UNITED NATIONS DEVELOPMENT PROGRAMME

GENDER IN DEVELOPMENT PROGRAMME

LEARNING & INFORMATION PACK

PROCESS AND ADVOCACY SKILLS

January, 2001

Explanatory Note

This Information Pack is a basic resource on the use of Process and Advocacy Skills for gender mainstreaming. It is intended for both the interested reader and for use in a training setting. It has been developed to reflect UNDP needs in particular, especially those of gender focal points in UNDP country offices, but we hope that it will have a wider utility. It has been designed to be readily adaptable to different needs.

The first section consists of six sets of slides with a brief commentary on each. The slides set out key points for the reader. The accompanying commentary expands on these key points and provides links to resources that are included in the Resources section of this Information Pack. There are also references to further resources available through the Internet. Full size slides, which can be used for presentations, are in the back of the manual.
The pack consists of six sets of **slides**, under the following headings:

- **Introduction to Process and Advocacy Skills**: provides a definition of and rationale for the inter-personal skills that gender focal points need in order to be effective in their contribution to the process of, and advocacy for, gender mainstreaming.

- **Basic communication**: looks at the basics of good listening skills and good questioning skills and their role in improving inter-personal communication.

- **Working in meetings**: discusses the skills necessary for more effective work in meetings, including skills in making presentations, facilitating group discussions, brainstorming with a group and summarizing meetings.

- **Being assertive**: describes assertiveness skills and their role in overcoming individual and institutional resistance to gender mainstreaming.

- **Dealing with resistance**: identifies the different types of resistance to gender mainstreaming and some strategies for overcoming such resistance.

- **Working together**: looks at the importance of giving and receiving constructive feedback in order to strengthen collaborative working with colleagues as allies for gender mainstreaming.

This Information Pack complements others in the series:

- [Gender Mainstreaming](#)
- [Programme and Project Entry Points for Gender Mainstreaming](#)
- [Developing Strategies for Gender Mainstreaming](#)
- [Gender Analysis](#)
- [Information, Communication and Knowledge-Sharing](#)

Note on [hyperlinks](#) (underlined blue text)…
The reader will note underlined text throughout the Pack. These indicate electronic links (hyperlinks) to related information within this particular Pack as well as directly to internet resources (the URL or address of the resource in question). For example, clicking on a link may bring the reader to the related title of the handout or background reading attached to the report, **or** (if the reader is connected to the internet at the time of reading the document) may bring the reader directly to the web site of the resource in question. Once you have clicked on a hyperlink it will turn purple. The colours may vary if your computer has different default settings.

You can return to place where you hyperlinked from by clicking on the Back ($\Leftarrow$) arrow on the hyperlink toolbar. Each item in the Table of Contents is hyperlinked to the appropriate slides and resources in the document.

Note on crediting handouts and reproducing materials from this Pack
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Website: http://learning.undp.org
Symbols used in this pack

Speakers Notes

Training Ideas

Handout available within the pack

Background Reading

Internet Resource

Recommended additional reading

Table of Contents – Process and Advocacy Skills

Resources included in this pack

Exercises

Assertiveness Exercise	Exercise 1	50
Assertiveness Role Playing	Exercise 2	51
Communication Skills Assessment	Exercise 3	

Internet and other resources

Using This Pack For Skill Building

The materials in this pack may be used in various ways for learning and skill building. One possibility is for the individual to read the materials, and apply them to his or her work in a self-learning mode. However, the materials are probably most effective if used in a workshop setting.

In the LCB programme it has been found useful to have one member of the Facilitation Team dedicated to supporting participants in building their process and advocacy skills. This task requires close attention to the process of each workshop session, drawing the attention of participants to linkages between the workshop process and typical work situations. Because the terms of reference for this facilitation task include the provision of individual and group feedback, strong inter-personal skills are needed.

The materials and concepts may be introduced to participants in various ways – as preparatory reading, as presentations during the workshop orientation or introductory sessions, or at designated points during the workshop agenda. It may be appropriate to address all the skills given in this pack in the course of one workshop, or a needs assessment may indicate that some issues are more relevant to participants' needs than others.

The workshop itself provides many opportunities for participants to practice the skills outlined in this Pack. Participants chairing small working groups can build their facilitation skills, and other members of the group can practice giving feedback in constructive ways by commenting on the extent to which the chairperson was able to apply good facilitation practice. Participants can develop their presentation skills in giving plenary report-back on working group discussions, and by presenting daily summaries of the workshop so far. This is particularly valuable if the summaries are prepared by a small team, who support and learn from each other in the development of the presentation, and in deciding how the information can best be presented.

The Facilitation Team should model good questioning, listening and feedback skills, and encourage participants themselves to practice them. It is particularly useful for the designated Facilitation Team member to make the process of the workshop itself the subject of discussion and analysis. He or she should encourage participants to consider how the workshop process is contributing towards, or inhibiting, the attainment of workshop objectives, and their individual and collective role(s) in creating a successful or less successful workshop. The Facilitator should seize "teachable moments" as they arise during the workshop to make this point.

Based on this insight, the designated Facilitation Team member should encourage participants to make linkages between the process and advocacy skills demonstrated at the workshop, and the ways in which these skills might be used in the workplace to influence the achievement of workplace goals. Such discussions can take place as needed during the workshop, or during designated periods each day – perhaps during a summary session at the close of each days session.

One approach that has been tested in many settings, and found to be effective, is to convene evening meetings of all those who have acted as working group chairs, who have made presentations or who have had other process-related responsibilities during the day. At these meetings, discussion and feedback on good and not-so-good contributions to the workshop process can have a major impact on learning. Insights gained during these discussions can be applied by the participants in later parts of the workshop.

The process and advocacy aspects of capacity building for gender mainstreaming has consistently been one of the most highly evaluated components of LCB workshops. It strengthens the overall professional competence of staff, and brings home the central point that an important dimension of gender mainstreaming, or any mainstreaming activity, is process management.

Slide 1   Why Process and Advocacy Skills?

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WHY PROCESS AND ADVOCACY SKILLS?

- **The process of Gender Mainstreaming**

- **The importance of advocacy**

- **Inter-personal skills**

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Why Process and Advocacy Skills?

Gender mainstreaming is often regarded as a technical matter, relating to the integration of gender analysis within 'mainstream' development planning and policy-making. In fact, gender mainstreaming often poses a significant challenge to both individual and institutional values and practices. The technical problem of mainstreaming gender can also become a political and personal problem. In developing its LCB methodology for gender mainstreaming, GIDP has come to recognize the role that a set of inter-personal skills can play in addressing these individual and institutional values and practices that may obstruct the progress of gender equality within the mainstream of development practice.

- **The process of Gender Mainstreaming:** The process of gender mainstreaming is a process of individual and institutional change, both attitudinal and behavioural. Those people who have the task of pushing the process of gender mainstreaming, such as gender focal points in UNDP, require a set of inter-personal skills with which to work with colleagues and managers in challenging and changing personal perspectives and organisational cultures. As a set of skills concerned with the process of change, these skills may be thought of as Process skills.

- **The importance of advocacy:** A crucial part of this process of change is the skills required for advocacy for change. For this reason, the inter-personal skills described in this pack are collectively referred to as Process and Advocacy skills.

- **Inter-personal skills:** Importantly, this Information Pack emphasises the 'people' skills that gender mainstreaming requires. An overview of these skills is given in Slide #2.

> **OVERVIEW OF PROCESS AND ADVOCACY SKILLS**
> - **Basic communication**
> - **Decision-making**
> - **Working in meetings**
> - **Being assertive**
> - **Dealing with resistance**
> - **Working together**

Overview of Process and Advocacy Skills

Anyone concerned with gender mainstreaming may require not only a set of technical skills but also inter-personal skills in order to be effective in their contribution to the process of, and advocacy for, gender mainstreaming. Essentially, these are skills for working with people to build individual and institutional understanding of, and support for, gender mainstreaming.

- **Basic communication:** Gender focal points need to be good at the basics of good communication. Listening and questioning skills play an important role in improving inter-personal communication.

- **Decision-making**: Making good decisions involves a broad range of skills such as analysis, research, communication and an ability to work collaboratively. Supporting decision-making processes requires all of the skills listed in this slide as well as the capacity to think systematically and strategically. See Resource 1 on Decision-Making.

- **Working in meetings:** Much of the work of gender mainstreaming takes place in meetings. Gender focal points need a set of skills related to working effectively in meetings, including skills in making presentations, facilitating group discussions, brainstorming with a group and summarizing meetings. See Resource 5 on A Woman's Effectiveness in Meetings

- **Being assertive:** Gender focal points require assertiveness skills to help them overcome the individual and institutional resistance that gender mainstreaming often arouses. In cultures where the socialization of women limits their capacity to act assertively, these skills will be especially useful to many of those who are working to advance gender equality.

- **Dealing with resistance:** In addition to a set of assertiveness skills, gender focal points can also anticipate specific forms of resistance that they may encounter and develop strategies to overcome such resistance.

- **Working together:** One of the dangers that gender focal points face is isolation. In identifying allies and mobilising colleagues to work on gender mainstreaming, it is helpful to consider the role that giving and receiving constructive feedback can play in strengthening collaborative working with colleagues as allies for gender equality.

Slide 3   Listening Skills

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LISTENING SKILLS

- **Eyes and ears**

- **Use body language**

- **Listen to feelings**

- **Check understanding**

- **Reflect understanding**

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Listening Skills

Gender mainstreaming relies on good communication between people. Strong listening skills can help gender focal points to maintain good communication and constructive relationships with peers and managers. Listening is the foundation of effective dialogue and promotes understanding of differing viewpoints. Listening skills will be particularly useful for gender focal points in their communication with people who may not understand or agree with gender mainstreaming. These skills help the listener to understand, and ensure that the speaker feels understood. They are thus also critical to democratic decision-making processes, which will help to promote an enabling environment for gender mainstreaming.

- **Eyes and ears:** In many cultures, people use their eyes as well as their ears to show that they are listening closely to the person who is speaking. By looking at the speaker, the listener can help the person who is speaking to feel that they are being heard and understood. The listener's eyes can also give them other information about what the person is saying with their facial expression or body language. In cultures where eye contact is not appropriate, good listeners nevertheless convey their attentiveness through body language and other means.

- **Use body language:** Facial expressions and body posture can also be used to demonstrate that you are paying attention to the speaker. It is important for listeners to be aware of their body language, and the ways in which it can both put people at ease or distract and deter people from speaking openly. In many cultures, attentiveness is conveyed by the inclination of the head, the use of gestures, and by vocalisations of various kinds.

- **Listen to feelings:** Being a good listener involves listening not only to what is said, but also 'hearing' the personal views and feelings which lie behind what is said. Listening to feelings is important in order to really 'hear' the other person. Good listeners also listen to their own feelings and the way in which they affect their response to what they are hearing.

- **Check understanding:** A good listener uses questions sparingly to check that they have understood the meaning of what is being said, especially if there are apparent contradictions or confusions.

- **Reflect understanding:** A good way to let the speaker know that they have been heard and understood, is to reflect their message back to them by restating it. This also allows for clarification of misunderstandings and gives the speaker a chance to reflect on what has been said.

"Most conversations are just alternating monologues. The question is, is there any real listening going on?"-- Leo Buscaglia

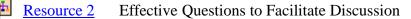## Slide 4   Questioning Skills

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QUESTIONING SKILLS

- **Ask open-ended questions**

- **Probe**

- **Clarify**

- **Ask about feelings**

- **Be curious**

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Questioning Skills

Gender mainstreaming often requires people to change some of their ways of thinking and ways of working. This change can be threatening to some people. In this context, it is important to encourage dialogue by asking questions in such a way as to avoid making people feel defensive. The ability to ask questions in a way that encourages people to question their own ways of thinking and behaving, and that invites people to consider changing their attitudes, ideas and practices, is thus a useful skill in gender mainstreaming.

- **Ask open-ended questions:** Questions that open up discussion are questions that cannot simply be answered by "yes" or "no". Questions that begin with "why", "what", "when" and "how" are examples of such open-ended questions. These questions also demonstrate a genuine interest in hearing the other person's response rather than merely seeking confirmation or denial of a particular point of view.

- **Probe:** It is important to ask questions that follow on from the other person's responses, and which probe, or look for, more information. Probing questions demonstrate an interest in understanding and responding to the other person, rather than merely asking a pre-determined set of questions.

- **Clarify:** Questions should be used to help understand the other person's position. Clarifying questions can help to avoid assumptions being made about what is being said.

- **Ask about feelings:** Questions are not only about gathering information, but can also be used to find out more about a person's feelings about a particular issue. Gender issues arouse many feelings and emotions that affect the way people think and influence the positions they take. It is important to find out about people's personal views and feelings in order to be effective in changing people's minds.

- **Be curious:** It may sound obvious, but a sense of curiosity is essential to good questioning. Curiosity demonstrates an openness to new information and points of view, and a willingness to learn, as well as to teach. Curiosity helps to create a climate of discussion and mutual exploration of issues, and helps to avoid the defensive reaction that the mention of gender can sometimes arouse.

[Resource 2](#)   Effective Questions to Facilitate Discussion

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> **MAKING A PRESENTATION**
>
> - **Know the audience**
> - **Establish credibility**
> - **Know the message**
> - **Know the time**
> - **Communicate well**

Making a Presentation

The concepts of "gender" and "mainstreaming" arouse much confusion and controversy. The ability to present these concepts, describe their operational implications and persuade people of their value, will critically determine the credibility and effectiveness of gender mainstreaming work. Gender focal points will often be called upon to make presentations on gender mainstreaming to their colleagues (both peers and managers). Presentation skills are thus important to the work of gender focal points.

- **Know the audience:** Audiences will vary considerably in their familiarity with and receptivity to presentations on gender mainstreaming. One key to a good presentation is to prepare well, by researching and anticipating the audience's interests, attitudes and knowledge gaps.

- **Establish credibility:** A good presentation often begins with the speaker establishing their credibility and their right to speak, and be listened to, on their topic. Such credibility is often based on a mixture of expertise and experience, both professional and personal.

- **Know the message:** An effective presentation is structured around its main points. In preparing a presentation, it is essential to decide on the key points and emphasize these in the introduction, body and summary of the presentation.

- **Know the time:** Many presentations fail to make their key points because they run out of time. It is important to be very clear about the time available for the presentation, and to ensure that there is enough time to finish the presentation with a summary of its main points. It often helps to practice beforehand to check that enough time has been allowed to cover all the material in the presentation.

- **Communicate well:** Good presentations rely on both verbal and non-verbal communication skills. These include using a clear confident tone of voice, maintaining eye contact with the audience, adopting a relaxed body posture that is engaged with the audience and keeping distracting body movements (such as hand gestures) to a minimum. It often helps to vary the mode of communication as well, by using audio and visual aids.

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FACILITATING GROUP DISCUSSIONS

- **Clarify objectives**

- **Clarify functions**

- **Keep the group on track**

- **Encourage participation**

- **Summarize the main points**

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Facilitating Group Discussions

Much of the work of gender mainstreaming is done with groups of people in meetings, seminars and workshops. Gender focal points may often play a role, formally or informally, in facilitating the work of these groups. The ability to facilitate such group discussions, to help people work through issues systematically, and in particular to reach actionable conclusions, is a critical skill for gender focal points. Such facilitation skills are also an important demonstration of the influence that the facilitation of meetings can have in promoting or obstructing gender mainstreaming.

- **Clarify objectives:** A good facilitator begins the group discussion by explaining and agreeing on the objectives to be achieved. It is important for the facilitator to explain their role in assisting the group to achieve these agreed objectives. It may be necessary to remind group members of these objectives if the discussion appears to 'wander'.

- **Clarify functions:** Two key functions in any group discussion are time-keeping and record-keeping. At the outset, the facilitator should agree with the group who will keep a check on the time and agree on time-blocks for each item on the agenda, or for discussion related to each objective. If time is running out, the facilitator should renegotiate with the group the time frame for accomplishing its objectives. It is also necessary to decide with the group how a record of its discussions will be kept, and by whom. Even if there is an official recorder for the group, a facilitator should note the key points of the discussion in order to be able to summarize them at the end.

- **Keep the group on track:** It is often difficult for groups to stay focused on the topic and their objectives. An essential role for the group facilitator is to keep the group focused, perhaps by reminding them of the original objectives of the discussion or by discussing with group members why they think that it is difficult for the group to focus on the agreed objectives.

- **Encourage participation:** Group discussions are more meaningful and more useful when all group members have had the opportunity to contribute to the discussion. Good group facilitation involves encouraging contributions from those who appear withdrawn or intimidated (or asleep), and asking those who are dominating the discussion to allow others to speak. But it is also important to remember that people can participate silently, by listening closely to and reflecting upon what is being said.

- **Summarize the main points:** A good facilitator always allows enough time before the end of the session to summarize the discussion and to check quickly to see if anyone has serious disagreements with this summary, or significant points to add.

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BRAINSTORMING

- **Collect ideas**

- **Clarify and discuss**

- **Cluster and eliminate**

- **Decide using agreed criteria**

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Brainstorming

Consensus building skills, of which brainstorming is one, are critical to the process of gender mainstreaming, which requires people to take on a range of ideas, some of which may be new to them, and to think strategically about individual and institutional change. Gender focal points can help colleagues to identify and discuss a range of ideas, and to reach effective actionable conclusions, by using brainstorming techniques.

- **Collect ideas:** Brainstorming is a process of collecting ideas, in which everyone is encouraged to participate. It involves getting the ideas out on the table rather than telling or selling a particular set of ideas. It is important to let the ideas "flow" and to explain them later - explanations can stop the flow of ideas. A flip-chart or overhead can be used to record all the ideas publicly. This way everyone can see the ideas and it allows people to revisit certain issues and add to them.

- **Clarify and discuss:** When all the ideas are recorded, then is the time to clarify their meaning and encourage people to discuss them.

- **Cluster and eliminate:** As the group discusses the ideas, those which are similar can be clustered, and duplications can be eliminated or consolidated. This clustering and consolidation helps to give a pattern to the brainstormed ideas, and thus helps people to make sense of them.

- **Decide using agreed criteria:** The process of "making sense" can also be a process of "coming to a decision" on what the outcome of the brainstorm is. Such a decision must openly be based on criteria that have been agreed with the group.

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SUMMARIZING

- **Make the key points**
- **The three "tellems"**
- **Sound bites**

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Summarizing

The ability to summarize key points, and the contexts in which they were made, is an important part of both presentation and facilitation skills, and can make a key contribution to decision-making processes. It is also extremely important for the public relations dimensions of gender mainstreaming work. Strong summarizing skills can help gender focal points to get their points across in a brief, direct and effective way.

- **Make the key points:** To summarize a meeting or discussion, the key issues and arguments during the discussion should be noted. At the end of the meeting, a summary of these points can be presented in a number of ways - either in chronological order or as they arose in discussion, or by importance, or by theme. These points should be brief and any follow up action should be clearly assigned, ensuring that agreement is reached and recorded.

- **The three "tellems":** Summaries should be included at the opening and conclusion of all presentations. These summaries can take the form of the three "tellems":

  o   tell 'em what you are going to tell 'em;
  o   tell 'em: and
  o   tell 'em what you told 'em.

This repetition facilitates recall of key points by listeners.

- **Sound bites:** Gender focal points should prepare themselves with sound bites on major issues. These are punchy phrases which assist listeners to remember key points about gender equality and gender mainstreaming. There are especially important when dealing with the media, and are also useful for a range of advocacy activities.

"It usually takes me three weeks to prepare a good impromptu speech." – Mark Twain

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ASSERTIVENESS: MESSAGE

- **Be clear**

- **Repeat**

- **Rephrase**

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Assertiveness: Message

Gender mainstreaming is threatening to some people's view of the world and power that they hold. Gender focal points often face active and passive resistance to their efforts to implement gender mainstreaming. The ability to be assertive is an important skill for overcoming such resistance. A key aspect of assertiveness concerns the message and the skills necessary for getting the message across to the 'resistant' person or institution.

- **Be clear:** It is essential to be clear about the message. A person can only be assertive if they are clear in their own mind about what they want or need from the situation. It is important to think about this beforehand and reduce any request or statement to a few simple messages.

- **Repeat:** It may be necessary to repeat a request or a statement a number of times in order to be heard. For a gender focal point, this might mean bringing up the same point again and again in the same meeting until they feel they have been heard and acknowledged. Alternatively, the same point can be raised in different situations in the following days or weeks. Whatever the approach, it is essential to repeat the message and not give up until you get the response you need.

- **Rephrase:** It is sometimes helpful to think of different ways to express the message. Some people might respond better to one phrasing, others to another. Rephrasing the message will also help to give the impression that the same point is not being pushed relentlessly.

Slide 10   Assertiveness: Delivery

> **ASSERTIVENESS: DELIVERY**
>
> - **Listen to resistance**
> - **Maintain eye contact**
> - **Speak with conviction**
> - **Keep calm**

Assertiveness: Delivery

The way that the message is delivered is a crucial element of being assertive and dealing with resistance. The assertiveness skills that gender focal points require involve verbal and non-verbal techniques for the most effective delivery of their gender mainstreaming message.

- **Listen to resistance:** It is important to allow the person voicing resistance or negative arguments to complete his/her points - in other words, gender focal points should practice active listening. Interruptions can make the 'resistant' person feel unheard. Letting the other person feel that they are being taken seriously makes it more likely that they will take you seriously. When they have finished, their points can be countered with a firm voice.

- **Maintain eye contact:** If appropriate to the context, it often helps to look directly at the other person to demonstrate the seriousness of the points being made.

- **Speak with conviction:** A key element of assertive delivery of a message is to say it as if you really mean it, and that it should be obvious to everyone. It may help to practice using a firm voice if necessary. A friend or an ally might provide time to listen and give feedback. The best advice is "Even if you feel insecure, act confident: No one knows that you are hesitant but yourself".

- **Keep calm:** Gender focal points may sometimes find themselves in situations where resistance to gender mainstreaming is strong and arouses people's anger. In these situations, it is best to stay calm and not respond with the same tone, even if you feel angry yourself. By remaining calm you are likely to calm down the "resister" and enable them to engage in dialogue.

ASSERTIVENESS: STRATEGIES
• **Identify allies**
• **Return to the issues**
• **Anticipate resistance**

Assertiveness: Strategies

Being assertive is not only about the message and the delivery that you use - it is also about being strategic. It is essential for gender focal points, and others working on gender mainstreaming issues, to think strategically about ways to assert their viewpoints and agendas and deal with possible resistance.

- **Identify allies:** Gender focal points should identify allies who can be very useful in providing them with confidence and reassurance. Having identified possible allies, it is important to spend some time talking with them about the issues and developing a strategy, as well as soliciting their support in tricky situations.

- **Return to the issues:** If no resolution is immediately forthcoming, it is useful to return to the issues on subsequent occasions. Gender focal points should think of a variety of settings in which they could address their need or point. This might include setting up a special meeting to discuss the issue with relevant colleagues, using an opportunity to raise it in different meetings, talking about it informally with colleagues when the opportunity arises, sending memos to relevant people following up on informal or formal meetings. It is essential to always be on the look out for potential favourable occasions to raise issues and to not let an opportunity go by.

- **Anticipate resistance:** Being strategic partly means trying to anticipate the types of resistance that are likely to arise and developing appropriate responses. Allies can be helpful in developing these responses. Role-playing can also be useful in practicing how to counter such resistance.

Slide 12   Types of Resistance (1)

> # TYPES OF RESISTANCE (1)
>
> - **Denial**
> - **Inversion**
> - **Dilution**
> - **Selection**
> - **Subversion**

Types of Resistance (1)

Slides 12 and 13 look in more detail at ten differing types of bureaucratic resistance that gender focal points may encounter from both governmental and development institutions in their gender mainstreaming work. Slides 14 and 15 then go on to discuss ways of overcoming these different types of resistance.

- **Denial:** The basis of resistance is complete denial of the existence of gender gaps or discrimination against women. The claim is that "here women already have equality of opportunity, individuals gain positions and promotion purely on merit; the problem is merely to encourage women to take advantage of the opportunities given to them."

- **Inversion:** Denial is closely connected with the strategy of inversion, which may be summarized as putting the blame on the victim. In other words, following the claim that equality of opportunity already exists, it may be further claimed that it is women's own fault if they are not participating sufficiently, or not coming forward to take advantage of the opportunities already open to them.

- **Dilution:** Dilution is a strategy that admits that the problem of women's development exists only at the levels of increased welfare and access to resources, but denies that there is any structural problem of resources being controlled by men or there is discrimination against girls and women. Therefore, in terms of the Women's Empowerment Framework, dilution means diluting women's development down to the level of welfare, thereby avoiding the questions of women's empowerment as being integral to the development process. Dilution involves selective denial, i.e. admitting gender gaps but denying discrimination.

- **Selection:** One obvious means of perpetuating dilution is through selective choice of programme priorities. This may mean selectively editing out project objectives that explicitly involve women's increased participation and control, or which suggest the need for women's increased conscientisation and empowerment. Selection could also be in terms of limiting the programme to selecting particular welfare-level projects. A neat combination of dilution and selection involves recognition and acceptance of gender issues in the outlines of the current situation of women and identification of problems and programme goals, but to be apathetic to these same gender issues in the formulation of specific programme objectives or in the design of the management system. In other words, gender issues are excluded during selection of objectives and strategies at the implementation stage of the programme process.

- **Subversion:** This involves pursuing gender issues in a manner which is calculated to perpetuate the status quo, i.e. no change. Standardized bureaucratic subversion procedures involve such tactics as appointing an implementing officer with a reputation for competence in procedures requiring constant reference of decisions up or down the hierarchy, of deferring social change or inefficient forwarding of simple administrative decisions to a high level management committee, of losing the file, and so on. Subversion is the standard response of officials who are asked to implement policies which they personally find ideologically unacceptable.

Slide 13   Types of Resistance (2)

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TYPES OF RESISTANCE (2)

- **Shelving**

- **Lip service**

- **Compartmentalization**

- **Tokenism**

- **Investigation**

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Types of Resistance (2)

- **Shelving:** This is a more honest, overt and detachable form of delay or slow destruction. Like other strategies, it does not challenge the policy principles or goals. On the contrary, the goals may actually be praised as absolutely desirable and laudable. But here follow-up hinges on the experienced bureaucrat's judgement that "the time is not yet ripe" for this sort of initiative or programme.

- **Lip Service:** Shelving might itself be categorized as one form of lip service, which may be summarized as verbal enthusiasm not matched by any action. The rhetoric is loud but quiet on the action. It involves using the concepts of empowerment and control to describe projects which are being implemented at the level of welfare. It enables officials to hold discourse at higher levels in programme discussions but in actuality revert to a lower level of discourse, such as welfare or access, in practice and implementation.

- **Compartmentalization:** In a government context, this involves giving the responsibility for women's development to a separate Women's Development Officer, ideally belonging to a separate Department or Bureau of Women's Development which does not belong to any of the implementing Ministries. Strategically, this means sidelining women's development and relegating it as a "separate issue". Compartmentalization may, therefore, be regarded as an institutionalized form of subversion. With elaborate lip service it may be sometimes even presented as a strong strategy in support of women's development.

- **Tokenism:** This is an institutional complement of compartmentalization. It involves having token women in all discussions to address "gender issues" and to acknowledge "the woman's point of view". In most cases, such women are a token few – preferably one. Every committee can then give token respect to the token ideas from the token woman, for at least five token minutes. The token woman may very well provide valuable advice on how to adjust the wording of documents to take account of female sensitivities, and to adjust the terminology to conform to the jargon and latest fashionable rhetoric on women's development. Tokenism is therefore another form of lip service and frequently encountered at all levels.

- **Investigation:** This is really a last resort strategy, when a bureaucracy is compelled to show some action. The common situation is when attention is drawn to a glaring and very visible instance of gender gap and gender discrimination where everybody is aware that the problem

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exists, and also that according to policy guidelines some remedial action is warranted. The way out here is to say, "we don't know enough about this problem" (a statement which is always true about almost all problems). From such a premise it is then possible to suspend all further discussion and investigation is recommended. All actions are pending the results of a research project to investigate the dimensions of the problem situation, its underlying causes, and the possible intervention methods for overcoming the problem. In other words, the investigation strategy is a more sophisticated, and expensive example of shelving.

Slide 14   Overcoming Resistance (1)

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                    OVERCOMING RESISTANCE (1)

        •   Countering denial

        •   Countering inversion

        •   Countering dilution

        •   Countering selection

        •   Countering subversion
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Overcoming Resistance (1)

Advocacy for gender mainstreaming partly involves trying to overcome the institutional and bureaucratic forms of resistance presented in Slides 12 and 13. Strategies to counter these forms of resistance are presented in Slides 14 and 15. These counter-strategies are intended as advice and a stimulus to further thinking. Other and more effective methods may be developed from lessons learned from actual experience.

- **Countering denial:** Present irrefutable statistical evidence of actual gender gaps and of discriminatory practices. If necessary, commission desk research and even original empirical research for presentation of the facts. Such information will be available in the situation analysis of children and women for that country.

- **Countering inversion:** Present actual examples, even first-handed accounts of gender discrimination in girls' and women's access to resources and opportunities; concentrate on examples of clear contravention of the principles of equality of opportunity, highlight the consequences in terms of the deprivation of women, children and girl children.

- **Countering dilution:** Be alert to the presentation of a gender issue purely at the level of welfare or access to resources. Counter by revealing the dimension of the problem arising from gender discrimination, women's lack of participation, and women's lack of control over the utilization of resources and distribution of benefits.

- **Countering selection:** Do not be content with the identification of gender issues at the level of defining the problem. The interest in closing gender gaps must remain a focus of interest in all stages of the programme process, from problem identification through the programme implementation, and a participatory system of programme management and administration.

- **Countering subversion:** Be alert to any tendency for lack of interest in the progress of addressing gender issues in programme implementation. Where necessary, look for alternative agencies or departments to implement the particular projects or programmes. This could lead to collaboration with non-government agencies or other bodies.

"When you get into a tight place and everything goes against you, till it seems you could not hold on a minute longer, never give up then, for that is just the place and time that the tide will turn."
 -- Harriet Beecher Stowe

Slide 15   Overcoming Resistance (2)

<div style="border:1px solid black; padding:20px;">

OVERCOMING RESISTANCE (2)

- **Countering shelving**
- **Countering lip service**
- **Countering compartmentalization**
- **Countering tokenism**
- **Countering investigatory diversions**

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Overcoming Resistance (2)

- **Countering shelving:** Take a shelved project to an alternative implementing agency or take it to another level in the system depending on interest capacity.

- **Countering lip service:** Ensure that the agency develops its own system for monitoring and evaluation of the women's empowerment components within all programmes, and that programme officers make regular field visits to assess programme progress and effectiveness. Through regular visits it will be possible to know of the real situation and be in a position to make judgements on reported data on the field situation.

- **Countering compartmentalization:** Ask for overall attention to gender issues in programme planning and implementation. Therefore, in a meeting where gender issues have been relegated as unimportant issues, constantly ask questions and remind members about the actual pervasive and crucial nature of gender issues. Remember that gender issues are relevant to all items of the agenda of development.

- **Countering tokenism:** In a meeting where one woman seems as if she might have been invited as the "token woman", join with the token woman in identifying and pursuing gender issues, and encourage others to join the process. If the token woman has a good understanding of gender issues, and if she gets allies, much progress may be made. In this way the original strategy of tokenism is subverted, and may entirely backfire. If you are the token woman, bring this fact to the attention of the group.

- **Countering investigatory diversions:** Since the claim that "we need to know more about his problem" cannot easily be denied, do not deny it. Support the need for further research. But argue against this being a pre-condition for action. Recount all the aspects of the problem and causes that are already established, and argue for preliminary action on the basis of what is already known. Perhaps one could advocate for a pilot project to investigate the problem and take action. Cite examples of other programme interventions where more research is needed, but programme interventions are already under way. If all diplomacy fails, it might be necessary to say that "we don't want to be seen as being against research but surely we can jointly discuss this in the national Planning Body (at the higher level) and get their views on this very important issue."

Slide 16   Constructive Feedback

<div style="border:1px solid black; padding:10px;">

CONSTRUCTIVE FEEDBACK

- **Focus on behaviour**
- **Focus on change**
- **Be specific**
- **Be constructive**
- **Take personal responsibility**
- **Allow freedom to change or not to change**

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Constructive Feedback
The ability to give and receive good feedback is a valuable skill with which gender focal points can help to create an office environment which is more receptive to gender mainstreaming. The process of giving and asking for feedback is an important way of learning new practices, assessing our impact on others and providing and gaining support. It is central to collaborative and participatory approaches to development.

- **Focus on behaviour:** Feedback is helpful (and listened to) when it concentrates on the observed behaviour, or the heard statements. By contrast, interpreting the motives of behaviour and statements, or generalising from them about personality or fundamental beliefs, tends to put the recipient of feedback on the defensive. As a result, the feedback is not likely to be used, regardless of how helpful it might have been.

- **Focus on change:** Effective feedback is aimed at behaviour that is relatively easy to change. Giving feedback on behaviours that are difficult to change (such as ingrained habits) often creates anxiety and self-consciousness about the behaviour without changing it. It also creates defensiveness.

- **Be specific:** Focusing feedback on specific behaviours or statements helps the recipients to focus on precisely what needs to be improved. This makes action on the feedback more likely.

- **Be constructive:** People are often resistant to asking for or getting feedback because they expect it to be negative criticism. Good feedback, which helps people to develop and improve, is often critical but in a constructive way. Constructive criticism identifies what needs to be improved in the context of what was done well.

- **Take personal responsibility:** Feedback is one person's view of another's performance – it is not the truth or the final work. When giving feedback, it is important that you "own" it by consciously beginning your statements with "I think that.." or "I felt that..". By taking your own responsibility for your feedback, you allow the other person to take responsibility for acting on it.

- **Allow freedom to change or not to change:** Feedback is intended to help people develop and improve. However, it remains their choice whether they wish to act on such feedback. Good feedback skills will enable feedback to be presented in a way that does not put people in a defensive position, but allows them to choose their future action based on information given.

Resource 1   Decision-Making (Analytic) Skills for Gender Mainstreaming

Problem-solving and decision-making skills are critical for gender mainstreaming. Perceptions guide people's decision and behaviour patterns. Individuals act according to how they imagine a situation, which may correspond more or less closely with reality.

The kind of knowledge needed for efficient gender mainstreaming is not simply an accumulation of facts, nor merely scientific evidence, but rather the capacity to identify and consider the various possible courses of action, bearing in mind different sets of criteria according to the specific situation.

Surveying the Field

Most decisions are probably made by people with little or not direct awareness of the gender equality dimensions of the decision to be taken. They rely heavily on information provided by others through personal communication or the media. But effective decision-making should avoid reliance on images of reality produced by others. Whenever possible, decision-makers should survey the field for themselves and use a variety of sources of information.

Remain open-ended

Decision makers rarely obtain all the information that they need on social, economic environmental or other problems. Something is always missing. Furthermore, they unconsciously give priority to some details that exclude others. Decision-makers should be aware of the hidden "etcetera" attached to each piece of information they obtain, and make open-ended interpretations.

Avoid over-generalising

A person who says "women feel…." Or women need…." Is creating stereotypes by implying that all women have a single set of values or goals. This is clearly nonsense. When decision-makers consciously avoid all-inclusiveness, their perceptions will be close to reality.

Describe issues in terms of degree

Individuals have a strong tendency to categorise issues and people in extreme terms, as either wrong or right, polluted or unpolluted, equal or unequal, exploiter and exploited. However, the complexity of reality and respect for the rights and freedoms of all call for a focus on the exact position of an experience between extremes, on the degree of "grey area" that must be taken into account.

Ponder different viewpoints

Individuals cannot assimilate all the available information about an issue. Instead the select information, filtering reality according to their goals, intentions, personal limitations, history, attitudes, etc. When they interpret problems they are saying something not only about the facts, but also about themselves.   Severe interpretive problems can occur when individuals fail to realise that the images they create are personal, and may or may not match those of others, or fit the facts accurately.

Date events

Linking information with its date is often overlooked, yet it is critical for interpretive skills. Dating means noting changes in information over time. Economic, social and environmental information is rarely stable: knowing when it has been gathered can make a big difference to one's analysis.

Think politically

Human development problems are complex. They do not mean the same to different individuals or groups throughout the world, nor within countries or communities or even within the household. In order to find lasting commitments and solutions to often conflicting interest and

viewpoints, it is important to understand that nobody – individuals, group or institutions – can dictate "the answer' to problems. Solving problems is a process where solutions are found through free and equitable negotiations and transactions among different people, within the framework of laws and rules to which everybody adheres, but which themselves were agreed at a particular point in history, and may need adjustment according to new perceptions and understandings.

Check locations

The information that individuals acquire and organise about economic, or social situations or problems has much to do with geographic, cultural and environmental contexts. To produce more complete images, individuals need to interpret environmental, economic or social information, not only in terms of their own regions, but also in terms of those of their information sources.

Think in complex ways

In reality, natural and socio-economic phenomena are connected in various ways. While on first analysis it may be convenient to study phenomena through specialised disciplines, lasting and effective solutions to complex problems must rely on a commitment to identifying interconnections and relationships.

Weighting the short and the long term, the practical and the strategic

Ensuring the present without compromising the future is a critical concern raised by short and long-term decision-making. Decisions on the short or long term require a delicate sense of balance, where the central conditions is the conviction that no livable future can be built on the ruins of the present, and that compromises to address practical or short term concerns can undermine strategic and longer term outcomes.

Working cooperatively

Most of today's major concerns, such as poverty, environmental degradation, insecurity, absence of peace and violations of human rights, are interconnected. Handling them properly means developing a sense of solidarity that extends beyond neighbourhoods, communities and countries to embrace the whole world. Human development can only be attained through the co-operative effort of individuals and nations. Experts, decision-makers and citizens are all players in the quest for human development

Resource 2   Effective Questioning to Facilitate Discussion

Article by: Fox, P.G., Fox Performance Training

Effective Questions to Facilitate Discussion[1]

The success of any discussion during a presentation, training program, or meeting depends on participation. An atmosphere of free exchange can be created only when participants see that a mutual sharing of opinions and ideas is welcome. The skillful use of questions will encourage discussion. The following examples provide some useful guidelines for generating discussion.

1. Ask for feelings and opinions

   - What is your reaction to.....?
   - How do you feel about.....?
   - What is your thinking on .....?

2. Paraphrase

   - Are you asking me to.....?
   - Let me see if I understand your position. Are you saying that.....?

3. Encourage participation

   - Carlos, how do you feel about this?
   - Mary, how would you answer John's question

4. Ask for a summary

   - A lot of good ideas have been presented here. Will someone please summarize the major points before we go on?
   - It is clear Jim does not agree. Jim, will you summarize your major objections?

5. Ask for clarification

   - I didn't understand that last comment. What would you do if.....?
   - It's still not clear to me. What do I do when.....?

6. Ask for examples

   - Dorothy, will you give some examples of what you mean?
   - Joe, can you expand on that? I'm not sure I understand.

7. Test for consensus

   - It seems that we have come to agreement on this issue. Let me ask for a show of hands on this.
   - Glenda, is that also your feeling?

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[1] Copyright 2000 Paul G. Fox

8. Initiate action

- Frank, how would you suggest we proceed on this?

- What do you think are the next steps?

9. Explore an idea in more detail

- What are some other ways to approach this problem?

- Are there other things we should consider?

10. Do a quick survey

- Let's see a show of hands. How many of you are for this proposal?

- How does everybody feel about this? Let's start with Luis.

11. Share your feelings

- I feel you are not giving Harry a chance to explain his position.

- I'm confused. I'm not sure what you're asking.

12. Reflect what you think someone is feeling

- George, I get the impression that you are not satisfied with my answer. Is that right?

- Kim's comments tell me that she needs to ask some questions on this -- is that right, Kim?

13. Be supportive

- Let's give Tony a chance to tell it the way he sees it.

- Dave, you had your say. Now it's Barbara's turn. Give her a chance to explain.

14. Check targets or orientation

- Are we asking the right question?

- Are these the most important goals?

- Is this the only way to get it done?

15. Look into the future

- If we did it this way, what is the worst thing that could happen?

- If we run into problems, what's "Plan B"?

Resource 3   Negotiation and Alliance Building

Article by: Fox, P.G., Fox Performance Training

Don't Push: Build Them A Bridge[2]

As internal consultants we're often in the position of proposing a new approach to doing something that others don't want to hear. When someone resists an idea we propose, the natural human reaction is to push harder. This only increases people's resistance, and may cause them to reject our ideas entirely. What can we do to encourage people to adopt new approaches? Build them a bridge.

In our Breakthrough Negotiation workshop we show how to build bridges rather than push people in a direction we want them to go. Workshop participants learn there are four common reasons why people stall when a new concept is proposed.

Not their idea. People may reject your proposal simply because they didn't think of it first. This is especially true for those who are more senior than you!

Unmet interests. Your idea may not include one of the other person's basic interests (i.e. to look good, to be seen as in charge, to feel valuable, etc.).

Fear of losing face. People may feel accepting your proposal, even if it is a good one, may cause them to look bad, to lose face.

Too much too fast. If your idea seems too big, wide-ranging, or complicated it may be simpler for people to just say "no."

Frustrated by people's resistance you may be tempted to push, cajole, or insist. But pushing may make it more difficult for others to agree. It points out that the proposal is your idea. It fails to address their unmet interests. It makes it harder to accept without the appearance of giving in to pressure.

Instead of pushing the person toward agreement, draw them in the direction you want them to go. Build them a bridge across the chasm between you and them.

Involve the other side

A common consulting mistake is to announce that you have found the solution to a problem. It's much better to get the parties involved to design an agreement together.

Ask for and build on their ideas. Effective consultants do more asking than telling. The simplest way is to involve other parties is to ask for their ideas. Ask how they would solve the problem, deal with the issue, or make the decision to meet everyone's interests. Once you've obtained their ideas, build upon them. Select the ideas you find most useful and head off in the direction you want to go. You don't have to accept their ideas as they are. When making a proposal, show how it relates to one or more of their ideas.

Ask for feedback. As you develop potential agreements keep the other parties involved by soliciting their feedback. "How can we make this better?" "What changes would you make to more closely meet your interests?"

Offer them a choice. Create several potential agreements, groups of options that satisfy everyone's interests. Don't just develop one proposal. Expand the number of options and work to find those acceptable to the other parties. Once they select an alternative it becomes their idea. This process may take some time, but its usually worth it.

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[2] Copyright 1998 Paul G. Fox

Don't dismiss them as irrational. When frustrated with an inflexible person, its easy to blame a stalled negotiation on their irrational nature. "She's crazy! No one can deal with her." If you decide another person is irrational, you'll stop working to uncover and meet their interests, the very approach that will tend to make them more rational.

Don't overlook basic human needs. We often overlook the intangible motivators that drive the behavior of other people their basic human needs. For example, the needs for security, recognition, status, belonging, acceptance, and so forth need to be satisfied. Work to do so!

Help them save face

There is always a constituency or audience whose opinion the other parties care about. It could be their boss, colleagues, friends, spouse, or their own internal standards. Help the other person save face and look good to their constituencies.

Face-saving involves people's self-esteem, their sense of honor, and their desire to look good to others. To help them save face, you can show how circumstances have changed, or obtain a third party recommendation from a person they respect. You can even point to a standard of fairness, such as precedent, what another respected authority has done, or what worked well elsewhere.

Help them write their victory speech

Other people's constituents may attack the a proposal or idea as unsatisfactory. So help them plan how to present it in the most positive light. Anticipate what the critics are likely to say and develop persuasive counter arguments.

Go slow to get there in the end

Think of yourself as a guide helping a client who is afraid of heights climb a high mountain. Break the trip into small stages, pace your client, stop to rest, and look back at how far you've come.

If reaching agreement on the whole proposal seems unlikely at first, break it into steps, and agree on one at a time. This approach will make the unthinkable gradually seem possible. Start with the issue that is the easiest for people to agree on.

Using these ideas will improve your success and increase your value to your organization.

So try some bridge building!

Resource 4   Leadership Dimension of Gender Mainstreaming Capacity Development

Extract from: *Leadership Dimension of Gender Mainstreaming Capacity Development, UNDP, - excerpts from articles on The Leader of the Future* (need credit)

Douglas K. Smith in "The Following Part of Leading" builds on the general trend in this contemporary resource on leadership in management to "turning the familiar structures upside-down" and the familiar relationships "backwards" to the ways they have been traditionally.

"In the twenty-first century organization, all leaders must learn to follow if they are to successfully lead. Profound and continuing changes in technology, demographics, government, and economics have made the omniscient leader obsolete. Yes, leaders must continue to set direction, make tough decisions and choices, and inspire commitment from those who follow them. They must find ways to "go first" and, in doing so, to put their own unique stamp of personality and talent on the enterprise. But that is no longer enough.

"Leaders at all levels and in all situations must play close attention to situations in which their most effective option is to follow - not because the hierarchy demands that they "obey", but because performance requires them to rely on the capacities and insights of other people.

"Most of us, of course, have known and honored people who "led from behind". Too few of us, however, have sought to emulate them. Rather, we have considered them as unusually "good" people, admirable souls who surely were exceptions in the rough and tumble, Darwinian environment of organizations. Such judgments were perhaps accurate for most of the twentieth century. But today's most critical performance challenges demand that we rise from the comfortable cough of "good-versus-bad" moral judgments to a more proactive and practical outlook and ask, "What must leaders do to ensure results?" More than ever before in history, the answer lies in following - following our vision and purpose, following our principles for managing toward that purpose, and following *all the people* who will make an organization's vision happen.

..."Delivering balanced performance now requires both functional and cross-functional ("process") excellence built on both individual and team contributions. Goals and accomplishments must be continuous as well as periodic. And what matters most can be qualitative (for example, morale) as well as quantitative. Finally, speed (cycle time) and specificity (zero defects) have joined volume and money as key metrics.

"Viewed as a blended whole, this "both/and" performance agenda demands "both/and" organizing approaches. Today, the people in an effective organization must both think and do, both manage others and manage themselves, both make decisions and do real work. They must figure out the best way both to divide up labor and to reintegrate it. And they must do so in a manner that ensures the advantages of both fixed routine and flexibility. Finally, they all must know when to hold themselves individually and mutually accountable for results.

<u>Reference pages 199 and 200</u>

"When an organization's performance depends more on getting continuously better at cross-functional excellence than on improving functional excellence, all the people who contribute to that process must know how to follow and serve those who are "upstream" and "downstream" from them.

<u>Reference page 202</u>

"In what is now a both/and world, following continues to bear an either/or burden at the center of which lies self-interest. Either you are a leader or you are a follower. At times, self-interest dictates that you follow because you have no choice. It is in your job description. But you are always looking for "advancement", for the opportunity to break the bonds of following by advancing to a position as a leader. One need only look at an organizational chart to see who are the leaders and who are the followers.

The only individuals standing apart from this position-based pattern are those special people who are so selfless that, in following others, they actually take a higher ground of leadership. And do not assume that I am only describing historical figures like Ghandhi here. All of us have known

comparable organizational "saints" who, in always ignoring their own self-interest, garner a moral base for, in fact, leading. The opinions and influence of such people are always sought out in support of any critical change or initiative. Put differently, pure following is a subtle act of leadership.

"Of course, very few such people exist in organizations. Self-interest is too strong a force. And therein, I believe, lies a large measure of the answer to the question of how to shift the image and practice of following from the ineffective either/or past to a more promising both/and future. Performance now demands that we all learn *how and when we must effectively advance our self-interest by following.* In fact, I would state this even more strongly. In the complex interdependent reality we now inhabit, our self-interest - indeed our survival - demands that we become as adept at following others as we are at getting them to follow us.

"Our self-interest demands that we learn the both/and reality in following and leading. This starts with abandoning a positional reference to the issue of who are followers, who leaders. Position was a powerful engine for organizations that depended on people as cogs. But today's organizations require fast and flexible networks of engaged and empowered people, not human robots who contribute coglike efficiency to organizational machines. Today, performance challenges - not position - should determine when you should follow and when you should lead.

The Following Part of Leading

"Everyone must learn both when and how to exercise the following part of leading and the leading part of following. Knowing when to follow is not a bimodal, either/or affair. Unlike position, which remains static for significant periods of time, performance goals and demands constantly shift. Performance happens in real time, not organizational time. As a result, learning when to follow is a constant challenge that coexists *simultaneously* and *in parallel* with knowing where to lead. Consider, for example, the indicators of when a leader must follow in each of three common performance situations:

> 1. *Individual performance.* As a leader, you must follow another individual, regardless of hierarchy, if:
> - That individual, through experience, skill and judgment, knows best.
> - That individual's growth demands that you invest more in his or her skill and self-confidence than your own.
> - Only that individual, not you, has the capacity (the time and opportunity) to "get it done"

> 2. *Team performance.* As a leader, you must follow the team if:
> - The team's purpose and performance goals demand it.
> - The team, not you, must develop skills and self-confidence.
> - The team's agreed-upon-working approach requires you, like all the others, to do real work.

> 3. *Organizational performance.* As a leader, you must follow others, regardless of hierarchy, if:
> - The organization's purpose and performance goals demand it.
> - The need for expanding the leadership capacity of others in the organization requires it.
> - "Living" the vision and values enjoins you to do so.

<u>Reference Pages 204 and 205</u>

"How can you exercise the following part of leadership? How can you go beyond just good listening to actually following? These are some of the critical behaviours and skills that can make you an effective follower:

> - *Asking questions instead of giving answers.* By asking such questions as "What do you think we should do?" or "How do you suggest we proceed?" you take a step behind another person. Whether you stay behind, of course, depends on your intention to actually follow the suggestion or answer of that person.
> - *Providing opportunities for others to lead you.* This goes beyond the traditional notion of looking for growth opportunities for other people. Unless the opportunity in

question bears a real risk for your personal performance outcome, you are not actually positioning yourself as a follower.

- *Doing real work in support of others instead of only the reverse.* Rolling up your sleeves and contributing "sweat equity" to the efforts and outcomes of other people earns you their appreciation as someone upon whom they can depend, regardless of the relative hierarchical or functional position each of you holds.
- *Becoming a matchmaker instead of a "central switch".* In addition to following others yourself, you must learn to help them follow each other. This requires you to get beyond considering yourself the "central switch", through which all decisions flow. Instead, you need to look for every possible change to help people find t heir best collaborators. "Have you asked Sally or Rasheed what they think?" is often the only input required to facilitate the effort at hand - although you then must submit your effort and support to whatever the people in question suggest.
- *Seeking common understanding instead of consensus.* The pejorative meaning associated with consensus management has nothing to do with either effective leading or effective following. Leaders who know when and how to follow build deep common understandings, not superficial consensus, around the purpose, goals and approach at hand. They submit themselves and others to the discipline of ensuring that all sides to any disagreement are fully understood by everyone, recognizing that mutual understanding is far more powerful than any particular decision to choose path A over path B. All people will follow strong, commonly understood purposes and goals more easily than the "put-up jobs" associated with consensus.

"We need to create a different organizational culture, one that self-consciously practices and celebrates both the following and the leading skills in all its people. In this culture, people are not "assets". They are continually shifting collaborations of individuals who make performance and change happen. In these collaborations, individuals forever both follow and lead one another in whatever combination works best for the task at hand, then recongeal around different followers and leaders for the task coming on its heels. In those moments when some are following, they do so neither as saints nor serfs, but as human beings trying to make a difference.

"Leadership Purpose: Turning Aspirations Into Actions

The outcome of effective leadership is simple. It must turn aspirations into actions. Aspirations come in many forms; strategies, goals, missions, visions, foresight, and plans. Regardless of the term, leaders create aspirations. Successful aspirations have certain defining characteristics:

- They focus on the future by visualizing what it can be.
- They connect and integrate the entire value chain of an (entity), rather than what goes on inside (it).
- They create energy and enthusiasm about what can be.
- They engage employees' hearts (emotion), minds (cognitions) and feet (action).

However, the leader's job is not just to aspire, but also to act. Turning aspirations into action translates a statement of intent into a series of behaviors. Leaders in the future will not just "want to become the preeminent global provider" or "anticipate changing customer values through dedicated employees". Instead, they will intentionally and purposefully create actions that cause those aspirations to happen. It will not be enough to write value statements; these statements will have to create value. It will not be enough to run visioning workshops; the visions will have to be reflected in daily behaviours. it will not be enough to declare an intent; leaders will have to deliver results.

Five assumptions about future leaders that need to change are discussed:

- *from leadership at the top of the enterprise to shared leadership;*
- *from one-time events to ongoing processes;*

- *from individual champions to team victories;*
- *from problem solvers to pioneers;*
- *from unidimensional to paradoxical thinking;*

"From Individual Champions to Team Victories

In an increasingly interdependent world, leadership must be created through relationships more than through individual results. Leaders of the future will have to master the art of forming teams and learning to work with boundaryless teams. Instead of coming from individual heroes, future successes will come from teams that share resources and that learn to overlook personal ambition for the sake of the team. Leaders who learn to collaborate through teams rather than through edicts see the value of team success. In almost every team sport, good teams will beat good talent. The best athlete in the league seldom is on the team that wins the most games.

"Future leaders will have to master teamwork. They will have to understand how to work with and through others because no one person can possibly master all the divergent sources of information necessary to make good decisions. Thus, diversity, as evidenced by teams that are composed of individuals with different talents, becomes a competitive advantage.

<p align="right">Reference page 112</p>

" ... Leaders have traditionally been taught to be problem solvers, defining where they are headed in explicit terms ... and making sure that all the steps to the end are detailed before acting. In the future, because of the enormous pace of change, the end state can never be precise. Leaders have to shape a direction, then take steps toward that direction with the confidence that they will continually make progress. ...

Future leaders will need to be pioneers who take risks, create new paths, shape new approaches to old problems, and have strong values and beliefs that drive their actions.

"From Unidimensional to Paradoxical Thinking

"The traditional world of leadership thinking is bounded by right answers. Leadership skills are neatly laid out and packaged so that the individual can become more effective. In the complex world of the future, the bounds must be unshackled and leaders must learn to live with and master persistent paradoxes. Paradoxes occur when two competing demands pull someone in seemingly opposite directions. ... Learning to serve multiple stakeholders and to manage ongoing paradoxes will be the new challenge of future leaders. These leaders will need to learn to live in ambiguity and to balance competing demands.

Ultimately, these new assumptions about leadership - that it is shared, involves ongoing processes, focuses on team victories, requires pioneers, and accepts paradox - will form the framework for the leader of the future. These assumptions will force leaders to learn, unlearn, and relearn continually. When leaders grasp the implications of these assumptions, they can respond to the leadership challenge of the next century.

<p align="right">Reference Page 214</p>

Leadership Charge: Credibility x Capability

"A simple charge for leadership that fulfils the goal of turning aspirations into actions, based on the defined assumptions, comes from the concept *credibility x capacity.* ... Successful leaders of the future must be personally credible. Credible leaders have the personal habits, values, traits and competencies to engender trust and commitment from those who take their direction. ...

Successful leaders of the future must also be able to create organizational capability. Capability comes from leaders who are able to shape, structure, implement, and improve organizational processes to meet business goals. ...

"In this simple model, a leader must engender personal credibility and create organizational capability. ...

In this view of leadership, two generic diagnostic operations can be asked to assess leadership quality:

> 1. *Credibility*. Does this leader have credibility with those he or she works with? Do individuals trust, respect, admire, and enjoy working for this leader? Do those who work with the leader as subordinates, peer, customers, or supervisors feel a personal and emotional bond with him or her?

2. ***Capability***. Does this leader have the ability to make the organization succeed? Does she or he have the ability to shape a vision, create commitment to the vision, build a plan of execution, develop capabilities, and hold people accountable for making things happen?
"On these two simple dimensions should rest many leadership requirements of the future. Leaders who demonstrate both credibility and capability will engender passion and performance, resolve and results, commitment and competence. They will be individuals who have strong characters and who also build strong organizations t hat do not depend on their characters for success.
<div align="right">Reference Page 215</div>

[Leaders need to take five steps" to turn aspirations into actions at both the personal (credibility building) and organizational (capability-building) levels: [These five steps are:
    1. Assessment
    2. Articulation
    3. Allocation
    4. Attention
    5. Accountability
<div align="center">[*key points excerpted below and on next page*]</div>

1. Assessment. Leaders need to assess their personal and organizational strengths and weaknesses. This candid assessment should help them to see the world as it is, not as they would like it to be. Acknowledging weaknesses and being able to leverage strengths enables leaders to know themselves and their organizations well enough to make it progress.
2. Articulation. Leaders need to articulate their personal and organizational goals and directions. Personal missions and organizational visions become useful means for articulating a direction.
3. Allocation. Leaders need to allocate resources. Personal resources include time and accessibility. Leaders who do not manage their calendars fail to build credibility because they never have time for anyone or anything. Likewise, leaders need to allocate resources within an organization to strengthen it. Building competencies through training, shaping teams and reengineering work processes, and sharing information become means of allocating organizational energy.
4. Attention. Leaders need to focus their attention. They gain credibility by having passion about a few priorities and by paying attention to those whose interests may not be met by majority rule. Leaders help organizations to focus their attention by specifying a few key priorities, relentlessly pursuing those priorities, and building an organizational culture of resolve.
5. *Accountability.*   Leaders need to ensure accountability. Without a "return-and-report" process, personal goals become wishes, not realities. Likewise, building a performance management system, where organizational behaviours are expected and accounted for becomes critical.
<div align="right">Reference Page 218</div>

"Given the purpose, assumptions, and charge for leaders of the future, a simple question remains. Would I know one if I saw one? The leaders of the future will be known:
- less for what they say and more for what they deliver;
- less by their title and position and more by their expertise and competence;
- less by what they control and more by what they shape;
- less by goals they set and more by mind-sets they build;
- both for great personal credibility and for exceptional organizational capabilities.
<div align="right">Reference Page 219</div>

In "Learning from Past Leaders," Warren Wilhelm identifies the "characteristics of effective leadership" that span history and "more" which are needed today.
<div align="right">Reference page 221</div>

..."As has been true through the ages, effective leaders of the future will possess certain core competencies or characteristics that allow them to be effective. Built into these core characteristics must be learned dynamic capabilities that allow the raw talent to take shape in ways that cause others to follow willingly and often excitedly.

"The core characteristics, the sine qua non of effective leaders in the future, will be much the same as they have always been. They include basic intelligence, clear and strong values, high levels of personal energy, the ability and desire to grow constantly, vision, infectious curiosity, a good memory, and the ability to make followers feel good about themselves. Each of these, and the integrated bundle of characteristics they form, will be necessary but insufficient for effective leadership in the future. ...

<div align="right">Reference Page 223</div>

"I have described here the basic characteristics that will be needed for effective leadership in the future. These characteristics, though necessary, will be insufficient to produce effective leadership for themselves. It is the weaving together, the dynamic interaction, of the characteristics on a day-by-day, minute-by-minute basis that allows truly effective leadership. Built on the foundation characteristics are enabling behaviours that allow those who possess the raw material of leadership to transform it into effective leadership action. These enabling behaviours include empathy, predictability, persuasive capability, the ability and willingness to lead others by personal example, and communication skills ..."

<div align="right">Reference Page 224</div>

"Finally, at the core of effective leadership is the ability to communicate. All forms of communication must be mastered by the effective leader; written and oral, electronic and digital, communication by graphics and behavior, by art and music, by expressed emotion, and more. Such mastery often requires almost an entire lifetime to achieve. But the studied master of communication becomes a more effective leader, justifying the investment necessary to reach this state.

<div align="right">Reference Page 226</div>

Marshall Goldsmith in "Ask, Learn, Follow Up, and Grow" describes the main behaviours of a successful leader in the future.

"In a talk ... in 1993, Peter Drucker said, "The leader of the past was a person who knew how to *tell*. The leader of the future will be a person who knows how to *ask*. The traditional hierarchical model of leadership will not work effectively for major organizations in tomorrow's changing world.

"In the "old days", a person was hired into a position, learned the job, and - usually because of some form of functional proficiency - received a promotion into management. Then, as a manager, the same person could tell a *few* people what to do. Next, if the person was skilled and/or lucky, more promotions followed until he or she eventually became an executive who could tell *lots* of people what to do.

"In most cases, the leader of the future won't *know* enough to tell people what to do. The world is changing too rapidly. No one person will be smart enough to keep up. As (noted elsewhere in this volume), leaders will need to effectively involve others and elicit participation "because tasks will be too complex and information too widely distributed for leaders to solve problems on their own".

"How will the leader of tomorrow differ from the leader of yesterday? The thought leaders represented in this book describe a variety of differences; I will describe one key process. The effective leader of the future will consistently and efficiently *ask, learn, follow up,* and *grow. ...*

<div align="right">Reference Pages 227-228</div>

The effective leader of the future will consistently ask - to receive feed-back and to solicit new ideas. Tomorrow's leader will ask a variety of key stakeholders for ideas, opinions, and feedback. ..."The trend toward asking is already very clear. Twenty years ago, very few top executives *ever* asked for feedback. Today the majority of the most highly respected leaders in North America *regularly* ask for feedback ...

"Apart from the obvious benefit of gaining new ideas and insights, asking by top leaders has a secondary benefit that may be even more important. The leader who asks is providing a role model. Sincere asking demonstrates a willingness to learn, a desire to serve, and a humility that can be an inspiration for the entire organization.

"Learn

Peter Senge has written extensively about the future importance of the learning organization. The learning organization will need to be led by people who model continuous learning in their own day-to-day behavior. Two keys to learning are (1) effective listening and (2) reflection after asking for and receiving information. Asking for input and then "shooting the messenger" who delivers the bad news is worse than not asking at all. Leaders will need to provide recognition and support for people who have the courage to tell the hard truth before issues become disasters. Another major challenge for the leader of the future will be prioritization. Leaders will face the danger of drowning in a sea of information. There is more to learn than any human can effectively process. ... Leaders will need to focus on the vital few areas for change from each important source of information.

... Leaders who can ask, process information, and learn in a highly efficient manner will have tremendous competitive advantage over their slower and less proactive counterparts."
"Follow-up
"Keilty, Goldsmith & Company recently conducted a study on the impact of asking for feedback and following up with over eight thousand leaders in a Fortune 100 company. Each manager in the company asked for feedback from direct reports, using a Leadership Inventory that had been designed to reinforce the company's new values. After receiving a confidential summary feedback report, each manager was asked to:

> 1. Pick one to three key areas for improvement and develop an action plan for desired change;
> 2. *Respond* to the co-workers by thanking them for the feedback, discussing the action plan, and involving them in the change process;
> 3. *Follow-up* with co-workers to check on progress and receive further assistance.

"Managers were asked to spend only five to fifteen minutes responding in a focused two-way dialogue. They also were asked to spend only a few minutes following up by asking for a "progress" report and further suggestions.
"Approximately eighteen months after initially providing feed-back, co-workers were asked to again provide feedback to their managers using the Leadership Inventory. Two additional questions were added to the inventory concerning:

> 1. The manager's degree of change in leadership effectiveness
> 2. The manager's degree of follow-up.

The findings of the study were dramatic but not surprising. The degree of change in perceived leadership effectiveness was clearly related to the degree of follow-up. Managers who were seen as *not following up* were perceived as only slightly more effective as a group than they were eighteen months earlier. Although 46 percent were rated as more effective, more half were rated as unchanged or less effective. Managers rated as *doing some follow-up* experienced a very positive shift in scores, with 89 percent being rated as more effective. Almost half of the leaders in this group (45 percent) were rated in the highest two categories (+2 or +3) and almost none (3 percent) were seen as less effective. *Consistent or periodic follow-up* had a dramatic, positive impact. Over half the leaders (55 percent) were rated in the highest possible category, with 86% rated either +2 or +3.
"Studies similar to this one are being completed in six other major corporations with leaders from other twenty countries. So far, the results have been remarkably consistent. Studies have also been conducted concerning the impact of asking for feedback and following up with team members and external customers. Results point to a very similar pattern; team members and suppliers who ask for feedback, respond in a positive manner, and follow up are seen by their fellow team members and external customers as dramatically increasing in effectiveness.
"Follow-up will be a key challenge for the leader of the future. For "real-world" leaders, asking and learning will have to be more than an academic exercise. The process will have to produce meaningful, positive change. By learning how to follow up efficiently and effectively in an extremely busy world, leaders will enable key stakeholders to see the positive actions that result from the input they were requested to provide.

<u>Reference pages 229-235</u>

"Grow

"The leader of the future will have to change and grow on the job. Can this happen? Definitely! Leaders who read out, ask for input, learn, respond in a positive manner, involve key stakeholders, and follow up will almost invariably be seen as becoming more effective and growing over time.

"As demands on leaders increase, effective leadership growth and development will become more important than ever. However, the methodology of leadership development may radically change. Historically, leadership development efforts have tended to focus on the "front side" of the development process; impressive training, well-designed forms, clever slogans, and lots of 'flash'. They have not focused on the "back side" of the process; the ongoing application of what is being learned. Follow-up studies have validated the obvious. What leaders do back on the job will be more meaningful than what they do in classrooms.

"Future leadership development will not be like *getting* in shape; it will be like *staying* in shape. Recent research has indicated that the "program of the year" approach to leadership development has the same impact as the crash-diet approach to physical fitness. The results don't last! Many organizations have spent millions of dollars on programs and almost nothing on follow-up. In the future, far more effort will be placed on developing the processes required to ensure positive, ongoing leadership growth. By developing processes that ensure ongoing asking, learning, and follow-up, leaders will grow in a manner that produces a positive, measurable impact."

<u>Reference pages 235</u>

"Almost all of the thought leaders represented in this book believe that the leader of the future will need to continuously involve and learn from others. Unfortunately, as this need is increasing, the time available to do it is decreasing. As the amount of information made available to the leader is increasing, the time to process it is decreasing. The leader of the future will need to be able to effectively focus and prioritize. In a period of rapid change, focus and the frequency of interactions may become more critical than the duration of the interactions.

Recent research has shown that leaders who ask for input from key stakeholders, learn with a positive, nondefensive attitude; and follow up in a focused, efficient manner will almost invariably grow and develop in terms of increased effectiveness. Learning from input and increasing leadership effectiveness is a lot like getting a physical exam and changing one's life style. The doctor usually suggests, "Go on a low-fat diet and work out every other day." The challenge is not in *understanding* this advice, but in *doing* it. As Arnold Schwartzenegger once said, "Nobody ever got muscles by watching *me* lift weights."

<u>Reference page 23</u>

Resource 5   No Longer Invisible: A Woman's Effectiveness in Meetings

Article by: Claire Roberts-Liberman, Clairifications Leadership Consulting, Kitimat, British Columbia, Canada

Note: this document refers to behaviours, such as eye contact and keeping hands visible, that may not be considered polite, and/or appropriate for women, in some settings. Nevertheless the principal message remains valid. Visibility and effectiveness at meetings requires a posture and body language that conveys confidence and competence, in ways that are appropriate to the cultural context)

During the mid-1990's, I represented my division on the President's Council of a large metropolitan university in the United States. One day, after a particularly long and grueling meeting, a female colleague of mine pulled me aside and asked how I was able to be heard and respected by the predominately male group while she felt invisible at the table. I was surprised by her comment and began to immediately observe my own actions and the behaviours of female colleagues at these meetings.

I eventually did some research to try to determine which behaviours detract from a woman's effectiveness in meetings and which ones enhance it. I began a journal documenting which women seemed to be able to get their points across and which ones seemed to be ignored by both men and other women at the table. In order to get a more in-depth look at the impact that women were making on men in meetings, I interviewed 66 men (faculty and administrative staff) and asked them a series of questions to identify which meeting behaviours by women had the most negative impact on them.

Negative Meeting Behaviours

The meeting behaviours consistently identified as negative were:

❑   Bringing too many items into the meeting such as purses, briefcases, too many books or folders which took up too much table room. This gave the impression of being disorganized and insecure.
❑   Constant note taking which disables eye contact with the speaker. Females who took constant notes in meetings were identified by the men in the survey as having a "clerical image".
❑   Poor posture, sitting hunched over a notebook.
❑   Speaking too often and for too long; never speaking at all.
❑   Raising voice at the end of a statement; gives the impression of uncertainty

In my own reflections, I realized that this data concurred with my own impressions of negative meeting behaviours. The women whom I had pin-pointed as being ineffective in meetings, those who were being ignored or discounted, all exhibited three or more of the behaviours outlined above. Subsequent to the survey of the 66 men, I set up a series of informal interviews with women in management whom I assessed to be effective in meetings. In each case, these women concurred that the behaviours identified by the men as being negative also had a negative impact on them.

Effective Meeting Behaviours

In order to use this feedback to enhance your own effectiveness in meetings try implementing the following behaviours:

❑ Do your homework. If a meeting agenda is furnished in advance, study it, then anticipate and reflect ways that you can contribute.

❑ Take only what is necessary into a meeting. Try to limit your items to a writing utensil and paper or notebook. If it is necessary to take a handbag or briefcase, put it on the floor next to your chair, not on the meeting table.

❑ Take notes only for the purpose of noting something that is crucial not to forget such as a date and time for a future meeting or a question you want to ask someone. Intense and constant note taking is a woman's number one credibility opponent in meetings

❑ Sit tall and preferably on the edge of a chair while remaining close to the table. It is important for women to keep her hands on the table and assume a posture of confidence and authority. Hold your chin high and shoulders straight.

❑ When someone else is speaking, turn not only your head and eyes to the speaker but turn your upper body toward them slightly as well.

❑ Explore appropriate ways to agree with someone in the meeting without having to make a full verbal statement. A well placed nod of the head can be most effective. You remain involved in the discussion as an active listener, but you will not dilute your credibility by speaking too often.

❑ Explore appropriate ways to disagree with someone that do not accelerate conflict. Try statements that begin with phrases such as "Another perspective on this is……." or, "I'd like to share a concern I have with that approach"." Invite group reactions on your comment in a way that does not placate.

❑ When making a statement, keep it brief and succinct. Make sure that when speaking you make eye contact with every single person in the meeting. If you feel at anytime that you are not being heard, ask for feedback at the end of a statement. For example, you could say, "I would be interested in hearing your thoughts on my idea". This puts you forth as an open minded, effective communicator who welcomes dialogue.

❑ Never leave a meeting without having said something. Make sure that even if you have nothing new to contribute to a discussion that you affirm some things with which you agree or disagree and follow up verbally with how you can involve yourself in taking action on a particular agenda item.

❑ Avoid the use of laptop computers for note taking

The Results of Effective Meeting Behaviours

The female colleagues with whom I have shared these suggestions have consistently reported their success to me after implementing these behaviours. These are some of the results:

❑ They felt that their credibility increased not only in meetings but in other work situations as well.

❑ They felt that they were able to hold the attention of the group for longer periods.

❑ They identified an increase of follow-up questions from others at the meeting, which immediately involved them more significantly in the meeting.

❑ They reported a significant increase in respectful behaviours from males, such as more eye contact and active listening behaviours.

❑ They reported a significant increase in respectful behaviours from other females, particularly a decrease in opposition.

❑ Their confidence and tangible effectiveness in meetings increased when they began to take more of an active role rather than a passive, listening, note-taking role.

Resource 6   Expressing Yourself More Clearly and Completely

Extract from: Dennis Rivers, 1999, The Seven Challenges: Communication Skills Workbook and Reader, Cooperative Communication Skills http://www.coopcomm.org/index.htm . Full text available at: http://www.coopcomm.org/fswdl95.htm

Challenge Three

EXPRESSING YOURSELF MORE CLEARLY AND COMPLETELY

Challenge 3

express yourself more clearly and completely

SUMMARY: Slow down and give your listeners more information about what you are experiencing by using a wide range of "I-statements." You are likely to get more of your listener's empathy if you express more of what you are seeing and hearing, feeling, interpreting, wanting, and envisioning. In the pages that follow we will explore each of these aspects of experience and how to express them more clearly.

Anytime one person sincerely listens to another, a very creative process is going on in which the listener mentally reconstructs the speaker's experience. The more facets or dimensions of your experience you share with easy-to-grasp "I statements," the easier it will be for your conversation partner to reconstruct your experience <u>accurately</u> and understand what you are feeling. This is equally worthwhile whether you are trying to solve a problem with someone or trying to express appreciation for them. Expressing yourself this carefully might appear to take longer than your usual quick style of communication. But if you include all the time it takes to unscramble everyday misunderstandings, and to work through the feelings that usually accompany <u>not</u> being understood, expressing yourself more completely can actually take a lot less time.

Filling in the missing information. If you observe people in conversation very carefully, you will begin to notice that human communication works by leaving many things unsaid and depending on the listener to fill in the missing-but-implied information. For example, a receptionist may say to a counselor, "**Your two o'clock is here**," a sentence which, on the face of it, makes no sense at all. She means "**Your client who made an appointment for two o'clock is has arrived**," and the counselor knows that. It's amazing how much of the time this <u>abbreviating and implying</u> process works just fine. <u>But</u>, in situations of change, ambiguity, conflict, or great emotional need, our "shorthand" way of speaking may not work at all. Our listeners may fill in a completely different set of details than the one we intended, or our listeners may not understand the significance of what we are saying (they may get some of the details but miss the big picture). *The more serious the consequences of misunderstanding would be, the more we need to help our listeners by giving them a full picture of our experience.*

According to various communication researchers, there are five main dimensions of experience that your conversation partners can use to recreate <u>your</u> experience inside <u>their</u> minds. The more elements you provide, the higher the probability that your listener's re-creation will match your experience. In this Workbook I will refer to these elements or dimensions of experience as "the five messages."

Examples in table format. The example in the table that follow outlines a five-part way of saying more of what we are experiencing. The shorthand version of the message below would be something like, "Stop that racing!" Here are the details of the five messages that are left out in the shorthand version: (Please read down the columns)

The Five Messages	Express:	Example (in a hospital, nurse to young patient):
seeing, hearing...	1. What are you seeing, hearing or	**"John, when I see you racing your**

	otherwise sensing? (facts only)	**wheelchair down the hall...**
and feeling...	2. What emotions are you feeling?	**...I feel really upset...**
because I...	3. What interpretations, wants, needs, memories or anticipations <u>of yours</u> support those feelings?	**...because I imagine that you are going to hurt yourself and someone else, too...**
and now I want...	4. What action, information or commitment do you want now?	**...so I want you to promise me right now that you will slow down...**
so that...	5. What <u>positive</u> results will that action, information or commitment lead to in the future? (no threats)	**...so that you can get out of here in one piece and I can stop worrying about a collision.''**

Note: My deep appreciation goes to the work of Marshall Rosenberg[3] for helping me to understand Messages 1 through 4, and to the work of Sharon and Gordon Bower[4] for helping me understand Message 5.

In the table that starts below and continues on the next page you will find eight examples of statements that would give your listener a full range of information about your experience. Notice how a person's feelings can change according to the needs and interpretations they bring to a situation. (Please read <u>across the rows</u>)

1. When I saw/heard...	*2. I felt...*	*3. because I... (need, want, interpret, associate, etc.)*	*4. and now I want (then I wanted)...*	*5. so that (in order to)...*
When I saw the bear in the woods with her three cubs...	**...I felt overjoyed!...**	**...because I needed a picture of bears for my wildlife class...**	**...and I wanted the bear to stand perfectly still...**	**so I could focus my camera.**
When I saw the bear in the woods with her three cubs...	**...I felt terrified!...**	**...because I remembered that bears with cubs are very aggressive...**	**...and I wanted to get out of there fast...**	**so that the bear would not pick up my scent.**

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[3] Marshall Rosenberg, *A Model for Nonviolent Communication*. Philadelphia: New Society Publishers. 1983.

[4] Sharon Anthony Bower and Gordon H. Bower, *Asserting Yourself: A Practical Guide for Positive Change.* Reading, MA: Addison-Wesley. 1976.

THE FIVE MESSAGES IN ACTION!

1. When I saw/heard...	2. I felt...	3. because I...(need, want, interpret, associate, etc.)	4. and now I want (then I wanted)...	5. so that (in order to)...
When I saw the dishes in the sink...	**...I felt happy...**	**...because I guessed that you had come back from your trip to Mexico...**	**...and I want you to tell me all about the Aztec ruins you saw...**	**...so that I can liven up some scenes in the short story I'm writing.**
When I saw the dishes in the sink...	**...I felt irritated...**	**...because I want to start cooking dinner right away...**	**...and I want to ask you to help me do the dishes right now...**	**...so that dinner will be ready by the time our guests arrive.**
When I saw the flying saucer on your roof...	**... felt more excited than I have ever been in my life...**	**...because I imagined the saucer people would give you the anti-gravity formula...**	**...and I wanted you to promise that you would share it with me...**	**...so that we would both get rich and famous.**
When I saw the flying saucer on your roof...	**...I felt more afraid than I have ever been in my life...**	**...because I imagined the saucer people were going to kidnap you...**	**...and I wanted you to run for your life...**	**...so that you would not get abducted and maybe turned into a zombie.**
When I saw the grant application in the office mail...	**...I felt delighted...**	**...because I think our program is good enough to win a large grant...**	**...and I want to ask you to help me with the budget pages...**	**...so that we can get the application in before the deadline.**
When I saw the grant application in the office mail...	**...I felt depressed...**	**...because I can't see clients when I'm filling out forms...**	**...and I want you to help me with the budget pages...**	**...so that I can keep up my case work over the next three weeks.**

Exercise for Challenge 3: Re-tell the story of some of your conflicts, frustrations and delights using the five-message format. Write one Five Messages statement a day in a journal or notebook. Here are some suggestions for expressing each of the Five Messages more clearly:

The Five Messages:	Suggestions for expressing more clearly:
1. What are you seeing, hearing or otherwise sensing? (facts only)	A. Begin by stating what you actually see or hear rather than how you feel about it or what you think of it. B. Describe specific actions observed, avoid generalizing such as "you always..." or "you never..." C. Be specific about place, time, color, texture, position and how often. D. Describe rather than diagnose. Avoid words that label or judge the actions you observe such as "slimy," "lousy," "neurotic," etc.. E. Avoid descriptions of a situation that imply emotions without actually stating them, such as "totally disgusting" and "horrible." State your feelings explicitly in Message 2 (described next). For example: **"When I saw the big coffee stain on the rug..."** is easier to hear and understand than **"When you ruined my day, as always, with your slimy, stinking, totally disgusting, rotten antics..."**
2. What emotions are you feeling?	A. Use specific emotion describers such as "I feel...": glad, angry, delighted, sad, afraid, resentful, embarrassed, calm, enthusiastic, fearful, manic, depressed, happy, etc. B. Avoid feeling words that <u>imply</u> the action of another person: "I feel.., ignored, manipulated, mistreated, neglected, rejected, dominated, abandoned, used, cheated (etc.)" Notice how these words indirectly blame the listener for the speaker's emotions. In order to help your listener understand what you are feeling, translate these "implied blame" words into an explicitly named emotion (see Suggestion A, above) and an interpretation or unmet want (Message 3). For example: **"I am feeling totally ignored by you"** probably means **"I am feeling really sad (or angry) <u>because</u> I want you to pay more attention to me, (spend more time with me, etc.)..."**

Exercise for Challenge 3 (continued):

The Five Messages:	Suggestions for expressing more clearly:
3. What interpretations, wants, needs, memories or anticipations <u>of yours</u> support those feelings?	A. Express the interpretations, wants, hopes, understandings and associations that support your feelings: **... because I imagine that... ... because I see that as...** **... because I remember how... ... because I take that to mean ...** instead of **... because YOU ...(did, said, did not, etc.)** B. Under our interpretations there are often unmet wants, hopes and needs. Explore and express the unmet wants that also support your feelings: **... because I wanted ... ... because I would have liked ...** **... because I was hoping that... ... because I needed ...** instead of ... **because YOU ...(did, said, did not, etc.)**
4. What action, information or commitment do you want now?	A. Ask for action or information, or for a present commitment to future action or information giving. Since most people cannot produce emotions on request, it is generally not productive to ask a person for an emotion ("I want you to cheer up." "I want you to be angry about this issue." Etc.) B. If your want is general, ask for a specific step toward it. Translate .open-ended requests, such as for "consideration, respect, help, understanding, support" etc., into specific action verbs such as please "listen, sit, lift, carry, tell me, hold me," etc. C. State your want in <u>positive</u> terms: **"Please arrive at eight..."** rather than **"Don't be late..."** D. Include when, where, how. Including the details can help you to avoid big misunderstandings.
5. What <u>positive</u> results will that action, information or commitment lead to in the future? (no threats)	In describing the specific positive results of receiving your request, you allow the other person to become motivated by feeling capable of giving something worthwhile. This prepares the ground for later expressions of appreciation, and points your relationship toward mutual appreciation and the exercise of competence (more enjoyable to live with), rather than guilt, duty, obedience or resentment (much less enjoyable to live with).

Exercise for Challenge 3 (continued): Re-tell the story of some of your conflicts, frustrations and delights using the five-message format.

Elements of your experience:	*...expressed as five different "I-messages":*
1. What are you seeing, hearing or otherwise sensing? (the facts without evaluation)	(I saw, heard, etc., ...)
2. What emotions are you feeling?	(I felt...)
3. What interpretations or wants <u>of yours</u> support those feelings?	(because I...)
4. What action, information or commitment do you want now.	(and now I would like...)
5. What positive results will that action, information or commitment lead to in the future?	(so that...)

Elements of your experience:	*...expressed as five different "I-messages":*
1. What are you seeing, hearing or otherwise sensing? (the facts without evaluation)	(I saw, heard, etc., ...)
2. What emotions are you feeling?	(I felt...)
3. What interpretations or wants <u>of yours</u> support those feelings?	(because I...)
4. What action, information or commitment do you want now.	(and now I would like...)
5. What positive results will that action, information or commitment lead to in the future?	(so that...)

Exercise for Challenge 3 (continued): Re-tell the story of some of your conflicts, frustrations and delights using the five-message format.

Elements of your experience:	*...expressed as five different "I-messages":*
1. What are you seeing, hearing or otherwise sensing? (the facts without evaluation)	(I saw, heard, etc., ...)
2. What emotions are you feeling?	(I felt...)
3. What interpretations or wants <u>of yours</u> support those feelings?	(because I...)
4. What action, information or commitment do you want now.	(and now I would like...)
5. What positive results will that action, information or commitment lead to in the future?	(so that...)

Elements of your experience:	*...expressed as five different "I-messages":*
1. What are you seeing, hearing or otherwise sensing? (the facts without evaluation)	(I saw, heard, etc., ...)
2. What emotions are you feeling?	(I felt...)
3. What interpretations or wants <u>of yours</u> support those feelings?	(because I...)
4. What action, information or commitment do you want now.	(and now I would like...)
5. What positive results will that action, information or commitment lead to in the future?	(so that...)

Exercise 1   Small Group Discussion on Assertiveness

IN YOUR GROUPS:

Think of a situation in which you met antagonism and/or resistance in trying to promote gender as an important issue.

- ## How did you respond?

- ## What did you feel?

Share your experiences and choose one to present to plenary.

1   Person acts the Gender Focal Point

1   Person acts his/her supervisor

Discuss the issue of what should be included in national Human Development report in order to prepare supervisor to discuss the issue with Minister.

GFP seeks to introduce relevant gender dimensions.

Boss is as obstructive as possible.

-    **Find what arguments work**
-    **Take turns in each role**

Exercise 3   My Communication Skills

Use the following rating scale to rate your communications attitudes.
1– rarely: 2 – occasionally: 3 – somewhat frequently: 4 – frequently: 5 – regularly/usually

Element	Prior to Training	At end of Training	After 60 days	After 120 days
1. I understand that my frame of reference is not necessarily that of the receiver of my message.				
2. I recognise that the receiver may interpret a message differently because of his/her attitudes, values, experience or needs.				
I recognise that the meaning of a message is in the receiver, not in the message.				
To ensure that my message is fully understood, I ask the receiver to restate it (elicit feedback)				
I restate things to the other person so he/she knows that I understood what was said to me ("you were saying that…..")				
I accept responsibility for a message of mine that is misinterpreted by the receiver				
When listening to someone else I try to "tune in" for feelings as well as facts.				
I try to avoid the use of emotional words, those that may irritate or inflame the other person.				
I recongnise when others are communicating a fact, an assumption, or a value judgement.				
I try to state things in a tentative way so that others are drawn into the communication effort.				
I pay attention to the body language of those communicating to me.				
I am aware of the congruence between my nonverbal behaviour and my verbal communication.				
I convey my attentiveness by culturally appropriate means. (Eye contact, nodding of head, vocalisations)				
I maintain warm, friendly relations with others to aid communication with them				
I use praise freely so as to get closer to people, thereby aiding communication with them.				
I try to level with others so as to ensure authentic communication.				
My staff are willing to speak freely to me, to question my decisions, to give me bad news, to debate an issue fully, etc.				
I recognise that my status as a supervisor/manager may inhibit communication with me.				

Adapted from: Julius E. Eitington. 1996 *The Winning Trainer, 3rd. Edition*. Gulf Publishing Company, Texas. p.612

INTERNET RESOURCES

All sites tested and found accessible as of September, 2000

Dennis Rivers, MA. The Seven Challenges; Communication Skills Workbook and Reader: http://www.coopcomm.org/sevenchallenges.pdf (website: http://www.coopcomm.org/)

The Canadian Association of Student Activity Advisors (CASAA) website. Listening Skills:

http://www.casaa-resources.net/resources/sourcebook/acquiring-leadership-skills/listening-skills.html

BT Educational website. Speaking, Listening and Presentation Skills: http://www.adline.co.uk/samples/study/speaking/index.html

From Now On website. Articles on Questioning skills, techniques and application: http://questioning.org/articles.html

San Diego State University. Brainstorming: http://edweb.sdsu.edu/triton/guides/Brainstorming.html

Mind Tools website. Brainstorming: http://www.mindtools.com/brainstm.html

Lawrence I Kaplan, MD FACP. Giving Feedback: http://www4.umdnj.edu/cswaweb/med_pres/feedback/sld001.htm

Center for Instructional Support (CIS). Giving Feedback to Peers: http://www.uchsc.edu/CIS/FdbkChkList.html#anchor1757037

Alberta Food and Rural Development. Making Presentations: http://www.agric.gov.ab.ca/ruraldev/rurallea/rgvsp1.html

 Alberta Food and Rural Development. Writing a Speech: http://www.agric.gov.ab.ca/ruraldev/rurallea/r2wsp1.html

Fox Human Resource Associates. Influencing and Alliance Building: http://www.foxperformance.com/consulting1.html

Mind Tools website. Ten Tips for Effective Email: http://www.mindtools.com/email.html

For UNDP staff: The Learning Resource Center http://intra.undp.org/ohr/learn/catalogue/sc.pdf

REFERENCES, BOOKS AND ARTICLES

Mackenzie, Liz, 1992. *On Our Feet: Taking Steps To Challenge Women's Oppression. A Handbook On Gender And Popular Education Workshops.*

Covey, Stephen R. 1989 "Principle of Empathic Communication" in *Seven Habits of Highly Effective People*. Simon & Schuster, New York. pp. 236 – 260.

Consultant's report on Gender and Development Training Programme, (Darium, S., M. Islam and S. Huq) UNICEF, Dhaka, Bangladesh, 1993

The Equality Game: A Review of the Canadian Public Service 1908-1987, (Morgan, N.) Canadian Advisory Council on the Status of Women, 1988

Rachel Slocum, Lori Wichhart, Dianne Rocheleau and Barbara Thomas-Slayter (Eds.) 1995, *Power, Process and Participation Tools for Change*

Training for Transformation …[need reference]

The Better Meetings Handbook [need reference]

On Working In Meetings And Being Assertive In Gender Work: [need reference]

On Our Own Feet [IT'S A SOUTH AFRICAN MANUAL ON GENDER TRAINING - [need reference]

On Being Assertive And Dealing With Resistance: [need reference]

WHY PROCESS AND ADVOCACY SKILLS?

- **The process of Gender Mainstreaming**

- **The importance of advocacy**

- **Inter-personal skills**

OVERVIEW OF PROCESS AND ADVOCACY SKILLS

- **Basic communication**

- **Decision-making**

- **Working in meetings**

- **Being assertive**

- **Dealing with resistance**

- **Working together**

LISTENING SKILLS

- **Eyes and ears**

- **Use body language**

- **Listen to feelings**

- **Check understanding**

- **Reflect understanding**

QUESTIONING SKILLS

- **Ask open-ended questions**

- **Probe**

- **Clarify**

- **Ask about feelings**

- **Be curious**

MAKING A PRESENTATION

- **Know the audience**

- **Establish credibility**

- **Know the message**

- **Know the time**

- **Communicate well**

FACILITATING GROUP DISCUSSIONS

- **Clarify objectives**

- **Clarify functions**

- **Keep the group on track**

- **Encourage participation**

- **Summarize the main points**

BRAINSTORMING

- **Collect ideas**

- **Clarify and discuss**

- **Cluster and eliminate**

- **Decide using agreed criteria**

SUMMARIZING

- **Make the key points**

- **The three "tellems"**

- **Sound bites**

ASSERTIVENESS: MESSAGE

- **Be clear**

- **Repeat**

- **Rephrase**

ASSERTIVENESS: DELIVERY

- **Listen to resistance**

- **Maintain eye contact**

- **Speak with conviction**

- **Keep calm**

ASSERTIVENESS: STRATEGIES

- **Identify allies**

- **Return to the issues**

- **Anticipate resistance**

TYPES OF RESISTANCE (1)

- **Denial**

- **Inversion**

- **Dilution**

- **Selection**

- **Subversion**

TYPES OF RESISTANCE (2)

- **Shelving**

- **Lip service**

- **Compartmentalization**

- **Tokenism**

- **Investigation**

OVERCOMING RESISTANCE (1)

- **Countering denial**

- **Countering inversion**

- **Countering dilution**

- **Countering selection**

- **Countering subversion**

OVERCOMING RESISTANCE (2)

- **Countering shelving**

- **Countering lip service**

- **Countering compartmentalization**

- **Countering tokenism**

- **Countering investigatory diversions**

CONSTRUCTIVE FEEDBACK

- **Focus on behaviour**

- **Focus on change**

- **Be specific**

- **Be constructive**

- **Take personal responsibility**

- **Allow freedom to change or not to change**