the other person's feelings and values.

5. Use Expertise

This is persuasion based on your claim to superior knowledge and expertise. First you must build credibility for this to work. There is a danger that the other person may become dependent on you and scapegoat you if things go wrong.

6. Vision Building

Build a vision for the other person of how things could be if she/he went along with you.

There are inherent dangers in assertiveness but there are times when nothing else will work, and there are people with whom no other style will work. You must be sure you are right before becoming assertive because this influence style means that you are pressurising someone to move in a direction chosen by you. If it turns out afterwards to be the wrong direction then the blame is placed squarely in your court.

CONFRONTATION

Another related method of getting the other person to move when all else fails is confrontation. This when skilfully used is a very powerful influence style, but should be used sparingly. People who are seen as very confronting tend to be feared and avoided.

WHAT IS CONFRONTATION?

Confrontation is making the difference explicit between:

- what you value and what the other person values
- what you think and what the other person thinks
- what you feel and what the other person feels

When you do this you risk hurting the other person's feelings.

Confrontation also makes differences explicit between:

- what you want to do and what the other person wants to do
- what you actually do and what the other person actually does

When you do this somebody has to change their behaviour, the risk is that it may be you.

Confrontation also makes differences explicit between:

- what the other person says and what they do

When you do this you risk making the other person angry (defensive).

HOW TO CONFRONT

1. Acknowledge the other person's position as legitimate (for her/him).
2. Differentiate the other person's position from yours.
3. Check to see whether you have heard the other person clearly and that she/he has heard you.

4. Accept angry, hostile feelings in yourself and in the other person as real. Be responsible for your own feelings. Leave the other person free to feel differently.
5. Don't try to solve the problem until differences have been fully explained.
6. Ask the other person to describe her/his preferred solution. Be prepared to state (and differentiate) yours.

EXAMPLES OF CONFRONTING PHRASES

We see that differently

You believe x whereas I believe y

I disagree. Your position is x and mine is y.

Do you understand my position? It would help me if you could say it back to me.

CONFRONTATION

1. Acknowledge their position
2. Make differences explicit
3. Make sure you've heard each other
4. Accept angry and hostile feelings
5. Fully explain differences before
problem solving
6. Ask them for their preferred
solution

Overhead
projector
slide for
paper 6.
"Confrontation
and
assertiveness."

ASSERTION

1. COERCE
2. EDUCATE
3. PERSUADE
4. EMOTIONAL APPEAL
5. USE EXPERTISE
6. VISION BUILD

BUT FIRST - MAKE SURE
YOU ARE RIGHT!

PAPER 7

HOW TO INFLUENCE GROUPS

The influential group member needs first of all to be aware of what is happening in the group. A heightened awareness of group processes makes it easier to influence those processes in the direction required. A group member who is clear about what is going on in her group can influence that group even if she is not the leader.

WHAT TO LOOK FOR IN GROUPS

The first requirement is to learn to distinguish between "content" and "process".

CONTENT: Content deals with the subject matter or the task upon which the group is working. In most groups, the focus of attention of all members is on the content.

PROCESS: Process is concerned with what is happening between and to group members while the group is working. Process deals with such factors as morale, feelings, atmosphere, influence, participation, leadership, conflict, co-operation, etc.

Very little attention is paid to process, even when it is the major cause of ineffective group action. Sensitivity to group process will better enable one to diagnose group problems early and deal with them more effectively.

Having decided to pay attention to group process, the second requirement is to distinguish between "task" process and "maintenance" process.

TASK PROCESS: Task process in a group is any behaviour which is primarily trying to get the group task accomplished. Here are some examples:-

INITIATING: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.

SEEKING INFORMATION: Asking for facts; seeking relevant information; seeking suggestions or ideas.

GIVING INFORMATION: Offering facts; providing relevant information; stating a belief about a relevant issue; giving suggestions or ideas.

CLARIFYING: Interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues.

SUMMARISING: Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.

Other task process behaviours include planning, timing, making lists of information, checking progress and reporting group results.

MAINTENANCE PROCESS: Maintenance is any sort of behaviour which helps the group to remain in good working order. Maintenance is about creating a good atmosphere for working on the task and about creating good working relationships within the group. Here are some examples.

HARMONISING: Attempting to reconcile disagreements; reducing tensions; getting people to explore differences.

GATE KEEPING: Helping to keep communication channels open; making sure everyone participates; making sure ideas are heard and discussed.

ENCOURAGING: Being friendly, warm and responsive to others; indicating by remark or facial expression the acceptance of another person's contribution.

DEVELOPING IDEAS: Listening to other people's ideas, supporting them and developing them further.

GIVING FEEDBACK: Letting other group members know how you value their contribution to the group.

In order to ensure that your maintenance contributions are worthwhile and influential it is necessary to have an understanding of the emotional issues that underlie most group activity.

EMOTIONAL PROBLEMS IN GROUPS

There are many forces active in groups which disturb work, which form an emotional undercurrent in the stream of group life. These undercurrents produce behaviour which can make it difficult for the group to function. Groups often ignore such issues or wish them away. The effective group member will recognise such issues and then encourage the groups to discuss and deal with the issues openly, thus removing the block to its progress. Here are some examples of emotional issues.

IDENTITY: Who am I in this group? Where do I fit in? What kind of behaviour is acceptable here?

GOALS AND NEEDS: What do I want from this group? Can group goals be made consistent with my goals? What have I to offer the group?

POWER: Who will control what we do? How much power and influence do I have?

INTIMACY: How close will we get to each other? How personal? How much can we trust each other?

Here are some examples of the sorts of destructive behaviour which these emotional issues can produce:

COUNTERDEPENDENCY: Opposing or resisting anyone in the group who represents authority.

DOMINATING: Asserting personal dominance; attempting to get one's own way regardless of others.

WITHDRAWING: Trying to remove the sources of uncomfortable feelings by not contributing for long periods and psychologically leaving the group.

PAIRING UP: Seeking out one or two supporters and forming a kind of emotional subgroup in which the members protect and support one another.

BEHAVIOUR WHICH INFLUENCES GROUPS

Here we are looking for behaviour which favourably influences a group, which helps it forward in the accomplishment of its task. We are also looking for behaviour which makes an individual group member significant to that group, and able to control to some extent the direction of the group's movement and its final result.

First of all you can become significant to the group by observing what is happening in the group in terms of process, and by making contributions to the group at the process level. This includes both task and maintenance process and all the behaviours described under those headings are relevant.

There are however certain of these process behaviours which are particularly powerful in taking a group forward. The group member who includes these in her repertoire will become more influential. These behaviours are:

- clarifying
- summarising
- encouraging
- developing ideas

The group member with her own ideas to contribute to the content may or may not be influential depending on her group skills. The group member who listens out for and encourages, clarifies and develops ideas, and then summarises at certain points is certain to be influential in that group.

TASK

INITIATING

GIVING/SEEKING INFORMATION

- CLARIFYING
- SUMMARISING

PLANNING

TIMING

CHECKING PROGRESS

MAINTENANCE

HARMONISING

GATE KEEPING

- ENCOURAGING
 - DEVELOPING IDEAS
- GIVING FEEDBACK

PAPER 8

LEADERSHIP AND INFLUENCE

In order to lead we have to influence people by one means or another. Here we are interested in influencing not only our subordinates, but colleagues at our own level and those above us. The person who understands how to lead and influence people, and who has developed influence skills can make a considerable impact on an organisation, and not just on the people over whom she/he has authority.

WHAT IS INVOLVED IN LEADERSHIP?

This means getting the other person to move from her/his present position to a new position, and to stay in the new position.

Technical aspects:

There may be technical information based on our training or experience which we can give to the other person. Chances are we want to influence her/him because we have insights into the situation which she/he has not.

Procedural Aspects:

These are important and include timing, how to approach the other person, who else to involve, how many meetings it needs, whether it should be done formally or informally, over the telephone, face to face, by memo, etc....

Emotional Aspects:

The other person may have negative emotions about us, or about being helped or led. On the other hand she/he may try to relieve herself/himself of her/his problem or responsibility by dumping it all on us.

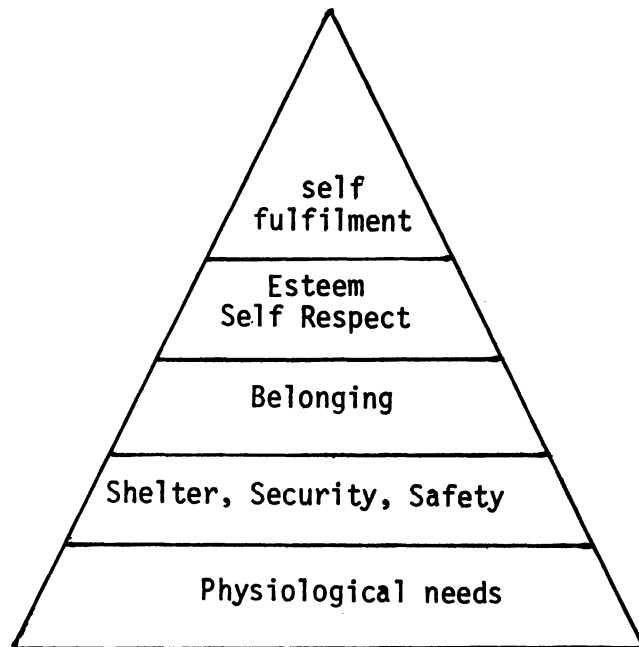
Many "leaders" try to concentrate just on the technical content, without giving much thought to procedures and emotions. The really influential person is skilled in all three aspects.

EMOTIONS ARE ALWAYS PRESENT

Much of our behaviour expresses both our striving for emotional satisfaction and our avoidance of emotional threats. We move towards what we desire and away from what we dislike. The more we understand about the other person's emotional needs the more likely we are to be able to influence her/him.

Let us examine some of the theories of human needs to build up an understanding of this subject.

Maslow postulated that human needs fall into the following hierarchy.



It is possible for leaders to influence people by satisfying these emotional needs. Therefore it is a great help to understand the satisfactions or gratifications that a person seeks.

Most people fall into one of the following three categories as far as their emotional gratifications are concerned.

1. The friendly helper

This person behaves in ways that are trusting, loyal, helpful, caring, supportive, accepting, etc.... She puts the welfare of others very high up in her priorities. Her gratifications come from being good to others without demanding direct rewards in return.

2. The tough battler

She is self confident, ambitious, persuasive, forceful, challenging, bold, risk taking. She places the achievement of goals through influencing the activities of others at the top of her priorities. Her gratifications come from being self assertive and directing.

3. The analytical thinker

This person is cautious, practical, economical, reserved, analytical, principled, orderly, thorough, etc.... She places self sufficiency and self reliance at the top of her priorities. Her gratifications come from achieving self direction through logical analysis and wise foresight.

It is not only helpful to consider which category characterises the person being led, but also to determine to which category you belong.

There are leadership problems to be found in all three categories.

1. The friendly helper may need to stand up more often for her own interests and for what she thinks is right.
2. The tough battler may need to be more sensitive and realise that some situations will not yield to force.
3. The analytical thinker may need to become more aware of her own feelings and the feelings of those around her.

BUILDING A GOOD RELATIONSHIP

In order to influence someone we must build a good relationship with them. This depends on:

1. Establishing rapport. Listen actively, empathise, encourage, reflect back, observe.
2. Establishing your credibility. Display the knowledge, experience, qualifications you may have to offer.
3. Build trust and confidence. Display integrity with information. Show genuine interest and concern.

INCREASING READINESS FOR CHANGE

1. Show the present limitations and problems in the situation, using if possible objective, concrete information.
2. Build a vision of the future. This should lead (along with 1) to dissatisfaction with the status quo.

Then the person is in a state of readiness for change. Whether or not she changes depends on:

1. her/his level of security
2. the leader's behaviour
3. the probability of success

You may have little control over 1 and 3 but you do have over 2. Since the leader's behaviour is the one factor under our control let us examine the alternatives available.

INFLUENCING STYLES

There are two main styles to be used in influencing others, one is pulling and attracting, the other is pushing and asserting.

PULL

Get inside of the other person, let them know you are with them. Share with them where we go from here.

Bridging - Involving and supporting

- Active listening
- Finding common ground

Attracting - Excitement raising

- Vision building
- Disclosing

PUSH

A pushing style is effective when you know where you want to go.

Persuading - give proposals

- give reasons for and against

Asserting - set expectations

- evaluate
- give incentives
- apply pressures

MOVING FROM PULL TO PUSH

It is important to know how to move from Pull to Push because most interactions are best begun with a pulling style to build rapport.

To move from one style to another we must first disengage the other person by

- distancing
- reducing conflict
- humour

then change styles.

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