



**Take Back Communities**  
“Train the Trainers” Workshop Series

# **Resource Book** *for* **Community Leaders**

*A Guide for doing short sessions on leadership, effective communication, conflict resolution,  
motivation and community organization*

**South East Ottawa Centre for a Healthy Community**

**SOUTH-EAST OTTAWA CENTRE  
FOR A HEALTHY COMMUNITY**



**CENTRE DU SUD-EST D'OTTAWA  
POUR UNE COMMUNAUTÉ EN SANTÉ**

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# Resource Book

## Introduction:

Community participation must be stimulated and encouraged. This Resource book is aimed at the community leaders who would like to initiate that stimulation for a social change in a community in the direction of more development, poverty eradication, increased integrity, transparency in the management of community affairs and in a nutshell, empowerment of that community.

Community Leaders must be clear and knowledgeable about their goals; have the required skills to impart necessary skills and knowledge to fellow community members and must understand the fundamental concepts of leadership, communication, conflict resolution, community mobilization and project design and development.

Before assuming leadership role for mobilizing the community, community leaders need to know their **goal** and their **community**. They also have the required **skills** and **knowledge** to go about their business.

## What is needed to be a community leader/mobiliser?

### 1. The Goals

"If you do not know where you are going, then any road will take you there."

In most of the community development, community leaders do run around; they look busy; they arrange meetings; move advocacy groups and even stimulate action. However, the community seems to be not moving forward in terms of genuine community strengthening.

All this happens due to lack of clear goal.

Community leaders need to clarify their goals, first to themselves, then on paper, then to those around them.

Community leaders, engaged in mobilization at grassroots level, need to set goals in the dairies and not think of these goals merely as a list of someone else's ideals.

The goals of mobilization to develop a community may vary from person to person, community to community. Nevertheless, there are common elements. These include: poverty eradication, good governance, change in social organization, community capacity building, empowering low income and marginalized people, and gender balance.

As the community leaders go along, practicing the principles given in this resource book, they will find that each of these goals becomes more interesting and challenging, the more they know. They would have to go back to their dairies often to update, refine, and add details to all these goals.

Poverty reduction, for example, is more complex and challenging when a community leader works with it, in contrast to just listing it. We learn to avoid "poverty alleviation" because that merely temporarily alleviates the pain and discomfort, and does not lead to a durable solution. Poverty is not merely the absence of money and attacking the causes of poverty means fighting apathy, ignorance, disease, and dishonesty. That is only one example where your understanding of the goal expands through experience.

## **2. Knowing the Community:**

Another proverb commonly used in community development is: "The potter must know her/his clay." Every leader/mobilizer's clay is the community. They want to mould it, develop it into something strong. To do so, they must know a lot about the community (and about the nature of communities in general). They must know as much as possible about its social organization, economy, languages, layout (map), problems, politics, and ecology.

The community leaders' research should not be merely to get a list of unrelated facts; they need to analyze them to understand the nature of community as a social system and think about how the different elements are related.

A good start is to make a map. Where do people live? What facilities are in the community? (e.g. roads, paths, water supply, clinic, school, sanitation, market and other communal facilities and services). Later, when the leaders lead community members through an assessment of the community situation (resources, needs, opportunities, problems); they will guide them in making a community map. Doing one before hand for themselves will help them to prepare for that participatory activity later.

They need to put notes into their dairy, make observations about the community's social organization, economy, language(s), politics, shared values, traditions, and its relationship to the physical environment (ecology). They need to continuously analyze how the different elements relate to one another.

The leaders/mobilizers will learn that a community is not merely a collection of individuals, but a system that transcends those individuals. As a system it has various dimensions, technological, economic, political, institutional, ideological and perceptual. People come in and go out of the community, by birth, death and migration, yet the system persists. And it is always changing. Community leaders' job is to understand that system so they can nudge that ongoing change in certain directions (as indicated in their goals as we discussed earlier).

There is a lot a leader/mobilizer can learn about his/her target community, and it should never stop.

### **3. Knowing the skills a mobilizer/community leader need:**

The skills that a mobilizer needs are not exceptionally difficult to learn, but can be very powerful tools. They can be misused. As an analogy, one needs to think of the skills of a locksmith who performs many useful and valuable services. However, the same can be misused for breaking, entering and theft. The objective of community mobilization skills should be to use them for the benefit of the community, not to benefit oneself at the expense of the community.

Since the community leader belongs to the community as a whole and has to interact with almost everyone in the community, most of the required skills belong to communication abilities. They need to learn how to be a public speakers, but not just any kind of public speakers.

The kind of public speaking that a community leader needs to practice is the kind that is needed for leadership and facilitation. Mobilizers must learn how to draw information and decisions out of a group, which requires a full understanding of their goals and a relaxed confidence in front of people. They must be able to recognize preaching, lecturing and making speeches, and avoid those styles.

The technical skills one needs as a mobilizer include: public speaking, planning, managing, observing, analyzing and writing. The best way to learn these is through being self-taught. Community leaders also need to develop a personal character that is honest, respectful, enthusiastic, positive, tolerant, patient and motivated.

Community leaders need to know how to listen and understand when people talk. They have to know how to ensure that information is accurate. They have to know how to illustrate a point and make it interesting to a listener. Community leaders do not preach like a preacher; they do not make speeches like a politician; they do not lecture like a professor.

Community mobilizers/leaders need to teach the following to themselves:

- Remain confident while sensitive to others while standing among or in front of many people;
- Know how to know and to like people.
- Know how to avoid being self-centred, vain or arrogant.
- They need to know how to lead a discussion without being bossy, dictatorial or sarcastic.

These skills are learnt by doing, not by just reading a text book or this Resource Manual. If one goes to classes or training in community development, and only sat and took notes, she/he did not get the best training. Community leaders need to practice, first in front of the co-trainers, then in front of a community group.

- Since the community leaders must organize community groups and form executive committees, they also need some **organizational skills**.
- Since the community leaders also strengthen by giving management skills, they need **management skills** themselves.
- Since the community leaders guide community groups through their own planning, they need some **planning skills** themselves.
- Since the community leaders advise and guide groups to keep honest and accurate financial records and accounts, they need some **accounting skills** themselves.
- Since the community leaders guide groups in writing reports and need to write your own reports, they need **writing skills**.

More than just technical skills, the community leaders need to have some **personality characteristics** that are necessary for success as a mobilizer. Reputation is their strongest asset. If they are known to be honest, diplomatic, fair, hardworking, moral, clean living, tolerant, enthusiastic, humble, and forthright, their reputation will assist them mobilization efforts. If they are not, they must seek a different calling or vocation.

#### **4. Knowing the Basic Concepts:**

What is development? Community development? Community participation? Poverty? Community? Empowerment? Transparency? Sustainability?

To be a successful mobilizer, the community leaders need more than a few technical skills in public dialogue and organizing groups for action. the community leaders need to know why to use those skills. They need to know principles.

If your target is a community, learning some sociological concepts about the nature of communities and the nature of social change (*including development*) of communities is important. This will help in understanding of social organization, the subject matter of sociology, anthropology, economics, politics, and the forces and processes that belong to those disciplines. It is not necessary to have a university degree, but learning the principles and knowledge of those subjects is vital.

If the objective is to strengthen (*empower*) a low-income community, understanding the enemy is important i.e., the dependency syndrome.

If the aim is removal or eradication of poverty, the need is to know more than the symptoms and results of poverty. The community leaders also need to understand the causes of poverty, in order to support and promote changes that will counteract those causes. They must see that poverty alleviation merely reduces the pain, temporarily, but

does not contribute to poverty eradication. Poverty is not merely a question of money, and money alone will not eradicate poverty.

## **5. Outside Resources**

As a mobilizer, the community leaders will find that it is difficult to find a balance between resources that originate outside the community, and those from within. They/their partners/community activists will be under considerable pressure to bring outside resources into the community. Donor agencies want to help, while community members want to receive. Bringing in outside resources alone contributes to the dependency syndrome and reduces the chances of sustainability and self reliance.

Yet there are ways to maximize the strengthening ability of using outside resources. If the community leaders can convince an outside donor to provide some costs of skill training, management training, and mobilization, and assist the community in obtaining most of its own development resources, they can contribute to self reliance and sustainability.



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Session on  
**Leadership**

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**Train the Trainer's  
and  
Leadership Skills Course**

# Participants Introduction

## **One-minute autobiography**

**Each person has one minute to tell about himself/herself.**

**Nothing about job, family and home town.**

**Tell us what bothers you most when you want to concentrate in a meeting/training/class**

There are so many ways to do introduction of participants in a training. It depends on background of the participants. If most of us don't know each other before the training, we definitely need some kind of introduction that breaks the ice and prepares us for active participation in the training.

If the participants know each other, they are introduced in such a manner that the introductory exercise becomes a building block for the rest of the training.

The above mentioned approach to introduction is based on the assumption that mostly the community members know each other. The one minute biography will further add to their knowledge about each other. The last part will help the trainer go to the group guidelines setting stage. Simple, straightforward guidelines would be set based on whatever the participants identify as distracters. For instance, if a participant says that side conversations make him/her lose concentration, the norm to set would be: "No mini-meetings during the training."

On a flip chart, keep noting elements that the participants identify as distracters and set the guidelines for the training. This is a better way to set the guidelines for the training because all elements which can distract attention of the participants will be addressed.

Then move on to the objectives of the training.

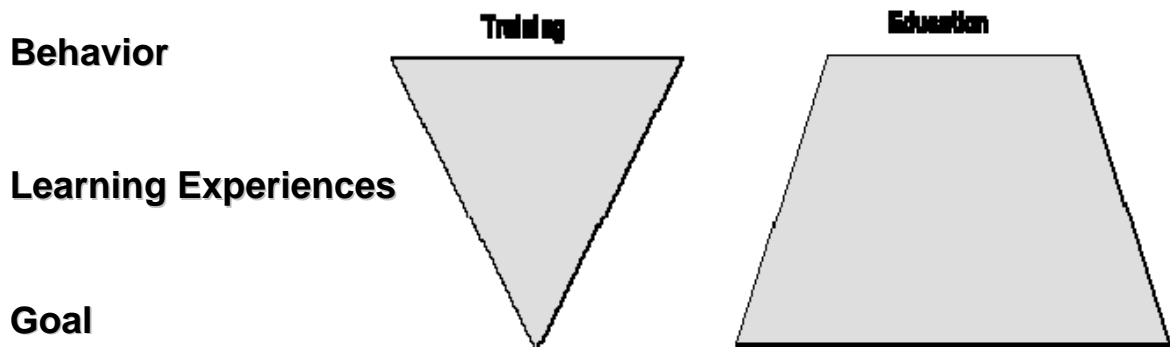
# Objectives of Workshop

## Differentiate between Teaching and Facilitation

- To give participants new insight and specific tools for leading and facilitation.
- Identify characteristics of an effective leader.
- Understand the difference between management and leadership.
- Explain the importance of empowerment in the community development and prevention effort.
- Describe the importance of a shared vision to organizational development.

Explain these objectives (on a slide or a chart) to the participants one by one

## Difference between Training and Education



Before showing this slide/flip chart, ask the participants what they think about Training and Teaching. Ask them what do they consider to be the difference in teaching and training. After an initial brain-storming, use whatever comes from the participants towards explaining the difference between Training and education with the help of above mentioned figures: that the goal in the case of training is well-defined and precise. Whereas in the case of education the goal is broad compared to the behaviors with which the process begins.

## Pedagogy vs Andragogy

- **Pedagogy means teaching of children,**
- **Andro comes from the Greek meaning "man" or adult in this case, and "-gogy" means "teaching" and "agogus," the art and science of helping students to learn.**
- **Androgogy means "teaching of men", or "teaching of adults" or "adult learning"**

Then ask: Did you observe that training is mostly recommended for adults? Why? After some discussion explain the above information and the concept of adult and children learning.

### **5 crucial assumptions about adult learners that make them different from child learners**

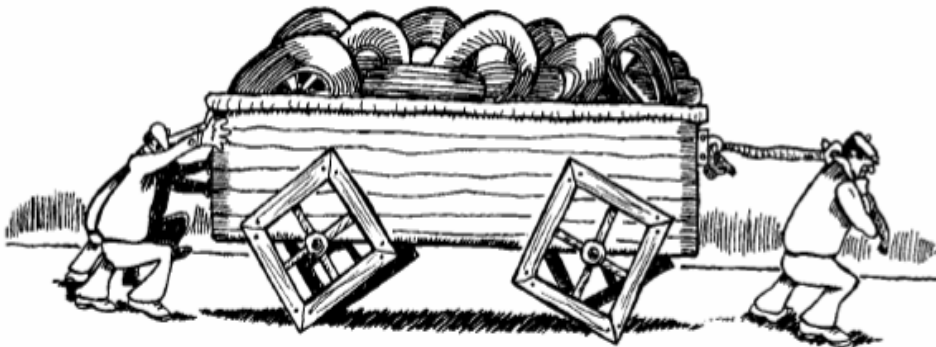
- **1. Self-concept: As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being**
- **2. Experience: As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.**
- **3. Readiness to learn.** As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.
- **4. Orientation to learning.** As a person matures his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.
- **5. Motivation to learn:** As a person matures the motivation to learn is internal.

# Teaching Vs Facilitation

- **Teacher Teaches (leads), Facilitator guides.**
- **Teaching mostly one way traffic, Facilitation interactive/participatory.**
- **Teaching is pouring into empty vessel. Facilitation is taking participants through E-I-A-G (Experience-Identify-Analyze-Generalize) .**
- **Facilitation deals with behaviours, skills and techniques that help a group work together effectively and accomplish its purpose.**

The initial discussion on teaching and training will lead you to discuss the styles of teaching and training. In training we don't need teachers. We need facilitators to help the participants reach a desired objective. Facilitators ensure that the participants' knowledge is recognized and used to reach conclusions, change behavior and attitudes.

The above information will help you to explain how teaching is different than facilitation and how one has to act if he/she is facilitating a training.



This will lead you to the next topic of leaders' role as facilitators.

Show the participants this picture and ask them questions given in the slide.

## **Group work (Take notes, discuss and present)**

- **What is happening in the picture?**
- **Who is who?**
- **What is the problem?**
- **What is needed?**
- **Who are you?**
- **What is your role?**
- **Challenges in playing your roles?**

### **Group Work**

Give the participants a few minutes to think over this picture individually.

Then send them in small groups to discuss these questions and come back to present their findings.

Set the guideline before this presentation that everyone would have to make at least one presentation during the course of the training. Each participant has to make presentation of the group work. Therefore, it is necessary that all individual presentations are complete before a person make a second presentation.

## **What is leadership?**

- **Leadership is Influence**
- **Any time you try to influence the behavior of another person for a collective goal, you are engaging in an act of leadership.**

The last two questions

**What is your role?**

**What are the challenges in playing your roles?**

These questions will help you change the discourse towards leadership. When they identify themselves as community leaders (and that's why they are there for this training in the first place) the Questions would be: **What is leadership?**

The ideal way to approach this topic is to discuss what the participants consider leadership and then present what the professional researchers think leadership is. The participants will feel encouraged when they find similarities between what they think and what the researchers have concluded.

## **Leadership definitions**

**The knowledge, attitudes and behaviors used to influence people in order to achieve a desired mission.**

**The art of getting others to want to do something that you are convinced should be done.**

**A way of focusing and motivating a group to enable them to achieve their aims.**

Explain these definitions to the participants with the help of the participants.

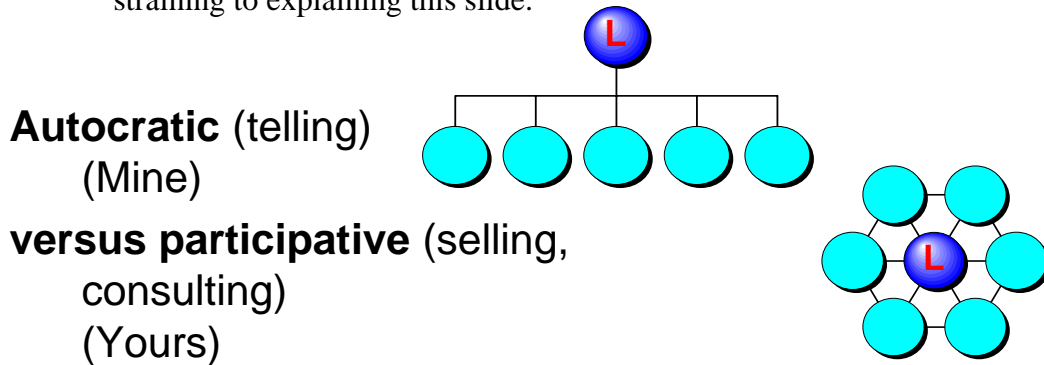
# Leaders: born or made?

Experience shows:

- Leadership a set of learnable competencies.
- All leaders are good learners.
- Leadership requires **SELF-CONFIDENCE** comes from **SELF-AWARENESS - LEARNING** about oneself (skills, prejudices, talents and short comings) **OBSERVATION** a must.
- **SELF-CONFIDENCE** develops as we **build on strengths** and **overcome weaknesses**.

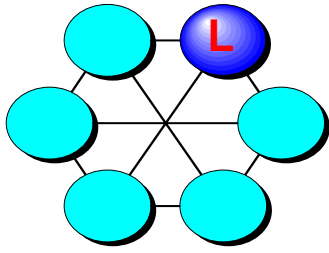
This would take the participants to the next step of finding out if leaders are born or made?

A brain-storming on this question would be more useful than going straining to explaining this slide.



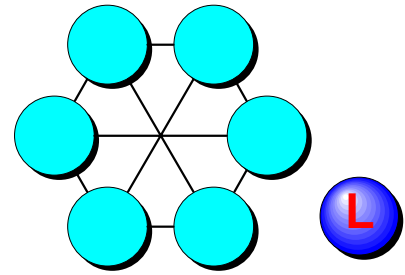
Show these figures to the participants and ask their opinion before giving them any description about the types of leadership.

Ask them to give example of the types they describe. Show them the next slide and ask them to compare with the types given on this slide.



**Involved**  
(Teamwork)  
(Ours)

**versus**



**Empowering**  
(Delegated)

The more these types are discussed along with examples, the better the participants would understand the difference.

Ask relevant questions, such as: So what kind of leadership is the best?

Can we adopt more than one type of leadership?

What kind of leadership is best for community development work?

The ultimate question would be: What is empowerment? How do leaders empower the community?

This will lead us to the next slide/chart

# Transformational/empowering Leadership

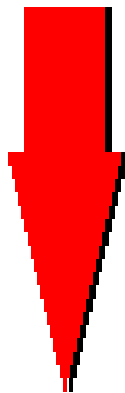
- **Have a positive, unifying effect** (help establish vision, values, beliefs)
- **Lead to the accomplishment of goals** (help set goals and create an empowering environment where others can succeed in the work and activities)
- **Enhance personal development and organizational productivity** (remove obstacles and assist followers to use their power empowerment).

Show this slide/chart to the participants so that they may know about the traits of empowering and transformational leadership.

That's how community leaders should try to have an impact on people and environment around them.

That's how community leaders consciously work for their personal development.

## All the way to empower!



Mine - autocratic

Yours

Ours - participative

Delegated

Teamwork - involved

**EMPOWERED**

This chart/slide would explain how a community leaders should adopt adopt different styles of leadership according to different stages of community mobilization and organization and how they should ultimately lead to empowerment.

- ***Interdependence* means leaders empower people to achieve the vision.**
- **The Leader sets out a contract with his or her followers. The followers have a contract with their Leader, for success and failure, reward and sanction.**
- **Both are given mutual freedom, yet are held mutually accountable. Both are thus *empowered*.**

Leaders and their followers are interdependent on each other and together they empower each other.

# The “4 e’s” and values ...

## The concise message

It will be easy for the participants to get and remember the crux of discussion on empowerment in the form of 4 Es given in this slide/chart.

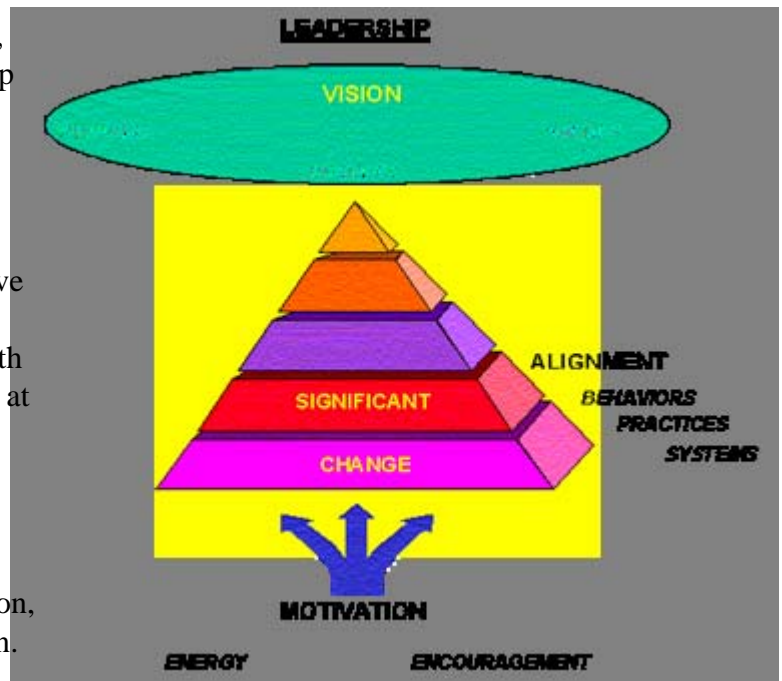
## Leadership Vs Management

After all this discussion about leadership, types of leadership, empowerment, it is time to help the participants differentiate between leadership and management.

Keep in mind that in the end you have to lead the participants to the conclusion that they should both be managers as well as leaders at the community level.

The above picture explains role of a leader, who has a vision and bring change through motivation, realignment and transformation.

- **Envision:** having a vision, then developing a plan .
- **Energize:** motivating, selling and simplifying.
- **Enable:** creating systems & processes for action.
- **Empower:** letting people achieve the vision.
- **Values:** deeply held values and principles provide the road map for the way we lead, and the way other people respond to us.



<b>Leaders</b>	<b>Managers</b>
<b>Work to develop harmonious interpersonal relationships.</b>	<b>Perpetuate group conflicts.</b>
<b>Work best when things are somewhat disorderly or chaotic.</b>	<b>Become anxious when there is relative disorder.</b>
<b>Often take initiative without a logical progression of thoughts or facts.</b>	<b>Use accumulation of collective experience to get where they are going.</b>
<b>Innovate through flashes of insight or intuition.</b>	<b>Innovate by 'tinkering' with existing processes</b>
<b>See the world as full of color, and constantly blending into new colors and shapes.</b>	<b>See the world as relatively impersonal and static (black and white).</b>
<b>Influence people through altering moods, evoking images and expectation.</b>	<b>Influence people through the use of logic, facts and reason.</b>
<b>Able to tolerate aggressive interchanges, encouraging emotional involvement with others.</b>	<b>Feels threatened by open challenges to their ideas, are troubled by aggressiveness.</b>
<b>Win wars, revolutionary movements, protests for improving social conditions, political change, innovations...</b>	<b>Make things run smoothly or other measures to make smooth running of the organisations</b>

An explanation of how leaders basically differs from managers and which elements and traits actually make people good leaders and managers.

# Leaders Develop/Foster Other Leaders

**Act as Teachers and Coaches**

**Facilitators of others who do the work**

**Resource providers**

**Communicators of the vision**

**Climate setters.**

This slide/chart is for stressing the fact that community leaders need to develop future leaders for their communalities. In the short run, they will assist the present leadership and in the long run, take the lead in their hands.

## Training and facilitation

**Review of group facilitations  
methods for improving  
ATTITUDE, SKILLS and  
KNOWLEDGE.**

**Lectures**

**Demonstration and practical  
exercises**

**Group methods**

**Brainstorming**

**Simulations and role plays**

**Computer aided instruction**

**Audiotapes videos, and reading**

**Peer review**

**Reflective activities/Case Studies**

**Debate**

With this slide/chart we will come back to the beginning of the session.

It is necessary for trainers and leaders (as group facilitators in the community) to know the basics of facilitation.

Training is for improving Attitude, Skills and Knowledge. The easy way to remember is ASK = Attitudes, Skills and Knowledge.

Different group facilitation methods are described in this chart. Refer to your own actions during this session as an example of modeling these methods.

## Effective Facilitators

**Flexible.** modify small group activities before and during use.

**Proactive.** Before using a small-group activity, they modify it on the basis of the characteristics of the participants and the purpose of the activity.

**Responsive.** They make modifications during the small-group activity to keep emerging tensions within acceptable ranges.

**Resilient.** They accept whatever happens during the small-group activity as valuable data and smoothly continue with the activity.

Being group facilitators in the community, the community leaders have to focus on the areas mentioned in this slide.



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# Effective Communication



**Respecting the mountain we are about to climb together: why learning to talk and listen in new ways is challenging.**

After a session on leadership, the participants know which skills they require to be good leaders and/or facilitators. Effective communication is one of these skills.

The challenge in this regard is to know why learning to talk and listen in new ways is challenging. Once we know the answer to this “Why” it is easier to communicate effectively.

To understand answer to the *why*, we proceed further to the objectives of our session on communication.

## Learning Objectives

- ◆ Demonstrate an understanding of the various characteristics of interpersonal communication
- ◆ Develop an awareness of self and how values, judgements and behaviours influence communication
- ◆ Demonstrate an ability to recognise and utilise effective communication skills in presentations

If we understand various characteristics of interpersonal communication, it becomes easy for us to overcome the challenge of talking and listening in an effective manner.

Similarly, if we are aware of ourselves and understand how our values, judgments and behaviors influence our communication, using effective communication tools become easier for us.

## Exercise

- ◆ Positive/Negative associations
- ◆ Meanings in people, not words (we complain: “But I told them”)
- ◆ The ability to communicate is a learned behavior. As in all learning, reward and punishment determine how the individual behaves.
- ◆ When communication breaks down we resort to blame (whose fault?) and defence.

To demonstrate that we are responsible for the positive and negative associations with words and deeds we can do a simple exercise.

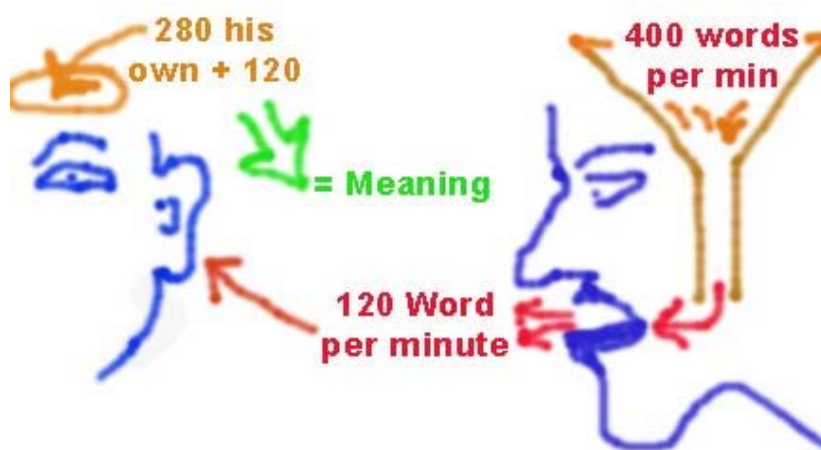
Ask the participants to come up with five or six words and then ask them one by one to see if they consider these words positive or negative.

You will notice that the same word would be considered both positive and negative by the participants. This is an excellent demonstration of the fact that the meanings are in people, not words. Most of the time we complain that “I told them/him/her so,” forgetting that the other party has taken our words totally out of context because of his/her own experiences and perceptions.

Here, we stress that the ability to communication is a learned behavior and as in all learning, reward and punishment determine how the individual behaves. Our past experiences makes us think positively and negatively about different things, people, words, religions, issues etc.

When communication breaks down, we look at the immediate causes and resort to blaming. We become defensive, forgetting that the final breakdown is the result of a long process of miscommunication.

# Imagine



Normal result of an attempt to communicate is a partial misunderstanding.

Let participants think about this picture.

Let them imagine the extent to which miscommunication inevitably takes place in a situation where you think around 400 words per minute but are restricted to say it in 120 words per minute. And above this, the other party listens and thinks at the same time. The meaning that the other party takes out of your words and the meaning that you take out of other party's words is definitely going to be based in partial mis-communication. This in turn leads to partial or some times full misunderstanding.

# What is interpersonal communication?

“Interpersonal communication is an

- ever-present,
- continuous,
- predictable,
- multilevel,
- dynamic

sharing of meaning for the purpose of “managing our lives more effectively”

This will bring the participants to the level of readiness for understanding interpersonal communication.

Define it to them in the above manner. By this time, they know why communication is an ever-present, continuous, predictable, multilevel, dynamic process of sharing meanings. This explanation will take them to understanding different elements that are involved in communication.

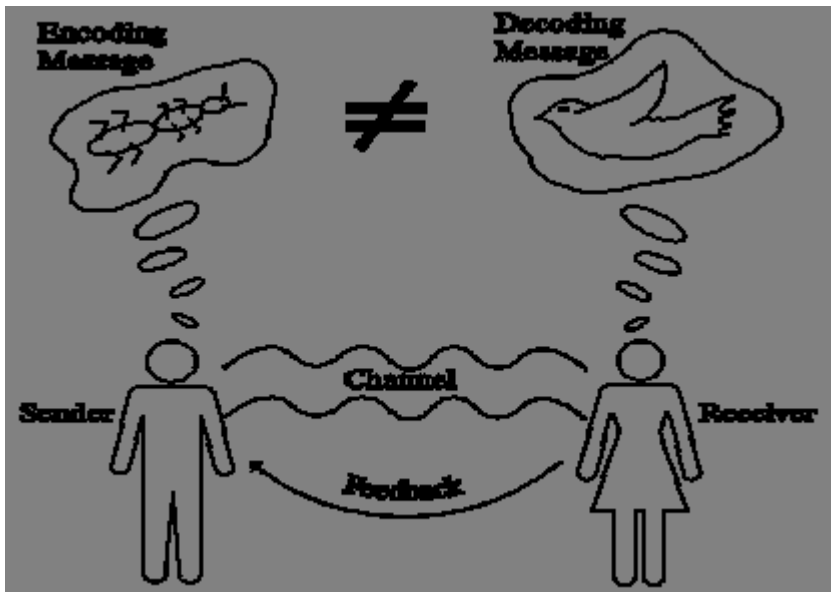
## Communication Model



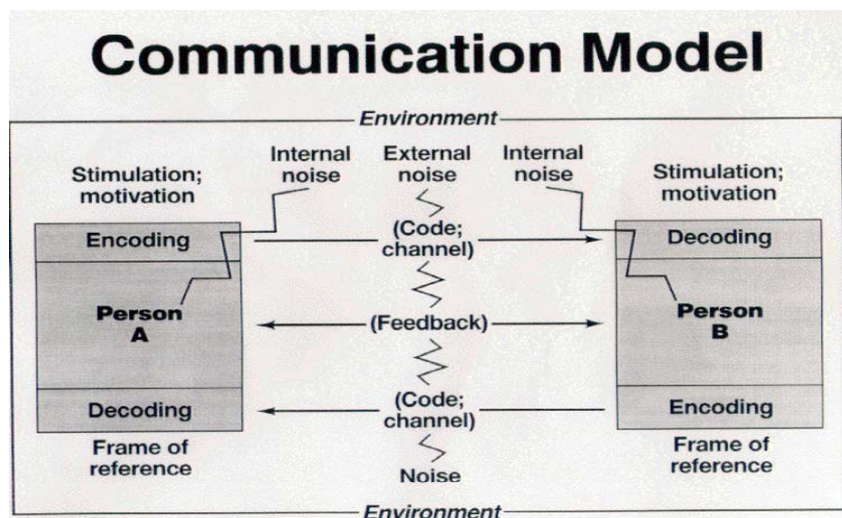
- ◆ Sender
- ◆ Receiver
- ◆ Message
- ◆ Feedback
  - Encoded & Decoded
  - Internal & External Noise
  - Stimulation & Motivation
  - Frame of Reference

Show participants the major components of a communication model as given here.

# Communication model

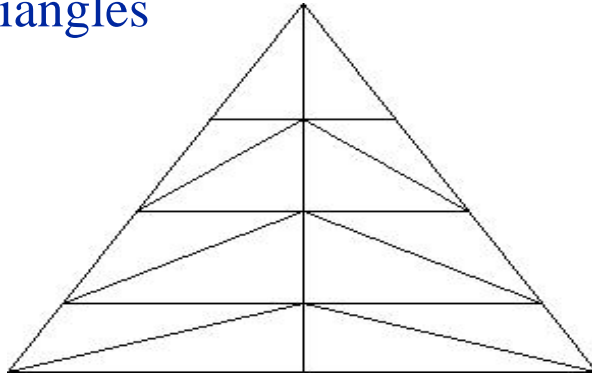


This is a graphic representation of the model emphasizing the point that it is not necessary that what one encodes would be decoded in exactly the same manner and the receivers would mean it exactly the same as intended by the sender.



This is a detailed breakdown of the communication model that includes types of noises (distracters, barriers) to communication. Discuss with the participants as to how miscommunication takes place. What actually leads to misunderstanding and how? Tell them that perceptions play a great role in miscommunication. To explain this, take them through an exercise.

# Count Triangles



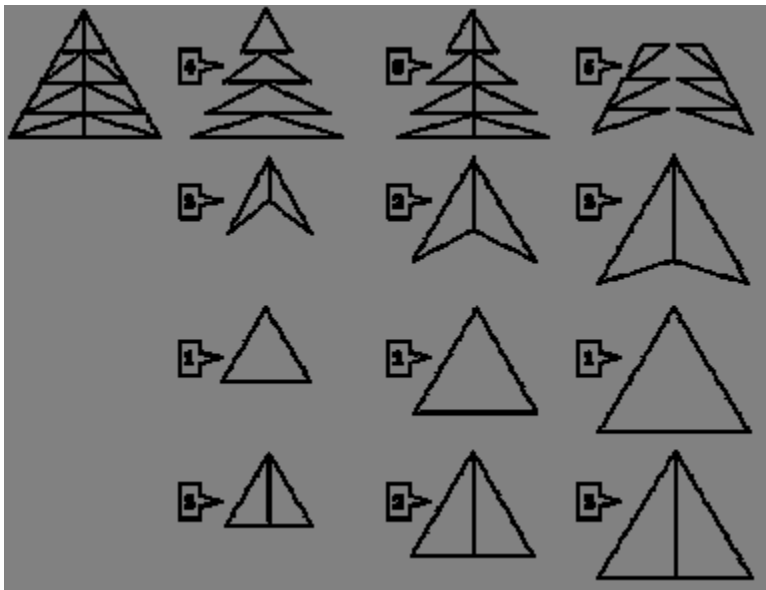
Count Triangles.

Display this picture and ask the participants to count and tell you how many triangles are there in this figure.

Since everyone has a different way of looking at things and same things look different to different people, you will come up with different answers from the participants.

Show them the actual number of triangles in the pictures to follow and take them to the conclusion of your message.

## The right count



## Different?

- ◆ We **look**, **read** and **hear** the same things, yet there will always be differences in the way we **see**, **hear** and **remember** them because **we tend to see what we want to see** and **remember what we want to recall**. Everything we see and hear will be coloured by our own unique personalities and experiences.

Your conclusion of the message should revolve around the theme given above.

## Conclusion

- ◆ By being more open and accepting of other people's opinions and ideas, we are adding to our own knowledge and experience.
- ◆ Let this be the premise of the training: that teaching and learning become more effective when we share and participate in each other's experiences.

The crux of the discussion so far is wrapped in these two lessons. We need to be open and accepting to others' opinion and ideas. Otherwise we are closing doors to looking at things and issues from different perspectives.

Unless we share and participate in each others' experience, we cannot overcome some barriers to our communication.

Besides understanding others' point of view, their context, etc. we need to be mindful of our own awareness. The more we are self-aware, the more effective would we be in effectively communicating with others. We need to be aware of our own strengths and weaknesses.

To understand the importance of self awareness we need to take participants through a short exercise.

## What makes people change their behaviour?

### Self-awareness.

Exercise:

- ◆ Divide into 1, 2, 3, 4 , 5.....
- ◆ Each odd (1, 3, 5...) make observe any of the participant and writes his/her description.
- ◆ Each even (2, 4,..) remembers when you met some person at work for the first time who you will be working closely with. What was your impression/ Perception of them, its effect on communication, relations? Has it changed?
- ◆ The odd present their descriptions
- ◆ The even verify accuracy of their assumptions and their own selective perceptions about their experience.

Follow the instruction given above.

As the participants go through this sharing of ideas and information about their present and past, you will have enough material to discuss how our past experiences and perceptions shapes our understanding of different realities. It is also interesting to note how we find ourselves unaware of many of our own shortcomings or positive aspects until we get a feedback from others.

This discussion will lead you to the introducing the participants to Johari windows.

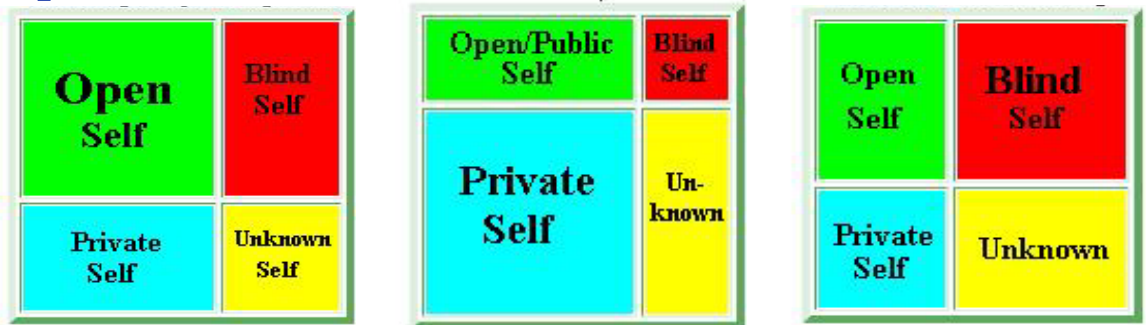
# Johari Windows

Conscious Side	Unconscious Side
1: Known to Self & Others (OPEN or PUBLIC)	3: The <b>Blind</b> Self
2: Hidden Self (PRIVATE)	4: The Emotional Self (UNKNOWN)

1. The part which we purposely show to everyone and they us, the way we want to be seen.
2. The part that only we know and do not show
3. The part of us, that only others see.
4. The part that motivates us to be the way we are. It is our belief system, our past emotional experiences from life.

Explain how Johari windows explain different aspects of our personalities. Try to elicit examples from the participants about these four aspects of our personality before leading them into a group work.

## Group Work



Three Groups. Each groups thinks about examples of personality types presented in these figures.  
 Group 1 Left Side figure  
 Group 2 Middle figure  
 Group 3 Right side figure

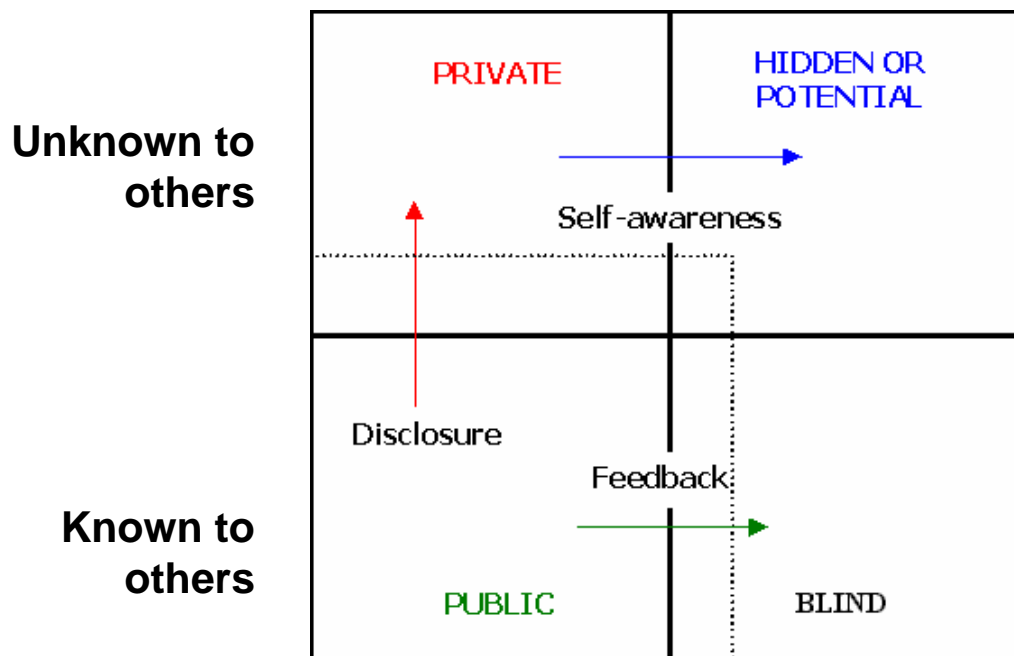
Explain that these windows are neither constant nor standard in different individuals. Once you are done with the introduction, divide the participants into group and ask them to discuss and come up with relevant example on the figure allotted to their group.

## Examples

- ◆ Left side figures: Leader
- ◆ Middle figure: Interviewer
- ◆ Right side figure: Bully

Here are the examples

## Value of Feedback and Disclosure



### Known to self Unknown to self

This figure will help you explain how disclosures expand our Public Self and self awareness our private self. The more you disclose, the more people know about you and the more they trust you.

Similarly, the more you become self-aware, the more your hidden potentials are refined.

The little the blind self, the more successful you are.

## Rating your communication skills

- ◆ **A good communicator must know his or her strengths and limitations.**
- ◆ **What is it you are best noted for? In what areas do you need improvement?**
- ◆ **Sometimes, your value preference, decision-making skills, your self-esteem, or even your sense of humor can be useful assets in effective communication.**

It is recommended that we assess our communication skills from time to time for the above mentioned reasons.

### **Instructions:**

**MAKE** the opening statement. A good communicator must know his or her strengths and limitations. What is it you are best noted for? In what areas do you need improvement? Sometimes, your value preference, decision-making skills, your self-esteem, or even your sense of humor can be useful assets in effective communication.

**DISTRIBUTE** the self-assessment form (next page). Before accomplishing it, **TELL** the participants that the list of several interpersonal skills could help them perceive themselves accurately in ways that facilitate communication, mutual understanding and cooperation. It is to their benefit that by rating each item **HONESTLY** according to their own knowledge of themselves, they will be able to know their strengths and weaknesses. This will in turn help them evaluate better and deal with other people more effectively.

**EXPLAIN** the mechanics of rating themselves.

After accomplishing the form, let them reflect on the following questions for 5 minutes:

- a. What have I learned about myself after rating this checklist?
  - b. What will I do with these new realization about myself?
  - c. How will I be able to improve or maintain certain skills regarding interpersonal relationship?
  - d. Why am I unable to do certain skills listed in the checklist?

Also TELL them that they can determine and interpret their general rating and what needs to be done to improve their interpersonal skills by interpreting their total scores as follows:

0 - 40 Poorly skilled (needs a lot of training)

41 - 60 Moderately skilled (needs some training)

61 - 100 Highly skilled (needs reinforcement)

ASK the group, "From the self-rating, what do you think are the qualities of a good communicator?" SUMMARIZE their responses on the board.

## Exercise

- ◆ Fill up self assessment forms.
- ◆ Rate each item HONESTLY according to your own knowledge of yourself.

**After accomplishing the form, let them reflect on the following questions for 5 minutes:**

- a. **What have I learned about myself after rating this checklist?**
- b. **What will I do with these new realization about myself?**
- c. **How will I be able to improve or maintain certain skills regarding interpersonal relationship?**
- d. **Why am I unable to do certain skills listed in the checklist?**

### HOW DO I RATE AS A COMMUNICATOR

*(can't do = 0, very poorly = 1; poorly = 2; satisfactorily = 3; well enough = 4; very well = 5)*

- |   |             |
|---|-------------|
| 1. I can identify my own feelings accurately            | 0 1 2 3 4 5 |
| 2. I can identify another's feelings accurately         | 0 1 2 3 4 5 |
| 3. I can express my feelings accurately                 | 0 1 2 3 4 5 |
| 4. I can accept my own worth, feeling happy with myself | 0 1 2 3 4 5 |
| 5. I can accept my limitations peacefully               | 0 1 2 3 4 5 |

6. I can identify and express my negative feelings	0 1 2 3 4 5
7. I can accept positive feedback non-apologetically without being shy	0 1 2 3 4 5
8. I can accept negative feedback non-defensively without ill-feelings	0 1 2 3 4 5
9. I can read another's non-verbal communications accurately	0 1 2 3 4 5
10. I can show empathy, identifying with another's feelings	0 1 2 3 4 5
11. I can express my goals and my intentions clearly	0 1 2 3 4 5
12. I can deal effectively with mixed messages sent by others e.g., body or facial expression says one thing while words say another thing	0 1 2 3 4 5
13. I can remain calm in a high stress situation	0 1 2 3 4 5
14. I can give positive feedback so that others feel good and reassured	0 1 2 3 4 5
15. I can give negative feedback appropriately	0 1 2 3 4 5
16. I can express my feelings non-verbally	0 1 2 3 4 5
17. I accept others as they are	0 1 2 3 4 5
18. I can describe another's behavior objectively without passing judgement	0 1 2 3 4 5
19. I accept other people's opinions even though they are not like my own	0 1 2 3 4 5
20. I am open to new values, attitudes, experiences	0 1 2 3 4 5

*Total : \_\_\_\_\_ (Sum of all encircled numbers)*

# SMALL GROUP FACILITATION

## Group communication

- ◆ Group work
- ◆ Two groups
- ◆ One observing, One operating
- ◆ Written instructions.

## Stages of small group development

### **Group Phases Description**

**Forming** This is an *orientation* phase.

**Storming** This is an *organization* phase.

**Renorming** *Data flow* becomes a reality during this phase.

**Performing** This is a *problem-solving* phase for groups.

**SYNTHESIZE** the activity by asking participants:

- a. What they have learned from this game, particularly regarding the different roles people perform in a group; and  
How can they apply this in their training activities or group communication situation.

Then explain how each group goes through different phases of forming, storming, reforming and perfuming as they just observed.

## Role of a leader

- \* Make preparation**
- \* Introduce an initiative**
- \* Get others involved in activity**
- \* Facilitate group Process**
- \* Develop ground rules**

Ask the participants if they observed some of the group participants taking the role of leaders. Did they note what make them distinguished leadership traits? The elaborate the above mentioned points.

## Dealing with presentation fear

- ◆ **Acknowledge fear** to manage fear
- ◆ **Rehearse first few lines**
- ◆ **Know material well**
- ◆ **Know the setting**
- ◆ **Do homework on audience**
- ◆ **Assume audience is an ally**
- ◆ **Practice, practice, practice**

Presentation is closely linked to presentation. The better communicators are always the better presenters.

To make your presentations effective, you need to concentrate on the above mentioned factors.

## Speaker's purpose

- ◆ Stimulate
- ◆ Inform
- ◆ Persuade
- ◆ Activate

As a speaker and presenter one has to keep the following purpose in mind because without a purpose in mind a presentation can never be effective.

Besides it, one has to keep the verbal, vocal and visual elements of the presentation in mind, as are given in the last three slides/charts.

## Verbal elements of presentation

- ◆ **Eliminate weak words/phrases**
- ◆ **Replace non-words with pauses**
- ◆ **Use vivid language**
- ◆ **Use simple and direct language**
- ◆ **Be natural**
- ◆ **Emphasize beginning and ending**

## Vocal elements

- ◆ **Volume**
- ◆ **Pitch and inflection**
- ◆ **Pace and Rhythm**
- ◆ **Emphasis**
- ◆ **Pauses**
- ◆ **Loosening up**
- ◆ **Clarity of speech**
- ◆ **Breath control**

## Visual Elements

- ◆ **Posture**
- ◆ **Movement**
- ◆ **Eye contact**
- ◆ **Hand gestures**
- ◆ **Facial expression**
- ◆ **Match between visual element and verbal element**



**Take Back Communities**  
“Train the Trainers” Workshop Series

Session on  
**Conflict Resolution**

South East Ottawa Centre for a Healthy Community

SOUTH-EAST OTTAWA CENTRE  
*FOR A HEALTHY COMMUNITY*



CENTRE DU SUD-EST D'OTTAWA  
*POUR UNE COMMUNAUTÉ EN SANTÉ*

600-1355 Bank Street, Ottawa, ON K1H 8K7  
Phone: 613-737-7195 Fax: 613-739-8199

# Conflict



**And Its Management**

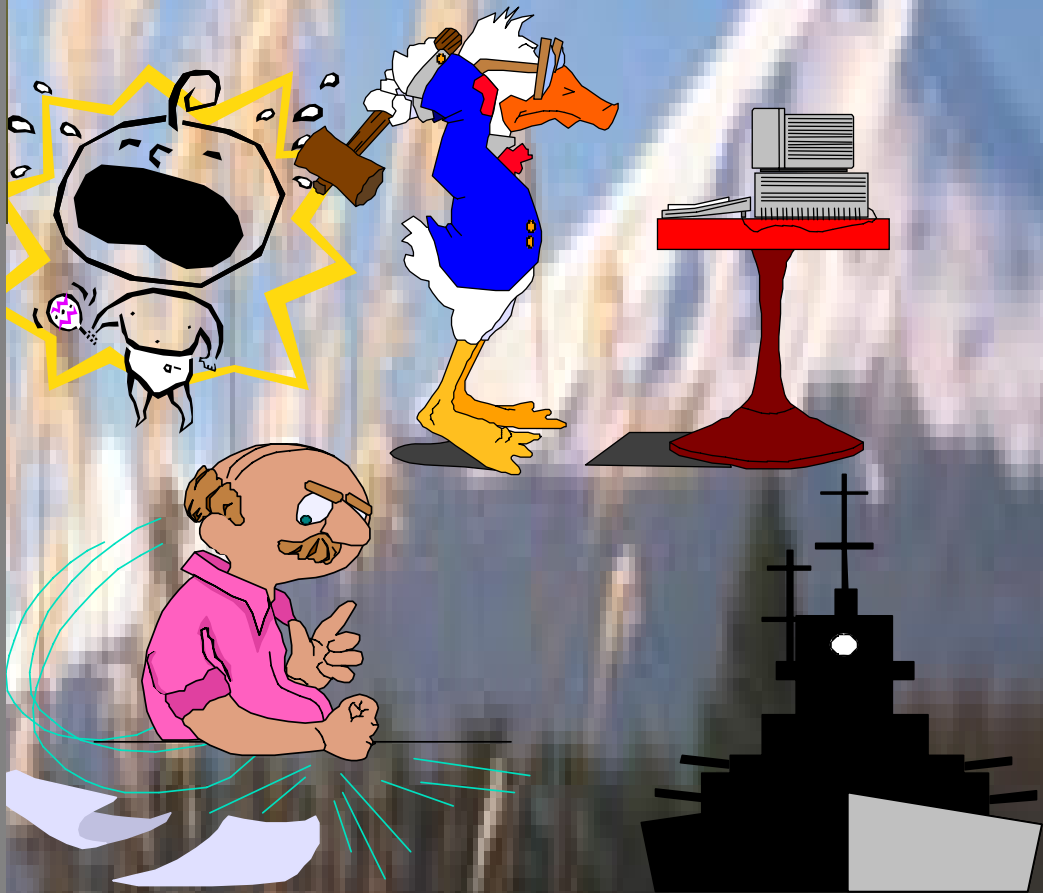


Start your session with a question: Do we live in a world without conflict?  
The participants would start talking and giving their opinion.

Do we live in a world without conflict?

The following chart/slide will just testify and add to what they say. This will show the conflict at different levels.

## Conflict occur everywhere



Start your session with a question: Do we live in a world without conflict?  
The participants would start talking and giving their opinion.

Now set the context.  
Tell the participants  
consequences of living and  
never ending conflict of  
different kinds.

These are but just a few  
examples.

Proceed to the next slid/chart  
where the same theme  
continues.

The following information adds  
local context to the problem and  
scope of conflict.

The second point shows factors  
that contribute to violent behavior  
and injuries.

## Scope and Severity of the Problem

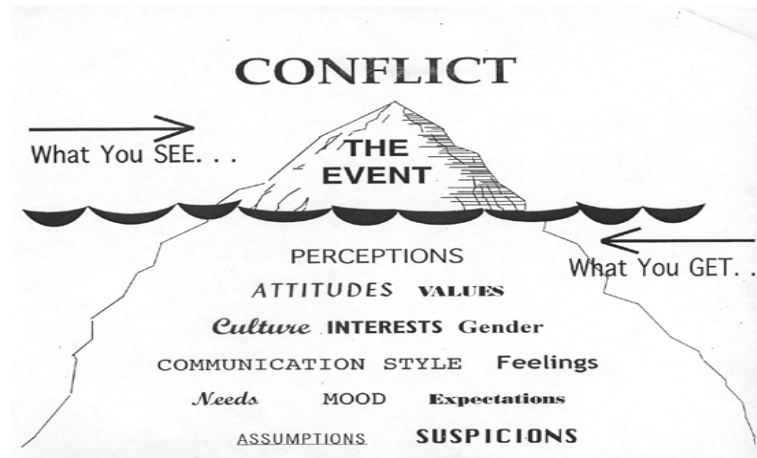
- ▲ **Injury and violence is one of the 10 leading health indicators identified by healthy researchers.**
- ▲ **For example, the cost of injury and violence in the U.S. is estimated at more than \$250 billion per year. It includes direct medical care and rehabilitation as well as productivity losses.**

## Scope and Severity of the Problem

- ▲ Many factors that contribute to injuries also are closely associated with violent and abusive behavior, low income, discrimination, lack of education, and lack of employment opportunities.



# What is conflict?



Before coming to this slide/chart, ask the participants: We have been talking about conflict since long, can anyone define conflict? After getting their responses, show them this slide/chart, showing that what we actually consider as result of an event is not a conflict at all. Conflict is just the tip of an iceberg which is comprised of long standing perceptions, attitudes, values, communication, style, feelings, needs, mood, expectations and more importantly assumptions and suspicions.

What we see is the tip of the iceberg. However what we get is the iceberg of many complex issues, perceptions and misunderstandings. This leads us to the definition of conflict as given above.

Note the wordings in the second definition: it is “interaction between two inter-dependent parties.” It is also important to note that these interdependent parties assume that the other party “intends to prevent them from achieving their foals.” This misconception leads to all sorts of negative thoughts and ultimately conflict.

- ✦ **Conflict: A condition that exists anytime two or more people disagree.**
- ✦ **Conflict is interaction between inter-dependent parties who believe the other party intends to prevent them from achieving their goals of having their needs met.**

## Our Judgments

- ▲ *We judge ourselves by our intentions but we judge others by the impact they have on us!*
- ▲ *What is more important: My need to be **Right** or in **Relationship**?*

The first one is a very important observations to note. When we do something wrong; when we make a mistake, we judge ourselves by our intentions, saying my intention was not to hurt or harm someone. However, when someone else does something wrong, we pay little attention to whether they have done it intentionally or not. We only look at the damage that the event has done to us. We always consider ourselves right without questioning ourselves: What is more important to us: Our need to prove ourselves right, or to save the relationship. When we focus on proving ourselves right, we lose the relationships to the emerging and growing gap and subsequent conflict.

## Conflict Resolution

- ▲ **Conflict is a natural phenomenon, neither inherently good or bad, but there may be positive or negative outcomes.**

By realizing the importance of dealing with conflict, we come to understand conflict resolution. Here we see that conflict is a natural phenomenon which in itself is neither good or bad. There can be positive or negative outcomes as a result of our perceptions and the way we deal with the conflict situation.



## Group Work

### Three groups

- ▲ *Observer*
- ▲ *Company A*
- ▲ *Company B*

To make them understand the process of conflict resolution, divide the participants into three groups: one observers and two companies which have to discuss and resolve a potential conflict.

### Identify sources of conflict

- ▲ **Content**
  - ▲ Information discussed
    - ▲ *Difference of Opinion, Factual Inconsistencies, etc.*
- ▲ **Process**
  - ▲ How the information is conveyed
    - ▲ *Matter of Principle, etc.*
- ▲ **People**
  - ▲ Personalities in the discussion
    - ▲ *Power Struggles, Different Values or Interests, etc.*

The observers have to identify the sources of conflict while the parties in conflict are engaged in addressing the core issue. Ask the observers to note as to what leads to conflict between the two companies.

## Resolving Conflict

- ▲ *Use a Mediator?*
- ▲ *Listen for the Problems/Issues*
- ▲ *Identify Sources of Conflict*
- ▲ *Establish the “Agreed Upon” Facts*
- ▲ *Identify Each Party’s Goal*
- ▲ **EXPAND THE PIE!!**
  - ▲ *Think Outside the Box – create options*
  - ▲ *Compromise*
  - ▲ *Form a WIN-WIN agreement*

During the course of group-work, ask an external observer to mediate and try to resolve the issue by following the above mentioned steps.

See if the mediator can resolve the conflict by going through these steps.

## Conflict Resolution

- ▲ **Managing conflict in a dysfunctional way is a learned behavior and can be changed.**

The group-work will give participants enough idea about conflict resolution.

Ask participants about possible definition of conflict resolution.

After some discussion, display the above mentioned definition for more understanding particularly in the context that it is a learned behavior as apposed to something in human genes.



## Personal Styles of Dealing with Conflict

- ▲ **Turtle (Avoidance)** 
- ▲ **Teddy Bear (Accommodation)** 
- ▲ **Shark (Domination)** 
- ▲ **Fox (Compromise)** 
- ▲ **Owl (Integration)** 

This would be the most interesting part of the training as the participants would learn about their styles of dealing with conflict. For the sake of convenience in retaining memory about these styles, each of these styles is associated behaviors of different animals. For example the Turtle style would be an instinct to avoid conflict, which also could be negative under certain circumstances.

Invite participants to give examples of different types of behaviors.

Also make reference to the various styles that the participants just observed during the group-work. This is how you can help them remember different styles and also stress the lessons they have learned from different behaviors.

# Conflict Resolution

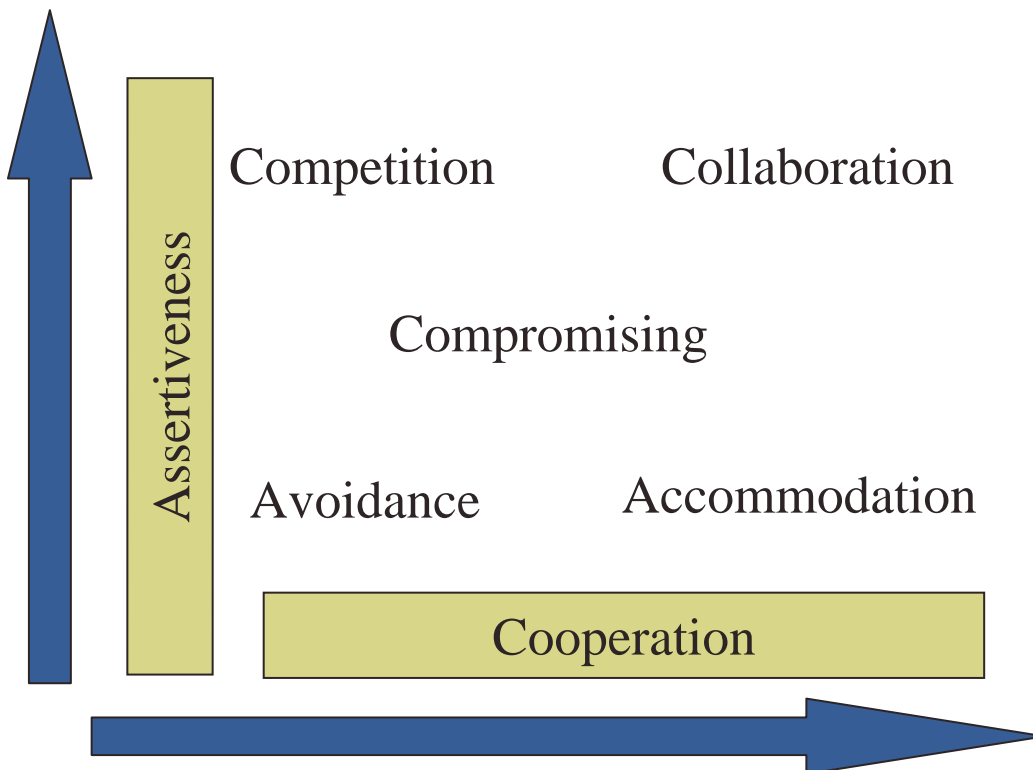
- ▲ It's likely that a person employs more than one style, depending on the situation, but usually one style dominates.
- ▲ Certain styles may be appropriate for certain situations.

The group work that the participants just completed will help them understand many issues that arise during the training.

Here we can go back to our group work and ask the participants to reflect on the group work and the role of different participants and their styles. The questions to ask is: did they change their styles during the course of the group work for conflict resolution? Would it have worked if each one had remained stuck to just one style?

After having their feedback, show the participants the above slide/chart for further discussion and summing up the issue.

## Strategies



This chart/slide about strategy seems complicated and technical. However, in the context of what the participants exercised and discussed so far, it is just a summary of different styles. Or in other words, it is just another way of summing up what we have learned so far.

During the course of a conflict we either cooperate or show our assertiveness. The degree of cooperation and assertiveness shapes our style.

If we show 100% cooperation and no assertiveness, our strategy is one of accommodation.

If we show 0% cooperation and are bent on 100% assertiveness, our strategy is one of competition.

If we neither cooperate nor assert ourself, we are avoiding a conflict.

If we show maximum cooperation as well as making our point, we are collaborating.

A middle course of all this is give and take: compromising strategy.

Like conflict dealing styles, these strategies are also applied according to their need which varies from situation to situation.

## Conflict Resolution

- ▲ Managing conflict constructively depends in large measure on clear, open, and honest communication.
- ▲ We communicate verbal, vocal and non-verbal (body language) way.
- ▲ %age breakdown of these elements?????

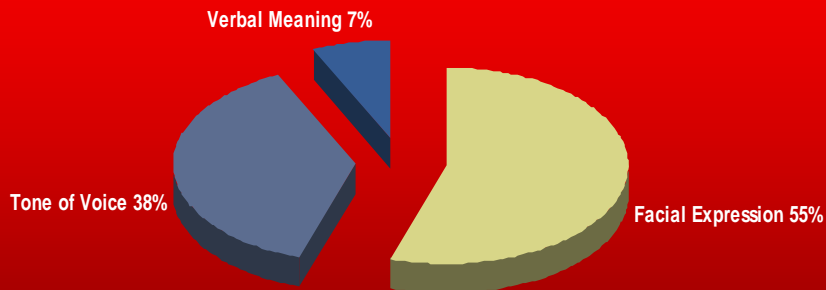
After the discussion so far, questions arise about how to effectively manage conflict.

Here are a few tips for clearly understanding what works and what doesn't, and what is actually needed to address a conflict situation. Clear communication is the key. Honesty is a prerequisite.

When it comes to communication, we need to cross some barriers.

To understand that, we need to realize that most of our communication is done through non-verbal ways. For details, display the image on the next chart/slide to the participants.

# Elements of Message Meaning



**93% of the meaning of a message comes from nonverbal sources!**

This is the result of years of research which shows only 7% of our communication comes from verbal sources and the rest of it is comprised of non-verbal sources, such as body language, the way we dress, our cultural background, our perceptions, etc.





## Culture and non-verbal communication

▲ *There is ambiguity in diversity which starts with difference and leads to tension, disagreement, problem, dispute, conflict and violence.*

This brings us to an important point of our workshop: Culture and communication.

Most of the time, conflict arises because of miscommunication due to cultural differences. Diversity sometimes makes things ambiguous.

This ambiguity starts with difference. Difference in outlook. Difference in the way one dresses himself. Difference in our gestures. Difference in point of view. Difference in perceptions. Difference in dealing with conflict situations and much more.

This difference between different cultures leads to tension among people from different backgrounds.

When there is already a tense situation, anything can lead to disagreement, problem and dispute. It is not hard for a dispute to escalate into full blown conflict.

In extreme situations, violence is used to solve problems. We see many examples of this.

If individuals or groups believe that they have been treated unfairly, or been treated badly, they may choose to react in an aggressive manner, including violence.

This may happen in communities. Instead of following the steps mentioned already, some people start looking for solution to a conflict by resorting to violence.

## Patterns of Cultural Differences Important to Resolving Conflict

- ▲ *Different communication styles*
- ▲ *Different attitudes towards conflict*
- ▲ *Different approaches to completing tasks*
- ▲ *Different decision-making styles*
- ▲ *Different attitudes towards disclosure*
- ▲ *Different ways people come to know things*


Here are example of some main differences among people from different cultures.

### Culture, Values, and Conflict Resolution

- ▲ *We compare people and events based on our own value systems*
- ▲ *Each culture thinks its own ways are superior*
- ▲ *Our culture and values influence what we see, hear, feel, smell, and taste as well as how we make sense of what we we experience*

This chart/slide shows some basic problems with our approach to life. We grow up with some value systems and unintentionally we fall into the trap of comparing other people and the events around us to our own value system, ignoring that others have their own value systems. The reason is that each culture thinks its own way are superior than others. This is something natural. Our background, culture and values influence everything that we do in life.



- 
- ▶ *We all have biases and prejudices*
  - ▶ *People are not necessarily evil for being biased or prejudiced*
  - ▶ *Intercultural problems may occur when a person from one culture is suddenly thrust into another culture that is markedly different or when a person of one group tries to communicate with a person from another group*

Most of the time we hear people complaining about bias in others and complain in different ways, such as: He is biased. She is biased. This newspaper is biased, etc.

We, nevertheless, forget that we all have biases and prejudices. The important point to keep in mind is that people do not become evil for being biased.

Intercultural problems often occur when a person from one culture suddenly experiences another culture that is markedly different or when a person of one group tries to communicate with a person from another group without sufficient knowledge of that culture.

- ▶ *There are no absolute “right” responses within any given culture.*
- ▶ *People and groups are different, not afflicted.*
- ▶ *Not every conflict involving people who are different is caused by cultural differences*
- ▶ *We cannot know all things about all cultures*

In such situations, what we need to keep in mind is the above hints.

These hints can keep our minds clear before approaching people/friends/colleagues/neighbors from another culture.

- ▲ *There are no universal intercultural problem-solving methods*
- ▲ *In every culture people communicate because they want to be listened to and they want to be understood*
- ▲ *In every culture people respond to respect and disrespect*
- ▲ *Everyone is ethnocentric: we look through the world through culture-colored glasses*

Some problems are not related to culture at all. These are part of human nature, such as wanting to be listened to and wanting to be understood, rather than trying to listen and understand others' point of view.

Similarly respect and disrespect is mutual and often proportional.

## Strategies for Managing Conflict


- ▲ *Negotiating*
- ▲ *Compromising*
- ▲ *Active Listening*
- ▲ *Threat Free Explanation*
- ▲ *Apologizing*
- ▲ *Soliciting Intervention*

Here we come to discussing strategies for managing conflicts.

You need to discuss it one by one with the participants and stretch it according to the time limit as well as interest of the participants.

The same list extends to the next page as well.



- 
- ▲ *Postponing*
  - ▲ *Distracting*
  - ▲ *Abandoning*
  - ▲ *Exaggerating*
  - ▲ *Humor*
  - ▲ *Chance, Sharing, Taking Turns*

This is just to give the participants an idea that there are many way to dealing with a conflict situation according to the nature or the conflict. There is no universal strategy and, again, depending on the nature of conflict, two or more strategies could be applied simultaneously.

## **Conflict Resolution Skills**

- ▲ **Getting the facts**
- ▲ **Active/Reflective Listening**
- ▲ **Defusing/managing anger**
- ▲ **Empathy skills**
- ▲ **Cognitive (factual) restructuring**
- ▲ **Negotiating outcomes**

Here is a list of skills that one needs to concentrate on for effetely managing conflicts.

For example, getting facts is a skill itself. Similarly, most of us don't know how to listen reflectively which plays a great role in managing conflict situations. Empathizing skills are not that complex, but one needs to simply shift focus. By listening carefully and reflectively to the other party, your response should be empathic, starting with comments such as: "I know how frustrating it would be for you to go through such trouble....." Such an acknowledgment of other person's feelings goes a long way in gaining his/her trust towards further negotiation and addressing the conflict situation.

We will discuss active listing tips towards the end.

## Conflict Resolution Process



- ▲ **Find a good time and place to talk.**
- ▲ **Discuss the problem - Clarify issues**
  - ▲ **Get all the facts**
  - ▲ **Use active (aka reflective) listening**
  - ▲ **Use “I” messages**
  - ▲ **Focus on the problem, not the person**
  - ▲ **Avoid communication blockers**
- ▲ **Generate a variety of options; brainstorm**
- ▲ **Choose a solution that works for everybody**
- ▲ **Try the solution. If it doesn't work, go back to step three and renegotiate.**

Here is the process, giving tips from where to begin and where to lead.

### Active Listening

- ▲ **Look at the person speaking**
- ▲ **Maintain an open mind**
- ▲ **Pay attention**
- ▲ **Ask questions**
- ▲ **Repeat what the speaker says**
- ▲ **Listen for the feelings of the speaker**
- ▲ **Don't: Interrupt, change the subject, or make up your mind before the person finishes speaking**

These are the tips for active listening that we discussed momentarily under conflict resolution skills. Following these tips not only make an active listener but also indirectly a good communicator because you understand under person's point of view more clearly.



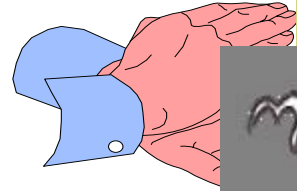


## **Roadblocks To Resolving Conflict**

- ▲ **Clashing Egos - Styles Of Conflicts**
- ▲ **Name calling**
- ▲ **Sarcasm/Ridicule**
- ▲ **Insulting**
- ▲ **Threatening**
- ▲ **Blaming**
- ▲ **Inflexibility**
- ▲ **Defensive body posturing/language**

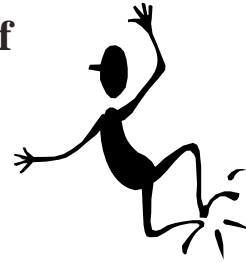
These are some barriers to resolving conflicts. Resorting to any of these things will further complicate the situation and will not solve any problem.

## “No-Lose Method”



### Steps To Follow:

1. **Defining the problem in terms of needs.**
2. **Generating possible solutions (brainstorming).**
3. **Evaluating and testing the various solutions.**
4. **Deciding on mutually acceptable solutions.**
5. **Implementing the solution. (Try it out.)**
6. **Evaluating the solution.**



### Some Assumptions about the No-Lose Method:

- ▲ **Your needs are important**
- ▲ **My needs are equally important**
- ▲ **We will approach this conflict from a needs standpoint, not a solution standpoint.**
- ▲ **I will never use my power.**

These are the steps to address a conflict in a way that no one loses. We often hear about a win-win situation but don't know how to bring it about. Here is how we can achieve this objective. If a problem is complex, this is a good guide to consider before attempting to resolve the conflict.





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**Motivation**

South East Ottawa Centre for a Healthy Community

SOUTH-EAST OTTAWA CENTRE  
*FOR A HEALTHY COMMUNITY*



CENTRE DU SUD-EST D'OTTAWA  
*POUR UNE COMMUNAUTÉ EN SANTÉ*

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# MOTIVATION

Start the session with asking participants, what do they think is the most difficult thing in the community development work?

After some discussion, the participants may say that gathering people together is the most difficult part because very few are ready to volunteer.

Ask them what makes this person run?

Some would say energy, others would say the urge to win, and some would say his passion for athletics, etc.

Try to steer discussion in a way to conclude that there is an inner motive that keeps him going towards achieving an objective despite all odds. This urge from within is motivation.

It is a hidden, unseen force that makes one keep going and overcome all hurdles towards achieving an objective. This discussion will lead you to the main subject.

The force that  
energizes behavior  
directs behavior  
causes behavior to  
persist

This slide/chart shows what motivation as an inner force does.

Ask the participants to note the presence of behavior in all the three factors. Motivation energizes, directs and causes behavior to persist.

# Motivation

- The set of processes that arouse, direct and maintain human behavior toward attaining some goal
- So, motivated people will be better performers, right?

This leads us to the actual definition of motivation given above. Note again, motivation is related to behavior. Once the human behavior is aroused, directed and maintained, human beings perform well.

## A Simple Model of Motivation



Now the question is, what actually motivates? The model shows that the process starts with need, which creates desire to fulfill the need. If one is hungry, for example, and needs food, he would begin his struggle to get food from somewhere. This results in action for fulfilling the need, which is directly related to behavior. This struggle leads to positive or negative rewards. Social scientists have concluded that the kind of reward we get for our struggle shapes our behavior.

# ASSUMPTIONS ABOUT COMMUNITY MEMBERS

**Theory 1:** People dislike extra work and avoid responsibility. They must feel threatened or be bribed to put forth effort.

**Theory 2:** People want extra work and responsibility and will work hard under the right circumstances. LEADERS must provide those circumstances and needed impetus.

If one asks: Why is community not participating? The answer comes from a broad generalization give above. People want to get involved. They only need good leaders who could provide impetus and the environment required to support their work and value their willingness to take on responsibilities. They need positive rewards to keep them motivated.

## Rewards are of Two Types

**Intrinsic rewards--**  
satisfactions a person receives  
in the process of performing a  
particular action--given by  
oneself. (Internally generated)

**Extrinsic rewards--**given by  
another person. (Externally  
generated)

Rewards come in two types: Internally generated and externally provided as explained above. A community leader/mobiliser must focus on the internal and external incentives to keep the community members' interest alive.

**ONLY  
UNSATISFIED  
NEEDS  
MOTIVATE  
BEHAVIOR**

Show the participants this slide and then divide them into three groups.

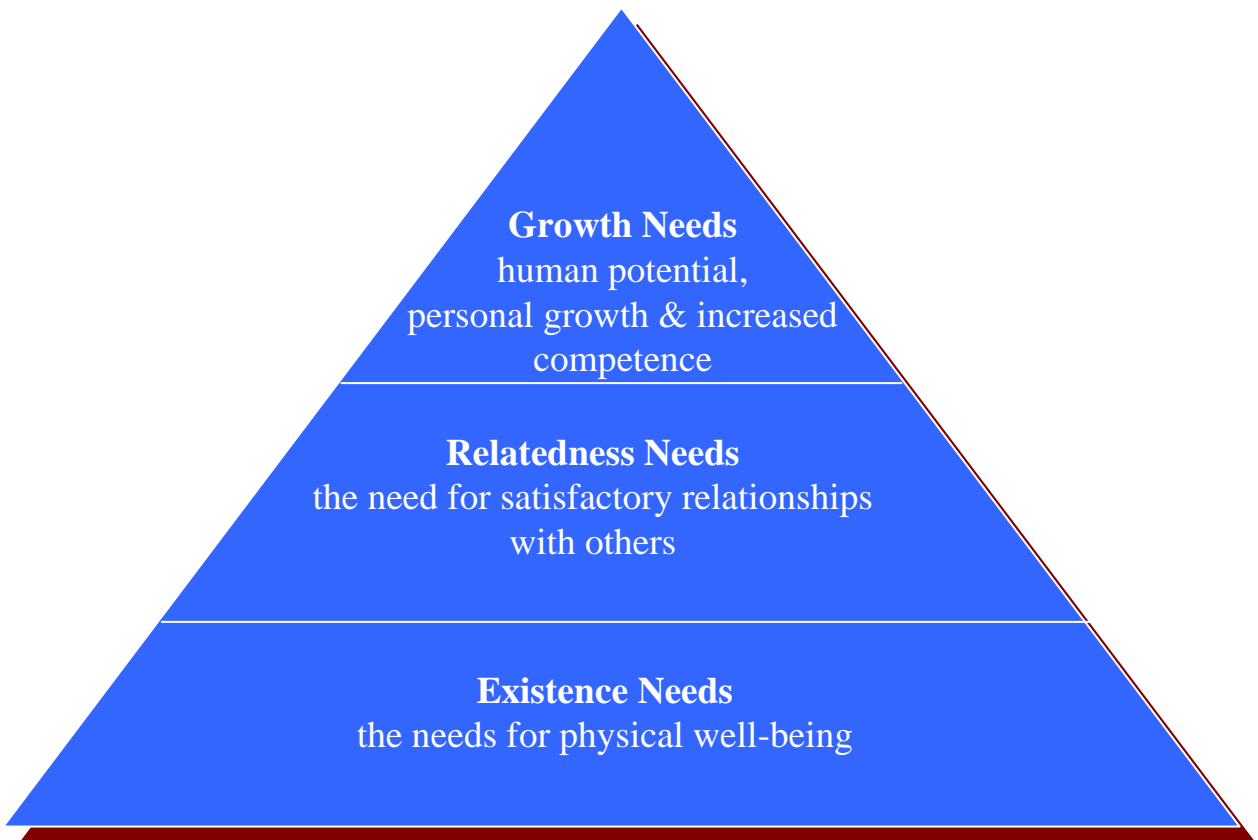
## **Group work**

- ✚ Three groups
- ✚ Identify human needs
- ✚ Classify these needs in different categories

Ask them to identify and classify human needs into different categories. The groups come back after 10 minutes and report the needs they have identified and the way they have classified it.

This prepares ground for the upcoming charts/slides. Shown conclusions by social scientists, they will be able to relate to and compare their own findings with these.

## Fit the identified needs in the following basic Classification

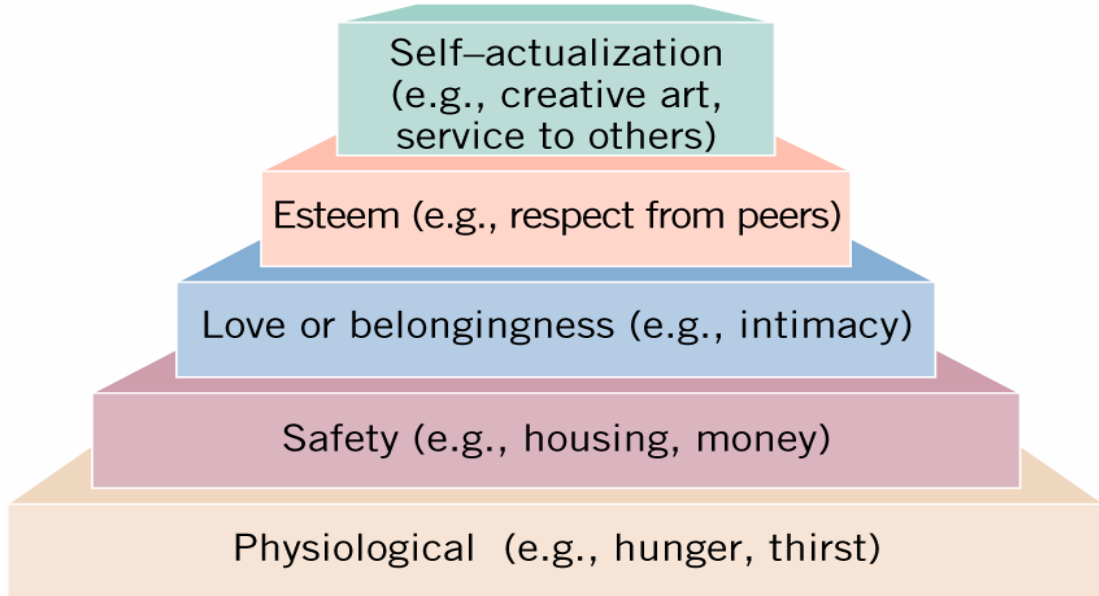


Let each group compare their work with this model.

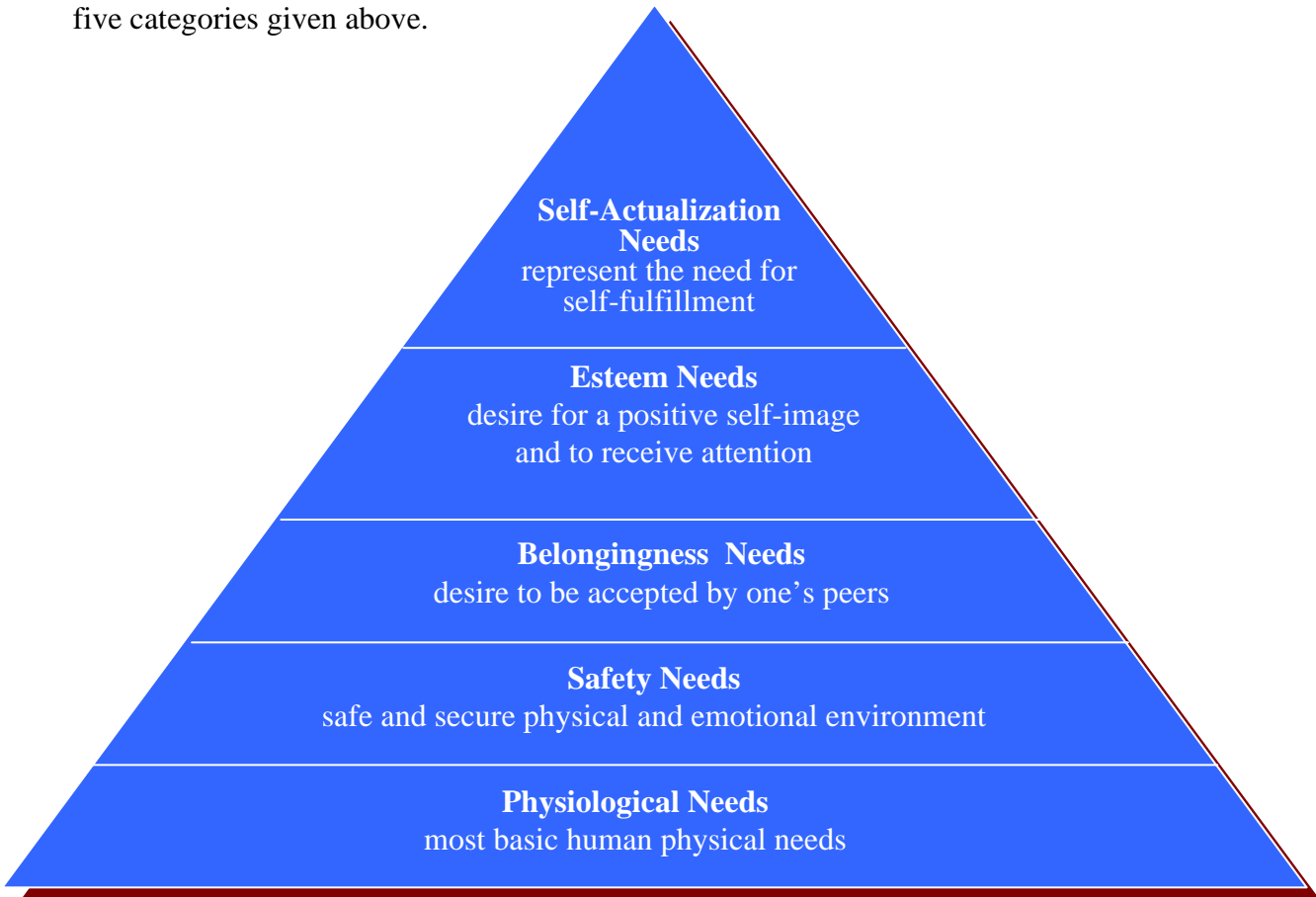
Let them see if they had done the classification accordingly and if it was different, why?

This helps them understand why others came up with this understanding after years of work.

## Further breakdown of needs



The classification given on the previous chart/slide can be further divide into the five categories given above.



The needs that motivate people

Look at the same classification through another angle, so that participants are familiar with different ways of presenting the same idea.

So these are the needs that motivate people at different stages of their existence. For example those individuals, whose physiological needs are not met, cannot be motivated to do something that address only the esteem needs.

Which needs are addressed by community development work?



These are examples of the needs that are classified in the previous charts/slides. Let the participants identify the needs that a community development workers/community leaders can address.

Think of a time when you really felt  
**GOOD**  
about your job/work/achievement

What was happening then?

Now is the time to introduce participants to the concept of satisfaction.

Ask them to think about a time when they really felt GOOD about their work/achievement. Ask them, what was happening then?

Think of a time when you really felt  
**BAD**  
about your job/work/achievement

What was happening then?

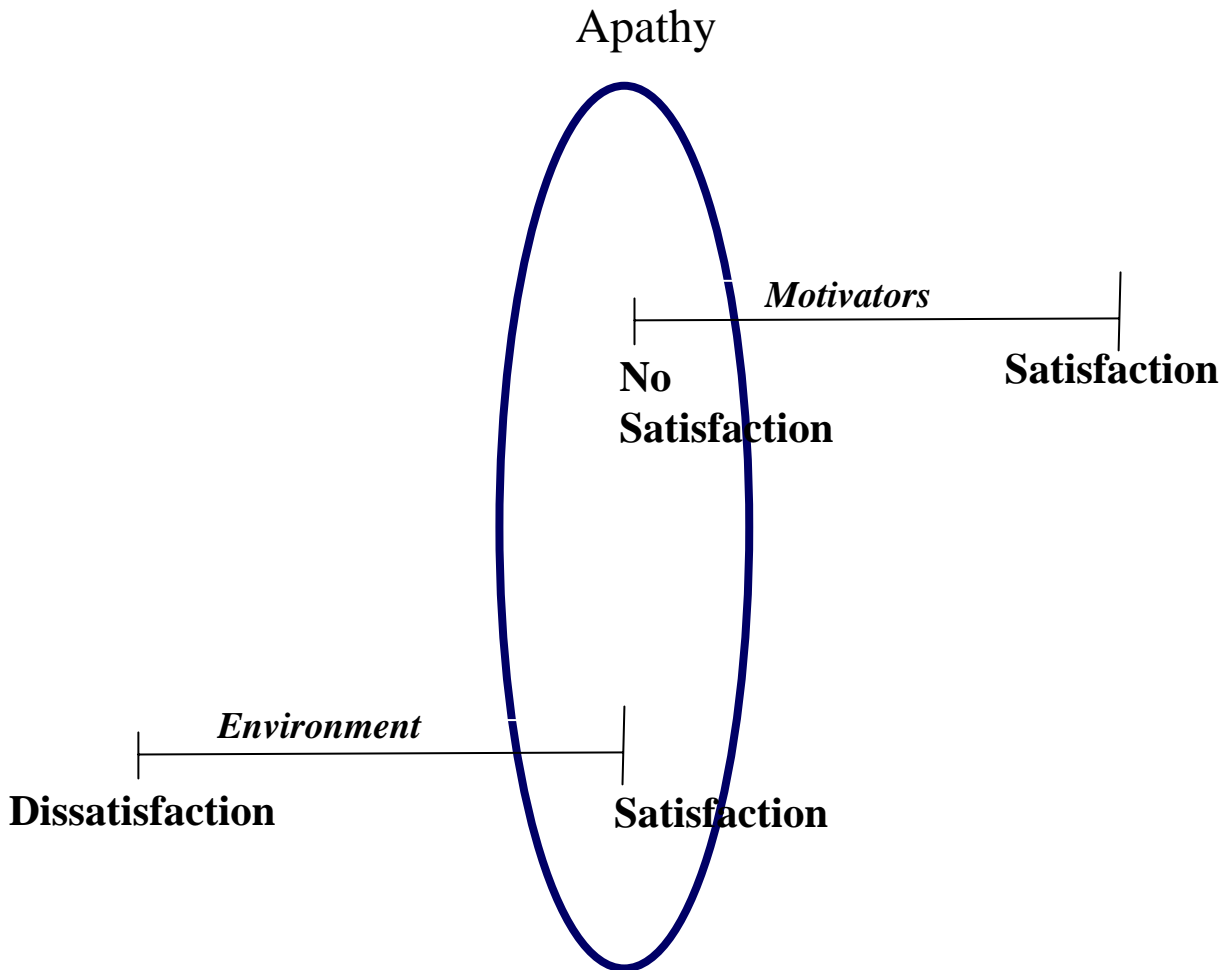
Now ask them to think of a time when they really felt BAD about their work/achievement. Ask them what was happening then.

## Traditional thinking about motivation and satisfaction

Assumed same factors causing satisfaction would cause dissatisfaction when absent. Satisfaction & dissatisfaction thus one factor according to this view.

From answers of the participants it becomes evident that the general assumption that achieving anything that gives satisfaction causes dissatisfaction when it is lost. The reality however is totally different. Satisfaction and dissatisfaction are not caused by the same factors at all.

# IN REALITY



Thus satisfaction and dissatisfaction are really two factors!

In reality it is the motivators (motivating factors) that cause satisfaction and the environment that cause dissatisfaction. For example success in a project could bring satisfaction but failure in that does not bring as much dissatisfaction as the environment in a work place.

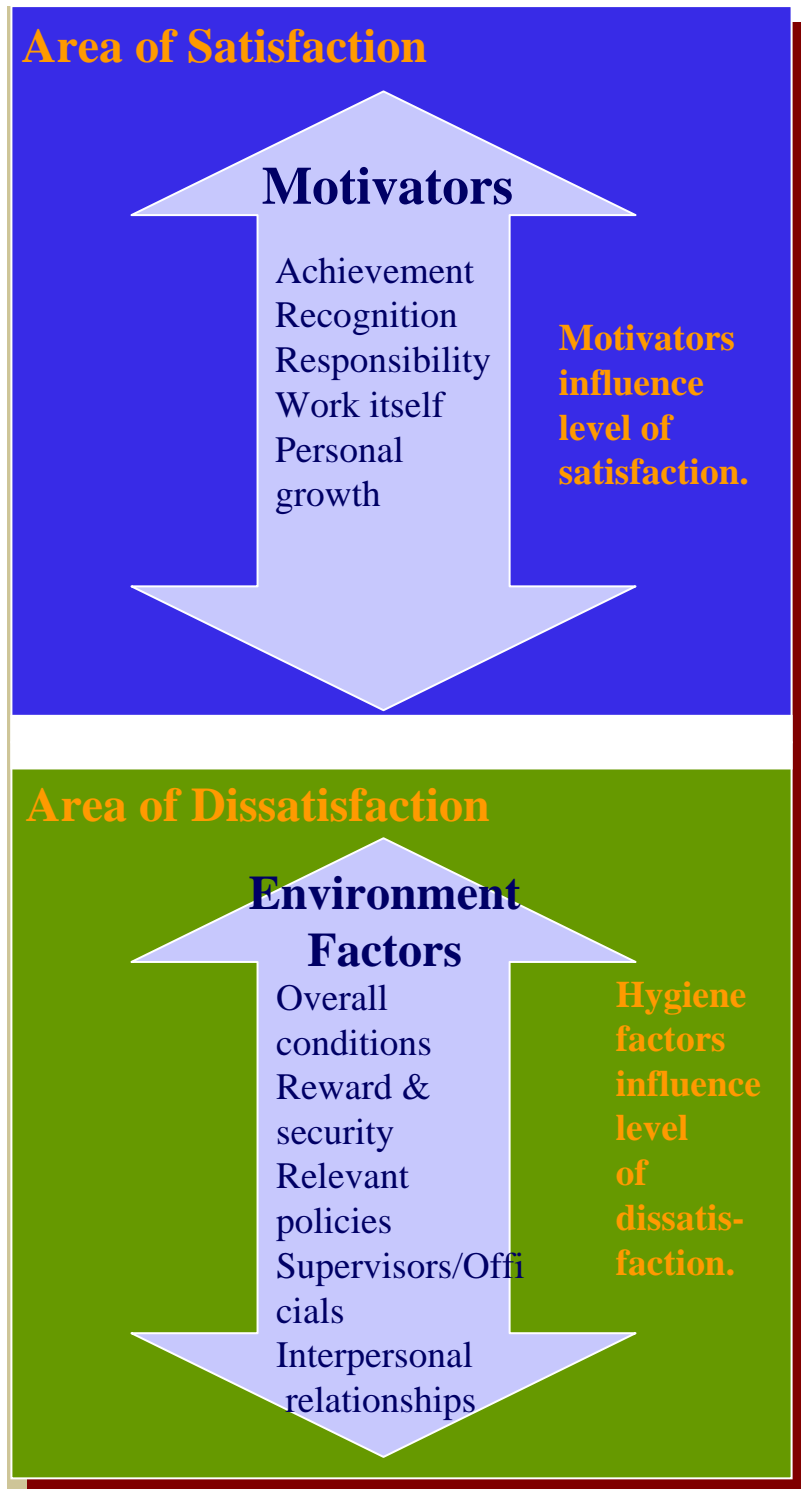
# Motivators and De-motivators

Here are some specific examples of what bring satisfaction and what influences the level of dissatisfaction.

## RECOMMENDATIONS

1. Leaders must ensure that environment factors are adequate.
2. Focus on adding motivation factors into the community related work.

Excellent motivation factors can make up for poor environment factors. e.g., soldiers & Social Workers  
Community leaders/social workers thus have to ensure that environment factors are adequately met. Only this would guarantee participation of the



community members in the development work. The more they add motivation factors to the work, the more community participation would increase and the more enthusiastically they will participate in the development activities.

Soldiers are a good example. They put their lives on line in the worst kind of situation, away from home and family only because they are fully motivated. Their motivation makes them even sacrifice their lives. Same is the situation with social workers who dedicate their lives to helping others. Red Cross workers and Doctors without Borders are good examples in this regard.



**Take Back Communities**  
“Train the Trainers” Workshop Series

Session on  
**Mobilization Cycle**

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# The Mobilization Intervention

## Community Empowerment Methodology

**You cannot develop a community.**

**The community develops itself.**

**You can provide:**

- **inspiration**
- **stimulation**
- **information**
- **encouragement**
- **training**
- **organization skills**



This session in community mobilization follows a session in motivation.

Once the community is motivated, it is geared to pool its physical, social and financial towards achieving its objectives.

Here is an introduction to the session on mobilization.

# The Mobilization Cycle

## Sensitization and Clearance

Sessions with local leaders and Government officials

## Awareness Raising

Public meetings with members of target communities

## Unity Organizing

Pulling together different community factions

## Management Training

The training of community leaders & mobilizers  
(eg how to prepare and write effective project designs)

## Participatory Assessment

Identify priority problems  
(therefore priority goals as solutions)

## Community Action Plan (CAP)

Consistent with City Plans and Community Priorities

## Community Project Designs

Invited from and submitted by target communities as proposals

## Implementation Begins

Work starts by community members on community project

## Monitoring and Reporting

These topics can be part of management training for community and its executive

## Work Continues Until Completion

Implementation, monitoring, reporting

## Official Completion Ceremony

Invite more community project designs  
*(a process; not a finite ending)*

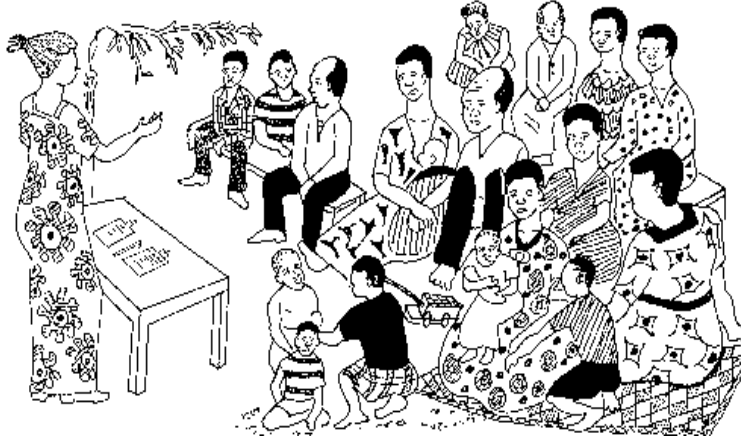


For doing this chart, it is better participants are divided in groups and each group is given three or four steps of this cycle to deliberate upon and come up for a presentation.

Once they come back for presentation, other participants would be able to give their own input as well. You as a facilitator can guide the discussion to make links between these steps as logically as possible.

# Hold a Community Meeting

- **Ensure that all come, not only factions.**
- **List problems: Goals = solutions to them.**
- **Make no promises.**
- **Encourage all to contribute to decisions.**
- **Raise awareness, not expectations.**



These are the steps towards community mobilization.

Holding an initial meeting is of paramount importance for spreading the word and gaining a momentum.

Hints for making initial meetings a success are given above.

# Participatory Appraisal

**Make an accurate assessment:**

- **with community members**
- **walk (or sit and discuss in detail) and identify problems**
- **identify strengths and weaknesses**
- **locate resources and constraints**



Participatory appraisal is necessary for assessing the situation in the community, identifying different problems, strengths and weaknesses.

Participation of a majority of community members or their representatives is a basic requirement for this exercise.

# Choosing Priorities

1. Use the “*brainstorm*” technique.
2. Set group guidelines such as No criticism or cross talk.
3. Write all suggestions on board.
4. Rearrange by priority and choose highest.
5. Remind group that it is their choice.



After participatory appraisal and assessment, prioritizing problems and the need to address them is necessary. The most pressing problems need to be tackled at once and the less pressing are to be kept towards the end of the list.

Good facilitation skills are required for this exercise as we have seen throughout the training. For point 4 mentioned above, the suggestions should be prioritized according to their relevancy, urgency, and need.

It is up to the majority who has to decide about prioritizing the problems.

# Planning a Community Project

## The Four Key Questions

1. What do we have?

1. Where are we?

2. What do we want?      -- Or --

2. Where do we want to be?

3. How do we use what we have  
to get what we want?

3. How do we get to where we  
want to be from where we are?

4. What will happen when we do?

4. What will happen when we  
do?



The next step is developing and planning a project to address the identified problems and prioritized needs.

During this exercise, the community has to look at all resources that it has and the resources that it needs to addressing the identified problems.

Goal setting is a must. The community has to decide where they want to go from here and how can they get there.

They have to envision “What will happen” when they achieve their objectives.

# The fundraising cycle



Once the community comes up with a project, they have to look for possible resources from outside. Funding is usually the biggest hurdle.

This cycle explains how to start looking for funds and the necessary steps in fund raising for the community projects.

The cycle starts with explaining the need and building a case for support.

All donors have their own strategies. Building the case means that the community has to present their case such that it fits/compliments the donors' agenda.

The plan should be clearly spell out with the required resources.

A fund raising strategy should be part of the project proposal. It must highlight the possible sources from where funds could be obtained for the project.

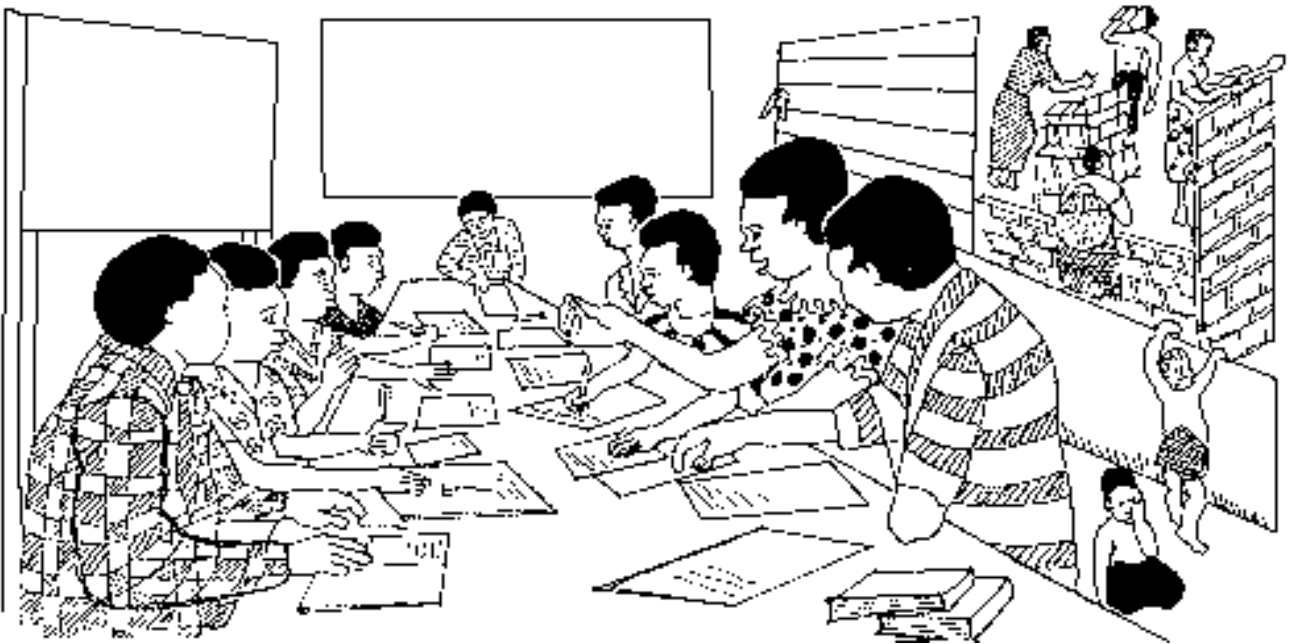
This is followed by an implementation stage once the required funds and all other resources are available.

Once implementation is in process, monitoring and reviewing become necessary parts of the process.

After evaluation at the end, the process restarts with working on proposals and project planning for addressing new problems. At the same time, plans are reviewed and updated on ongoing projects.

# Implementation (*Executive*) Committee Meets

**Management,  
Planning,  
Implementation,  
Monitoring.**



It is duty of the executive community (elected or representative of the community) to meet regularly for managing, planning, implementation and monitoring of all the projects.

# **Local Expertise Contributes to Community Project**

**Among the “*hidden*” resources are experienced persons.**

**Look especially to senior community members and retired specialists.**

Here is a tip. Most of the resources are often available within the community. All we need is to shift focus and start looking for them among ourselves.

## **Monitoring Project Implementation**

**Community members should observe and record progress.**

**Progress = degree to which objectives are achieved.**

Tips for the monitoring committee

.

## Report to the Community

The community is the most important donor to the project

Reports should be verbal and written -- financial and narrative.



The executive committee has to periodically report back and keep them abreast of all developments on the going and pending projects.

## Celebrate its Completion

A “rite of passage” for the project; legitimization and recognition.

A transition point to start the cycle again from its beginning.

What is “Play” for the people; is part of the “Work” of a mobilizer.



Celebrating success is another sources of motivation and mobilization. It keeps the community energized for undertaking similar projects in the future.